

1939

Unit assignment in the eleventh-grade United States history class of a small six-year high school

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Thesis

THE UNIT ASSIGNMENT IN THE ELEVENTH-GRADE
UNITED STATES HISTORY CLASS OF A
SMALL SIX-YEAR HIGH SCHOOL

Submitted by

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(A.B., Harvard, 1927)

In partial fulfillment of the requirements for
the degree of Master of Education

1939

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CHAPTER I
THE PROBLEM

Introduction

The problem.-- Unit organization has had no systematic application at the High School of Acton, Massachusetts. In the social studies department the most difficult class to teach by traditional methods is that in eleventh-grade United States history. This thesis is an attempt to solve through unit organization the learning and teaching problems presented by that class.

An overview.-- An overview of the thesis shows descriptions of the local community, the school, and the class in question. Following a summary of the apparent needs of this class is a brief glossary of terms used in the unit organization procedure. Chapter II contains a unit and unit assignment entitled "Economic Changes After the Civil War" as taught during four weeks in May 1939. The next chapter presents observations on this unit assignment in use including an explanation of its various features, selections from a daily journal kept by the teacher during the period of study on the unit assignment, a summary of

pupils' comments after completing the unit assignment, remarks on the success and weakness of this unit assignment, and suggestions for its improvement.

In Chapter IV the unit set forth in Chapter II remains the same, but the unit assignment is enlarged and enriched for use in the same class if it were adequately equipped for unit organization. The final chapter summarizes an inquiry among 82 teachers who, like the writer, studied the principles of Unit Organization in Secondary Education, Professor Roy O. Billett's course at the Boston University School of Education, during one of the three terms from September 1937 through the 1938 summer session. These teachers may have had a year or more of experience in the practical use of the plan in their classes. Following selections from answers to the inquiry is a summary of information gathered indicating the trend of unit organization among the 15 teachers whose replies were complete.

General Description of the Community

Type of community.-- The town, with a population of 2500, is located in a fruit and vegetable growing district of Massachusetts, 25 miles from Boston. Its three distinct communities within one town organization are surrounded by other towns and by two industrial cities within 12 miles. One-fourth of the adults depend on farming for their income

and some of the remaining three-fourths are employed in the few small local industries. A number of residents are engaged in occupations out of town. The population is largely American stock and the children possess average normal intelligence, few of whom have the ambition or money for further education.

The problem of area.-- When a new high school was built in 1925, the townspeople compromised on a location by placing it centrally among the three communities. As a result, very few homes are located within a mile of the school and every pupil is required to use the school bus. The town covers so great an area that some pupils live at a distance of nearly five miles. A few pupils from a neighboring town live more than five miles distant. The factor of distance affects the school administration in that activities after school hours, both education and extra-curricular, are at times curtailed by the weather. For many pupils the trip home by bus at the close of school is imperative.

General Description of the School

Plant.-- In appearance the best public building in town is the high school, a two-story brick structure. It has seven classrooms, library, conference or art room, laboratory, typewriting room, fully equipped domestic arts

room, shop with machines for wood and metal working, office, and auditorium seating three hundred. Its stage and motion picture booth make possible any sort of performance. Two small rooms complete this description, one for teachers and one for the public health nurse. A playing field 60 by 90 yards adjoins the building.

Organization.-- Acton High School is a six-year institution of 242 pupils from grade seven through grade twelve. It offers three curricula: general, commercial, and college. A full program of athletics and extra-curricular activities is provided for both boys and girls. The demand for classes in domestic arts and manual arts requires full-time teachers in these fields. An agriculture club, with many outside speakers and a final examination, is offered for credit. Twenty-four of the 31 class periods each week are 51 minutes long, and the remaining seven, all on Wednesday, are 43 minutes long. One of the Wednesday periods is a homeroom period for group guidance.

Personnel.-- Directing the high school and three elementary schools is the superintendent-principal. An assistant principal, author of this study, has a regular teaching program and seven periods a week chiefly for administrative duties. Eleven teachers constitute the staff in a departmentalized system, eight of whom are graduates of liberal arts colleges, one with the degree of master of

education. Two teachers are graduates of normal schools, and one is a graduate from the four-year course of a state teachers' college. Three part-time teachers direct the work in art, music, and physical education.

The teaching experience of this group ranges from one year to 34 years, the median being eight years. "In general, while only about one-fifth have taken graduate professional courses, all are willing to learn and improve." ^{1/}

Most of the teachers have classes every period in the day, that is, 30 periods a week. In some cases the teaching load requires five separate preparations a day on four different grade levels. This factor is significant in considering the possibility and need of unit organization in a small school.

Pupils.-- The type of pupils at this school may be judged in part by the careers followed after graduation. A recent report states:^{2/}

"As to recent graduates from the high school, seventeen are attending institutions granting the A.B. or B.S. degrees; of the class of 1938 [enrollment of 39] eight are attending higher institution, fifteen are engaged in gainful occupations, nine are at home and two are married."

^{1/} Walter F. Hall, "Supervision of Instruction Through Teachers' Meetings," term report in S63, Supervision of the Elementary School, summer course at Boston University School of Education, 1938, p. 2.

^{2/} Annual Report of the School Department of the Town of Acton, Massachusetts, for the Year Ending December 31, 1938, p. 33.

The higher institutions attended by eight graduates of the class of 1938 are Boston University, Tufts College, Northeastern University, Gordon College of Theology and Missions, an art school, and two business schools. The occupations chosen by the fifteen gainfully employed include farming, general work, retail store work, and housework.

Educational policy.-- A policy of moderation governs the high school, which is ready to adopt new methods when they prove valuable. A few recent local developments indicate the trend: remedial reading in the senior high school grades, the organization of a chapter of the National Honor Society for the ranking upper 15 per cent of the graduating class, the establishment of a scholarship fund to aid graduates entering college, the use of 60 classroom films during the past year, the study of 12 cases of material from the Boston Museum of Fine Arts and the Children's Museum, and a program of guidance which includes questionnaires to the pupils, individual conferences, and outside speakers.

Further evidence on the nature of the school is given in Superintendent Walter F. Hall's report for the year ending December 31, 1938.

"In spite of certain encouraging signs, a large number of students are not book-minded nor particularly interested in the present program of studies, which comprises college preparatory (55 enrolled), business (45 enrolled), and general (42

enrolled). This situation is not peculiar to Acton. Our offering is similar to that found in most New England rural districts, and the problem is the same. In fact, schoolmen everywhere are wondering what the proper solution may be to adapt our educational plan in secondary schools to the numerous young girls and boys who, a generation ago, would have left school for work. We realize that attitude is more important than facts; that individuals differ in abilities, attitudes and interests; that there must be found a way to help educationally as many as possible. Under these circumstances, we are striving hard to fit limited offerings to student use by the most interesting methods we can devise, with the object constantly in mind of gradually changing the curriculum. In this effort, we have for study the numerous experiments tried in various parts of the United States, some of which have worked out successfully."

The pupil needs emphasized above show a situation in which unit organization may perform valuable service.

Detailed Description of the Eleventh-grade Class in United States History

Introduction.-- By means of statistics a picture is given here of the class in question from several points of view. The facts include intelligence quotients, reading skills, family backgrounds, intentions of the pupils, and opinions of the teachers. Also given are comments on the text and a description of the classroom facilities.

Intelligence quotients.-- Forty-one pupils constitute the class, 17 boys and 24 girls. The results given below are not comparable since the intelligence quotients are derived from four different tests given during the years from 1934 through 1938. On account of the shifting

population not every pupil is tested with the same instrument. Where more than one intelligence quotient is recorded, as in the case of four pupils, the higher one is used. The scores for the 41 pupils are based on these tests: Otis A, ^{1/} 29 pupils; Otis Higher A, ^{2/} 8 pupils; Kuhlman-Anderson, ^{3/} 1 pupil; and Terman A, ^{4/} 7 pupils. Table 1 gives a general indication of the range of intelligence quotients, from 80 to 122, with 100 as the median. The class is average in intelligence.

Table 1. Distribution of Intelligence Quotients of an Eleventh-grade Class in United States History.

Intelligence Quotients	Number of Pupils
121-125	1
116-120	7
111-115	4
106-110	4
101-105	3
96-100	12
91- 95	5
86- 90	3
81- 85	1
76- 80	1
	Total 41
	Median 96-100

^{1/} Otis Self-Administering Tests of Mental Ability, Intermediate Examination: Form A, for Grades 4-9, World Book Company, Yonkers, New York, 1922.

^{2/} Otis Self-Administering Tests of Mental Ability, Higher Examination: Form A, for Grades 9-12, World Book Company, Yonkers, New York, 1922.

^{3/} Kuhlman-Anderson Intelligence Tests, Fourth Edition, Educational Test Bureau, Incorporated, Philadelphia.

^{4/} Terman Group Test of Mental Ability, for Grades 7-12, Examination: Form A, World Book Company, Yonkers, New York, 1920.

Skill in reading.-- On June 1 of the eleventh school year the class in question was given the Iowa Silent Reading Test.^{1/} This test attempts to place pupils on various grade levels with respect to speed and comprehension of reading. The comprehension score is based on skill in the following fields: paragraph meaning, word meaning, paragraph organization, sentence meaning, and location of information. Five seniors in the class did not take this test. Some facts revealed by the test are given in Table 2.

Table 2. The Median and Range of Age, Reading Comprehension, and Reading Speed of an Eleventh-grade Class in United States History as Shown by the Iowa Silent Reading Test.

(1)	Median		Range			
	(2)		Lowest		Highest	
			(3)		(4)	
	Years	Months	Years	Months	Years	Months
Age (chronological)..	17	1	16	2	18	10
Reading Comprehension a/.....	12	7	9	1	14 (over)	
Reading Speed a/.....	9	9	8 (under)		14 (over)	

a/ Numbers explaining reading comprehension and reading speed represent grade level. The median in reading comprehension, for example, is on the level of the twelfth school year, seventh month.

Although in age the pupils are at the proper level for grade eleven the tenth month, the medians in reading comprehension and reading speed show variation. The comprehension score is 7 school months over the proper grade level,

^{1/}Iowa Silent Reading Test, Advanced Test: Form A (Revised) for High Schools and Colleges, World Book Company, Yonkers, New York, 1931.

an advantage, but the score in speed is 20 school months below the proper class level, a disadvantage. Realizing this fact, the teacher of the slow group in eleventh-grade English worked during the year with remedial reading material to increase speed.

As to range in comprehension, the seven pupils who rank in grade fourteen or over are encouraging, but one-third of the group tested rank below the proper grade level, three of whom fall within grade nine. The range in speed is also wide. Six pupils rank in grade fourteen or higher, but two-thirds of the group rank below the proper grade level in speed, nineteen of whom fall within grade nine.

The class shows a range of two and one-half years in age, five years in reading comprehension and seven years in reading speed. Such extremes as are shown in Table 2 indicate that the teacher may find it difficult to interest the entire class in a reading subject like history. With a group of seven good readers at the top of the class, however, and with unit organization planned to meet individual needs, this class may yet be successful.

Skill in reading in the social studies.-- When 26 of the 41 pupils who make up the class in question were in the sixth school year the ninth month, they were given the Metropolitan Achievement Tests.^{1/} In the section which

^{1/} Metropolitan Achievement Tests, Intermediate Battery Complete, Form A for Grades 4, 5, and 6, World Book Company, New York, 1932.

tests comprehension is a subdivision entitled "History and Civics." Although the facts shown below, taken from this part of the test, concern only 63 per cent of the present class, they indicate the skill in a particular subject matter field of many of its pupils.

The median, six years and eight months, was one month below the proper grade level. At the top was one pupil ranking in the tenth grade fourth month, and at the bottom was one pupil ranking in the fourth grade eighth month. The best pupil was almost four years ahead in social studies and the poorest was over two years behind. Over one-half of this group ranked below the proper grade level and five pupils ranked one or more years below.

To summarize, about three-fifths of the present eleventh-grade class in United States history showed in their sixth school year a range of five school years and six months in their ability to comprehend history and civics. Since one-half of this group were below the proper grade level in the sixth school year, the same deficient pupils may still have difficulty in understanding the social studies in their eleventh year.

Family background.-- The nationality of families represented by a majority of the class is American, but the origin of the other families includes eight nations. These facts were obtained from a genealogical chart given to each

pupil requesting the national origin of the two generations previous to that of the class. With the understanding that the charts need not be filled in and that the pupils' names might be omitted, 38 members of the class replied. In Table 3, which shows the findings, Column 3 does not give a correct impression because of many omissions in the replies.

Table 3. Nationality of Parents and Grandparents of a Class in Eleventh-grade United States History.

Nations (1)	Parents (2)	Grandparents (3)
Canada (total).....	4	10
Nova Scotia	(1)	(1)
Prince Edward Island..		(3)
England	1	
Finland	2	4
France		1
Germany	1	2
Ireland	11	27
Italy	2	5
Netherlands		1
Norway	6	10
Scotland		3
Sweden	1	2
Switzerland		1
United States	48	61
No information		25
Total	76	152

In rank the first four nations represented by both parents and grandparents are the following: United States, Ireland, Norway, and Canada. Native tongues are spoken in some homes. With the parents coming from eight nations and the grandparents from twelve, a great many points of view within the class are possible if the teacher is alert to stimulate them.

In the occupations represented by parent or guardian lies another clue to the individual differences within the class. Twenty-eight types of work are listed, some parents engaging in two occupations according to the season. Six pupils list their parents as farmers, five as housewives, and three each as carpenters or mill workers. Two pupils each list their parents as sales agents, florists, or owners of a trucking business.

The other occupations, represented by one pupil each, are the following: bank employee, civil engineer, clerk in reformatory, cobbler, collector for newspaper, contractor, custodian of the high school, foreman in oil refinery, house-keeper, laundry proprietor, manager of small mill, meat cutter, minister, night watchman, painter, postal employee, prison officer, public health nurse, restaurant proprietor, retail dry goods store owner, and supervisor of a milk plant.

By noticing the variety of occupations represented in the class the teacher can induce profitable discussion on problems of capital and labor, a topic which arises naturally from the unit assignment presented in Chapter II.

Enrollment in the high-school curricula.-- Three curricula are offered at the high school: the college, the business, and the general. From the eleventh-grade class in United States history the enrollment in these courses

is respectively as follows: fifteen, eighteen, and three. Information is lacking in the case of five pupils. Although 15 pupils are in the college course, the inference is incorrect that all fifteen will reach college. Of the graduating class of 1938, a typical group numbering 39, only eight graduates are attending higher institutions, five of whom are in colleges granting the A.B. or B.S. degree.

"Do you intend to continue your formal education after high school?" This question appearing on an inquiry form issued in the interest of guidance brought promising replies. Twenty-one pupils checked "Yes", two checked "No", thirteen checked "Undecided", and for four no information was available.

Although some pupils may be grouped because of their ability or good intentions in the college course, most of them will not reach college. Over one-third of this class are in the college course and about one-half expect to continue formal education after high school, but actually about one-fifth or less of recent graduating classes are in higher institutions. The teacher should expect work of college preparatory caliber from very few in the class. Those who are to finish their formal education in high school determine the teaching procedure. The others, however, can be cared for through unit organization.

Intentions of the class regarding occupations.-- On the supposition that the occupational intentions of an individual may reveal his interests, the teacher is able to create a unit assignment which will meet the needs and interests of the class if he knows these intentions. Eighteen occupations are listed by 28 of the 41 class members. Four each choose teaching or secretarial work; three each choose nursing or hairdressing; two each choose bookkeeping, dietetics, engineering, home economics, or machinist's trade; and one each chooses aviation, cabinet making, dental hygienist, embalming, horticulture, journalism, medicine, laboratory technician, or trucking. Of the 28 who declare intentions, five of them, all girls, give two choices. Thirteen pupils, almost one-third of the class, claim they are undecided or make no reply to the question regarding occupations.

Several conclusions may guide the teacher. One-third of the class in their eleventh school year are still undecided as to their occupations, the chances of their having further education being poor. With one exception the 18 occupations listed above require further training of some sort, eight of which require a regular college education. Because the facts show that most of these good intentions will not be realized, the teacher prepares work for a non-college group, keeping in mind the interests of pupils as

expressed in their hopes for the future. The wide variety of interests shown indicates a further need for adapting school work to the individuals.

Opinions of teachers concerning the class.-- On a four-point scale marked A, B, C, and D all teachers in the school were asked to express an opinion on each member of the class from four points of view: scholastic ability, initiative, perseverance, and reliability. The results, averaged, appear in Table 4.

Table 4. Teachers' Opinions of Members of an Eleventh-grade Class in United States History.

Scale	Scholastic Ability	Initiative	Perseverance	Reliability
(1)	(2)	(3)	(4)	(5)
A	7	2	2	6
B	17	22	21	21
C	13	15	16	11
D	1	0	0	1
No information	3	2	2	2
Total	41	41	41	41

Three-fourths or more of the class lie within the B and C rating in every column. The class is distinctly average, possibly above in that one-half of its members are rated B in initiative, perseverance, and reliability. In Column 3 the significant fact is that 15 pupils rank C in initiative. Since unit organization puts pupils on their own, the teacher should circulate widely among those who are weak in initiative

to guide and stimulate. Motivation, discussion and quizzes may be needed to sustain interest. Later, as the class becomes used to unit organization, all members may be able to work independently.

Vocabulary burden of the textbook.--- Professor Emerson David Fite of Vassar College is author of the basic text, History of the United States.^{1/} Although the teacher suspects the vocabulary and style of this book are too difficult for the class in question, he is unable to demonstrate that fact. Several inquiries concerning the vocabulary burden of this text shed a little light.

Carleton Washburne, Superintendent of Schools in Winnetka, Illinois, Mabel Vogel Morphett, Director of the Research Department of the Winnetka Public Schools, and Vivian Weedon are authors of the Winnetka Chart for Determining the Grade Placement of Children's Books, an instrument suggested in its form by the chart of Alfred S. Lewerenz concerning the problem of vocabulary burden. In reply to a request for the grade placement of several well known high school texts in United States history, Mrs. Morphett writes:

"Our formula concerns chiefly outside reading or general literature for children through junior-high-school years. We have graded some textbooks for purposes of finding the relative difficulty of several textbooks. I do not believe this grading of textbooks is entirely reliable, since the formula is designed chiefly for supplementary reading."

^{1/} Emerson David Fite, History of the United States, Sixth Edition, Henry Holt and Company, New York, 1935.

Alfred S. Lewerenz, Assistant Supervisor in the Division of Instruction and Curriculum of the Los Angeles City School District, says in a letter: "I have asked the Los Angeles County evaluation staff, who does most of our textbook work, to check thoroughly their records. They report no data for History of the United States (Sixth Edition, copyright 1935) by Emerson David Fite."

Gilbert Loveland, Vice President of Henry Holt and Company, publishers of the text in question, writes as follows:

"When Mr. Fite wrote History of the United States, very little attention was paid to a scientific vocabulary burden. And, so far as we know, no vocabulary study of this book has been made.

"In general, we apply no scientific tests to the vocabulary of manuscripts for pupils beyond the ninth grade. We are very careful with the vocabulary of junior-high-school manuscripts, however. Sometimes we pay a great deal of attention to the vocabulary of tenth-grade manuscripts, but the reason usually is that the book, though primarily intended for tenth-grade pupils, will in many places be used for ninth- and eighth-grade pupils as well.

Clifford Crowther, editor of textbooks in the social studies for D. C. Heath and Company, Boston, says:

"I very much doubt that comparative figures exist on the Fite text and several other similar books. So far as I know not a very great deal of attention is given to vocabulary burden as such in texts at that grade level [grade eleven]. Rather attention is paid to clarity of style in relation to concepts which pupils at that grade level might reasonably be expected to comprehend."

An instructor in the teaching of social studies in a leading university states he can give no information on the

vocabulary burden of the Fite book. "As a matter of offhand judgment I do not believe that Fite is a very satisfactory textbook for any group of high school students, whatever its vocabulary may be." He writes that if a textbook with chronological arrangement is desired, as in Fite, others are preferred.

Two methods remain for discovering the vocabulary burden of Fite's History of the United States, the Patty and Painter technique ^{1/} and the Lively and Pressey method.^{2/} Although neither of these has been applied, other efforts to secure information either yield no facts or confirm the teacher's opinion that the book is difficult for the class.

Concerning style, Edgar Bruce Wesley, Associate Professor of Education in the University of Minnesota, says:^{3/}

"Since the publication of Thorndike's word list in 1921, a number of other word lists and special vocabularies have appeared, several of them being in the field of social studies. Some authors seem to think that they are writing simply and plainly if they rigidly exclude or accept words in accordance with these lists. It is now generally recognized, however, that a simple, familiar word may cause misunderstanding, that the mere fact of its appearance early in Thorndike's list is no guarantee that all shades of its meaning are simple.... Simple diction is not synonymous with simplicity in style."

^{1/} W. W. Patty and W. J. Painter, "A Technique of Measuring the Vocabulary Burden of Textbooks", Journal of Educational Research (June and September, 1931) 24: 23-32 and 127-134.

^{2/} Bertha A. Lively and S. L. Pressey, "A Method for Measuring the Vocabulary Burden and Textbooks", Educational Administration and Supervision (October, 1923) 9: 389-398.

^{3/} Edgar Bruce Wesley, Teaching the Social Studies, Theory and Practice, D. C. Heath and Company, Boston, 1937, p. 300 and 301.

An approximate grade placement for Professor Fite's book was found by the Winnetka technique mentioned above.^{1/} Although not intended for senior-high-school texts, the method uncovered a possible cause for the pupils' difficulty with the book and consequent lack of interest in history. Results showed a vocabulary burden comparable with grade 11.004, that is, the first month of the eleventh grade.^{2/} Of greater importance was the fact that only 18 of the 75 sample sentences, a sample being the first complete sentence on every eighth page throughout the book, were simple in construction. A simple sentence was defined as a sentence having one subject and one predicate. The ratio of sentences simple in construction to those which were not simple was about one to four. A few samples of extremely long sentences appeared on the following pages, the length of a sample sentence on each page being shown: p. 116, 16 lines; p. 281, 11 lines; and p. 566, 10 lines. Without adequate proof the teacher claims that the book could not be studied profitably by many members of the class.

The classroom and its facilities.-- In the history classroom, which measures 24 by 36 feet, 51 desks are available,

1/ Mabel Vogel Morphett, Vivian Weedon, and Carleton Washburne, Winnetka Chart for Determining Grade Placement of Children's Books, Winnetka Public Schools, Winnetka, Illinois.

2/ See Appendix A for a detailed summary of the results.

four of which in the rear are used by study pupils during the class period in question. Traditional arrangement prevails, with six regular rows of nine desks or less in each row and with the teacher's desk in front. Four windows on the south give adequate light and ventilation. Four sliding panels on the side opposite the windows cover racks for the coats and hats of homeroom pupils. Two blackboard panels at the front are in constant use, but two on the side and four at the back are not accessible in so large a room.

At the rear are a small closet with one shelf, and a built-in unit containing the following: bookcase with four shelves, glass doors, and lock; below this, a small cabinet 12 by 20 by 25 inches; also below, four large drawers. A floor plug, making possible the use of classroom projectors and radio, is near the rear door.

In the front are three tables 22 by 34 inches used chiefly to hold books, a small revolving bookcase, a small bookcase with three shelves and glass doors, one bulletin board near the window the size of an ordinary blackboard panel, and a smaller one near the front door measuring 2 by 3 feet. Also in the front are a globe with 18-inch diameter suspended on a cord and a set of 24 classroom maps on spring rollers stored in a box with hinged cover over the blackboard.

Because the room is used by three other classes in the social studies on different grade levels and by one other

teacher in a different subject, no classroom library is at hand. Available at all times on a table in front are eight small dictionaries and one large one, an atlas, one copy each of six recent high school texts in United States history, a review book condensing United States history, and a recent World Almanac.^{1/} At personal risk the teacher may bring any quantity of books for student use from the local library, which is open two afternoons a week. Every day the classroom librarian checks by a card system all books borrowed from the public library, but experience shows that at least one book a year is lost.

Excellent reference books in history are available, however, in the high-school library, which is supervised by an English teacher and a corps of student librarians. Page or chapter references are posted in the library and classroom. These books remain in the library at all times on a special reference shelf except during the class period, when two assigned pupils bring in the books needed for the current unit as a temporary classroom library. Just before the period closes the books are returned to the proper shelf in the library. This arrangement allows pupils to use the books in the library during free periods. About one-half the books are in use each class period; pupils may sign for 1/ Robert Hunt Lyman, Editor, The World Almanac and Book of Facts, The New York World-Telegram, New York, Yearly.

any book they wish to read at home provided they return it before the first class on the next school day.

The teacher is willing to borrow from the library of a neighboring town any book requested. Suggestions are found in the following bibliographies, all of which are kept on a table at the front of the room:

Historical Fiction and Other Reading References for History Classes in Junior and Senior High Schools 1/

Historical Biographies for Junior and Senior High Schools, Universities and Colleges; a Bibliography 2/

Bibliography of American Biography, Selected and Annotated for Secondary Schools 3/

Books for Home Reading for High Schools, Graded and Classified 4/

Such arrangements as outlined above are not convenient, but with independent reading as the backbone of work on the unit assignment, some plan of making books available is

1/ Hannah Logasa, Historical Fiction and Other Reading References for History Classes in Junior and Senior High Schools, McKinley Publishing Company, Philadelphia, 1934.

2/ Norma Olin Ireland, Historical Biographies for Junior and Senior High Schools, Universities and Colleges; a Bibliography, McKinley Publishing Company, Philadelphia, 1933.

3/ Florence H. Wilson and Howard Eugene Wilson, Bibliography of American Biography, Selected and Annotated for Secondary Schools, McKinley Publishing Company, Philadelphia, 1930.

4/ Max J. Herzberg and Stella S. Center, Co-chairmen of the Committee on Home Reading, Books for Home Reading for High Schools, Graded and Classified, National Council of Teachers of English, Chicago, 1931.

desirable.

Various advantages and disadvantages appear in the daily classroom situation. Some of the disadvantages are these:

1. All pupils in Massachusetts are required by law to take a high school course in United States history before graduation. The pupils who find history uninteresting would never choose it. They aim to get by in order to meet requirements.
2. Wide individual differences prevail within the class, five of its members being in grade twelve, a year ahead of the rest.
3. The textbook is too difficult.
4. The class meets the last period, from 1:36 to 2:27 P. M., when ten or fewer pupils may be obliged to leave during the period for athletic trips or special rehearsals.
5. Ten student traffic officers have to enter the classroom late and leave early causing a slight disturbance.
6. Sounds from the weekly orchestra rehearsal in the auditorium, carried by an air duct directly to the classroom, are so loud that discussion and study are both difficult.
7. Because some of the buses have so great an area to cover, they are allowed to arrive late to insure a safe driving speed. Pupils on these buses wishing to return reference books before the first class either forget to do so or interrupt some history class other than their own to return the books.
8. The teacher presides in a homeroom, teaches most of his classes in another room, and teaches two classes a week in a third room. Material cannot easily be centralized. It has to be carried around.
9. The teacher has daily preparation in social studies on four different grade levels, and on two days a week he has five preparations. This teaching load is not oppressive, but preparation of unit organization for so many classes is taxing.

Some of the advantages are these:

1. The administration gives encouragement and a free hand to teachers who are using newer methods.
2. The commercial department cooperates by mimeographing material.
3. The library is stocked with good history reference books although they are difficult reading for many in the class. The Pageant of America,^{1/} with its visual appeal, is popular, along with the textbook edition of The Chronicles of America.^{2/}
4. The school owns a sixteen millimeter silent motion picture projector.
5. A few enterprising pupils lead the way and carry the discussions.
6. The class does not work hard but it responds to reasonable stimulation.

Summary of the Educational Needs of the Class

Summary.-- Assuming that no change in equipment or administrative detail is possible at present, the educational needs of the class are reduced to four.

1. The class, including only two or three potential college candidates, needs a general education in social studies. The work should be practical, functional, and realistic, closely related to the present and future.
2. The class, with its wide range of intelligence quotients and reading skills, needs its assignments so planned that all pupils will derive a minimum of knowledge and so that all will be challenged by some part of the work.

^{1/} Ralph H. Gabriel, General Editor, The Pageant of America, Volumes 1-15, Yale University Press, New Haven, Connecticut, 1925.

^{2/} Allen Johnson, Editor, The Chronicles of America, Textbook Edition, Volumes 1-50, Yale University Press, New Haven, Connecticut, 1921.

3. The class, with its varied home background and wide interests, needs assignments which take advantage of these individual differences.
4. The class, with over one-third its members ranking C on a four-point scale in initiative and perseverance, needs stimulation in the form of motivation, discussions, individual attention, and quizzes.

Use of the summary.-- The teacher's task is clear. He needs a set of principles which may be applied to the class in question. They should provide assignments flexible enough to accommodate the interests, needs and abilities of all pupils, at the same time insuring that all pupils gain a minimum of knowledge. What follows in this study is an interpretation of a course at the Boston University School of Education entitled Unit Organization in Secondary Education.

Glossary of Terms Used in Unit Organization

Glossary.-- An understanding of several terms used in unit organization is desirable.

1. Unit. The unit is a prose statement, usually brief, of the generalizations which all pupils are expected to understand, or of the skills which all pupils are expected to acquire.
2. Delimitation of unit. The delimitation of the unit is a series of lesser concepts which support the unit. Probably not all pupils will understand all of these concepts to the same degree. Pupils are not permitted to see the unit and its delimitation.
3. Incidental learning products. Incidental learning products include concepts, skills, attitudes and appreciations which are not the primary object of the unit but which the teacher may expect as by-products.

4. Unit assignment. The unit assignment includes all the activities of the teacher and pupils, along with the materials needed, which cause the pupils to understand the unit and its delimitation.
5. Optional related activities. Optional related activities are a part of the unit assignment. They contribute to an understanding of the unit and they appeal in their variety to every talent, ability, and interest in the class. All pupils are urged to finish the required activities and do as many of the optional ones as time allows. Optional related activities may be printed on cards, filed according to the type of activity, and kept in a box available to the class.
6. Guide sheet. The guide sheet, usually mimeographed, contains those parts of the unit assignment which are presented best to the class in printed form. It may include notes on how to study the particular unit assignment under consideration, the required activities, references, a check list of special terms, and some or all of the optional related activities. The guide sheet may be several sheets bound together.
7. Test. The test may be one or both of the following types, each requesting information stated in the unit and its delimitation: a mimeographed objective test of 50 items, or an essay test requiring a 500-word summary of the important points learned. For the essay test, a brief outline guide is sometimes furnished by the teacher. In the social studies, the multiple-choice question containing one correct choice in four or five possible answers is generally recommended.

Flexibility of the unit assignment.-- Of interest is the flexibility of the unit assignment. In Chapter II it is presented with certain classroom limitations in view. If the classroom were equipped adequately for unit organization, the unit assignment covering the same unit and its delimitation as in Chapter II would be different. The enlargement may be observed in Chapter IV.

CHAPTER II

UNIT ORGANIZATION OF THE TOPIC, "CHANGING ECONOMIC AFFAIRS AFTER THE CIVIL WAR"

Unit

Changes in the business world caused by the Civil War brought increased wealth to a few, conveniences to many, and a great number of problems affecting all, some of which required government action.

The harsh terms which Congress imposed on the South before it could return to the Union explain in part the corruption which characterized government affairs. Capital and labor, both armed with centralized power, fought bitterly, the courts favoring now one side and now the other. National resources were freely given by the government to farmers, ranchers and the railroads in an effort to remove the frontier. Farmers, like labor, organized successfully to fight the railroads and seek a favorable money policy from the government. Industry, gaining power to control prices by consolidation, brought problems of immigration, anarchism, tariff and government regulation. Industrial arbitration and the Civil Service helped to remove the evils of corruption.

Delimitation of the Unit

1. Congress, in its plan for Reconstruction, gave the negro full civil rights and the right to vote. Corruption began in the state governments of the South, members of which were largely negroes. Corruption in the North grew along with big profits in industry.
2. Cheaper and faster transportation centralized many industries, making possible big business.
3. The American Federation of Labor, outgrowth of the Knights of Labor, organized skilled labor to combat capital. Bitter struggles were carried on in the courts and in Congress, neither side winning consistently.
4. The frontier disappeared because settlers were given one-hundred-sixty acres each, because the Union Pacific and Northern Pacific Railroads had liberal land grants, and because ranchers rarely observed boundaries.
5. The farmers organized as Patrons of Husbandry to secure lower rates of transportation from the railroads, who used monopolistic methods to keep rates high. In the Granger Cases the farmers were successful.
6. Railroads used such devices as pooling, long and short hauls, and rebates to control rates.
7. Farmers and silver miners benefited when the government purchased large amounts of silver under the Bland-Allison Act and the Sherman Silver Purchase Act, but they did not see free coinage of silver as a permanent government policy. The silver laws were repealed.
8. Some industries such as oil, represented by the Standard Oil Company, became monopolies, thus removing competition and controlling prices.
9. Immigration was restricted by law to insure a high standard of wages for American labor. Foreign labor, accustomed to a lower standard of living, would work for less.
10. Anarchism is the belief that organized government, being unnecessary, should be abolished by any means, even by violence. Labor riots in Chicago encouraged anarchism.
11. Capital sought high tariffs to protect home industries, but labor and the farmers objected because prices on

commodities were higher than necessary. Usually Republicans wanted a high tariff and Democrats a low. The McKinley Tariff of 1890 was high, the Wilson Tariff of 1893 was lower, and the Dingley Tariff of 1897 was higher in some ways than the McKinley Tariff.

12. Government regulation of railroads and industries to protect the public commenced with the Interstate Commerce Act of 1887 and the Sherman Anti-Trust Act of 1890. The former forbade pools and special rates, and established the Interstate Commerce Commission; the latter forbade acts in restraint of trade between states and countries, and forbade monopolies in interstate commerce.
13. Industrial arbitration was fostered by the Bureau of Labor, organized in 1886 under Cleveland. Though arbitration was to be voluntary, applying at first only to railroads and their employees, it was a step toward harmony in industry.
14. The Civil Service was established in 1883 to reduce corruption in government by making many offices competitive.

Incidental Learning Products

Skills

1. Ability to use a reading list, the index of history books, and bibliographies.
2. Ability to read widely in various types of reference books.
3. Ability to work independently.
4. Ability to discuss in a group.

Attitudes

1. An open mind on problems concerning such opposing forces as capital and labor, city and country, and industry and government.
2. Willingness to back up opinions with facts.
3. Tolerance toward the opinions of other members of the class.

Appreciation

1. Admiration of American enterprise in the economic growth of the United States after the Civil War.
2. Respect for the legal means used by the United States to settle new economic problems after the Civil War.

Unit Assignment

This unit assignment is divided into three parts: the materials for the teacher, the activities of the teacher, and the combined activities and materials for the pupils.

Materials for the teacher

1. Three copies of Life, 330 East 23rd Street, Chicago.
 6:16 (April 17, 1939) p. 68-71. Pictures from the photoplay "Dodge City," which shows western railroads in Kansas in the 1870's.
 6:17 (April 24, 1939) p. 15-19. "The Governor of Missouri Helps Indict the Boss of Kansas City."
 6:18 (May 1, 1939) p. 35 and 36. "Movie of the Week: 'Union Pacific.' Cecil B. DeMille Rebuilds a Pioneer Railroad."
2. Young America, Eton Publishing Corporation, 32 East 57th Street, New York City.
 May 12, 1939, p. 6 and 7. "Many Races Contributed to the Growth of the United States."
3. Junior Review, Civic Education Service, 744 Jackson Place, Washington, D. C.
 11:32 (May 1, 1939) p. 4 and 5. "Fairs Yesterday and Today." Mentions Centennial and Columbian Expositions.
4. Educational and Recreational Guides, Incorporated, Room 1418, 1501 Broadway, New York City, 1939.
 Block, Maxine, A Guide to the Study of the Historical Photoplay "Union Pacific."

Miniature Photoplay Stills for Pictorial Notebooks from "Union Pacific." Collection of twenty-five scenes.

5. Motion Picture Producers and Distributors of America, New York City, 1939
Set of ten panels thirty-six inches by thirty inches for bulletin-board display showing historic railroad scenes and many shots from the motion picture "Union Pacific."
6. Newspaper clippings as they appear. Samples:
Boston Herald, May 3, 1939. "Boston officers subdue a recalcitrant striker, one of 32 arrested." (picture)
Boston Advertiser, May 6, 1939. "Hanover Branch R. R. Only a Pathway of Ties." Established 1867. (article)
Boston Herald, May 15, 1939. "Miners Gather to Hear Pleas Against Work." (news)
Boston Herald, May 18, 1939. "Bayonets Meet Harlan County Strikers." (picture)
Boston Herald, May 23, 1939. "The End of Pendergast." (editorial) "Sentenced to 15 Months in Prison." (picture)
7. Columbian half-dollar and Civil War paper money loaned by a student.
8. Current local motion pictures recommended:
Union Pacific
Stand Up and Fight (Railroads in competition with the canals in western Maryland.)
Dodge City
Life of Alexander Graham Bell (Inventor whose discoveries in communication helped to change economic America after the Civil War.)
9. Testing material in Selected Test Items in American History by Howard R. Anderson and E. F. Lindquist, Bulletin Number 6 (May, 1936) of the National Council for the Social Studies, 18 Lawrence Hall, Harvard University, Cambridge, Massachusetts.

Activities of the teacher

I. Introducing the unit and the guide sheet

A. Pictures

Early railroads

Display on bulletin boards
from current motion pictures.

Corruption

Boss Pendergast

B. Local or contemporary references

Corruption	Jimmy Hines and New York numbers racket Hurricane damage in Massachusetts
Civil service Corporations	Parents of members of the class Boys in class working in chain stores
Granger cases	Students in the class members of the Acton Grange

C. Film

Oil

Reference to "Evolution of the Oil Industry," three-reel silent film from the Boston University Division of Teaching Aids, seen earlier in the year

D. Transition remarks. Vigorous changes affecting all classes of people follow any war. The current Spanish Civil War is an example. Changes after the American Civil War affected all classes of people. To these changes we turn our attention.

E. Present the guide sheet and mention the general time allotment.

II. Time allotment. See Figure 1.

Although the students know the time allowed for the entire unit assignment and the date of the final test, they are not given exact dates for all the discussion and quizzes. They know when the first discussion and first quiz may be expected, but in the interest of flexibility the other discussions and quizzes are held according to class needs.

	First Week	Second Week	Third Week	Fourth Week
M	Introduction by teacher			
T	a/	Quiz: Core Questions 1-3	Quiz: Core Questions 5-7	Presentation of Optional Related Activities
W				
TH				Discussion and Review
F	Discussion	Discussion	Discussion	Test on Unit

Figure 1. Tentative Schedule of Work on the Topic "Changing Economic Affairs After the Civil War."

a/ The blank spaces indicate that students engage in learning activities under a laboratory discipline. The teacher is free for individual attention.

III. Discussion

See the core questions on the guide sheet for discussion topics. Four class discussions are planned, but more may be held according to class needs.

Activities and materials for the pupils

I. Guide Sheet

CHANGING ECONOMIC AFFAIRS AFTER THE CIVIL WAR Assignment for Four Weeks

Successful work in this unit will require reading in a variety of books chosen for you on account of their interest and ease of reading. Do not attempt to read a book if it is too difficult. The following core questions do not require written answers, but they will direct your reading. When you are ready to discuss them and to back up your ideas with definite information, you may feel prepared for the final test of this unit. The page references are in Fite.

CORE QUESTIONS

1. How did the agricultural revolution hasten the end of the frontier?

Could the frontier have been preserved after the Civil War? (470-478, 422-430)

2. How did the farmer after 1865 attempt to settle his new problems? (449-453)
3. Show how improved transportation after 1865 affected business and politics.
Should the government regulate the railroads? (412, 415, 449, 450, 463)
4. Can you blame the Civil War for the widespread corruption in business and politics after 1865? (419-421)
5. Discover the advantages and disadvantages of large scale industrial units such as we have today.
How did the consolidation of business affect various classes of people?
Discover the methods of trusts. What results did these methods bring? Are the weapons of capital and labor fair to the public?
Do you think the courts usually favored capital or labor in the disputes? (411-419, 459-464, 488-489)
6. How far has the American labor movement gone in an effort to achieve its aims?
How should labor meet the problem of consolidated business?
Should immigration to the U. S. be restricted to protect American labor? (488-490, 459-464, 488-489)
7. Was the Civil Service successful against corruption? (455-457)
8. Is there an advantage to the country as a whole in "free silver"? (321, 485-486, 491-495)
9. Is a high or low tariff best for the United States as a whole? (464-466, 471, 487, 494)

A GUIDE TO OTHER HISTORY TEXTS

Other history texts are to remain in the classroom. They all have an easier style for reading than Fite. If you are trying to understand this unit, you will gain by reading in one or more of these books. The chapter or page references cover the entire unit in general.

Canfield and Wilder	<u>The United States in the Making</u>	Ch. 32-40
Casner and Gabriel	<u>Exploring American History</u>	Ch. 21-24
Faulkner and Kepner	<u>America: Its History and People</u>	385-558
Fite	<u>History of the United States</u>	Ch. 18, 20, 21
Hamm	<u>The American People</u>	Ch. 25-27, 31-38
Muzzey	<u>A History of Our Country</u>	452-471, 474-529
Wirth	<u>The Development of America</u>	Ch. 22-29

A GUIDE TO REFERENCE BOOKS

The most interesting reading for this unit will be found in reference books. A list of such books, along with selected chapters and pages, is posted in the library and in the classroom. Every book mentioned is available on the reserved shelf in the library.

FAIR PLAY IN USING REFERENCE BOOKS

Reference books will remain in the library all day, but during our class period they will be available in the classroom. You should leave your name with the class librarian when borrowing a reference book, agreeing to return it in Room 15 the next school morning before the first period. A fine will be imposed for failure to return books on time. Reasonable excuses will be accepted.

REQUIRED ACTIVITIES

10. Report on all readings in this form, using four columns:
- | Author | Title | Volume | Pages |
|--------|-------|--------|-------|
|--------|-------|--------|-------|

(The number of pages read does not affect your mark. Your understanding of the unit is what counts.)

11. Chart.-- Compare a corporation and a partnership from the following points of view: membership, length of life, control of power, responsibility for debts, and change of ownership. (Fite, p. 417)
12. Chart.-- Show the important tariffs, 1865-1900; the purpose of each; and the party backing it. In one sentence state your chief conclusion.
13. Paragraph.-- You are a large stockholder in a railroad corporation in 1870. Defend your business from attacks of its being unfair.

14. Map.-- On an outline map of the United States place the important railroad trunk lines before 1900. Include the names of important cities and rivers.
15. Review lists.-- For your own use in tying together the main ideas of this unit, make these lists of important items: inventions which made possible the consolidation of business; people; places; events; terms; three or more dates.
16. Test.

OPTIONAL RELATED ACTIVITIES

You are expected to do as many of these activities as your time and interest will permit. A few types of activities are suggested here.

1. Cartoon.-- Draw a cartoon to illustrate part of the purpose of the Knights of Labor; "to secure to the workmen the full enjoyment of the wealth they create."
2. Biographical sketch.-- In some detail paint an oral word picture for the class of Boss Tweed as he really was, an example of the corrupt politician.
3. Oral talk.-- Discover Rockefeller's method in building his oil monopoly and present it to the class.
4. Narrative.-- Describe the laying of the first transatlantic cable.
5. Debate.-- Resolved: that the United States would not be a world power today if it had no corporations. Choose another student to oppose you in oral debate.
6. Speech.-- As a laborer you are bitterly opposed to the changes brought about after the Civil War. Give a speech to the class as though it were a local branch of the Knights of Labor.
7. News.-- Be a newspaper reporter on Black Friday and write an account.
8. Dialogue.-- You and another student impersonate a partner in an old fashioned business and an executive in a new fangled corporation. You have a heated argument.
9. Creative writing.-- Write a story, poem, or dramatic sketch based on the sweatshop in industry, or on some other

oppressive condition in our country after the Civil War.

10. Investigation.-- Do one or more of the following activities: (a) talk with a union member or officer; (b) visit a labor union headquarters; (c) attend a labor meeting. Be ready to tell your observations and to make comments.
11. Research.-- Compare the mediaeval guild with the modern labor union.
12. Use of fiction.-- Read Frank Norris' The Octopus or The Pit and tell what he thinks of the treatment of the farmer.
13. Criticism.-- This is a difficult activity which would give much satisfaction. Compare the ideas of two or more writers on any one situation, event, or person in history, 1865-1900. Give evidence showing how the writers agree or differ.
14. Poster.-- Show Bryan's idea (Fite, p. 494) that farms are more important than cities.
15. Letter.-- You are a farmer in the West. Write to your Congressman in Washington demanding protection from the business methods of the railroads.
16. Collecting.-- Gather and mount pictures from magazines, newspapers, post cards, pamphlets or other sources to illustrate some theme such as early railroading, factory life, or gifts of the monopoly. Print a title and comment for each picture.
17. Bringing in the present.-- Show how the New York World's Fair of 1939 compares with the great Philadelphia Exposition of 1876 (Fite, p. 421) and the Chicago World's Fair of 1893 (Fite, p. 486).
18. Original ideas.-- You are encouraged to work out original ideas with the teacher's approval. Please get permission.

A SUGGESTED CHECK LIST OF TERMS

anarchist
 arbitrate
 barter
 boycott
 business cycle
 capitalism
 cheap money

collective bargaining
 competition
 compromise
 conspiracy
 contempt of court
 cooperation
 corporation

corruption	overspeculation
currency	panic
depreciation	picketing
dividend	political boss
free silver	pooling
gold reserve	protective tariff
gold standard	rebate
greenbacks	restraint of trade
graduated income tax	revenue
homestead	short haul
industrial revolution	silverite
inflation	specie
injunction	strike
labor union	stock exchange
laissez-faire	subsidy
legal tender	surplus
lockout	tariff
merit system	trade union
monopoly	trust
mortgage	Wall Street
	watered stock

Place a check before each term as you learn its meaning.

II. References

Every book listed is in the Acton High School library. Copies of this list are posted in the library and in the classroom.

A. Books on Economics

1. American Economic History Faulkner
 - Ch. 18 Last Frontier
 - 19 Agrarian Revolution
 - 20 Internal Transportation
and Communication since
1860
 - 21 Financial History since 1860
 - 22 Business Consolidation
 - 23 Manufacturing since 1860
 - 24 The Labor Movement

2. Economic and Vocational Civics Hughes
 - Ch. 8 Modern Business
 - 9 The Producers
 - 10 Carrying Goods

3. Economic Beginnings of the Far West, Coman
 Part V
 Ch. 3 The Railroad to the Pacific, 353-361
 The Homestead Act, 361-365
4. Elementary Economics Carver and Carmichael
 Ch. 9 Division of Labor
 10 Power
 11 Capital
 12 Organization of Business
 22 Money
 23 Banking
 24 Commercial Crises
5. Industrial History of the United States Coman
 285-287 Industrial Transformation
 307-312 Industrial Transformation
 of the South
 313-327 Protective Policy
 327-335 Expansion of Commerce
 335-347 Currency Problems
 347-354 Government Control of Railroads
 354-361 Business Monopolies
 361-368 Organization of Labor
 368-374 Immigration
6. Principles of Economics Seager
 Ch. 2 Industrial Expansion of
 the United States
7. Principles of Economics Seligman
 Ch. 6 Historical Forms of
 Business Enterprise
 8 Economic Development of the
 United States
 19 Labor
 21 Capital
 22 Enterprise - The Concentration
 of Production
 27 Wages - The Labor Problem
 29 Money - Practical Problems
 36 The Control of Trusts
 37 Labor Legislation

B. Documentary Sources

1. American History Told by Contemporaries, Hart
Vol. IV
 - 513-515 The American Railway System
 - 515-517 Completion of the Pacific Railroad
 - 529-531 Demonetization of Silver
 - 531-533 Resumption of Specie Payments
 - 533-536 The Sherman Act
 - 536-538 Defense of Silver by W. J. Bryan
 - 539-541 Gold Standard Act

2. Documentary Source Book of American History Macdonald
 - 565-566 Coinage Act
 - 566-568 Resumption of Specie Payments
 - 568-569 Second Civil Rights Act
 - 573-575 Coinage of the Standard Silver Dollar
 - 575-581 Civil Service Act
 - 581-590 Interstate Commerce Act
 - 591-593 Anti-Trust Act
 - 609-613 Gold Standard Act
 - 616-618 Chinese Exclusion Act
 - 635-636 Prohibition of Campaign Contributions by Corporations
 - 636-644 Immigration Act
 - 649-657 Federal Reserve Act
 - 673-679 Railway Control Act

C. Sets

1. AMERICA VFW (Veterans of Foreign Wars edition)
Vol. IX, 1865-1890
 - 43-47 Hunting Buffalo to Feed the Railroad Builders
 - 76-86 Black Friday
 - 87-96 The First Transcontinental Railroad
 - 97-104 The Overthrow of the Tweed Ring
 - 126-142 The Great Chicago Fire
 - 159-166 The Panic of 1873
 - 175-184 The Centennial of the Republic (Philadelphia Exposition)
 - 195-206 Custer's Last Stand (Remember it in the motion picture The Plainsman?)
 - 207-220 The Coming of the Telephone
 - 221-225 Uncle Sam Resumes Specie Payments
 - 226-230 Edison's Electric Light Invention
 - 231-236 Civil Service Reform Demanded
 - 274-281 The Chicago Haymarket Riot
 - 282-286 The Interstate Commerce Commission
 - 304-308 The McKinley Tariff Bill

2. CHRONICLES OF AMERICA (Small blue books)
- Vol. 37 The Age of Invention, Ch. 3-9
- 38 The Railroad Builders, Ch. 1-12
- 39 The Age of Big Business, Ch. 1-7,
especially Ch. 2
- 40 The Armies of Labor, Ch. 1-10,
especially Ch. 2 and 6
- 41 The Masters of Capital, Ch. 1-6,
especially Ch. 4
- 42 The New South, Ch. 1-6, especially Ch. 5
- 43 The Boss and the Machine, especially Ch. 5
(Tammany Hall)
- 45 The Agrarian Crusade, Ch. 1-11, especially
Ch. 1 Inception of the Grange
3 The Granger Movement at Flood Tide
4 Curbing the Railroads

D. Other Books

1. American Notes, 1842, in Complete Works, Dickens
Vol. 14
(These notes concern travels before the
Civil War, but an impression may be gained
of early economic conditions.)
- 81- 90 An American Railroad; Lowell and
its Factory System
- 91-102 Worcester, Connecticut River, and
New York
- 167-189 A Night Steamer
- 189-203 The Canal Boat
- 203-214 From Pittsburgh to Cincinnati in
a Western Steamboat
- 229-240 Looking Glass Prairie
2. Great Plains, The Webb
- Ch. 6 Cattle Kingdom
- 7 Transportation and Fencing
- 8 Search for Water in the Great Plains
- 9 New Laws for Land and Water
3. History of the United States, Vol. 5 Channing
- Ch. 3 Urban Migration
- 4 First Labor Movement
4. History of the United States Rhodes
- Vol. 6 (1866-1872),
Ch. 36 Grant, Corruption, Black Friday
- Vol. 7 (1872-1877),
Ch. 39 Tweed and other men
40 Corruption, Railroads, Crisis,
Currency

- | | | |
|-----|---|-------------|
| 5. | <u>New Larned History, The, Vol. 8</u>
7023-7031 (Large illustrations) | Larned |
| 6. | <u>New Viewpoints in American History</u>
13-21 The Influence of Immigration on
American History (After Civil
War)
37-44 Geographic Factors in American
Development (Westward movement) | Schlesinger |
| 7. | <u>Our Country, Vol. 6 (Illustrations)</u>
1749-1760 Centennial Exhibition in
Philadelphia
1761-1772 Agriculture, Industry, Trade,
Transportation | Lossing |
| 8. | <u>Our Times</u>
255-306
236-253 (Victims of economic conditions) | Sullivan |
| 9. | <u>Side Lights on American History, Series II</u>
325-351 A Century of Tariff Legislation | Elson |
| 10. | <u>United States of America, The, Vol. 2</u>
81-101 The Farmer and the Laborer
101-124 His Honesty, the President
124-141 The Tenth Census
228-247 Populism
248-268 Preserving the Public Credit
268-293 The Free Silver Campaign | Muzzev |
| 11. | <u>United States, The, in The World's Story,</u>
Vol. 13
432-434 America after the Civil War
506-515 Learning Coal Mining
516-527 The Social Value of the Telephone | Tappan |

III. Historical Fiction and Biography

These books, which are borrowed from the public library of a neighboring town, remain in the classroom. The class librarian checks all books borrowed and returned.

A. Fiction

- | | | |
|----|--|--------------|
| 1. | <u>Certain Rich Man, A</u>
Career of a multimillionaire capitalist. | White, W. A. |
| 2. | <u>Children of the Ghetto</u> | Zangwill, I. |

3. Clansman, The Dixon, T.
An historical romance of the Ku Klux Klan. Re-
construction period in the South after the Civil
War; pro-Klan; the period from the Southern point
of view.
4. Covered Wagon, The Hough, E.
Pioneering to Oregon.
5. Emigrants, The Bojer, J.
Norwegians in our Middle West.
6. Gold Kelland, C. B.
Story of a woman banker and a panic.
7. Harbor, The Poole, E.
Labor unrest around 1900.
8. My Antonia Cather, W.
Bohemian girl immigrant.
9. O Pioneers Cather, W.
10. Pit, The Norris, F.
Concerns speculators in the Chicago Wheat Pit.
11. Red Rust Cannon, C.
Minnesota farmer wins out over the wheat disease
red rust.
12. So Big (two copies) Ferber, E.
Story of a woman farmer and farm drudgery.
13. Story of the Cowboy Hough, E.
Importance of the cattle industry.
14. "Strife" in Plays Galsworthy, J.
A play showing the struggle between capital and
labor.
15. Sundown Jim Haycox, E.

B. Biography

1. Antin, Mary
The Promised Land Antin, M.
Story of an immigrant.

2. Barton, Clara
Life of Clara Barton Epler, P. H.
 Early history of Red Cross work. Tells of Clara Barton's work in the Civil War.
3. Bryan, William Jennings
Bryan Werner, M. R. B.
 Life of William Jennings Bryan, 1860-1925. Thrice nominated for president but never president. Bryan was, nevertheless, an influential statesman.
4. Carnegie, Andrew
Incredible Carnegie Winkler, J. K.
5. Cleveland, Grover
Boys' Life of Grover Cleveland Davis, R. J.
 Mostly political.
6. Gary, Elbert H.
Life of Elbert H. Gary Tarbell, I. M.
 The story of steel.
7. Gompers, Samuel
Seventy Years of Life and Labor, Gompers, S.
 Vol. 2
 Life story of the great labor leader.
8. Hill, James J.
Life of James J. Hill, Vol. 1 and Pyle, J. G.
 Vol. 2
 Builder of the Great Northern Railroad.
9. MacDougall, Alice Foote
Alice Foote MacDougall, The Auto- MacDougall, A. F.
biography of a Business Woman
 Remarkable story of the business life and success of a woman compelled at forty, though reared in circumstances of ease, to provide for herself and children.
10. Pupin, Michael
From Immigrant to Inventor Pupin, M.
 The life of a Serbian immigrant from boyhood to maturity. Includes an account of the growth of American science and invention.
11. Riis, Jacob A.
The Making of an American, an Riis, J. A.
Autobiography

12. Washington, Booker T.
Boys' Life of Booker T. Washington Jackson, W. C.
 Shows the rise of a negro.

Two collections

13. Americans by Adoption Husband, J.
 14. Certain Rich Men Minnegerode, M.
 Includes John Jacob Astor, Cornelius Vanderbilt,
 Jay Gould, and Jim Fisk.

C. Non-fiction

1. Hand-made Gentleman Bacheller, I.
 Industrial development of New York; Commodore
 Vanderbilt; Andrew Carnegie.
 2. Plains of the Great West, The Dodge, R. I.
 3. Story of the Pullman Car Husband, J.

IV. Bibliographies

1. Herzberg, M. J., and Center, S. S. Books for Home Reading for High Schools, Graded and Classified
 2. Ireland, N. O. Historical Biographies for Junior and Senior High Schools, Universities and Colleges; a Bibliography
 3. Logasa, H. Historical Fiction and Other Reading References for History Classes in Junior and Senior High Schools
 4. Wilson, F. H., and Wilson, H. E. Bibliography of American Biography, Selected and Annotated for Secondary Schools

V. Tests

- A. First quiz. This covers core questions 1-3, the topics being the western farmers, and the railroads. This test is given orally. Following the number of each question the first parenthesis refers to the number of the item in Selected

Test Items in American History by Anderson and Lindquist, and the second refers to the correct answer.

1. (381) (3) What effect did the Civil War have on American economic life? (1) It stimulated the growth of a merchant marine, (2) it checked the drift to the cities, (3) it stimulated the growth of manufacturing, (4) it led to a permanent decline in cotton farming.
2. (385) (2) What stimulated the rapid settlement of the West after the Civil War? (1) The development of the factory system, (2) the Homestead Act, (3) the Dawes Act, (4) Indian Wars.
3. (386) (2) About what proportion of the people lived on farms and in small villages? (1) 95 per cent, (2) 75 per cent, (3) 50 per cent, (4) 30 per cent.
4. (387) (3) In the period 1865-1885, there was frequent conflict between the ranchers and homesteaders because the: (1) ranchers opposed the extension of railroad transportation, (2) ranchers had filed claims for most of the good homesteads, (3) homesteaders fenced their lands and deprived the herds of free pasturage, (4) homesteaders were little interested in raising corn and alfalfa, the important fodder crops for the large herds.
5. (396) (4) Frontier conditions survived longest in: (1) the Pacific Coast, (2) the Northwest Territory, (3) Texas, (4) the Great Plains.
6. (397) (1) The governmental land policy following the Civil War may be said to have: (1) encouraged wasteful methods in farming, (2) benefited the government at the expense of the homesteader, (3) increased the profits made by farmers in the older regions, (4) made it practically impossible for land speculators to profit.
7. (398) (4) The land policy pursued by the federal government during the last quarter of the nineteenth century resulted in the: (1) center of population shifting from Indiana to Ohio, (2) rapid growth of cities, (3) decline of slavery, (4) disappearance of the frontier.
8. (399) (3) The great transcontinental railroads helped to develop the West by: (1) pressing the government to adopt a free land policy, (2) calling attention to the need for establishing state governments in California, Oregon, Nevada, and Nebraska, (3) selling the land they

had obtained as government subsidies at low prices and on easy terms, (4) urging the government to confine the western Indians to reservations.

9. (411) (4) Why did the size of Northern farms tend to increase after the Civil War? (1) Labor became cheaper, (2) cheap transportation gave the farmers access to distant markets, (3) new farm crops were discovered, (4) new farm machinery was invented.
10. (639) (F) The passing of the American frontier tended to lower the prices of farm lands.

B. Second quiz. This covers core questions 5-7, the topics being big business, labor, and the Civil Service. This test is mimeographed, the key to answers appearing in Appendix E. Following the number of each question the number in parentheses refers to the number of the item in Selected Test Items in American History. The pupils write their answers on separate sheets.

1. (362) Of the following, the most important cause of the reduced supply of industrial labor in the North during the Civil War was the: (1) lure of free homesteads in the West, (2) restriction of immigration, (3) abolition of slavery, (4) drain of men into the army.
2. (383) Following the Civil War, a significant factor contributing to the remarkable domination of industry by gigantic business enterprises was the: (1) release of approximately four million slave laborers, (2) large supply of free land for exploitation, (3) American foreign policy of isolation, (4) rapid growth of cities.
3. (384) A factor in the early dynamic rise of the oil industry in the United States was the: (1) fact that no oil had been discovered in other countries, (2) high protective tariff, (3) subsidy given to the industry by the government, (4) monopolistic control of transporting and refining facilities.
4. (389) President Hayes' stand on the question of Civil Service reform: (1) did not result in legislation being enacted by Congress but did arouse public sentiment, (2) made him popular with politicians,

- (3) caused Congress to pass the Civil Service Reform Act, (4) brought about the abolition of salary assessments paid by the government officials for political purposes.
5. (390) A characteristic of the new-type immigrant who came in large numbers after 1890 was that he: (1) tended to settle in rural communities, (2) was generally drawn from the more cultured levels of European society, (3) was generally uneducated, (4) was usually anxious to become naturalized.
 6. (400) What was the first great national organization of laborers? (1) I. W. W., (2) the Grange, (3) American Federation of Labor, (4) Knights of Labor.
 7. (401) Labor unions have frequently demanded that the government should: (1) adopt a laissez-faire policy in industry, (2) adopt a policy of free trade, (3) restrict immigration and contract labor, (4) grant homesteads to all skilled workers.
 8. (402) In the period 1880 to 1900, the chief reasons for strikes was the: (1) demand for increased wages, (2) attempt to end contract labor, (3) demand for shorter hours, (4) attempt to compel recognition of unions.
 9. (405) During the nineteenth century, a steadily increasing percentage of immigrants to this country were: (1) farmers, (2) clerks and merchants, (3) skilled laborers, (4) unskilled laborers.
 10. One of the advantages of the corporation in industry lies in the fact that: (1) the personal liability of the corporation officers is unlimited, (2) there is personal supervision on the part of those primarily interested in the business, (3) a corporation can have access to more capital, (4) the corporation is organized for a stated number of years.
 11. The American Federation of Labor has NEVER sponsored: (1) abolition of child labor, (2) abolition of collective bargaining, (3) restriction of immigration, (4) restriction of the use of the injunction in labor disputes.
 12. (True or false) Labor unions favor the use of injunctions in labor disputes.

C. Final test. This is mimeographed, the key to answers appearing in Appendix E. Some of the items come from Selected Test Items in American History. The pupils write their answers on separate sheets.

1. His invention made possible the type of commercial farming which is characteristic of Kansas, Minnesota, and the Dakotas.
2. His invention made possible the large scale production of the agricultural commodity which was the most important American export in the period before the Civil War.
3. His industrial activities were indirectly a cause of the decrease in railroad revenues during the twentieth century.

Possible answers for questions 1, 2, and 3: (1) John Deere; (2) Henry Ford; (3) James J. Hill; (4) Cyrus H. McCormick; (5) Eli Whitney.

4. Invented the electric light.
5. Succeeded in opening telegraphic communications with Europe.
6. The first to fly successfully a machine heavier than air.

Possible answers for questions 4, 5, and 6: (1) Thomas A. Edison; (2) Cyrus W. Field; (3) Elias Howe; (4) Samuel F. B. Morse; (5) Orville Wright.

7. Provided for state regulation of railroad rates.
8. Caused greenbacks to circulate at par.
9. Directed the Secretary of the Treasury to buy monthly a large amount of silver to be coined into dollars.

Possible answers for questions 7, 8, and 9: (1) Bland-Allison Act; (2) Granger laws; (3) Ostend Manifesto; (4) resumption of specie payments; (5) United States Bank.

10. The regular organization of the Democratic Party in New York City.

11. Stole from \$50,000,000 to \$200,000,000 from the people of New York State during the 1870's.
12. Profited from graft in connection with the construction of the Union Pacific Railroad.

Possible answers for questions 10, 11, and 12: (1) Credit Mobilier; (2) Liberty League; (3) scalawags; (4) Tammany Hall; (5) Tweed Ring.

13. The Panama Canal was opened.
14. The telephone was invented.
15. The cotton gin was invented.

Possible answers for questions 13, 14, and 15: (1) 1715; (2) 1791; (3) 1832; (4) 1876; (5) 1914.

16. In the last quarter of the nineteenth century, the platforms of the third parties usually contained a demand for: (1) the free coinage of silver; (2) an international tribunal to settle disputes between nations; (3) negro suffrage; (5) the organization of national banks.
17. Following the Civil War, the West in general favored the issue of greenbacks because: (1) this would increase the market for silver; (2) rising prices would favor the farmers who were in debt; (3) the war had made the prices on staples outrageously high; (4) the government was unable to raise funds by marketing bonds.
18. After the panic of 1873, a majority of the Western farmers favored raising the prices on agricultural commodities by: (1) making national bank notes redeemable in gold; (2) increasing the volume of paper money and making it legal tender for all purposes; (3) revoking the Homestead Act and thus restricting the area under cultivation; (4) eliminating export duties to enable American products to compete in foreign markets.
19. During the thirty years immediately following the Civil War, the most clear-cut issue between Republicans and Democrats was: (1) the gold standard; (2) the tariff; (3) Civil Service reform; (4) slavery.

20. One of the arguments for a high protective tariff was that it would: (1) lower production costs; (2) lower the cost of living; (3) make possible the development of industries; (4) encourage trade between nations.
21. Since the Civil War, the farmer has steadily become less able to exert a controlling influence on the conduct of politics because the: (1) franchise has been extended to industrial laborers; (2) women's vote is unpredictable; (3) percentage of the total population living in the country has been declining; (4) farm vote has been divided between the two major parties.
22. Which of the following has not increased the overhead expenses of the American farmer in the total period since the Civil War? (1) Rise in land values; (2) cost of farm machinery; (3) taxes; (4) decline in output per farm worker.
23. A disastrous result of the application of machinery and science to farming has been: (1) periodic overproduction; (2) rapid exhaustion of the soil; (3) the elimination of sub-marginal land; (4) the increased cost of production per unit of output.
24. The Homestead Act of 1862 was: (1) legislation which hastened colonization of the Great West; (2) legislation affecting Cuba; (3) a high protective tariff act; (4) a scheme for housing urban (city) laborers.
25. The principal champion of the high tariff of 1890 was: (1) James G. Blaine; (2) William McKinley; (3) George Pendleton; (4) Charles Sumner.
26. The leading cause of the Panic of 1873 was: (1) the evils of radical reconstruction; (2) the Bland-Allison Act; (3) rebuilding of railroads; (4) the corruption of the Grant administration.
27. The Pendleton Act of 1883 was designed: (1) to improve the Civil Service; (2) to lower the tariff; (3) to increase pension rates for Civil War veterans; (4) to restrict labor organizations.
28. The Bland-Allison Act: (1) made all other forms of money redeemable in gold; (2) standardized the gold dollar in terms of copper and silver; (3) made John Sherman Secretary of the Treasury; (4) directed

the Treasury Department to purchase a certain amount of silver bullion each month.

29. Refers to discrimination in freight rates: (1) interlocking directorate; (2) mandate; (3) pooling; (4) protectorate; (5) rebate.
30. Caused the government to coin at least 2,000,000 silver dollars monthly, to be stored in treasury vaults as security upon which to issue silver certificates: (1) Bland-Allison Act; (2) demonetization of silver; (3) Eighteenth Amendment; (4) Sherman Act.
31. Labor unions have frequently demanded that the government should: (1) adopt laissez-faire policy in industry; (2) adopt a policy of free trade; (3) restrict immigration and contract labor; (4) grant homesteads to all skilled workers.
32. The percentage of persons engaged in which of the following lines of work decreased between 1880 and 1920: (1) manufacturing; (2) transportation and trade; (3) clerical work; (4) agriculture.
33. The frontier in the U. S. disappeared: (1) near the end of the last century; (2) in 1914; (3) soon after the Civil War.
34. A common device used by the employers against labor has been: (1) sabotage; (2) arbitration; (3) injunction.
35. A fundamental cause of panic has been: (1) an extended series of labor disturbances; (2) uncontrolled speculation; (3) widespread unemployment.
36. One advantage which a corporation has over a partnership is that: (1) members of a corporation are not responsible for debts; (2) a corporation can operate in several states at the same time; (3) a corporation is controlled by a majority of its members, whereas a partnership requires unanimous agreement; (4) a corporation can settle its labor disputes through arbitration.
37. "Black Friday" refers to: (1) a strike; (2) immigration; (3) questionable speculation; (4) the frontier.

38. The railroad rebate was a plan which had for its purpose: (1) paying back to the customers all earnings over a certain figure; (2) winning the favor of the public; (3) favoring the small manufacturer who could not afford high rates; (4) securing large orders for hauling freight for large corporations.
39. Which name is not connected with corruption? (1) William M. Tweed; (2) "Boss" Pendergast; (3) Jay Gould; (4) Cyrus W. Field.
40. An anarchist is a person who wants to bring about a change by: (1) violence if necessary; (2) arbitration; (3) the vote of the people; (4) propaganda.
41. The farmers after the Civil War organized chiefly: (1) to create farmers' cooperative for buying seed and machinery; (2) to secure lower freight rates; (3) to elect farmers to Congress; (4) to encourage others to take up farming.
42. After the Civil War the people who wanted the government to issue more paper money were: (1) the bankers; (2) the farmers and laborers; (3) the owners of railroads; (4) the conservative business men.
43. As a result of the assassination of President James A. Garfield: (1) the Civil Service Reform Act was passed; (2) the Sherman Anti-trust Law was passed; (3) the Sherman Silver Purchase Act was passed; (4) the Bureau of Labor was established.
44. Free silver means: (1) gifts of silver money by the government to the farmers; (2) the owners of silver mines having their metal stamped into money at the government mint free of charge; (3) unlimited coinage of silver; (4) unlimited coinage of silver, every silver dollar to have 52¢ worth of silver in it.
45. A protective tariff: (1) protects the worker; (2) increases imports; (3) helps the manufacturer by making foreign goods cost more than domestic goods; (4) protects the importer by setting a low tariff on goods coming into the country.

46. Immediately after the Civil War, labor: (1) cooperated with capital; (2) was helpless in the hands of big business; (3) looked to the government as a source of help.

TO ANSWER QUESTIONS 47 AND 48, PICK TWO OF THE FOLLOWING REASONS WHICH EXPLAIN YOUR ANSWER IN QUESTION 46.

47. (1) The government was attacking monopolies;
(2) labor was using collective bargaining;
48. (3) the corporation was interested chiefly in profits; (4) labor in general before 1869 was unorganized; (5) labor was encouraging costly strikes; (6) the government was forcing capital and labor to arbitrate.
49. Who would dislike free coinage of silver most? (1) business man; (2) farmer; (3) laborer; (4) debtor; (5) owners of western silver mines.

PICK ONE REASON BELOW TO EXPLAIN YOUR ANSWER FOR QUESTION 49.

50. (1) The more money in circulation, the higher the prices; (2) the more money in circulation, the less each dollar is worth; (3) free coinage, by putting more money into circulation, gives everybody more to spend; (4) inflation and cheap money bring prosperity.

CHAPTER III
THE UNIT ASSIGNMENT IN USE

Comments on Various Features of the Unit
Assignment in Chapter II

Introduction.-- Several features of the unit assignment pointed out in the comments which follow were intended to make it inviting to a class that had never used unit organization. Efforts along this line may be noticed in connection with the core questions, the use of other texts, the quizzes and the optional related activities.

Various features of the unit assignment.-- In each paragraph below the intent of the teacher is indicated first, and then the reactions of the pupils.

1. Of particular value for motivation were several topics referring to matters of immediate concern in time and place which were related to the unit assignment. Some of the topics mentioned were early railroads, corruption, Civil Service, and the Granger Cases. Pupils showed their response to these topics in various ways. One student, a member of the local Grange, did not know the origin or purpose of that organization. She was curious to use the guide sheet in her search for information.

2. Flexibility was secured and independent study was insured by prescribing no daily assignment. Predetermined instruction points were set, however, when discussions and quizzes might be expected. The student thus could work at his own speed, choosing his own time for study. Some students, especially those who were doing poor work in history, liked the assignments in advance.

3. The core questions were general and suitable for discussion. Because many students had difficulty with questions requiring reflective thought, page references in the basic text were given as a guide. Students had to dig out their own facts. These questions proved too difficult for some students; they disregarded the questions but read the suggested pages.

4. Six simpler and more recent texts than the basic text were provided in the classroom with the proper chapter references. These were widely used.

5. Historical fiction and biography were provided in the classroom to appeal to the interests of the class as shown by their family background and intentions for the future. An appeal was intended for students in farming families, for students in Norwegian families, for the girls who wanted to be nurses or dieticians, and for the boys interested in engineering. Thirty-two books were provided, twenty-six of which were used, chiefly fiction.

6. Four bibliographies were provided in the classroom for students who wished to look up their own historical fiction and biography. The titles of books desired were recorded and secured if possible from the library of a neighboring town. Three students requested and received books.

7. In the references the chapter titles or the topics were given to arouse interest. Students usually looked for an interesting title and then tried to secure the book. Thirty-four books were provided and one hundred thirty-seven chapters or topics were listed.

8. Two quizzes were planned to accustom the students to multiple choice questions.

9. Answers for the mimeographed final test were written on a separate sheet making possible the repeated use of one set of tests.

10. The marks were determined chiefly by the final test. The optional related activities and willingness to discuss in class were factors that might raise or lower the mark. A basis for this plan was found in a recent study.^{1/}

"The author's practice has been to decide what particular tasks of the unit assignment can be marked most fairly and conveniently, and to mark these particular accomplishments for all pupils, plus a

^{1/} Benjamin Abbott Little, Unit Organization of Four Topics in English Literature for the Ninth School Year, unpublished master's thesis, Boston University School of Education, 1937, p. 4.

special record for optional activities undertaken by individuals."

11. In the final test the multiple-choice question was used for various reasons, the chief one being, perhaps, that no penalty was imposed on those pupils who might have acquired the necessary knowledge but who could not easily organize their ideas in written form. No claim is made that the multiple-choice question tests the pupil's ability to organize ideas, a skill which may be developed and tested through other activities, but it can test factual knowledge and reasoned understanding. This point of view is stated in a well known book on testing:^{1/}

"The multiple-choice type is perhaps the most valuable and the most generally applicable of all types of test exercises.... It can be made particularly effective in requiring inferential reasoning, reasoned understanding, or sound judgment and discrimination on the part of the pupil; it is infinitely superior to other types for these purposes."

Further support of this point of view is given by Elene Michell, who says:^{2/}

"The best-answer type of multiple response presents to the student several suggested responses, usually three to five in number, from which the best answer is to be selected by checking it or writing its number in a given space. This form has become quite popular as a result of the high rating in reliability given it by several studies based upon social science content."

^{1/}Herbert E. Hawkes, E. F. Lindquist, and C. R. Mann, The Construction and Use of Achievement Examinations, Houghton Mifflin Company, Boston, 1936, p. 138.

^{2/} Elene Michell, Teaching Values in New-Type History Tests, World Book Company, Yonkers, New York, 1931, p. 66.

On the subject of testing, Edgar Bruce Wesley adds:^{1/}

"For the social studies teacher the multiple-choice type is perhaps the most useful of all objective test forms. It can be used in testing information, for the understanding of concepts and relationships, for the ability to discriminate, and for other insights and abilities."

12. Optional related activities were planned to stimulate every interest and talent in the class. The boy who wanted to be a journalist could write imaginary news, and the boy who wanted to run a trucking business could investigate labor problems directly. Those who spoke easily could debate or give an oral talk; those who liked to read could do research; and those who drew well could create posters and cartoons. Each activity suggested matched some student in the class. As might be expected from facts learned in Chapter I, the class with its lack of initiative failed to perform well in this part of the unit assignment. Ten pupils did no optional related activity and twenty-five did one. The most popular activities were the cartoon, Number 1, and the narrative, Number 4, nine pupils doing each. Two oral reports were outstanding, a boy's account of an interview with union members based on Number 10, and an appreciation of the life of William Jennings Bryan by a girl who chose her own topic. The title of the book on which she

^{1/} Edgar Bruce Wesley, Teaching the Social Studies, Theory and Practice, D. C. Heath and Company, New York, 1937, p. 579.

based her report she found in one of the bibliographies available in the classroom. One reason for such poor results may be the fact that the required activities and the necessary reading on this unit assignment did not leave time enough for extra work.

Selections From a Daily Journal Concerning
the Unit Assignment in Use

Introduction.-- In an attempt to observe accurately the daily progress made by the teacher and pupils in connection with the unit assignment, the teacher kept a daily journal of observations, comments, and suggestions. Included were descriptions of class reactions to the unit assignment and random comments by the pupils. When the plan was not working, suggestions were recorded for the remedy. Some of the entries have been condensed and grouped under three headings: provisions for motivation, daily progress made by the teacher in connection with the unit assignment, and daily progress made by the pupils in connection with the unit assignment.

Provisions for motivation.-- To reduce sociability and failure to settle down in the laboratory situation on the part of the pupils, the teacher frequently used various specific forms of motivation in an effort to recapture interest and promote work. Although some pupils were not prompted to work by this means, most of them were interested in the teacher's efforts. A few samples of these forms of motivation follow.

1. Clippings. On May 2 and 3, 1939, the Boston Herald carried news and pictures of oil tanker seamen, members of the Atlantic Maritime Union, striking near the Colonial Beacon Oil Company in Everett. Ten-pound coke clinkers and bricks were hurled, the police from ten cities drove back the seamen with tear gas, and the strikers hung in effigy the figure of a local labor recruiter. This news was used in an effort to arouse interest in the origin of strikes as a weapon of labor. The class was referred to p. 461 in Fite, which describes in detail a similar disturbance, the Haymarket Riot. One boy with an intelligence quotient of 108, who said in class discussion that the work was not interesting, saw no reason for studying history. Since his father was a foreman for the oil company mentioned above, he was able to tell the class inside information which the papers did not print. Following this incident he took interest enough to earn B on the final test.

Later Boston news gave three bits of evidence proving corruption among the Civil Service Commissioners in Massachusetts. One proof was that a candidate entitled to a mark of zero was awarded 100 on his competitive examination. This news related to two topics in the unit assignment, corruption and the Civil Service.

In connection with early railroads a girl brought in a clipping from the Boston Advertiser of May 6, 1939, concerning

the Hanover Branch Railroad in Massachusetts, established in 1867. The pictures showed the Brant Rock, old wood- and coal-burning engine, and workmen today taking up the rails. With an intelligence quotient of 80 and a distaste for history, the girl in question took an interest and worked hard enough to earn D on the final test. She said she liked the unit plan because she was on her own.

2. Films. When the nearest motion picture theatre was showing The Life of Alexander Graham Bell, the pupils were encouraged to see it and observe the effects of an invention during the period of the unit assignment. At least ten pupils saw the film. Two educational films from the Boston University Division of Teaching Aids helped to arouse interest. Evolution of the Oil Industry, a three-reel silent film shown earlier in the year, was recalled for its pictures of oil discovery in 1859 at Colonel Drake's well in Titusville, Pennsylvania, and for its connection with later oil monopolies. Ride 'em Cowboy was one reel of rodeo scenes in Calgary, Alberta, Canada. Not exactly a picture of cattle country after the Civil War, it showed enough roping and riding scenes to remind students of the days when cowboys rode for a living and fought Indians. Perhaps as a result, the historical fiction on the West was read most.

3. Plan for the week. On one Monday, plans for the week were written on the board to help students who did not

organize their work when left on their own.

Monday	Discuss use of guide sheet. Study.
Tuesday	Discussion on core questions 1 and 2.
Wednesday	Study.
Thursday	Quiz on core questions 1, 2, and 3. Study.
Friday	Study

4. Realia. A girl brought in a silver dollar or cart wheel dated 1875, which was passed around. The Bland-Allison Act of 1878 was identified as the silver law in effect when this dollar was in circulation.

5. Arousing interest in books. During the period of directed study the teacher was able to go among the pupils taking a book of historical fiction to a pupil because of his natural interests and reading ability and suggesting he try it. Certain biographies, such as those of inventors, were taken to boys mechanically inclined, and reference books were matched with various pupils according to the subject matter and vocabulary. Not in every case did pupils accept the suggested books, but in many cases the teacher's attempts were successful.

One boy with an intelligence quotient of 95 took Hough's Story of a Cowboy and read it all over the week-end, commenting on Monday that it was good. This athlete had a reputation among the teachers of being troublesome in class, lazy, and incapable of taking an interest in anything at school except athletics and a social career. The book he read did not prepare him directly for the final test, and he was

so warned, but a new avenue of interest may have led him to study the fundamentals. He earned C on the test.

6. Anecdote. By chance, Michael Pupin, professor at Columbia University and author of From Immigrant to Inventor, stepped into the room of a college freshman on a tour of inspection. Since the teacher was that freshman, a realistic description of Professor Pupin introduced the topics of invention and immigration. From Immigrant to Inventor was read by one pupil.

Daily progress made by the teacher in connection with the unit assignment.-- The teacher's daily journal is the source of the following observations and comments. They are grouped around several topics: pupil behavior, progress of the reading program, optional related activities, a written quiz, a class discussion, and a summary of the teacher's impressions after passing the halfway point in work on the first unit assignment. In order to give an idea of the teacher's progress in introducing the new procedure, each group of entries from the journal is arranged in chronological order.

1. Pupil behavior during the period of directed study.

Opening day. The four-page guide sheets were passed out by the teacher, and the pupils read them with care. Although the better pupils began to work, others did not know what to do. Some studied the visual display; some looked

around aimlessly. All the supplementary history texts, easier to read than the basic text, were in use. The date of the final test was announced.

Second day. Because of its sociability the group did not settle down. The teacher made it a point to visit the few pupils who deliberately made no effort to work, hoping to stir some spark of interest.

Fourth day. A few pupils who did not understand the laboratory plan wasted time. Most of the class, including the poorest pupils, have settled down with the books.

Fifth day. To stop countless questions the teacher again went over the guide sheet. All instructions were read aloud and again emphasized. The pupils who needed the help most gave the least attention. Another teacher commented: "It seems as though there is a type of pupil who cannot readily follow printed instructions no matter how clearly they are written." Pupils were too sociable when they selected reference books, and they failed to settle themselves for reading. The teacher kept trying to build an atmosphere of freedom for work in a laboratory situation. It was gratifying to see forty-one pupils reading various books according to interest, difficulty and availability in an atmosphere of silence. For many the experience was new.

Thirteenth day. A few of the poor pupils are showing improvement. Some of the better pupils are failing through laziness.

2. Progress of the reading program.

Second day. Some pupils are reading the novels and biographies first because they are interesting. The danger is that pupils may read the easier, more fascinating books first and disregard the fundamentals in reference books until too late.

Third day. Eight of the twelve historical novels were taken immediately. One girl of average ability read Ferber's So Big eagerly. Not strictly history, this novel may become that pupil's approach to the facts on which the novel is based. In history the novel fits the period of the unit assignment.

Fourth day. Many average or poor pupils are starting an historical novel, play or biography. Since these books may be a psychological approach to the fundamentals of the unit, the pupils are encouraged to read them, but also they are reminded of the final test.

Sixth day. About one-third of the class take home reference books daily. During some study periods, eight or more members of the class use the school library for history references.

Twelfth day. Perhaps the class has been surrounded with so many reading opportunities it cannot decide what to do first: basic text, copies of six easier texts, thirty-four reference books, thirty-two books of fiction and biography,

and much visual material.

3. Optional related activities.

Fourth day. A boy finished optional related activity Number 1. A question arises: Are the more interesting activities done first, the student gaining a false confidence in his knowledge? Accent is needed on the fact that there is no substitute for the fundamentals.

4. Written quiz.

Eleventh day. Core question Number 4 reads: Can you blame the Civil War for the widespread corruption in business and politics after the Civil War? (419-421) A quiz based on core question Number 4 was announced a day in advance. It had two questions: (1) Facts. Describe a few cases or forms of corruption in business or politics after the Civil War. (2) Opinion. In your opinion can the Civil War be blamed for this corruption? One-third of the class, with few facts at their command, failed. Some pupils wrote nonsense on the second question. A possible explanation may be that the pupils were not used to being on their own, and although they might like to be independent, they did not know how to use the guide sheet. When the period was turned over to laboratory study, some pupils wasted time and annoyed others. Pressure from the teacher was needed to make the group industrious.

5. Class discussion.

Twelfth day. Yesterday a discussion was announced for today on core questions Numbers 5 and 6, the topics being capital and labor. The questions required reflective thought based on facts. After an attempt to interest the class in discussion, the teacher asked the better pupils to contribute facts and illustrations as a foundation for discussion. The rest, apparently attentive, contributed little. A long pause occurred at the introduction of the core question, which was a challenge to reflective thought. As a whole the group seemed incapable of reasoning in the social studies except on the simplest plane. More extensive references for each core question on the guide sheet might have directed the pupils in a more fruitful search for information.

6. Teacher's impressions after passing the halfway point in work on first unit assignment.

Thirteenth day. Facts. The unit assignment is being used for the first time. In this particular unit assignment the chief activity is independent reading on the laboratory plan. Many pupils are not good readers and lack initiative to plan their own work. An abundance of reading material is available but possibly confusing.

Opinion. Many pupils admit they dislike history and refuse to work at it seriously. Although the typed sheets

of alphabetically arranged references make the use of books easy, many pupils do not look at the references. Some pupils desert Fite, the basic text, and read too far afield. The principle that pupils will gather information according to their needs and abilities finds some of them gathering not even the fundamentals.

Suggestion. Provide more required activities based on less reading. Provide more frequent check-up by way of class discussion, drill, or quiz. Provide daily page assignments. Such suggestions, however, lead back toward the daily recitation and loss of flexibility in the class procedure. Finally, keep trying to adjust the pupils to unit organization and adjust the unit assignment to the pupils.

Daily progress made by the pupils in connection with the unit assignment.-- Comments of the pupils, some solicited and some voluntary, may illustrate what progress they made with the unit assignment. The quotations are approximations of the pupils' exact words as recorded within a few hours in the teacher's journal.

Boy, intelligence quotient of 95, third day. He asked for help saying, "I am sort of 'thick' in history, anyway, and I don't know how to go about this job." Being a slow reader, he was afraid to spend much time on interesting references. He was directed to read the basic text and then

use a parallel text with easier reading. His mark on the test was C.

Girl, intelligence quotient of 110, fifth day. She had small interest in history but enjoyed reading Ferber's So Big. Her comment: "At first I did not see the connection between the unit we are studying and this novel, but now I can see how it makes the unit more real." Her mark on the test was D.

Boy, intelligence quotient of 106, fifth day. Chiefly interested in farming and mechanics, and not at all interested in history, he said: "It is not your fault that the class does no better. Many of us do not like history, and the class comes the last period when we do not feel like working." This boy was given Hough's The Covered Wagon to read, in which he became absorbed. His mark on the test was C.

Girl, intelligence quotient of 110, sixth day. "I like the plan we use now because it is definite and because it is printed. I can plan my own time and get ready for the final test." Ordinarily this girl did not plan well, nor did she study much history. Her mark on the test was D.

Girl, intelligence quotient of 109, sixth day. "I do not like the plan we use because I cannot find answers for the core questions. I don't know where to find the exact information. I am still in the dark." This ambitious girl,

skillful in discussion, liked to study and would learn exact information, when asked, by determined application. Her mark on the test was A.

Girl, intelligence quotient of 118, seventh day. She submitted written answers to core questions Number 1 and 2 for comment. One answer was good, two were incomplete, and one was off the question. This writing out and submitting of answers indicated a serious intent. Her mark on the test was A.

Boy, intelligence quotient of 96, seventh day. He said he was dividing his time half and half between the parallel texts and either the historical fiction or biographies. He was shown one of the volumes of Pageant of America, which he took home. He claimed he liked the unit plan. His mark on the test was D.

Girl, intelligence quotient of 118, tenth day. The most able pupil in the class at present, she claimed she was best oriented by reading the basic text first and then reaching out into the various avenues of interest as she had time. Her mark on the test was B.

Tenth day. Various pupils were showing their cartoons and asking for approval.

Girl, the pupil last mentioned, thirteenth day. "I do not like the unit assignment as it works out, although I like the idea of a long-range plan. Everyone gets restless

during the laboratory period because it is so long [51 minutes], and perhaps because it is last in the day. If the class numbered twenty, we could settle down and get some work done, but somehow with forty or more in the class it is hard to get all students to be interested and busy at once. I like discussion or anything which is more active than just studying." This girl's nervous temperament explained her remarks. The fact that she gave the best oral optional related activity in the class was evidence of her high rank.

Boy, intelligence quotient of 99, fourteenth day. He is known to have a special reading handicap. He is very slow in reading, comprehends with difficulty, and is often incorrect. A good citizen, he will try fairly hard. The unit plan is definite, he thinks, but he always seems to read the reference books at the wrong time or to pick the wrong type of reference book for his interests and ability. By the time he gets a reference book, the quiz on the material it contains has been held. He feels he does not know what to do next. Lately he has been staying with Fite, the basic text. His mark on the test was C, a great surprise.

Girl, intelligence quotient of 80, fourteenth day. She likes the unit assignment because she is on her own, with all the requirements in writing. Some nights when she feels

like studying she can work a lot. In the second quiz she ranked in the top quarter of the class. This girl ordinarily is lost in history, but she seems to be finding herself. Her mark on the test was D.

Fourteenth day. The poor pupils appear to be gaining and the good ones to be slipping. The better pupils do not accept the challenge of extra work for extra credit implied in the optional related activities. They hold back with the class in their lack of initiative. One pupil with intelligence quotient of 116 had one item out of ten wrong on the first quiz and eight out of twelve wrong on the second, but her mark on the test was B. Apparently she worked a little during the four weeks and reviewed strenuously before the test.

Conclusion.-- Observations from the teacher's journal kept during the period of study on the unit assignment indicate certain progress on the part of both teacher and pupils. With no previous experience in unit organization, the class was beginning to adjust itself to the laboratory situation. Several pupils who claimed indifference to history were becoming interested. Under traditional class procedure only the basic text was read by most pupils, but with unit organization many books were being read by a large part of the class. The guide sheet seemed to help the poor

pupils, who could foresee their obligations, and it failed to stimulate the good pupils, who did not choose to work ahead on their own initiative.

Use of Books in the Unit Assignment

Historical fiction and historical biography. Table 5 concerns thirty-two books of outside reading, the most popular type being fiction. Twenty-seven pupils, or about 70 per cent of the class, used these books, the average being about 2 1/2 books per pupil.

Table 5. Distribution of Historical Fiction and Historical Biography Borrowed by Pupils.

Books	Pupils
0	14
1	7
2	11
3	4
4	3
5	0
6	2
Total 41	
Average, 2.4 books per pupil	

Every book of fiction was read by at least one pupil, two of them being read by six pupils. The most popular books are indicated as follows, along with the number of pupils who borrowed each: six pupils, So Big by Ferber and Sundown Jim by Haycox; five pupils, The Covered Wagon by Hough and My Antonia by Cather; and four pupils, The Clansman

by Dixon and Red Rust by Cannon.

Six of the 16 biographies were not read. The fault lay with the teacher's choice of biographies, some of which discouraged the pupils by their length. Others were written primarily for adults, or they concerned people unimportant in the unit assignment. The most popular biography was a collection of short sketches, Husband's Americans by Adoption.

Titles of books selected by a few pupils from bibliographies available in the classroom and secured from the library of a neighboring town were these: Bryan (William Jennings Bryan) by Werner, The Clansman by Dixon, and Hand-made Gentleman by Bacheller. Four other books were requested but could not be secured.

Reference books.-- Table 6 and Figure 2 concern thirty-four reference books which were borrowed for home study and returned the next school morning. They were kept in the classroom during the laboratory or study period and were available in the school library at all other times. Not shown below is the extensive use of these books during the laboratory or study period, when, at times, twenty-five books were taken, especially by pupils who did not borrow for home study. Eight pupils did not borrow and the rest borrowed an average of 5.2 times per student.

Table 6. Distribution of Times Reference Books were Borrowed by Pupils for Home Study a/

Books	Pupils
0	8
1	4
2	6
3	5
4	2
5	2
6	4
7	4
8	1
9	2
10	2
11	0
12	0
13	0
14	0
15	1
	Total 41
	Average, 5.2 times per pupil

a/ With few exceptions the pupils borrowed one book at a time.

Figure 2 shows that the class quickly understood the purpose of reference books, for the borrowing increased from three books on the first day to eleven on the second, thirteen on the fourth, and fifteen on the sixth. The average was ten books borrowed per day.

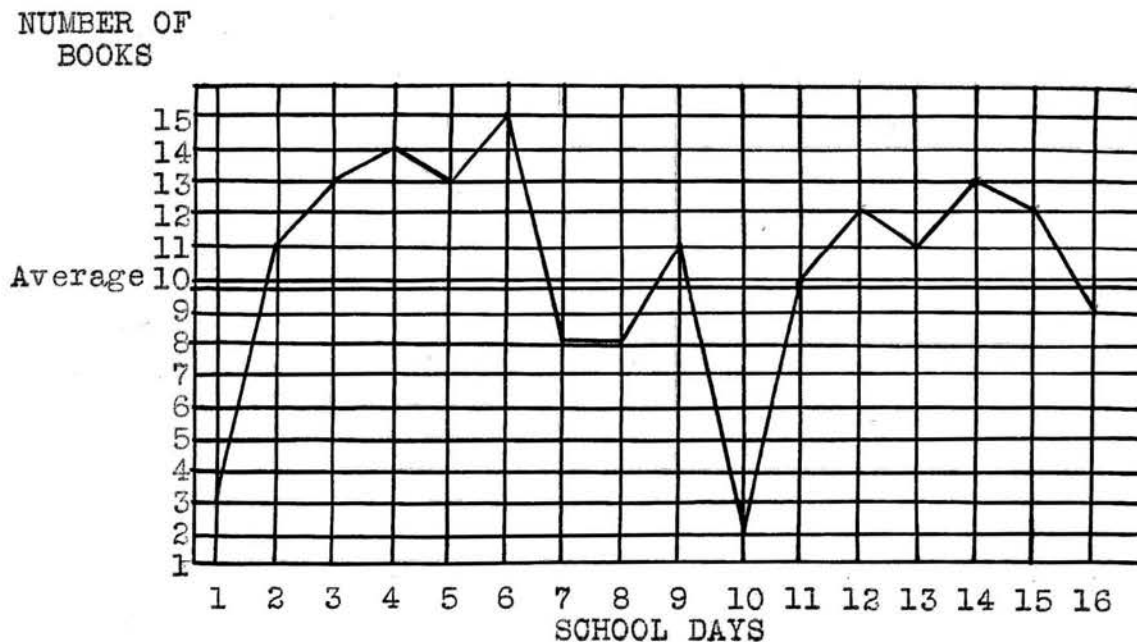


Figure 2. Distribution of Reference Books Borrowed for Home Study during the First Sixteen School Days Given Over to Work on the Unit Assignment.

In Figure 3 there is no indication that pupils earning the highest marks on the test borrowed the most books, or that those with the lowest marks borrowed the least. The two pupils with marks of A borrowed respectively four and seven times, and the two who failed borrowed respectively two and five times. One member of the class borrowed fifteen times, more than any other pupil, and earned C; three pupils who borrowed not at all earned B. Of significance is the fact that the middle half of the class, who earned C on the test, borrowed an average of nearly five times during the sixteen days, or at the rate of once every $3 \frac{1}{2}$ days.

MARKS																
A					1			1							2	
B	3	1	1	1					1	2					9	
C	3	2	2	2	2		4	2						1	20	
D	2	1	2	1		1									7	
E			1			1									2	
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Total number of pupils <u>b/</u> 40															

Figure 3. Relation between Pupils' Marks on the Test and the Times Reference Books Were Borrowed for Home Study a/

a/ The numbers in the squares refer to pupils.

b/ No record shows for one pupil who left school.

A curious fact is revealed in Figure 3 in connection with the 8 pupils who did not borrow reference books for home study. They all passed the test, three with a mark of B, three with a mark of C, and two with a mark of D. In some cases it is possible for pupils to pass by listening attentively to the class discussions and by carefully reading one text. One remedy for this situation may be found in withholding from discussion some of the concepts in the unit and its delimitation. Another remedy may be the selection of information for the test items from more than one source. Then, too, other activities besides the test, such as discussion or optional work, may be given greater prominence in determining the final mark on the unit assignment.

Considering the small amount of reading formerly done by the class, the results shown in Figure 3 indicate an

increased interest in and ability to use reference books. No relation appears, however, between the home use of reference books and the pupils' test marks.

Results of the Test

Marks.-- Figure 4 shows the distribution of errors on a test of fifty multiple-choice items, the median being nineteen errors.

ERRORS	PUPILS	ERRORS	PUPILS
7	1	25	1
8	1	26	1
9		27	3
10		28	
11		29	2
12	6	30	
13	3	31	
14	2	32	1
15	4	33	
16	1	34	
17		35	
18	1	36	
Median 19	3	37	
20	1	38	1
21	2		
22	1		
23	1		
24	4		
			Total ^a 40

Figure 4. Distribution of Marks on the Test

a/ One pupil left school before the test.

Comment on the results.-- Of the eleven pupils with intelligence quotients ranging from 110 to 122, one received A, five received B, and five received C or D. Of the ten pupils with intelligence quotients ranging from 80

to 95, one received B, six received C, two received D, and one failed. These marks indicate that the most capable pupils were not working up to capacity, and the least capable, with one exception, were able to pass.

Pupil Comment After Completing the Unit Assignment

Getting the opinions.-- On the day after the test had been taken, pupils without previous warning were asked to spend fifteen minutes writing their opinion of the unit plan. They were to select one of the following points of view:

1. I like the unit plan.
2. I like some features of the unit plan.
3. I dislike the unit plan.

In the absence of two pupils, 39 replies were divided almost in thirds on the three points of view. Eleven pupils liked it, thirteen liked some features of it, and fifteen disliked it.

The opinions.-- Most of the comments which follow are digests rather than quotations, but no attempt has been made to alter the intent of the pupil. These comments being typical, no important opinion has been omitted. At the head of each comment the first letter (B or G) means a boy or girl, the number is the intelligence quotient, and the last letter (A, B, C, D, or E) stands for the test mark.

1. I like the unit plan.

G-116-B

It gives you a varied selection of readings to choose from. In this way you get a chance to do something you like as well as the things you have to do.

B-99-B

I like the unit plan because it prepares us for what we will be compelled to do in life. This unit is great for self-reliance. It gives a varied curriculum which encourages the slowest pupils. It gives practice in getting the main ideas and in picking out people, dates, and details. It is planned so that the ambitious pupils can complete their work ahead of time and do extra work for extra credit.

G-99-C

I like the idea of going over the core questions in class. If you do not get the right ideas by reading, you can always get straightened out by listening to the discussion of other class members.

G-110-D

What I like is that the unit plan puts me on my own. It is fun working for myself. I really think this unit is the grown-up way to study something not

very interesting.

(Perhaps the unit plan put her on her own, but the test mark shows that she did not use her opportunity to study in a grown-up way.)

G-80-D

The unit way of studying is much more interesting because you don't have to study one book all the time. Reference books give variety. The slow readers can use the easy books and the fast readers can use the harder ones. Everyone has a chance. The core questions help you understand the reading because they give you something definite to look for.

(This girl's mark of D was much better than usual.)

B-115-B

The unit plan teaches self-reliance and shows how we may have to do things later on. Supervised study helps to keep us from putting everything off until the last day.

2. I like some features of the unit plan.

B-105-B

The unit assignment lasts too long, and by the time the end is in sight the work at the beginning is forgotten. One thing I like is that a person has to be self-reliant in budgeting his time.

B-106-C

The unit plan is a good idea if it is not spread out over such a long time.

B-120-C

By this plan the pupil can study in detail the things that interest him most. Pupils who tend to procrastinate, however, can easily shirk their work. On the whole, the unit plan is a good one for this particular era of history because of the variety of incidents studied.

(This boy with high scholastic ability procrastinated.)

G-118-B

The optional related activities particularly appeal to me as does the extra outside reading. I do not like the long periods of supervised class study and would prefer discussions each day on the material completed to date. The plan, in leaving the pupil to his own devices, allows him to shirk the actual history and attempt only the extra work unless there is class discussion to test his knowledge. Since I find it difficult to study in class, I would rather exchange opinions there and study at home.

G-112-C

Although the unit plan lets us do our own work the way we want to, the average high school pupil cannot adapt himself to planning work so that he can get anything from it. It is good to know what work is due on a certain date, but because we have so much time, we study only the essential things and fail to reach the optional activities.

G-95-C

I like the occasional class discussions because I learn more from hearing other people speak than I do from reading books. I am not forced to read particular references but can choose what I like. The list of references telling the exact pages is a very convenient guide and it saves much time.

G-120-B

The core questions center your thoughts. By reading in reference books you gain a better understanding of the unit. Some pupils, however, who neglect the history text and read outside books instead miss important points in the text.

B-115-B

If a pupil finds it impossible to study history on

certain nights, he can make up the work later. The temptation is to neglect the work too many nights in a row. Supervised study is effective since the references are at hand, no noises interfere with clear thinking, and study is necessary. When work on the unit is completed, a clear idea is obtained of the points in question.

G-109-A

The unit assignment is so long that I lose interest in it. Since I am a very slow reader, it is hard for me to keep up with so much outside reading. The ground covered is so great that I feel discouraged and do not know where to begin reviewing before the test. I like questions that require definite answers which can be found without reading a whole book.

3. I dislike the unit plan.

G-98-C

I dislike the unit plan because I am not self-reliant. It seems there is too much to attend to at one time. Because I do not like to read, the work does not appeal to me and I let it go instead of attending to it promptly.

G-100-C

Work that is assigned daily is easier to do than work laid out for a month because all of it will be

done every day. In the unit plan one is inclined to do what he pleases, choosing first that which is easiest and leaving the hardest part to "cram in" at the end. Usually one spends more time reading fiction than studying the core questions.

G-118-A

I dislike the unit plan because I know I am the kind of person who likes to put things off until it is absolutely necessary to do them. In the unit assignment, therefore, when I am left on my own, I find it hard to get started and equally hard to continue.

G-96-E

I dislike the unit plan because nothing seems definite. If you are given daily instructions, you know just what to do and you do it. In the unit plan you look everywhere for some information, and when you are through hunting you are not sure of having the right facts.

(This girl, capable of passing, is disorganized and lazy.)

B-108-B

The average pupil will not have ambition enough to do the unit work every day but will cover all of it

the last week. The unit plan is nothing more than a "grown-up" outline. Too much time is wasted by teacher and pupil. Too many books are involved.

(This boy is clever at cramming. A poor pupil through the year, he ranked next to highest in the class on the final test for the year, the Cooperative American History Test, Revised Series, Form P, Cooperative Test Service, New York City.)

G-105-C

The list of questions and activities takes away my ambition. I try to skip all I can in the long-range assignments, but in the daily assignments I do a thorough job and like it.

G-97-C

Because I am a very slow reader, it is impossible for me to read the other books. By the time I have read the required pages, answered the core questions, and done a few optional activities, the test is given.

G-113-C

I cannot seem to concentrate and be on my own for any length of time.

B-95-C

I dislike the unit plan because it does not give a definite assignment. The material is widely scattered and hard to find. The extra books are all

right for wasting your time, but the facts needed on the test are not found in these books. They give only a general idea of the life of those days [1865-1900].

(This boy's mark was higher than usual.)

Conclusion.-- Figure 5 shows how the pupils were distributed among the three opinions concerning the unit plan according to their marks on the test and according to their intelligence quotients. The eleven pupils who liked the plan were evenly divided with respect to their marks, which were B, C, or D, five of the eleven having intelligence quotients between 90 and 100, and the other six being scattered throughout the scale. Two of the three class members with least ability liked the plan. Pupils who liked some features of the plan numbered thirteen, ten having marks of B or C, and five being listed between 110 and 122 in their intelligence quotients. It appears that the group liking some features of the plan was markedly better in ability and somewhat better in achievement than the group that like the plan as a whole. Ten of the fifteen pupils who disliked the plan earned C on the test, and nine of the fifteen were listed between 90 and 100 in their intelligence quotients. This group as a whole was distinctly average. With respect to ability and achievement it was in contrast to the group which liked some features of the plan, and it

was somewhat similar to the group which liked the plan as a whole.

No marked tendency is observed in these facts, but in general the pupils who were average in ability and achievement, or slightly below average, either liked or disliked the unit plan as a whole, leaving those with a higher standing in favor of some of its features. One point of importance is that the pupils who liked the plan, almost one-third of the class, were chiefly the average type and not those with a high scholastic rating. Figure 5 may show that the unit assignment in Chapter II appealed to the pupils who most needed its advantages.

a/	MARKS					INTELLIGENCE QUOTIENTS						
	A	B	C	D	E	110-122	100-110	90-100	80-90			
L		3	4	4		11	2	2	5	2	11	
S	1	4	6	1	1	13	5	4	3	1	13	
D	1	2	10	1	1	15	3	3	9		15	
Total						39	Total					39

Figure 5. Distribution of Pupils' Opinions of the Unit Plan According to Marks on the Test and Intelligence Quotients.

a/ In this column L stands for the pupils who liked the unit plan, S stands for the pupils who liked some features of the unit plan, and D stands for the pupils who disliked the unit plan.

Pupils of all kinds were represented in each of the three points of view. Many of them recognized that unit

organization put them on their own, a valuable experience, but they did not seem eager to benefit by it. Lack of familiarity with the unit plan is one explanation for this situation. Although many pupils failed to work well on their own, the few who did during this first unit assignment indicated the possibilities of unit organization with repeated use.

Success and Weakness of the Unit Assignment

Success.-- The conclusions which follow concern the unit assignment in Chapter II as used in a particular class. Certain elements of success are claimed for the new plan.

1. The results showed that over one-half the class had nineteen or fewer errors in fifty multiple-choice questions, the two pupils at the top of the class having respectively seven and eight errors. Although this record cannot be considered exceptional, under the circumstances it might be called fair.

2. Pupils read widely and kept a record of pages and books read. Two skills listed under incidental learning products were increased: (1) ability to use a reading list, the index of history books, and bibliographies; and (2) ability to read widely in various types of reference books.

3. The unit assignment proved to be flexible because individual pupils were working at their own speeds and because the use of the class period could be altered at any time according to class needs.

4. Poor pupils gained by being put on their own. A skill listed under incidental learning products was increased: ability to work independently.

5. Pupils felt as though they were on their own although some of them did not like taking this responsibility. Assuming that independent work in a laboratory situation is a desirable goal, the realization on the part of the pupils that they were being put on their own by unit organization was one measure of its success.

6. Some discussions were profitable. A skill listed under incidental learning products was increased: ability to discuss in a group. All three attitudes listed in the same place were given an opportunity to grow: the open mind, willingness to back up opinions with facts, and tolerance toward the opinions of others.

7. Many pupils formerly indifferent to history became interested.

8. Pupils considered the guide sheet desirable because it was definite.

9. Following their first introduction to unit organization, about one-third of the pupils claimed they like the plan.

Weakness.-- Teacher and pupil observations indicate the following weak points in the unit assignment appearing in Chapter II.

1. The unit assignment may have been too complex for a class unfamiliar with unit organization.

2. Good pupils were not challenged by the optional activities.

3. Optional related activities did not have wide enough appeal to the interests and abilities of the students.

4. Discussions were too widely scattered during the four weeks allotted to work on the unit assignment.

5. Four weeks were too long a time for a first unit assignment.

6. No efficient method was devised for evaluating the optional activities in so large a class (41 pupils).

7. Many pupils without ambition were inclined to waste time in being sociable.

Suggestions for Improving the Unit Assignment

Making suggestions effective.-- The suggestions which follow are intended for the class as it stands without additional equipment. In Chapter IV some of the suggestions are carried out. Not all of them are included in Chapter IV, for the chief purpose of that chapter is to enlarge and enrich the unit assignment in Chapter II for the same class, assuming it to be adequately equipped for unit organization.

Suggestions.-- The suggestions which follow concern only the unit assignment and the class in question.

1. Provide more required activities based on less reading.
2. Provide more copies of fewer reference books with easy reading.
3. Provide less material to cover and a shorter time allotment for a first unit assignment.
4. Provide more frequent class check-up by such means as the quiz, drill, or discussion.
5. Center the discussions on the fundamentals of the unit and its delimitation.
6. Provide more optional related activities of greater variety.
7. Stimulate the better pupils to complete as many optional activities as possible. Since these activities are optional, the teacher needs to awaken a desire in the pupil to do them.
8. Provide more group guidance on the use of the guide sheet.
9. Provide special group guidance for those who have difficulty in following printed directions.
10. In the guide sheet use the simplest words possible consistent with clarity.
11. Provide page references in more than one text for each core question.

12. Provide for each core question definite references by the use of numbers to optional related activities on the same subject. These activities may be numbered and described on cards kept in a filing box.

13. Give more individual attention to laggards among both the good and poor pupils.

14. Provide practice in discussing simple problems requiring reflective thought in the social studies.

15. Provide at first a small amount of independent study and increase the amount gradually.

16. Keep adjusting the class and the unit assignment to each other.

CHAPTER IV

AN ENLARGED UNIT ASSIGNMENT FOR THE TOPIC "CHANGING ECONOMIC AFFAIRS AFTER THE CIVIL WAR"

Purpose of the Enlargement

Concerning equipment.-- Unit organization depends for its success on a number of factors, one of which is adequate equipment. The desks, blackboards, and textbooks which are found in almost every schoolroom are fundamental, and in a limited way the unit plan could be used if these were the only provisions for teaching and learning. Common needs among teachers using this plan are, however, a greater supply of teaching materials and a few teaching aids. Books, magazines, pamphlets, and pictures are needed, along with a few such practical aids as the following: duplicating equipment, projector, radio, filing case, movable tables and chairs, and adequate bookshelves. In this chapter, parts of the unit assignment in Chapter II are enlarged and enriched for the same class assuming it to be better equipped for unit organization. The new unit assignment may be expected to arouse greater interest and to secure greater

efficiency on the part of the pupils during the study periods.

Concerning pupil needs.-- At the close of Chapter III a list of 16 suggestions may be found for improving the unit assignment in the previous chapter. They are based on the weak points found in the unit assignment as it worked out during four weeks in May 1939. Because new classroom procedure cannot be expected to operate perfectly, even on its second trial, only a few of the 16 suggestions will be put into effect in this chapter. The pupils and the teacher, who are obliged to overcome these difficulties gradually, will need patience.

Provisions for the Enlargement

Equipment.-- Below is a list of a few fundamental additions to the supply of teaching materials and teaching aids.

1. Teaching materials.

- a. New textbook. The Development of America by Fremont P. Wirth, American Book Company, Boston, 1937, lxviii + 772 p.
- b. Three copies of each of the following texts:
 - America, Its History and People, Faulkner and Kepner, Harper and Brothers, New York, 1938.
 - American People, The, Hamm, D. C. Heath and Company, Boston 1938.
 - Exploring American History, Casner and Gabriel, Harcourt Brace and Company, New York, 1937.
 - Historic Currents in Changing America, Carman, Kimmel, and Walker, John C. Winston Company, Philadelphia, 1938.

History of Our Country, A, Muzzey, Ginn and Company, Boston, 1936.
United States in the Making, The, Canfield and Wilder, Houghton Mifflin Company, Boston, 1937.

c. Pamphlets.

Bulletins from America's Town Meeting of the Air, Columbia University Press, New York, 10¢ each.

Monthly Letters from the Institute of Propaganda Analysis, Incorporated, 132 Morningside Drive, New York.

Public Affairs Pamphlets, Public Affairs Committee, Incorporated, 30 Rockefeller Plaza, New York, 10¢ each.

d. Pageant of America Lantern Slides, Yale University Press, New Haven, Connecticut.

Transportation Since 1860	Numbers 320-348
The Story of Communication	349-370
The Western Farmer	371-400
The Story of the Cattleman, Packer and Tanner	506-528

e. Films, taken from Educational Films Catalogue,

H. W. Wilson Company, New York, 1936. All films listed are 16 millimeter silent versions.

Transportation	U.S. Bureau of Mines Experiment Station, Pittsburgh, Pa.
King of the Rails	General Electric Company, Schenectady, New York.
The Great Plains	Society for Visual Education, Chicago, Illinois.
Cattle	Eastman Teaching Films, Rochester, New York.
Cattle Ranch	Ford Motor Company, Dearborn, Michigan.
Cow Business	U.S. Bureau of Animal Industry, Washington, D. C.

2. Teaching aids.

a. Opaque curtains for the classroom to increase the efficiency of the teaching films.

b. Beaded glass screen to give clearer motion pictures. Da-lite Screen Company, Inc., 2723 N. Crawford Ave., Chicago, Illinois.

- c. Opaque projector to show any object up to 6 inches square or to show a 6-inch square section of a larger object, and to show slides.
B and L Balopticon, Bausch and Lomb Optical Company, 688 Saint Paul Street, Rochester, New York.
- d. Small portable radio for getting some educational programs in the social studies. A radio requiring floor plug is so inconvenient in the classroom under consideration that it is never used.
Philco Portable Radio, 74T, \$29.00.
Needs no aerial, ground wire or house current.
Tone is full enough for classroom of 50 pupils.
Weighs about 20 pounds. Uses batteries.
- e. Ten movable tables 4 by 5 feet in size with 4 chairs at each.
- f. One 4-drawer steel file.
- g. A 6-foot bookshelf with four shelves.
- h. A case 3 by 4 feet in which to store posters in a flat condition.

Pupil needs.-- Some of the suggestions listed at the close of Chapter III for improving the unit assignment in Chapter II are carried out in the plans outlined above. Many pupil needs are met by creating more realistically the laboratory situation. The movable tables and chairs, and the more accessible study materials make this possible. An attempt is made, however, to apply two of the suggestions just mentioned: the more frequent use of discussions, and the provisions for more optional related activities of greater variety.

The Enlarged Unit Assignment

Materials for the teacher.

See "Equipment" in the previous section.

1. Visualizing the Curriculum, C. F. Hoban, C. F. Hoban, Jr., and S. B. Zisman, The Educational Screen, 64 East Lake Street, Chicago, Illinois. Theory and practice of visual instructions.
2. Radio in the Classroom: Objectives, Principles, and Practices, Margaret Harrison, Prentice-Hall, Inc., New York, 1937, xvi + 260 p.
3. How to Use the Radio in the Classroom, National Association of Broadcasters, 1626 K Street, N. W., Washington, D. C., pamphlet.
4. Communications from the Committee on Scientific Aids to Learning, A Committee of National Research Council, 41 East 42nd Street, New York.
5. NBC Presents, a monthly sheet telling the important programs to come, RCA Building, Rockefeller Center, New York.
6. For the Student, weekly mimeographed bulletin from the Columbia Broadcasting System, 485 Madison Avenue, New York.

Activities of the teacher.

No change, but with the following additions.

1. Explain from the start the purpose and practice of study in the laboratory situation.
2. Hold 20-minute discussions daily for all C and D pupils. Others may attend; the remaining pupils study independently in the same room.
3. Excuse the C and D pupils from the daily discussion periods when they can show a satisfactory plan for their own work on the unit assignment during the next week. This may encourage pupils to do their own long-range planning and thus increase their understanding of the teacher's plan.

4. Post a large piece of squared paper containing the names of all the pupils in the class and the numbers of all the activities in the unit assignment, both required and optional. As the activities are completed, they can be checked on the chart. This graphic device may encourage some pupils to complete more work.
5. When it is possible, tie in the evening radio programs with the class work. For example, many programs can be used in the series called America's Town Meeting of the Air, an NBC feature from 9:30 to 10:30 on the Blue Network, every Thursday.
6. Occasionally an afternoon radio program during school hours fits the period when the class meets. For example, the Social Science Series, directed by Dr. Rollo G. Reynolds, principal of the Horace Mann School of Columbia University, was a program presented during the school year of 1938 and 1939 over the NBC Blue Network Thursdays from 2:00 to 2:30 P. M. The general heading for this series was Ideas that Came True. One program useful in the present unit assignment was entitled "The Story of Petroleum." With sound effects these educational dramatizations become extremely realistic.

Activities of the Pupils

Guide sheet.	See below.
References	No change.
Historical fiction and biography.	No change.
Bibliographies.	No change.
Tests.	No change.

That part of the guide sheet entitled "Optional Related Activities" has the following additions.

1. Oral report.-- Prepare an oral report on the life and work of one of these men: John D. Rockefeller, J. P. Morgan, James J. Hill, E. H. Harriman, or any other person whom you have met in this unit assignment.
2. Cartoon.-- Draw a pair of cartoons to show some unfair practice of big business and the device used by the

government to regulate it.

3. Debate.-- Get a classmate to oppose you in open debate on the following topic: A return to the small shop and to the partnership form of business would solve the modern industrial problems resulting from big business.
4. Interview.-- Interview an employer, an employee, or both. Prepare to tell the class their views on how labor troubles can be avoided.
5. Visit.-- Go through a modern factory and make observations. Give to the class your impressions of factory life. (Written or oral.)
6. Research.-- Prepare a short report illustrating the purpose of protective tariff.
7. Dialogue.-- Write in play form a conversation among the following men who are discussing protective tariff: farmer, manufacturer, and owner of a steamship company carrying ocean freight between countries.
8. Narrative.-- Find reports of panics and retell what happens in a bank at this time. Imagine yourself present at a panic; write in the first person.
9. Cartoon.-- Show how the farmer fitted into the financial picture in the United States after the Civil War.
10. Investigation.-- Find out how the government today is helping the farmers with heavy mortgages on their property. Report to the class.
11. Sketch. -- Illustrate farm life before and after the invention of farm machinery.
12. Essay.-- Read widely and then write an essay comparing the life and work of an early railroad magnate with that of Jacob Riis. Consult our collection of biographies first.
13. Scenes of action.-- If you saw the motion picture Dodge City or Stand Up and Fight, you can easily describe the life-struggle between the stagecoach and the train. Write, illustrate, or retell a vivid scene.
14. Poster.-- Show how much the nation depends on railroads.
15. Comparison.-- In any way you choose compare the pony express service with the modern postal service.

16. Human interest diary.-- Retell a week of a cowboy's life on the range after 1870.
17. Cartoon.-- Pony express vs. the stagecoach.
18. Diagram.-- Demonstrate the working of an important invention discovered after the Civil War.
19. Collecting.-- List the titles and sources of ten recent magazine articles on one of these topics: labor, tariff, or currency.

CHAPTER V

A RELATED STUDY OF UNIT ORGANIZATION AS USED BY TEACHERS FAMILIAR WITH ITS PRINCIPLES

Background of the Study

Purpose.-- Eighty-two teachers who studied Unit Organization in Secondary Education at the Boston University School of Education during one of the terms from September 1937 through the summer session of 1938 received a form entitled "Inquiry Concerning the Use of the Unit Assignment." The purpose was to discover the strength and weakness of unit organization as it worked out for them, and to gather suggestions on improving its use. The letter of transmittal and the inquiry form appear in Appendix C and Appendix D.

Summary of information concerning respondents to the inquiry.-- Exactly 50 per cent of the inquiry forms were returned by twenty-six men and fifteen women. Considering the fact that these forms were sent out during the first week in June 1939, when teachers were occupied with many extra details in connection with the close of the school year, a larger number of returns arrived than was expected. Of the 41 teachers responding, twenty-three stated they had

made no practical application of unit organization in their classes, and of the 18 teachers responding in the affirmative, fifteen were able to answer all questions on the form, ten men and five women. In the paragraphs and tables which follow these fifteen teachers are briefly described.

Three states are represented by the fifteen teachers, eleven of whom are in Massachusetts, three in New Hampshire, and one in Florida. Of interest to teachers in small schools is the fact that seven respondents teach in schools of less than 250 pupils; four are in schools enrolling between 250 and 1000 pupils; and four are in schools enrolling between 1000 and 2600 pupils.

Six subject matter fields are represented, with science and the social studies heading the list as shown in Table 7; next in rank are English and teacher training courses. The variety of fields in which unit organization is used by the fifteen teachers reporting gives some idea of its adaptability.

Table 7. Subject Matter Fields of Fifteen Teachers.

Subject Matter Fields	Teachers
Science.....	4
Biology-1	
Social studies.....	3
Economics-1	
History-1	
English.....	2
Teacher training.....	2
Mathematics.....	1
Foreign languages.....	1
Teacher-coach.....	1
Substitute teacher.....	1
	Total 15

Fixed desks prevail in about half the classrooms described, as shown in Table 8, although a variety of other arrangements are reported. When movable tables are used, they vary in size as follows: 4 by 15 feet, 4 1/2 by 8 feet, and 3 by 6 feet. Arm tables 18 inches square are used in one school, and in another, individual tables 20 by 30 inches. One school uses desk tables, each accommodating two pupils, measuring 20 by 34 inches.

Table 8. Types of Seating Equipment in the Classrooms of Fifteen Teachers.

Types of Equipment	Teachers
Fixed desks.....	7
Movable tables and chairs.....	4
Combination of the above items	4
	Total 15

In Table 9, which shows various bases for grouping the homogeneous class sections of the fifteen teachers, no particular practice is common. Reading ability would seem to be a desirable basis for grouping in the social studies and other reading subjects, but in the table below it ranks last.

Table 9. Bases for the Homogeneous Grouping of Class Sections Taught by Nine of the Fifteen Teachers.a/

Bases for Grouping	Teachers
Intelligence quotients...	4
Marks.....	3
Achievement in school work.....	3
Curriculum.....	3
Reading ability.....	2
	Total <u>b/</u> 15

a/ Six of the fifteen teachers had unselected groups.

b/ Some of the nine teachers reported two or three bases for grouping.

Several facts suggested by the above table concern the students taught by the fifteen teachers. The total number of classes in which the teachers use the unit plan is 53, the range being 1 to 6 classes per teacher, and the average being almost 4 classes per teacher. The enrollment of these classes ranges from 8 to 50 pupils per class, the median being 32 pupils per class. Although 98 is the average intelligence quotient of all the class sections, the ranges

of intelligence quotients within any one class section extend from 5 to 43, the median of these ranges being thirty-three. The average intelligence quotient, 98, indicates that the fifteen teachers may expect normal, average groups in all their class sections; but since the median in ranges of intelligence quotients is 33, the teachers are assured that very slow and very fast pupils usually appear at both extremes of scholastic ability within the class. In order to accommodate the great middle group of pupils in ability and the two extremes at the same time, the teachers are obliged to use every resource. The evidence which follows in this study may show what use teachers are making of unit organization in attempting to meet a familiar classroom situation.

Answers to Questions on the Inquiry Form

Forms returned without information.-- Many teachers regretted inability to answer the questions. Four stated they had no teaching experience, three said they had not secured a teaching position since studying unit organization, and one explained that his work as a substitute teacher placed him in too many classes for his answers to be useful. Several statements accompanied these forms, a few excerpts appearing below.

"At the beginning of the year I attempted to use unit organization, but I selected the wrong group on which to try it. The class was one in biology, which is usually a tenth-grade subject. In the group were a flock of 'cast-offs' from all four high-school grades, some of whom were without sufficient intelligence to follow directions, and so I abandoned the plan temporarily."

"I did not use the unit method this year because I had a slow class. The students required endless drill of all types."

"I am sorry that I have not made enough use of the unit plan of teaching to warrant me in filling out the inquiry form.

"Last fall I prepared a unit on life insurance for the four junior high schools. I am sure that this particular piece of teaching was more effective because it was handled in this manner than it would have been under a formal textbook method.

"It is my observation that my problem is to educate the teachers to accept this idea as a desirable method of teaching subject matter; therefore, a large part of my time has been spent during the current school year in breaking down teachers' dependence on single textbooks."

"I have made no use of the unit assignment as yet because of two obstacles which I hope in time to surmount. The first is the complete lack of text or reference material. The second is the difficulty in getting material mimeographed. I have found the use of the principles so valuable that I hope to be able to use the unit plan in the near future."

Selections from answers to the inquiry.-- For convenience the answers which follow are grouped under the questions which were asked; for simplicity quotation marks do not appear, although some answers may contain the exact words of the respondent. At no time, however, is the intent of the writer altered. The number before each question refers to its location in the inquiry form.

Item 15. What were the chief difficulties you encountered in attempting to introduce the unit procedure?

A. From your standpoint.

Unit organization requires long preparation: organizing the material, mimeographing, filing the worksheets, classifying reference books, and starting a classroom library. Much time is needed to orient the pupils to the idea and practice of unit organization.

A great deal of time and preparation is necessary on the part of the teacher and I should imagine it would be very difficult for some to have the guide sheets prepared. Our principal is interested in the unit assignment, and so I do not have the difficulty that some may have with the administration.

Time enough to organize the unit properly has always been a handicap.

Lack of reference material. Library not sufficiently equipped for liberal assignments.

Sufficient variety of textbooks and sufficient reference material is lacking.

The amount of work to be covered in a limited time is too great.

One obstacle is the administration policy of adhering to required texts, units of study, and material to be covered. Young teachers are apt to be branded as radicals if they fail to adhere to the usual procedures.

One difficulty is a tendency to relapse into techniques formerly used and not favorable to success with the unit procedure.

The textbook is not written well for unit organization.

My chief difficulty is inexperience.

With certain work to cover, especially among college candidates, I found that lazy pupils did not work without pressure.

The only real difficulty was the pupils' fear of the assignment sheet. I had made an 8-week unit in reading and foolishly handed to the pupils the assignment sheets covering the whole unit.

Many teachers insisted on traditional methods of procedure. Using textbooks and following textbook plans was much easier. (Comment of a director of teacher training.)

My difficulty was trying to stay with and follow the prepared plan, avoiding tangents.

Item 15. What were the chief difficulties you encountered in attempting to introduce the unit procedure?

B. From the students' standpoint.

Need of material with which to work. Library facilities lacking. Depending on personal initiative is a departure from directions given entirely by the teacher.

Too few sources of material for proper individual work phase. (The teacher is located in a school of 2200 pupils.)

Students do not know how to study.

Some students rebel against the responsibility of doing their own work in required time limits.

The class time is used almost entirely for the introductory, class discussion, and testing phases. The individual work phases are crowded into home study.

Pupils have difficulty in becoming accustomed to this new idea of being on their own. They have come through eleven years of having things drilled and poured in, and this adjustment is not easy. Some pupils do not work well by themselves without considerable supervision. In large classes personal supervision is difficult, but it can be managed more and more successfully in succeeding units.

Work assignments are often not as compelling as they are under traditional methods. This, however, must be charged to the imperfect method of introducing the unit procedure rather than to any weakness inherent in the technique.

Inability of the pupils to apportion their time readily.

Pupils are too ready to write all problems and forget about them. They let work slide until just before the assignment is to be finished. From the discussions the lazy pupils can get enough information to pass tests. Pupils in some instances prefer using one text.

Pupils objected to so much reading and so many questions to answer.

One difficulty is making the unit assignments flexible enough to reach the lowest as well as the highest ability group. Another is getting the pupils to use several texts for general information and then to generalize. Formerly they used but one text.

Poor students still do not know how to follow directions intelligently.

The pupils' chief difficulties are working on their own and lacking time to finish their work because of poor planning.

Item 16. How did you overcome these difficulties?

We used the unit method in a modified way. (Subject matter field is biology.) The one disadvantage of the method as it applies to our present work is that it must be cut down considerably due to the amount of work we attempt to cover in a rather limited time.

We suggested each room collect its own material for research. (Director of teacher training.)

When I remake this unit I shall use assignment sheets covering only one week's work. Brief tests will be used to check the quality of the work done each week. A pupil will be given the second sheet as soon as he has satisfactorily completed the first.

To remedy the lack of reference material I am requesting another textbook for library use in general science next year and have secured another textbook for biology reference work. I am building a list of current periodicals in the school library which contain articles pertinent to certain units. Mimeographed guide sheets have been the greatest single aid to better use of home study time during the individual work phase of the unit assignment, which must run concurrently or slightly in advance of the class discussion phase.

I supplied as many references as possible.

By frequent critical review of the classroom procedure and by analyzing the effect of the assignment on the pupils, I was able to secure more desirable reactions.

The first year is the hardest in this type of organization. I think my difficulties have been overcome largely by experience. My greatest difficulty was the time element. At the end of my first year with the unit and unit assignment method I found only eight units completed out of the ten planned for the year. For next year I plan to shorten two of the earlier units, thus giving me more time for a current events unit at the end of the school year. (Teacher of modern history.)

I insisted that certain work must be completed on a certain date. I drove pupils who thought such procedure was an opportunity to loaf. I used other material than that of my ancient textbook. (Mathematics.) I remained longer during the afternoon and had pupils transferred to my room during their study periods so that they could get help.

It was helpful for me to order a small number of several textbooks and reference materials. I dated the worksheets. I made unit organization a habit.

Item 18. In your opinion, what are the advantages of the unit procedure as it has worked out for you, over procedures you have used before? A. From your standpoint.

Chiefly I found that it gave me more time for individual help in class and greatly decreased disciplinary trouble. (Teacher of English in grades 9 to 11 with 20-25 class members having an intelligence-quotient average of 80 and range from sixty to one-hundred.)

Renders more certain emphasis upon the most important concepts in the course and less likely the stressing the less important concepts; that is, it serves to clarify the teacher's goals in his own mind and eliminates the "dead wood" from the course.

It is more certain that two teachers in the same subject will emphasize similar concepts.

It is more flexible than previous methods and consequently more adaptable to sudden and unforeseen changes.

Better teacher preparation. More pupil and less teacher activity. Pupils become able to budget their time effectively. (Director of teacher training.)

I know exactly what I want to teach. I know approximately how long I will spend on each unit. I feel that pupils using this method have a broader understanding and that they are more interested in their work.

This method gives the pupils a feeling of accomplishing something.

It tends to result in less driving and more leading.

It kept me alive every minute of the class period. The class has so much initiative under this system that the teacher is kept alert at all times. Once organized, this system is easily kept abreast of the times, allowing the teacher more time for improvement of his own knowledge in some phases of the subject, or for discovering new ways and means of dealing with the problems that arise in each unselected group.

The best outcome is that I am failing no one in the class using unit organization. Each student produces to his capacity. The classroom is a regular workshop. The work is based on the ability of the individual. It is rather fascinating and fun to use this method. It gets away from the teacher's "reciting" the class.

Unification and direction of the course are greatly improved. The delimitation prevents straying afield,

allowing more time for fuller development of key topics. The objectives of the course are followed. It allows for individual differences and supervised study.

Item 18. In your opinion, what are the advantages of the unit procedure as it has worked out for you, over procedures you have used before? B. From the students' standpoint.

The planned lesson rather than the lesson plan is emphasized. (Director of teacher training.)

More freedom in choice of work.

The pupils enjoyed being able to do something more or less on their own, and felt that they were really working for their own improvement rather than getting out an assignment for the teacher.

The subject matter is likely to become more functional and hence more easily and more willingly learned, and it will be retained longer. It helps to reduce the amount of "busy work" It encourages the attempt to teach fewer things and to teach them more thoroughly.

It makes for student participation in learning as an active, interested individual rather than as a passive and often bored one. It enables pupils to profit by the

talents and aptitudes of their classmates. One pupil, for example, may do excellent board charts.

More opportunity for advanced pupils to go farther and set their own pace. More opportunity for slow pupils to visualize goals to accomplish without constant pressure. More opportunity for self-expression and originality so often sacrificed because of rigid, cut-and-dried assignments.

Pupils always know where they are going and have a definite goal to attain. (A pupil's opinion.) The course, with its variety, is much more interesting. The activities develop imagination and confidence. It improves the ability to study effectively and independently. More individual attention by the teacher is possible.

The time is set so that the pupils can plan their own work over a period of days. It gives the pupil a better picture of the course.

On the whole, greater interest and better results in spite of imperfect handling on the part of the teacher. Several pupils doing very poor work in all other courses, in which unit procedure was not followed, developed after a time to a point where they could be honestly labeled superior. In no case did a pupil do noticeably poorer

work under this procedure than in all other classes.

They liked their independence from routine assignment. The better pupils advanced rapidly; the slow pupils were inclined to rest too often.

They have become acquainted with many points of view through increased reading.

The material is related to life. The pupil senses the reason for doing certain kinds of work.

Excellent pupils, because they did not have to wait for the slower ones, like the method. All pupils always have work to do. The method develops greater pupil responsibility and freedom for thought and act. I feel that the knowledge sticks because it is learned through experience.

Item 19. What suggestions would be most helpful to teachers about to use the unit procedure for the first time?

Visit teachers who have tried to use unit procedure. Study samples of unit assignments and see the results of the work. Be well organized and have a definite plan of procedure before starting. (Director of teacher training.)

Do first things first. Delimit the unit and start an optional-activities file. Make an objective test.

Realize that the unit assignment method is worth while if you begin to organize units, even though several years may be required before they are in good form. (Critic teacher.)

Try to teach only a few selected topics in the early units.

Do not start actual class use of your unit until you have studied it carefully in its final form and have done it at least once as a pupil.

First decide on the eight or ten most important concepts you want your pupils to learn for the year's work. Next, delimit each major concept into declarative sentences. Then build guide sheets with individual assignments to be mimeographed for pupil use.

I do not see how it could be attempted without adequate filing equipment and classroom reference materials. Do not expect perfect results the first time. Units have to be revised as you see what proves valuable and what needs scrapping. The first unit undertaken will be so new as an experience to the pupils that they may not seem to respond, but with each succeeding unit this will be less and less true. Vary the procedure. Do not allow any one phase to become so cut-and-dried that it becomes monotonous.

Bu sure to have at least one member of the administrative

staff behind your plan. Do not try to include all the material required in the subject department's course of study. Attempt to get one other teacher in another subject to work with you; this promotes the good will of a new idea. The music teacher worked with me in literature assignments.

Be specific and definite. Leave no confused ideas in the pupils' minds of what they are to do or how they are to do it.

I think that the teacher must understand the method and must believe that it is worth while. I feel that it is better to start with one class because the teacher has a lot of guiding to do. I hope to use the unit procedure almost entirely next year.

Have ample reference material. Be sure to provide for the individual differences of the pupils. Make the first unit short rather than long, and then extend the units as the year advances.

Continually analyze pupil reactions. Do not lose sight of objectives.

Be sure you have a good working knowledge of the field in which you plan to introduce this system. Such knowledge will enable you to organize your material into better units. Study your class. Your unit must vary slightly with groups

of different ranges. It must be flexible enough when established to be easily adjusted to new and different groups.

Allow plenty of time. Note the shortcomings of the present unit and remedy them in the next. Make the tests within the experience of the pupils.

Set up a few worth while objectives and work on them all year. Unit construction is hard work, and the harder you struggle the more satisfactory will be the results. Use the unit procedure in an elastic way and keep revising it, noting the results as you go along. Do not count on the unit to do the teaching. The teacher's personality is still needed to interpret school work to the pupils.

Item 20. Any further comments in connection with the unit procedure as practiced will be appreciated. Please use the other side of this sheet.

In my use of the unit assignment I found the students did no work unless forced. This method merely increased disciplinary problems.

It will be years before my courses are really organized on this basis, but when we finally reach that point, we shall be really educating our boys and girls. The possibilities of this method for providing for individual differences, especially among the more talented pupils, are just beginning

to become apparent to me. I have pupils in my course now who would do twice the work I now require of them and would do it voluntarily. Until I can get my unit assignments more fully organized, some of my pupils will not realize their full capacities for achievement. I have been so concerned with organizing minimum assignments that I have had no time to devote to optional assignments except occasionally.

Personally I like this system, but it will require regular revising to keep the teacher satisfied. It seems to work quite successfully when applied to the social studies. It demands the close observation and attention of the teacher when first introduced so that the pupils will be able to grasp the entire idea. It is the coming procedure of teaching in our field, I think. (Social studies.)

My use of committees with pupil chairmen to check over the results of individual study on the worksheet assignments is one of the most satisfactory practices I ever tried. This is truly socialized review developing leadership, cooperation, control, and the ability to back up statements with facts.

Sample units and unit assignments.-- Three samples of units and unit assignments were submitted, all in the social studies. Two women teachers in one senior high school sent their unit organization of these topics: "The Business Cycle,"

and "The Peace Movement." A man teaching junior-high-school American history sent his unit assignment for the topic "The Common Man's Position Is Improved," which deals with the political career and the times of Andrew Jackson. Brief comments on these samples appear below, excerpts from which may be found in Appendix E.

Several practical features may be mentioned in the guide sheet and test for the topic "The Business Cycle."^{1/} Twenty-nine of the 41 activities are keyed with references to specific pages in the reference material. Among the activities only the mastery test and the 500-word summary essay at the close of the work on the unit assignment are compulsory. The spirit of suggestion prevails urging pupils to do as much as possible in preparation for the test and the essay. The activities are challenging, briefly and clearly stated.

In the mastery test, four of the questions are situation problems. They have three parts: (1) a situation briefly outlined; (2) three or more courses of actions or opinions, one of which is to be chosen by the pupil; and (3) a list of reasons, from 8 to 13 in number, from which the pupil picks those supporting his chosen course of action or chosen opinion. An example of the situation problem may be found in the appendix. Questions of this type are being used by the staff for 1/Helen J. Kelly, Instructor in Economics, Natick High School, Natick, Massachusetts.

Evaluation in the Eight Year Study of the Progressive Education Association, which is working in such areas in the social studies as interpretation of data and application of the various types of social principles.^{1/} In the latter area, each situation problem offers three or four courses of action and 24 reasons for the pupil's choice.

In the unit organization for the topic "The Peace Movement,"^{2/} the 25 reference books, with pages and chapters listed, appear first in the unit assignment, the required readings being marked with a star. In some cases the pupils are not told the exact page reference but are urged to use the index. Pamphlets are used extensively such as those from the League of Nations Association, Incorporated, and other organizations interested in world peace. Also listed are Headline Books, World Affairs Pamphlets, and Foreign Policy Reports. The inference is that teachers using unit organization need to discover material from wide sources, notice the new material in circulation, and collect as much of it as possible. The 25 optional related activities are kept on cards in a filing box on the desk, several of which are functional in nature by

1/ Anecdotal Records, Interpretation of Data, Evaluation of Reading, Application of Principles, and Social Sensitivity, Bulletins 1, 3, 4, 5, and 6; and Genevieve L. Coy, Measurement of Interests in the Arts, Evaluation in the Eight Year Study, Progressive Education Association, Ohio State University, Columbus, Ohio.

2/ Marguerite Rafferty, Teacher of Social Studies, Natick High School, Natick, Massachusetts.

asking the pupils to put their social studies into action. For example, pupils may arrange for showing to the school an educational film, for presenting a panel discussion, or for dramatizing in an assembly the meeting of a model government body. Examples of these activities may be found in the appendix.

The junior-high-school guide sheet on the topic "The Common Man's Position Is Improved"^{1/} contains at the start an informal challenge to study in keeping with the age of the pupils who use it. They are detectives hunting to find out what was happening to the everyday sort of person 100 years ago. Two brief master questions direct the search, each supported by shorter questions. Many of these shorter questions are multiple-choice in type, here used not to test but to teach. Page references for many of the questions are given in one or two textbooks. New words worth remembering, such as "suffrage" or "patronage", are underlined whenever they appear first in the guide sheet. These features are illustrated in the appendix. A unique way to check work on the required activities is to appoint four committees with student chairmen whose job it is to go over the work and check it. The author of the guide sheet calls this part of the work socialized review, one of the most satisfactory things he ever tried.

^{1/} Neil C. Robinson, Instructor in Social Studies, Parker Junior High School, Reading, Massachusetts.

The Trend of Unit Organization Among
Fifteen Teachers

Use of unit organization.-- The chief difficulty which the fifteen teachers face is lack of experience with the plan, lack of time for preparation, and lack of teaching materials. Pupils who have difficulty either are puzzled by the new procedure or are unable to work on their own responsibility. The many suggestions for overcoming these difficulties indicate an interest on the part of teachers to make the plan work. From the pupils' viewpoint the advantage of unit organization is that the pupils seem to learn more by doing work on their own responsibility. Slow pupils can visualize goals and fast pupils can go ahead at their own pace; most pupils like the feeling of freedom for work. The advantage for teachers is that they have a definite idea of what they are teaching, and that they have time for individual attention. They do less driving and more leading. Inexperienced teachers are advised to understand unit organization and believe in it before using it. Their need for complete plans and adequate material is stressed.

Attitude toward unit organization.-- An attitude of respect for unit organization appears in the returns from the inquiry. Attached to many of the inquiry forms are notes expressing the writer's confidence in the plan regardless of

his struggle to adapt it to the local situation. One indication of the interest in unit organization is the request made by 21 respondents for a summary of the information gathered. Several teachers say they are planning to create units and unit assignments for all their courses, although they realize that such a task may require several years. Armed with patience, they are apparently satisfied to introduce unit organization in their classes gradually.

APPENDIX A

Summary of Information Concerning the Vocabulary
 Burden of the Textbook Secured by Means of the
 Winnetka Chart 1/

I. Words. Use 1000 sample words. Use 621 pages containing one complete sentence.

$$\begin{array}{r} 1 \\ 621 \overline{)1000} \\ \underline{621} \\ 379 \end{array}$$

In the first 379 pages which are used, through p. 393 in the book, take 2 words per page, and for the remainder of the book, through p. xxi, take one word from the beginning of the fifth line.

II. The tabulation of common and uncommon words is done on separate sheets.

III. Sample sentences. Use the first complete sentence on every eighth page. The tabulation is done on a separate sheet.

$$\begin{array}{r} 8 \\ 75 \overline{)621} \\ \underline{600} \\ 21 \end{array}$$

IV. Number of different words	484 x .00255 = 1.2342
Number of different uncommon words	198 x .058 = 9.0684
	+ the constant = <u>1.2940</u>
	11.5966
Number of simple sentences ^{2/}	18 x -.0307 = <u>.5526</u>
	Grade placement 11.044

1/Mabel Vogel Morphett, Vivian Weedon, and Carleton Washburne, Winnetka Chart for Determining the Grade Placement of Children's Books, Winnetka Public Schools, Winnetka, Illinois.

2/The very small number of sentences simple in construction, 18 out of 75, indicates the relative difficulty of the textbook.

APPENDIX B

Key to Answers on Tests

First Quiz

- | | |
|-----|---|
| 1. | 3 |
| 2. | 2 |
| 3. | 2 |
| 4. | 3 |
| 5. | 4 |
| 6. | 1 |
| 7. | 4 |
| 8. | 3 |
| 9. | 4 |
| 10. | F |

Second Quiz

- | | |
|-----|---|
| 1. | 4 |
| 2. | 2 |
| 3. | 4 |
| 4. | 1 |
| 5. | 3 |
| 6. | 4 |
| 7. | 3 |
| 8. | 1 |
| 9. | 4 |
| 10. | 3 |
| 11. | 4 |
| 12. | T |

Final Test

- | | |
|-----|---|
| 1. | 4 |
| 2. | 5 |
| 3. | 2 |
| 4. | 1 |
| 5. | 2 |
| 6. | 5 |
| 7. | 2 |
| 8. | 4 |
| 9. | 1 |
| 10. | 4 |
| 11. | 5 |
| 12. | 1 |
| 13. | 5 |
| 14. | 4 |
| 15. | 2 |
| 16. | 1 |
| 17. | 2 |

- | | |
|-----|---|
| 18. | 2 |
| 19. | 2 |
| 20. | 3 |
| 21. | 3 |
| 22. | 4 |
| 23. | 1 |
| 24. | 1 |
| 25. | 2 |
| 26. | 3 |
| 27. | 1 |
| 28. | 4 |
| 29. | 5 |
| 30. | 1 |
| 31. | 3 |
| 32. | 4 |
| 33. | 3 |
| 34. | 3 |

- | | |
|-----|---|
| 35. | 2 |
| 36. | 3 |
| 37. | 3 |
| 38. | 4 |
| 39. | 4 |
| 40. | 1 |
| 41. | 2 |
| 42. | 2 |
| 43. | 1 |
| 44. | 4 |
| 45. | 3 |
| 46. | 2 |
| 47. | 3 |
| 48. | 4 |
| 49. | 1 |
| 50. | 2 |

APPENDIX C

Letter of Transmittal

The Acton School Department
P. O. Address
South Acton, Mass.

June 5, 1939

Mr. Carl R. MacPherson
621 Washington Street
Abington, Massachusetts

My dear Mr. MacPherson:

Your co-operation would be appreciated in connection with a service problem on unit organization which I am working out as a thesis under the guidance of Dr. Roy O. Billett at Boston University. The problem is entitled "The Unit Assignment in the Eleventh-grade United States History Class of a Small Six-year High School."

The enclosed brief inquiry form is addressed to you because you have studied the theory of the unit assignment under Doctor Billett since September 1937, and you may have had a year or more of experience in the practical use of the plan in your classes. Any help which you can give through answering the enclosed inquiry form will be appreciated. A reply at your earliest convenience will be most useful.

Any quotations from your reply will be duly credited to you in the thesis. A summary of the findings from this phase of my study will be sent if you so desire.

Very truly yours,

Richard B. Greenman

APPENDIX D

Inquiry Form

INQUIRY CONCERNING THE USE OF
THE UNIT ASSIGNMENT

Please underscore or circle where possible; otherwise fill in the spaces provided.

I. GENERAL INFORMATION

1. Name of person responding _____
2. School address _____
3. Position held by the respondent _____
4. Have you made any practical application of the unit organization in your classes since studying "Unit Assignment in Secondary Education" at Boston University?
Please circle: Yes No
5. If the answer to Item 4 is "No", kindly return this form without filling it in further.

If the answer to Item 4 is "Yes", kindly supply the data requested below.
6. Type of community served by your school? Please underscore: city, rural, industrial, residential

Other classification? Please specify: _____
7. Number of students in your school? _____
8. In how many class-sections do you use unit organization? _____
9. What is the enrollment of each class-section in which you use unit organization? _____
10. Grouping of pupils in class-sections using unit organization? Please underscore: unselected, homogeneous
11. If the answer to Item 10 is "homogeneous", on what basis is this grouping made? _____
12. What is the average intelligence quotient of each of your class-sections using the unit assignment? _____
13. What is the range of intelligence quotients in each of your class-sections using the unit assignment? _____

14. How is your classroom equipped? Please underscore: fixed desks, movable tables and chairs, combination of fixed desks and movable tables and chairs.

If the answer to Item 14 is "movable tables and chairs" or the "combination" mentioned, please specify the size of the tables. _____

II. UNIT PROCEDURE IN USE

15. What were the chief difficulties you encountered in attempting to introduce the unit procedure?

A. From your standpoint

B. From the students' standpoint

16. How did you overcome these difficulties?

17. Kindly enclose a copy of your best unit and unit assignment. Postage will be refunded. Any portions of your material quoted in the thesis will be duly credited.

III. OPINION CONCERNING THE UNIT PROCEDURE IN USE

18. In your opinion, what are the advantages of the unit procedure as it has worked out for you, over procedures you have used before?

A. From your standpoint

B. From the students' standpoint

19. What suggestions would be most helpful to teachers about to use the unit procedure for the first time?

20. Any further comments in connection with the unit procedure as practiced will be appreciated. Please use the other side of this sheet.

21. Do you wish a summary of the findings of this inquiry?
Please circle: Yes No

APPENDIX E

Excerpts from Units and Unit Assignments

1. Sample of the situation problem taken from the mastery test for the senior-high-school topic "The Business Cycle."

In a time of very poor business, you, as owner of a reputable concern offering satisfactory credentials and security, apply to a bank to borrow money for use in production of goods. At such a time, you will no doubt find that the rates of interest are:

- a. High()
- b. Low()
- c. Average.....()

This would be true because:

- Money for lending is scarce, since business needs it badly...()
- There is a large supply of and small demand for capital funds()
- Money for lending is very plentiful, and there is little demand for it at such a time.....()
- The supply and demand for money is about the same at all stages of a business cycle.....()
- The less active business is, the more money banks have available.....()
- Interest rates rarely change.....()
- Supply of and demand for funds has little effect on the interest rates.....()
- Banks naturally are quite unwilling to lend money at such a time, even to firms which offer security.....()

2. Samples of functional pupil activities taken from the guide sheet for the senior-high-school topic "The Peace Movement."

a. Make a list of films circulated by the League of Nations Association which are of an educational character. See Official Journal, 1933, p. 1760. Select one and make arrangements to give it in an assembly for the entire school.

b. Prepare a panel discussion on the following question for an assembly:

To what extent should the United States attempt to play the part of a leader in the present world situation?

c. Write to the International Friendship League, 41 Mount Vernon Street, Boston, Massachusetts, for the names of six people in six foreign countries with whom you may exchange letters. This will cost fifty cents.

d. Write to the League of Nations Association for An Outline of Model League Assemblies. Select and prepare one of these for presentation to the class or to the entire school.

e. Be responsible for the bulletin board on this unit.

3. Samples of questions taken from the guide sheet for the junior-high-school topic "The Common Man's Position Is Improved."

MASTERY QUESTION I. In what ways did Jackson run the government to give the common man more power?

To solve Master Question I we will read from Rugg IV, "American Government and Culture," and from Casner, "Exploring American History." The following questions are to be used to check your reading. Read all the pages for each question before trying to answer it. DO NOT MARK IN ANY WAY.

(NOTE: The underlined words serve as a vocabulary, and these should be looked up as you come to them.)

1. () Most of the states allowed manhood suffrage by 1832 because of: (a) Jefferson's remark, "All men are created equal."; (b) the democratic influence of the Western states; (c) the increased wealthy class; (d) the decrease in property owners. Casner 439-440, Rugg 224-226. (Note carefully the 5 steps middle of page 226.)

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