

New York (State) Regents Examination and Scholarship Center.

Regents examinations, 1865-1965.

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**Regents Examinations**  
**100 YEARS OF QUALITY CONTROL IN EDUCATION**

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THE UNIVERSITY OF THE STATE OF NEW YORK

**Regents of the University** (*with years when terms expire*)

Edgar W. Couper, A.B., LL.D., L.H.D., <b>Chancellor</b>	Binghamton	1968	<b>President of the University and Commissioner of Education</b>
Thad L. Collum, C.E., <b>Vice-Chancellor</b>	Syracuse	1967	James E. Allen, Jr.
Alexander J. Allan, Jr., LL.D., Litt.D.	Troy	1978	<b>Deputy Commissioner of Education</b>
George L. Hubbell, Jr., A.B., LL.B., LL.D., Litt.D.	Garden City	1966	Ewald B. Nyquist
Charles W. Millard, Jr., A.B., LL.D.	Buffalo	1973	<b>Associate Commissioner for Elementary, Secondary and</b>
Everett J. Penny, B.C.S., D.C.S.	White Plains	1970	<b>Adult Education</b>
Carl H. Pforzheimer, Jr., A.B., M.B.A., D.C.S.	Purchase	1972	Walter Crewson
Edward M. M. Warburg, B.S., L.H.D.	New York	1975	<b>Assistant Commissioner for Instructional Services</b>
J. Carlton Corwith, B.S.	Water Mill	1971	<b>(General Education)</b>
Joseph W. McGovern, A.B., LL.B., L.H.D., LL.D.	New York	1969	Warren W. Knox
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Joseph C. Indelicato, M.D.	Brooklyn	1974	<b>Chief, Bureau of Test Development</b>
Mrs. Helen B. Power, A.B., Litt.D.	Rochester	1976	Victor A. Taber

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# 100 YEARS OF QUALITY CONTROL IN EDUCATION

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The University of the State of New York

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The State Education Department

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Regents Examination and Scholarship Center

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Albany/1965

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# Preface

In these critical days of expanding knowledge and rapid change, as the problems confronting society become increasingly complex, education faces a major challenge. More than ever before, our general welfare depends upon the quality of our schools.

That the schools of New York State now enjoy wide prestige and respect throughout the nation must be recognized as due in no small part to the system of high school achievement tests popularly known as Regents examinations. Regents examinations have been an integral feature of the secondary education program in New York State for 100 years. Generally regarded as a hallmark of the New York State educational system, Regents examinations have played a major role in developing and maintaining the high standards of instruction and achievement found in our high schools.

It is interesting to note that Regents examinations were initiated in 1865 for the purpose of establishing standards for the selective and college preparatory academies of the day. Since that date we have seen vast changes in our

society and in our schools. Nevertheless, by keeping pace with the changing and evolving purposes of our schools, the Regents examinations in 1965 continue to play a vital part in our total educational program.

For the people of the State, Regents examinations have been a sound and profitable investment. In the area of academic achievement, they offer a measure of quality that is valid, equitable, and easily understood. As supervisory tools, they are effective in stimulating good teaching and learning practices. Indeed, no better proof is available of the basic interaction between good examinations and good education, each enhancing the other.

Accordingly, the Board of Regents takes the occasion of this centennial year of Regents examinations to reaffirm strongly the essential role of Regents examinations in encouraging and insuring quality education. This brochure is designed to help foster public understanding of that role. It tells, briefly and simply, the story of Regents examinations—what functions they serve, how they are made, and how they are used in the schools.



Commissioner of Education

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# Introduction: Historical Notes

The Regents examination system began in New York State in November 1865 as a plan of high school entrance examinations. The amount of State aid to public academies was based on the number of pupils enrolled in each academy. To discover who were bona fide academy students, the Board of Regents established admission examinations, and a State certificate was awarded to successful candidates. The plan of uniform and impartial entrance examinations was immediately successful, and there soon arose a strong demand for similar safeguards and standards for high school graduation and college admission. In June 1878, therefore, the Regents administered the first of the academic or high school examinations.

From these beginnings, the modern system of high school achievement examinations developed. In a relatively short time, "Regents credit" became universal academic currency.

Since 1865, tremendous changes have of course taken place in education. The *Regents Report* for the school year ending June 1875 gave the total number of pupils in

the academies and the academic departments of union schools as 12,000. By 1900, the total enrollment had increased to about 100,000, and by 1925, to 350,000. The enrollment in our high schools today is close to a million. These increases in high school enrollment reflect both the growing size of the population and the broadening of educational opportunity. No longer primarily selective in function, our high schools today are concerned with the general education of all our youth and with the preparation of boys and girls as individuals for the kind of social, economic, and scientific world in which they must live.

In this climate of expanding educational opportunity, it was readily recognized that a testing device established for a few secondary schools, mostly private academies with relatively small enrollment, could not be expected to serve effectively a heterogeneous adolescent population. The larger the population of the State, the more diversified its industrial and economic interests, the more heterogeneous its population, and the greater the range in individual interests and abilities, the less appropriate is regimenta-

tion of the education program or a single standard of intellectual achievement. Thus, parallel with the readjustment of high school education came a readjustment of the Regents examination system. Dramatic changes in the functions and purposes of our schools have brought in their wake major readjustments in the Regents examination program. Over the years, two major developments have been of particular significance.

First, Regents examinations have been transformed from narrowly viewed college preparatory tests into broad evaluation instruments. The increasing variety and broadened scope of high school subjects have led to a corresponding change in the examinations. Originally, each year of high school work was separately tested, so that a pupil was obliged to present himself for examination in 4 successive years in order to earn a State high school diploma. This procedure was an excessive burden on pupils and teachers and also encouraged a fragmentary view of learning experiences. The emphasis now is on sequential work in the curriculum program for each pupil. Wherever possible,

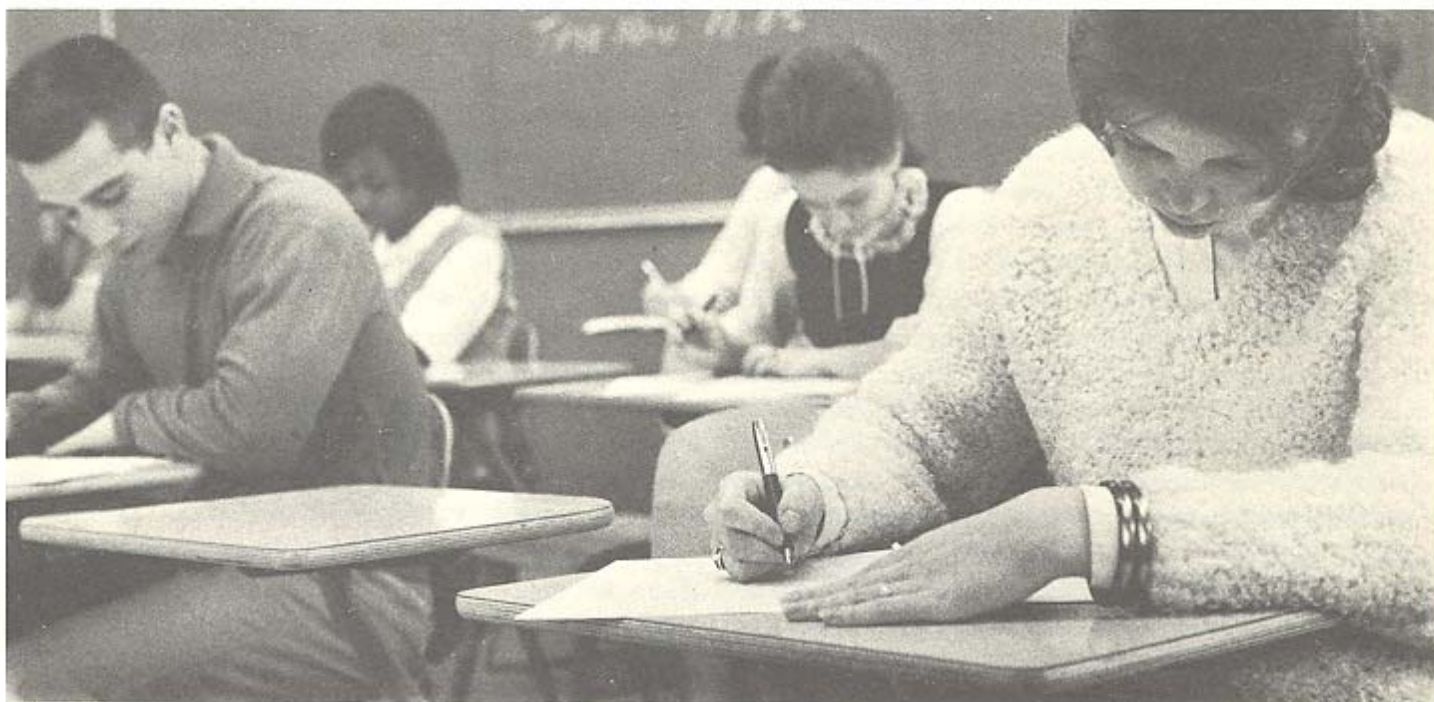
Regents examinations are framed so as to provide a comprehensive evaluation of the results of 3 or 4 years of work, rather than the work of the year that the pupil has just completed.

Second, the purposes and functions of Regents examinations have been reoriented in consonance with the leadership role of a State department of education. Over the years, there has been a broader appreciation of the proper function and use of Regents examinations. Local schools have been encouraged to recognize that Regents examinations constitute only a partial basis for evaluating pupil progress or the effectiveness of the school program, and have been assisted in developing well-balanced local testing programs for those purposes. Once viewed primarily as an instrument for State inspection and control, the Regents examination now serves instead as a valuable guide for the wise exercise of local responsibility for quality education.



# What are Regents examinations today?

- Achievement tests in grades 9-12
- Based on State courses of study
- Administered in January, June, and August
- Over 1,300,000 papers written annually by 525,000 pupils



Regents examinations are end-of-course achievement examinations in grades 9-12, based on New York State courses of study. They are offered three times a year (January, June, and August) and include 25 different high school subjects. General use of Regents examinations, which are designed for pupils of average and above-average ability, is required in the public high schools of the State. Each year more than 1,300,000 examination papers are written by 525,000 pupils in approved public and private high schools.

# What are the purposes of Regents examinations?

- Evaluate achievement and progress
- Establish and maintain standards
- Provide a supervisory tool for improving instruction
- Serve a guidance function

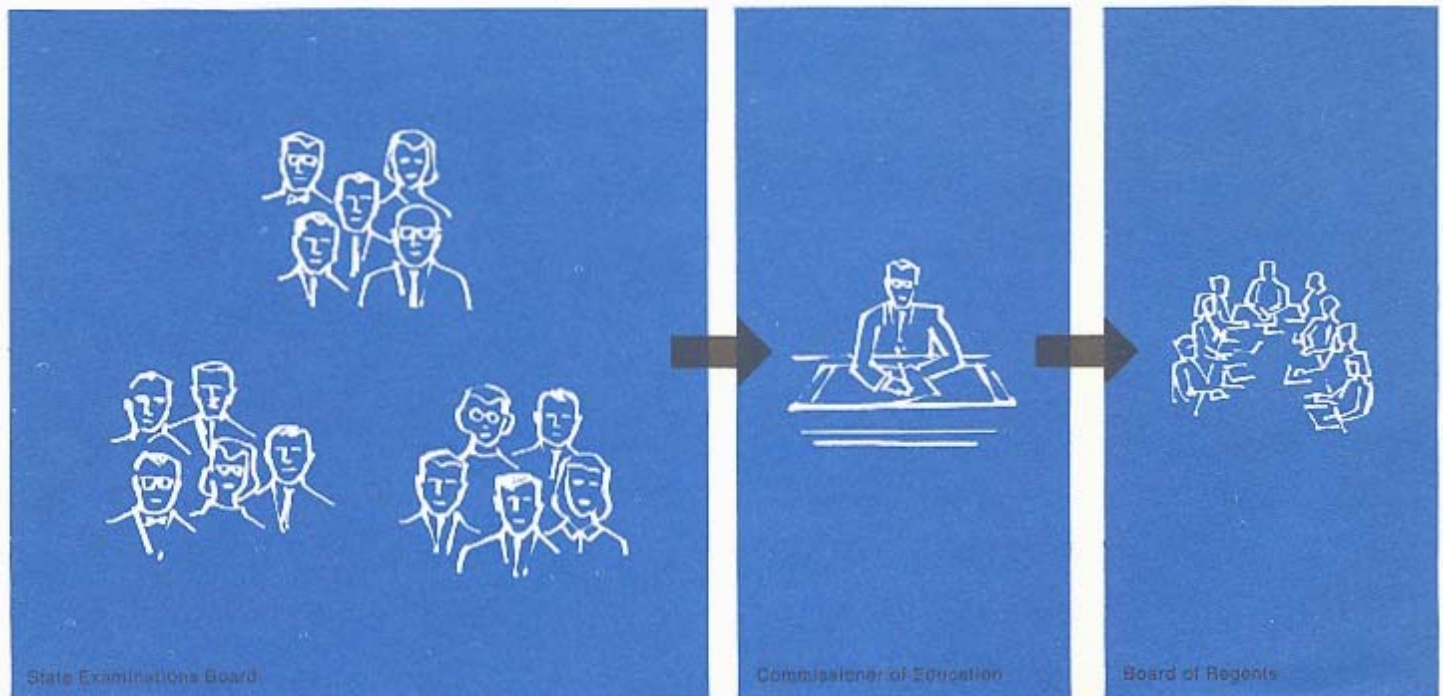


Regents examinations provide the school with an excellent yardstick for evaluating pupil progress. They establish a uniform State standard of achievement which is fair and equitable for pupils in all schools, large or small. They provide a strong supervisory instrument by which high academic achievement and quality teaching can be stimulated throughout the State. Finally, Regents examinations constitute one of the best devices available for predicting success in further study, both in high school and in college.



# Who establishes Regents examinations policy?

- Board of Regents establishes policy
- Commissioner of Education executes policy
- State Examinations Board advises on policy



State Examination Board is comprised of five college presidents, five superintendents, and five principals.

Regents examinations derive their name from the fact that they are administered under the authority of the Board of Regents of The University of the State of New York. The examinations are administered by the Commissioner of Education, the chief executive officer of the Regents. To advise in establishing policy for Regents examinations, the Regents appoint the State Examinations Board. With broad representation from all branches of the educational profession, the State Examinations Board provides an opportunity for the formulation of an integrated and coordinated examinations program.

# Who prepares Regents examinations?

- Committees of classroom teachers
- From public and private schools
- In all parts of the State



Regents examinations might more properly be called "teacher-prepared State examinations." Each examination is prepared by a committee of classroom teachers who are actively engaged in teaching the subject and who are therefore intimately acquainted with course objectives, pupil potentialities, and reasonable standards of performance. In a typical year, a total of 150 teachers from public and private schools in all parts of the State will participate in preparing Regents examinations. These teachers voluntarily contribute many days of their own time, performing work of a most demanding and challenging nature, for which they receive a token "honorarium" and the grateful appreciation of the teaching profession.



# How are Regents examinations developed?

- Question committee
- Curricular review
- Technical review and pretesting
- Editing
- Check by selected classroom teachers
- Final check by selected school administrators
- Evaluation report by all interested teachers

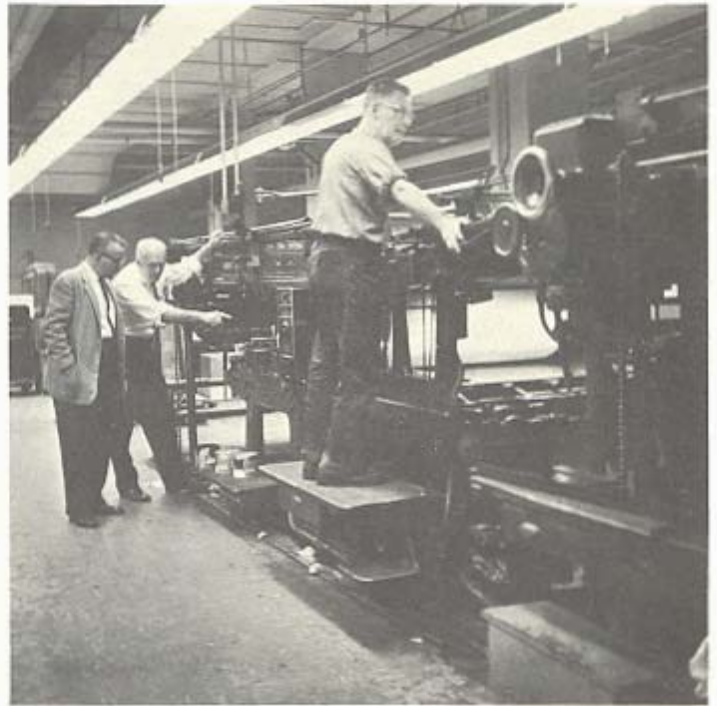


Each Regents examination is a cooperative project, culminating a long and painstaking development procedure, designed to assure that the end product will be both fair and valid. After an examination is assembled by a question committee of teachers, it is carefully scrutinized by the curriculum and testing specialists of the Education Department. Then the examination is pretested, or tried out, on pupils in high school classes. After editing, the examination is again reviewed independently by several other classroom teachers and by a committee of principals and superintendents. Only after the examination has been endorsed as a valid measure of curricular objectives and also as establishing a fair standard of pupil achievement, is it printed and administered to the pupils. Once the examination has been held, every teacher is encouraged to submit a frank criticism of the examination on a special evaluation form. These evaluations are analyzed and a

summary is made available to question committees for their consideration in preparing new examinations. In this way, the development of a Regents examination is a continuous cycle of improvement.

## How is the security of a Regents examination protected?

- Printed in Department printing plant
- Packed in sealed envelopes
- Shipped in locked steel boxes
- Given throughout State on uniform examination date
- Supervised by principal



Precautions are taken at every step to preserve the security and integrity of Regents examinations. The examinations are printed in the Department's own plant in Albany. They are packaged in sealed envelopes and are sent to the schools in locked steel boxes, to which only the principal has a key. The administration of the examination in each school is under the direct supervision and responsibility of the principal, who is the official deputy of the State Education Department. At the appointed time, in 1,200 schools throughout the State, the sealed envelopes are opened, the questions are distributed to the pupils, and the examination begins.



## How is accurate rating of Regents examinations assured?

- Rating by local teacher
- Keys and rating guides supplied by the Department
- Rating supervised by principal
- Sample of papers reviewed by the Department
- Report of Department review to each school



Regents examinations are rated locally by teachers, under the supervision of the principal, who is charged with responsibility for establishing and maintaining proper rating standards. Uniform answer keys and rating guides are provided for each examination by the State Education Department. After the rating has been completed in the schools, a representative sampling of all papers is requested by the Department and this sample is sent to Albany. There the rating is reviewed by a special staff of trained, experienced teachers. The results of Department review are reported back to each school.

## What is the State Regents high school diploma?

- Issued as an incentive to high achievement
- Based on Regents examination marks
- May bear special endorsement in major field
- May be issued with honor



The State Regents high school diploma is issued as an incentive to high academic achievement. Pupils may earn a local high school diploma upon completing 16 units of study in grades 9-12 in an approved program. To earn a State Regents high school diploma, however, a pupil must complete 18 units of study and must also pass Regents examinations in English, social studies, and a major field of specialization. The diploma may be issued with special endorsement, as in "scientific subjects," if the pupil completes a special concentration of study. It may be issued "with honor" if the pupil achieves an average of at least 90 percent in the required Regents examinations. A total of about 65,000 State Regents diplomas are issued each year.



## What are the plans for Regents examinations in the future?

- Continued strengthening and improvement
- Reflect evolving curricular objectives
- Encourage quality education



Because Regents examinations play so important a role in maintaining a strong program of secondary education in New York State, every effort will be devoted to the continued strengthening and improvement of these examinations. As new curricular objectives evolve, Regents examinations will be adapted accordingly. Experimentation and study are already under way to foster and encourage the new emphases in mathematics, science, and foreign language. At the same time, further technical improvements in the examinations will provide more equitable rating, greater comparability of scores, and greater comprehensiveness and depth in the measurement of pupils' achievements. In short, full advantage will be taken of the great potentialities of Regents examinations for maintaining a quality program of education.

# Appendix: Regents Examinations in American History, Yesterday and Today

*University of the State of New York*  
**Examinations Department**

Special examination

## U. S. HISTORY

**Thursday, September 24, 1891—9 : 15 a. m. to 12 : 15 p. m., only**

*48 credits, necessary to pass, 36*

*Credits allowed each answer depend on its completeness and accuracy*

1. Why were the inhabitants of the New World called Indians? 1
2. On what did England base her claim to territory in the New World? 1
3. Tell what you can of De Soto and his discoveries. 3
4. Discuss briefly the attempts of the English to found settlements in America before 1607. 4
5. Tell what you know of the settlement of Maryland and of the laws by which the colony was governed. 4
6. What was the immediate cause of the French and Indian war? 2
7. Describe the character and customs of the colonists at the breaking out of the War for Independence. 4
8. Tell what you know of the origin, adoption and sentiments of the "Declaration of Independence." 6
9. Discuss the battle of Trenton and its effect on the colonists. 3
10. Where and when did the convention meet which drew up the constitution of the United States? Who was its presiding officer? 3
11. Discuss the Alien and Sedition Laws. 3
12. Tell what you can of the dispute between England and the United States which resulted in the war of 1812. 3
13. What was the "Monroe Doctrine?" 1
14. Tell what you know of the admission of Texas and its results. 4
15. Tell what you can of Sherman's march from Atlanta to Savannah and its effects on the fortunes of the Civil War. 4
16. What event was celebrated in 1876? Where was the celebration held? 2



The University of the State of New York

233D HIGH SCHOOL EXAMINATION

AMERICAN HISTORY

Tuesday, June 16, 1925—9.15 a. m. to 12.15 p. m., only

Write at top of first page of answer paper (a) name of school where you have studied, (b) number of weeks and recitations a week in American history.

The minimum time requirement is five recitations a week for a school year.

If credit is not claimed for reading, answer eight questions, selecting one from each group.

If credit is claimed for reading, omit one of the first five groups and answer one question from each of the other seven groups.

Credit for reading will not be allowed unless at least 58 credits are obtained on the written examination.

Group I

1 What was Hamilton's argument for paying the national debt, both foreign and domestic, at face value, notwithstanding the depreciation of the government's securities [6]? What measures did he propose as a means of raising revenue [4]?

2 Ought the United States to have gone to war with France instead of England in 1812? Give *two* reasons, based on real grievances, for your answer. [10]

Group II

3 Mention *two* important problems that arose in connection with the Louisiana Purchase or with the territory included within the Louisiana Purchase before 1860 [4]. Describe *one* of these problems [6].

4 Describe a change in party machinery *or* in party methods *or* in the suffrage during the Jacksonian period. [10]

Group III

5 It has been said of Lincoln's leadership in the Civil War, "He held the nation to its great task." What personal qualities did Lincoln possess that were particularly helpful in accomplishing this task? [10]

6 Compare *two* of the following war problems faced by Lincoln with the corresponding problems faced by Wilson: (a) raising an army, (b) finance, (c) international relations, (d) civil liberty, (e) political opposition. [10]

Group IV

7 What is meant by the "solid South" [4]? What measures passed by Congress during reconstruction had most influence in creating a "solid South" [4]? What reason is there for believing that the "solid South" is breaking up [2]?

REGENTS HIGH SCHOOL EXAMINATION  
**AMERICAN HISTORY AND WORLD BACKGROUNDS III**

Wednesday, June 17, 1964—9:15 a.m. to 12:15 p.m., only

The last page of the booklet is the answer sheet, which is perforated. Fold the last page along the perforation and then, slowly and carefully, tear off the answer sheet. Now fill in the heading of your answer sheet. When you have finished the heading, you may begin the examination immediately.

Part I

Answer all questions in this part.

*Directions (1-50):* In the spaces provided on the separate answer sheet, write the *number* preceding the word or expression that, of those given, best completes *each* statement or answers *each* question. [50]

- 1 Which European country came under Moslem rule during the Middle Ages?
  - 1 France
  - 2 England
  - 3 Austria
  - 4 Spain
- 2 The growth of national states throughout most of the 14th and 15th centuries was stimulated by the
  - 1 decline of the guild system
  - 2 rise of towns and cities
  - 3 rise of feudalism
  - 4 discovery of the New World
- 3 Which political principle would John Locke most likely have rejected?
  - 1 Government derives its authority from the people.
  - 2 The King should rule as God's representative on earth.
  - 3 The people possess natural rights which government must protect.
  - 4 Violation of the social contract by government justifies revolution.
- 4 Which is the best example of mercantilism during the 18th century?
  - 1 A Church law against lending money at interest is repealed.
  - 2 Power is transferred from the King to the people in France.
  - 3 The English Parliament abolishes all control of foreign trade.
  - 4 The King charters a joint stock company, granting it exclusive trade privileges.
- 5 The aim of Napoleon's Continental System was to
  - 1 crush revolutions in Central Europe
  - 2 codify the legal systems of all European nations
  - 3 close European ports to English manufactured goods and colonial commodities
  - 4 extend the benefits of the French Revolution to other European nations
- 6 The conclusion that economic forces alone determine the course of history is most frequently associated with
  - 1 Adam Smith
  - 2 Karl Marx
  - 3 Leo Tolstoi
  - 4 Jean Jacques Rousseau
- 7 In 1900, which feature of the British government was the greatest potential source of opposition to the will of the people?
  - 1 control of the government by Parliament
  - 2 continuance of the King as a part of the government
  - 3 veto power of the House of Lords
  - 4 existence of an unwritten as well as a written constitution
- 8 An important difference between production of goods in the 20th century and production of goods in Western Europe during the Middle Ages was that, during the Middle Ages,
  - 1 producers were not taxed
  - 2 production for profit was almost unknown
  - 3 there was little production in anticipation of demand
  - 4 the quality of consumer goods produced was unregulated
- 9 During the period 1900-14, the political leaders in Europe believed that the "balance of power" theory could best be maintained by
  - 1 a policy of isolation
  - 2 an effective international organization
  - 3 a system of alliances
  - 4 a program of free trade
- 10 Which is an example of the suppression of subject nationalities that contributed to the outbreak of World War I?
  - 1 Austrian domination of Serbia
  - 2 German domination of the Sudetenland
  - 3 French domination of Alsace-Lorraine
  - 4 German and French domination of Morocco



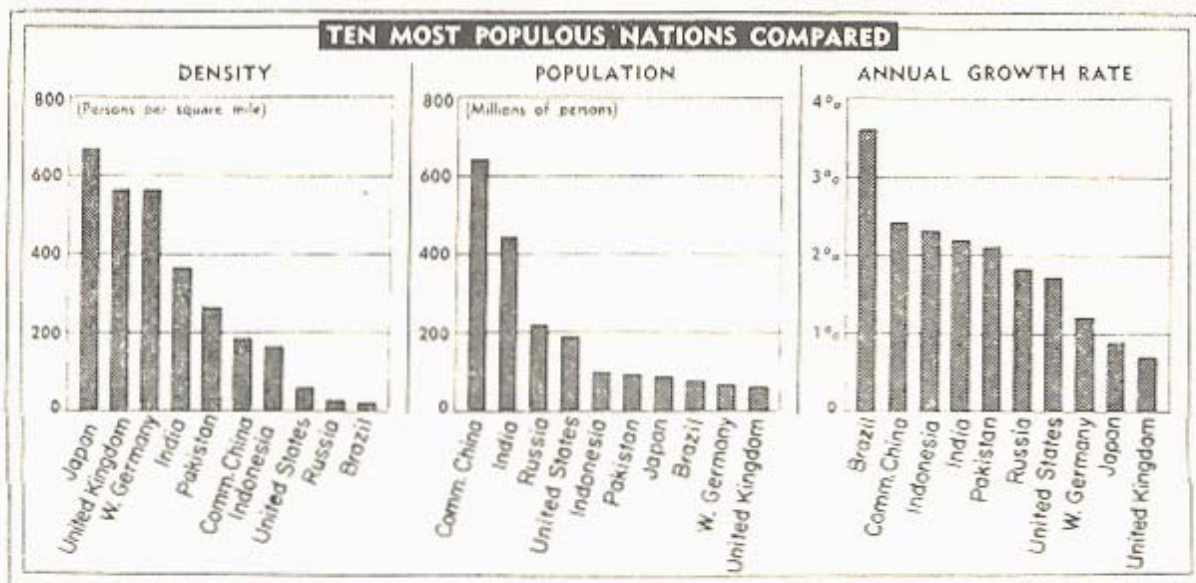
- 11 Which was a characteristic of the period 1212-59?
- 1 international organization effective in keeping the peace
  - 2 growth of antidemocratic governments in Europe
  - 3 active world leadership by the United States
  - 4 successful nationalist movements in Africa resulting in new independent states
- 12 An important cultural achievement during the Colonial Period was the
- 1 development of a distinctive style of American music
  - 2 printing of newspapers to influence public opinion
  - 3 advance in medical science that eliminated the superstitions prevalent in medieval England
  - 4 establishment of apprenticeship schools for the children of factory workers
- 13 After 1763, the basic conflict between England and her American colonies was concerned with
- 1 French aid to the colonies
  - 2 impressment of American sailors
  - 3 enforcement of Britain's imperial policy
  - 4 the British policy of inciting the Indians
- 14 The primary motive behind French aid to the United States during the Revolutionary War was the French government's desire to
- 1 regain Canada and Florida
  - 2 promote the principles of the French Revolution
  - 3 force British evacuation of French islands in the West Indies
  - 4 obtain revenge against Great Britain for French colonial losses
- 15 The federal Constitution was an improvement over the Articles of Confederation in that the Constitution
- 1 provided for an elected legislature
  - 2 delegated to Congress the power to declare war
  - 3 gave the national government control over United States territories
  - 4 made it possible for the national government to act directly on the people
- 16 Which argument against the ratification of the federal Constitution was used *least*?
- 1 The President would become too powerful.
  - 2 The states would lose their power.
  - 3 Senators would be elected by state legislatures.
  - 4 A Bill of Rights was not included.
- 17 Originally a major purpose of the principle of separation of powers was to
- 1 decrease the possibility of tyranny
  - 2 protect the power of the states
  - 3 insure quick passage of legislation
  - 4 reduce the power of the courts
- 18 In the United States, the congressional power that has been contested most frequently in the federal courts is the power to
- 1 coin money and regulate the value thereof
  - 2 establish post offices and post roads
  - 3 regulate commerce with foreign nations
  - 4 regulate interstate commerce
- 19 Which action is required to increase the term of office of members of the House of Representatives?
- 1 enactment of a law by Congress
  - 2 a resolution of both Houses of Congress
  - 3 a constitutional amendment
  - 4 approval of the voters in each state
- 20 In the United States House of Representatives the period of debate is likely to be shorter than in the Senate because the House
- 1 remains in session longer
  - 2 has rules that limit discussion
  - 3 considers bills only after the Senate has passed them
  - 4 is generally composed of less experienced members
- 21 Which is an important check on the United States President's control of foreign policy?
- 1 Appropriations must be approved by Congress.
  - 2 The House of Representatives must approve presidential appointments.
  - 3 The Senate can remove Ambassadors and Ministers.
  - 4 Treaties must be ratified by Congress.
- 22 In New York State, a referendum must be used to
- 1 impeach the governor
  - 2 amend the State constitution
  - 3 approve the budget
  - 4 choose the Regents of the University of the State of New York
- 23 The suppression of the Whiskey Rebellion was important because the suppression
- 1 produced the first conflict between the North and the South
  - 2 limited the power of the states to nullify federal laws
  - 3 violated the principle of "no taxation without representation"
  - 4 illustrated the power of the federal government
- 24 A person who favored George Washington's ideas on foreign policy would be most likely to object to United States
- 1 recognition of the Soviet Union
  - 2 trade with Common Market nations
  - 3 membership in NATO
  - 4 participation in international scientific conferences



- 25 During President Washington's administration, a major foreign policy goal of the United States was the
- 1 settlement of disputes with major foreign powers by peaceful negotiation
  - 2 acquisition of territory to fulfill our manifest destiny
  - 3 prevention of further colonization in the Western Hemisphere
  - 4 development of a colonial empire as a market for surplus manufactured products
- 26 Which contributed most to making the Federalist party a minority party?
- 1 Hamilton's financial program
  - 2 Proclamation of Neutrality
  - 3 Pinckney Treaty
  - 4 Alien and Sedition Acts
- 27 The statement "The people backed him, but the men of property — bankers, merchants, manufacturers — disliked him" best applies to
- |                 |                     |
|-----------------|---------------------|
| 1 James Madison | 3 John Quincy Adams |
| 2 James Monroe  | 4 Andrew Jackson    |
- 28 According to the *South Carolina Exposition and Protest*, a federal law could be nullified by a state because the federal government was
- 1 created by the states
  - 2 dependent on the states for taxes
  - 3 composed of men elected or appointed from the states
  - 4 limited in its use of power by the Bill of Rights
- 29 The outstanding issue in the United States during the period 1840–50 was
- 1 expansion of the Monroe Doctrine
  - 2 territorial expansion
  - 3 development of trade with the Far East
  - 4 reform of the monetary system
- 30 With John Marshall as Chief Justice, the United States Supreme Court succeeded in
- 1 interpreting the federal Constitution more broadly
  - 2 weakening the power of the Cabinet
  - 3 increasing the membership of the House of Representatives
  - 4 strengthening the power of the Chief Executive
- 31 The *Dred Scott* decision was significant because it
- 1 confirmed the opinion that slaves were property
  - 2 resolved the most difficult problem between the North and the South
  - 3 upheld the actions of the Underground Railroad
  - 4 declared fugitive slave laws unconstitutional
- 32 Which was a result of the Homestead Act of 1862?
- 1 increased desertions from the Confederate Army by soldiers hoping to obtain free land
  - 2 increased speculation in Western lands
  - 3 increased public awareness of the need for conservation of natural resources
  - 4 increased criticism of the Republican party for failure to fulfill a pledge made in the 1860 campaign
- 33 During the Civil War and the Reconstruction era, which action posed the greatest threat to civil liberties?
- 1 seizure of Mason and Slidell from the *Trent*
  - 2 suspension of the writ of habeas corpus by President Lincoln
  - 3 use of conscription to secure men for the Armed Forces
  - 4 attempt to remove President Johnson from office
- 34 The denunciation by farmers of what they called the Crime of '73 reflected the demand for
- 1 an increased regulation of railroads
  - 2 an increase in aid to the land-grant colleges
  - 3 federal regulation of stock market transactions
  - 4 higher prices through currency expansion
- 35 During the period 1865–90, the general policy of Congress regarding the tariff was to
- 1 lower rates
  - 2 raise rates
  - 3 give the President more responsibility for adjusting rates
  - 4 encourage reciprocal trade agreements
- 36 As 10-cent corn and 10% interest were troubling Kansas, so 6-cent cotton was inflaming Georgia — and both were frankly sympathetic with Montana and Colorado, whose miners were suffering from a drop in the price of silver.  
This statement is an indication of the discontent that led to the
- 1 formation of the Populist party
  - 2 election of Grover Cleveland in 1892
  - 3 reform in our tariff legislation
  - 4 repeal of the Sherman Silver Purchase Act
- 37 Why was the Open Door policy ineffective?
- 1 China refused to cooperate.
  - 2 The great powers did not support it.
  - 3 The United States' high tariffs brought reprisals.
  - 4 The World Court declared it invalid.
- 38 Wilson's New Freedom program advocated
- 1 repeal of restrictions on immigration
  - 2 broader responsibility of government in social and economic areas
  - 3 passage of antidiscrimination laws
  - 4 open diplomacy instead of secret treaties



- 1 trade agreements between the United States and other countries  
 2 demands by American industry for high protective tariffs  
 3 intervention by the United States government on behalf of American business interests abroad  
 4 selection of Ambassadors and Ministers from those who make large campaign contributions
- 40 In applying the "rule of reason" in antitrust cases, the United States Supreme Court ruled that the most important consideration was the
- 1 size of the business organization
  - 2 number of stockholders
  - 3 effect on the public
  - 4 articles manufactured
- 41 United States membership in the Organization of American States is an example of
- 1 close cooperation between the United States and Canada
  - 2 abandonment of the good neighbor policy
  - 3 domination of the Western Hemisphere by the United States
  - 4 rejection of the Theodore Roosevelt Corollary to the Monroe Doctrine
- 42 When money is plentiful and prices are high, it can be said that
- 1 money is cheap
  - 2 there is a period of deflation
  - 3 there is little speculation
  - 4 there is a recession
- 43 Technological unemployment is most closely associated with
- |                      |                       |
|----------------------|-----------------------|
| 1 automation         | 3 seasonal production |
| 2 right-to-work laws | 4 low productivity    |
- 44 At present, the highest rate of unemployment in the United States is found among
- |                       |                        |
|-----------------------|------------------------|
| 1 skilled workers     | 3 unskilled workers    |
| 2 professional groups | 4 white-collar workers |
- 45 The federal government obtains the greatest percentage of its revenue from
- 1 personal income taxes
  - 2 corporation income taxes
  - 3 import taxes
  - 4 excise taxes
- 46 A large-scale producer is generally more efficient than a small-scale producer because the large-scale producer can
- 1 employ workers at lower wages
  - 2 advertise on a larger scale
  - 3 influence tariff policies
  - 4 reduce overhead costs per unit
- 47 In order to stimulate long-range economic growth, which policy did President Kennedy urge Congress to adopt?
- 1 reduction of excise taxes
  - 2 reduction of corporate income taxes
  - 3 increase in tariff rates
  - 4 increase in personal income tax rates
- 48 The chief argument used against the general sales tax is that it
- 1 does not yield sufficient revenue
  - 2 burdens the poor man more proportionately than the rich man
  - 3 is too expensive to collect
  - 4 places an unfair burden on the rich man because of the quantity of his purchases
- 49 The term *built-in stabilizer* refers to government action designed to
- 1 reduce the possibility of an economic crisis
  - 2 prevent a rise in prices
  - 3 maintain a balanced budget
  - 4 maintain manpower requirements in the Armed Forces
- 50 The term *open-market operations* refers mainly to the
- 1 speculation in stocks and bonds by members of the stock exchange
  - 2 purchase and sale of government securities by the Federal Reserve Banks
  - 3 rediscounting of promissory notes by the Federal Reserve Banks
  - 4 regulation of margin requirements by the Federal Reserve Board



51 Which conclusion is supported by the graphs?

- 1 The country that has the lowest growth rate is also the least densely populated.
- 2 The most densely populated country also has the largest population.
- 3 The most densely populated country has a low growth rate.
- 4 The country with the largest population has a low growth rate.

52 According to the graphs, a comparison between the United States and Soviet Russia reveals that

- 1 the United States will soon have the larger population
- 2 Soviet Russia's growth rate is lower
- 3 Soviet Russia is more densely populated but has a smaller total population
- 4 if both countries maintain the present rate of growth, the proportionate difference in population will remain about the same

53 If it is true that a high growth rate in an underdeveloped nation tends to decrease the standard of living, the sharpest decrease in standard of living can be expected to occur in

- |          |             |
|----------|-------------|
| 1 Brazil | 3 Pakistan  |
| 2 India  | 4 Indonesia |

54 Which conclusion is supported by the graphs?

- 1 The country with the highest growth rate also has the lowest population density.
- 2 The country with the largest population has a low birth rate.
- 3 The country with the lowest birth rate is not very densely populated.
- 4 The country with the smallest population is also sparsely populated.

55 A conclusion which might logically be drawn only from information given on the graphs is that, if their respective annual growth rates remain unchanged,

- 1 the total population of Japan will eventually exceed that of India
- 2 the total population of Indonesia will eventually exceed that of the United States
- 3 the United Kingdom will eventually be more densely populated than West Germany
- 4 Soviet Russia will eventually be more densely populated than Pakistan



### Pupils Please Note:

In developing your answers to parts II and III, be sure to (1) include specific factual information to support your general statements, (2) give only information that relates to the question, (3) follow carefully directions as to time or dates wherever indicated in the question.

### Part II

Answer one question from this part.

- 1 Revolutions not only solve problems; they also create them.

Select *two* of the revolutions listed below. For *each* one chosen discuss *one* problem that was solved and *one* problem that was created. [8, 7]

- a French Revolution (1789)
- b Bolshevik Revolution (1917)
- c Commercial Revolution (1450-1650)
- d Industrial Revolution in England (19th century)

- 2 History shows that the same idea or movement may have different results at different times.

- a Show how government regulation of trade and industry from 1650 to 1800 *differed* from government regulation of trade and industry from 1900 to the present. [5]
- b Show how nationalism in the 19th century *differed* from nationalism in the 20th century. [5]
- c Show how attempts at international cooperation from 1920 to 1940 *differed* from attempts at international cooperation from 1940 to the present. [5]

### Part III

Answer two questions from this part.

- 3 Discuss *one* criticism that has been directed at *each* of the following aspects of government in the United States: [15]

- a electoral college
- b committee system in Congress
- c United States Supreme Court
- d federal regulatory agencies
- e representation in state legislatures

- 4 Since the Civil War, the United States has gradually changed from a predominantly rural to a predominantly urban nation.

- a Discuss *two* reasons why the United States has become predominantly urban during the past one hundred years. [6]
- b Show how urbanization has affected society in the United States in *three* different ways today. [9]

- 5 Select *five* of the individuals listed below, and show how *each* individual chosen helped to shape United States foreign policy: [15]

- a Henry Clay
- b Daniel Webster
- c William Randolph Hearst
- d Henry Cabot Lodge, Sr.
- e Henry L. Stimson
- f George C. Marshall
- g John Foster Dulles

- 6 Give a full explanation that will *either* support or refute each of *three* of the following points of view on current economic problems: [15]

- a Administered prices have contributed to the high cost of living in the United States today.
- b Widespread stock ownership in corporations is evidence of the democratic control of industry in the United States.
- c The problem of civil rights has economic aspects.
- d The balance-of-payments problem has little effect on the average individual.

- 7 The problem of presidential succession has received considerable attention in recent months.

- a Discuss *two* criticisms that have been voiced concerning the factors that at present help to determine the selection of a party's vice presidential nominee. [7]
- b Discuss *one* argument for and *one* argument against the Presidential Succession Act of 1947. [8]

The University of the State of New York  
REGENTS HIGH SCHOOL EXAMINATION  
**AMERICAN HISTORY AND WORLD BACKGROUNDS III**  
Wednesday, June 17, 1964 — 9:15 a.m. to 12:15 p.m., only

## ANSWER SHEET

Pupil..... Teacher.....

School.....

All of your answers for part I should be recorded on this answer sheet.

## Part I

- |         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 1.....  | 12..... | 23..... | 34..... | 45..... |
| 2.....  | 13..... | 24..... | 35..... | 46..... |
| 3.....  | 14..... | 25..... | 36..... | 47..... |
| 4.....  | 15..... | 26..... | 37..... | 48..... |
| 5.....  | 16..... | 27..... | 38..... | 49..... |
| 6.....  | 17..... | 28..... | 39..... | 50..... |
| 7.....  | 18..... | 29..... | 40..... | 51..... |
| 8.....  | 19..... | 30..... | 41..... | 52..... |
| 9.....  | 20..... | 31..... | 42..... | 53..... |
| 10..... | 21..... | 32..... | 43..... | 54..... |
| 11..... | 22..... | 33..... | 44..... | 55..... |

Your answers for part II should be placed on the answer paper supplied you.



# FOR TEACHERS ONLY

# 3

## SCORING KEY

### AMERICAN HISTORY AND WORLD BACKGROUNDS III

Wednesday, June 17, 1964—9:15 a.m. to 12:15 p.m., only

Use only *red* ink or pencil in rating Regents papers. Do not attempt to *correct* the pupil's work by making insertions or changes of any kind.

#### Part I

To facilitate scoring, cut out the sections below that are enclosed by a dotted line and place the stencil directly over the answer sheet. Allow a total of 55 credits, one credit for each of the following:

(1)4	(12)2	(23)4	(34)4	(45)1
(2)2	(13)3	(24)3	(35)2	(46)4
(3)2	(14)4	(25)1	(36)1	(47)2
(4)4	(15)4	(26)4	(37)2	(48)2
(5)3	(16)3	(27)4	(38)2	(49)1
(6)2	(17)1	(28)1	(39)3	(50)2
(7)3	(18)4	(29)2	(40)3	(51)3
(8)3	(19)3	(30)1	(41)4	(52)4
(9)3	(20)2	(31)1	(42)1	(53)1
(10)1	(21)1	(32)2	(43)1	(54)1
(11)2	(22)2	(33)2	(44)3	(55)2

#### Parts II and III

Detailed instructions for evaluating essay answers are found on pages 7-21 of the bulletin *Suggestions for the Rating of Regents Examinations Papers in American History and American History and World Backgrounds*. This rating bulletin should be consulted before beginning to rate the examination papers.

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## OTHER EXAMINATION SERVICES IN THE STATE TESTING PROGRAM

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