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OBJECTIVES OF UNITED STATES
HISTORY IN GRADES SEVEN
AND EIGHT

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PREFACE

In discussing educational objectives a distinction is usually made between those that may be called ultimate and those which make up the immediate goals toward which pupils should direct their attention. Ultimate objectives are usually expressed in such general terms that it is difficult, if not impossible, to determine the degree of compatibility between them and the day-by-day work of the classroom. Immediate objectives, on the other hand, are usually stated in detail and in terms closely related with the daily work of pupils. However, the acceptance of a formulation of immediate objectives by a teacher does not necessarily mean that his instruction stimulates and guides his pupils toward these goals. It frequently happens that certain objectives are accepted in theory or on paper but the energies of the class are directed toward very different objectives as a result of the assignments made and the tests employed to measure achievement. The investigation reported in this bulletin represents an attempt to ascertain the actual objectives of teachers of United States history in grades seven and eight. In this respect it differs from most studies relating to the determination of educational objectives.

The Bureau of Educational Research is indebted to the teachers of Champaign and Piatt counties who responded to the request for statements concerning the objectives in United States history and takes this occasion to make a public acknowledgment.

WALTER S. MONROE, *Director.*

July 30, 1926.

OBJECTIVES OF UNITED STATES HISTORY IN GRADES SEVEN AND EIGHT

The nature and function of objectives. In any endeavor an objective or aim is necessary in order that one's efforts may be directed towards a definite goal. Aimless, random, haphazard, and similar terms are used to describe activity when there is no objective. The function of immediate objectives in United States history is to provide aims for both teachers and pupils in the field of this school subject. In the case of a pupil the objectives specify what he should learn as the result of studying the subject, and hence provide goals toward which he may direct his efforts. For the teacher, objectives serve as guides in planning assignments, devising questions and other exercises for the recitation period, and formulating tests to measure the achievements of his pupils. General statements of objectives are not satisfactory for these purposes. Both teachers and pupils need detailed statements of what is to be learned.

The problem. Most studies of objectives have been attempts to find what a student should be asked to learn. The investigation described in the following pages deals with a different problem. An attempt is made to answer the following questions: (1) What do certain groups of teachers think pupils in the seventh and eighth grades should learn in the field of United States history? (2) How do the judgments of these teachers agree with certain determinations of objectives in United States history?¹

Before describing the investigation it will be helpful to consider the meaning of objectives in history and some of their general characteristics.

Types of achievement in history.² Achievement in history includes the acquisition of a large number of ideas or meanings such as those

¹These questions were suggested by Charles McIntosh, County Superintendent of Piatt County, Illinois.

²For an elaboration of this topic see:

HERRIOTT, M. E. "How to make courses of study in the social studies." University of Illinois Bulletin, Vol. 24, No. 5, Bureau of Educational Research Circular No. 46. Urbana: University of Illinois, 1926, p. 8-17. See also:

MONROE, WALTER S. "Teacher's Objectives." University of Illinois Bulletin, Vol. 23, No. 39, Bureau of Educational Research Circular No. 45. Urbana: University of Illinois, 1926. 24 p.

represented by discovery, exploration, colony, constitution, Continental Congress, party, whigs, term of office, economic conditions, campaign, Dred Scott Decision, taxation, allegiance, treason, Washington, Lincoln, Grant, 1492, 1776, 1861, and the like. One may be said to have acquired the meaning of a word or phrase, i. e., the idea the symbol represents, when the meaning comes into his consciousness in response to appropriate stimulation. "Appropriate stimuli" include not only the spoken or printed word or phrase, but also other related ideas. For example, a pupil who "knows about Washington" is able to call into his consciousness several ideas about Washington whenever he sees the printed word, "Washington," or hears it spoken. He should also be able to recall ideas about Washington when he "thinks of" such related ideas as "first president of the United States," "Revolutionary War," or "Mount Vernon."

A fact has been defined as "the statement of a relation between a particular concept and a general concept."³ For the purpose of describing achievement in history we may say that "a fact is the statement of a relation between two ideas." Hence "knowing a fact" may be described as "knowing the meaning of two or more words or phrases plus being aware of a relation between them." For example, the statement "Washington was the first president of the United States" expresses a fact. Knowing this fact involves being able to associate appropriate ideas with "Washington," "first," and "president of the United States" plus recognizing the relation between them, so that when "Washington" is mentioned the other two will tend to follow, or when "the first president of the United States" is mentioned "Washington" will be the response.

"Knowing facts" as described in the preceding paragraph should be distinguished from the type of achievement commonly designated as "memorized facts."⁴ The distinction is one of degree but certain differences may be noted. (1) When a fact is simply "known" the connection between the ideas is not fixed and usually these ideas are connected with a number of other ideas. This knowledge is characterized by a wealth of associations (connections between ideas). When a fact is memorized, a particular association is singled out and made relatively strong or fixed. (2) In addition to the difference in the degree of

³BAGLEY, W. C. *Educational Values*. New York: The Macmillan Company, 1911, p. 35.

⁴"A fact known" is commonly designated as a phase of knowledge. A "memorized fact" is classified as a fixed association or specific habit.

“fixedness of the association,” the memorization of a fact is usually accompanied by a tendency to crowd the ideas into the background of one’s consciousness and to establish a connection between the words and other symbols used to represent them.⁵ For example, a pupil who has memorized the names of the presidents of the United States and dates of their term of office, is able to recite this group of facts upon request but when doing so he may not bring into his consciousness many of the ideas that are commonly connected with either the names or the dates. In fact, a perfect recital of the names and dates does not demonstrate that the pupil “knows” the facts in the sense described in the preceding paragraph.

A third type of knowledge, principles, is usually recognized. Bagley⁶ has defined a principle as “the statement of a relation between general concepts.” No sharp line of demarcation can be drawn between facts and principles because the basis of the distinction is the degree of generalization represented by the ideas between which a relation is expressed. A statement of the causes of an event such as the Revolutionary War, or of the effects of an event such as the Louisiana Purchase would usually be listed as a general relationship, while a statement of the date of an event would be designated as a fact.⁷

Knowledge, which is described here as consisting of ideas, facts, and principles, is used in answering “thought questions,” that is questions for which one does not remember ready-made answers or does not seek such answers in his text or from other sources. In other words, ideas, facts, and principles are the material out of which one constructs (thinks out) answers to “new” questions.

In addition to specific habits in the form of memorized facts and the three types of knowledge (ideas, facts, and principles) achievement in history includes general patterns of conduct which are commonly designated as ideals, attitudes, interests, and the like. These controls of conduct are less tangible than the three phases of knowledge described but they represent important achievements.

A restatement of the problem. This analysis of achievement in the field of history makes possible a more detailed statement of the problem.

⁵This statement assumes that the pupil first “knows the fact” and then memorizes it. In many cases the pupil memorizes the symbols without having very clear ideas connected with them.

⁶BAGLEY, W. C. *Educational Values*. New York: The Macmillan Company, 1911, p. 35.

⁷The statement of a principle may be memorized. When this is done the meaning of the words and phrases is usually crowded into the background as in memorizing a fact.

The investigation concerns facts, not necessarily reduced to fixed associations, and principles. The two general questions stated on page 5 may be replaced by the following:

1. What is the judgment of a group of elementary teachers in regard to the dates, persons, events,⁸ and other facts which pupils should "know" as the result of their study of United States history in the seventh and eighth grades?

2. What is the judgment of a group of elementary teachers in regard to the thought questions that pupils should be able to answer as the result of their study of United States history in the seventh and eighth grades?⁹

3. How do judgments of these teachers in regard to these objectives agree with certain determinations of objectives for United States history?

The reader should note that the inquiry was restricted to ideas, facts, and principles. No attempt was made to ascertain what general patterns of conduct (ideals, interests, attitudes, and the like) pupils should acquire and there was no explicit inquiry relative to what facts should be memorized.

The collection of data relative to teachers' judgments. On October 22, 1925, the following letter and questionnaire¹⁰ was mailed to all public school teachers in Champaign and Piatt counties of Illinois except those employed in the schools of the City of Champaign.

TO THE TEACHERS OF CHAMPAIGN AND PIATT COUNTIES:

The questions asked on this and the following pages are for the purpose of securing information on which to base a formulation of minimum essentials in United States history. Answer each question carefully because it is important that we secure the best data available. Do not write down the first answers that occur to you. Unless you are very familiar with the field of United States history you should refer to one or more textbooks in preparing your answers.

This questionnaire is being sent to several hundred teachers and a summary of the replies will be sent to all who contribute information. You will assist us in the investigation by returning this blank promptly. A stamped envelope is enclosed.

Thanking you for your cooperation, I am

Very truly yours,

WALTER S. MONROE, *Director.*

⁸A "date" is to be interpreted as a fact because "knowing a date" means knowing the relation between the date and some event. Similarly "knowing" a person or an event usually means knowing a fact.

⁹A statement of the thought questions that pupils should be able to answer will by implication specify ideas, facts, and principles that they should know.

¹⁰In the questionnaire mailed to the teachers space was provided for their replies.

Name.....Address.....
No. of years you have
School.....taught U. S. history.....

I. In the blanks below give 20 to 25 dates in United States history which you believe children completing the seventh and eighth grades should know. Select the dates which you consider most important.

II. In the blanks below give 20 to 25 specific events in United States history which you believe children completing the seventh and eighth grades should know well enough so that given the event they will be able to supply the more important details, its causes, significance, and the like. For example, if asked to tell about the Battle of New Orleans they should be able to tell in what war it occurred, the approximate date and its significance. Select the events which you consider most important.

III. In the blanks below give the names of 30 to 50 persons in United States history which you believe children completing the seventh and eighth grades should know well enough so that (1) given the event with which the person was connected and his relation to it or his major accomplishments, the pupil will be able to supply the name, or (2) given the name of the person the pupil will be able to tell the thing for which he is noted. This explanation of the meaning of "know" is equivalent to saying that the pupils should be able to answer questions of the following type: "Who invented the telegraph?" "Who issued the Proclamation of Emancipation?" "Who was the first President of the United States?" "What did Columbus do?" "For what is Stephen A. Douglas noted?" Give the names which you consider most important.

IV. In the blanks below give 15 to 25 miscellaneous facts in United States history which you believe children completing the seventh and eighth grades should know. Include in this list any historical facts which are not included under the heads of dates, persons, and events. Facts relating to population, the organization of the government, expenditures, places, etc., are to be listed here.

V. Give below 15 *thought* questions in United States history which you think children completing the seventh and eighth grades should be able to answer. Note that *thought* questions are called for. Most questions of this kind ask the pupil to compare, give reasons why, state the effects of, explain, or discuss. However, it is not essential that these terms appear in the statement of the questions.

Number of replies received. Table I gives a summary statement of the number of replies received grouped according to the experience of the teachers. There were thirty-nine teachers in elementary schools, mostly rural, who had had no previous experience. Experienced teachers in elementary schools were grouped as follows: 1 year, 2 or 3 years, 4 to 7 years, and 8 or more years. The replies received from high school teachers are tabulated separately. A study of the table reveals that a few teachers failed to answer one or more of the questions asked and also that the number of responses per question varied. The maximum and minimum number of replies for each question is shown in the table.

Limitations and validity of the data. Despite certain omissions, obvious misinterpretations, and some other indications of carelessness which will be mentioned later, there was considerable evidence of thoughtful care in answering the questionnaire. Reports came indirectly of teachers working several hours on their replies. Seldom did a teacher give the exact number of items called for, but gave those that seemed

TABLE I. ANALYTICAL SUMMARY OF NUMBER OF REPLIES

Sections of Questionnaire	Experience in Years of Elementary Teachers					Total of Experienced Groups	High School Teachers	Grand Total
	0	1	2-3	4-7	8+			
I. DATES:								
Teachers answering..	39	32	47	51	34	164	23	226
Number of different dates.....						233		269
Maximum number of dates by one teacher.....	36	30	27	34	30	34	25	36
Minimum number of dates by one teacher.....	7	20	15	10	18	10	17	7
II. EVENTS:								
Teachers answering..	39	32	47	51	34	164	23	226
Number of different events.....						435		469
Maximum number of events by one teacher.....	25	26	28	25	25	28	25	28
Minimum number of events by one teacher.....	8	20	10	18	18	10	20	8
III. NAMES:								
Teachers answering	39	31	47	51	34	163	23	225
Number of different names.....						360		417
Maximum number of names by one teacher.....	57	50	57	52	50	57	50	57
Minimum number of names by one teacher.....	16	30	23	29	31	23	30	16
IV. MISCELLANEOUS FACTS:								
Teachers answering..	37	29	43	50	30	152	22	211
Number of different miscellaneous facts.						601		721
Maximum number of miscellaneous facts by one teacher....	25	25	25	25	25	25	25	25
Minimum number of miscellaneous facts by one teacher....	4	10	4	9	10	4	12	4
V. THOUGHT QUESTIONS:								
Teachers answering..	31	28	42	50	30	150	20	201
Number of different thought questions..						1894		2500
Maximum number of thought questions by one teacher....	17	16	15	18	15	18	21	21
Minimum number of thought questions by one teacher....	1	3	9	4	6	3	6	1

appropriate, frequently appending a note of explanation. Some teachers thought that only a few dates should be known, but in the judgment of others so many important events have occurred in our national life that twenty-five was an insufficient number to list. Some teachers not only gave dates but appended the corresponding events. Perhaps this is an evidence of misunderstanding, but probably it is an indication of care taken in order that the significance of the dates might not be misinterpreted. One teacher mislaid his questionnaire and wrote in for another.

There was some evidence of apparent misunderstanding and lack of care in answering the questionnaire. A few teachers failed to give their names and other information with regard to themselves. Their replies were not tabulated. A few teachers gave all of the data about themselves except their years of experience teaching United States history. Their replies were tabulated with those from teachers with no experience teaching United States history. This was done on the assumption that a blank was intended to indicate no experience.

Instead of simply listing the names of important personages one teacher phrased questions about them, often using nicknames, such as, "Who was the Little Giant?" "What is said of 'Little Mac'?" Each name referred to in this manner was identified and the data tabulated as if given in proper form. There were a few other irregularities in answering other questions. Some teachers "sandwiched" a few names among events and miscellaneous facts, and vice versa. These names, dates, events, and miscellaneous facts were sorted out and transferred to the tabulations of like data. Frequently the same fact or event was listed by some teachers as an event and by others as a miscellaneous fact. Thus, the Missouri Compromise, in the total tabulation, was mentioned as an event by 143 teachers and as a miscellaneous fact by 14 teachers. These were combined to give the Missouri Compromise a frequency of mention of 157 as an event. Similar combinations of data were made for other events.

Another peculiarity of the data is that no single date or man was mentioned by all teachers. Abraham Lincoln was mentioned by 161 of the 163 elementary teachers with experience teaching United States history; George Washington by 157; and 1492 by 161 of the 164 teachers giving dates. This lack of unanimous mention may be accounted for in two or three ways. Perhaps it was due to carelessness. If so, there is not enough carelessness to cause serious concern. It may be that some teachers were thinking of the dates, events and so forth, which they listed as those which pupils should learn in the seventh and eighth grades rather than those which they should know at the end of

the eighth grade, and thus they might think that George Washington should be learned about before pupils reach the seventh grade. At any rate, this does not appear to be a source of serious error.

Despite these various evidences of slight carelessness, minor errors, and discrepancies, the data appear to have been given in good faith, with commendable care, and to be a fair representation of the opinions of the teachers of Champaign and Piatt counties.

Tabulation of data. In summarizing the dates, events, personages, miscellaneous facts, and thought questions listed by the teachers responding to the questionnaire, the order in which they were mentioned was disregarded and only the frequency of occurrence was determined.¹¹ In order to facilitate interpretation the rank of several items was determined from the frequency of mention. In doing this the items were arranged in the order of descending frequency of mention. When two or more items had the same frequency the same rank was assigned to each.¹²

Sources of comparative data. In an effort to determine what the objectives of United States history should be, the list of dates, names and events most frequently mentioned by the teachers of Champaign and Piatt counties are compared in the following tables with similar lists which have been compiled. These lists and the manner in which they were secured are briefly described in the following paragraphs.

1. **Bagley's Lists.**¹³ In determining the twenty dates of importance in United States history and their relative importance, Wooters, under the direction of Bagley, submitted fifty-two dates, ranging from 1419 to 1879, to eminent historians and other teachers of history with the request that they rank them in the order of importance. Forty-nine of

¹¹Details of the procedure employed in summarizing the thought questions are given on pages 28-34.

¹²This rank is the average of the rank positions occupied by the items. For example, if the two items following the sixth have the same frequency (see Table II) their rank is 7.5, the average of the rank positions 7 and 8.

¹³See:

BAGLEY, W. C. "The determination of minimum essentials in elementary geography and history." Fourteenth Yearbook of the National Society for the Study of Education, Part I. Bloomington, Illinois: Public School Publishing Company, 1915, p. 131-46.

BAGLEY, W. C., and RUGG, H. O. "The content of American history as taught in the seventh and eighth grades." University of Illinois Bulletin, Vol. 13, No. 51, School of Education Bulletin No. 16. Urbana: University of Illinois, 1916. 59 p. (Out of print.)

MARSTON, L. R., MCKOWN, H. C., and BAGLEY, W. C. "A method of determining misplacements of emphasis in seventh and eighth-grade history." Seventeenth Yearbook of the National Society for the Study of Education, Part I. Bloomington, Illinois: Public School Publishing Company, 1918, p. 90-96.

the eighty-six replies received were used for the final computations of the twenty most important dates.

In determining the persons most prominent in civil and military life between 1765 and 1865, Bagley analyzed twenty-five textbooks in American history and ranked the names on the basis of frequency of mention. Afterward encyclopedias and magazines were examined and the same names ranked on the basis of the frequency of mention in each. The two lists were also submitted to teachers and students of history who ranked them.

2. Tryon's List.¹⁴ The data credited to Tryon in the following tables are taken from the report of a committee to the Department of History and Other Social Sciences of the Academies and High Schools in Relation with the University of Chicago. Tryon was chairman of the committee. The report includes lists of dates, events, and names which should be recognized as objectives in the junior and senior-high school¹⁵ courses in American history. The lists may be considered as representing the concensus of the opinions of certain leaders in curriculum making in the social studies.

3. Fort Wayne List.¹⁶ Certain dates, events, and names of persons are listed as objectives in the Fort Wayne, Indiana, course of study for United States history in the junior high school (seventh and eighth grades). These lists are taken as a sample of specifications set up by school authorities. In the lists of names, some are in bold faced type, others in light faced type. It appeared that those in bold faced type were considered the more important and since the list was rather lengthy, comparison was made only with them. Ordinarily dates and events were listed together, but in one list, 1492 to 1816, dates were listed without corresponding events. Events were supplied for these dates and used for comparison in this study.

4. Washburne's List.¹⁷ In attempting to determine the basic facts in history and geography, Washburne had periodicals examined for

¹⁴See:

"Progressive requirements in American history for junior and senior high schools," *The School Review*, 26:473-89, September, 1918.

¹⁵Comparisons are made with the junior-high school lists.

¹⁶See:

"Course of study, junior high school." Fort Wayne, Indiana: Board of Education, 1920, p. 69, 73, 74, 77, 78, 80.

¹⁷See:

WASHBURNE, CARLETON W. "Basic facts needed in history and geography; a statistical investigation." *Twenty-Second Yearbook of the National Society for the Study of Education, Part II*. Bloomington, Illinois: Public School Publishing Company, 1923, p. 216-33.

allusions to persons, places, dates and events. In the resulting list the items were arranged according to an index number determined from the periodicals and the dates of the issues read. Since few dates and events appear in the published list, Washburne's data have been used only in the case of names. In doing this those names were selected from the total list which are of importance in American history and ranked on the basis of Washburne's ratings.

Dates. The fifty-two dates mentioned most frequently by 164 elementary teachers with experience in teaching United States history are given in Table II.¹⁸ Of the first fifty-two dates as ranked by frequency of mention by 164 elementary teachers of Champaign and Piatt counties with experience teaching United States History, 1492 ranks first with a frequency of mention of 161 and also appears in Tryon's list and in the Fort Wayne, Indiana, Course of Study; 1803 ranks third with a frequency of mention of 133 and appears in Tryon's list but not in the Fort Wayne Course of Study, and so forth. The frequency of mention decreases rapidly as one reads down the list, and in order to secure a list of fifty dates it was necessary to include one that was mentioned only fifteen times by this group of 164 teachers.¹⁹ The rapid decrease in frequency indicates that with the exception of a few dates near the top of the table (1492, 1776, 1803, 1607, 1812, 1620, etc.) the teachers differ widely in their judgments concerning the 25 most important dates in United States history. This conclusion is indicated also by the fact that 233 different dates were mentioned, although the highest number given by any one teacher was 34.

The last two columns of Table II furnish a comparison with Tryon's list²⁰ and the Fort Wayne list.²¹ Of the fifty-two dates, eighteen do not appear in the former and nineteen are not found in the latter. Hence the general statement can be made that nearly two-thirds of the

¹⁸By reference to Table I it will be seen that 39 teachers of no experience and 23 high school teachers also answered the question relative to important dates. After an analysis of the total data collected it was decided to omit the data supplied by these teachers from this report.

¹⁹Since three dates had this frequency, the list was extended to include a total of 52 dates.

²⁰Tryon's list is found in:

"Progressive requirements in American history for junior and senior high schools," School Review, 26:473-89, September, 1918. Fifty-one dates are given.

²¹The Fort Wayne, Indiana, Course of Study gives 62 dates for the seventh and eighth grades. See:

"Course of study, junior high school." Fort Wayne, Indiana: Board of Education, 1920, p. 73-74, 78.

TABLE II. THE FIFTY-TWO DATES MOST FREQUENTLY MENTIONED BY 164 ELEMENTARY TEACHERS OF CHAMPAIGN AND PIATT COUNTIES WITH EXPERIENCE TEACHING UNITED STATES HISTORY COMPARED WITH TRYON'S LIST AND THE FORT WAYNE LIST

Frequency	Rank	Dates	Tryon's List	Fort Wayne List	Frequency	Rank	Dates	Tryon's List	Fort Wayne List
161	1	1492	x	x	47	27.5	1793	x	x
140	2	1776	x	x	47	27.5	1819	x	x
133	3	1803	x	x	29	45	1781	x	x
130	4	1607	x	x	42	30	1854	x	x
126	5	1812	x	x	36	31	1825		
121	6	1620	x	x	34	32	1497	x	x
119	7.5	1898	x	x	32	33	1845	x	x
119	7.5	1914	x	x	31	34.5	1519		
115	9	1917	x	x	31	34.5	1807	x	x
112	10	1918	x	x	29	36	1765	x	x
111	11.5	1789	x	x	28	37	1844	x	x
111	11.5	1861	x	x	26	38	1846	x	x
106	13	1850	x	x	25	39.5	1519-22		
102	14.5	1820	x	x	25	39.5	1818		
102	14.5	1863	x	x	24	41	1846-48		
101	16	1787	x	x	23	42	1867	x	x
99	17	1619	x	x	22	43.5	1860	x	x
92	18	1775	x	x	22	43.5	1909		
90	19	1865	x	x	20	46.5	1507		
84	20	1823	x	x	20	46.5	1643		x
71	21	1848	x	x	20	46.5	1858		
68	22	1763	x	x	20	46.5	1869	x	
67	23	1783	x	x	18	49	1861-65		
55	24	1837			15	51	1453	x	
51	25	1774			15	51	1565	x	x
49	26	1919			15	51	1904		

fifty-two most frequently mentioned dates are included in both of these two comparative lists.

Table III presents five rankings of the twenty dates considered most important by the historians to whom Bagley submitted his list.²²

TABLE III. RANKINGS OF BAGLEY'S LIST OF TWENTY IMPORTANT DATES IN UNITED STATES HISTORY

Dates	Bagley's Historians	Eight Current Histories	164 Champaign and Piatt Teachers		
			Rank including only twenty dates	Rank as in Table II	Rank excluding all dates since 1879
1776	1	7	2	2	2
1492	2	18	1	1	1
1607	3	16	4	4	4
1789	4	11	7.5	11.5	7.5
1620	5	20	6	6	6
1803	6	13	3	3	3
1861	7	2	7.5	11.5	7.5
1787	8	8	12	16	12
1863	9	5	10.5	14.5	10.5
1820	10	9	10.5	14.5	10.5
1812	11	3	5	5	5
1765	12	17	19	36	31
1783	13	12	16	23	19
1865	14	4	14	19	15
1850	15	1	9	13	9
1854	16	15	18	30	25
1775	17	6	13	18	14
1781	18	14	17	29	24
1823	19	19	15	20	16
1846	20	10	20	38	33

These authorities considered 1776 most important. When judged by frequency of mention in "eight current histories" it occupies seventh

²²The data for the first two columns is taken from *The Twenty-Second Yearbook of the National Society for the Study of Education, Part II*. Bloomington, Illinois: Public School Publishing Company, 1923, p. 324. For the original discussion of the data in the first column see:

WOOTERS, JAMES E. "Elementary American history standards," *School and Home Education*, 34:152-55, December, 1914.

The dates later than 1879 were deleted from among the first thirty-eight dates in Table II. These dates with their ranks are:

Dates	Rank
1898	7.5
1914	7.5
1917	9
1918	10
1919	26

This was done because the list of dates submitted to the historians from which to select twenty dates included no date later than 1879.

place; it was the second most frequently mentioned date by the 164 elementary teachers of Champaign and Piatt counties. When dates since 1879 are excluded all of the twenty dates determined by Bagley are found among the first 33 in Table II. Furthermore the ranking of

TABLE IV. DATES APPEARING AMONG THE FIFTY-TWO MOST FREQUENTLY MENTIONED BY 164 ELEMENTARY TEACHERS OF CHAMPAIGN AND PIATT COUNTIES WITH EXPERIENCE TEACHING UNITED STATES HISTORY BUT NOT AMONG TWENTY DATES LISTED BY BAGLEY

Rank	Dates	Frequency	Rank	Dates	Frequency
7.5	1898	119	34.5	1807	31
7.5	1914	119	37	1844	28
9	1917	115	39.5	1519-22	25
10	1918	112	39.5	1818	25
17	1619	99	41	1846-48	24
21	1848	71	42	1867	23
22	1763	68	43.5	1860	22
24	1837	55	43.5	1909	22
25	1774	51	46.5	1507	20
26	1919	49	46.5	1643	20
27.5	1793	47	46.5	1858	20
27.5	1819	47	46.5	1869	20
31	1825	36	49	1861-65	18
32	1497	34	51	1453	15
33	1845	32	51	1565	15
34.5	1519	31	51	1904	15

the twenty dates on the basis of the frequency of mention by this group of teachers corresponds very closely to that determined by Bagley. Table IV affords additional evidence of the relatively high degree of agreement between the judgments of this group of elementary teachers and the judgments of the historians to whom Bagley submitted his original list. Four of the five dates that have a rank of less than twenty are for years since 1879.

Table V gives the fifty-one events mentioned most frequently by 164 elementary teachers with experience. The Purchase of Louisiana ranks first with a frequency of mention of 140 and also appears in Tryon's List²³ but not in the Fort Wayne List;²⁴ the Monroe Doctrine ranks second with a frequency of mention of 132 and appears in both Tryon's list and the Fort Wayne list. The decrease in frequency of mention is rapid as in the case of dates (see Table II) but the lowest frequency

²³Fifty-one events are given in this list.

²⁴The Fort Wayne Course of Study does not include events for the period 1492 to 1816. In Table V events for this period have been supplied by inserting the events corresponding to the various dates given. (See Table II.) The date 1803 does not appear in the Fort Wayne list and for this reason the Purchase of Louisiana is not checked in Table V for the Fort Wayne List. The amended list includes 62 events.

is more than double that for the fifty-second date (15). This suggests that teachers are more nearly in agreement in regard to the most important events than they were in the case of dates. On the other hand, the total number of events mentioned is larger than the total number

TABLE V. FIFTY-ONE EVENTS MENTIONED MOST FREQUENTLY BY 164 ELEMENTARY TEACHERS OF CHAMPAIGN AND PIATT COUNTIES WITH EXPERIENCE TEACHING UNITED STATES HISTORY COMPARED WITH TRYON'S LIST AND THE FORT WAYNE LIST

Frequency	Rank	Event	Tryon's List	Fort Wayne List
140	1	Purchase of Louisiana.....	x	
132	2	Monroe Doctrine.....	x	x
131	3	Declaration of Independence.....	x	x
122	4	Battle of Gettysburg.....		
118	5	Missouri Compromise.....	x	x
112	6	Emancipation Proclamation.....	x	x
111	7	Discovery of America.....	x	x
109	8	Constitutional Convention.....		x
85	9	Panama Canal.....	x	x
83	10	Founding of Jamestown Colony.....	x	x
82	11	Gold Rush to California.....	x	x
75	12	First Continental Congress.....		
71	13.5	The Stamp Act.....	x	x
71	13.5	War of 1812 with England.....	x	
70	15	Articles of Confederation.....		x
69	16	Building of Erie Canal.....		
68	17	Compromise of 1850.....	x	x
65	18	Kansas-Nebraska Bill.....	x	x
64	19.5	Lincoln-Douglas Debates.....		
64	19.5	Mexican War.....		
63	21	Civil Service Reform.....		
61	22	Landing of the Pilgrims.....	x	x
60	23	Battle of Bunker Hill.....		
58	24	Invention of Cotton Gin.....	x	x
55	25.5	The World War.....	x	x

of dates (455 and 255 respectively), and there is less agreement with Tryon's list and the Fort Wayne list. Hence, it appears that the judgment of this group of teachers in regard to the importance of events is no better and probably not as good as their judgment relative to the importance of dates.

Table VI presents in chronological order the fifty-two dates and the fifty-one events given in Tables II and V. The earliest of the fifty-two dates most frequently mentioned by 164 elementary teachers of Champaign and Piatt Counties with experience teaching United States history

is 1453, with a frequency of mention of 15 and a rank of 51. The corresponding event, Capture of Constantinople by the Turks, has a frequency of mention of 7 and a rank of 160. The date 1775 has three events—Battles of Bunker Hill, Concord, and Lexington—among the

TABLE V. Concluded

Frequency	Rank	Event	Tryon's List	Fort Wayne List
55	25.5	The Civil War		
54	27	Dred Scott Decision	x	x
49	28.5	Spoils System		
49	28.5	Spanish-American War	x	x
48	31.5	Annexation of Texas	x	x
48	31.5	Battle of Lexington	x	
48	31.5	Signing of Armistice, Nov. 11, 1918		
48	31.5	Battle of Concord	x	
47	34.5	Boston Tea Party		
47	34.5	Purchase of Florida	x	x
44	36.5	League of Nations		
44	36.5	Entrance of U. S.—World War	x	x
43	38.5	Treaty of Versailles		
43	38.5	Treaty of 1783	x	x
42	40	Panic of 1837		
40	41	Purchase of Alaska	x	x
38	43	Battle of Saratoga		
38	43	Fall of Quebec		
38	43	Nullification Ordin.—S. Carolina		
37	45	Westward Movement		
36	46	Introduction of Slavery	x	x
35	48	Ballot Reform		
35	48	Treaty of 1763	x	x
35	48	Battle of Yorktown		
33	50.5	Lewis and Clark Expedition		x
33	50.5	Battle of New Orleans		

first fifty-one events. No definite date or period can well be assigned to the Westward Movement. A study of Table VI reveals that twenty events for the fifty-two most frequently mentioned dates are not included in the fifty-one most frequently mentioned events. The teachers failed to mention specifically the events corresponding to three dates, (1519, Beginning of Magellan's Voyage around the world; 1825, Erie Canal opened; and 1914, Beginning of the World War). However, each of these events may be considered as included in a more general event that is mentioned. Thirteen of the dates corresponding to the fifty-one most frequently mentioned events are not included in the fifty-two most

frequently mentioned dates and there was no mention of the date of seven of the fifty-one events.

The lack of agreement between the lists of dates and events is significant. Since a date is the time when an event occurred, "knowing a

TABLE VI. CHRONOLOGICAL ARRANGEMENT OF THE FIFTY-TWO DATES AND FIFTY-ONE EVENTS MOST FREQUENTLY MENTIONED BY 164 ELEMENTARY TEACHERS OF CHAMPAIGN AND PIATT COUNTIES WITH EXPERIENCE TEACHING UNITED STATES HISTORY

Dates			Events		
Freq.	Rank	Date	Event	Rank	Freq.
15	51	1453	Capture of Constantinople by the Turks.....	160	7
161	1	1492	Discovery of America.....	7	111
34	32	1497	John Cabot discovers North America.....	109.5	12
20	46.5	1507	The name of America is suggested.....	91.5	16
31	34.5	1519	Beginning of Magellan's voyage around world		
25	39.5	1519-22	Magellan's fleet sails round the globe.....	65	27
15	51	1565	St. Augustine founded.....	173.5	6
130	4	1607	Founding of Jamestown Colony.....	10	83
99	17	1619	Introduction of slavery.....	46	36
121	6	1620	Landing of the Pilgrims.....	22	61
20	46.5	1643	New England Confederation formed.....	57.5	29
4	108.5	1759	Fall of Quebec.....	43	38
68	22	1763	Treaty of 1763.....	48	35
29	36	1765	The Stamp Act.....	13.5	71
2	148.5	1773	Boston Tea Party.....	34.5	47
51	25	1774	First Continental Congress.....	12	75
			Battle of Bunker Hill.....	23	60
92	18	1775	Battle of Lexington.....	31.5	48
			Battle of Concord.....	31.5	48
140	2	1776	Declaration of Independence.....	3	131
13	54.5	1777	Battle of Saratoga.....	43	38
45	29	1781	Ratification of Articles of Confederation.....	15	70
			Battle of Yorktown.....	48	35
67	23	1783	Treaty of 1783.....	38.5	43
101	16	1787	Constitutional Convention.....	8	109
111	11.5	1789	Washington inaugurated President.....	91.5	16
47	27.5	1793	Invention of Cotton Gin.....	24	58
133	3	1803	Purchase of Louisiana.....	1	140
		1804	Lewis and Clark Expedition.....	50.5	33
31	34.5	1807	Fulton's Steamboat.....	61	28
126	5	1812	War with England.....	13.5	71
5	97.5	1815	Battle of New Orleans.....	50.5	33
2	148.5	1817-25	Building of Erie Canal (See 1825 below).....	16	69
25	39.5	1818	Illinois admitted to the Union.....	140.5	9
47	27.5	1819	Purchase of Florida.....	34.5	47
102	14.5	1820	Missouri Compromise.....	5	118

date" would necessarily include "knowing the event," and in general the significance of a date is due to the significance of the event. In a few instances the significance of a date is due to a number of events that are grouped about it. In such a case a date might be more signifi-

cant than any one of the events. However, it is difficult to understand how a teacher could justify the listing of most of the dates in Table II as important without also giving the corresponding event among those considered as important. Since a considerable number of the teachers

TABLE VI. Concluded

Dates			Events		
Freq.	Rank	Date	Event	Rank	Freq.
84	20	1823	Monroe Doctrine	2	132
36	31	1825	Erie Canal Opened (See 1817-25 above)		
6	86	1829	Spoils System	28.5	49
9	66	1832	Nullification Ordinance of South Carolina	43	38
55	24	1837	Panic of 1837	40	42
28	37	1844	Morse's Telegraph	65	27
32	33	1845	Annexation of Texas	31.5	48
26	38	1846	Accession of Oregon Territory	69.5	25
24	41	1846-48	War with Mexico	19.5	64
71	21	1848	Guadalupe-Hidalgo Treaty	289	2
13	54.5	1849	Gold Rush to California	11	82
106	13	1850	Compromise of 1850	17	68
42	30	1854	Kansas-Nebraska Act	18	65
12	56	1857	Dred Scott Decision	27	54
20	46.5	1858	Lincoln-Douglas Debates	19.5	60
22	43.5	1860	Secession of South Carolina	140.5	9
111	11.5	1861	Inauguration of Lincoln	173.5	6
18	49	1861-65	Civil War	25.5	55
102	14.5	1863	{ Emancipation Proclamation	6	112
			{ Battle of Gettysburg	4	122
90	19	1865	Lee's Surrender	55.5	30
23	42	1867	Purchase of Alaska	41	40
20	46.5	1869	First Transcontinental Railroad	61	28
14	53	1883	Civil Service Reform	21	63
4	108.5	1888	Ballot Reform	48	35
119	7.5	1898	Spanish-American War	28.5	49
15	51	1904	Panama Canal Begun (See 1914 below)	9	85
22	43.5	1909	Peary Reaches North Pole	140.5	9
119	7.5	1914	{ Beginning of World War (See 1914-18 below).		
			{ Panama Canal Opened (See 1904 above)	9	85
1	197.5	1914-18	World War	25.5	55
115	9	1917	United States Enters World War	36.5	44
112	10	1918	Signing of Armistice	31.5	48
49	26	1919	{ League of Nations	36.5	44
			{ Peace Treaty of Versailles	38.5	43
			Westward Movement	45	37

answering the questionnaire gave several dates without the corresponding events, it appears that they have not thought sufficiently clearly about their objectives in United States history.

In interpreting Table VI the reader should bear in mind that dependence of an event upon its date is not the same as the relation of a date to the event. The date of its occurrence is only one phase of an event. A pupil may know many things about an event and yet not know

its date and frequently when it is desirable for him to know when an event occurred, the knowledge of its chronological relation to certain other events is sufficient. Hence, we might expect several of the events in this table to have frequencies large enough to give them a rank con-

TABLE VII. THE FIFTY PERSONAGES MENTIONED MOST FREQUENTLY BY 163 ELEMENTARY TEACHERS OF CHAMPAIGN AND PIATT COUNTIES WITH EXPERIENCE TEACHING UNITED STATES HISTORY COMPARED WITH TRYON'S LIST, FORT WAYNE LIST, AND THE FIRST FIFTY OF WASHBURNE'S LIST

Frequency	Rank	Names	Tryon's List	Fort Wayne List	Washburne's First Fifty
161	1	Lincoln, Abraham	x	x	x
157	2	Washington, George	x	x	x
155	3	Grant, Ulysses S.	x	x	x
150	5.5	Jefferson, Thomas	x	x	x
150	5.5	Lee, Robert E.	x	x	x
150	5.5	Columbus, Christopher	x	x	
150	5.5	Wilson, Woodrow		x	x
148	8	Roosevelt, Theodore		x	x
147	9	Franklin, Benjamin	x	x	x
143	10	Clay, Henry	x	x	
140	11	Douglas, Stephen A.	x	x	
139	12	Webster, Daniel	x		
128	13	Whitney, Eli	x	x	
127	14	Pershing, Gen. John J.			x
125	15	Jackson, Andrew	x	x	
123	16	Fulton, Robert	x	x	
119	17	Hamilton, Alexander	x	x	
118	18	Monroe, James	x		
115	19	Morse, Samuel F. B.	x	x	
109	20	Calhoun, John C.	x	x	
107	21	Clark, Geo. Rogers		x	
100	22	Smith, Capt. John			
98	23.5	Penn, William	x	x	
98	23.5	Edison, Thomas A.			x
87	25	Bell, Alexander Graham			

siderably higher than the corresponding dates, and it is possible to justify the omission of the specific dates of such events as the Battle of Lexington, or the opening of the Erie Canal.

Tables VII, VIII, IX, and X, present tabulations of the replies to the request to give "the names of 30 to 50 persons in United States history which you believe children completing the seventh and eighth grades should know well enough so that (1) given the event with which the person was connected and his relation to it or his major accom-

plishments, the pupil will be able to supply the name, or (2) given the name of the person the pupil will be able to tell the thing for which he is noted." Table VII should be read: Of the first fifty personages as ranked by frequency of mention by 163 elementary teachers of Cham-

TABLE VII. Concluded

Frequency	Rank	Names	Tryon's List	Fort Wayne List	Washburne's First Fifty
86	26.5	Magellan, Ferdinand.....			
86	26.5	Sherman, Wm. T.....			
83	28	McKinley, Wm.....	x	x	x
81	29	Henry, Patrick.....	x	x	
74	31	Madison, James.....	x		
74	31	Davis, Jefferson.....	x	x	
74	31	McCormick, Cyrus.....			
73	33	Jones, John Paul.....		x	
70	34	La Salle.....	x		
67	35.5	Cabot, John.....			
67	35.5	Garrison, Wm. Lloyd.....			
65	37.5	Lafayette, Marquis de.....	x	x	x
65	37.5	Dewey, Adm. George.....		x	x
59	39	Stowe, Harriet Beecher.....	x	x	
58	40	Raleigh, Sir Walter.....		x	
55	41	Vespucci, Amerigo.....			
54	42	De Soto.....			
52	43.5	Perry, Commodore.....			
52	43.5	Coolidge, Calvin.....			
49	45	Taft, Wm. H.....			x
48	47	Adams, John.....			
48	47	Jackson, Stonewall.....			
48	47	Harding, Warren G.....			
45	49.5	Jay, John.....		x	
45	49.5	Arnold, Benedict.....		x	

paign and Piatt counties with experience teaching United States history, Abraham Lincoln ranks first with a frequency of mention of 161 and also appears in Tryon's List,²⁵ in the Fort Wayne Course of Study²⁶ and among the first fifty of Washburne's List;²⁷ Daniel Webster ranks

²⁵Thirty-two names about which pupils should be able to write 200 words are given. One hundred and thirteen other names are given which the pupils should be able to identify. The latter are not used in this table.

²⁶The list includes the 55 names in bold faced type out of a total list of 137 names.

²⁷This list was determined from:

WASHBURNE, CARLETON W. "Basic facts needed in history and geography: a statistical investigation." Twenty-Second Yearbook of the National Society for the Study of Education, Part II. Bloomington, Illinois: Public School Publishing Company, 1923, p. 222-33.

twelfth with a frequency of mention of 139 and appears in Tryon's List but not in the Fort Wayne List or among Washburne's First Fifty. Although the frequency of mention by the 163 elementary teachers of experience decreases rapidly in Table VII, the decrease is less rapid

TABLE VIII. PERSONAGES APPEARING IN TRYON'S LIST, FORT WAYNE LIST, AND WASHBURNE'S FIRST FIFTY BUT NOT AMONG FIFTY PERSONAGES MOST FREQUENTLY MENTIONED AS LISTED BY 163 ELEMENTARY TEACHERS OF CHAMPAIGN AND PIATT COUNTIES WITH EXPERIENCE TEACHING UNITED STATES HISTORY

Name	Champaign and Piatt Teachers		Tryon's List	Fort Wayne List	Washburne's List
	Rank	Freq.			Rank
Adams, Samuel.....	63	32	x	x	
Addams, Jane.....	114	13			42
Baker, Newton D.....					48
Balboa.....	52	43		x	
Baltimore, Lord.....	100	18		x	
Barton, Clara.....	81.5	25		x	
Benton, Thomas.....	317	1	x		
Berkeley, Gov.....	143.5	8		x	
Blaine, James.....	180.5	4		x	
Boone, Daniel.....	55	41	x		
Bryan, W. J.....	55	41			7
Burke, E.....	317	1		x	
Cannon, J. G.....					45
Carnegie, A.....	180.5	4			12
Carranza.....					47
Champlain, S.....	91.5	22		x	
Charles II.....					37
Clemenceau.....					40
Cleveland, G.....	55	41		x	16
Daniels, J.....					28
Dix, Dorothea.....	246.5	2	x		
Eliot, C. W.....					33
Elizabeth, Queen.....	246.5	2			15
Emerson, R. W.....	128	10			11
Field, Cyrus.....	68.5	29	x	x	

than in the case of either dates or events. Furthermore, although the teachers were asked to give 30 to 50 names, the total number of names is only 360, while in response to the requests to give only 20 to 25 items, 233 dates and 435 events were mentioned. These facts suggest that the teachers replying to the questionnaire are more nearly in agreement in regard to names of persons to be learned than they are in the case of either dates or events.

Table VIII furnishes additional evidence of the degree of agreement of the teacher's list with Tryon's List, The Fort Wayne List, and Washburne's First Fifty. Tryon's List contains only thirty-two names. Twenty-six of these are found in the teacher's list. The ones omitted

TABLE VIII. Concluded

Name	Champaign and Piatt Teachers		Tryon's List	Fort Wayne List	Washburne's List
	Rank	Freq.			Rank
Foch, Marshall.....	77.5	26		x	49
Gompers, S.....	81.5	25			39
Greeley, Horace.....	137	9		x	
Hancock, J.....	86	24		x	
Harriman, E. H.....					46
Harrison, B.....	137	9		x	
Hawthorne, N.....	166.5	5			32
Hay, John.....	246.5	2		x	
Hindenberg.....					50
Hoover.....	71	28			43
Hughes, C. E.....	180.5	4			10
Irving, W.....	74.5	27			44
James I.....				x	
James II.....				x	
James, Henry.....					26
Johnson, A.....	88.5	23		x	
Kitchener.....	317	1			22
Lafollette, R.....	317	1			35
Lloyd-George.....	317	1			8
Lodge, H. C.....	392				24
Longfellow, H.....	102	17			27
Lowell, J. R.....	148	7			23
Marshall, John.....	74.5	27	x		
McAdoo, W. G.....	166.5	5			31
Montcalm.....	110.5	14		x	
Morgan, J. P.....	246.5	2			14
Napoleon I.....	317	1			6
Otis, James.....	166.5	5	x	x	
Pitt, William.....	106	16	x		
Rockefeller, J.....	246.5	2			17
Root, Elihu.....	180.5	4			19
Seward, Wm.....	86	24		x	
Stanton, E.....	317	1		x	
Twain, Mark.....	98	19			21
Washington, B.....	205.5	3		x	
Whitman, W.....	180.5	4			29
Wilhelm II.....	166.5	5			9
Williams, R.....	57	40		x	
Wolfe, J.....	68.5	29		x	
Wood, Leonard.....	205.5	3		x	

are Samuel Adams, Thomas Benton, Daniel Boone, Dorothea Dix, Cyrus Field, and John Marshall. Twenty-nine of the fifty-five names in the Fort Wayne List, and fourteen of Washburne's First Fifty are included in the fifty names most frequently mentioned by the elementary teachers.

TABLE IX. RANKINGS OF TWENTY-FIVE MEN PROMINENT IN CIVIL LIFE BETWEEN 1765 AND 1865

Name	163 Elemen- tary Teachers of Ex- perience	Bagley's				Wash- burne's List
		Text- books	Ency- clope- dias	Histo- rians	Maga- zines	
Lincoln, Abraham	1	1	1	2	1	1
Washington, George . . .	2	2	4	1	3	2
Jefferson, Thomas	3	3	2	3	2	3
Franklin, Benjamin	4	10.5	3	6	4	4
Clay, Henry	5	8	10	9	6	12
Douglas, Stephen	6	16.5	20	15	14.5	11
Webster, Daniel	7	14	7	5	7	7
Jackson, Andrew	8	4	8	8	5	6
Hamilton, Alexander . . .	9	7	5	4	9.5	5
Monroe, James	10	10.5	12	17	8	15
Calhoun, John C	11	14	14	10	17	
Henry, Patrick	12	12	21	16	23	17
Davis, Jefferson	13.5	20.5	15	18	11	8
Madison, James	13.5	6	11	7	17	9
Adams, John	15	5	6	11	12.5	10
Jay, John	16	24.5	23	14	23	
Adams, Samuel	17	16.5	18	13		
Taylor, Zachary	18	22.5	25	23	21	
Burr, Aaron	19	22.5	24	25	17	16
Adams, John Quincy . . .	20	9	9	12	9.5	13
Harrison, Wm. Henry . . .	21	24.5	17	24	23	
Tyler, John	22	18.5	19	22	20	
Van Buren, Martin	23	14	22	20	12.5	
Polk, James K	24	20.5	16	19	19	
Buchanan, James	25	18.5	13	21	14.5	14

The fact that a large number of names included in the teacher's list and in one or both of the first two comparative lists do not appear in Washburne's First Fifty (See Table VII) suggests that it is not very satisfactory as a basis of objectives in United States history. This conclusion is strengthened by an examination of Table VIII which gives the other names in Washburne's First Fifty,²⁸ and is also suggested by

²⁸One hundred thirty-five of the 360 names given by the 163 elementary teachers were found in Washburne's complete list. In several cases the agreement in rank is relatively close: Abraham Lincoln 1-2 (The first ranking is that for the Teacher's List), Theodore Roosevelt 8-1. Thomas A. Edison 23.5-30, James Buchanan 202.5-206. In many cases there are striking differences: William H. Taft 45-4, Mark Twain 98-21, Ralph Waldo Emerson 127-11, Jane Addams 114-42, Charles E. Hughes 177.5-10, Patrick Henry 29-239, R. M. Lafollette 314-35, Alexander Graham Bell 25-194.

the fact that it is merely a statement of the names encountered in reading certain types of material; it does not purport to be a determination of the historical knowledge needed for other purposes.

Tables IX and X present additional comparisons with the ranking of certain names by this group of elementary teachers. Table IX gives

TABLE X. RANKINGS OF TWENTY-FIVE MEN PROMINENT IN MILITARY AND NAVAL AFFAIRS BETWEEN 1765 AND 1865

Name	163 Elemen- tary Teachers of Ex- perience	Bagley's*				Wash- burne's List
		Text- books	Ency- clope- dias	Histo- rians	Mag- azines	
Washington, George . . .	1	1	4	1	3	1
Grant, Ulysses S.	2	3	1	2	1	2
Lee, Robert E.	3	2	3	3	2	3
Jackson, Andrew	4	23	9	11	6.5	4
Sherman, Wm. T.	5	4	2	4	6.5	5
Jackson, Stonewall	6	12.5	10	5	8	8
Arnold, Benedict	7	9	5	21	11	9
Howe, Elias	8	8	25	22		
Sheridan, Gen. Phillip. . .	9.5	16	13	9	9.5	6
Taylor, Gen. Zachary . . .	9.5	14.5	12	15		
Farragut, Adm. D. G. . . .	11	23	6.5	6		11
Burgoyne, Gen.	12	11	18.5	17.5	12.5	
Harrison, Wm. Henry . . .	13	23	18.5	19.5		
McClellan, Gen. Geo. . . .	14	6	8	8	4.5	7
Scott, Gen. Winfield. . . .	15	14.5	11	10	14	
Cornwallis, Lord.	16	5	14	16	16	
Hooker, Thomas	17	23	18.5	19.5	9.5	
Thomas, Geo. H.	18.5	17	21	13		
Gage, Gen.	18.5	19.5	23.5	24.5		
Meade, Gen.	20	23	22	14	4.5	10
Johnston, Gen. Joseph . . .	21	7	15	12	16	
Greene, Nathaniel.	22.5	12.5	6.5	7	16	
Early, Gen. Jubal	22.5	19.5	23.5	24.5		
Clinton, Sir Henry	24.5	10	18.5	17.5	12.5	
Schuyler	24.5	18	16	23		

*Certain obvious errors in ranking which appear in the original table in the Seventeenth Yearbook have been corrected in this table.

six rankings for twenty-five men prominent in civil life between 1765 and 1865.²⁹ In general the ranks determined from the frequencies of mention by the elementary teachers of experience agree closely with the rankings reported by Bagley. It is significant that eight of the names

²⁹The original list is given in:

MARSTON, L. E., MCKOWN, H. C., and BAGLEY, W. C. "A method of determining misplacements of emphasis in seventh and eighth-grade history." Seventeenth Yearbook of the National Society for the Study of Education, Part I. Bloomington, Illinois: Public School Publishing Company, 1918, p. 95.

do not appear in Washburne's List and Samuel Adams was not included in the magazine list reported by Bagley.

Table X gives similar information for twenty-five men prominent in military and naval affairs between 1765-1865.³⁰ Six of these names do not appear in the magazine list and fourteen are not found in Washburne's List.

TABLE XI. MISCELLANEOUS FACTS HAVING A FREQUENCY OF MENTION OF TEN OR MORE AS GIVEN BY 152 GRADE TEACHERS OF CHAMPAIGN AND PIATT COUNTIES WITH EXPERIENCE IN TEACHING UNITED STATES HISTORY

Rank	Fact	Frequency
1	Population of the United States.....	65
2	Three forms of Colonial Government.....	51
3	Cost of Civil War.....	33
4	Period of Reconstruction.....	27
5	Amendments to Constitution.....	26
6	Underground Railroad.....	24
7	Financial Cost of World War.....	23
8	Departments of United States Government.....	22
9	Washington—Capital of United States.....	20
10	Powers, Duties of United States President.....	18
11	Laws of United States (how made).....	17
12	Election of President.....	15
14	President's Cabinet.....	14
14	Senate of the United States.....	14
14	Qualification of President—United States.....	14
16	Popular Sovereignty.....	13
18	The Electoral College.....	12
18	Era of Good Feeling.....	12
18	Initiative, Referendum, Recall.....	12
20.5	Development of Railroads.....	11
20.5	Tariffs.....	11
23.5	Political Parties.....	10
23.5	Immigration.....	10
23.5	Protective Tariff.....	10
23.5	House of Representatives.....	10

Miscellaneous facts. The fourth request of the questionnaire was to give 15 to 25 facts not included under dates, persons, or events. The total number of facts mentioned in response to this request was 602. Table XI gives those having a frequency of ten or more. The high total number of facts and the relatively low frequencies indicate much lack of agreement concerning the miscellaneous facts that pupils should learn.

Classification of thought questions. In handling the 2707 questions submitted by the teachers those that appeared to be fact questions were eliminated. These included questions such as: "Name three Spanish

³⁰Ibid, p. 96.

explorers, three French, and two English." "Locate on the map the place each discovered and give the date." "Give three recent amendments to the Constitution." Many questions were retained which might involve thought responses under certain circumstances, but which probably would call for fixed-association responses. An example of this is: "Discuss the abolition movement, giving reasons for and the effects of it." On the whole, the teachers seem to have had a pretty good idea of what constitutes a thought question. Three questions were so extremely ambiguous as not to be usable, and five questions were so restricted to Illinois history that they were judged to be inappropriate.

After all eliminations had been made 2500 questions remained. These were then classified roughly into nine groups corresponding to nine major periods of American history:

- I. Discovery and Colonization (1492-1699)
- II. Founding of a New Nation (1700-1783)
- III. The New Republic (1784-1814)
- IV. National Expansion and Sectionalism (1815-1860)
- V. Civil War (1861-1865)
- VI. Reconstruction (1866-1870)
- VII. Industrial, Political, and Social Progress (1871-1897)
- VIII. Beginnings of United States as a World Power (1898-1912)
- IX. Accentuated World Relations (1913-present)

The next step was to classify the questions in each of these nine groups into subordinate and more homogeneous groups on the basis of the topics involved in the questions. Table XII gives a brief summary of this classification. Of the 2500 thought questions classified, 275 related to topic I, "Discovery and Colonization (1492-1699)." Of these, 100 related to subtopic A, "Discovery and exploration," 170 related to subtopic B, "Colonization," and 5 were of such a miscellaneous character as not to be classifiable under either of these larger subtopics. Of the 100 relating to subtopic A, 2 dealt with "The Norsemen," 72 dealt with "Old World conditions related to the discovery of America," and so forth. Of the 72 just mentioned, 34 related to "Political, economic, and social conditions" and 38 to the "Advancement of knowledge and thought."

Table XII shows the topics of United States history which this group of teachers think pupils completing the seventh and eighth grades should "know about" so that they can answer thought questions relating to them. The number of thought questions classified under the several topics may be taken as a rough index of their relative importance as judged by this group of teachers.

TABLE XII. TOPICAL SUMMARY OF THOUGHT QUESTIONS

Topics	No. of Questions	
I. DISCOVERY AND COLONIZATION (1492-1699).....		275
A. Discovery and exploration.....		100
1. The Norsemen.....	2	
2. Old World cond. related to discov. of America... a. Political, economic, and social..... b. Advancement of knowledge and thought....	34 72 38	
3. Naming of America.....	6	
4. Evaluation of discoverers and explorers.....	20	
B. Colonization.....		170
1. Motives for colonization.....	36	
2. Claims of European powers.....	12	
3. Success of European powers as colonizers.....	31	
4. Colonial government.....	25	
5. Influence of environment on colonization.....	9	
6. Life and character of the colonists.....	13	
7. Relations of colonists to Indians.....	24	
8. Religious tolerance.....	9	
9. Colonial education.....	2	
10. Contributions of colonists to later Am. life.....	9	
C. Miscellaneous.....		5
II. FOUNDING OF A NEW NATION (1700-1783).....		274
A. Colonial conditions in general.....		35
1. Comparison of colonies.....	7	
2. Living conditions.....	15	
3. Commerce, industry, and communication.....	13	
B. Explorations of the West.....		9
C. French and Indian War.....		49
1. Causes.....	16	
2. Campaigns.....	11	
3. Results.....	22	
D. The American Revolution.....		158
1. Causes.....	75	
2. Campaigns.....	22	
3. Results.....	13	
4. Treaty of Peace.....	3	
5. Declaration of Independence.....	6	
6. Attitudes of English and Colonists.....	5	
7. Conditions during and immediately after.....	6	
8. Leaders.....	10	
9. Reasons for winning.....	10	
10. France's relation.....	8	
E. Forces toward formation of a union.....		21
F. Miscellaneous.....		2
III. THE NEW REPUBLIC (1784-1814).....		304
A. Organization of the Government.....		113
1. Difficulties met.....	21	
2. Articles of Confederation..... a. Weaknesses..... b. Compared with Constitution.....	48 20 28	
3. Constitution (national)..... a. Amending..... b. General plan of government..... c. Administrative department..... d. Legislative department..... e. Judicial department.....	41 7 12 4 12 6	
4. State constitutions.....	3	

TABLE XII.—Continued

Topics		No. of Questions	
B.	Development of the West		58
1.	Explorations	14	
2.	Westward movement	36	
3.	Ordinance of 1787	8	
C.	Finances		13
D.	Political issues		19
E.	Neutrality during French Revolution		7
F.	Washington on foreign relations		2
G.	War of 1812		53
1.	Causes	13	
2.	Campaigns	7	
3.	Results	18	
4.	Compared with Revolutionary War	15	
H.	Commerce, industry, and communication		21
I.	Living conditions		6
J.	Leaders		11
K.	Miscellaneous		1
IV.	NATIONAL EXPANSION AND SECTIONALISM (1815-1860)		619
A.	Development and expansion	265	
1.	Living conditions	4	
2.	Inventions	28	
3.	Commerce, industry, and communication	77	
4.	Territorial acquisitions	52	
a.	General	12	
b.	Louisiana Purchase	24	
c.	Florida	4	
d.	Gadsden Purchase	1	
e.	Oregon	5	
f.	Alaska	6	
5.	Gold Rush to California		17
6.	Monroe Doctrine		37
7.	Political parties and elections		13
8.	Policies of Jackson		10
9.	Financial conditions		14
10.	War with Mexico		13
a.	Causes	13	
B.	Sectionalism	347	
1.	Struggle for balance of power	74	
a.	Territ. annex. and state admission	22	
b.	Missouri Compromise	22	
c.	Compromise of 1850	11	
d.	Kansas-Nebraska Bill	19	
2.	Dred Scott Case		26
3.	Interrelations of Missouri Compromise, Compromise of 1850, Kansas-Nebraska Bill, and Dred-Scott Case		13
4.	National vs. State rights		46
a.	Nullification	30	
b.	Secession	16	
5.	Lincoln-Douglas debates		21
6.	Abolition movement		20
7.	Effects of slavery		11
8.	Cond. favorable and unfavorable to slavery		32
9.	Influences leading directly to Civil War		56
10.	Comparison of North and South		42
11.	Leaders		6
C.	Miscellaneous		7

TABLE XII.—Continued

Topics	No. of Questions	
V. Civil War (1861-1865).....		109
A. Campaigns.....		32
B. Emancipation Proclamation.....		22
C. Finances.....		6
D. Relation of England to.....		5
E. Compared with Revolutionary War.....		1
F. Lincoln's attitude.....		22
G. Leaders.....		13
1. Evaluation.....	4	
2. Compared with earlier leaders.....	9	
H. Miscellaneous.....		8
VI. RECONSTRUCTION (1866-1870).....		104
A. Results of the Civil War.....		26
B. Problems and work of reconstruction.....		48
C. The race problem.....		10
D. Commerce, industry, and transportation.....		15
E. Miscellaneous.....		5
VII. INDUSTRIAL, POLITICAL, AND SOCIAL PROGRESS (1871-1897)		137
A. Inventions and inventors.....		45
B. Political conditions.....		4
C. Reforms.....		35
1. Civil service.....	24	
2. Australian ballot.....	9	
3. Interstate commerce commission.....	2	
D. Financial conditions.....		3
E. Commerce, industry, and communication.....		23
F. Labor and capital.....		14
G. Urbanization.....		9
H. Miscellaneous.....		4
VIII. BEGINNINGS OF U. S. AS A WORLD POWER (1898-1912)...		107
A. Spanish-American War.....		29
1. General.....	1	
2. Causes.....	24	
3. Results.....	4	
B. Treatment of outlying possessions.....		19
1. Cuba.....	2	
2. Philippines.....	15	
3. Hawaii.....	2	
C. Relations of U. S. with other nations.....		13
1. South America.....	7	
2. Other countries than South America.....	6	
D. Panama Canal.....		36
E. Natural resources.....		4
F. Leaders.....		3
G. Miscellaneous.....		3

In the Appendix representative thought questions are given for the topics having the higher frequencies. In general these questions are modifications of those submitted by the teachers.³¹ The purpose was to incorporate in a comparatively few questions most of the ideas involved

³¹Mr. R. E. Norris formulated most of the preliminary statements of these questions.

TABLE XII.—Concluded

Topics	No. of Questions		
IX. ACCENTUATED WORLD RELATIONS (1913-present).....			571
A. World relations.....		330	
1. World war.....	136		
a. Causes.....	6		
b. Reasons for entrance of U. S.....	55		
c. War policies of U. S.....	9		
d. Campaigns.....	12		
e. Methods of warfare.....	18		
f. Part played by U. S.....	7		
g. Results.....	29		
2. Reconstruction.....		31	
a. Conditions.....	9		
b. Compared with recon. after Civil War.....	22		
3. Wilson's administration.....		13	
4. League of Nations and World Court.....		36	
5. U. S. in relation to other nations.....		67	
a. General.....	17		
b. Monroe Doctrine.....	27		
c. Governments compared.....	6		
d. Position of U. S. as a power.....	10		
e. Policies of acquiring territory.....	7		
6. Immigration.....		47	
B. Internal affairs.....		122	
1. Legislation.....		32	
a. Government control of railroads.....	9		
b. Federal reserve banks.....	8		
c. Woman suffrage.....	10		
d. Prohibition.....	5		
2. Tariff and taxation.....		32	
3. Political parties.....		25	
4. General social conditions.....		22	
5. Municipal government.....		4	
6. Aviation.....		7	
C. Leaders of the period.....		9	
1. Evaluation.....		3	
2. Comparisons.....		6	
D. In perspective.....		101	
1. Economic and social changes.....		18	
2. Evaluation of historical material.....		4	
3. Education.....		25	
4. Expositions.....		3	
5. Leaders.....		12	
6. Citizenship.....		8	
7. Relation of literature to history.....		7	
8. Value of the study of history.....		8	
9. Terms.....		16	
E. Miscellaneous.....		9	
Total Number of Thought Questions.....			2500

in the many questions furnished by the teachers. For example, the seventy-two questions relating to "Old World conditions related to the discovery of America" were reduced to eight questions. Questions were framed in this way for only the more important (approximately three-

fourths)³² of the topics. These topics were selected on the basis of frequency of mention, supplemented by the judgment of the writers.

No comparative data are available for evaluating the thought questions reported but as they were studied during the process of classifying them, the writers came to have much respect for the judgments of these teachers. One of the most significant criticisms of the questions is that many of them, especially those relating to the more recent periods of our history, are so difficult that pupils completing the eighth grade cannot "think out" satisfactory answers. In fact many of the questions³³ would be difficult for college students unless their answers are judged with reference to very low standards. A number of the questions might be taken as problems for graduate theses. When such difficult questions are asked elementary school pupils, their answers at best will be general, incomplete, and frequently not clearly understood although given dogmatically. It seems reasonable that the continued practice of asking such difficult questions and the consequent acceptance of low grade responses as satisfactory will tend to make pupils uncritical and discourage reflective thinking.

Although many of the questions may be criticized as being too difficult, the wide range of topics covered and even the presence of difficult questions are indicative of the efforts of the teachers to emphasize objectives other than those commonly described as memorized facts. This is to be commended.

Use of the results of the investigation in formulating objectives.

In addition to answering the questions stated on page 8, the data presented may be used by teachers in formulating the objectives of United States history in the seventh and eighth grades. Tables II, III and IV present the best available information in regard to the dates that pupils should learn. Tables V to XI furnish information concerning other classes of facts. Table XII and the Appendix furnish a statement of the types and content of the thought questions pupils should be able to answer.

In formulating objectives the teacher should bear in mind the exposition of knowledge and memorized facts beginning on page 5. Pupils should memorize a number of historical facts. It is not unreasonable to require them to memorize thirty to fifty dates and a somewhat larger

³²However, these topics included slightly more than ninety percent of the 2500 questions that were classified.

³³For example, "What are the chief effects of free schools and free speech on national life?" "Trace the social development of the West from the time of its settlement to the present." "What is the relation between democracy and education?"

number of names and events plus several miscellaneous facts. However, the teacher should distinguish between "memorized symbols" and real knowledge. For this reason she should emphasize thought questions as objectives. In doing this it is necessary to bear in mind that recognition of thought questions as objectives does not mean that the pupils are to learn the answers to certain specified questions so that they can recite the answers when called upon. Ability to answer thought questions means the ability to answer "new" questions or at least questions for which one does not remember a ready-made answer. Hence, the teacher who includes "ability to answer thought questions" among her objectives is attempting to engender ideas, facts and principles which the pupil will be able to use in answering new questions. This type of objective also includes training in the technique of using knowledge in answering thought questions.³⁴

The information reported in this bulletin may be used also as a guide in formulating examination questions. The list of thought questions given in the Appendix should be especially helpful. Questions for an examination may be selected from this list but it should be helpful also by suggesting the form of questions and the scope of the topics to be covered. In this connection it should be noted that the list represents merely the concensus of opinion of a relatively small group of elementary teachers. Therefore, it should not be considered as final or even as authoritative.

³⁴This point is elaborated in:

HERRIOTT, M. E. "How to make courses of study in the social studies." University of Illinois Bulletin, Vol. 24, No. 5, Bureau of Educational Research Circular No. 46, 1926, p. 9-10.

APPENDIX

ILLUSTRATIVE THOUGHT QUESTIONS GROUPED BY TOPICS¹

I. Discovery and Colonization (1492-1699)

A. Discovery and exploration

2. Old World conditions related to discovery of America

a. Political, economic and social

(1) What were the chief political, social and economic conditions in Europe during the fifteenth century which led to the discovery of America?

(2) How did the social, political and economic conditions resulting from the Crusades play a part in the discovery of America?

(3) How might the history of the United States be different if Charles Martel had been defeated at the Battle of Tours?

(4) How did the control of the overland trade routes by the Turks lead to a need for an all-water route to India and the discovery of America?

(5) Compare the motives of Columbus which led to the discovery of America with those of Queen Isabella.

b. Advancement of knowledge and thought

(6) How was the time of the discovery of America affected by or related to the advancement of thought and learning in Europe?

(7) How did the changes which the Crusades brought about in European thought affect the discovery of the new world?

(8) Compare the voyage of Columbus with one over the same route today.

4. Evaluation of discoverers and explorers

(9) Name the outstanding achievement of each of the following men and tell why you think it is more important than any of his other achievements: (a) Columbus, (b) Vasco da Gama, (c) Magellan, (d) Drake, (e) Hawkins, (f) Frobisher, (g) Raleigh, (h) Champlain, (i) Smith, (j) Dale, (k) La Salle.

(10) Which of these explorers made the greatest contribution?

B. Colonization

1. Motives for colonization

(11) Compare the motives that led the French, English, Dutch and Spanish to colonize America.

(12) How did the motives for planting colonies in America differ among the various English groups?

2. Claims of European powers

(13) Compare the claims of the European nations to America or parts of it.

¹See Table XII and pages 28-34.

2. Claims of European powers (continued)

(14) Why did the Portuguese not object to the Pope's Line of Demarcation?

(15) What effect did the defeat of the Armada have on the future of America?

3. Success of European powers as colonizers

(16) Compare the success of the various nations as colonizers.

(17) Rank the European nations in the order of their success as colonizers.

(18) Compare the advantages and disadvantages of the different plans used by the English in colonizing America.

(19) How was England's mercantile system related to her colonial policy?

4. Colonial government

(20) How were the colonies classified and what colonies came under each group?

(21) How do the three systems of local government compare with the government of your state?

(22) Which of the three systems of government do you favor? Why?

(23) What effect did the governors of Virginia have upon the settlers?

(24) Compare the Jamestown and Plymouth colonies as to government.

(25) Compare the Massachusetts Bay colony and Plymouth colony as to government.

(26) How did the Navigation Laws affect the Virginia planters?

(27) What is the significance of the Virginia House of Burgesses?

(28) Discuss the government of the Connecticut colony and show how unwise rulers weakened the Dutch power until they lost first Connecticut, then Massachusetts.

(29) How was Roger Williams' wisdom shown in the government of Rhode Island?

(30) What was the importance of the New England Confederation? Would such a government be satisfactory today?

(31) Compare the attitude of the Stuart kings toward the English people with that of the royal governors toward the colonists.

(32) Compare charter colonies with royal colonies as to government.

(33) What was the relation of an English colony to the mother country? Why were the English colonies in America able to become almost an independent nation?

5. Influence of environment on colonization

(34) Have the physical features of a country any effect upon the life of the people? How did the physical features of New England affect the lives of the early settlers?

(35) How were the mountains responsible for the strength of the English colonies?

(36) Why were the first settlements in the United States near the coast? Why was the movement westward so slow in starting?

(37) Why was it difficult for Gilbert and Raleigh to plant colonies where they attempted to plant them?

(38) Explain the phrase, "The Lost Colony."

6. Life and character of the colonists

(39) What were the chief characteristics of the Pilgrims? Compare the life of a Pilgrim boy with that of a boy today.

(40) If the Pilgrims had established themselves in Virginia would they have used slave labor? Give your reasons.

(41) Why did the Pilgrim leaders not rule instead of getting the ship's company to sign the Mayflower Compact?

(42) Compare the Pilgrims and Puritans.

(43) Discuss Puritan leadership in the light of Roger Williams' banishment.

(44) Compare the Jamestown colony and the Plymouth colony as to types of people. Why did the homes of New England differ from those of the Southern colonies?

(45) Why were the first settlers in Virginia unfit for Colonial life?

(46) What was the significance of the coming of the Cavaliers?

7. Relations of colonists to Indians

(47) Compare the life of the American Indian with that of the colonists.

(48) Why did not the Indians prevent the European nations from seizing their land?

(49) Were the Indians a help or a hindrance in the colonization of North America? What has been the influence of the Iroquois Indians on American colonial history?

(50) Were the colonists justified in taking the land from the Indians? Has the United States made proper amends to the Indians for forcing them from their homes and lands?

(51) Why did William Penn and the Quakers get along so much better with the Indians than did many other groups of colonizers?

(52) What mistake did Champlain make in his dealings with the Indians? How did the English later profit by it?

(53) What influence did Roger Williams have with the Indians?

8. Religious tolerance

(54) Explain Salem Witchcraft and give its chief effects upon the colonists.

(55) What deterring effect did religious intolerance have on colonization? How did the religious belief of Martin Luther influence the early religious history of the United States?

(56) Compare and give reasons for the differences in the religious views of the people of the New England colonies and those of the Southern colonies.

(57) Compare the treatment of settlers in Maryland under the Toleration Act with that of "unbelievers" in New England. Discuss the persecution of the Quakers.

10. Contributions of colonists to later American life

(58) How have the colonial ideals of political and religious freedom influenced our moral and national life?

(59) What are some particular contributions to our general customs which can be traced to our New England forefathers?

(60) In what respects was the New World a continuation of the old?

10. Contributions of colonists to later American life (continued)

(61) What do you think would have been the chief changes in our history if the English colonies had not been founded in America before the eighteenth century?

(62) What effect do you think it would have had on the colonization and development of America if Columbus had landed on the coast of North America?

(63) If Spain had conquered North America as she did South America, what difference would it have made in our history?

C. Miscellaneous

(64) Compare the life and customs of the early American Indian, making use of any direct information you may have of the tribe that occupied the land in the vicinity of your home, with the life and customs of the American people today.

(65) What effect did the discovery of America have on Spain?

(66) Name the chief expeditions of Spain, England, France, and Holland, and tell why each one was significant.

(67) Compare the Massachusetts Bay colony with the Plymouth colony as to types of settlers, government, and success as a colony.

II. Founding of a New Nation (1700-1783)

A. Colonial conditions in general

1. Comparison of colonies

(68) Compare the Massachusetts and Virginia colonies as representatives of Northern and Southern colonies, and show how their differences in occupation and climate affected their government and development.

(69) Why were counties more naturally formed in Maryland than in New England?

2. Living conditions

(70) What are the chief differences and causes of differences in the colonial life of the New England and Southern colonists?

(71) Compare life in the Middle colonies with that in the New England and Southern colonies.

(72) How do the homes of the common people in the colonies compare with those of the laboring class today? with our homes in general today?

3. Commerce, industry, and communication

(73) Compare the industrial and commercial life of the Northern, Middle and Southern colonies before the Revolutionary War, taking into account the business interests, the attitude of each group toward England and the chief exports. Why was salty fish a suitable export for the early times?

(74) How did the geographic features of America affect the industries of the Colonies?

(75) Compare the conditions of the colonists with those of the people today with respect to natural resources, manufacturing methods, ways of traveling, and means of communication.

B. Explorations of the West

(76) Why was the expedition of George Rogers Clark of such great significance?

B. Explorations of the West (continued)

(77) Discuss the importance of Daniel Boone's explorations and adventures.

C. French and Indian War

1. Causes

(78) Compare and give reasons for the claims of the French and English at the outbreak of the French and Indian War.

(79) Why was the possession of the Ohio Valley so important to both the English and French? What steps did the French take to gain it, and what were the results of these advances on the French and Indian War?

(80) What are the chief causes of the French and Indian War?

(81) Contrast the English colonists with the people of new France as to occupations, treatment of Indians, forms of government, religion, and number of people.

(82) Why were the colonists in constant war before the Revolution?

(83) Show the connection between the French and Indian War in America and the Seven Years' War in Europe.

2. Campaigns

(84) Explain why the French were not able to hold the territory around the Great Lakes against the English.

(85) Why is the fall of Quebec considered one of the "decisive battles" of the world?

(86) Tell why you think that the removal of the Acadians was either just or unjust.

(87) Explain the chief work of Washington, Braddock, Wolfe, and Montcalm in the French and Indian War.

(88) Why was the Mohawk river not guarded?

3. Results

(89) What were the chief results of the French and Indian War? What was its effect on the colonies? on the settlement of the country west of the Alleghanies?

(90) How did the fall of Quebec affect the subsequent history of America?

(91) Show how and why England and not Spain or France finally held North America.

(92) What did the Treaty of 1763 mean to France? to England? to the Canadians? to the colonists?

(93) How loyal to Great Britain were the colonies at the close of the French and Indian War?

D. The American Revolution

1. Causes

(94) In what way did geographical features serve as causes of the Revolutionary War?

(95) Is it ever right to revolt against one's government? Why did the colonists oppose British rule? Why were they justified in doing so?

(96) Show how the Revolutionary War was a revolt against the king and the government rather than against the people. What was King George III's attitude toward the colonies? How did he influence American History?

1. Causes (continued)

(97) Would the English people have rebelled under such treatment as the colonists received before the Revolution? Do you know of any cases where they did?

(98) Compare the English and American ideas on representation. How were the taxes levied by England in colonial times different from those levied by our government at the present time?

(99) Explain "Taxation without representation is tyranny" as to the origin of the statement and the chief factors that called it forth.

(100) If it was the principle of the taxing policy and not merely the paying of the taxes that the colonists objected to, why did they not resist the Declaratory Act?

(101) Should the colonists have objected to taxation when the taxes raised were to pay expenses incurred in protecting them from the French and Indians?

(102) What were the chief causes of the Revolutionary War? What do you consider the underlying cause and why? How did the purpose of the War change after a year of fighting?

(103) What were the important events leading up to and causing the Revolutionary War?

(104) How was the Quebec Act a cause of the Revolution?

(105) What class of people started the Boston Tea Party and what effects did it have on the port of Boston and on the development of the war?

(106) What were the causes and results of the Stamp Act? Were the Boston Tea Party and Stamp Acts directly responsible for the war or would it have happened anyway?

(107) Explain what each of the five intolerable acts means.

(108) What were the effects of the Boston Massacre?

(109) Give your opinion of the Writs of Assistance and your reasons for such opinion.

(110) Why did Massachusetts lose her charter?

(111) Discuss the early spirit of independence and account for its rapid growth.

(112) Discuss the arguments of the British and the colonists for and against the obnoxious laws passed by parliament leading to the Revolution.

(113) Explain the picture, "The Spirit of '76."

2. Campaigns

(114) Give a summary of the events of the Revolutionary War up to the surrender of Cornwallis.

(115) Explain the plan of Burgoyne's invasion, and tell why the British and Americans were both eager to control the Hudson during the Revolutionary War. What would the capture of Quebec have meant?

(116) Why is the Battle of Saratoga regarded as one of the decisive battles of history?

(117) What is meant by the words "fired a shot heard 'round the world"?

(118) Why do historians say that Howe captured Philadelphia at the wrong time?

(119) What were the results of Cornwallis' surrender at Yorktown?

3. Results

(120) What were the outstanding results of the Revolutionary War?

(121) What were the chief effects of the Revolutionary War on the morals, manners, religion, commerce, and manufacturing of the United States?

(122) Was the Revolutionary War justifiable from our point of view? Would we be gainers or losers if it had not been fought?

4. Treaty of Peace

(123) Explain the peace treaty of 1783 and tell why Jay was at a disadvantage in negotiating it.

(124) What makes a satisfactory national territory? Why was that which we secured in 1783 not quite satisfactory?

5. Declaration of Independence

(125) Summarize the events that led to the writing of the Declaration of Independence and discuss the important principles involved in it.

(126) Discuss the statement, "All men are created free and equal."

(127) What were the principal grievances of the colonists enumerated in the Declaration of Independence?

(128) What were the chief effects of the Declaration of Independence?

6. Attitudes of English and Colonists

(129) Explain the terms "Whigs" and "Tories." Account for the feeling in America toward the Tories.

(130) Discuss the attitude of England toward the colonists during the Revolution with reference to the expressions of Pitt, Burke, and Fox.

7. Conditions during and immediately after

(131) What were the chief difficulties which Washington had to face after taking command of the Continental Army?

(132) Describe briefly the conditions at Valley Forge and tell of their effect on the Continental Army.

(133) In what respects was our country weak after the Revolution?

(134) What was the most important problem confronting the colonists at the close of the Revolutionary War?

8. Leaders

(135) How do you account for Massachusetts and Virginia being leaders in America's struggle for freedom?

(136) Compare the contributions of Washington and Franklin to the winning of the war.

(137) Discuss the generalship of Washington and show how he typifies the spirit of the Revolutionary soldiers. How did he show his patriotism at the end of the war?

9. Reasons for winning

(138) Why was it possible for the colonies to defeat England in the Revolutionary War and gain their independence even though their population was only about one-fifth that of England?

10. France's relation

(139) How and why did France aid America in the War for Independence? Should we feel indebted to France for her help?

10. France's relation (continued)

(140) Why did France acknowledge the independence of the United States in 1778?

(141) What were the effects of LaFayette's visit?

E. Forces toward formation of a union

(142) Why was there need of union among the colonies before and at the beginning of the Revolution? What steps were taken toward such an organization?

(143) What were the influences tending toward union in the colonies? How did the idea of "union" develop?

(144) What was the importance of the Continental Congresses? How did they differ from the Congress of the present day?

(145) Why did New Jersey object to the Articles of Confederation? Why was her objection justifiable?

(146) Trace the formation of the United States.

III. The New Republic (1784-1814)

A. Organization of the Government

1. Difficulties met

(147) What were the chief difficulties encountered by the nation in the formation of a central government?

(148) What was the significance of the Virginia and Kentucky resolutions?

(149) Why were two of the thirteen original states not present at the constitutional convention?

(150) Explain the three principal compromises of the constitution.

(151) What is meant by the "compact theory?" "National theory?"

(152) Did the states make the Union or the Union make the states? Give reasons for your answer.

(153) What is the importance of making the Constitution the "Supreme Law of the Land?"

(154) Why was Madison called the "Father of the Constitution?"

(155) Why was the new constitution adopted?

(156) Why was the capital of the United States changed to Washington, D. C.?

2. Articles of Confederation

a. Weaknesses

(157) Explain America's early form of government in the critical period, and show why the central governing power under the Articles of Confederation was weak.

b. Compared with Constitution

(158) Compare the government under the Articles of Confederation with the government under the Constitution in its early form, showing how the defects of the former were remedied.

(159) Compare the Articles of Confederation with our present Constitution.

3. Constitution (national)

a. Amending

(160) Why should it be possible to amend the Constitution? Do the amendments to the Constitution show that it was not well written or are they due to changing conditions?

(161) Why was the Bill of Rights added to the Constitution?

(162) Why did the people feel the need of the twelfth amendment?

(163) Explain how the Constitution may be amended.

b. General plan of government

(164) Explain America's present form of government.

(165) Do the people as a whole run our government, or are our politics controlled by a few?

(166) What is the most essential factor in a democracy? Give reasons for your answer.

(167) Is our country a pure or representative Democracy?

(168) What is the importance of local self-government?

(169) What are some examples of representative government in your town, county, and state?

(170) Why is the privilege of voting very important in a republic like ours?

(171) Explain the "check and balance" system in our form of government.

c. Administrative department

(172) Why should only a natural born citizen be made President of the United States?

(173) Why should the President have a term of only four years?

(174) Tell why you think the President should or should not have the power of veto.

(175) When does it become the President's duty to help suppress violence and insurrection within a state?

d. Legislative department

(176) Explain the formation of Congress, pointing out the chief differences between the House of Representatives and the Senate and showing why both houses are necessary.

(177) Explain the three courses which a bill must take in order to become a law.

(178) Explain how a treaty of peace is made.

e. Judicial department

(179) What is the importance of the judiciary department of government?

(180) Why is the Supreme Court necessary for justice? What kind of cases does it try?

(181) In what respects have decisions of the Supreme Court aided in the development of the United States?

(182) Discuss the service rendered by John Marshall as chief justice of the Supreme Court.

B. Development of the West

1. Explorations

(183) What is the significance of the Lewis and Clark and the Pike expeditions?

1. Explorations (continued)

(184) Compare the explorations of Lewis and Clark with those of La Salle.

2. Westward movement

(185) Explain the importance of the westward movement in American History.

(186) What were the chief causes of the westward movement?

(187) What were some of the events which turned the tide of civilization to the West?

(188) Explain the government's land policy.

(189) Discuss the early attempts at development of the West.

(190) What effect did the westward movement have upon the union of the colonies?

(191) Why were the early pioneers and frontiersmen a necessity to this country?

(192) Why did the early settler clear forests in order to get land on which to grow crops when prairie land was still available?

(193) Why was the pioneer more likely to have an independent attitude than the citizens of colonies along the Atlantic coast?

(194) Explain how the Northwest Territory helped to unite the states.

(195) Has the westward movement ceased?

3. Ordinance of 1787

(196) What were the terms of the Ordinance of 1787? How were they important from the standpoint of slavery and government?

(197) What government was used in the Northwest Territory? Why was it so nearly like a state government?

(198) What were the good features of United States grants?

C. Finances

(199) What was the significance of the work of Alexander Hamilton as Secretary of the Treasury?

(200) What was Hamilton's financial policy? What were its effects on later financial developments?

(201) Compare the plan used today in reducing government expenses with that used by Jefferson in his time.

(202) Explain the causes of the Panic of 1787.

(203) Discuss the chief steps in the organization and growth of United States Banks.

(204) How does the United States raise money to run the government?

(205) In what ways may a bank be of service to the government?

D. Political issues

(206) Compare Washington's and Jefferson's ideas of who should govern.

(207) Compare the administration of John Adams with that of either Washington or Jefferson.

(208) Compare Hamilton's and Jefferson's plans of government.

(209) Compare Jefferson's actions as President to his platform, and discuss his "reforms."

(210) What were the Alien and Sedition Laws, and why were they passed?

D. Political issues (continued)

(211) Why did the early United States, particularly New England, need a protective tariff?

(212) What is meant by "strict" and "loose" construction of the Constitution? Which do you favor and why?

(213) What were the chief factors in the origin of the different political parties?

(214) How was Washington able to foresee party strife?

(215) Why did the Federalist Party disappear?

(216) What effect would Anti-Federal control have had on our debts, on tariff, and on the power of our federal government?

(217) Which party do you consider could have served the country better?

(218) What is meant by "Republican Simplicity?"

(219) Why did the Conservatives come back into power?

E. Neutrality during French Revolution

(220) Why did the United States refuse to participate in the French Revolution?

(221) Why was the neutrality of the United States justifiable?

(222) Compare Franklin's visit to France during the Revolution with the visit of Citizen Genet.

F. Washington on foreign relations

(223) Why was it wise for the United States to refrain from interfering in the affairs of other nations?

(224) Explain what is said in Washington's "Farewell Address" in regard to meddling with European affairs.

G. War of 1812

1. Causes

(225) Were the American states decidedly independent from 1783 to 1814? Give reasons for your answer.

(226) What were the causes and events leading to the War of 1812?

(227) Was the United States justified in entering the War of 1812?

(228) Why did the United States declare war upon England rather than on France in 1812?

(229) Explain: "Millions for defence, but not one cent for tribute."

3. Results

(230) What results beneficial to the United States were brought about by the War of 1812?

(231) What is the significance of the War of 1812 in the history of the United States?

(232) What effect did the War of 1812 have upon England's attitude toward the United States?

(233) Did the outcome of the War of 1812 prove the United States more powerful than Great Britain?

4. Compared with Revolutionary War

(234) Compare the War of 1812 with the Revolutionary War? Were they fought for similar reasons?

(235) Compare the military strength of England and the United States in 1814 and in 1775.

H. Commerce, industry, and communication

(236) What have been the results of the Industrial Revolution on the social and industrial conditions of the United States?

(237) Compare the industrial life of the North and South during the period from 1790 to 1820.

(238) Compare the industries of the United States before and after the Revolutionary War. Why was New England destined to be a manufacturing district and the South an agricultural region?

(239) Trace and discuss the development of the means of transportation from colonial days to the present.

(240) What is the significance of the success of the Clermont? Why was the river steamboat developed earlier than the railroad?

(241) Why was the Mississippi river relatively of more importance in 1800 as a commercial route than at the present time?

J. Leaders

(242) Why is Alexander Hamilton looked upon as one of the greatest American statesmen? In what way does his work affect us today?

(243) Compare the contributions of Hamilton with those of Jefferson.

(244) Compare Jefferson's ideas of formality with those of Washington.

(245) Why did Washington say he "would rather live in retirement than be emperor of the world?"

(246) What lesson can you learn from Aaron Burr's life?

IV. National Expansion and Sectionalism (1815-1860)

A. Development and expansion

2. Inventions

(247) What was the importance of the invention of the steam engine, electric telegraph, telephone, and sewing machine?

(248) Show how the invention of the cast-iron plow in 1816 and the reaper in 1830 stimulated the settlement of the Mississippi Valley.

(249) What were the effects of the invention of the cotton gin on: slavery, the westward movement, commerce, agriculture, and manufacturing?

(250) How may the invention of the cotton gin be considered an indirect cause of the Civil War?

3. Commerce, industry, and communication

(251) What were the causes of the internal improvements from 1800 to 1860? What were their general effects on the country? Why were people interested in them even though they were not directly benefitted?

(252) What was the effect on the westward movement of population of opening the Erie Canal?

(253) Why are there so many grain elevators in Buffalo?

(254) How would the Erie Canal compare in importance with the proposed Great Lakes-St. Lawrence waterway?

(255) How did the steamboat aid western immigration? What other factors impeded or accelerated immigration after 1815? What were the later political results of the westward movement which occurred during John Quincy Adams' administration?

3. Commerce, industry, and communication (continued)

(256) What was accomplished by the Homestead Act of 1862?

(257) What arguments could you make to induce a desirable immigrant to settle in a slave state? in a free state?

(258) How did immigration aid in preserving the Union?

(259) Why did the North develop more rapidly, both socially and industrially, as a result of internal improvements than the South?

(260) What was the importance of the development of the steam railway? What was the effect on the construction of canals? Why do present-day railroad routes follow the early immigration trails?

(261) Summarize the chief features in the growth of the United States (in area and population) from 1800 to 1920.

(262) Why did the population in the Northwest increase so rapidly from 1830 to 1860?

(263) How do you account for such a large immigration to the United States from Europe in the decades just preceding the Civil War?

(264) Account for the location of Chicago and show why it grew so rapidly.

(265) Upon what grounds did Monroe, Madison, and Jefferson think internal improvements to be beyond the power of the federal government?

4. Territorial acquisitions

a. General

(266) In what four ways has the United States acquired territory?

(267) Enumerate all the annexations of territory from 1783 to the present time. State the reasons for and significance of each annexation.

b. Louisiana Purchase

(268) Why was the purchase of Louisiana important for reasons other than mere territorial expansion?

(269) Did Jefferson, according to the strict interpretation of the Constitution, have any authority to purchase Louisiana? Did this act conform to the party belief? Why?

(270) What would probably have been the results if Jefferson had not purchased Louisiana?

e. Oregon

(271) Give the reason for the establishment of our claim to the Oregon country.

(272) Show why the northwest boundary was made 49° after the "54-40 or Fight" talk.

f. Alaska

(273) Why was the purchase of Alaska a good investment?

(274) Since Alaska is a possession of the United States, why should it be under the form of government it is rather than be admitted as a state?

5. Gold Rush to California

(275) What immediate effects were produced by the discovery of gold in California?

5. Gold Rush to California (continued)

(276) What effect did the gold rush have on eastern commerce? on westward expansion?

(277) What do you suppose the West would be like now if gold had not been discovered in California?

6. Monroe Doctrine

(278) What were the causes which led to pronouncement of the Monroe Doctrine? Why was it needed at the time it was announced? Show how the "Holy Alliance" led to its publication.

(279) What principles are contained in the Monroe Doctrine? what old ideas and what new ones?

(280) Of what value has the Monroe Doctrine been to the United States? How has it affected our history?

(281) What spirit did the Monroe Doctrine foster? How did it affect Europe's attitude toward the United States?

(282) Give reasons why the Monroe Doctrine should be void.

(283) Did Monroe have any right to form such a policy?

(284) Compare the thought of the Monroe Doctrine with the thought in Washington's Farewell Address.

(285) What is your personal opinion of the Monroe Doctrine?

7. Political parties and elections

(286) Why was Monroe's administration called "The Era of Good Feeling"?

(287) Explain the system of nominating candidates for President and Vice President.

(288) Have nominating conventions in the United States been established by law or by custom? In what respects is the primary system to be preferred to the convention system?

(289) Why could the Whigs not become a strong political party?

(290) Why was Henry Clay defeated for the Presidency?

(291) How did the western frontier influence the development of the Democratic party?

8. Policies of Jackson

(292) Why does Jackson's administration mark a new era in the history of the United States?

(293) What are the differences between Jeffersonian and Jacksonian democracy?

(294) Why do we speak of the "reign of Andrew Jackson"?

(295) Explain the Spoils System and its results. Was it a good policy to introduce into national politics?

9. Financial conditions

(296) What were the results of the "Specie Circular"?

(297) Discuss the United States Bank plan at the time of Jackson's presidency. What was Jackson's attitude toward the United States Bank?

(298) What were the causes and the results of the Panic of 1837?

(299) What were the causes of the Panic of 1857?

10. War with Mexico

a. Causes

(300) Was the United States justified in declaring war on Mexico in 1846? Give reasons for your answer.

B. Sectionalism

1. Struggle for balance of power

a. Territorial annexation and state admission

(301) Explain the Wilmot Proviso. What influence did it have on slavery? What effect did its failure to become a bill have upon territory acquired from Mexico?

(302) What is meant by equilibrium of power between the slave and free states? Why was the South eager to maintain the balance of power in Congress?

(303) What was the cause of the rapid admission of states into the Union before 1860?

(304) Why did the annexation of new territory increase the difficulties between the North and the South? Why did the South want slave territory extended while the North wanted it restricted?

(305) Why should the people of the North oppose the annexation of Texas? Show the importance of its relation to the slavery question.

(306) Explain why California chose to become a free state.

b. Missouri Compromise

(307) What is a compromise? In what way was the Missouri Compromise called forth by the Louisiana Purchase?

(308) State the terms of the Missouri Compromise and give at least three reasons why it was significant in our history.

(309) Can a real difficulty be settled by compromise? Why did the Missouri Compromise not prevent the impending trouble between the North and South?

c. Compromise of 1850

(310) What were the causes of the Compromise of 1850? What terms did it provide?

(311) What were the effects of the Compromise of 1850? Which gained the more by it, the North or the South? Why?

(312) Tell why you would have favored or opposed the Compromise of 1850 if you had been living at that time.

(313) State briefly the relation of the Compromise of 1850 to the following issues: (1) Shall California be admitted free? (2) Shall slavery be prohibited in the rest of the Mexican cession? (3) Shall slavery be abolished in the District of Columbia? (4) Shall fugitive slaves be returned to their masters? (5) Shall trade in slaves between the states be prevented? (6) What shall be the boundary of Texas?

d. Kansas-Nebraska Bill

(314) What was meant by "popular sovereignty?" What was its value?

(315) Do you believe that it was well to settle the slavery question in the territories by "popular sovereignty?"

(316) Tell why you think that the Kansas-Nebraska bill should or should not have been passed. Why did people of the North object to it?

(317) What were the effects of the Kansas-Nebraska bill?

2. Dred Scott Case

(318) What was the Dred Scott case? How did it affect the North and the South?

(319) How did the Dred Scott decision touch the primary principle of the Republican party?

(320) Give the arguments for and against the Dred Scott decision. What would have been the effect if the case had not been decided as it was?

(321) Explain the reaction to the Fugitive Slave Law. Was the "underground railway" right?

(322) What were the differences between a negro slave and a free negro?

3. Interrelations of Missouri Compromise, Compromise of 1850, Kansas-Nebraska Bill, and Dred-Scott Case

(323) What relation did the Kansas-Nebraska bill bear to the Missouri Compromise? to the Omnibus Bill? to the Dred Scott decision?

(324) What effect did the Dred Scott decision have on the Missouri Compromise?

(325) How did the Compromise of 1850 violate the Missouri Compromise?

4. National vs. State rights

a. Nullification

(326) Account for the difference of opinion as to tariff between the North and the South prior to the Civil War.

(327) Explain the changing views of the South on tariff change from 1815 to 1830.

(328) What were the effects of the Tariff of 1828? Do you think it was a wise plan for the government to put a tariff on imports when our manufactures were so young?

(329) What is meant by nullification? What brought about the nullification act of South Carolina?

(330) Discuss Calhoun's views as to nullification of the tariff. Was it fortunate or unfortunate that the dispute of 1833 was compromised?

(331) What were the effects of the Tariff of 1833?

(332) Why is the Webster-Hayne debate important?

(333) Upon the basis of strict construction, did the South ask for more than the Constitution justified?

(334) Why should the question of protective tariff not be settled by vote of the public?

b. Secession

(335) Trace the development of the secession idea.

(336) Why did South Carolina and later other southern states secede from the Union? Why were the cotton states the first to secede?

(337) What were the effects of the secession?

(338) Compare the opinions of Webster and Hayne on secession.

(339) Compare Jackson's and Lincoln's attitude toward secession.

5. Lincoln-Douglas debates

(340) What was the importance of the Lincoln-Douglas debates? What was their effect upon the country? on the election of 1860?

(341) How do you explain the fact that the Lincoln-Douglas debates attracted so much attention?

(342) What might the results have been if Lincoln had won the debate?

(343) What effect did the Freeport Doctrine have on the election of 1860?

(344) Tell why you think the Douglas plan of settlement was or was not a good one.

(345) Compare the outstanding characteristics of Lincoln and Douglas. What were their attitudes toward the slavery question? How did Douglas prove himself a real citizen in his dealing with Lincoln?

6. Abolition movement

(346) What was the reason for the origin of the anti-slavery movement?

(347) Show the importance of the Abolition movement.

(348) What were the effects of the Abolition movement on the North and on the South? How do you account for the growth of the movement in the face of such opposition?

(349) How did the method of putting the slavery question before the people differ from that which would be employed today?

(350) Why did some people feel that Webster had gone back on his beliefs?

(351) What was the "Gag Rule"? What events led to its formulation? What were the results of the rule?

(352) What were the principles and the methods of the abolitionists? Are they justifiable?

(353) Summarize a list of reasons for and a list of reasons against the resolution that "Slavery should be abolished."

7. Effects of slavery

(354) Why is 1619 an important date in American history? Why was slavery not fought against at that time?

(355) What unfortunate condition arose from the bringing in of negro slaves? What effect did it have upon agricultural production?

(356) What effect would slavery have in a new country upon free white inhabitants and upon free white immigration?

(357) What might have been the condition of our country now if slavery had not been abolished?

(358) Explain the following: "A Dutch vessel sailed up the James River in 1619 and sold twenty African slaves to the colonists. The seeds of the great Civil War were carried in this old Dutch vessel."

8. Conditions favorable and unfavorable to slavery

(359) What are the chief (geographical, industrial, and moral) reasons why the North opposed slavery?

8. Conditions favorable and unfavorable to slavery (continued)

(360) If slave labor had been considered profitable in the North, as it was in the South, would the North have opposed slavery? Why is slavery not economically sound?

(361) Why do you consider slavery an evil? Were the people of the South sincere in their belief in slavery or did they realize its evils and still want it merely for profit?

(362) What were the chief effects of slavery on the United States?

(363) Was Harrison fair to the slave holders? Why?

(364) What are the three most important internal political questions which arose out of the conditions following the War of 1812?

9. Influences leading directly to Civil War

(365) Summarize the chief causes of the Civil War in two groups: first, the more fundamental and remote causes such as attitudes, principles, and so forth, and second, the immediate causes or events which actually started the war.

(366) By what means other than war might the slavery question have been settled?

(367) What events helped to cause Lincoln's election? Would you have voted for Lincoln in spite of what the South said?

(368) What was the importance of Lincoln's election to the presidency? Explain Lincoln's policy toward the South.

(369) From what issues has sectionalism arisen in the United States? How did the two distinct territorial divisions, North and South, originate?

(370) What were the effects of John Brown's Raid on the South?

(371) How did Mrs. Harriet Beecher Stowe's "Uncle Tom's Cabin" affect people's attitude toward slavery?

10. Comparison of North and South

(372) Account for the difference in the proportion of white population in the North and the South.

(373) Compare the North and the South in the period of 1830 to 1860 in the following ways: as to social life, education, industries, and farming.

(374) Compare the North and the South at the beginning of the Civil War as to resources, population, training, loyalty, purposes, political and financial conditions.

(375) Compare the North and the South during the Civil War as to natural resources, wealth, food supplies, population, army, navy, transportation, location, purposes, and patriotism.

11. Leaders

(376) Discuss the services of John Quincy Adams before, during and after his administration. It is said of Adams that "He was a fearless champion of what seemed to him to be right." Point out an example illustrating this and show how this quality helped to fit him for the presidency.

(377) Compare Thomas Jefferson with Andrew Jackson.

11. Leaders (continued)

(378) Discuss Henry Clay's importance in United States History.

(379) Compare Daniel Webster and Henry Clay.

C. Miscellaneous

(380) Why does the word "slaves" not appear in the Constitution?

(381) Compare Jackson's presidency with that of Van Buren.

(382) Discuss the Mormon emigration to Salt Lake.

(383) Could treaties be drawn up without war today as was the Ashburton Treaty?

V. Civil War (1861-1865)

A. Campaigns

(384) Compare the war policies of the North and the South and tell who were responsible for the policies.

(385) What was the importance of the rivers during the Civil War?

(386) What need was made evident by the battle of the Monitor and the Merrimac?

(387) Explain the importance of the blockade in the Civil War. Which crippled the South more, the Union armies or the naval blockade?

(388) How did the defeat of the national troops at Bull Run prove advantageous to the cause of the Union?

(389) What was the importance of the Peninsular campaign?

(390) What were the advantages and value of Sherman's march?

(391) Discuss Sheridan's return from Winchester.

(392) What was the significance of the Battle of Gettysburg? of the Battle of Vicksburg?

(393) What, in your estimation, caused the North to win?

(394) Compare the first two years of the Civil War with the last two years.

(395) Give an account of the form of organization of the two opposing armies.

B. Emancipation Proclamation

(396) Explain the Emancipation Proclamation and give reasons why it was issued. Why did President Lincoln not issue it at the beginning of the Civil War?

(397) What right did Lincoln have to issue the Emancipation Proclamation?

(398) What were the results of the issuing of the Emancipation Proclamation on the negro, the Civil War, and the country?

(399) Explain the difference between the Emancipation Proclamation and the Thirteenth Amendment to the Constitution.

F. Lincoln's attitude

(400) What were the outstanding traits of Lincoln's character? How did his training and character fit him for the presidency during the Civil War?

F. Lincoln's attitude (continued)

(401) Why was opinion so divided about Lincoln during his life? If he were living today, do you think he would be considered as great as he is now?

(402) Explain Lincoln's attitude toward: (a) Slavery, (b) Confederacy, (c) Union.

(403) Discuss Lincoln's handling of the Trent affair.

(404) If Lincoln had not freed the slaves, do you think someone else would have at that time or later?

(405) What is the importance of Lincoln's Gettysburg Address? What is the central thought contained in it? What did he mean by a "government of the people, by the people, for the people?"

(406) How did Lincoln's assassination affect the country? Does the assassination make us feel differently toward his work?

(407) What honors might Lincoln have gained for himself if he had lived a few years longer?

G. Leaders

1. Evaluation

(408) Compare Grant and Jackson as to military ability.

(409) Whom do you admire most, Grant or Lee? Why? Which one do you consider the more efficient as a leader? Why?

2. Compared with earlier leaders

(410) Compare Lincoln and Washington as to (a) advantages in life, (b) character, (c) problems which each had to solve, (d) service rendered to the country.

(411) Compare Washington and Lee as to military ability and leadership.

VI. Reconstruction (1866-1870)

A. Results of the Civil War

(412) What was the significance of the outcome of the Civil War? What were the most important results of the war on the nation?

(413) What were the chief effects of the war on the North? on the South?

(414) What might the results have been if the South had won the Civil War instead of the North?

B. Problems and work of reconstruction

(415) Summarize the chief phases of the Reconstruction controversy after the Civil War and describe the chief plans that were suggested to meet the situation.

(416) What were the principal mistakes in reconstruction? How might they have been avoided?

(417) What were the chief problems of reconstruction for the North? for the South? for the National Government?

(418) Compare President Johnson's plan of reconstruction with that of Congress. Do you consider the Congressional plan a good one? Why?

B. Problems and work of reconstruction (continued)

(419) Discuss the attitude of a southern citizen toward a northern citizen after the war.

(420) Discuss home life and living conditions in the North and South during the period of Reconstruction.

(421) Trace the Reconstruction Period in the North and in the South, giving attention to suffrage, taxes, public improvements, and political organization.

(422) Why was the death of Lincoln a great misfortune to the South? to the North?

(423) Give reasons why you think the southern states were or were not treated fairly during the Reconstruction Period.

(424) What were the effects of carpet-bagging on the South?

(425) Was the Ku Klux Klan necessary in the South?

C. The race problem

(426) How has the Civil War affected the status of the negro in the North and in the South?

(427) Has our country been benefited by the abolition of slavery?

(428) What do you think would have been the best way to dispose of the freed slaves for the future good of the country?

(429) What can we do as a country to produce a higher standard of living in the negro race? Which do you think is better for our country—to have the negroes and whites intermingle as they are now doing, or encourage negroes to live on government reservations as is done in the case of Indians? Why?

(430) Discuss the race problem in the South in its social, political, and economic results, and show why the South was so long in becoming reconciled to the abolition of slavery.

(431) Do you think the South is a more desirable place to live since the slaves were made free? Why?

(432) Contrast the negro problem of today with that of the sixties.

D. Commerce, industry, and transportation

(433) Compare the social, economic and industrial conditions of the North and the South at the close of the Civil War and give three reasons why the South fell behind the North in prosperity.

(434) Compare the New South with the Old South and give reasons for the change.

(435) Between 1860 and 1870 the number of employees in American factories increased more than one-half. Does this fact suggest more capital or less capital? Explain.

(436) What was the importance of the laying of the Atlantic Cable?

(437) Why did our government want a transcontinental railroad?

VII. Industrial, Political, and Social Progress (1871-1897)

A. Inventions and inventors

(438) Trace the progress of invention from 1865 to the present time and show why this period has been especially productive. Why were the inventions of this period of less value to the South than to the North?

(439) What is the relation between inventions in America and industrial progress? Why are people often slow in accepting a new invention?

(440) What has been the importance of the developments in the field of electricity?

(441) Why have the inventions of the phonograph, airplane, and radio been important?

(442) What inventions have been most important in the transition from the old style of farming to modern scientific farming?

(443) What has Thomas Edison contributed to world progress? How do you account for his great work? What is the difference in your feeling of gratitude toward George Washington and Thomas Edison?

C. Reforms

1. Civil service

(444) What led to the Civil Service Reform?

(445) To what extent has the spoils system been eliminated from our government?

(446) Discuss the merits of the Civil Service System in comparison with those of the Spoils System. Give reasons why the "merit system" should be used in towns and cities as well as in the nation.

(447) Why do some politicians object to Civil Service Reform?

(448) Discuss Civil Service as to positions open, qualifications necessary, examinations, and so forth.

2. Australian ballot

(449) What are the advantages and disadvantages of the Australian Ballot System? Why should there be secrecy in voting?

(450) What were the effects of the use of the Australian Ballot System in elections?

(451) Do you think the short ballot is to be preferred to the present method of voting? Why?

E. Commerce, industry, and communication

(452) Trace the development of industry in the United States, giving the principal reasons for the rapid growth, the results of the change on life, and the reasons why America can maintain an industrial supremacy.

(453) Why is it not advisable for a country to depend wholly on one crop or industry?

(454) Compare agricultural development with industrial development in the United States.

(455) What relation has agricultural development to the building of lines of transportation?

(456) Explain the effects of the transcontinental railroad on the development of the country.

E. Commerce, industry, and communication (continued)

(457) Compare transportation now and during Cleveland's administration.

(458) The government manages and controls postal activities. Why should it not control other industries?

(459) How has irrigation helped to develop the United States?

(460) What one factor has been most responsible for the progress of commerce in the United States?

F. Labor and capital

(461) Discuss the rise of big business monopolies and the attempt at government control.

(462) Contrast early American systems of labor with the labor organization of today.

(463) Compare the activities of labor and capital from 1875 to 1925.

(464) Why does the public claim a right to interfere in conflicts between capital and labor?

(465) Explain the significance of labor unions and give some arguments for and against them.

(466) Discuss the need of a Child Labor Law.

G. Urbanization

(467) Account for the greater relative increase in population of cities as compared with rural districts. What does the growth of cities mean to our country?

(468) Explain the rapid growth and importance of such cities as Gary and Indianapolis.

(469) What questions in government were caused by the growth of cities?

(470) Give some reasons why New York City has grown to be larger than other cities in the United States.

VIII. Beginnings of United States as a World Power (1898-1912)

A. Spanish-American War

2. Causes

(471) Summarize the remote and immediate causes of the Spanish-American War.

(472) Was the Spanish-American War inevitable? Give reasons for your answer.

(473) What was the attitude of the United States toward Spain in 1898?

(474) Why was the United States justified in going to war with Spain in 1898?

3. Results

(475) What were the chief results of the Spanish-American War?

(476) Explain how the "Spanish War made the United States a world power."

B. Treatment of outlying possessions

2. Philippines

(477) Was the purchase of the Philippines a violation of the Monroe Doctrine?

(478) What do we mean by "government with the consent of the governed?" Compare this with "Imperialism."

(479) Why did the Filipinos rebel against the United States?

(480) Give reasons for and against the granting of freedom to the Filipinos.

C. Relation of United States with other nations

1. South America

(481) Why should the United States extend its protection over Central and South America by means of the Monroe Doctrine?

(482) How has the Monroe Doctrine helped small countries in South America?

(483) What reasons have republics south of the United States had to question our good intentions?

(484) Discuss Blaine's foreign policy with Latin-American countries.

(485) Of what advantage was the Pan-American Congress to us?

2. Other countries than South America

(486) Why do countries have foreign ministers?

(487) Why should Canada oppose reciprocity with the United States?

(488) Explain the policy of the "Open Door."

(489) What were the reasons for the world trip of the United States navy in 1907?

D. Panama Canal

(490) What is the military and commercial importance of the Panama Canal to the United States? to the world?

(491) Compare the relative values of the Erie and Panama Canals to the United States.

(492) Why was President Roosevelt so eager to construct the Panama Canal?

(493) Explain why the Panama Canal has been called a "monument to Theodore Roosevelt."

(494) Discuss the method used to get the Canal Zone for the building of the Panama Canal.

(495) Why did the United States succeed in building the Panama Canal when it had been a failure before? Why is it said that it was built by doctors?

(496) Why was it such a task to build the Panama Canal? What attempts were made at it?

IX. Accentuated World Relations (1913-present)

A. World relations

1. World war

b. Reasons for entrance of United States

(497) Explain the causes for the entrance of the United States into the World War.

(498) What was the aim of the United States in the World War?

(499) Why was the United States justified in entering the World War?

(500) Could President Wilson have prevented America from participating in the World War? What would have been the result?

(501) What was the importance of the sinking of the Lusitania? Compare the sinking of the Lusitania with that of the Titanic.

(502) Do you think Washington or Jefferson would have opposed our entrance into the World War?

(503) What did Lafayette have to do with the World War? Do you think we were obligated to help France in the World War? Why?

c. War policies of United States

(504) Has the United States ever fought an unjust war or acted disgracefully since the formation of the government?

(505) For what purpose has the United States entered wars? State in one word each of the aims of America's three great wars?

(506) Compare America's reasons for entering the War of 1812 with those for entering the World War.

(507) Compare the causes of the Revolutionary War with those of the World War.

e. Methods of warfare

(508) Trace the development of methods of warfare through the Revolutionary War, the War of 1812, the Civil War, the Spanish-American War, and the World War, and make some statement concerning the probable methods of future warfare.

(509) Compare the Civil War and World War as to types of volunteers, treatment of prisoners, and conditions of military life.

(510) What are the advantages and disadvantages of conscription and voluntary enlistment?

(511) Does one side ever gain as much in a war as the other loses? How could money spent for war be put to better uses?

(512) Compare the use to which Muscle Shoals would be put in time of peace with that to which it would be put in time of war.

g. Results

(513) What is the significance of the World War? What have been the most important industrial, economic, and social results upon the world?

(514) How did the World War affect the United States politically, socially, and financially?

(515) What new relations were brought about between the United States and foreign countries by the World War?

g. Results (continued)

(516) Did the United States gain or lose by entering the World War? Why?

(517) Did the restrictions placed on food during the World War introduce any values to the American people which have been permanent?

(518) What great mechanical and industrial achievements and what scientific facts have resulted directly from the World War?

(519) What lessons upon the subject of military preparedness can we learn from the World War?

(520) How were the North and the South united by the World War?

(521) What do you think would be the present condition of the European countries if they had not engaged in the World War?

2. Reconstruction

a. Conditions

(522) Why have conditions since the war been so difficult? Name some of the hard problems which face the United States Government today.

(523) What was the cause of such rapid social and industrial development after the World War?

(524) What explanation can be given for the large increase in the enrollment in high schools and colleges since the World War?

(525) How do you account for the high cost of living after the war?

(526) If the amount of money in the country were suddenly doubled, what would be the effect on the price of wheat?

(527) Why does the dollar not buy as much today as in 1914?

(528) Account for the riches of Henry Ford and the pauperism of some.

b. Compared with reconstruction after Civil War

(529) Compare the conditions of the Reconstruction Period following the Civil War with those of the period following the World War.

(530) Compare the reconstruction problems which arose after the Civil War with those which arose after the World War.

(531) Compare the differences between Wilson and the Senate after the World War with those between Johnson and Congress after the Civil War.

(532) Compare the Ku Klux Klan of 1868 with that of today in regard to purpose and accomplishments.

3. Wilson's administration

(533) In what respects was Wilson a great president? Do you consider him one of the nation's greatest leaders? Why?

(534) Show that Wilson should or should not be condemned for his mistakes.

(535) Discuss the salient features in the politics of President Wilson.

(536) Name and tell the importance of the chief events in Wilson's administration.

3. Wilson's administration (continued)

(537) Compare the tasks of the two great war Presidents, Lincoln and Wilson.

(538) Do you think a president should leave his country to go abroad? Why?

(539) What did Wilson mean by "making the world safe for democracy?"

(540) Explain the term "watchful waiting."

4. League of Nations and World Court

(541) What is the purpose of a League of Nations? of a World Court? What is the significance or value of such organizations?

(542) Do you think the United States should join the World Court? Why?

(543) Why was not the League of Nations accepted by all countries?

(544) Why did the United States not join the League of Nations after helping to make it?

(545) Tell why you think the League of Nations a good or bad plan and why you think the United States should or should not enter it.

(546) Summarize the arguments in favor of a League of Nations.

(547) What effect does the League of Nations have upon the Eastern Hemisphere?

(548) Give some arguments for and against compulsory arbitration.

5. United States in relation to other nations

a. General

(549) What are the connections between the history of the Old World and that of the New?

(550) Mention several of the bonds between Europe and the United States. Did the World War create any new ones?

(551) Compare the European policies of Washington and Wilson.

(552) Compare the relations of the United States to Europe during Wilson's and Jefferson's administrations.

(553) Do you think that President Wilson did a good service by going to Europe in 1918-1919? Why?

(554) From your study of United States history, what is your feeling toward Great Britain?

(555) To which country do we owe our greatest debt (not financial)? Why?

(556) Is it better to pay freight to foreign ships or to have ships of our own? Why?

(557) Would it be safe for the United States to give up building a navy if other countries did likewise? Why?

(558) What effect does a war in Europe have on American farm products?

(559) What would the United States do with her surplus products under an "American System?"

5. United States in relation to other nations (continued)

(560) Do big nations possess rights which small nations do not? Explain.

b. Monroe Doctrine

(561) What is the significance of the Monroe Doctrine today? How has it affected affairs recently? Do you think we should still abide by it?

(562) Discuss the possibility and advisability of the Monroe Doctrine as a World Doctrine.

(563) How can you reconcile the entrance of the United States into the World War and the Monroe Doctrine?

(564) Has the Monroe Doctrine assumed any new importance in connection with the World War?

(565) Discuss the present foreign policy of the United States.

(566) Explain why Germany has always been hostile to the Monroe Doctrine.

d. Position of United States as a power

(567) What place do we occupy among the nations of the world?

(568) Do you think the United States is still a growing nation? Is it now "standing still" or is it beginning to decline? Give reasons for your answer.

(569) For what reasons is the United States considered a world power? What factors have made her position possible?

(570) What are some of the conditions that have helped to retard the growth of the nation?

(571) Under what conditions will the United States maintain her position as a great nation? What proportion of the people are educated and understand our form of government?

6. Immigration

(572) Why is there so much immigration to America? Explain what is meant by calling America the "melting pot."

(573) Why is it necessary to instruct immigrants in American principles? What should be done with foreigners in America who oppose an organized form of government?

(574) If aliens should come to the United States, what qualifications should they have? What are the advantages and disadvantages of educational tests for immigrants?

(575) How are foreigners a menace to our laborers?

(576) What are the effects of loose immigration laws today?

(577) Trace the varying policies of the United States toward the immigrant.

(578) Why was immigration from 1830-1880 considered such a boon to the United States, while that from 1880 to the present date has offered so many problems to lawmakers?

(579) What caused our immigration to change from an immigration from northern and northwestern Europe to one largely from southern Europe?

6. Immigration (continued)

(580) What is likely to be the effect of such a large immigration from southern Europe?

(581) What are the chief arguments for and against restricted immigration? Why are stringent immigration laws more necessary now than formerly?

(582) Do you think the policy of the United States toward immigrants is justifiable? Why?

(583) What are reasons for the act excluding Orientals? Why should the Japanese question be of more immediate interest to Californians than to others?

(584) How has the World War affected immigration to this country? What new problems have arisen in this connection?

B. Internal affairs

1. Legislation

b. Federal reserve banks

(585) Trace the development of our banking system beginning with the work of Alexander Hamilton.

(586) Mention the chief financial panics and state briefly the causes and results of each.

(587) Explain the importance and value of the Federal Reserve Act.

(588) Show by example how the Federal Reserve Banks may prevent severe panics.

d. Prohibition

(589) Show how the prohibition law of 1917 represents the climax of the whole prohibition movement.

(590) Some people think that as a war measure the 18th Amendment was justified, but should be repealed now in time of peace. Point out the truth or fallacy of their argument.

(591) What have been the effects of the Prohibition Amendment?

2. Tariff and taxation

(592) Explain the two great sources of national revenue.

(593) Who pay taxes? What system of taxation would seem to arouse the smallest amount of objection?

(594) Which is the better form of taxation, an income tax or a tariff? Who pays the greater amount in either case? What effect has an income tax on large corporations and on business in general?

(595) What is a tariff? Which tariffs have not been beneficial to our nation?

(596) What relation has the tariff question to our national life?

(597) How does tariff for revenue differ from protective tariff?

(598) Explain in detail the idea of protective tariff, giving the chief arguments for and against it and showing what influence it has on present day industries.

(599) Is the tariff an advantage to the Gulf States? Why?

2. Tariff and taxation (continued)

(600) Compare the policies of the Republican and Democratic parties in regard to protective tariff.

(601) Trace the development of the tariff question from 1789 to 1924.

3. Political parties

(602) Are different political parties necessary in our form of government? Would it be possible to have only one party? Would it be advisable?

(603) How did political parties originate? What issues have preserved them?

(604) Trace the development of political parties in the United States up to the present time.

(605) What is meant by "Party Platform?" Contrast the platforms of the great opposing political parties since 1788.

(606) Which of the two great parties of today more closely resembles the party of Thomas Jefferson?

(607) Compare the present Democratic and Republican parties.

(608) How have third parties been a benefit?

(609) How can you account for the rule of the Progressives during Roosevelt's and Wilson's administrations?

(610) Why is it desirable to eliminate partisan politics? How may this be done?

4. General social conditions

(611) Make a list of privileges that we American citizens enjoy. How can we make America a better place in which to live? How can we help to remedy defects in our government?

(612) Give reasons why you would rather be an American boy or girl than a European.

(613) Name some social organizations for boys. Name some social organizations for girls. What effect have these organizations had upon the youth of America?

(614) How can schools be made community centers?

(615) Show that the number of ships on the Great Lakes is a sign of national prosperity.

(616) Why do better methods of transportation and communication make our country a better place in which to live?

(617) Is the Mississippi river more important today than a hundred years ago? Give reasons for your answer.

(618) What are the effects of having daily newspapers?

(619) Compare the movement toward church union in Canada with that in the United States.

(620) What effect would a system of "farm credit" have on industries?

(621) What are the chief effects of free schools and free speech on national life?

(622) Compare the degree of illiteracy of the United States with that of other powers and give reasons for the difference.

4. General social conditions (continued)

(623) If, as some think, there has been a gradual mental and moral decline in the life of the nation, what are the undermining causes? How may this condition be remedied?

(624) How does morality affect the history of a race?

(625) Compare Germany's and our attitudes now toward Armistice Day.

(627) Do cabinet members today consider their work as great a responsibility as did the members of the first cabinet? Explain.

C. Leaders of the period

1. Evaluation

(627) What part did William J. Bryan take in American politics?

(628) Give your view of Warren G. Harding's character.

(629) Why do you think President Coolidge should or should not be re-elected?

2. Comparisons

(630) Compare Burbank, McCormick, and Lincoln as emancipators.

(631) Compare Wilson and Lincoln as to right to our esteem.

(632) Compare Roosevelt and Wilson as Presidents.

D. In perspective

1. Economic and social changes

(633) Trace the social development of the West from the time of its settlement to the present.

(634) Do you think people are happier today than in pioneer days? Why?

(635) Compare the opportunities open to the American people at the close of the 18th century with those offered to you today.

(636) Compare work that women do now with that of our great-grandmothers. What has brought about the change?

(637) Compare New York City in 1776 and in 1925.

(638) Explain some reasons why you think civilization in the United States took such a great stride in the last fifty years. How has it compared with progress in the last twenty years?

(639) Compare the United States in 1860 and 1925 as to mail service, agriculture, industries, and general living conditions.

(640) Compare the methods of agriculture of 1830 with those of 1925.

(641) How did manufacturing in the 17th century differ from present day methods?

(642) How did the colonial Sabbath differ from the Sabbath of the present day? Is there any danger of going too far in the direction in which we are now tending?

3. Education

(643) What does the National Government have to do with education? Should it have more to do with it?

3. Education (continued)

(644) What is the relation between democracy and education? Why is an elementary education compulsory in the United States?

(645) Trace the development of free education.

(646) In what respects are free public schools better for a country than tuition schools?

(647) What is the relation between free schools and self government?

(648) Trace the development of vocational education. What does it seek to do?

(649) Compare education of colonial days with education of today.

(650) Compare educational facilities of today with those of 1870.

5 Leaders

(651) Name five historical characters whom you admire most and give reasons for your selection.

(652) Does America produce more or fewer great men than England? Why?

(653) What are the qualities of a great leader? Who illustrates them best?

(654) Name in order the five Americans whom you think to be the greatest. Give reasons for your choice.

(655) Name in order the three Presidents whom you think to be the greatest. What are the prominent traits of each?

(656) Who has contributed most to our country in the last twenty-five years? in the last fifty years? Why?

6. Citizenship

(657) What makes an American?

(658) Has a boy or girl a better opportunity today to be a good and useful citizen than in earlier days? Why?

(659) Why does the government come before any religious, social, or business organization in its right to the allegiance of Americans?

(660) What are the qualities of a good citizen? Is it right to be a pirate? Why?

(661) Why is it the duty of every citizen to vote?

9. Terms

(662) What is a "Compact?"

(663) Explain the term "Democracy."

(664) What is meant by "Log Rolling," "Filibustering?"

(665) Contrast "Initiative" and "Referendum."

(666) What is meant by: Conciliation, System, Anaesthesia, Policy, Period, Issue, Scalawags, Ruthless Collective Bargaining, Boycott, Sympathetic Strike, Civil Service, Blue Sky Law, Merit System, Permanent Court?

(667) What do we mean in America by "Freedom of Speech, Religion, Press, and Democracy?"

9. Terms (continued)

(668) What are Traditions? Theories? Laws?

(669) Contrast: Tribunal and Popular Sentiment; Cooperation and
Approbation.

(670) What is meant by the "Age of Science?"

(671) Explain "Balance of Power."

(672) Explain: Internationalism, Imperialism, Socialism, Nullification.

(673) What is meant by "The Totem Pole?"

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