

10. The function $f(x) = \sin(x)$ is defined on the interval $[-\frac{\pi}{2}, \frac{\pi}{2}]$. Find the maximum value of the function.

* $f(x) = \sin(x)$

11. The function $f(x) = \cos(x)$ is defined on the interval $[\frac{\pi}{2}, \frac{3\pi}{2}]$. Find the minimum value of the function.

* $f(x) = \cos(x)$

12. The function $f(x) = \tan(x)$ is defined on the interval $(-\frac{\pi}{2}, \frac{\pi}{2})$. Find the range of the function.

* $f(x) = \tan(x)$

13. The function $f(x) = \cot(x)$ is defined on the interval $(0, \pi)$. Find the range of the function.

* $f(x) = \cot(x)$

14. The function $f(x) = \sec(x)$ is defined on the interval $(-\frac{\pi}{2}, \frac{\pi}{2})$. Find the range of the function.

* $f(x) = \sec(x)$

15. The function $f(x) = \csc(x)$ is defined on the interval $(0, \pi)$. Find the range of the function.

* $f(x) = \csc(x)$

16. The function $f(x) = \sin(2x)$ is defined on the interval $[-\frac{\pi}{2}, \frac{\pi}{2}]$. Find the maximum value of the function.

* $f(x) = \sin(2x)$

17. The function $f(x) = \cos(2x)$ is defined on the interval $[\frac{\pi}{2}, \frac{3\pi}{2}]$. Find the minimum value of the function.

* $f(x) = \cos(2x)$

C. A couple has a better probability for a happy marriage if they are _____ in factors such as personality, education, and religion.

* compatible (ER)

D. An engagement should last _____.

* long enough for the couple to know each other (ER)

23. Now consider the influence of the parents' relationship upon development. For example, the constant fighting of parents does not lead to a secure environment for the child. It was shown in an earlier unit that a child needs a _____ environment for optimal development.

* secure

24. So a child will not achieve optimal development if his parents are constantly _____.

* fighting

25. Furthur, parents who are angry sometimes project their anger upon their children and punish them for no reason. Therefore, parents who constanly fight might unjustly _____ their children.

* punish

26. So it can be seen that relations between parents which aren't secure effect the child's _____.

* development

27. Furthur, the influence of the parental relations on development are long-lasting. Many adults can trace the cause of some of their problems back to friction between their _____.

* parents

28. So we can see that an important factor in child development is having well-adjusted _____.

* parents

1. The first part of the document is a list of names and addresses of the members of the committee. The names are listed in alphabetical order, and the addresses are given in full. The list is as follows:

2. The second part of the document is a list of the names of the members of the committee who have been elected to the office of Chairman and Secretary.

3. The third part of the document is a list of the names of the members of the committee who have been elected to the office of Treasurer and Recording Secretary.

4. The fourth part of the document is a list of the names of the members of the committee who have been elected to the office of Corresponding Secretary.

5. The fifth part of the document is a list of the names of the members of the committee who have been elected to the office of Reading Secretary.

6. The sixth part of the document is a list of the names of the members of the committee who have been elected to the office of Librarian.

7. The seventh part of the document is a list of the names of the members of the committee who have been elected to the office of Corresponding Secretary.

MEMBERS OF THE COMMITTEE

8. The eighth part of the document is a list of the names of the members of the committee who have been elected to the office of Chairman and Secretary. The names are listed in alphabetical order, and the addresses are given in full. The list is as follows:

9. The ninth part of the document is a list of the names of the members of the committee who have been elected to the office of Treasurer and Recording Secretary.

10. The tenth part of the document is a list of the names of the members of the committee who have been elected to the office of Corresponding Secretary.

11. The eleventh part of the document is a list of the names of the members of the committee who have been elected to the office of Reading Secretary.

12. The twelfth part of the document is a list of the names of the members of the committee who have been elected to the office of Librarian.

13. The thirteenth part of the document is a list of the names of the members of the committee who have been elected to the office of Corresponding Secretary.

14. The fourteenth part of the document is a list of the names of the members of the committee who have been elected to the office of Reading Secretary.

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37.

QUESTIONS OF FACTUAL RECALL

1. The nuclear family consists of
 - A. father and mother
 - B. grandparents
 - C. children
 - D. A and C only
 - E. all of the above

2. A reason for the shift to the smaller nuclear family is
 - A. a higher divorce rate
 - B. greater mobility
 - C. shift in sex roles
 - D. none of the above

3. The decision to marry should be based on
 - A. a need for security
 - B. physical attraction
 - C. a mature decision
 - D. "love at first sight"

4. The period of courtship should last
 - A. 3 months
 - B. 16 months
 - C. 2 years
 - D. none of the above

5. If we want to assess the effects of financial deprivation on marriage, we would use the technique of
 - A. education
 - B. survey analysis
 - C. research
 - D. counseling

6. If a couple was arguing about which of two churches to baptize their daughter at, the best way to resolve the conflict would be through the use of
 - A. research
 - B. counseling
 - C. education
 - D. none of the above

7. Culturally disadvantaged children may suffer not only from a lack of intellectual stimulation but also
 - A. inferior genetic make-up
 - B. lack of ambition
 - C. poor parental relations
 - D. none of the above

- 8. A factor of family life which has not changed is
 - A. how stable the family is
 - B. which parent provides financial support
 - C. the size of the family
 - D. a shift in parental role

- 9. According to this program, a poorly adjusted adult may be reflecting
 - A. incompatibility of his parents
 - B. insecurity of employment
 - C. poor awareness of environment
 - D. lack of variety of interests

Answers

- | | |
|------|------|
| 1. D | 6. B |
| 2. B | 7. C |
| 3. C | 8. B |
| 4. D | 9. A |
| 5. C | |

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15. The fifteenth part of the document is a list of the names of the members of the committee who have been elected to the office of Corresponding Secretary.

16. The sixteenth part of the document is a list of the names of the members of the committee who have been elected to the office of Corresponding Secretary.

11. The first part of the paper is devoted to the study of the
of the function $f(x)$ in the interval $(0, 1)$. The author
shows that $f(x)$ is continuous in this interval and that
it is differentiable almost everywhere. The proof is
based on the following lemma:

Lemma 1. Let $f(x)$ be a function defined on the interval $(0, 1)$.
If $f(x)$ is continuous and if $f'(x)$ exists almost everywhere,
then $f(x)$ is absolutely continuous.

12. The second part of the paper is devoted to the study of the
of the function $f(x)$ in the interval $(0, 1)$. The author
shows that $f(x)$ is continuous in this interval and that
it is differentiable almost everywhere. The proof is
based on the following lemma:

Lemma 2. Let $f(x)$ be a function defined on the interval $(0, 1)$.
If $f(x)$ is continuous and if $f'(x)$ exists almost everywhere,
then $f(x)$ is absolutely continuous.

13. The third part of the paper is devoted to the study of the
of the function $f(x)$ in the interval $(0, 1)$. The author
shows that $f(x)$ is continuous in this interval and that
it is differentiable almost everywhere. The proof is
based on the following lemma:

Lemma 3. Let $f(x)$ be a function defined on the interval $(0, 1)$.
If $f(x)$ is continuous and if $f'(x)$ exists almost everywhere,
then $f(x)$ is absolutely continuous.

14. The fourth part of the paper is devoted to the study of the
of the function $f(x)$ in the interval $(0, 1)$. The author
shows that $f(x)$ is continuous in this interval and that
it is differentiable almost everywhere. The proof is
based on the following lemma:

Lemma 4. Let $f(x)$ be a function defined on the interval $(0, 1)$.
If $f(x)$ is continuous and if $f'(x)$ exists almost everywhere,
then $f(x)$ is absolutely continuous.

15. The fifth part of the paper is devoted to the study of the
of the function $f(x)$ in the interval $(0, 1)$. The author
shows that $f(x)$ is continuous in this interval and that
it is differentiable almost everywhere. The proof is
based on the following lemma:

16. The sixth part of the paper is devoted to the study of the
of the function $f(x)$ in the interval $(0, 1)$. The author
shows that $f(x)$ is continuous in this interval and that
it is differentiable almost everywhere. The proof is
based on the following lemma:

Lemma 5. Let $f(x)$ be a function defined on the interval $(0, 1)$.
If $f(x)$ is continuous and if $f'(x)$ exists almost everywhere,
then $f(x)$ is absolutely continuous.

17. Review:

A. A theory of the function $f(x)$ in the interval $(0, 1)$. The author
shows that $f(x)$ is continuous in this interval and that
it is differentiable almost everywhere. The proof is
based on the following lemma:

1. The first part of the document discusses the general principles of the law of contract.

2. It is important to note that the law of contract is a branch of private law.

3. The second part of the document deals with the formation of a contract.

4. In order for a contract to be valid, there must be an offer and an acceptance.

5. The offer must be made by a person who has the legal capacity to enter into a contract.

6. The acceptance must be made by the person to whom the offer was made.

7. The contract must be made for a legal purpose.

8. The contract must be made in good faith.

9. The contract must be made for a certain and determinate object.

10. The contract must be made for a certain and determinate price.

11. The contract must be made for a certain and determinate time.

12. The contract must be made for a certain and determinate place.

13. The contract must be made for a certain and determinate mode of performance.

14. The contract must be made for a certain and determinate mode of payment.

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to t ttle on another, it is likely he (Phillips) was as

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regard, not to fight the war group. He reports that

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The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice. This ensures transparency and allows for easy verification of the data.

In the second section, the author details the various methods used to collect and analyze the data. This includes both manual and automated processes. The goal is to ensure that the data is as accurate and reliable as possible.

The third part of the document focuses on the results of the analysis. It shows that there is a clear trend in the data, which is consistent with the initial hypothesis. This finding is significant and warrants further investigation.

Finally, the document concludes with a summary of the findings and a list of recommendations. It suggests that the current methods are effective but could be improved in certain areas. The author also notes that the data is still being analyzed and that more results will be reported in the future.

To the Honorable Secretary of the
 Navy, Washington, D. C.
 Sir: I have the honor to acknowledge
 the receipt of your letter of the
 10th inst. in relation to the
 proposed purchase of the
 property described in the
 enclosed copy of the
 report of the Board of
 Commissioners of the
 Navy.

The Board of Commissioners of the
 Navy has the honor to inform you
 that the property described in
 the enclosed copy of the
 report of the Board of
 Commissioners of the
 Navy is not available for
 purchase at the present time.
 The Board of Commissioners of the
 Navy is authorized to purchase
 the property described in the
 enclosed copy of the
 report of the Board of
 Commissioners of the
 Navy at the price of \$10,000.
 The Board of Commissioners of the
 Navy is authorized to purchase
 the property described in the
 enclosed copy of the
 report of the Board of
 Commissioners of the
 Navy at the price of \$10,000.

Enclosure

- 1. Report of the Board of Commissioners of the Navy
- 2. Copy of the report of the Board of Commissioners of the Navy
- 3. Copy of the report of the Board of Commissioners of the Navy
- 4. Copy of the report of the Board of Commissioners of the Navy
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- 9. Copy of the report of the Board of Commissioners of the Navy
- 10. Copy of the report of the Board of Commissioners of the Navy

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF CHEMISTRY

1. The first part of the experiment is devoted to the study of the reaction of the metal with the acid. The reaction is exothermic and produces a gas which is collected over water. The volume of gas collected is measured at various times and the rate of reaction is determined. The reaction is first order with respect to the metal and zero order with respect to the acid.

2. The second part of the experiment is devoted to the study of the reaction of the metal with the acid in the presence of a catalyst. The reaction is first order with respect to the metal and zero order with respect to the acid. The rate of reaction is determined and compared with the rate of reaction in the absence of the catalyst.

3. The third part of the experiment is devoted to the study of the reaction of the metal with the acid in the presence of a catalyst. The reaction is first order with respect to the metal and zero order with respect to the acid. The rate of reaction is determined and compared with the rate of reaction in the absence of the catalyst.

4. The fourth part of the experiment is devoted to the study of the reaction of the metal with the acid in the presence of a catalyst. The reaction is first order with respect to the metal and zero order with respect to the acid. The rate of reaction is determined and compared with the rate of reaction in the absence of the catalyst.

5. The fifth part of the experiment is devoted to the study of the reaction of the metal with the acid in the presence of a catalyst. The reaction is first order with respect to the metal and zero order with respect to the acid. The rate of reaction is determined and compared with the rate of reaction in the absence of the catalyst.

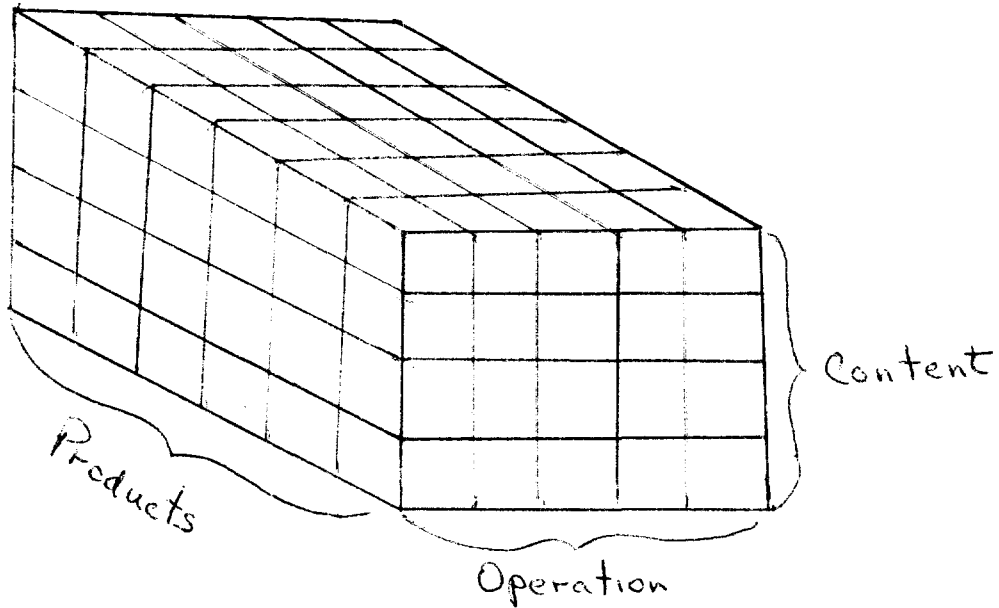
6. The sixth part of the experiment is devoted to the study of the reaction of the metal with the acid in the presence of a catalyst. The reaction is first order with respect to the metal and zero order with respect to the acid. The rate of reaction is determined and compared with the rate of reaction in the absence of the catalyst.

7. The seventh part of the experiment is devoted to the study of the reaction of the metal with the acid in the presence of a catalyst. The reaction is first order with respect to the metal and zero order with respect to the acid. The rate of reaction is determined and compared with the rate of reaction in the absence of the catalyst.

4. The first part of the problem is to find the value of the expression $(a+b)^2 - a^2 - b^2$. This can be done by expanding the square and simplifying the result. The answer is $2ab$.

*

2012



5. The second part of the problem is to find the value of the expression $(a+b)^2 - a^2 - b^2$. This can be done by expanding the square and simplifying the result. The answer is $2ab$.

*

2012

6. Therefore, the value of the expression $(a+b)^2 - a^2 - b^2$ is $2ab$.

*

2012

7. The third part of the problem is to find the value of the expression $(a+b)^2 - a^2 - b^2$. This can be done by expanding the square and simplifying the result. The answer is $2ab$.

8. The fourth part of the problem is to find the value of the expression $(a+b)^2 - a^2 - b^2$. This can be done by expanding the square and simplifying the result. The answer is $2ab$.

*

2012

1. Considered as follows: _____

* _____

2. Considered as follows: _____

* _____

3. Next, consider the following: _____
that is, _____, just _____
_____.

* _____

4. Further, the results of the following: _____
Therefore, the following: _____
_____ that the _____.

* _____

5. The following: _____
Therefore, the following: _____
_____.

* _____

6. Therefore, the following: _____
_____.

* _____

7. Next, consider the following: _____
Therefore, the following: _____
_____.

* _____

13. On the Stanford-Binet Intelligence Test _____
intelligence test.

* individual

14. _____ test is the _____ test. In this case
there is comparison and _____ testations. The California
Test of Mental Maturity is _____ and the _____
_____ test of _____.

* comparison test

15. _____ test _____ of _____ is a
_____ intelligence test.

* _____

16. _____
_____ intelligence test is _____
_____.

* _____

17. _____ intelligence test is _____ of _____ person's
_____ and _____ from _____.

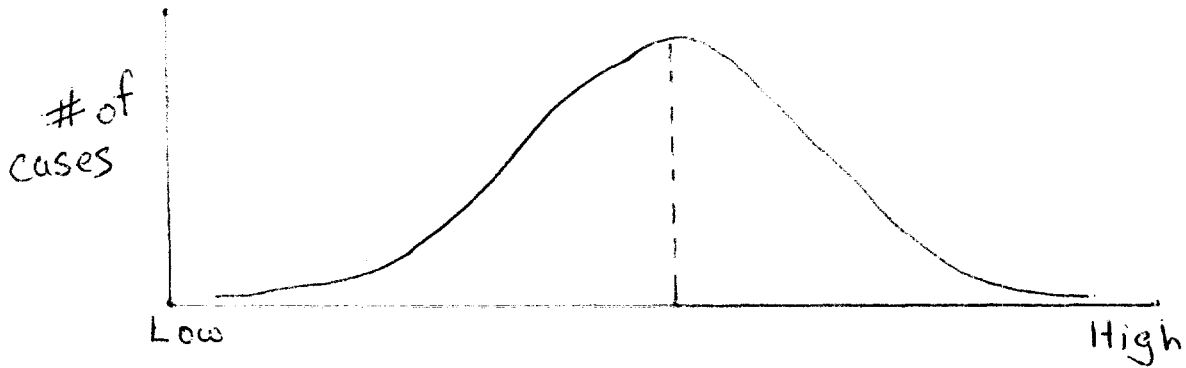
* _____

18. The types of intelligence test are _____ and
_____ tests.

* individual/group (either order)

19. An example of an individual test is _____
_____ intelligence test.

* Stanford-Binet, Wechsler/California Test of Mental
Maturity



17. If the distribution of intelligence is normal, the mean is 100 and the standard deviation is 15. It is a normal distribution. The probability that a person has an IQ of 115 or more is the area under the curve to the right of 115.

*
$$P(X > 115) = 1 - \Phi\left(\frac{115 - 100}{15}\right)$$

18. If the distribution of intelligence is normal, the mean is 100 and the standard deviation is 15. The probability that a person has an IQ between 85 and 115 is the area under the curve between 85 and 115.

*
$$P(85 < X < 115) = \Phi\left(\frac{115 - 100}{15}\right) - \Phi\left(\frac{85 - 100}{15}\right)$$

19. The normal distribution of intelligence is usually centered around 100. If the mean is 100 and the standard deviation is 15, if we want to find the probability that a person has an IQ between 85 and 115, the distribution would be most likely

*
$$\text{normal, } \mu = 100, \sigma = 15$$

20. If the distribution of intelligence of a representative person is normal, the mean is 100 and the standard deviation is 15.

*
$$\text{normal}$$

21. If intelligence is distributed in a normal distribution, the mean is 100 and the standard deviation is 15.

*
$$\text{normal}$$

17. The subject must pass all the sub-tests with a minimum of 80% correct.

* 18. 1 1/2 years

18. Next, consider the subject's ability to read. In his oral reading test, the subject must read 100 words. Then the level of each of the sub-tests is equal to the oral test. The subject must pass all the sub-tests with a minimum of 80% correct. If a subject passes all of the sub-tests, the subject will be given _____.

* 19. 3 years

19. Further, the subject keeps taking sub-tests until he fails an entire age level. Each sub-test passed is given a certain number of months credit. If there are 6 sub-tests at an age level, each sub-test is worth _____.

* 20. 4 1/2 years

20. The subject will be given _____ of credit for each sub-test passed. If a subject fails a sub-test, the subject will be given _____ of credit for that sub-test. If a subject fails a sub-test, the subject will be given _____ of credit for that sub-test.

* 21. 6 years

21. If a subject fails a sub-test, the subject will be given _____ of credit for that sub-test. If a subject fails a sub-test, the subject will be given _____ of credit for that sub-test.

* 22. 7 1/2 years

22. If a subject fails a sub-test, the subject will be given _____ of credit for that sub-test. If a subject fails a sub-test, the subject will be given _____ of credit for that sub-test.

23. If a subject fails a sub-test, the subject will be given _____ of credit for that sub-test. If a subject fails a sub-test, the subject will be given _____ of credit for that sub-test.

* 24. 9 years

23. [Illegible text]

* [Illegible text]

24. [Illegible text]

* [Illegible text]

25. [Illegible text]

* [Illegible text]

26. [Illegible text]

* [Illegible text]

27. [Illegible text]

* [Illegible text]

28. [Illegible text]

* [Illegible text]

29. [Illegible text]

* [Illegible text]

CHAPTER 10: THE NERVOUS SYSTEM

- 1. The primary function of the nervous system is to
 - a. control the body's response to the environment
 - b. coordinate the body's activities
 - c. regulate the body's internal environment
 - d. all of the above
- 2. The central nervous system consists of the
 - a. brain and spinal cord
 - b. brain and peripheral nerves
 - c. spinal cord and peripheral nerves
 - d. all of the above
- 3. The peripheral nervous system consists of the
 - a. brain and spinal cord
 - b. brain and peripheral nerves
 - c. spinal cord and peripheral nerves
 - d. all of the above
- 4. The nervous system is divided into the
 - a. central nervous system and peripheral nervous system
 - b. somatic nervous system and autonomic nervous system
 - c. somatic nervous system and peripheral nervous system
 - d. somatic nervous system and autonomic nervous system
- 5. The autonomic nervous system is divided into the
 - a. sympathetic and parasympathetic
 - b. somatic and autonomic
 - c. somatic and peripheral
 - d. sympathetic and parasympathetic
- 6. The sympathetic nervous system is responsible for
 - a. fight or flight
 - b. rest and digest
 - c. somatic control
 - d. parasympathetic control
- 7. The parasympathetic nervous system is responsible for
 - a. fight or flight
 - b. rest and digest
 - c. somatic control
 - d. parasympathetic control
- 8. The somatic nervous system is responsible for
 - a. fight or flight
 - b. rest and digest
 - c. voluntary control
 - d. involuntary control
- 9. The autonomic nervous system is responsible for
 - a. fight or flight
 - b. rest and digest
 - c. involuntary control
 - d. voluntary control
- 10. The central nervous system is responsible for
 - a. fight or flight
 - b. rest and digest
 - c. voluntary control
 - d. involuntary control
- 11. The peripheral nervous system is responsible for
 - a. fight or flight
 - b. rest and digest
 - c. voluntary control
 - d. involuntary control
- 12. The nervous system is responsible for
 - a. fight or flight
 - b. rest and digest
 - c. voluntary control
 - d. involuntary control
- 13. The nervous system is responsible for
 - a. fight or flight
 - b. rest and digest
 - c. voluntary control
 - d. involuntary control
- 14. The nervous system is responsible for
 - a. fight or flight
 - b. rest and digest
 - c. voluntary control
 - d. involuntary control
- 15. The nervous system is responsible for
 - a. fight or flight
 - b. rest and digest
 - c. voluntary control
 - d. involuntary control
- 16. The nervous system is responsible for
 - a. fight or flight
 - b. rest and digest
 - c. voluntary control
 - d. involuntary control
- 17. The nervous system is responsible for
 - a. fight or flight
 - b. rest and digest
 - c. voluntary control
 - d. involuntary control
- 18. The nervous system is responsible for
 - a. fight or flight
 - b. rest and digest
 - c. voluntary control
 - d. involuntary control
- 19. The nervous system is responsible for
 - a. fight or flight
 - b. rest and digest
 - c. voluntary control
 - d. involuntary control
- 20. The nervous system is responsible for
 - a. fight or flight
 - b. rest and digest
 - c. voluntary control
 - d. involuntary control

- A. environmental factor
- B. social factor
- C. genetic factor
- D. nutritional factor

9. Intelligence ...

- a. ...
- b. ...
- c. ...
- d. ...

10. ...

- a. ...
- b. ...
- c. ...
- d. ...

ANSWERS

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

FIELD TEST ON EARLY CHILDHOOD DEVELOPMENT

(N=10)

FRAME	% correct	FRAME	% correct
1.	100	31.	100
2.	100	32.	100
3.	100	33.	100
4.	100	34.	100
5.	100	35.	100
6.	A. 90	36.	A. 90
	B. 100		B. 100
7.	100		C. 100
8.	100	37.	80
9.	100	38.	100
10.	90	39.	100
11.	100	40.	100
12.	100	41.	100
13.	100	42.	A. 100
14.	80		B. 100
15.	100		
16.	A. 100	1.	100
	B. 100	2.	100
	C. 100	3.	100
	D. 100	4.	100
	E. 100	5.	100
17.	100	6.	100
18.	100	7.	100
19.	100	8.	100
20.	100		
21.	100		
22.	100		
23.	100		
24.	100		
25.	90		
26.	90		
27.	A. 100		
	B. 100		
	C. 100		
	D. 90		
28.	100		
29.	100		
30.	90		

Overall correct response=99.0%

FIELD TEST OF MIDDLE CHILDHOOD DEVELOPMENT (N=13)

FRAME	% correct
1.	100
2.	100
3.	100
4.	100
5.	100
6.	100
7.	100
8.	100
9.	100
10.	A. 77
	B. 100
	C. 100
	D. 100
	E. 100
11.	85
12.	92
13.	92
14.	85
15.	A. 77
	B. 85
16.	85
17.	100
18.	100
19.	92
20.	77
21.	100
22.	100
23.	100
24.	A. 100
	B. 100
	C. 72
25.	100
26.	92
27.	100
28.	100
29.	92
30.	100

FRAME	% correct
31.	92
32.	100
33.	85
34.	92
35.	92
36.	100
37.	100
38.	100
39.	100
40.	85
41.	100
42.	100
43.	100
44.	92
45.	A. 92
	B. 100
	C. 100
	D. 100
	E. 100

Review Questions

1.	100
2.	92
3.	100
4.	100
5.	100
6.	100
7.	100
8.	92

Over-all correct response=93%

FIELD TEST OF DEVELOPMENTAL INFLUENCES OF THE FAMILY (N=10)

FRAME	% correct
1.	100
2.	90
3.	100
4.	100
5.	90
6.	90
7.	100
8.	100
9.	100
10.	100
11.	100
12.	80
13.	A. 100
	B. 100
	C. 100
	D. 100
	E. 100
14.	100
15.	90
16.	100
17.	100
18.	100
19.	90
20.	100
21.	100
22.	A. 100
	B. 100
	C. 100
23.	100
24.	100
25.	100
26.	80
27.	100
28.	90
29.	A. 100
	B. 100
	C. 100
	D. 100

FRAME	% correct
30.	100
31.	100
32.	100
33.	90
34.	90
35.	100
36.	100
37.	90
38.	A. 100
	B. 100
	C. 100

Review Questions

1.	100
2.	100
3.	100
4.	100
5.	100
6.	100
7.	100
8.	100
9.	100

Over-all correct response=98%

FIELD TEST OF DEVELOPMENTAL INFLUENCES OF TEACHING (N=10)

FRAME	% correct	FRAME	% correct
1.	100	31.	90
2.	90	32.	100
3.	90	33.	A. 100
4.	80		B. 70
5.	100		C. 100
6.	90		D. 70
7.	100	34.	100
8.	A. 100	35.	100
	B. 80	36.	100
9.	90	37.	100
10.	100	38.	90
11.	70	39.	70
12.	100	40.	A. 80
13.	100		B. 90
14.	100	41.	100
15.	100	42.	100
16.	100	43.	100
17.	A. 100	44.	90
	B. 100	45.	A. 100
	C. 90		B. 100
18.	100		
19.	80		
20.	100		
21.	100		
22.	90		
23.	100		
24.	100		
25.	90		
26.	A. 100		
	B. 100		
	C. 100		
	D. 100		
27.	100		
28.	100		
29.	100		
30.	100		

Review
Questions

1.	100
2.	100
3.	100
4.	100
5.	100
6.	100
7.	100
8.	100
9.	100

Over-all correct response=94.7%

FIELD TEST ON INTELLECTUAL DEVELOPMENT (N=12)

FRAME	% correct
1.	100
2.	100
3.	75
4.	100
5.	100
6.	83
7.	A. 100
	B. 100
	C. 91
8.	100
9.	100
10.	83
11.	91
12.	100
13.	100
14.	100
15.	100
16.	A. 100
	B. 100
	C. 100
	D. 83
17.	100
18.	100
19.	83
20.	75
21.	A. 83
	B. 100
22.	100
23.	100
24.	91
25.	100
26.	83
27.	91
28.	A. 100
	B. 100
	C. 100
29.	100
30.	100

FRAME	% correct
31.	91
32.	100
33.	100
34.	75
35.	100
36.	100
37.	A. 100
	B. 91
	C. 83
	D. 100
38.	100
39.	100
40.	100
41.	100
42.	100
43.	100
44.	100
45.	100
46.	100
47.	A. 100
	B. 100

Review Questions

1.	100
2.	83
3.	100
4.	75
5.	100
6.	100
7.	100
8.	83
9.	91

Over-all correct response=96%

Appendix B

Test results for Experimental group.....	77
Test results for Control group.....	78
Student response to programmed units.....	79

TEST RESULTS FOR EXPERIMENTAL GROUP

Student	Test I	Test II
1.	45	46
2.	45	50
3.	63	67
4.	55	53
5.	56	57
6.	53	48
7.	51	46
8.	59	60
9.	48	49
10.	54	49
11.	51	50
12.	58	49
13.	63	68
14.	71	68
15.	63	55
16.	60	57
17.	56	62
18.	40	38
19.	57	51
20.	62	64
21.	53	56
22.	53	45
23.	37	41
24.	49	44
25.	63	55
26.	45	52
27.	49	51
28.	45	52
29.	58	59
30.	55	49
31.	59	42
32.	56	39

TEST RESULTS FOR CONTROL GROUP

Student	Test I	Test II
1.	65	65
2.	62	56
3.	66	62
4.	60	54
5.	42	42
6.	60	54
7.	60	50
8.	58	64
9.	60	44
10.	45	49
11.	54	52
12.	54	52
13.	52	52
14.	62	62
15.	56	52
16.	62	50
17.	48	53
18.	64	58
19.	58	66
20.	60	63
21.	63	59
22.	63	59
23.	47	40
24.	64	53
25.	55	52
26.	67	66
27.	63	60
28.	49	46
29.	63	61
30.	68	68
31.	51	49
32.	51	49
33.	57	49
34.	59	46
35.	57	58
36.	46	48
37.	44	44

STUDENT RESPONSE TO PROGRAMMED UNITS

Student 1: I scored low on the tests, but still may have scored lower without programs.

Student 2: I can't answer yes or no at this time. I thought they would help. I did every one as I got them and went over them before the test. Besides that I reviewed other materials and got a C- on the test.

Student 3: I would like to commend you on your work on the programs. I was fascinated how anyone could do such a good and thorough job of making out the programs. I feel they helped me greatly in understanding parts of the chapters which I otherwise would have probably read over. I wish you could make out programs for our last five chapters -- very helpful.

Student 4: Usually programming helps me in testing however for some reason-- my second test score was much lower than the first test.

Student 5: My test score improved and I feel as though the programs made studying easier as it seemed to show the natural organization of the chapter. For my own interest I was wondering what you plan to do as a control for the Hawthorn effect?

Student 6: The chapters for the second test were easier to understand than the chapters for the first with or without the programs.

Student 7: They did help some but they didn't cover a lot of the points that were on the test.

Student 8: My test score improved. However, I still missed quite a few on the text part of the exam. The improvement came in the part that covered the lecture notes.

Student 9: The grade doesn't seem to agree. I scored a letter grade lower on this second test than I did on the first test and the day I took the first one I was sick. I could have guessed as well as I did on this second test. It's rather discussing because I wasted a substantial amount of time studying for it.

Student 10: It might have been more beneficial if I had studied and looked over them for the test.

Student 11: The programmed units should be available to students in all classes. Although my score was not raised appreciably, I felt the test was easier to work through because I understood more.

Student 12: I got the feeling that sometimes you called for answers which you had not sufficiently prepared for in the previous explanatory material.

Student 13: I felt that the programs weren't as complete as they should have been. In some instances certain details were omitted in the program that were important on the test. I felt that the Chapter 6 program was exceptional.

Student 14: Helped a lot to get overall characteristics of that particular section. Felt there was an overly great amount of repetition--although that was the method. Perhaps repeated once would be better.

Student 15: I thought they would however after reading all chapters and doing all programmed units, I didn't do very well on the test.

Student 16: I thought by studying the programs after working them, I had learned quite a bit, plus the reading in the text. But by the looks of the test after studying and working the programs something was lost. I did feel that I learned from them.

Student 17: For some reason it didn't^(help) I read the text and had little difficulty with the programs but all of my questions missed were over the text section of the test.