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Master's Paper

A UNIT ON NATIONAL GOVERNMENT

Submitted by

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In Partial Fulfillment of Requirements for
the Degree of Master of Education

1952

Boston University
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CHAPTER I

THE PURPOSE OF THIS UNIT

1. The Problem

Statement of the problem.-- This paper deals with the problem of subdividing an over-sized unit in ninth-grade civics on the topic, national government, into three shorter units. Then the paper takes up, more extensively, the organization and presentation of the last of the three units according to the principles and procedures set down in Fundamentals of Secondary-School Teaching^{1/} and the course in the Unit Method at Boston University under the direction of Professor Roy O. Billett.

The original unit on national government had been planned to cover forty fifty-minute periods. This conformed with a program of studies rigidly divided into four parts as follows:

1. National Government (10 weeks-40 periods)
2. State and Local Government (10 weeks-40 periods)
3. World History from 1918 to 1951 (10 weeks-40 periods)
4. Vocational Planning (10 weeks-40 periods)

Since the last part of this program has to be conducted by

^{1/}Roy O. Billett, Fundamentals of Secondary-School Teaching
Houghton Mifflin Company, Boston, 1940.

the guidance coordinator over the first 30 weeks of the school year at the rate of three class meetings per quarter, there results as inflexible, staggered arrangement of subject matter from one ten-week period to another.

The original unit, planned for forty fifty-minute periods was first written as a term paper in the course mentioned above and presented to two ninth-grade classes in September of 1950. Of course, it violated one of the cardinal principles of the unit method as to length and resulted in several obvious defects. Because of its unbroken continuity, no emergency substitution of subject matter could be made during the quarter. Pupil interest lagged at the end of the project. Furthermore, the testing of the unit was inadequate. The situation was worsened even more by offering the unit at the very beginning of the school year to a group of students, the majority of whom were not only new to a junior high school but had never been taught by the unit method before, thus adding to the general bewilderment of opening days and resulting in a loss of time.

Subdividing the unit.-- The decision was then made to subdivide the work into three shorter units. The first was intended to be of a transitional character, as from one grade and school to another, and to be taught by the traditional method. The second, using a mixed method, was designed to prepare the pupils for the third, full-fledged

unit, later described in this paper.

The general statement of the original unit was as follows:

"Our national government was the result of a compromise by the thirteen original states to secure unity and standing among nations of the world, to preserve their former autonomy as states, and to protect individual human rights. These three were achieved through the drafting of the Constitution of the United States, which provided a democratic, representative, and flexible form of government. The Constitution contains a system of checks and balances whereby the responsibilities of government are divided among three distinct yet interdependent bodies: the legislative, the executive, and the judicial".

As subdivided the first unit now reads:

Unit 1

"The Articles of Confederation (1781-1789) resulted in too loose a union among the thirteen original colonies. The Articles jealously guarded human rights and state rights but failed to achieve economic progress, military strength, or standing among the nations of the world. To avoid a disaster our national leaders met in Philadelphia in 1787 to draw up a stronger central government".

It was planned to cover this material in about eight fifty-minute periods, to be taught with one text designed at eighth-grade level. This was to be done by the usual reading, regular home study, and recitation.

The contents of the second unit, covering about 12 fifty-minute periods, were stated as follows:

Unit 2

"The Constitution of the United States was achieved after a series of compromises among the thirteen states. The latter retained most of their former rights while granting some rights to the central government. The overall goal of the new national government is contained in the Preamble. Human rights are safeguarded through the first ten amendments. The Constitution provides for a democratic, representative form of government, with provisions for changes through amendments".

In organizing this unit it was intended to familiarize the pupils with the use of several textbooks by studying one aspect of the problem with one text then turning to another book in solving another problem. Both group and committee work were used in developing this unit. Less homework was assigned. The democratic method of substituting class assemblies for regular recitations was introduced, thus leading to the pooling and sharing of experiences in the regular unit method.

Table 1. Chronological Age and Intelligence Quotients
of 28 Pupils in Group A

Pupil	Chronological Age	Intelligence Quotient
(1)	(2)	(3)
1.....	16-1	95
2.....	15-9	103
3.....	15-8	76
4.....	15-6	97
5.....	15-6	102
6.....	15-5	95
7.....	15-2	88
8.....	15-1	115
9.....	15-0	114
10.....	14-9	121
11.....	14-9	114
12.....	14-8	111
13.....	14-6	116
14.....	14-6	120
15.....	14-6	109
16.....	14-6	100
17.....	14-4	108
18.....	14-4	125
19.....	14-4	109
20.....	14-2	105
21.....	14-2	103
22.....	14-1	132
23.....	13-10	134
24.....	13-10	120
25.....	13-10	137
26.....	13-7	133
27.....	13-5	139
28.....	13-4	132

The pupils.-- The junior high school where the unit was to be taught is situated in the southern part of Fall River, where the bulk of the city's textile and other industries is located. A large percentage of foreign born lived in this section some 25 years ago. Today, however, the children are

Table 2. Chronological Age and Intelligence Quotients
of 24 Pupils in Group B

Pupil	Chronological Age	Intelligence Quotient
(1)	(2)	(3)
1.....	16-5	83
2.....	15-9	90
3.....	15-7	71
4.....	15-7	84
5.....	15-3	90
6.....	15-3	120
7.....	15-2	99
8.....	15-1	101
9.....	15-0	111
10.....	14-9	116
11.....	14-7	99
12.....	14-7	107
13.....	14-7	127
14.....	14-5	94
15.....	14-5	76
16.....	14-4	113
17.....	14-2	123
18.....	13-11	125
19.....	13-11	122
20.....	13-11	116
21.....	13-10	102
22.....	13-8	109
23.....	13-8	123
24.....	13-5	121

all native Americans, including the 52 pupils assigned to study the unit. As a group, they inherited a rich and varied ethnical background, as suggested by such last names in the roster as Allard and Byron, Cabucio and Souza, Mooney and Kaleski, Parra and Parzyck. Most of the parents, as appears in the pupils' life records, belong to the lower income group.

Table 3. Frequency Distribution of Intelligence Quotients
for 28 Pupils in Group A

Intervals	f	d	fd	fd ²
(1)	(2)	(3)	(4)	(5)
136 - 141	2	5	10	50
130 - 135	4	4	16	64
124 - 129	1	3	3	9
118 - 123	3	2	6	12
112 - 117	4	1	4	4
106 - 111	4	-0	0	0
100 - 105	5	-1	-5	5
94 - 99	3	-2	-6	12
88 - 93	1	-3	-3	9
82 - 87	0	-4	-0	0
76 - 81	1	-5	-5	25
Total . . .	28		20	190

Of the 52 pupils mentioned above only 21 had previously attended the Henry Lord Junior High School. Nine came from neighboring grammar schools, sixteen from parochial school and six from the suburban town of Tiverton, R. I.

A general curriculum is offered to all ninth-grade pupils, with a limited number of electives. Twenty-eight pupils, nineteen boys and nine girls, elected French and Algebra. They will hereafter be designated as Group A. Twenty-four pupils, sixteen girls and eight boys, elected Junior Business Training and Art. They will hereafter be designated as Group B.

Chronological ages in Group A ranged from 16-1 years to 13-4 years, with an average age of 14-5. In Group B the age range was from 16-5 years to 13-5 years, with an average of 14.8 years.

The Henmon Nelson Test of Maturity-Form A- was administered to both classes at the beginning of the school year. In Group A the range of intelligence quotients ran from 76 to 139, with a mean of 115.05 and a standard deviation of 14.28. Group B had an I. Q. range from 71 to 128 with a mean of 104.71 and a standard deviation of 16.50.

The school.-- The building in which the pupils were to be housed is a former three-story grammar school, rebuilt in 1921 after a disastrous fire, and converted into the pioneer junior high school of the community in 1922.

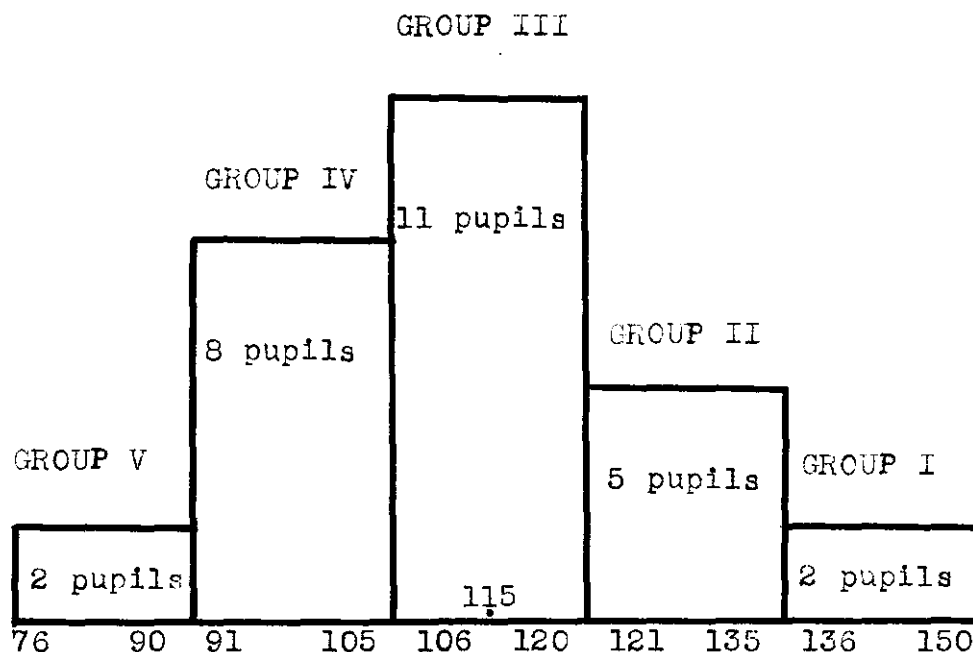


Figure 1. Histogram of Intelligence Quotients for 28 Pupils in Group A

Table 4. Frequency Distribution of Intelligence Quotients for 24 Pupils in Group B

Intervals	f	d	fd	fd ²
(1)	(2)	(3)	(4)	(5)
125 - 129	3	4	12	48
120 - 124	4	3	12	36
115 - 119	2	2	4	8
110 - 114	2	1	2	2
105 - 109	2	0	0	0
100 - 104	2	-1	-2	2
95 - 99	2	-2	-4	8
90 - 94	3	-3	-9	27
85 - 89	0	-4	-0	4
80 - 84	2	-5	-10	50
75 - 79	1	-6	-6	36
70 - 74	1	-7	-7	49
Total...	24		-8	270

For practical purposes it is obviously an antique and a makeshift. On the credit side, it should be mentioned that the building itself and the classrooms are safe, clean and generally quite comfortable. The building contains 30 classrooms of various sizes. The library serves as a cafeteria during the lunch period, so that pupils in classrooms during that time have no access to it.

The classroom.-- The room in which the unit was taught is on the third floor. It is one of the smallest, with a floor space of 28 x 31 feet and a not too comfortable seating capacity of 30 pupils. Natural lighting comes from three large windows with a southern exposure. On a sunny morning it is necessary to pull down the shades to protect the

class from the glare and discomfort of direct sunlight, yet at the same time to use artificial lighting from four 150-watt suspension lamps for working purposes. The ventilation system is inadequate and must be supplemented by direct ventilation from the windows. Directly below is the courtyard used by the physical education classes for the teaching and learning of organized but not very quiet games.

Blackboards, a little too low, extend on three sides of the room. These are broken on the south side by a cloakroom door, a small clothes closet and a bookcase, 32 inches wide and 20 inches deep. It contains four adjustable shelves for storing books. Below it are a small cupboard, also for storage purposes, and three large drawers, which at present

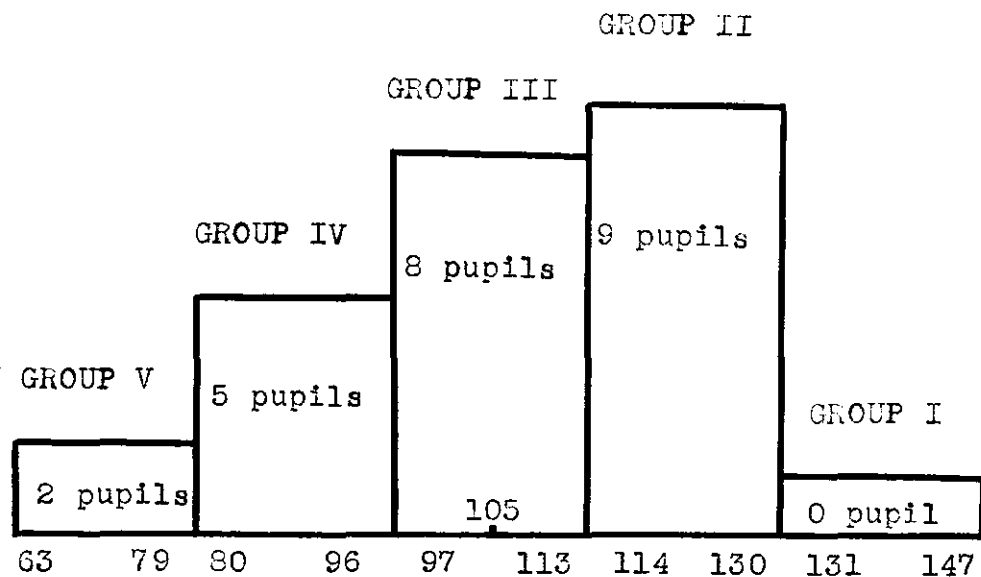


Figure 2. Histogram of Intelligence Quotients for 24 Pupils in Group B

are being used to file materials for the various units offered in this room.

On the north side is more blackboard space, broken by the one door which serves as both entrance and exit to the class. Bulletin-board space is limited to a cork-surfaced board, some six feet long, cemented onto the blackboard on the northwest side of the room, and a smaller blackboard in the northeast corner. The larger bulletin-board is used exclusively for the unit method, while the smaller board in the rear of the room serves to post homeroom announcements.

The classroom furniture consist of lift-top desk and seat combinations, mounted on tubular frames. As ungainly and uncomfortable as the contraptions maybe, they are, nevertheless adjustable and movable. At the front of the room is the teacher's desk and chair, also a library table four feet long and thirty-two inches wide.

Preparation of the classroom.-- Although tables and chairs would have improved working facilities none were obtainable and the desks already described were kept in use. It was planned however to arrange them so as to form tables when needed for group or committee works.

The library table near the teacher's desk was to be used for all reference material. The books were to be stacked neatly upon it, and listed with tabs under each stack. Other materials such as rulers, crayons, compasses

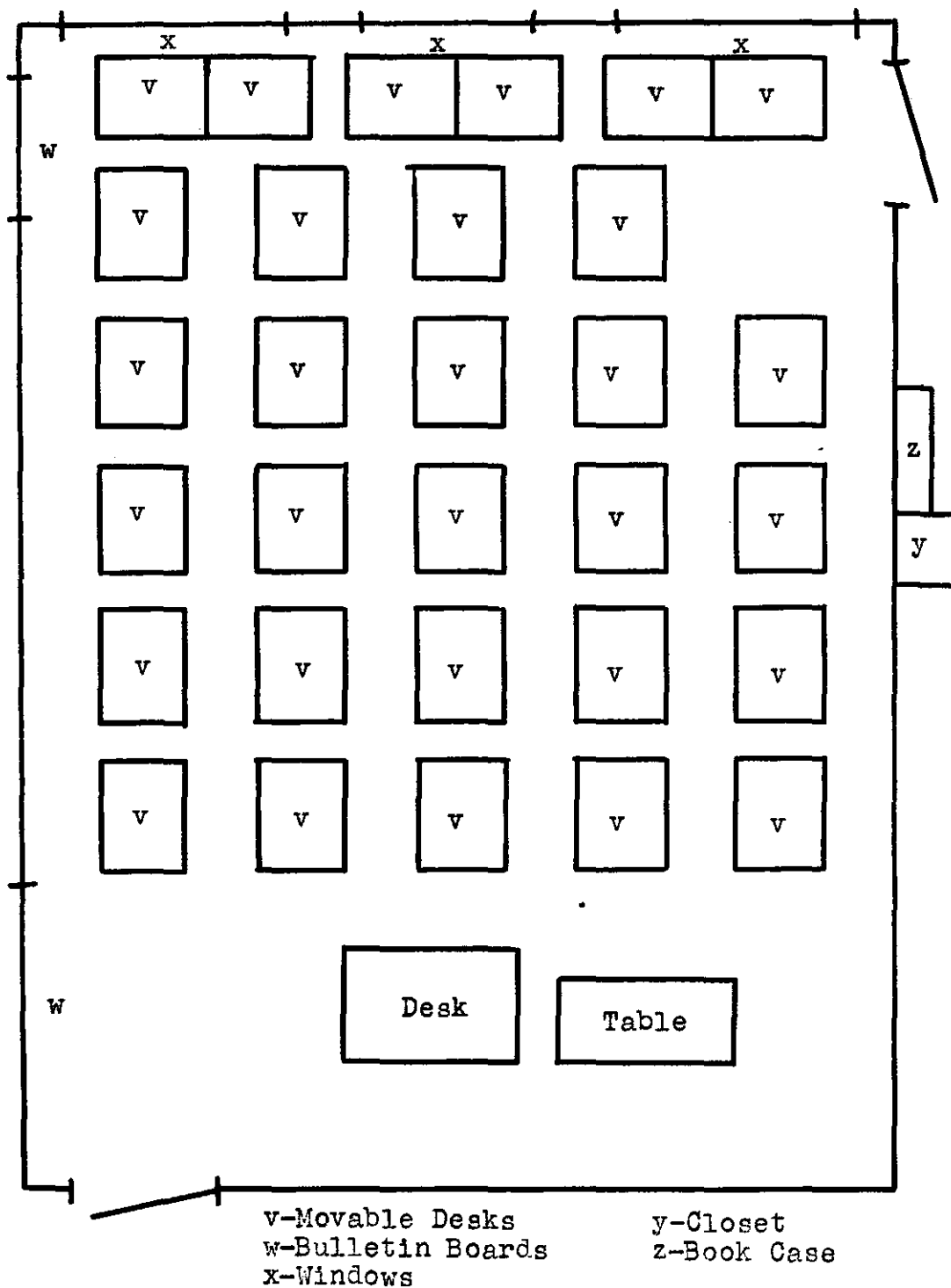


Figure 3. Arrangement of Classroom Furniture for the Unit

were also to be placed on the table behind the books. Encyclopedias and Congressional Records on the reference list were to remain in the school library and used there by the pupils.

The bulletin-board was to be reserved exclusively for displays on national government during the teaching of the unit. Other displays were to be hung from a wire cord strung along the picture shelves over the blackboards. The blackboard space was to be used for the numerous charts, diagrams and maps essential in the teaching of the unit. Since Group B. had elected the study of art it was intended to integrate art and social studies in this particular area. The blackboard surface back of the teacher's desk was to be reserved, as much as possible, for the teacher's use.

Materials and equipment.-- A sturdy typewriter is at the disposal of teachers for the production of classroom materials. Stencils are cut for the mimeograph when over 200 copies are needed. For a lesser number, the hectograph is preferred.

All audio-visual aids equipment in the school is in the care of a coordinator. He acts as a link between the teachers in the school and the Audio-Visual Aids Department which serves the entire school system. While the equipment is the property of the school, most films, filmstrips and records come from the central department.

Its 1951-1952 catalogue has 112 mimeographed pages of such materials listed for use by the schools. The school's equipment includes:

1. A portable 16 mm. sound-film projector
2. A combination record-cutting and play-back machine
3. An opaque projector
4. A filmstrip projector
5. A wire recorder
6. Two combination radio and recording machines
7. Five various types of turntables

Two boys from each class are trained to set up and operate these machines when needed.

2. The Method

With pupil intelligence quotients ranging from 76 to 139 (see tables 1 and 2) it was evident that the unit method^{1/} offered the best solution to the problem of meeting the varied abilities, needs and aims of the children to be taught. Therefore it was planned to set up definite teacher and pupil objectives by carefully delimiting the unit on national government. Next a set of core and optional assignments were to be worked out. At the outset of the unit assignment proper motivation had to be arranged. The entire teaching-learning cycle was to be adequately evaluated by a number of educational measurements.

The introduction.-- A discussion was planned based upon reasons for a class study of national government. It was expected to bring to light such motivating factors as the greatness and power of the American government, the responsibilities of its citizenship, and the impact of the federal government upon our daily lives.

The film "Meet Your Federal Government" was to be shown, followed by questions on the origin and purpose of the Constitution, the system of "checks and balances" and the three branches of government. Assignment sheets and other material pertinent to the unit was to be distributed.

^{1/}op. cit.

The pretest.-- For purposes of measuring educative growth in the unit area a test was constructed to meet the four criteria of (1) validity, (2) reliability, (3) diagnostic use and (4) ease of administration and scoring.^{1/} A 100-item objective test, based upon the statement and delimitation of the unit, was built into four parts. It was intended to consume one 50-minute period. The same test was planned to be used again at the end of the unit.

The log.-- As a further means of evaluation a log was to be kept while the unit was in progress. The reactions of pupils to the various activities, their interest or lack of interest, their ability to take part in group work, their citizenship, the disclosure of special aptitudes, the strong points and weaknesses in the construction of the unit, any possible improvement in conducting certain phases of the work, all were to be daily noted in a special notebook.

Pupil inquiry form.-- The pupils' reactions to the unit were to be made known by means of twenty objective questions, about the more salient activities in the unit. Two additional questions of the subjective type were designed to cover other phases possibly overlooked in the first part of the inquiry.

^{1/}Roy O. Billett, Fundamentals of Secondary-School Teaching, Houghton Mifflin Company, Boston, 1940, pp. 617-619.

CHAPTER II

UNIT III-NATIONAL GOVERNMENT

1. Statement of the Unit

Our National Constitution contains a system of checks and balances whereby the responsibilities of government are about equally divided among three distinct yet interdependent groups. The legislative branch of government is known as the Congress, composed of a House of Representatives and a Senate. The enforcement of laws is left in the hands of the executive branch (the President). The judicial branch of government has the task of determining whether the actions of the legislative or executive branches of government conform to the Constitution of the United States.

2. Delimitation of the Unit

1. The background of colonial government was English.
2. In colonial times English government consisted of a King as executive, a Parliament as lawmaker, and the Courts as judges.
3. Likewise the colonies had their governors, assemblies or legislatures, and courts.
4. Our national constitution was suggested either directly from the English form of government or from

the experiences of the States in governing themselves.

5. The three divisions of government constitute an effective system which prevents any one group from assuming dictatorial powers over the people.
6. Congress is a bicameral lawmaking body, composed of a House of Representatives and a Senate.
7. The bicameral body furnishes an additional check and balance to the government.
8. Fewer laws are passed under this system but it perhaps insures our having fewer bad laws.
9. The process of lawmaking is complicated.
10. Regular elections for members of Congress are held in November of each even year.
11. The life of a Congress is reckoned from one odd year to another; each session is numbered.
12. The number, qualifications, and duties of Congressmen are limited in the Constitution, while their salaries and other emoluments are set by Congress itself.
13. No Congressman may hold more than one office at a time.
14. Congressmen enjoy congressional immunity except in criminal cases.
15. Each house is the judge of the qualifications and

conduct of its own members.

16. The Congressional Record is an account of the proceedings of both houses.
17. The House of Representatives is intended to maintain a closer contact with the people than the Senate.
18. The number of representatives from a state depends upon its population.
19. Gerrymander is the practice of re-districting a state for gaining greater party control.
20. The House of Representatives has special powers, chief of which is that of introducing bills for raising revenue.
21. The presiding officer of the House is the Speaker who is the leader of the majority.
22. The Senate consists of two members elected by each state.
23. Since the Senate is smaller than the House, it has more permanent and complete organization.
24. The President is the chief law enforcement officer in the national government.
25. The Convention method by which the President is elected as a candidate is one of the most colorful activities of our political parties.
26. The President's qualifications, election and term of office are set down in the Constitution. Congress

fixes his salary and other emoluments.

27. The President has various powers such as law enforcement, commanding the armed forces, appointments, making treaties, signing or vetoing bills and calling special sessions of congress.
28. The President's most exacting task is the formation of and the responsibility for the Cabinet (which is not mentioned in the Constitution) and the departments the Cabinet represents.
29. The Cabinet, originally composed of four members, now has nine.
30. Cabinet members perform two important tasks: act as advisers to the President and head an administrative department.
31. Departments have definite functions but their work occasionally overlaps.
32. The President also has administrative power over a number of special commissions and institutions.
33. Our Federal Court System is limited to questions that distinctly concern the Constitution of the United States, the laws of Congress or treaties made by the National Government.
34. As a foundation of our Federal Court System we have the District Courts. They have original jurisdiction. There is at least one District Court in

each state.

35. Above the District Courts stand the Circuit Courts of Appeals. The States are grouped into eleven circuits with a court in each circuit. These courts have appellate jurisdiction.
36. The Supreme Court, in Washington, has a chief justice and eight associate justices. The Court's principal duty is to decide the constitutionality of laws. The decision of the majority of justices is final.
37. Other Federal Courts include the Court of Claims, Court of Customs and Patent Appeals.

Indirect and incidental learning products.--

A. Indirect

1. A tendency on the part of the pupil to make the most of the services provided by our national government.
2. Promote an understanding and appreciation of democracy as "the American way of life".
3. A desire to use democratic procedures while at work.
4. A development of the tendency to find pleasure in such leisure time activities as drawing, collecting stamps, coins, pictures, clippings, etc.

B. Incidental

1. An increased understanding of the mass of information about our national government in newspapers, periodicals, radio, television, movies.
2. An increased ability to gain access to vital sources of data on national government.
3. A growth in capacities for taking the initiative and assuming responsibilities.
4. A greater capacity for becoming self-educating through the correct use of books as sources of information and critical reading.
5. A development of the capacity for independent judgment.

3. The Unit Assignment

Core activities.-- A number of problems and activities, bases upon the delimitation, were designed to meet the varied abilities, aims and interests of the pupils to be taught. A study and activity guide was then prepared.

1. Examine a copy of the Mayflower Compact in 15:36, then read it again in modern print in 12:8. Make a report on its contents and the circumstances under which it was drawn up by the Pilgrims.
2. Read the Charters granted to the Companies that formed the colonies. Did these charters give the colonies certain rights? Which was the principal one? (5:307)
3. Explain how the colonies gradually came to have a system of government similar to that of the states today. (5:307-308; 12:8-13)
4. Get information about "checks and balances" in 1-369, and be prepared to tell how it worked out both in England and in the colonies. (5:281-285)
5. Why call our form of government a system of "checks and balances". (1:368)
6. Draw a cartoon or diagram illustrating how governmental checks and balances work. If you do not care to draw, write a description of it. (1:369; 1:348; Scrapbook)

7. What important body is called upon to make our national laws? What two groups make it up? Can you find good reasons why such a composition of Congress is desirable?
8. Get the chief facts about the membership and organization of the Senate and House of Representatives. Be sure to include such information as (a) number of members, (b) length of terms, (c) method of choice, (d) qualifications, (e) presiding officers, (f) other officers. (See the Constitution, also 10:246-249)
9. Members of Congress have many special privileges, also many corresponding responsibilities. Just in case you might some day want to serve as a congressman or congresswoman, look them up and make a list of them. (2:238-239; 4:316-318; 5:346-347)
10. What are some personal qualities of a good lawmaker? (1:311; 1:421-422)
11. The 82nd Congress is now in session. Why the "82nd?" (2:238)
12. Look up the copies of the Congressional Record and find instances of active participation by one of your Congressmen in the proceedings of the day. Report one such instance to your class. (8)
13. What is the difference between a regular and a special session of Congress? By consulting the Congressional

Records you should be able to get an idea of how daily sessions of the Senate and the House of Representatives are conducted. (2:199-200; 10:246; 8)

14. What special power does the House have which is denied to the Senate and a special power of the Senate which is denied to the House? (2:241-242)
15. The process of lawmaking in Congress is generally used as a model for state and local governments. Every good American should know about this process. A diagram here will help. (2:242-243; 10:241-242)
16. Is the work of the committee system very important? Do you know of any committees which are now engaging national attention? If so, bring in some clippings about their activities. (8)
17. You should be able to explain the following terms related to lawmaking: (a) quorum; (b) congressman-at-large; (c) apportionment; (d) lobbying; (e) filibuster; (f) conference or joint committee; (g) veto; (h) pocket veto. (1; 2; 3; 4; 5; 10)
18. What can public opinion do to get Congress to pass the best laws for all the people? (1:335-342)
19. How is the city of Washington governed? Do residents have the right to vote? What is its relation to the District of Columbia? (5:414; 6; 7)

20. Name three ways of telling a good law from a bad one. Should we obey a "bad law"? What can we do about "bad laws"? (2:199-200)
21. Why is the president called "chief executive"? How does the post fit into our system of checks and balances? (1:368-369; 1:422-429; 2:249-250)
22. What qualifications are demanded of a candidate to the presidency by the Constitution? How is he chosen? At this point look up information about National Party Conventions. (1; 2)
23. How long is the president's term of office? When does it begin? How many terms may he have? (1; 2; Scrapbook)
24. Make sure you understand these terms: (a) presidential year; (b) electoral college; (c) electoral vote; (d) popular vote. (Any text)
25. The powers and duties of the president are clearly defined in the Constitution. Look them up and make as complete a list as possible. (1:249-251)
26. The presidency is sometimes said to be a man-killing job. From what you already know about it, do you agree with the statement above? Look up a sample of a typical presidential work-day in Book 2. You can still bring in evidence of your own to prove your point one way or the other.

27. What is the president's salary today? How much of it is income tax free? What "expenses" is he allowed to incur? To what services is he entitled? Some member of Congress not long ago made the statement that the president while in office was enjoying a way of life comparable to that of a man with an annual income of \$3,000,000. Do you know of any American business executive or movie star now earning more than the president? (Scrapbook)
28. Why should as careful thought be given to the selection of a vice-president as of a president? Is it given? How many vice-presidents served with Franklin D. Roosevelt during his three terms of office? (2:245)
29. What official other than the vice-president might be called upon to serve as president between two elections? (Scrapbook)
30. What is the basis for the president's Cabinet? Is it in the Constitution? What are its chief functions? Was President Washington's cabinet as large as President Truman's? (2:251-252; 10:254)
31. Who must approve the president's choice of Cabinet members? (2; 10)
32. It is highly desirable to make a list of the various Administrative Departments, their chief functions together with the titles of the Cabinet members heading them.

You should also know the most important offices, bureaus, and divisions within each Department. Consult the Congressional Directory.

33. Several branches of the various administrative departments are located in Fall River. See the telephone and street directory.
34. A considerable number of agencies, bureaus, boards, and commissions operate independently of the Cabinet but under the president's authority. The Smithsonian Institute is one of these. You could look them up, list them and get some interesting information about one or more of them. (Book 2 and the Congressional Directory.)
35. In what article of the Constitution is the National Judicial Department outlined? How is its jurisdiction defined? For how long are the judges appointed? (Constitution; 1; 2; 5; 10)
36. What is a district court? How many are there? What is a judicial circuit? What does original jurisdiction mean? (1; 2; 5; 10)
37. What is a United States District Attorney? A United States Marshal? What are their duties? (1; 5)
38. Do Federal District Courts handle bankruptcy cases? If so how is it done?

39. When is a Grand Jury used in a Federal District Court? (5)
40. Can foreign ministers and consuls be tried in a Federal District Court? In a local court? (5; 10)
41. What is the chief function of a Circuit Court of Appeals? What is the meaning of appellate jurisdiction? Do they have any original jurisdiction of their own? How many judges preside in a Court of Appeals? (1; 2; 5; 10)
42. Where does the Supreme Court meet? How many members compose it? What are their titles? (2; 5)
43. Has Congress the power to increase the membership of the Supreme Court? What is "court-packing"? Why is it done? When was it attempted last? (10; 264; 1:431)
44. Who are the present members of the Supreme Court? If you have any recent pictures of the "nine old men", display them. (9)
45. What is meant by a majority and a minority report by the Supreme Court?
46. What are the only cases considered by the Supreme Court? Are any witnesses ever called there? What types of cases have original jurisdiction before that body? (2; 10)
47. There are several types of special courts functioning under the Federal Government. Find out about these courts. (2; 5)

48. Study the diagram on organization of the Federal Court System in Book 5. You might want to make a copy of it or improve on it.

Optional Related Activities.-- A certain number of problems and activities were formulated to enable those pupils who wished to pursue certain aspects of the core work further an opportunity to do so. These activities were not intended to be engaged in without the teacher's advice. Each activity was typed on a separate four by five inch card and filed in a box on the teacher's desk. Detailed instruction accompanied each problem.

1. By means of a diagram or a set of cartoons illustrate how a bill goes through its long and painful journey before it becomes a law. (4; Scrapbook)
2. You and some of your friends might be interested in dramatizing that same process. Consult your teacher about this.
3. The city of Washington is considered one of the most beautiful in the world. You might want to read about it and discuss its various points of interest with your class. Bring to class interesting pictures and articles about Washington. Make a bulletin board display.
4. Write a 200-word report about a good movie you have seen about Washington or our national government.

5. One can learn a great deal about our national government right here in Fall River and neighboring cities and towns. An "Explorers' Club could be organized in your class. If you do you will want to visit the local post office building. The number of federal government offices here is surprisingly large. Should you decide on this project see your teacher first and make plans before starting out. Then be prepared to report back to your class the results of your exploration.
6. If there are any federal officials in Fall River (and there probably are some), find out about their work. Perhaps one of them would be willing to come to school and address your class.
7. Do you personally know any of the Senators or Representatives from your State? Do you know the name of any of them? Have you read anything in the newspapers lately about them? Look them up in the Congressional Directory. (9)
8. You might want to give the class a thumbnail sketch of one or more of your Congressmen, maybe bring in a picture or two of them. (9)
9. It should not take long to draw a rough map of Massachusetts and show the boundary lines of the 14 congressional districts. In which of these is

Fall River located? (State maps are available in the classroom.)

10. Would you say that the Senate is superior to the House, or is it the other way around? Perhaps you would like to debate this question. It can probably be arranged if you consult your teacher. (2:241)
11. Can you mention some important measure recently considered by Congress? Indicate at what stage it has arrived. If not yet passed, what chance do you believe this bill has of passing? (Consult Scrapbook; also 8)
12. Become familiar with the Congressional Record. Look up a recent copy and learn about its contents: the proceedings of the Senate, the House, the Appendix, the Daily Digest, the Resume of Congressional Activities. The Congressional Record Index is the key to the material in the record. For example look up "Senator Lodge" to find out what he has been doing lately. (8)
13. Frank Sinatra has featured the song "The House I Live In" in a movie you have probably seen, also on the record with Ray Bloch and his orchestra. In it he tells what America means to him. Play the record, make a list of the things he sings about and then add some of your own.

14. You might want to write a sketch of your favorite president. If so, you could also illustrate it.
15. Some of you might be interested in Civil Service as a career. If so, get all the information you can about it. Bring in clippings of advertising by Civil Service schools. In the ad you submit, to what department does each position listed belong?
16. Using one of the blank maps on the table, trace the judicial circuits of the United States. (2; 9)

List of References for Pupils' Use
(Arranged by order of use)

1. Arnold, Joseph I., and Dorothy J. Banks, Building Our Life Together, Row, Peterson and Company, New York, 1949.
2. Hughes, R. C., Building Citizenship, Allyn and Bacon, New York, 1944.
3. Hill, Howard Copeland, Community Life and Civic Problems, Ginn and Company, New York, 1936.
4. Hill, Howard C., Community Civics, Ginn and Company, New York, 1928.
5. Blough, G. L., and C. H. McClure, Fundamentals of Citizenship, Laidlaw Brothers, Chicago, 1939.
6. The World Book Encyclopedia, Quarrie Corporation, Chicago, 1940.
7. Compton's Picture Encyclopedia, F. E. Compton and Company, Chicago, 1944.
8. Joint Committee on Government Printing, Congressional Record (81st Congress, Second Session), United States Government Printing Office, 1950.
9. Joint Committee on Government Printing, Congressional Directory, United States Government Printing Office, 1951.
10. Johnson, Stanley, and William M. Alexander, Citizenship, Ginn and Company, New York, 1944.
11. McGuire, Edna, and Dow C. Rogers, The Growth of Democracy, MacMillan Company, New York, 1944.
12. Monaghan, Frank, Heritage of Freedom, Princeton University Press, Princeton, New Jersey, 1948.

13. Scrapbook. A collection, by the teacher, of clippings from newspapers, magazines, and periodicals, dealing with recent events on national government. The collection included news stories, articles, cartoons, and pictures.
14. Williams, Chester S., The Rights We Defend, Row, Peterson and Company, New York, 1940.

4. Evaluation

The pretest.-- Pupils were to be advised, at the beginning of the period, that the pretest was to find out how much each one knew about the national government, and the results of this test had no bearing upon their final mark.

Part 1

Directions: The following statements are either true or false. If you think a statement is true, circle the letter T in the bracket at the right of the statement; if you think it is false, circle the letter F in the bracket at the right of the statement.

Example: 1. The best way to avoid accidents is to exercise care at all times. T F

1. "Checks and balances" are a part of government bookkeeping. T F
2. American Colonies had a type of government similar to that used in England at that time. T F
3. In colonial times the kings of England made their own laws independently of Parliament and the courts. T F
4. Colonial governors made all laws for the conduct of the colonies, independently of the Assemblies and courts. T F

5. The General Court of Massachusetts judged all cases brought before it by the Governor. T F
6. Courts, in a colony, acted independently of the assembly or the governor. T F
7. Our national government provides for a division of power between the president, Congress, and the courts. T F
8. It is possible, legally, for the president of the United States to become a dictator. T F
9. Congress is a bicameral lawmaking body. T F
10. The Senate is not an effective check on the House of Representatives. T F
11. The balance of power between the Senate and the House of Representatives insures the passage of a larger number of laws. T F
12. All laws passed by Congress and signed by the president must be accepted as legal by the courts. T F
13. Each government worker is engaged in doing one of three important kinds of work. T F
14. Each department of government is given one special task to perform. T F
15. The powers of the executive, legislative, and judicial branches of the government never overlap. T F

16. The distribution of the work of our government is sometimes called a "division of powers". T F
17. The Peron government in Argentina has a good system of "checks and balances". T F
18. The Supreme Court may impeach a member of Congress. T F
19. Congress may impeach the president. T F
20. The division of power in the national government gives the greatest weight to the executive department. T F
21. The Supreme Court exercises a measure of control over Congress. T F
22. The filibuster is a part of the system of checks and balances. T F
23. Better laws are passed as a result of our difficult method of lawmaking. T F
24. A bill is said to go through a "reading" when the legislature votes to accept or reject the bill. T F
25. The process of lawmaking in Congress is quite short and simple. T F

Part 2

Directions: In the following multiple-choice items, select the item which completes each statement correctly. Write the letter of the item you select in the space opposite the number of the statement.

Example: b 1. The Luftwaffe was a part of the German
 (a) tank force, (b) air force, (c) navy,
 (d) secret police, (e) propaganda bureau.

-
26. In Congress, a bill must first be (a) printed,
 (b) signed, (c) passed, (d) introduced, (e) numbered.
27. A hopper in the House of Representatives is (a) a
 messenger boy, (b) a waste basket, (c) a drinking
 fountain, (d) a box for filing bills, (e) a lobby.
28. A bill, when first brought to the House of Represent-
 atives, is referred to (a) a referendum, (b) a
 reading, (c) a vote, (d) a committee, (e) a hearing.
29. A congressional committee (a) considers pending
 legislation, (b) receives visitors from abroad,
 (c) investigates crime, (d) approves State Department
 policies, (e) grants state subsidies.
30. When a bill goes through a "reading" in Congress, it
 is being (a) read, (b) amended, (c) added to,
 (d) voted upon, (e) adopted.

- _____ 31. A bill will quite surely reach the president for his decision if it is being considered by (a) the president's secretary, (b) the vice-president, (c) the Cabinet, (d) a joint committee, (e) the Speaker of the House.
- _____ 32. Regular elections of members of Congress are held (a) in caucus, (b) in a primary election, (c) in a national convention, (d) in an odd year, (e) in an even year.
- _____ 33. Congressional sessions are numbered according to (a) the number of years elapsed since the Civil War, (b) the number of presidents who served the Republic, (c) the number of bills passed by the previous congress, (d) the number of sessions held since 1776, (e) the number of sessions held since 1789.
- _____ 34. The number of representatives in Congress is based upon (a) the population, (b) the number of states, (c) the electoral vote, (d) the majority of votes, (e) the presidential election.
- _____ 35. To become a Congressman a citizen must (a) be a native-born American, (b) have no criminal record, (c) be a high school graduate, (d) be 35 years of age, (e) belong to the Democratic or Republican party.

- _____ 36. Members of Congress receive an annual salary of
(a) \$5,000, (b) \$10,000, (c) \$15,000, (d) \$20,000,
(e) \$25,000.
- _____ 37. A Congressman may hold only one of the following
positions (a) Cabinet member, (b) judge, (c) federal
administrator, (d) legislator, (e) member of a
commission.
- _____ 38. A member of Congress cannot be arrested by the
police unless he (a) insults the president from the
floor, (b) fails to pay his bills, (c) drives under
the influence of liquor, (d) breaks a contract,
(e) criticizes the Constitution of the United
States.
- _____ 39. A member of Congress, charged by the Senate with
violating his oath of office, must stand trial
before (a) the Senate, (b) the Cabinet, (c) the
Supreme Court, (d) the courts of the District of
Columbia, (e) the courts of his own state.
- _____ 40. The Congressional Record contains (a) a list of all
national government officials, (b) a history of
Congress, (c) a resume of each session, (d) a word
for word account of the proceedings of Congress,
(e) a detailed account of the president's records.

- ___ 41. The Congressional Digest contains (a) a list of all national government officials, (b) a history of Congress, (c) a resume of each session, (d) a word for word account of the proceedings of Congress, (e) a detailed account of the president's records.
- ___ 42. The Congressional Directory contains (a) a list of all national government officials, (b) a history of Congress, (c) a resume of each session, (d) a word for word account of the proceedings of Congress, (e) a detailed account of the president's records.
- ___ 43. The House of Representatives is said to be closer to the people than the Senate because House members are (a) younger, (b) richer, (c) poorer, (d) less intelligent, (e) more numerous.
- ___ 44. The number of Representatives from a state depends upon the latter's (a) area, (b) number of counties, (c) total amount of taxes paid, (d) industrial output, (e) total population.
- ___ 45. Gerrymander is the practice of (a) re-districting a state, (b) talking a bill to death, (c) pigeon-holding a bill, (d) stuffing the ballot box, (e) paying bribes for influence in Washington.
- ___ 46. A special power reserved to the House of Representatives is that of (a) electing a chairman, (b) naming special investigating committees,

(c) introducing bills on taxation, (d) setting tariffs, (e) approving the appointment of a Cabinet member.

- ___ 47. A special power reserved to the Senate is that of (a) electing a chairman, (b) naming special investigating committees, (c) introducing bills on taxation, (d) setting tariffs, (e) approving appointment of a Cabinet member.
- ___ 48. The presiding officer of the House of Representatives must be (a) the majority leader, (b) the minority leader, (c) the best speaker, (d) the vice-president, (e) elected by the House.
- ___ 49. The presiding officer of the Senate must be (a) the majority leader, (b) the minority leader, (c) the oldest member in the Senate, (d) the vice-president, (e) elected by the Senate.
- ___ 50. Congress has a total membership of (a) 96, (b) 240, (c) 315, (d) 425, (e) 541.

Part 3

Directions: In each of the following groups of items, select the words under A which complete correctly the statements under B. Indicate your choice by writing in the parenthesis at the left of the word, the number of the blank where it belongs.

Example:

- | A | B |
|---------------|---|
| () navy | Of all the factors involved in bringing the war against Japan to a speedy close in 1945, the <u>1</u> was the most important. |
| () air force | |
| (1) A-bomb | |
| () MacArthur | |

-
- | A | B |
|-----------------------|--|
| () four | 51. Each state is entitled to send <u>51</u> members to the Senate. |
| () salary | |
| () transient | 52. The Senate is more <u>52</u> than the House of Representatives. |
| () president pro tem | |
| () office | 53. A senator's <u>53</u> is the same as that of a member of the House of Representatives. |
| () smaller | |
| () permanent | 54. The House of Representatives is <u>54</u> than the Senate. |
| () vice-president | |
| () two | 55. Senate sessions at times are conducted under the direction of the <u>55</u> . |
| () larger | |

A

- () F. B. I.
- () two
- () does
- () representatives
- () passed
- () does not
- () enforced
- () delegates
- () four
- () president

A

- () born
- () may not
- () 35
- () odd
- () even
- () \$150,000
- () naturalized
- () \$75,000
- () 30
- () may

B

- 56. A national law becomes effective when it is 56 properly.
- 57. National law enforcement is one of the main functions of the 57.
- 58. Candidates for the presidency are chosen by 58 assembled in a convention.
- 59. National conventions are held every 59 years.
- 60. The public 60 always know the reasons for the selection of a presidential candidate in a national convention.

B

- 61. The minimum age of a presidential candidate is 61 years.
- 62. A presidential candidate must be a 62 citizen.
- 63. Presidential elections, according to the Constitution, are held during an 63 Year.
- 64. The president's salary now totals 64 annually.
- 65. A president 65 now serve more than two terms.

A

- () four
- () nine
- () is
- () three
- () advising
- () ten
- () legislative
- () is not
- () instructing
- () administrative

A

- () Air Force
- () Post Office
- () Navy
- () Commerce
- () Agriculture
- () Justice
- () Treasury
- () Army
- () State
- () Interior

B

- 66. The president's cabinet 66 provided for in the Constitution.
- 67. The cabinet was originally composed of 67 members.
- 68. The cabinet is now composed of 68 members.
- 69. Cabinet members have the task of 69 the president.
- 70. Each cabinet member is at the head of a 70 department.

B

- 71. The 71 Department supervises the dredging of Mount Hope Bay.
- 72. The 72 Department has charge of the Coast Guard.
- 73. The Department of 73 has much to do with the cost of food.
- 74. The weather bureau is under the direction of the Department of 74.
- 75. The F. B. I. operates with the Department of 75.

A

- () 900,000 volumes
- () Pentagon
- () Power
- () Health
- () Interstate Commerce
- () Agriculture
- () Smithsonian Institute
- () Library of Congress
- () Communications
- () Transportation

A

- () Treasury
- () Justice
- () Commerce
- () does not
- () dependent upon
- () Reserve Board
- () independent
- () Labor
- () does
- () Defense

B

- 76. The nation's railroads are supervised by the 76 Commission.
- 77. The 77 is one of the largest in the world.
- 78. The National Museum is a branch of the 78.
- 79. Television is regulated by the Federal 79 Commission.
- 80. The National Food and Drugs Act is under the administration of the 80 Department.

B

- 81. Every ten years the Department of 81 takes a national census.
- 82. Immigration and Naturalization is a function of the Department of 82.
- 83. The Veteran's Administration 83 form part of a national Department.
- 84. The local national banks are supervised by the Federal 84.
- 85. Old Age Assistance is 85 the Department of Interior.

Part 4

Directions: Some of the words in column A correctly complete the meaning of the statements made in column B. Show which word correctly completes a sentence by placing in the parenthesis next to the word, the number of the blank in the sentence.

Example:

A	B
() people	"I pledge allegiance to the <u> 1 </u> of the United States of America, and to the <u> 2 </u> for which it stands: one <u> 3 </u> indivisible with <u> 4 </u> and <u> 5 </u> for <u> 6 </u> ".
() country	
() union	
(1) flag	
(6) all	
(2) republic	
() freedom	
(5) justice	
() equality	
() everyone	
(4) liberty	
(3) nation	

A	B
() state	The Supreme Court of the United States derives its <u> 86 </u> from the Constitution. The Supreme Court does not <u> 87 </u> laws but undertakes to decide, in cases brought before it, whether certain Acts of <u> 88 </u> are in <u> 89 </u> with the Constitution. The Justices of the Supreme Court are often referred to the " <u> 90 </u> old men" because
() seven	
() Congress	
() conformity	
() greatness	
() authority	
() interpret	
() nine	
() Parliament	
() make	
() disagreement	
() constitutional	

of their great ability and experience
in the field of 91 law.

A

- () won
- () tariffs
- () six
- () secondary
- () direct
- () federal
- () Puerto Rico
- () ten
- () original
- () lost
- () Columbia
- () eleven
- () district
- () three
- () Claims
- () Appellate
- () indirect
- () Patents

B

There are 92 Circuit Courts of Appeals located in as many districts throughout the country; another is located in the District of 93. Their purpose is to review such cases as may have been 94 after being heard in the District Courts. Each Circuit Court has no more than 95 justices. Circuit courts are said to have 96 jurisdiction. There is at least one 97 court in each of the 48 states. Such courts have 98 jurisdiction. Other federal courts established later, perform specific services. The Court of 99 hears the cases of citizens who wish to recover for damages against the national government. Two manufacturers, claiming rights to a certain machine, may have their testimonies heard in the Court of 100.

Key to Test

Part 1

- | | | |
|-----------|-----------|-----------|
| 1. False | 2. True | 3. False |
| 4. False | 5. True | 6. True |
| 7. True | 8. False | 9. True |
| 10. True | 11. False | 12. False |
| 13. True | 14. True | 15. False |
| 16. True | 17. False | 18. False |
| 19. True | 20. True | 21. True |
| 22. False | 23. True | 24. True |
| 25. False | | |

Part 2

- | | | | |
|---------|---------|---------|---------|
| 26. (d) | 27. (d) | 28. (d) | 29. (a) |
| 30. (d) | 31. (d) | 32. (e) | 33. (e) |
| 34. (a) | 35. (b) | 36. (c) | 37. (d) |
| 38. (c) | 39. (a) | 40. (d) | 41. (c) |
| 42. (a) | 43. (e) | 44. (e) | 45. (a) |
| 46. (c) | 47. (e) | 48. (e) | 49. (d) |
| 50. (e) | | | |

Key to Test

Part 3

51. two	52. permanent	53. salary
54. larger	55. president pro tem	56. enforced
57. president	58. delegates	59. four
60. does not	61. 35	62. born
63. even	64. \$150,000	65. cannot
66. is not	67. four	68. nine
69. advising	70. administrative	71. Army
72. Treasury	73. Agriculture	74. Commerce
75. Justice	76. Interstate Commerce	77. Library of Congress
78. Smithsonian Institute	79. Communications	80. Agriculture
81. Commerce	82. Labor	83. is not
84. Reserve Board	85. independent	

Part 4

86. authority	87. make	88. Congress
89. conformity	90. nine	91. constitutional
92. ten	93. Columbia	94. lost
95. six	96. appellate	97. district
98. original	99. Claims	100. Patents

Pupil Inquiry Poll

Question	Yes	No
(1)	(2)	(3)
1. Did you find the unit method of teaching and learning more enjoyable than other methods?	_____	_____
2. Do you feel that the unit method gave you the opportunity to learn more about the national government?	_____	_____
3. Have you acquired a greater skill in using books as a tool for learning?	_____	_____
4. Did you find time to do all the work assigned to you?	_____	_____
5. Were all the problems on the Study Guide too difficult?	_____	_____
6. Were all the problems on the Study Guide too easy?	_____	_____
7. Did you like the opportunity to work most of these problems by yourself?	_____	_____
8. Did you find time to do any optional related activity?	_____	_____
9. Did you like to work in small groups in the library?	_____	_____
10. Were the pooling periods interesting?	_____	_____
11. Did you learn much as a result of the discussion activities during the pooling periods?	_____	_____
12. Did you find some benefit from the audio-visual aids offered with the unit?	_____	_____

Pupil Inquiry Poll

Question	Yes	No
(1)	(2)	(3)
13. Were the progress charts useful to you?	_____	_____
14. Were the contributions on the bulletin board and elsewhere in the room attractive and educational?	_____	_____
15. Were the maps, charts, and diagrams drawn on the blackboard by your fellow pupils of any value to you?	_____	_____
16. Do you think you had too much notebook work to do?	_____	_____
17. Did you take any work to do at home while the unit was in progress?	_____	_____
18. Were all the tests fair?	_____	_____
19. Would you like to study some other subject by the unit method?	_____	_____
20. Could you understand most of the material?	_____	_____

1. In a few short sentences tell what you liked about the unit on national government.

2. In a few short sentences tell what you disliked about the unit on national government.

CHAPTER III

THE TEACHING AND EVALUATION OF THE UNIT

1. The Introductory Phase

Motivating the unit.-- To give an overview of the entire unit and to arouse pupils' interest the teaching-learning cycle ^{1/} was begun by introducing the question: "Why should we study our national government?"

A discussion followed during which these points of motivation were brought to light:

1. The eyes of the world are turned towards Washington.
2. The President's voice is heard around the globe.
3. We are responsible citizens of the greatest country on earth.
4. Our daily lives are deeply affected by our National Government.
5. Between two and three million people are in the service of the United States Government.
6. Washington is a beautiful, fascinating city.

A 15-minute sound film, "Meet Your Federal Government" was next shown, after which some of the discussion material was used from the teacher's guide, which accompanies

1/Roy O. Billett, Fundamentals of Secondary-School Teaching, Houghton Mifflin Company, Boston, 1940, p. 596.

Table 5. Frequency Distribution of Scores in Pretest on National Government by 28 Pupils in Group A

Interval	f	d	fd	fd ²
(1)	(2)	(3)	(4)	(5)
66 - 68	1	8	8	64
63 - 65	0	7	7	49
60 - 62	2	6	12	72
57 - 59	0	5	5	25
54 - 56	1	4	4	16
51 - 53	3	3	15	45
48 - 50	0	2	2	4
45 - 47	3	1	5	5
42 - 44	2	0	0	0
39 - 41	3	-1	-3	3
36 - 38	2	-2	-4	8
33 - 35	3	-3	-15	45
30 - 32	1	-4	-4	16
27 - 29	1	-5	-5	25
Total...	28		27	377

the film.^{1/}

The pretest.-- The statement and delimitation of the unit served as the basis for the pretest. It consisted of 100 items, divided into four sections. The first included 25 true and false statements. The next 25 items were of the multiple-choice variety. This was followed by 35 disconnected statements to be completed in an unbalanced matching exercise. The last 15 items consisted in completing

1/S. P. McCutchen, (Advisor) New York University, New York City, Young America Films, Inc., 18 East 41st Street, New York City.

a connected discourse with another unbalanced list of words and phrases.

The first 22 questions dealt with the background of our government and its systems of checks and balances. Nine items dealt with the process of lawmaking, while 24 numbers covered the composition and activities of congress. Thirty items were devoted to the president and the executive departments. Finally 15 items were used to pretest the pupils' knowledge of federal courts.

Pupils were advised to follow carefully the instructions at the beginning of each section of the test. Two pupils

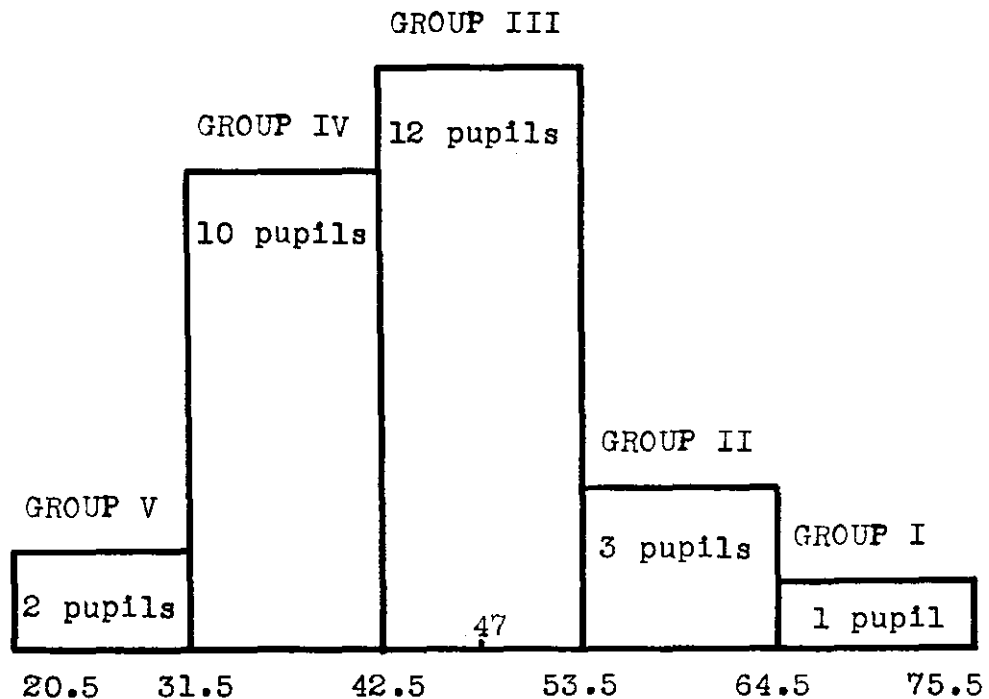


Figure 4. Histogram of Pretest on National Government by 28 Pupils in Group A

Table 6. Frequency Distribution of Scores in the Pretest on National Government by 24 Pupils in Group B

Interval	f	d	fd	fd ²
(1)	(2)	(3)	(4)	(5)
57 - 59	1	7	7	49
54 - 56	1	6	6	36
51 - 53	0	5	5	25
48 - 50	2	4	8	32
45 - 47	1	3	3	9
42 - 44	6	2	12	24
39 - 41	3	1	3	3
36 - 38	2	0	0	0
33 - 35	2	-1	-2	2
30 - 32	3	-2	-6	12
27 - 29	2	-3	-6	18
24 - 26	0	-4	-4	16
21 - 23	0	-5	-5	25
18 - 20	1	-6	-6	36
Total....	24		15	287

in Group A failed to complete the work in the allotted time of 50 minutes.

For Group A, scores ranged from 28 to 66 (correct answers). The mean score was 47.39 and the standard deviation, 10.62 (Table 5, Figure 4).

Group B had scores ranging from 19 to 58, with a mean of 40.38 and a standard deviation of 10.59, as appears in Table 6 and Figure 5.

A tabulation of correct answers to each item in the test is given in column 2 of Tables 14 and 15. The list would seem to indicate that a majority of pupils in both groups had

already acquired some knowledge on national government. Much remained to be done however in all five areas covered by the test. Particularly weak spots were to be kept in mind as the actual work on the unit began.

The assignment.-- Classes, at the third meeting, were briefed on unit procedure. Hectographed study and activity guide sheets were distributed. Pupils were told to start with any topic they chose, then work out as many as they could within the allotted time. All pupils were not expected to complete all the problems on the sheets. The optional related activities were explained, and pupils told to

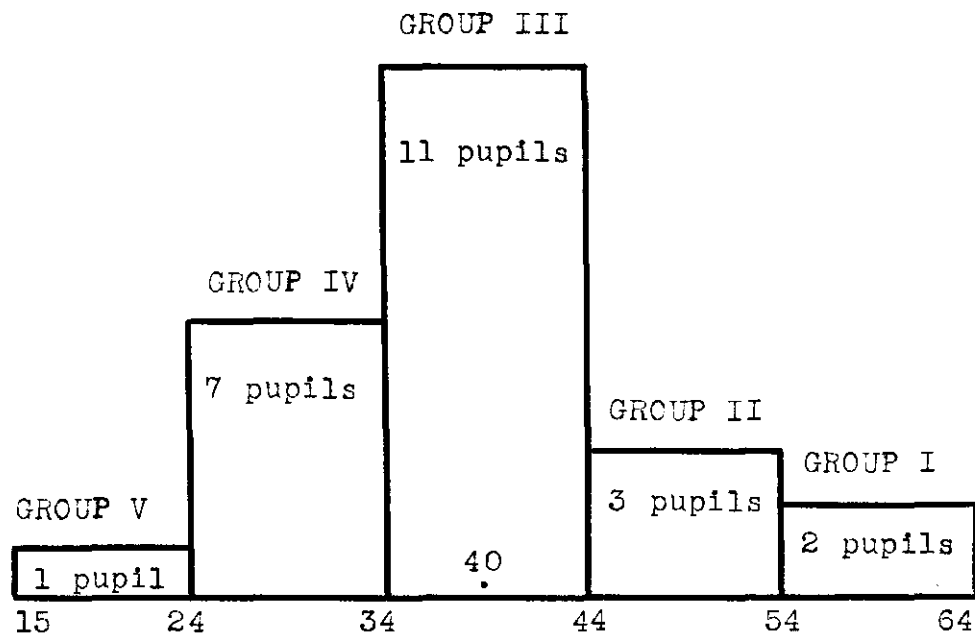


Figure 5. Histogram of Pretest on National Government by 24 Pupils in Group B



Plate 1. Arrangement of Books and Materials on Single Library Table

consult the teacher before undertaking any. Home work was placed on a voluntary basis.

The purpose and procedure of group and committee work was discussed. Plans were made for the keeping of notebooks for study and the preparation of reports during the pooling and discussion periods.

The classes' attention was called to the desirability of vocabulary building and the need of looking up the meanings of all underlined words in the study and activity guide sheets.

The reading of a daily newspaper and the clipping of pertinent items was made a part of the unit assignment.

Contributions to the bulletin-board such as clippings, cartoons, diagrams and pictures, were encouraged. Finally, instructions were given in the use of the school library, and the use and care of books and materials arranged on the table near the teacher's desk (Plate 1).

2. The Laboratory Phase

The opening day.-- The laboratory-work phase was begun on the fourth day. The pupils availed themselves of study and activity guide sheets as they entered the room, and proceeded to their seats. What problem to attack first was uppermost in their minds as they looked over the sheets.

As each pupil decided gradually what to do, the classroom took on the appearance of a business-office, a library or a workshop, where everyone had a job to do and was doing it. Considerable movement and talking was evident, but it was all purposeful activity. This situation became typical of all the laboratory periods that followed.

The log for the fourth day reads: "The pupils are really trying to solve their problems.....There is a tendency to select a problem, then drop it unfinished, and turn to a seemingly easier one". Obviously some guidance was needed here on the subject of patience and thoroughness. The teacher supplied it. This difficulty did not reappear.

The teacher's role.-- From then on the teacher assumed the major task of (1) guiding the pupils individually, and as a class, in the procedures of the unit work, (2) advising pupils on what problems to select with respect to their individual aptitudes and interests, and with respect to their contribution to the group as a whole, and (3) "trouble-shooting" in innumerable areas of both the laboratory and pooling phases of the unit.

The progress chart.-- To accelerate the work a progress



Plate 2. The Progress Chart

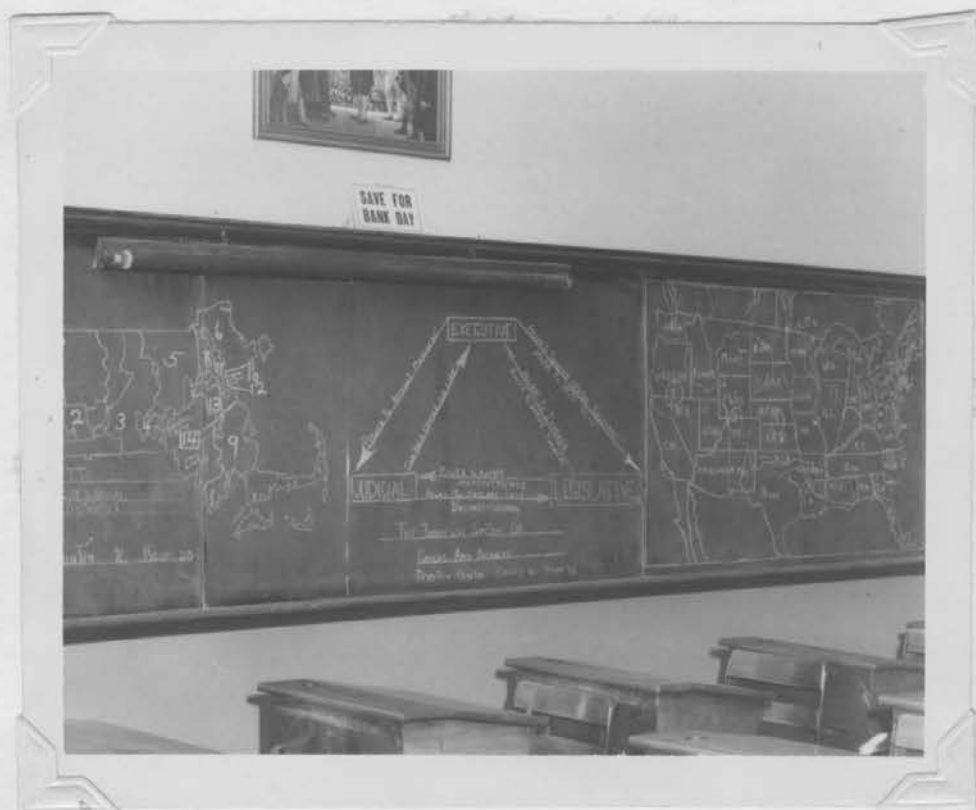


Plate 3. Utilizing Blackboard Space with Charts, Diagrams and Maps

chart was designed on the third day for each group and drawn on the board by a pupil in each class (Plate 2). It produced an instant and most favorable reaction. As each pupil saw his name on the chart, with the problems he had worked out checked against it, and after comparing his progress with that of the other pupils, he was stimulated to at least, keep up with his group.

The chart also made it easier for the class officers to arrange for the pooling and discussion periods to follow.

The officers were advised to get reports first on those problems which had been worked out by a sizeable number of pupils, as evidenced by the chart.

For the teacher the chart proved to be a convenience in checking the progress of each child and give help where it was most needed. It also offered a quick check of the relative progress of both groups.

Maps, charts and diagrams.-- The use of these time-saving and clarifying devices was encouraged from the start.



Plate 4. The Bulletin-Board

Since the pupils in Group B were taking an art course, they were anxious to do most of the problems involving such media. Volunteers were found to make master-sheets for the hectograph while others offered to make drawings on the vast expanse of blackboard space around the room (Plate 3). From then on the room took on a more colorful and cheerful appearance.

The bulletin-board.-- The response to the previous announcement about the bulletin-board was very encouraging. From the beginning of the fourth session, pupils began contributing all kinds of material. Each contribution was duly credited, in the class secretary's record book, to the pupil who made it. A committee had charge of arranging the display. Since the board itself was too small for such a mass of material, it was agreed to hold a series of three displays during the time of the unit: one each on the legislative, executive and judicial branches of the national government. It was agreed also that should any other material be immediately needed it would be displayed over the regular showings for the time being. (Plate 4)

3. The Sharing-of-Experiences Phase

Arranging the program.-- As previously stated the class officers were in charge of total group activities such as the pooling and sharing of experiences. The audio-visual aids catalogue, mentioned in Chapter I, was placed at their disposal and they were advised, (1) to find if possible, material suitable to the program they had in mind, (2) select from their English literature books some short excerpts related to the subject at hand, (3) arrange for reports on those problems which a majority of pupils had already worked out, and (4) provide for an exchange of information and opinions after each report.

A typical program.-- The first program was presented after the fourth day of laboratory work. The class president was in charge. The meeting opened with a transcription of a radio drama depicting the signing of the Mayflower Compact^{1/}. This 33 rpm record, lasting 10 minutes, proved to have a high degree of correlation with the subject of government "check and balances". Five pupils gave reports on problems one, three, four, eight and ten. Some of these were exceptionally well prepared and given without the use of notes.

The log for that day reads: "First pooling session....."

1/Institute for Democratic Action, New York City, New York



Plate 5. Democracy in Action During a Pooling and Discussion Period

officers rather self-conscious. Anne Marie did fine job of reporting on problem one. Radio transcription entailed note-taking which consumed some time but it was worthwhile... Pupils are learning fast to conduct their own activities".

Subsequent pooling periods followed more or less the pattern set above. The discussions became more frequent with more pupils participating. Committee reports were made by the chairman. The officers became more skilled in pro-

Table 7. Frequency Distribution of Scores in the Final Test
by 27 Pupils in Group A

Interval	f	d	fd	fd ²
(1)	(2)	(3)	(4)	(5)
88 - 91	1	6	6	36
84 - 87	1	5	5	25
80 - 83	0	4	4	16
76 - 79	0	3	3	9
72 - 75	1	2	2	4
68 - 71	3	1	3	3
64 - 67	3	0	0	0
60 - 63	2	-1	-2	2
56 - 59	3	-2	-6	12
52 - 55	2	-3	-6	18
48 - 51	5	-4	-20	80
44 - 47	3	-5	-15	75
40 - 43	2	-6	-12	72
36 - 39	1	-7	-7	49
Total...	27		-45	401

gramming and conducting the discussions. The class was learning democracy by actual practice (Plate 5). During the third pooling period a pantomime, describing the lawmaking process, was enacted by a group of pupils.

Audio-visual aids.-- In addition to the film "Meet Your Government" and the radio transcription "Mayflower Compact" a 16 mm. film "Washington, D. C."^{1/} was also shown. It depicted buildings and places of interest in the national capital. The last film to be shown was entitled "The Supreme Court"^{1/}.

^{1/}Coronet Instructional Films, Coronet Building, Chicago 1, Illinois

Correlation with English.-- Although no conscious effort was made to correlate the unit with the study of English, many occasions arose during the discussion periods to teach correct usage of oral and written language. Furthermore inspirational readings related to the study of national government were given as a part of most programs. An English textbook served as the source of material.^{1/}

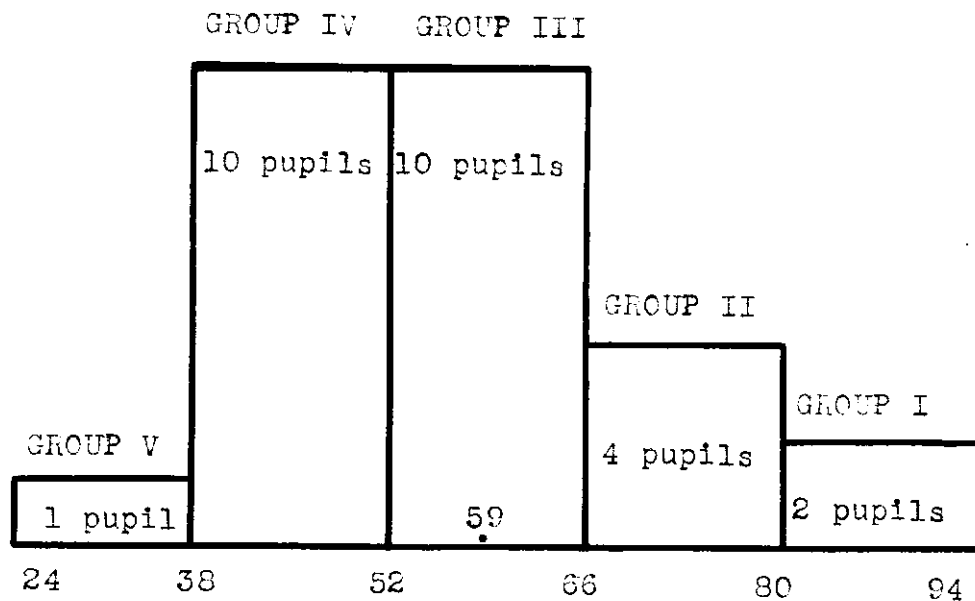


Figure 6. Histogram of Final Test on National Government by 27 Pupils in Group A

4. Evaluation

As the unit progressed several checks were made on the work. Notebooks were collected twice and marked on a five-

^{1/}Mark A. Neville and Leonidas W. Payne, Jr., Broadening Horizons, (Unit Three), Rand, McNally and Company, Chicago, 1942.

Table 8. Frequency Distribution of Scores in the Final Test by 24 Pupils in Group B

Interval	f	d	fd	fd ²
(1)	(2)	(3)	(4)	(5)
66 - 68	1	7	7	49
63 - 65	1	6	6	36
60 - 62	2	5	10	50
57 - 59	3	4	12	48
54 - 56	0	3	3	9
51 - 53	2	2	4	8
48 - 50	4	1	4	4
45 - 47	3	0	0	0
42 - 44	4	-1	-4	4
39 - 41	0	-2	-2	4
36 - 38	0	-3	-3	9
33 - 35	0	-4	-4	16
30 - 32	1	-5	-5	25
Total...	24		23	262

point scale. Two short tests were given, both based upon the delimitation of problems already worked out by the class. These were marked on a percentage basis. A mark was also given pupils on their reports during the pooling and discussion periods. Committee work and contributions to the bulletin-board and the blackboards were likewise credited.

The final test.-- The pretest was used as the final test. Pupils were told, however, that the scores made on this test would have a bearing upon their term mark and they were advised to answer as many question as possible. All pupils finished the test well within the time limit of 50 minutes.

A tabulation of results for 27 pupils in Group A showed scores ranging from 37 to 88. The mean was 58.94 and the standard deviation 13.84 (Table 7, Figure 6). Group B with a total of 24 pupils had scores ranging from 31 to 68 with a mean of 51.01 and a standard deviation of 9.30 (Table 8, Figure 7).

Gains and losses.-- Comparison of the results of the pretest and the scores obtained on the final test, indicate varying degrees of growth. The range for Group A, as shown in Table 9, was from -4 to 41, with a mean gain of 15.20 and a standard deviation of 10.12 (Figure 8).

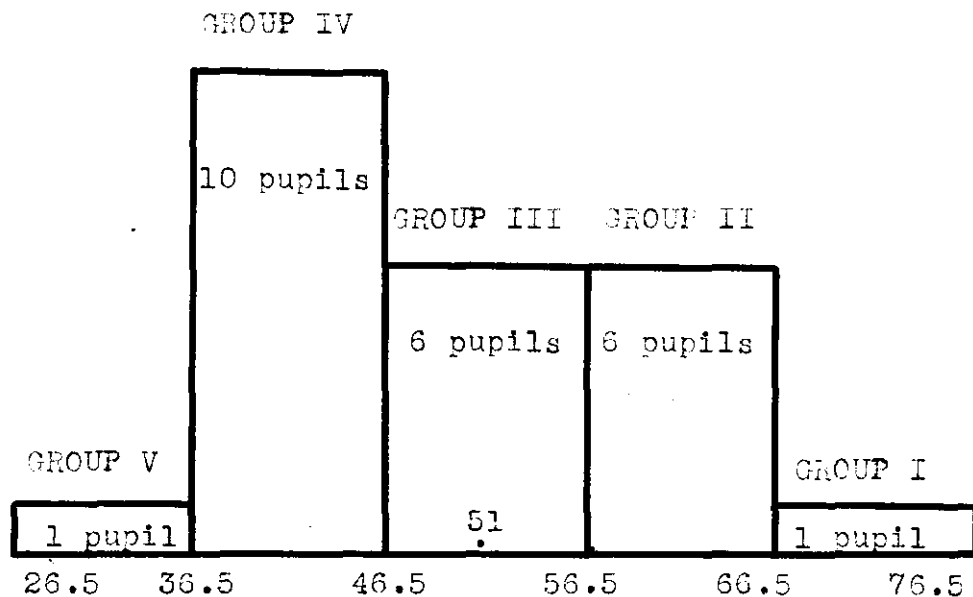


Figure 7. Histogram of Final Test on National Government by 24 Pupils in Group B

The range of growth for Group B (Table 10) extended from -5 to 36, with a mean of 11.6 and a standard deviation of 8.7 (Figure 9).

After due consideration of the pupils to be taught (see Tables 3 and 4), the comprehensiveness of the material and the time allotted, the writer feels satisfied with the gains made by both groups as a whole. As for individual losses sustained by two pupils in Group A (Table 16) and two pupils in Group B (Table 17) only conjectures can be offered.

For example, why should pupil number 18 in Group B, a brilliant and conscientious student, sustain a loss of 3 points, when an equally brilliant and hard-working student (pupil number 23) in the same group shows a gain of 36? A retest might have been of some value here in estimating final growth, if time had permitted.

A check of gains and losses made on each of the test items (Tables 14 and 15) shows that gains were made on 66 per cent of the items by Group A and on 69 per cent of the items in Group B. With the exception of item 32 the lack of gains or the losses ranged from 0 to 8. The exceptionally large loss sustained by both groups in item number 62, a loss of 9 in Group A and 12 in Group B, the writer ascribes to an unfortunate change in wording made while typing a second master-sheet for the final test.

Table 11. Replies to the Inquiry Form

Question (1)	Yes (2)	No (3)
1. Did you find the unit method of teaching and learning more enjoyable than other methods?	49	2
2. Do you feel that the unit method gave you the opportunity to learn more about the national government?	51	0
3. Have you acquired a greater skill in using books as a tool for learning?	49	2
4. Did you find time to do all the work assigned to you?	31	20
5. Were all the problems on the Study Guide too difficult?	3	48
6. Were all the problems on the Study Guide too easy?	1	50
7. Did you like the opportunity to work most of these problems by yourself?	46	5
8. Did you find time to do any optional related activity?	9	42
9. Did you like to work in small groups in the library?	46	3
10. Were the pooling periods interesting?	38	13
11. Did you learn much as a result of the discussion activities during the pooling periods?	38	13
12. Did you find some benefit from the audio-visual aids offered with the unit?	46	5

(concluded on next page)

Table 11. (concluded)

Question (1)	Yes (2)	No (3)
13. Were the progress charts useful to you?	49	2
14. Were the contributions on the bulletin board and elsewhere in the room attractive and educational?	47	4
15. Were the maps, charts, and diagrams drawn on the blackboard by your fellow pupils of any value to you?	49	2
16. Do you think you had too much notebook work to do?	28	23
17. Did you take any work to do at home while the unit was in progress?	27	24
18. Were all the tests fair?	47	4
19. Would you like to study some other subject by the unit method?	41	10
20. Could you understand most of the material?	50	1

Pupil reaction to the unit.-- At the close of the unit pupils were invited to fill out an inquiry form which covered most aspects of the unit as offered. The filling out of the forms was voluntary and no signatures were required. The replies were most encouraging (Table 11).

An overwhelming majority of pupils recorded themselves as favoring the unit method of teaching and learning. They felt that they, (1) learned more by this method, (2) acquired

Table 12. What Pupils Liked Most About the Unit

Liked Most	Number of Pupils
(1)	(2)
Pooling	11
Work at my own speed	6
Do work you want to do	6
Learn new things about government	6
Drawings, charts and diagrams	5
Steps in lawmaking	4
Audio-visual aids	4
More than one book	3
Discussions	2
Progress chart	2
Interesting slants on government	1
Working in the library	1
Committee work-working together	1
Teaching good citizenship	1
References easy	1
Total number of responses	54

greater skill in the use of books, (3) appreciated the opportunity to work by themselves and in groups, (4) derived benefit from most of the activities involved, (5) welcomed the opportunity to study further by the unit method.

The second part of the inquiry form was subjective and invited the pupils to write down what they liked or disliked most about the unit. Table 12, listing by frequency the features which the pupils liked most, shows that the pooling and sharing of experiences phase was the most widely favored. Next in order came the opportunity to work at one's own speed, to choose one's own problem, and the chance, through

Table 13. What Pupils Disliked Most About the Unit

Disliked Most (1)	Number of Pupils (2)
Notebooks	6
Questions difficult	5
Pooling	4
Not enough time to finish all work	4
Too many problems	2
Daily newspaper clippings	2
Diagrams	2
Working in the library	1
Waste of time	1
Tests	1
Audio-visual aids	1
Some questions repeated	1
Total number of responses	30

a diversity of source-materials, to get new information about national government.

On the other hand pupils disliked most having to keep notebooks (Table 13). The writer here is at a loss to find a better substitute for collecting and keeping necessary data. Even an up to date filing system will not eliminate the necessity for some written work.

Five pupils found the problems and questions in the study and activity guide too difficult. Some did not like the pooling sessions while others complained that they had not had sufficient time to complete all the problems they wished to do.

Summary

The writer's experience with the unit on national government, as related in the preceding three chapters, leads him to conclude that the unit method requires more than the usual amount of thought and preparation on the part of the teacher. The unit method involves, (1) a careful selection of subject-matter, psychologically organized to meet the needs of all the pupils to be taught, (2) constant teacher-guidance and direction, (3) numerous and varied checks on the actual growth of each pupil.^{1/}

The results, however, made the extra effort worthwhile in many ways.

1. The stiffling and vexatious effects of formal classroom discipline simply vanished for the duration of the unit.
2. The unit was characterized throughout by purposeful, cheerful and profitable activity.
3. The pupils, as a whole, achieved a satisfactory educational growth.
4. The pupils liked the unit and felt they were learning more from it.
5. The teacher had the pleasant experience of assuming the role of a guide and counsellor to a group of

^{1/}Roy O. Billett, Fundamentals of Secondary-School Teaching Houghton Mifflin Company, Boston, 1940, pp. 173-177.

youngsters, eager to work and share the results of their work with others.

6. Under the unit method pupils, at all times, had the opportunity to learn the meaning of democracy by practicing and living democracy under actual classroom conditions.

APPENDIX

Table 9. Frequency Distribution of Gains and Losses made by
27 Pupils in Group A at the End of the Unit

Interval	f	d	fd	fd ²
(1)	(2)	(3)	(4)	(5)
40 - 43	1	7	7	49
36 - 39	0	6	0	0
32 - 35	1	5	5	25
28 - 31	0	4	0	0
24 - 27	1	3	3	9
20 - 23	2	2	4	8
16 - 19	4	1	4	4
12 - 15	9	0	0	0
8 - 11	0	-1	0	0
4 - 7	4	-2	8	16
0 - 3	3	-3	9	27
-4 - -1	2	-4	8	32
Total...	27		-2	170

M 15.2

S D 10.12

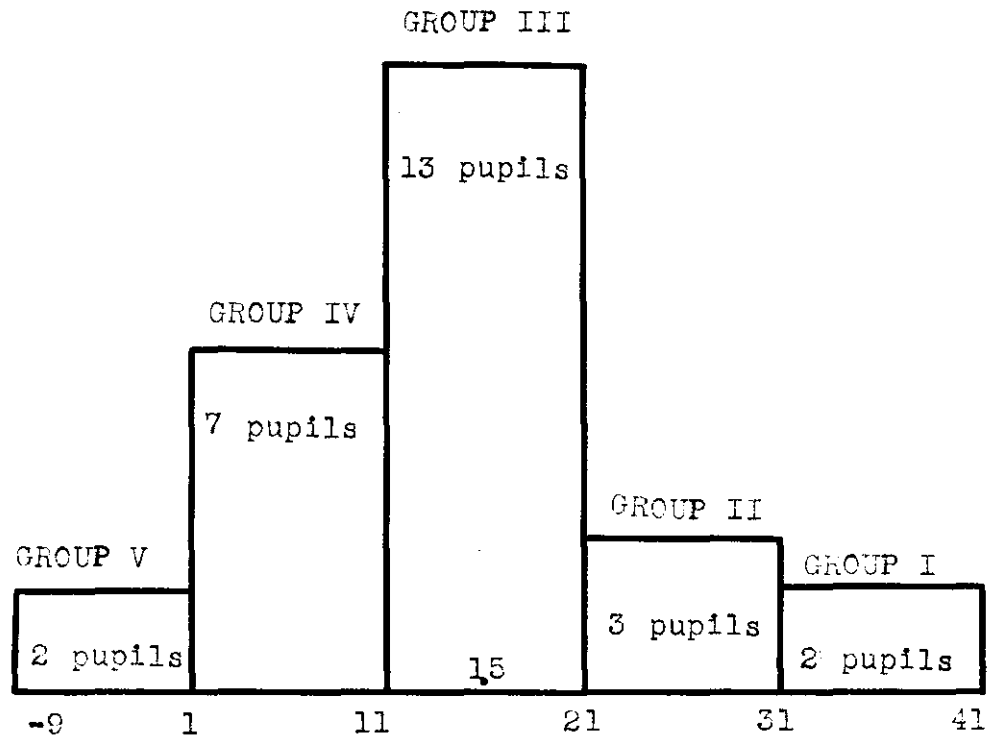


Figure 8. Histogram of Gains and Losses Made by 27 Pupils in Group A at the End of the Unit

Table 10. Frequency Distribution of Gains and Losses made by
24 Pupils in Group B at the End of the Unit

Interval	f	d	fd	fd ²
(1)	(2)	(3)	(4)	(5)
34 - 36	1	8	8	64
31 - 33	0	7	0	0
28 - 30	0	6	0	0
25 - 27	0	5	0	0
22 - 24	0	4	0	0
19 - 21	1	3	3	9
16 - 18	6	2	12	24
13 - 15	1	1	1	1
10 - 12	6	0	0	0
7 - 9	3	-1	3	3
4 - 6	2	-2	4	8
1 - 3	2	-3	6	18
-2 - 0	0	-4	4	16
-5 - -3	2	-5	10	50
Total....	24		-3	193

M 11.6

S D 8.7

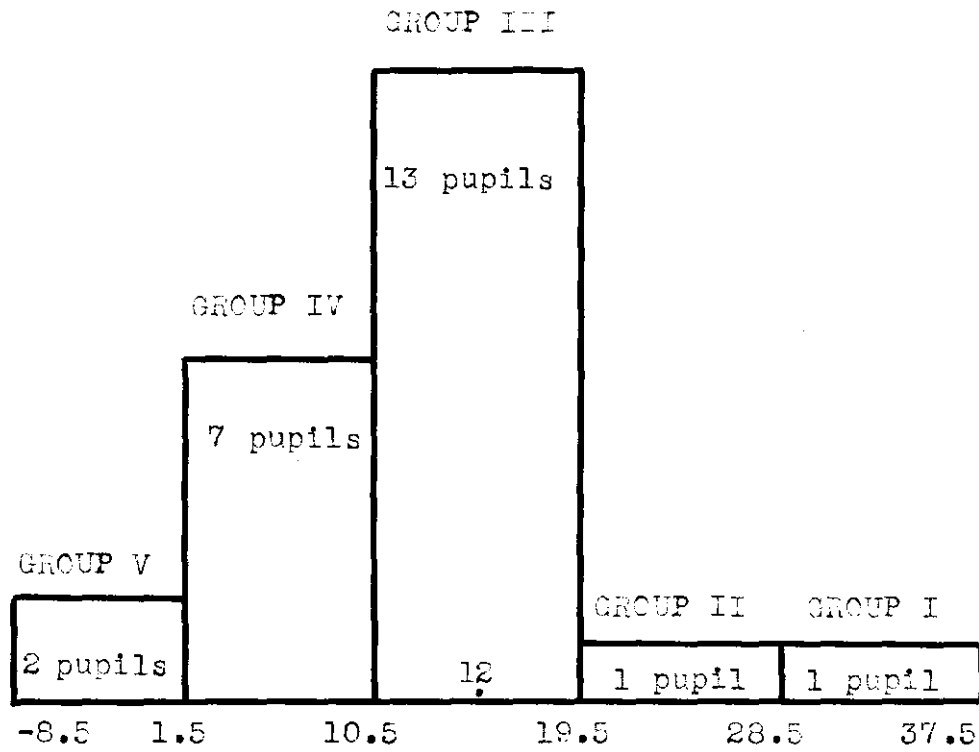


Figure 9. Histogram of Gains and Losses Made by 24 Pupils in Group 3 at the End of the Unit

Table 14. Tabulation of Gains and Losses Made Between the Pretest and Final Test by 28 Pupils in Group A

Test Number	Score Made in		Gain or Loss	Test Number	Score Made in		Gain or Loss
	Pretest	Final			Pretest	Final	
(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)
1.	3	14	11	36.	7	6	-1
2.	6	19	13	37.	5	9	4
3.	2	11	9	38.	10	7	-3
4.	7	10	3	39.	5	6	1
5.	15	16	1	40.	16	20	4
6.	7	10	3	41.	7	15	8
7.	22	21	-1	42.	11	17	6
8.	18	17	-1	43.	24	24	0
9.	26	22	-4	44.	24	23	-1
10.	6	11	5	45.	2	3	1
11.	4	12	8	46.	10	15	5
12.	9	11	2	47.	9	10	1
13.	13	13	0	48.	11	9	-2
14.	21	19	2	49.	7	17	10
15.	9	13	4	50.	5	11	6
16.	25	20	-5	51.	23	23	0
17.	20	17	-3	52.	5	9	4
18.	7	13	6	53.	23	22	-1
19.	23	23	0	54.	22	23	1
20.	12	9	-3	55.	10	13	3
21.	13	13	0	56.	5	6	1
22.	12	19	7	57.	11	10	-1
23.	20	16	-4	58.	11	17	6
24.	27	20	-7	59.	17	11	-6
25.	25	23	-2	60.	17	12	-5
26.	19	21	2	61.	24	24	0
27.	6	21	15	62.	17	8	-9
28.	2	8	6	63.	24	20	-4
29.	10	9	-1	64.	17	15	-2
30.	12	15	3	65.	20	14	-6
31.	8	9	1	66.	9	21	13
32.	8	15	7	67.	6	15	9
33.	8	17	9	68.	8	17	9
34.	20	17	-3	69.	25	18	-7
35.	5	4	-1	70.	16	15	-1

(concluded on next page)

Table 14. (concluded)

Test Number	Score Made in		Gain or Loss	Test Number	Score Made in		Gain or Loss
	Pretest	Final			Pretest	Final	
(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)
71.	1	2	1	86.	22	19	-3
72.	3	11	8	87.	22	19	-3
73.	21	16	-5	88.	13	10	-3
74.	7	7	0	89.	9	18	9
75.	16	15	-1	90.	11	9	-2
76.	9	11	2	91.	16	13	-3
77.	12	15	3	92.	7	12	5
78.	13	16	3	93.	20	24	4
79.	19	15	4	94.	13	12	-1
80.	2	13	11	95.	0	6	-2
81.	2	7	5	96.	1	11	10
82.	5	9	4	97.	6	11	5
83.	6	11	5	98.	3	6	3
84.	12	13	1	99.	6	16	10
85.	9	1	-8	100.	13	18	5

Table 15. Tabulation of Gains and Losses Made Between the Pretest and Final Test by 24 Pupils in Group B

Test Number	Score Made in		Gain or Loss	Test Number	Score Made in		Gain or Loss
	Pretest	Final			Pretest	Final	
(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)
1.	3	10	7	36.	9	7	-2
2.	14	18	4	37.	5	6	1
3.	5	7	2	38.	3	3	0
4.	16	10	-6	39.	3	3	0
5.	10	16	6	40.	7	16	9
6.	11	10	-1	41.	2	5	3
7.	18	21	3	42.	10	10	0
8.	19	16	-3	43.	17	15	-2
9.	20	19	-1	44.	17	18	1
10.	9	3	-6	45.	2	1	-1
11.	8	9	1	46.	3	11	3
12.	9	16	7	47.	4	7	3
13.	11	14	3	48.	12	9	-3
14.	20	19	-2	49.	3	9	6
15.	12	14	2	50.	2	8	6
16.	21	16	-5	51.	18	17	-1
17.	15	18	3	52.	3	5	2
18.	7	10	3	53.	5	22	17
19.	18	20	2	54.	17	23	6
20.	7	14	7	55.	2	7	5
21.	13	15	-1	56.	5	9	4
22.	13	18	5	57.	7	9	2
23.	17	17	0	58.	9	13	4
24.	17	17	0	59.	11	9	-2
25.	21	21	0	60.	10	14	4
26.	14	15	1	61.	15	22	7
27.	2	20	18	62.	21	9	-12
28.	1	2	1	63.	16	16	0
29.	4	13	9	64.	12	12	0
30.	10	12	2	65.	15	14	-1
31.	10	17	7	66.	2	9	7
32.	7	16	9	67.	3	11	5
33.	5	12	7	68.	7	11	4
34.	15	22	7	69.	11	16	5
35.	0	1	1	70.	3	17	8

(concluded on next page)

Table 15. (concluded)

Test Number	Score Made in		Gain or Loss	Test Number	Score Made in		Gain or Loss
	Pretest	Final			Pretest	Final	
(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)
71.	0	0	0	86.	13	17	4
72.	2	3	1	87.	17	18	1
73.	10	9	-1	88.	4	9	5
74.	2	4	2	89.	5	8	3
75.	14	13	-1	90.	6	15	9
76.	1	4	3	91.	6	9	3
77.	7	8	1	92.	1	10	9
78.	7	12	3	93.	16	19	3
79.	11	12	1	94.	5	3	3
80.	3	13	10	95.	4	8	4
81.	6	7	1	96.	1	3	2
82.	4	4	0	97.	12	7	-5
83.	2	1	-1	98.	1	2	1
84.	9	7	-2	99.	3	7	4
85.	2	2	0	100.	9	13	4

Table 16. Age, Intelligence Quotient, Score on Pretest, Score on Final Test, Gain or Loss for Each Pupil in Group A.

Pupil	Age	Intelligence Quotients	Score on Pretest	Final Score	Gain or Loss
(1)	(2)	(3)	(4)	(5)	(6)
1.	16-1	95	28	43	15
2.	15-9	103	34		
3.	15-8	76	46	45	-1
4.	15-3	97	30	37	7
5.	15-6	95	45	57	12
6.	15-6	102	51	55	4
7.	15-2	88	40	40	0
8.	15-1	115	38	62	24
9.	15-0	114	53	71	18
10.	14-9	121	46	60	14
11.	14-9	114	33	67	34
12.	14-8	111	42	49	7
13.	14-6	116	46	60	14
14.	14-6	120	52	68	16
15.	14-6	109	47	59	12
16.	14-6	100	37	50	13
17.	14-4	103	34	53	19
18.	14-4	125	52	66	14
19.	14-4	109	34	50	16
20.	14-2	105	35	50	15
21.	14-2	103	51	47	-4
22.	14-1	132	66	88	22
23.	13-10	134	60	72	12
24.	13-10	120	44	85	41
25.	13-10	137	62	64	2
26.	13-7	133	55	58	3
27.	13-5	139	46	68	22
28.	13-4	132	41	47	6

Table 17. Age, Intelligence Quotient, Score on Pretest, Score on Final Test, Gain or Loss for Each Pupil in Group B

Pupil	Age	Intelligence Quotients	Score on Pretest	Final Score	Gain or Loss
(1)	(2)	(3)	(4)	(5)	(6)
1.	16-5	83	44	46	2
2.	15-9	90	31	43	12
3.	15-7	71	19	31	12
4.	15-7	84	28	45	17
5.	15-3	90	42	48	6
6.	15-3	120	34	46	12
7.	15-2	99	30	47	17
8.	15-1	101	55	50	-5
9.	15-0	111	40	44	4
10.	14-9	116	36	57	21
11.	14-7	99	42	52	10
12.	14-7	107	50	68	18
13.	14-7	127	58	60	2
14.	14-5	94	32	43	11
15.	14-5	73	29	47	18
16.	14-4	113	42	51	9
17.	14-3	128	48	64	16
18.	13-11	125	47	44	-3
19.	13-11	122	41	57	16
20.	13-11	116	35	47	12
21.	13-10	102	43	50	7
22.	13-8	109	39	48	9
23.	13-8	123	26	62	36
24.	13-5	121	43	57	14