

1934

## A new-type objective test in American history

Victor F. Dawald  
*Indiana State University*

Follow this and additional works at: <https://scholars.indianastate.edu/etds>

---

### Recommended Citation

Dawald, Victor F., "A new-type objective test in American history" (1934). *All-Inclusive List of Electronic Theses and Dissertations*. 2562.  
<https://scholars.indianastate.edu/etds/2562>

This Thesis is brought to you for free and open access by Sycamore Scholars. It has been accepted for inclusion in All-Inclusive List of Electronic Theses and Dissertations by an authorized administrator of Sycamore Scholars. For more information, please contact [dana.swinford@indstate.edu](mailto:dana.swinford@indstate.edu).

A NEW-TYPE OBJECTIVE TEST IN  
AMERICAN HISTORY

by

Victor F. Dawald

Contributions of the Graduate School  
Indiana State Teachers College  
Number ... 179

Submitted in Partial Fulfillment  
of the Requirements for the  
Master of Arts Degree  
in Education

1934

INDIANA STATE  
NORMAL LIBRARY

## TABLE OF CONTENTS

	Page
LIST OF TABLES . . . . .	v
LIST OF FIGURES. . . . .	vi
I. AN OBJECTIVE TEST FOR UNITED STATES HISTORY. . .	1
A. Needs for an Objective Test . . . . .	1
1. Providing a Test based upon the State Course of Study. . . . .	1
2. Providing an Objective Test to be Used as a Teaching Aid. . . . .	2
3. Providing New Information and Data on Objective Tests. . . . .	4
4. Summary. . . . .	5
B. New-Type Objective Tests now Available. . .	6
1. Tests Constructed in Indiana . . . . .	6
2. Tests Outside Indiana. . . . .	7
3. Summary. . . . .	8
C. Brief Account of Procedure Used . . . . .	9
1. Method of Validating Test. . . . .	9
2. Method of Establishing Reliability of Test. . . . .	9
3. Summary. . . . .	9
II. CONSTRUCTION OF THE TEST. . . . .	10
A. Characteristics of a Good Test. . . . .	10
1. Validity . . . . .	10
2. Reliability. . . . .	10
3. Length . . . . .	11
4. Objectivity. . . . .	11

5. Ease of Administration and Scoring . . .	12
B. Construction and Improvement. . . . .	12
1. Details of Procedure . . . . .	12
a. Validation. . . . .	12
(I) Sampling . . . . .	12
(II) Statistical Analysis . . . . .	13
(III) Analysis of State Course of Study. . . . .	17
(IV) Final Arrangement of Items . . . . .	18
(V) Length . . . . .	18
b. Reliability . . . . .	18
(I) Reliability Obtained in Validation . . . . .	18
(II) Objectivity. . . . .	23
(III) Statistical Treatment. . . . .	23
III. RESULTS . . . . .	25
A. Validity . . . . .	25
1. Judgment of Teachers of History . . . . .	25
2. Computation of the Percentages of Pupils Answering Each Item Correctly. . . . .	25
3. Analysis of State Course of Study . . . . .	26
4. A Test of 300 Items . . . . .	27
B. Reliability. . . . .	27
1. Validity. . . . .	27
2. Chance Halves Procedure . . . . .	27
3. Statistical Treatment of Information Obtained from the Chance Halves Procedure. . . . .	27
C. Frequency Distribution, Mean, Median, Quartile, and Standard of Deviation. . . . .	28

IV. SUMMARY AND CONCLUSIONS . . . . .	31
A. What was done . . . . .	31
B. Findings. . . . .	31
C. Conclusions . . . . .	32
1. Time . . . . .	32
2. Care . . . . .	32
3. Expense. . . . .	32
V. APPENDIX . . . . .	34
A. Bibliography. . . . .	34
B. Tests . . . . .	35
C. Histograms. . . . .	60
D. Frequency Tables. . . . .	63

## LIST OF TABLES

Table	Page
I. Reliabilities of Certain History Tests . . . .	8
II. Tabulation Sheet "Good" Group and "Poor" Group. . . . .	15
III. Per Cents of "Good" and "Poor" Pupils Answering Individual Items of Dawald Preliminary Test . . . . .	16
IV. Objectives of State Course of Study and Items Covering Each Objective. . (First Semester). .	19
V. Objectives of State Course of Study and Items Covering Each Objective. . (Second Semester) .	21
VI. Frequency Distribution, Mean, Median, Quartile, and Standard Deviation of First Semester Test. . . . .	29
VII. Frequency Distribution, Mean, Median, Quartile, and Standard Deviation of Second Semester Test . . . . .	30
VIII. Frequency Distribution of Hall Preliminary Test . . . . .	63
IX. Frequency Distribution of Cooper Preliminary Test . . . . .	64
X. Frequency Distribution of Dawald First Semester Preliminary Test. . . . .	65
XI. Frequency Distribution of Dawald Second Semester Preliminary Test. . . . .	68

# LIST OF FIGURES

Figure	Page
1. Histogram of First Semester Test Long Term Schools . . . . .	60
2. Histogram of First Semester Test Short Term Schools . . . . .	61
3. Histogram of Second Semester Test. . . . .	62

## I. AN OBJECTIVE TEST FOR UNITED STATES HISTORY

### A. Needs for an Objective Test

#### 1. Providing a Test Based Upon the State Course of Study.

During the last several years, the Department of Education in the State of Indiana has been endeavoring to improve the teaching of United States history in Indiana high schools, through the introduction of new and the improvement of old courses of study. These new courses of study, unlike those used ten years ago, are quite detailed, comprehensive, and specific in their organization and content. Included in these new courses of study are general objectives for the entire course in United States history, general objectives for each teaching unit, and specific objectives or desired outcomes for the various divisions of each teaching unit. It is generally agreed that these new courses of study are built upon sound and basic principles of pedagogy that make for a higher type of instruction than exists in many high schools of the State at the present time. Therefore, the conclusion can be drawn that if these new courses of study were to be properly used by the teachers of United States history in the state of Indiana, the teaching of this subject would show a remarkable improvement, if there were some way by which the improvement could be measured.



However, it is at this point that the teacher who attempts to use these new courses encounters difficulty, for at the present time there is no definite means by which the teacher can check himself to see if he is teaching the subject matter set forth in the state course of study or to check on his pupils to see if the outcomes set forth in the State course are carried over into pupil attainment. Consequently, a scientifically constructed new-type objective test, based upon the Indiana State Course of Study in United States history, should offer the progressive teacher, (who desires a fairly accurate measuring stick) a means of measurement not now available.

2. Providing an Objective Test to be Used as a Teaching Aid. "Teaching and not measurement is the dominant purpose of examinations."<sup>1</sup> Examinations are being re-evaluated in the light of certain marked advantages that result from the objectivity of the new-type test. "Purposes are conceived in broader terms than merely to measure achievement; the primary purpose of an examination is to serve as a direct means of instruction as well as to measure progress and to raise the standards."<sup>2</sup> Such groups

---

<sup>1</sup>Elene Michell, Teaching Values in New-Type History Tests. (Yonkers-on-Hudson, World Book Co., 1930), p. 7

<sup>2</sup>Ibid., p. 39

the teaching aids derived from written examinations into four groups, as follows:<sup>3</sup>

- a. Motivation of the learning of pupils.
- b. Maintenance of standards of accomplishment.
- c. Training in the use of the English language.
- d. Measurement of accomplishment.

Included in a long list of reasons why measurements are being used in high schools, Symonds lists the following purposes:<sup>4</sup>

- a. To inform pupils of their achievement.
- b. As an incentive to study.
- c. To promote competition
  - (I) Between groups.
  - (II) Between individuals.
  - (III) With one's past record.
- d. To determine promotion.
- e. To determine the quality of instruction.
- f. Educational and vocational guidance.
- g. To rate teachers.
- h. To predict a pupil's success.
- i. To study the efficiency of the school.

From the above it can be seen that one is justified in reaching the conclusion that a scientifically constructed new-type objective test is an important factor in improving instruction in United States history. In summary, then, it can be said that the use of new-type objective tests raises the standard of student accomplishment by supplying a goal that is clear and definite, by emphasizing self-measurement and by rewarding effort in study. For the teacher, the new-type objective test furnishes a teaching device "that puts upon the student the responsibility for learning certain basic facts and allows the teacher freer use of the recitation hour for study guidance and discussion."<sup>5</sup>

---

<sup>3</sup>G. M. Ruch, The Objective or New-Type Examination. (Chicago, Scott Foresman Co., 1929), p. 10.

<sup>4</sup>Percival M. Symonds, Measurements in Secondary Education, (New York, The Macmillan Co., 1928), pp. 1-2.

<sup>5</sup>Elene Michell, Teaching Values in New-Type History Tests. (Yonkers-on-Hudson), World Book Co., 1930), pp. 9-10.

### 3. Providing New Information and Data on Objective Tests.

Authorities on tests and measurements are well agreed that the ground has been scarcely broken in the setting up of scientifically constructed objective tests in United States history. Dawson states that there is need of a definite foundation for our teaching and testing of facts which may be considered basic.<sup>6</sup> He further states that with such a stabilized list of basic elements will doubtless be associated standardized tests on parts of the whole course and comprehensive examinations for the end of each cycle.<sup>7</sup> Symonds observes that there are few standardized tests for the high school teacher of history. History, he states, seems to present stumbling blocks to the test maker because there are no recognized definite aims or objectives for the study of history.<sup>8</sup> In 1927, Ruch and Stoddard pointed out: (1) that adequate standard tests have not appeared in the group of social studies and (2) that such tests cannot be developed until instructional units, courses of study, methods, and aims are better understood and definite programs become more universally established.<sup>9</sup>

However, since the above observation was made, much progress

---

<sup>6</sup>Edgar Dawson, Teaching The Social Studies. (New York, The Macmillan Co., 1928), p. 360.

<sup>7</sup>Ibid., p. 360.

<sup>8</sup>Percival M. Symonds, Measurements in Secondary Education. (New York, The Macmillan Co., 1928), p. 162.

<sup>9</sup>G. M. Ruch & George D. Stoddard, Tests and Measurements in High School Instruction. (Yonkers-on-Hudson, World Book Co., 1927), p. 178.

has been made in the formation of new comprehensive courses of study, such as those found in Indiana, Denver, Saint Louis, and in various other states and cities.. These new courses of study include the basic historical knowledge to be taught, objectives, general and specific, and desired outcomes for each teaching unit. While these new courses do not agree on all points, they do agree on many basic principles. Consequently, material is now available for the construction of new-type objective tests on a more reliable and standard basis than has been possible in the past. It is with these facts in mind, supplemented by the statement of Michell that "better tests will come from the experimentation of actual teachers in the new-type examination,"<sup>10</sup> that this study is undertaken.

4. Summary. From the foregoing analysis, a definite need for a new-type objective test in United States history is set out, for: (1) at the present time, there is no scientifically constructed new-type test available based upon the Indiana State course of study in United States history; (2) authorities are agreed that a properly constructed new-type objective test is a distinct and valuable aid for the classroom teacher who desires to improve his teaching; and (3) one of the best ways to obtain better new-type objective tests in United States history is for the classroom teacher of United States history to experiment in the construction of new-type tests in this field.

---

<sup>10</sup>Elene Michell, Teaching Values in New-Type History Tests. (Yonkers-on-Hudson, World Book Co., 1930), p. 10.

## B. New-Type Objective Tests now Available.

1. Tests Constructed in Indiana: Two attempts have been made in the State to provide the teachers of United States history in Indiana high schools with new-type objective tests. The first attempt was launched four years ago when a State High School Test Committee was set up.<sup>11</sup> Under the direction of this committee, three new-type objective tests have been constructed. For the school year of 1931-1932 and 1932-1933, tests were prepared covering the year's work. These tests were designed to be given at the end of the school year instead of at the end of each semester. They were not built upon a scientific basis, so, consequently, no item analysis was made of the State course of study, no statistical analysis of the items to establish validity, and no statistical measures used to establish reliability. However, for the school year of 1933-1934, the test of United States history was broken into semesters, the tests resulting, in part, from this study. Although the tests for 1933-1934 are an improvement over the ones of previous years, when viewed from a scientific basis, they yet lack information as to their reliability.

The second attempt to provide an objective test for United States history teachers in Indiana was made by the Department of Education of Manchester College. The Manchester College

---

<sup>11</sup>The membership of this Committee is as follows:  
H. H. Remmers, Professor of Education and Psychology, Purdue University.  
J. W. Jones, Dean of College, Indiana State Teachers College.  
Ralph Noyer, Dean of College, Ball State Teachers College.  
Wendell W. Wright, Professor of Education, Indiana University.

tests have been available since the school year of 1931-1932. However, like the tests sent out by the State High School Test Committee, these tests are not based upon the State course of study, and no attempt has been made to improve their validity through a statistical study. No information is given concerning the reliability of these tests, so evidently little has been done to work out their reliabilities.

2. Tests Outside Indiana. There have been several attempts to develop new-type tests in United States history. However, only a few of these tests are available, as many never emerged from the experimental stage. Useful United States history tests that are now available include the following: Background Tests in Social Science,<sup>12</sup> Barr Diagnostic Tests,<sup>13</sup> Understanding of American History,<sup>14</sup> Van Wagenen American History Scales (Revised),<sup>15</sup> and Gregory Tests in American History.<sup>16</sup> These tests are largely historical in content, of the factual type, and are not divided into semester tests.

---

<sup>12</sup>Tyler Kepner, Background Tests in Social Science. (Boston, Ginn & Co., 1924).

<sup>13</sup>A. S. Barr, Barr Diagnostic Tests. (Bloomington, Ill., Public School Publishing Co., 1920).

<sup>14</sup>L. W. Pressey & R. C. Richards, Understanding of American History. (Bloomington, Ill., Public School Publishing Co.).

<sup>15</sup>M. J. Van Wagenen, Van Wagenen History Scales (Revised). (New York, Columbia University, Teachers College, Bureau of Publications).

<sup>16</sup>C. A. Gregory, Gregory Tests in American History. (Cincinnati, University of Cincinnati, Bureau of Administrative Research, 1923).

Little information is given as to how the material included in the tests was obtained or how the conclusions reached in many instances were reached. Ruch gives the most complete data on the reliability of these tests. Table I, adapted from Ruch, gives this information.

TABLE I  
RELIABILITY OF CERTAIN HISTORY TESTS<sup>17</sup>

	Gregory	Barr	Pressey- Richards	Kepner	Van Wagenen
r	.79	.71	.89 <sup>+</sup>	.79	.76 <sup>+</sup>

<sup>+</sup>Computed by method of "odds" vs. "evens", stepped up by the Spearman-Brown Prophecy formula. All other reliabilities are form vs. form.

3. Summary. New-type objective tests in United States history, based upon the State course of study and other courses of study, are not available at this time. Tests in United States history with the validity and reliability definitely established are few in number. Most new-type objective tests in United States history which have their validity and reliability established are of little value to the teacher because they cover the entire field of United States history as a unit instead of being broken into semester tests.

<sup>17</sup>Adapted from G. M. Ruch, Objective Examinations Methods in the Social Studies. (Chicago, Scott, Foresman & Co., 1926), Ch. VI.

C. Brief Account of Procedure used in Constructing the Test.

1. Method of Validating the Test. The test was validated by the following methods:

- a. By judgment of teachers of history.
- b. By the computation of the percentages of pupils answering each item correctly in the "good" group and in the "poor" group.
- c. By an analysis of the Indiana State course of study.
- d. By arranging the items in each division of the test in their order of difficulty and arranging each division in its order of difficulty.
- e. By having no item passed by every pupil and no item failed by every pupil.
- f. By constructing a long test of 300 items.

2. Method of Establishing Reliability of the Test. The reliability of the test was established by the following methods:

- a. By including only objective items.
- b. By including 300 items in the test.
- c. By breaking the test into two parts by the chance halves method and stepping up  $r$  by the Spearman-Brown prophecy formula.

3. Summary. The test procedure used was that recommended by Ruch and Symonds, two authorities in the new-type test field. Procedures set up by these two authorities were used wherever it was possible to do so with the material available.



## II. CONSTRUCTION OF THE TEST

### A. Characteristics of a Good Test

1. Validity. The validity of a test is the degree to which it measures the ability it is designed to measure. Ruch states that the nearest synonyms for validity are "goodness," "general merit," and "worthwhileness."<sup>18</sup> A valid test, consequently, will have the following characteristics:<sup>19</sup>

- a. Measure what it is intended to measure.
- b. Have worthwhileness.
- c. Incorporate only those elements which are of prime importance.
- d. Parallel the curriculum and good teaching practice.
- e. Measure specific abilities in an accurate fashion and cease to have validity when used to measure abilities for which it was not intended.

2. Reliability. As a criterion of the worth of a test, reliability ranks next to validity. Reliability is the correlation between the results of two forms of the same test. "It is the accuracy of a test."<sup>20</sup> Reliability can be characterized by the following:

- a. The degree to which a test measures what it does measure.
- b. The degree of accuracy of measurement.
- c. The amount of confidence that may be placed in a test.

---

<sup>18</sup>G. M. Ruch, The Objective or New-Type Test. (Chicago, Scott, Foresman & Co., 1929), p. 28.

<sup>19</sup>Ibid., pp. 27-28.

<sup>20</sup>Percival M. Symonds, Measurements in Secondary Education. (New York, The Macmillan Co., 1928), p. 287.

- d. The validity of a test.
- e. The stability of an estimate of a pupil's ability from one sampling to another.

Reliability is a much narrower term than validity. A test that is valid will have a fair degree of reliability, for reliability is one aspect of validity. It should be kept in mind, however, that reliability of a test does not guarantee validity.

3. Length. The longer the test the more varied the sampling becomes. By experimentation it has been determined that the more extensive the sampling the higher the validity and the reliability.<sup>21</sup> A good test will be of such length that an extended sampling of items is provided for.

4. Objectivity. One of the best means of increasing the reliability of a test is to make the test as nearly as possible objective in scoring. The objectivity of a test may be determined by inspecting the form of the test and noting whether judgment is necessary in the scoring. In other words, if only one correct answer is admissible for each item, and that answer is to be clearly set forth in some way by the pupil, the test is highly objective.

---

<sup>21</sup>G. M. Ruch, in The Objective or New-Type Examination, (Chicago, Scott, Foresman & Co., 1929), pp. 46-47 says, "The more adequate the sampling, the more reliable the test.----- To increase the validity of a test, ordinarily it is sufficient to lengthen it, i. e., extend the sampling." Percival Symonds in Measurements in Secondary Education, (New York, The Macmillan Co., 1928), p. 290 says, "The effect on reliability of increasing the number of questions is known mathematically-----there is a definite and precise relation between the reliability of two semester tests of different lengths."

5. Ease in Administration and Scoring. The instructions should explain in simple language what the pupil is to do. Difficult terms will be avoided in the instructions. Samples marked correctly should precede each different type of item used in the test. Wherever possible checking, underlining, and encircling will be used as they are more economical than are written words. The responses should fall in vertical columns down the page. A good new-type test will save the teacher's time wherever possible in marking.

#### B. Construction and Improvement

##### 1. Details of Procedure.

###### a. Validation.

(1) Sampling. The 300 items included in the first semester test and the second semester test were taken from 488 samplings. The four preliminary test samplings were made by teachers of history. One test of 100 samplings, covering the entire year of United States history, was constructed by F. R. Hall of the Department of History, Purdue University. A second test of 94 samplings, covering the entire year of United States history, was constructed by Dr. Vernon Cooper, Professor of History, Cotner College, Lincoln, Nebraska. A third test of 145 samplings, covering only the first semester of United States history, was constructed by the author. Finally, a fourth test of 149 items, covering only the second semester of United States history, was constructed by the author.

The Hall test, in its original form, included more than the final 100 samplings. The test was reduced to the final 100 items by having a number of teachers of United States history strike out items which they considered unsatisfactory. At the same time, these teachers offered constructive criticisms on the remaining samplings.

Dr. Copper used the same procedure in constructing his test of 94 items.

The author used a like procedure in the selection of the samplings included in his two preliminary tests. The items included in these two tests, however, were originally selected from a long list of samplings made out over a period of time and recorded on 3" x 5" filing cards.

(II). Statistical Item Analysis. The Hall test was given to 1,371 third year high school pupils, the Cooper test to 505 third year high school pupils, and the author's first semester test to 200 third year high school pupils, and the second semester test to more than 1,000 third year high school pupils. In making a statistical item analysis for the Hall test, the second 200 scores from the top and the second 200 scores from the bottom were used.<sup>22</sup> For the Cooper test, the highest 100 scores and the lowest 100 scores were used. For the author's tests, the scores were split on the median to form the upper

---

<sup>22</sup>The theory underlying the procedure used on the Hall test was that out of 1,371 pupils, the upper 200 scores and the lower 200 scores would be too select a group in the one case and too poor a group in the other case to be representative of a good and a poor group.

group and the lower group. In each case, as applied to the four tests, the upper group was called the "good group" and the lower group the "poor group." Tabulations were then made of the number of pupils passing or failing each individual test item, the author keeping separate tabulations for the "good group" and the "poor group." Tabulations were also made of the total number of the combined "good group" and "poor group" passing and failing each individual test item. Numbers were then transferred to per cent.

The method used to obtain the above information is illustrated in Table II page 15, and Table III page 16.

A careful analysis was then made of each table to obtain the following: (1) the best items, or in other words the items which showed the largest differences in successes in favor of the "good group;" (2) the difficulty of the items, that is, the percentage of the combined "good group" and "poor group" passing each item.

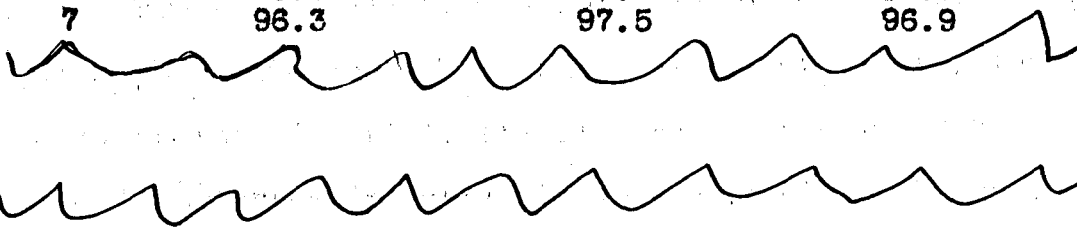
The method used to select the best items is well illustrated by Table III, page 16. Item 2, for example, was passed by 88.3 per cent of the "good group," by 68.4 per cent of the "poor group," and by 77.4 per cent of the combined "good group" and "poor group." This item differentiates between the "good group" and the "poor group" and is of average difficulty but well within the range of the poor pupil. Item 7 was passed by 96.3 per cent of the "good group," by 97.5 per cent of the "poor group" and by 96.9 per cent of both groups. This item

TABLE II

TABULATION SHEET "GOOD" GROUP AND "POOR" GROUP  
OF DAWALD FIRST SEMESTER  
PRELIMINARY TEST

PUPIL								ITEM							
	1	2	3	4	5	6	7		139	140	141	142	143	144	145
1	x	x	x	x	x	x	x		x	x	x	x	x	x	x
2	x	x	x	x	x	x	x		x	x	x	x	x	x	x
3	x	x	x	x	x	0	x		0	x	x	x	x	x	x
4	x	x	0	x	x	x	x		0	x	0	x	x	x	x
5	x	x	x	0	x	0	x		x	x	x	x	x	x	x
TOTAL	5	5	4	4	5	3	5		3	5	4	5	5	5	5
156	x	x	x	x	0	0	x		0	0	0	0	0	0	0
157	x	x	x	x	x	0	x		x	0	0	0	0	0	0
158	x	x	0	x	x	x	x		0	x	0	0	0	0	0
159	0	0	0	0	0	0	x		0	0	x	0	x	0	0
160	x	x	0	x	0	0	x		0	0	0	0	0	0	0
TOTAL	4	4	2	4	2	1	5		1	1	1	0	1	0	0

TABLE III  
 PER CENTS OF "GOOD" AND "POOR" PUPILS  
 ANSWERING INDIVIDUAL ITEMS OF  
 DAWALD PRELIMINARY  
 FIRST SEMESTER  
 TEST

ITEM	PER CENT OF CORRECT ANSWERS		
	"GOOD GROUP"	"POOR GROUP"	BOTH GROUPS
1	98.8	89.9	94.3
2	86.3	68.4	77.4
3	71.3	50.6	61.0
4	87.5	60.8	74.2
5	77.5	32.9	55.3
6	63.8	47.4	56.6
7	96.3	97.5	96.9
			
139	80.0	80.8	70.4
140	82.5	51.9	67.3
141	88.8	79.8	84.3
142	65.0	49.4	57.2
143	73.8	35.4	54.7
144	88.8	65.8	77.4
145	85.0	54.4	69.8

is very easy, and backward pupils do better on it than superior pupils.. Consequently, this item was thrown out, as it would be a detriment to the validity of the test. Table III likewise illustrates the method used to determine the difficulty of each good test item. Item 2, for example, was passed by 77.4 per cent of both groups, item 3 by 60 per cent of both groups, and item 5 by 55.3 per cent of both groups. Of these items, item 2 is the least difficult and item 5 the most difficult.

After the best items had been selected from these four tests, the best items from the Hall test and the Cooper test were split into semesters and arranged in order of difficulty. With the author's two tests, it was necessary to arrange only the best items in order of difficulty, as the items had been split into semesters when the tests were made.

(III). Analysis of the state course of study.

At this point, an analysis of the objectives of the state course of study in United States history was made. The objectives of the state course were listed by semesters. The items found statistically valid from the Hall test and from the Cooper test were then checked with these objectives. Then, in order to have the test cover as many objectives of the state course as possible, statistically valid items from the author's tests were added to each semester wherever there seemed to be an objective from the state course not covered properly by test items.



Table IV, pages 19-20, and Table V, pages 21-22, show the final outcome of this procedure. As will be noticed, some of the objectives are much more general in nature than others and as a result they have more items from the test covering them than do some of the objectives which are more specific in their nature. It will also be noted that many of the items cover more than one objective, some covering as many as three objectives.

(IV). Final Arrangement of Items. The items appear in the test in the order of difficulty, the easiest item appearing first and the most difficult item last in each different division of items. The different divisions of items are also arranged in order of difficulty, the true false groups appearing first and the recall groups last.

(V). Length. Enough good items were available to build a test of 300 items, a first semester test of 150 items and a second semester test of 150 items.

b. Reliability.

(I). Reliability Obtained in Validation. Ruch says, "reliability is one aspect of validity. A valid test is necessarily reliable."<sup>23</sup> Granting that the above statement is

---

<sup>23</sup>G. M. Ruch, The Objective or New-Type Examination. (Chicago; Scott, Foresman & Co., 1929), p. 41.

TABLE IV

OBJECTIVES OF STATE COURSE OF STUDY,  
FIRST SEMESTER, AND ITEMS  
COVERING EACH OBJECTIVE

	OBJECTIVE	ITEMS COVERING OBJECTIVE
UNIT I	1	1, 2, 3, 5, 8, 13, 14, 17, 19, 20, 22, 23, 26, 30, 32, 36, 37, 39, 43, 44, 46, 48, 49, 51, 55, 58, 60, 73, 86, 88, 94, 102, 103, 104, 115, 119, 127, 133, 134, 135, 139, 140, 145, 147.
	2	1, 2, 3, 6, 8, 16, 24, 28, 30, 34, 40, 49, 57, 71, 72, 75, 76, 78, 79, 81, 87, 91, 98, 101, 102, 104, 106, 109, 121, 124, 128, 137, 143.
	3	3, 4, 8, 10, 14, 15, 26, 41, 52, 56, 64, 69, 79, 82, 83, 92, 118.
UNIT II	1	1, 3, 15, 21, 24, 28, 29, 30, 34, 49, 57, 77, 81, 84, 93, 99, 109, 118, 120, 143.
	2	6, 20, 24, 28, 32, 38, 40, 52, 77, 81, 99, 107, 120, 136.
	3	2, 5, 23, 19, 42, 46, 88, 127, 134, 135, 139, 140, 142.
	4	2, 6, 8, 13, 17, 19, 21, 23, 26, 32, 39, 42, 44, 46, 50, 51, 55, 57, 61, 63, 73, 88, 113, 114, 133, 134, 135, 138, 142.
	1	7, 18, 39, 47, 68, 70, 83, 85, 89, 92, 103, 111, 112, 117, 122, 123.

TABLE IV CONTINUED

UNIT III

2	35, 62, 65, 66, 67, 68, 70, 80, 85, 89, 101, 125, 130, 136, 148.
3	4, 8, 14, 16, 17, 22, 32, 34, 37, 39, 43, 48, 50, 51, 54, 60, 74, 90, 112, 116, 117, 123, 129, 141.
4	17, 21, 25, 27, 29, 33, 80, 91, 95, 96, 108, 110, 126, 132.
5	3, 18, 31, 43, 47, 53, 91, 103, 111, 149.
6	18, 19, 21, 22, 26, 32, 42, 43, 47, 51, 111, 112, 122, 123, 129.
7	9, 10, 11, 12, 16, 17, 25, 27, 33, 36, 45, 50, 54, 55, 58, 59, 61, 62, 63, 66, 70, 78, 100, 108, 110, 116, 126.
8	12, 64, 78, 80, 125, 130, 131, 136, 82, 98.
9	9, 12, 21, 31, 36, 47, 51, 53, 59, 69, 85, 97, 110, 116, 117.
10	7, 11, 18, 31, 62, 66, 67, 68, 70, 80, 85, 89, 103, 111, 122, 123, 130, 136.

TABLE V

OBJECTIVES OF STATE COURSE OF STUDY,  
SECOND SEMESTER, AND ITEMS  
COVERING EACH OBJECTIVE

	OBJECTIVE	ITEMS COVERING OBJECTIVE
UNIT I	1	4, 77, 80, 101, 109, 121, 128, 130, 135.
	2	4, 77, 80, 81, 95, 100, 101, 102, 103, 121, 128, 120, 135.
	3	4, 77, 80, 81, 95, 100, 102, 101, 103, 105, 121, 128, 130, 135, 143, 144, 145.
	4	77, 80, 81, 95, 100, 101, 102, 103, 121, 128, 130, 143, 144, 145.
	5	6, 22, 29, 61, 62, 70, 77, 95, 96, 99, 117.
	6	32, 58, 61, 63, 70, 99, 104, 111, 129, 141.
	7	8, 16, 20, 26, 32, 33, 54, 58, 62, 63, 65, 99, 111, 141.
	8	4, 6, 22, 23, 50, 63, 99, 105, 109, 111, 117, 135, 141, 143, 144, 145.
	1	2, 3, 6, 9, 10, 12, 17, 34, 39, 42, 64, 69, 74, 76, 118, 120, 127, 133.

TABLE V CONTINUED

UNIT II	2	2, 3, 7, 9, 12, 15, 17, 26, 27, 39, 41, 44, 48, 49, 64, 65, 69, 73, 92, 93, 109, 131, 149.
	3	2, 7, 17, 18, 27, 35, 43, 45, 47, 49, 53, 57, 59, 66, 67, 79, 91, 97, 107, 134.
	4	2, 3, 7, 13, 18, 35, 40, 41, 43, 46, 48, 57, 59, 74, 93, 105, 123, 131, 136, 139.
	5	2, 3, 10, 17, 18, 19, 20, 28, 31, 35, 39, 41, 43, 46, 48, 53, 54, 57, 65, 66, 67, 69, 74, 76, 79, 91, 97, 107, 120, 147.
UNIT III	1	1, 7, 12, 13, 15, 17, 19, 24, 26, 30, 36, 40, 42, 44, 46, 47, 50, 51, 54, 56, 57, 59, 64, 65, 66, 67, 69, 74, 90, 91, 97, 112, 120, 122, 142.
	2	5, 10, 11, 25, 30, 55, 68, 71, 72, 85, 89, 98, 106, 110, 119, 126, 148.
	3	1, 3, 11, 21, 25, 30, 55, 68, 71, 72, 85, 88, 89, 98, 106, 110, 126, 139, 148.
	4	8, 11, 21, 25, 30, 38, 62, 68, 72, 73, 75, 85, 96, 115, 124, 146, 150.
	5	3, 7, 14, 15, 19, 45, 47, 44, 57, 59, 64, 66, 86, 91, 94, 112, 113, 137.
	6	1, 8, 11, 4, 21, 31, 39, 42, 43, 55, 75, 76, 78, 84, 97, 116, 125, 132, 133, 134, 146.

true, then the reliability was improved by the whole process of validation, which included the procedure used in item sampling, statistical analysis of items, analysis of the state course of study, arrangement of items, and the selection of enough items to make a long test.

(II) Objectivity. The test was made as nearly objective as possible in that a definite response is required for each item. To reduce the subjectivity further and to increase the objectivity, scoring keys of the completed test were constructed for each semester, thus eliminating all evaluation by personal opinion.<sup>24</sup>

(III) Statistical Treatment. The completed test was given to 140 high school juniors and then correlated, the odds vs. evens.<sup>25</sup>  $r$  was then stepped up by the "Spearman-Brown Prophecy Formula" to find the coefficient of correlation.<sup>26</sup> For the first semester test  $r$  was found to be +.947 and for the second semester +.945.

---

<sup>24</sup>These scoring keys will be found on page 47 and 59 of the appendix.

<sup>25</sup>The following formula was used to find  $r$ :

$$r = \frac{\sum x'y' - \frac{\sum x' \sum y'}{N}}{\sqrt{\sum x'^2 - \frac{(\sum x')^2}{N}} \sqrt{\sum y'^2 - \frac{(\sum y')^2}{N}}}$$

<sup>26</sup> The Spearman-Brown Prophecy formula is:

$$r_{nn} = \frac{n r}{1 + (n-1)r}$$

As an experiment, the first semester test was split into two parts, Form O and Form E. These two forms were then given to the same high school juniors to whom the test was given when the chance halves scores were obtained. Allowance was made for fatigue, copying, etc. by alternating the forms as they were given. The scores obtained were then used to find  $r$ . By this split test procedure  $r$  was found to be  $+.907$ .

### III. RESULTS

#### A. Validity.

It is difficult to pass judgment in an objective way on the validity of any test in United States history, for there is no definite agreement as to what criterion should be used for this purpose. Therefore, in this study it is necessary to pass judgment on the validity of the test by analyzing the results obtained in light of the criterion set up earlier in this study, as being necessary to give a test of validity.

1. Judgment of Teachers of History. By the use of this procedure, many items that were worded poorly were reworded in a better way and used. A large number of items which appeared to be of value to the test maker were thrown out because they were "catchy," of little importance, outside the range of high school pupils, etc. New items were suggested that were of importance. This was especially true of items that had as their purpose the testing of the teaching being done in United States history along the lines of the seven cardinal principles of education.

2. Computation of the Percentages of Pupils Answering Each Item Correctly. This procedure resulted in 189, or 39 per cent of the 483 original test items, which were included in the four preliminary tests, being "culled" out. Only items which differentiated to a marked degree<sup>27</sup> between the "good group" and the "poor group" were retained in the finished test.

---

<sup>27</sup>No item was used which did not show at least a difference of 12 per cent in favor of the "good group" over the "poor group."



Information was also provided by this computation which made it possible to "top" the test off; that is, items were included at the beginning of the tests that a high percentage of all pupils pass while at the end of the test items were included which but a small percentage of only the best pupils pass. Such an arrangement makes it possible for the poor pupil to do his best before becoming discouraged, and, at the same time, it prohibits the making of perfect scores by the best pupils.

3. Analysis of the State Course of Study. As a result of this analysis, every objective set out in the state course is covered by a variety of test items, as shown by Table IV, pages 19-20 and Table V, pages 21-22. Of the specific desired outcomes listed in the state course, 60 of the 68 for the first semester, and 77 of the 86 for the second semester are definitely covered by test items. Although it was the intention to cover every desired outcome by test items, it was found impossible to do so because in the 188 items thrown out for one reason or another were items designed to test some specific outcome. To have substituted new items to cover these desired outcomes was impractical, for no statistical information would have been available for them. Consequently, no attempt was made to add new items, which would have, in all probability, done more to destroy validity than to raise validity.

4. A Test of 300 Items, 150 for the First Semester and 150 for the Second Semester. The 488 items included in the original four preliminary tests, the Hall test, the Cooper test, and the author's tests, made it possible to secure statistically valid items for a test of 300 items, 150 for the first semester and 150 for the second semester. The length of the test secured because of the wide sampling undoubtedly causes the test to have increased validity.

#### B. Reliability.

1. Validity. The care used to make the test valid increased the reliability, for reliability, as stated earlier in this study, is but one phase of validity.

2. Chance Halves Procedure. This procedure resulted in information that made it possible to determine mathematically the reliability of the first semester test and the second semester test.

3. Statistical Treatment of Information Obtained from the Chance Halves Procedure. The information obtained by the chance halves scores was substituted in the proper formula and  $r$ , the reliability coefficient for the halves, was found to be .8989 for the first semester test and .896 for the second semester test.

To obtain  $r_{12}$ <sup>28</sup> the Spearman-Brown Prophecy Formula was used to step up  $r$  obtained by the preceding formula.  $r_{12}$  was found to be +.947 for the first semester test and +.945 for the second semester test.

---

<sup>28</sup>Meaning the correlation which would be expected between the whole examination actually given and a second hypothetical examination of the same length.

C. Frequency Distribution, Mean, Median, Quartile, and Standard Deviation. The frequency distributions, means, medians, quartiles, and standard deviations for the first semester test and the second semester test are given in Table VI, page 29, and Table VII, page 30. Histograms for the first semester test and for the second semester test are given in Figure 1, page 60, Figure 2, page 61, and Figure 3, page 62, in the appendix.

TABLE VI

FREQUENCY DISTRIBUTION, MEAN, MEDIAN, QUARTILE, AND  
STANDARD DEVIATION OF FIRST  
SEMESTER TEST

(a)	(b)	(c)	(d)	(e)	
CLASS-INTERVAL	f	d	fd	fd <sup>2</sup>	
150-156	-	12	-	-	
143-149	1	11	11	121	
136-142	-	10	-	-	
129-135	9	9	81	729	
122-128	11	8	88	704	
115-121	26	7	182	1274	
108-114	37	6	222	1332	
101-107	44	5	220	1100	
94-100	72	4	288	1152	
87-93	69	3	207	621	
80-86	83	2	166	332	Q <sub>3</sub> =85.56
73-79	112	1	112	112	
66-72	109	0	0	0	
59-65	108	-1	-108	108	
52-58	103	-2	-206	412	
45-51	122	-3	-366	1098	Q <sub>1</sub> =47.75
38-44	89	-4	-356	1424	
31-37	70	-5	-350	1750	
24-30	45	-6	-270	1620	
17-23	25	-7	-175	1225	
10-16	7	-8	-56	448	
3-9	2	-9	-18	162	
$\Sigma$ (Sums)	1,144		-328	15,904	
Mean = 66.99 $\pm$ 1.51      Median=66.06					
Quartile Deviation = +18.91					
Standard Deviation = 26.04					

TABLE VII  
 FREQUENCY DISTRIBUTION, MEAN, MEDIAN, QUARTILE,  
 AND STANDARD DEVIATION OF SECOND  
 SEMESTER TEST

(a)	(b)	(c)	(d)	(e)	
CLASS-INTERVAL	f	d	fd	fd <sup>2</sup>	
143-149		12	-		
136-142		11	-		
129-135		10	-		
122-128		9	-		
115-121	1	8	8	64	
108-114	4	7	28	196	
101-107	3	6	18	108	
94-100	8	5	40	200	
87-93	16	4	64	256	
80-86	12	3	36	108	Q <sub>3</sub> = 83.5
73-79	12	2	24	48	
66-72	21	1	21	21	
59-65	19	0			
52-58	19	-1	-19	19	Q <sub>1</sub> = 52.9
45-51	14	-2	-28	56	
38-44	14	-3	-42	126	
31-37	3	-4	-12	48	
24-30	3	-5	-15	75	
17-23	1	-6	- 6	36	
10-16		-7	-		
3-9		-8	-		
Σ (Sums)	150		+117	1,361	
Mean=67.46±PE1.14		Median=66.7			
Quartile Deviation= 15.3					
Standard Deviation= 20.37					

#### IV. SUMMARY AND CONCLUSIONS

##### A. What was done.

From this study resulted a new-type objective test, based upon the state course of study, for the first semester and the second semester of United States history. In the construction of the test, modern procedures for new-type test construction were used throughout. The statistical information used in the study was obtained from a wide range of high school juniors in Indiana high schools. Included in these high schools were short term schools and long term schools. The finished tests were given to a large group of students, and from these scores the reliabilities, means, medians, quartiles, and standard deviations were computed.

##### B. Findings.

From this study several findings were obtained. These findings were:

1. The mean score of students in long term schools is higher than the mean score in short term schools when pupils are measured by tests based upon the state course of study.

2. The Indiana State Course of Study in United States history offers adequate objectives and desired outcomes for the building of new-type objective tests.

3. The chance halves method of establishing reliability of a test yields a higher coefficient of reliability than does the split test equivalent form method. Under identical conditions the chance halves procedure yielded a reliability of .947

for the first semester test, while the split test equivalent form procedure yielded a reliability of only .907.

4. It is impossible to detect and cull out poor items without making a statistical item analysis of every sampling considered for the test.

5. Few new-type tests are available in United States history that have their reliability scientifically established.

6. Use of a detailed procedure to secure a valid test will result in a test with a good degree of reliability.

7. Teachers of United States history are interested in better new-type tests, as evidenced by their interest and willingness to cooperate in securing material to be used in this study.

8. Much is to be done in the construction of new-type tests for the improvement of teaching in United States history.

9. Little past experience is to be found dealing with the construction of new-type tests in United States history.

#### C. Conclusions.

1. Time. The construction of a valid and reliable new-type test is a task that should not be undertaken in less time than an entire school year, or better still, two school years. Such a lapse of time is necessary for constructing a good test because of the great amount of time involved in sampling, giving preliminary tests, scoring papers, making statistical analysis

of items, analyzing courses of study, etc. Tests constructed in a short time will in most cases lack validity and reliability, as time is required to give a test these two important elements.

2. Care. Care must be exercised in all phases of the construction of a new-type test. All procedures, instructions, and minor details must be followed minutely if the highest validity and reliability are to be expected. A small error made because of the absence of care is likely to destroy or tear down the usefulness of the completed test.

3. Expense. A great deal of expense is involved in the construction of a valid and reliable new-type test. This expense is a result of the many tests that must be given, time required to make item analysis, tables, etc. In general, it can be truthfully stated that the more refined the test, the greater the expense. Consequently, because of the expense involved, new-type tests having high validity and reliability will come, for the most part, from colleges, universities, and large city schools where funds are available for the carrying on of such research as is required in test construction.



## V. APPENDIX

### A. Bibliography

- Dawson, Edgar, Teaching The Social Studies, New York: The Macmillan Co., 1927. Pp. xvi, 405.
- Garrett, Henry E., Statistics in Psychology and Education. New York: Longmans, Green and Co., 1926. Pp. xiv, 318.
- Holzinger, Karl J., Statistical Methods for Students in Education. Boston: Ginn and Co., 1927. Pp. vii, 266.
- McCall, William A., How to Measure in Education. New York: The Macmillan Co., 1922. Pp. xiii, 416.
- Michell, Elene, Teaching Values in New-Type History Tests. Yonkers-on-Hudson: World Book Co., 1930. Pp. ix, 179.
- Monroe, Walter Scott, Measuring the Results of Teaching. Chicago: Houghton Mifflin Co., 1918. Pp. xviii, 297.
- Monroe, Walter Scott, The Theory of Educational Measurements. Houghton Mifflin Co., 1923. Pp. xxii, 363.
- Ruch, G. M., The Objective or New-Type Examination. Chicago: Scott, Foresman and Co., 1929. Pp. x, 478.
- Ruch, G. M. and Stoddard, George D., Tests and Measurements in High School Instruction. Yonkers-on-Hudson: World Book Co., 1927. Pp. xix, 381.
- Symonds, Percival M., Measurements in Secondary Education. New York: The Macmillan Co., 1928. Pp. xvii, 583.
- Tiegs, Ernest W., Tests and Measurements for Teachers. Chicago: Houghton Mifflin Co., 1931. Pp. xx, 470.
- Wilson, G. M., and Holke, K. J., How to Measure. New York: The Macmillan Co., 1928. Pp. vii, 597.

## B. Tests

1. First and Second Semester Tests.

Form A  
First Semester

Total Score \_\_\_\_\_

### American History Test

Name \_\_\_\_\_ Boy \_\_\_\_\_ Girl \_\_\_\_\_ Age \_\_\_\_\_  
School \_\_\_\_\_ Teacher \_\_\_\_\_ Date \_\_\_\_\_  
Mailing Address \_\_\_\_\_

#### Directions

Each of you should have a sharpened pencil. If your pencil point should break during the test, hold up your hand and your teacher will give you another pencil.

When your teacher says, "Ready! Begin," start working on the test at once and continue working until you have completed the test, unless your teacher says "Stop," before you have finished it. If the teacher says, "Stop," before you have finished it, stop at once. The working time for this test is 45 minutes.

STATE HIGH SCHOOL TESTS

for

INDIANA

History Test prepared by

Victor F. Dawald, Department of History, Peru High School,  
Peru, Indiana

## Part I

Directions: This part consists of a number of statements, about one half of which are correct and one half incorrect. Encircle the Yes before each correct statement and the No before each incorrect statement. The first item has been done correctly to show you how to proceed.

- Yes ☒ No 1a. Columbus was sent on his voyage of discovery by the king of England.
- Yes No 1. Royal governors and colonial assemblies functioned in harmony.
- Yes No 2. The Albany Plan of Union was a success.
- Yes No 3. England was in favor of colonial paper money.
- Yes No 4. During colonial days, newspaper publishers enjoyed the right of freedom of the press.
- Yes No 5. The elastic clause has been important in making it possible for Congress to meet new situations in government as they arise.
- Yes No 6. At the time of the French and Indian War, fear of a common enemy drove the colonists toward colonial nationalism.
- Yes No 7. Following the Revolutionary War, large tracts of western land were bought by land speculators.
- Yes No 8. Hamilton argued that all national and state debts should be declared null and void by the new Federal government.
- Yes No 9. The conduct of President Jackson disturbed the business and finances of the country.
- Yes No 10. The South argued that the tariff was a tribute laid on them for the benefit of the Northern mill owners, for whom it raised prices.
- Yes No 11. The Missouri Compromise declared that Congress had no right to interfere with slavery in the territories.
- Yes No 12. Intercolonial commerce was forced to follow water routes closely.
- Yes No 13. After gaining their independence, the colonies began an adventure in popular government such as the world had never seen.
- Yes No 14. Thomas Jefferson was a firm believer in Hamilton's United States Bank.
- Yes No 15. The cry of the colonists, "No taxation without representation," was based upon the theory that Parliament represented only Englishmen residing in England.
- Yes No 16. The church assumed a small role in the intellectual life of the early American colonists.
- Yes No 17. As the amount of Continental currency increased, its purchasing power decreased, and a rapid rise of prices set in.

Go on to the next page

- Yes No 18. A large portion of the people who filtered into the western lands between 1800 and 1830 were individuals dissatisfied with conditions in the East.
- Yes No 19. The President of the United States is elected by direct popular vote.
- Yes No 20. The Declaration of Independence was our first constitution.
- Yes No 21. Most of the European immigrants to the United States from 1800 to 1860 settled in the North.
- Yes No 22. The only individuals to whom the right of suffrage was not extended in the colonies were indentured servants and slaves.
- Yes No 23. Senators and representatives are elected by direct popular vote.
- Yes No 24. The English unanimously supported their government after the American Revolutionary War began.
- Yes No 25. Many factories sprang up in the South from 1800-1860.
- Yes No 26. Wherever tried in the colonies, communism resulted in failure, for it took away the spirit of personal gain.
- Yes No 27. The manufacturers opposed the protective tariff following the war of 1812.
- Yes No 28. James Otis became known in the colonies because of his opposition to the Writs of Assistance.
- Yes No 29. The development of textile factories in the colonies stimulated the growth of the English textile industry.
- Yes No 30. Because of their control over finance, colonial assemblies were, in part, able to hold the royal governors in check.
- Yes No 31. At the time of the Revolutionary War, the urban population exceeded the rural.
- Yes No 32. Universal manhood suffrage was established by the Revolutionary State Constitutions.
- Yes No 33. The Tariff of Abominations was satisfactory to the South.
- Yes No 34. Virginia was the stronghold of the English system of church and state.
- Yes No 35. At the close of the War of 1812, Great Britain ceded considerable territory to the United States.
- Yes No 36. Andrew Jackson was interested in promoting the United States Bank.
- Yes No 37. All the people in the New England colonies were required by law to be members of the Congregational Church before the American Revolution.
- Yes No 38. The New England Confederation was organized for the purpose of protection against the Indians.
- Yes No 39. One of the outstanding characteristics of Jefferson's administration was "Republican simplicity."

Go on to the next page

- Yes No 40. The patriots were those people who remained loyal to England during the Revolutionary War.
- Yes No 41. The naval stores, an important product of the Southern colonies, were important in colonial shipbuilding.
- Yes No 42. Hamilton, who had faith in the common people, believed that government offices should be filled with people from the common walks of life.
- Yes No 43. The Puritans were a tolerant people in matters of religion.
- Yes No 44. Senators are proportioned among the several states according to their respective populations.
- Yes No 45. The profitable cultivation of cotton caused the early abolition movement in the South to lose strength.
- Yes No 46. The Constitution is easily kept up to date because of the ease by which it can be amended.
- Yes No 47. The nationalism of Hamilton was democratic.
- Yes No 48. Religious freedom was granted to all people in the English colonies by the Toleration Act of 1649.
- Yes No 49. Colonial courts had final appellate jurisdiction regardless of the citizens involved.
- Yes No 50. Dorr's Rebellion occurred in Rhode Island.
- Yes No 51. Andrew Jackson believed in the power of a state to nullify a national law.
- Yes No 52. The Americans, at the close of the Revolution, kept their promise not to make a separate treaty with Great Britain.
- Yes No 53. Jefferson was especially eager to develop the Democratic forces of urban workers.
- Yes No 54. A general decline of price is advantageous to the holders of government bonds.
- Yes No 55. Hamilton's financial policy provided that each state should be responsible for its share of the national debt.
- Yes No 56. The Papal Line of Demarcation gave most of South America to Spain.
- Yes No 57. The Acts against Manufacture stimulated colonial manufacturing because of the limitations that they placed upon English industries.
- Yes No 58. After the death of John Marshall, the Supreme Court allowed state banks to issue paper money.
- Yes No 59. President Jackson encouraged Federal expenditures for internal improvements.
- Yes No 60. The Constitution provided that all citizens over twenty-one years of age should be allowed to vote.

Score (Number right minus number wrong) \_\_\_\_\_

Go on to the next page

## Part II

**Directions:** This part is made up of matching exercises. Each of these exercises consists of a list of descriptions and below that a list of fifteen items in alphabetical order. Read each descriptive sentence, look through the list of items until you find the one that is described, then write the number of this item in the space to the left of the statement. The first has been done correctly to show you how to proceed.

- // 61a. A resolution demanding that Spain sell Cuba to the United States.
61. Excise tax on liquors.  
 62. 36° 30'.  
 63. Action of South Carolina to prevent operation of tariff laws.  
 64. Prohibition of American vessels to sail for foreign ports.  
 65. Acquisition of California, New Mexico, and Arizona.  
 66. Inhabitants of a given territory to decide whether that territory should be free or slave.  
 67. Slave trade, but not slavery, to be prohibited in the District of Columbia.  
 68. Slavery not to be permitted in any territory acquired in the Mexican War.  
 69. Closing the ports of Europe to British goods.
- |                               |                          |                        |
|-------------------------------|--------------------------|------------------------|
| 1. American System            | 7. Mexican War           | 13. United States Bank |
| 2. Compromise of 1850         | 8. Missouri Compromise   | 14. Whiskey Rebellion  |
| 3. Constitutional Union Party | 9. Monroe Doctrine       | 15. Wilmont Proviso    |
| 4. Continental System         | 10. Nullification        |                        |
| 5. Embargo Act                | 11. Ostend Manifesto     |                        |
| 6. Emancipation Proclamation  | 12. Squatter Sovereignty |                        |

70. The conquest of Mexico.  
 71. The founder of Maryland colony.  
 72. The founder of Rhode Island colony.  
 73. The Father of the Constitution.  
 74. Freedom of the Press.  
 75. An important English statesman during the French and Indian War.  
 76. The History of Plymouth Plantation.  
 77. The Firebrand of the Revolution.

- |                       |                    |                        |
|-----------------------|--------------------|------------------------|
| 1. Adams, Samuel      | 6. De Soto         | 11. Penn, William      |
| 2. Baltimore, Lord    | 7. Jackson, Andrew | 12. Pitt, William      |
| 3. Bradford, William  | 8. La Salle        | 13. Washington, George |
| 4. Clark, Geo. Rogers | 9. Madison, James  | 14. Williams, Roger    |
| 5. Cortez             | 10. Otis, James    | 15. Zenger, Peter      |

Score (Number right) \_\_\_\_\_

Go on to the next page

## Part III

Directions: This part consists of a number of questions with four possible answers to each question. For each question you are to decide which is the best answer, then write the number corresponding to this answer in the space to the left of the item. The first item has been done correctly to show you how to proceed.

- 3 78a. The first Secretary of Treasury of the United States was (1) Adams, (2) Jefferson, (3) Hamilton, (4) Gallatin.
- \_\_\_ 78. A three-cornered trade grew up between the Colonies, the West Indies, and Africa, of which the most important product was (1) iron, (2) ships, (3) slaves, (4) tobacco.
- \_\_\_ 79. The English refused to help Spain recover her colonies because (1) the United States objected to restoring Spanish authority, (2) Russia threatened to extend Alaska to the South, (3) Spanish control would restrain English trade, (4) Spain had ceded her colonies to France.
- \_\_\_ 80. By virtue of the Louisiana Purchase the United States added a region now noted for its (1) manufacturing, (2) lumbering, (3) fishing, (4) agriculture.
- \_\_\_ 81. The colonists united against Great Britain because (1) they were prompted by common interests, (2) they had learned to co-operate against the French, (3) geographical conditions united them intimately, (4) they desired to help the French.
- \_\_\_ 82. When the English crossed the Appalachian Mountains, they came into conflict with the (1) Dutch, (2) French, (3) Germans, (4) Swedes.
- \_\_\_ 83. As a result of the last French and Indian War, the (1) French, (2) Spanish, (3) English, (4) Dutch were driven from North America.
- \_\_\_ 84. A plot to turn West Point over to the British was entered into by (1) Pulaski, (2) Lee, (3) Gates, (4) Arnold.
- \_\_\_ 85. The first territory to be surveyed and divided into rectangular divisions was (1) Texas, (2) Oregon, (3) Northwest Territory, (4) Louisiana Territory.
- \_\_\_ 86. The office of Prime Minister in England most nearly corresponds to that of (1) Secretary of Treasury, (2) Secretary of State, (3) Secretary of War, (4) Attorney General, in the United States.
- \_\_\_ 87. Virginia was settled by a (1) religious congregation, (2) proprietor, (3) trading company, (4) group of adventurers.
- \_\_\_ 88. The Constitution of the United States was made in (1) 1776, (2) 1787, (3) 1816, (4) 1823.

Go on to the next page



- \_\_\_89. The United States had a dispute over the Oregon territory with (1) Great Britain, (2) Mexico, (3) Spain, (4) Russia.
- \_\_\_90. Jefferson's attitude toward war is best described by the term (1) militarist, (2) aggressor, (3) pacifist, (4) war loving.
- \_\_\_91. The theory that the colonies should engage only in agriculture and the production of raw articles, and be forced to buy their manufactured products from England was known as (1) communism, (2) mercantilism, (3) bounty stimulation, (4) nationalism.
- \_\_\_92. The Scotch-Irish were (1) Methodists, (2) Catholics, (3) Episcopalians, (4) Presbyterians.
- \_\_\_93. With the coming of George III, (1) Pitt, (2) North, (3) Townshend, (4) Grenville, was made Prime Minister of England.
- \_\_\_94. The importance of the Supreme Court decisions during John Marshall's term as Chief Justice was that (1) they reduced the power of Congress, (2) they strengthened the power of the Federal government, (3) they diminished the power of the President, (4) they extended slavery.
- \_\_\_95. The most important occupation in the English colonies was (1) manufacturing, (2) lumbering, (3) fishing, (4) farming.
- \_\_\_96. The Hartford Convention hopelessly discredited the (1) Republicans, (2) Whigs, (3) Democrats, (4) Federalists.
- \_\_\_97. In order to add an amendment to the Constitution, it must be ratified by (1) one-half, (2) two-thirds, (3) three-fourths, (4) all, of the states.
- \_\_\_98. The French were given the right of claim to the Mississippi Valley by the explorations of (1) LaSalle, (2) Cabot, (3) Champlain, (4) De Soto.
- \_\_\_99. The "Writs of Assistance" were publicly denounced in a fiery speech by (1) John Adams, (2) Patrick Henry, (3) James Otis, (4) Benjamin Franklin.
- \_\_\_100. The South Carolina nullification controversy was adjusted by (1) the Supreme Court's declaring the tariff unconstitutional, (2) the abolishment of the tariff, (3) forcing South Carolina to submit, (4) enacting a compromise tariff.
- \_\_\_101. The end of the French power in America was marked by the battle of (1) Quebec, (2) Ticonderoga, (3) Fort Duquesne, (4) Saratoga.
- \_\_\_102. The most numerous colonies in America were (1) corporate, (2) royal, (3) proprietary, (4) democratic.
- \_\_\_103. Indiana entered the Union under the provisions of the (1) Articles of Confederation, (2) Western Land Act, (3) Declaration of Independence, (4) Ordinance of 1787.

Go on to the next page

- \_\_\_ 104. The first attempt to bring about colonial union was (1) the Albany Plan of Union, (2) the Declaration of Independence, (3) the First Continental Congress, (4) the Stamp Act Congress.
- \_\_\_ 105. The man who gave great encouragement to scientific investigation and practical exploration during the fifteenth century was (1) Vasco da Gama, (2) Henry VIII, (3) Prince Henry of Portugal, (4) Diaz.
- \_\_\_ 106. The Anglican church was the most important in (1) Pennsylvania, (2) Virginia, (3) Rhode Island, (4) Massachusetts.
- \_\_\_ 107. The treaty that recognized American Independence was signed in (1) 1763, (2) 1776, (3) 1783, (4) 1787.
- \_\_\_ 108. The Democrats passed the protective tariff of 1816 because (1) a post war wave of nationalism swept over the country, (2) manufactures established during the war were favored by the Democrats, (3) Jefferson had long supported protection, (4) Federalists opposed protection.
- \_\_\_ 109. The Intolerable Acts were passed by the British Parliament (1) to cut off New England from the Middle colonies, (2) to dissolve the New England Confederation, (3) to punish Boston for the Boston Massacre, (4) to punish Boston for destroying the tea.
- \_\_\_ 110. The author of the "American System" was (1) Webster, (2) Hamilton, (3) Calhoun, (4) Clay.

Score (Number right) \_\_\_\_\_

#### Part IV

**Directions:** This part consists of a number of questions with four possible answers to each question. For each question you are to decide which is the best answer, then write the number corresponding to this answer in the space to the left of the item. The first item has been done correctly to show you how to proceed.

- 4 111a. The Westerner, in view of the little known facts of medicine in the early 1800's, kept his health in a fair state of preservation because (1) he had a rugged physique, (2) he used whiskey as a stimulant, (3) he was immune to the diseases of today, (4) he ate simple foods, exercised freely, and breathed plenty of fresh air.
- \_\_\_ 111. The cheapness of land and the scarcity of labor in the West created (1) an aristocratic class of land owners, (2) a large class of wage earning men, (3) a system of servitude, (4) a large class of small freeholders.

Go on to the next page

- \_\_\_\_ 112. A characteristic which caused the Western people to make the West an important part of the United States was (1) selfishness for their own cause, (2) a willingness to go through any hardship to accomplish an object, (3) a belief in religious toleration, (4) perfect obedience to the national laws.
- \_\_\_\_ 113. We admire George Washington because (1) he was a rich man, (2) he was the first President of the United States, (3) he possessed the qualities of leadership, (4) he was a common man.
- \_\_\_\_ 114. Thomas Jefferson was successful in politics because (1) he was a handsome man, (2) he was a good orator, (3) he was a Republican, (4) he knew how to handle men.
- \_\_\_\_ 115. The Constitution is a document setting forth (1) the principles of state government, (2) the principles of national government, (3) the rights of the people, (4) the rights of the national government, the states, and the people.
- \_\_\_\_ 116. The following statement, "It was a time when the debtors pursued their creditors and paid them without mercy" describes the money situation during the early days of our republic. This statement means that (1) the currency of the United States was in a sound condition, (2) the government was using gold and silver for currency, (3) the currency of the government was greatly depreciated in value, (4) everyone was honest because they were trying to pay their debts.
- \_\_\_\_ 117. Jacksonian Democracy secured its followers from the (1) small freeholders of the West, (2) capitalists of the East, (3) slave owners of the South, (4) immigrants who came to America to make their homes.
- \_\_\_\_ 118. At the outbreak of the Revolution, the Americans sent an army into Canada because (1) they wished to show that they could fight, (2) they feared that the French might regain Canada, (3) they hated the French Canadians, (4) they believed that the Canadians shared their feeling toward Great Britain.
- \_\_\_\_ 119. The English constitution is (1) a written document setting forth British principles of law, (2) the established principles of English law, (3) the beliefs and the will of the king, (4) the will and beliefs of the English people.
- \_\_\_\_ 120. The Stamp Act Congress was important, for it (1) was a revolutionary body, (2) opposed the will of the English king, (3) marked the rise of a new agency of government to express the will of America, (4) petitioned the king to repeal the Stamp Act.

Score (Number right multiplied by 2) \_\_\_\_\_

Go on to the next page

## Part V

**Directions:** Fill in the blanks at the right of the following incomplete sentences with the word or words which make them correct. The first item has been done correctly to show you how to proceed.

- 121a. The company that settled Jamestown was the London Co.
121. Before any organization could colonize in America, it had to secure a document from the king called a . . . . .
122. At an early date, Daniel Boone passed through the Cumberland Gap and explored the present state of . . . . .
123. The outer fringe of civilization, where the pioneer met the Indian, was called the. . . . .
124. The highest official in a royal colony was the. . . . .
125. In order to keep the Mississippi River open to American commerce, Jefferson purchased. . . . .
126. In order to keep foreign goods from flooding American markets, Hamilton proposed a . . . . .
127. The two houses that make our laws are together called. . . . .
128. The people in the colonies who supported the policies of George III were called . . . . .
129. Colonists who bound themselves to pay their passage to America were called . . . . .
130. During the second administration of Jefferson, the newly acquired Louisiana territory was explored by. . . . .
131. An industry located along the New England coast that did much to stimulate shipbuilding was that of . . . . .
132. The Supreme Court has power to declare national and state laws which are in conflict with the Constitution . . . . .
133. A Chief Justice who did much to make the Constitution the supreme law of the land was. . . . .
134. The first ten amendments to the Constitution constitute a. . . . .
135. The number of amendments that have been added to the Constitution is . . . . .
136. During the Revolutionary War, the Old Northwest was captured by a leader named . . . . .
137. The Albany Plan of Union was drawn up mainly by. . . . .

Go on to the next page

138. An American patriotic song that made its first appearance during the War of 1812 was . . . . . \_\_\_\_\_
139. At the head of our system of Federal Courts stands the . . . . . \_\_\_\_\_
140. In order to keep each department of the National government within the limits of its power, there was devised a system of \_\_\_\_\_
141. The founder of the "New York Tribune" was . . . . . \_\_\_\_\_
142. The series of newspaper articles published by Hamilton and Madison in defense of the new Constitution was called \_\_\_\_\_
143. After the Boston Tea Party, to cure the unrest in America, the English Parliament passed a series of laws known as the . . . . . \_\_\_\_\_
144. The first important nation of Europe to make intensive explorations in the New World was . . . . . \_\_\_\_\_
145. The first legislative assembly in America was the . . . . . \_\_\_\_\_
146. A trading company was made up of individuals called. . . . . \_\_\_\_\_
147. The introduction to the Constitution is called the . . . . . \_\_\_\_\_
148. The treaty that settled the disputed boundary between Maine and Canada was the . . . . . \_\_\_\_\_
149. De Tocqueville visited the United States and wrote a book called. . . . . \_\_\_\_\_
150. The shifting of commerce from the Mediterranean Sea to the North Sea during the last half of the fifteenth century and the early part of the sixteenth century is known as the . . . . . \_\_\_\_\_

Score (Number right) \_\_\_\_\_

DIRECTIONS FOR SCORING  
First Semester

Use a colored pencil in scoring, and mark as follows:

If the response to an item is correct, draw a horizontal line (-) through the number of the item.

If the response to an item is incorrect, draw a cross (x) through the number of the item.

If the pupil has not attempted an item, draw a circle around the number of the item.

Score Part I: Number right minus number wrong.

If the difference is negative, the score is zero.

Score Parts II, III, and V: Number right.

Score Part IV: Number right multiplied by 2.

Total possible score 160

Form A  
Second Semester

Total Score \_\_\_\_\_

American History Test

Name \_\_\_\_\_ Boy \_\_\_\_\_ Girl \_\_\_\_\_ Age \_\_\_\_\_

School \_\_\_\_\_ Teacher \_\_\_\_\_ Date \_\_\_\_\_

Mailing Address \_\_\_\_\_

Directions

Each of you should have a sharpened pencil. If your pencil point should break during the test, hold up your hand and your teacher will give you another pencil.

When your teacher says, "Ready! Begin," start working on the test at once and continue working until you have completed the test, unless your teacher says "Stop," before you have finished it. If the teacher says, "Stop," before you have finished it, stop at once. The working time for this test is 45 minutes.

STATE HIGH SCHOOL TESTS

for

INDIANA

History Test prepared by

Victor F. Dawald, Department of History, Peru High School,  
Peru, Indiana

## Part I

Directions: This part consists of a number of statements, about one half of which are correct and one half incorrect. Encircle the Yes before each correct statement and the No before each incorrect statement. The first item has been done correctly to show you how to proceed.

- (Yes) No 1a. The period following the Civil War was marked by numerous and costly Indian wars.
- Yes No 1. The activities of the American women in war have aided them in securing civil and political liberty.
- Yes No 2. The administration of Theodore Roosevelt witnessed the extension of the national forest areas.
- Yes No 3. The Grangers of the West desired Federal regulation of the railroads.
- Yes No 4. Lincoln was a Democrat before he joined the Republican party.
- Yes No 5. The Filipinos accepted American rule with little protest.
- Yes No 6. Southern states have been deprived of a portion of their representatives in Congress as a penalty, provided by the Fourteenth Amendment, for disfranchising the negro.
- Yes No 7. The government found it necessary to pass laws regulating the railroads because the states were unable to provide for uniform railroad rates.
- Yes No 8. President Roosevelt stretched the Monroe Doctrine to include restraint upon European countries collecting debts owed by our neighbors to the South.
- Yes No 9. The Homestead Act hastened the settlement of the West.
- Yes No 10. Columbia offered to give the Canal Zone to the United States if the United States would construct the canal.
- Yes No 11. The "irreconcilables" in the Senate opposed the ratification of the treaty of Versailles.
- Yes No 12. The free coinage of silver in 1896 would have increased the value of the dollar.
- Yes No 13. James J. Hill promoted the settlement of the far Northwest.
- Yes No 14. The demand of the Progressives in the period 1906 to 1916 was for less direct democracy in government.
- Yes No 15. The passing of the American frontier tended to lower the price of farm lands.
- Yes No 16. Chinese born in the United States are citizens of the United States.
- Yes No 17. The Populist party was an outgrowth of the Farmers' Alliance.

Go on to the next page



- Yes No 18. Between 1865-1912 the Republican party advocated strict governmental control of all business.
- Yes No 19. The Republican party split in 1912 because of conflict between a conservative wing and a liberal wing.
- Yes No 20. The Federal government allowed individuals and states to buy land from the Indians.
- Yes No 21. The United States is pledged by treaty not to charge foreign ships tolls which discriminate against their using the Panama Canal.
- Yes No 22. Europeans had so much confidence in the victory of the Confederacy that they bought their bonds.
- Yes No 23. The Confederate Government had to resort to conscription to recruit the full man power of the South.
- Yes No 24. If free coinage of silver were to be adopted, farmers with mortgages on their farms would be expected to benefit.
- Yes No 25. Fear of entangling alliances kept the United States from becoming a member of the Hague Court.
- Yes No 26. The "old immigration" seldom reached the volume of the "new immigration."
- Yes No 27. After 1890 the bulk of American immigrants came from northern Europe.
- Yes No 28. The Panama Canal shortened the route from Cuba to New York City.
- Yes No 29. William H. Seward was the American minister to Great Britain during the Civil War.
- Yes No 30. President Harding withdrew the American forces sent by Wilson to the Caribbean countries.
- Yes No 31. Carl Shurz was a vigorous opponent of the spoils system.
- Yes No 32. The memory of the Civil War stimulated the people of the North to vote against the Democrats for years following reconstruction.
- Yes No 33. The restrictions which the United States placed on ownership of land by Japanese violate rights guaranteed them by the United States in treaties.
- Yes No 34. Following the Civil War, the West was rapidly settled because of the gold rush to California.
- Yes No 35. Most of the members of the "old immigration" found homes in industrial centers of the United States.
- Yes No 36. The Hawaiian Islands were acquired by the United States through a treaty with Spain.
- Yes No 37. John W. Davis was the Democratic nominee for the Presidency in 1924.
- Yes No 38. President Cleveland advocated the annexation of Hawaii.

Go on to the next page

- Yes No 39. Third parties in the United States have had little effect because they soon die out.
- Yes No 40. A protective tariff is to the disadvantage of farmers who have a surplus to export.

Score (Number right minus number wrong) \_\_\_\_\_

## Part II

**Directions:** This part consists of statements completed by three causes or results or purposes, some true, some false, some more important than others. Write in the space to the left the number of the most important cause or result or purpose. The first statement is correctly done to show you how to proceed.

- 1 41a. After the Civil War, the South witnessed the coming in of (1) crop diversification, (2) the one crop system, (3) the growing of grain on a large scale.
- \_\_\_\_\_ 41. The coming of the factory system to the United States brought with it (1) problems of capital and labor, (2) the demand for free trade between the United States and Europe, (3) the widening of the space between business depressions.
- \_\_\_\_\_ 42. With the advent of the machine age, man has had (1) longer hours of work, (2) increased leisure time to make use of, (3) a continued rise in prices.
- \_\_\_\_\_ 43. Under the Civil Service, individuals are selected for government positions because of (1) their political beliefs, (2) their qualifications and fitness for the office they seek, (3) their views and beliefs concerning civil liberties.
- \_\_\_\_\_ 44. Invisible government usually results in (1) better government, (2) the passage of legislation beneficial to the public, (3) corrupt and wasteful government.
- \_\_\_\_\_ 45. At the present time Senators of the United States are (1) appointed by the governors of the several states, (2) elected by direct popular vote, (3) appointed by the legislatures of the several states.
- \_\_\_\_\_ 46. Political and economic issues during the last half of the 19th century centered around (1) state rights, (2) big business, (3) slavery.
- \_\_\_\_\_ 47. The chief purpose of the Federal Reserve Act was to (1) provide a place for the safe keeping of Federal funds, (2) force all banks to become National Banks, (3) provide the country with an elastic system of currency.
- \_\_\_\_\_ 48. The Greenback party desired (1) inflation, (2) deflation, (3) a lowering of prices.
- \_\_\_\_\_ 49. During a financial panic, such as that of 1893, prices (1) rise, (2) fall, (3) remain on a constant level.

Go on to the next page

- \_\_\_\_ 50. One of the chief arguments in favor of a protective tariff is that it (1) makes American goods cheaper, (2) aids American industries, (3) raises the price of goods manufactured in the United States.
- \_\_\_\_ 51. The United States recognized Russia in 1833 because (1) she feared the Russian military power, (2) she desired to trade with Russia, (3) Russia had adopted socialistic principles of government.
- \_\_\_\_ 52. Tammany Hall has as its chief objective (1) fraternal association, (2) election of the governor of New York state, (3) control of the New York city government.
- \_\_\_\_ 53. Douglas proposed to settle the slavery question in the territories by having (1) Congress legislate on this question, (2) the inhabitants of a given territory decide, (3) all territory in the Louisiana territory made free.
- \_\_\_\_ 54. In order to combat the employer, labor unions sometimes resort to (1) blacklists, (2) the lookout, (3) the boycott.
- \_\_\_\_ 55. The Democratic party advocates (1) early independence for the Philippines, (2) permanent control of the Philippines by the United States, (3) selling the Philippines to Japan.
- \_\_\_\_ 56. The principal development in retail marketing since 1920 has been (1) growth of mail order buying, (2) quantity retail selling, (3) growth of chain stores.
- \_\_\_\_ 57. Theodore Roosevelt's attitude toward trusts and monopolies was that (1) the government should encourage the formation of large scale industry, (2) they should be allowed to develop, but be regulated carefully by the government, (3) they should be owned by the government.
- \_\_\_\_ 58. The body that dominated our reconstruction policy after the Civil War was (1) Congress, (2) the states, (3) the Supreme Court.
- \_\_\_\_ 59. The most persistent political issue between the Democratic and Republican parties from 1884-1924 was (1) the League of Nations, (2) the protective tariff, (3) prohibition.
- \_\_\_\_ 60. The size of farms increased after the Civil War because of (1) the invention of new machinery, (2) the development of agricultural colleges, (3) the discovery of new farm crops.
- \_\_\_\_ 61. The slaves declared free by the Emancipation Proclamation were (1) all slaves in the states in arms against the Union in 1863, (2) those in all southern states, (3) all slaves in the border states.
- \_\_\_\_ 62. The Trent affair almost brought war between the North and the foreign state of (1) Germany, (2) Mexico, (3) England.

Go on to the next page

- \_\_\_ 63. Johnson's plan of reconstruction was to (1) follow closely Lincoln's ten percent plan, (2) keep all seceded states out of the Union, (3) follow Sumner's plan.
- \_\_\_ 64. The American Federation of Labor is composed of (1) many classes of organized labor, (3) railroad employees, (3) employers of organized labor.
- \_\_\_ 65. The leader of the American Socialist party was (1) LaFollette, (2) Debs, (3) Gompers.
- \_\_\_ 66. The philosophy underlying the "New Deal" of Franklin D. Roosevelt centers around (1) laissez faire, (2) government ownership and operation of business, (3) a planned social and economic life.
- \_\_\_ 67. Franklin D. Roosevelt asked Congress for power to revalue the gold dollar because he believed that such action would (1) cause prices to rise, (2) lower the cost of living, (3) cause gold to circulate freely again.
- \_\_\_ 68. Imperialism means (1) the obtaining of territory by force, (2) the seeking of world wide trade, (3) the making of secret alliances.
- \_\_\_ 69. The first great national organization of labor was the (1) I. W. W., (2) American Federation of Labor, (3) Knights of Labor.
- \_\_\_ 70. The Carpetbag governments of reconstruction days (1) caused southern land values to decline, (2) built many factories in the South, (3) disfranchised the Confederates who had taken part in the Civil War.
- \_\_\_ 71. The chief issue of the campaign of 1900 was (1) tariff, (2) conservation, (3) imperialism.
- \_\_\_ 72. Haiti is sometimes called a protectorate of the United States because (1) it protects the Panama Canal, (2) the United States intervenes in its affairs, (3) the United States protects it against foreign invasion.
- \_\_\_ 73. A great advocate of World Peace was (1) Hanna, (2) Mellon, (3) Carnegie.
- \_\_\_ 74. Cleveland's attitude toward silver coinage after his election in 1892 was to (1) replace silver coin with greenbacks, (2) have free coinage of silver, (3) repeal the Sherman Purchase Act.

Score (Number right) \_\_\_\_\_

### Part III

Directions: Following are sets of items to be matched. You are to write in the space at the left the number of the item on the right that defines or refers to the left-hand item. The first one is done correctly to show you how to proceed.

Go on to the next page

9 75a. A Supreme Court Justice prior to 1830.

- |  |                      |
|--|----------------------|
| <u>75.</u> Steel manufacturer.                         | 1. Calhoun, John C.  |
| <u>76.</u> Leader of American Federation of Labor.     | 2. Carnegie, Andrew  |
| <u>77.</u> Compromise maker.                           | 3. Clay, Henry       |
| <u>78.</u> Engineer of the Panama Canal construction.  | 4. Douglas, Stephen  |
| <u>79.</u> Administrator of the National Recovery Act. | 5. Goethals, G. W.   |
| <u>80.</u> Set forth the Freeport doctrine.            | 6. Gompers, Samuel   |
| <u>81.</u> Leader in the temperance movement.          | 7. Ickes, Harold     |
| <u>82.</u> State rights advocate.                      | 8. Johnson, Hugh     |
| <u>83.</u> Author of the Dred Scott Decision.          | 9. Marshall, John    |
| <u>84.</u> A Secretary of State.                       | 10. Reed, Thomas B.  |
|  | 11. Taney, Roger     |
|  | 12. Wallace, Henry   |
|  | 13. Webster, Daniel  |
|  | 14. Willard, Frances |

- 
- |   |  |
|---|--|
| <u>85.</u> Insistence of the United States to maintain the right to intervene in Cuba.              | 1. Adamson Act                         |
| <u>86.</u> An act that strengthened and increased the powers of the Interstate Commerce Commission. | 2. Bland-Allison Act                   |
| <u>87.</u> Civil Service Reform.  | 3. Clayton Act                         |
| <u>88.</u> The re-establishment of private management of the railroads after the World War.         | 4. Esch-Cummins Act                    |
| <u>89.</u> A law that set up territorial government in the Philippines.                             | 5. Fordney-McCumber Act                |
| <u>90.</u> A revision of the tariff downward during the administration of Wilson.                   | 6. Hepburn Act                         |
| <u>91.</u> Law granting the government more control over trusts and monopolies.                     | 7. National Industrial Recovery Act    |
| <u>92.</u> Law providing for the purchase of silver for coinage.                                    | 8. Jones Act                           |
| <u>93.</u> Republican upward revision of the tariff after the World War.                            | 9. Pendleton Act                       |
| <u>94.</u> The fixing of hours of labor on interstate railroads.                                    | 10. Platt Amendment                    |
|   | 11. Reconstruction Finance Corporation |
|   | 12. Underwood Act                      |
|   | 13. Wilson-Gorman Act                  |
|   | 14. Young Plan.                        |

---

Go on to the next page

- |      |  |     |                              |
|------|--|-----|------------------------------|
| 95.  | Fugitive slave law.                          | 1.  | Alabama Claims               |
| 96.  | 54° 40' or fight.                            | 2.  | Compromise of 1850.          |
| 97.  | New Deal.                                    | 3.  | Congressional Reconstruction |
| 98.  | Big Stick.                                   | 4.  | Copperheads                  |
| 99.  | Restoration of white supremacy in the South. | 5.  | Kansas Nebraska Bill         |
| 100. | 36° 30'.                                     | 6.  | Ku Klux Klan                 |
| 101. | Seventh of March speech.                     | 7.  | Lincoln, Abraham             |
| 102. | Squatter Sovereignty.                        | 8.  | Missouri Compromise          |
| 103. | Higher law.                                  | 9.  | Oregon territory             |
| 104. | 10 per cent plan of reconstruction.          | 10. | Roosevelt, Theodore          |
|      |  | 11. | Seward, William              |
|      |  | 12. | Roosevelt, Franklin          |
|      |  | 13. | Stevens, Thaddeus            |
|      |  | 14. | Webster, Daniel              |

Score (Number right) \_\_\_\_\_

#### Part IV

**Directions:** This exercise is to test your ability to recognize events in sequence. Place in the blank the numbers in the order of the chronological or time sequence of the events or men they represent. The first is correctly done to show you how to proceed.

- 105a. 2, 3, 1 were Presidents of the United States wrung from the "bloody shirt." (1) Harrison, (2) Grant, (3) Hays.
105. \_\_\_\_\_ were minor parties of the period 1840-1916. (1) "Bull Moose Party," (2) Populist party, (3) Free Soil party.
106. \_\_\_\_\_ were steps in the gaining of a colonial empire for the United States. (1) Purchase of Alaska, (2) securing the Philippines, (3) Annexation of Hawaii.
107. \_\_\_\_\_ were acts that gave the government power to supervise big business. (1) Sherman Act, (2) National Industrial Recovery Act, (3) Clayton Act.
108. \_\_\_\_\_ were events leading up to the passing of the American frontier. (1) Building of the Union Pacific, (2) discovery of gold in California, (3) Homestead Act.
109. \_\_\_\_\_ were acts passed by the Federal government to regulate the railroads. (1) Esch-Cummins Act, (2) Interstate Commerce Commission Act, (3) Hepburn Act.

Go on to the next page

110. \_\_\_\_\_ were important events in Cuban history. (1) Platt Amendment, (2) Spanish American War, (3) military rule of General Weyeler.
111. \_\_\_\_\_ were acts that placed the negro on civil equality with the white. (1) Negro suffrage amendment, (2) Emancipation Proclamation, (3) Passage of an amendment defining citizenship.
112. \_\_\_\_\_ were monetary struggles upon which Congress has legislated. (1) Gold Standard, (2) Free and unlimited coinage of silver, (3) demand for greenbacks.
113. \_\_\_\_\_ were amendments added to the Constitution since the Civil War. (1) Income tax amendment, (2) woman suffrage amendment, (3) "lame duck" amendment.
114. \_\_\_\_\_ were three tariff acts. (1) Dingley Act, (2) Underwood Act, (3) Fordney-McCumber Act.
115. \_\_\_\_\_ were attempts to provide for world peace. (1) Hague Conference, (2) Briand-Kellogg Peace Pact, (3) League of Nations.
116. \_\_\_\_\_ were outstanding events in the life of William Jennings Bryan. (1) Candidate against William Howard Taft, (2) Cross of Gold Speech, (3) Secretary of State.

Score (Number right) \_\_\_\_\_

#### Part V

**Directions:** Fill in the blanks at the right of the following incomplete sentences with the word or words which make them correct. The first item has been done correctly to show you how to proceed.

- 117a. Another name for the Omnibus Bill was the Compromise 1850
117. In 1867 the United States purchased a territory from Russia called \_\_\_\_\_
118. The inventor of the first telephone to be used in the United States was \_\_\_\_\_
119. The American in command of the American army in France during the World War was. \_\_\_\_\_
120. The system used to make the desert grow is commonly called c. \_\_\_\_\_
121. The first slave state to secede from the Union was. \_\_\_\_\_
122. The Panama Canal Zone was acquired during the administration of \_\_\_\_\_
123. The control of a state by a political boss and his machine is called ( ) \_\_\_\_\_  
government \_\_\_\_\_

Go on to the next page

124. The United States obtained the Philippine Islands as a result of the. . . .
125. Theodore Roosevelt became President of the United States upon the death of. .
126. The country in which the Boxer Rebellion occurred was. . . . .
127. Utah was settled by a group of people called. . . . .
128. The political party that split into two factions in 1860 was the. . . . .
129. Northerners who went South after the Civil War to seek their fortunes were called. . . . .
130. The author of the Kansas Nebraska Bill was. . . . .
131. The panic of 1893 broke forth during the administration of. . . . .
132. The principle of saving and using wisely our natural resources is called. . . .
133. Horace Mann was a leader in the field of. . . . .
134. The federal agency which controls the railroads is called the. . . . .
135. A party organized in 1854 to prevent the further extension of slavery in the territories was the. . . . .
136. American socialists adopted the principles of the German writer and agitator. . . . .
137. The Federal Reserve Banking system was created during the administration of President. . . . .
138. The use of silver and gold as coins of standard value is called. . . . .
139. Aguinaldo headed a fight for the independence of the. . . . .
140. The campaign manager for William McKinley in 1896 was. . . . .
141. An electoral commission was created by Congress to settle the election of President. . . . .
142. The independent Republicans who refused to support Blaine in 1884 were called. . . . .
143. The editor of the "Liberator" was. . . . .
144. The author of the "Bigelow Papers" was. . . . .
145. The Missouri Compromise was repealed by the. . . . .

Go on to the next page



146. The mediator in the Russo-Japanese War was . . . . . \_\_\_\_\_
147. The principle of government which gives the citizens of a state the right to introduce bills through petition and then vote upon them is called . . . . . \_\_\_\_\_
148. The first revised schedule of reparation payments for the World War worked out in conference with representatives of the United States was the. . . . . \_\_\_\_\_
149. In 1878 the ( ) Act was passed, requiring the Secretary of Treasury to purchase silver to be coined. . . . . \_\_\_\_\_
150. The legislative body of the League of Nations is called the . . . . . \_\_\_\_\_

Score (Number right) \_\_\_\_\_

DIRECTIONS FOR SCORING  
Second Semester

Use a colored pencil in scoring, and mark as follows:  
If the response to an item is correct, draw a horizontal line (-) through the number of the item.  
If the response to an item is incorrect, draw a cross (x) through the number of the item.  
If the pupil has not attempted an item, draw a circle around the number of the item.  
Score Part I: Number right minue number wrong. If the difference is negative, the score is zero.  
Score Parts II, III, IV and V: Number right.

Total possible score 150

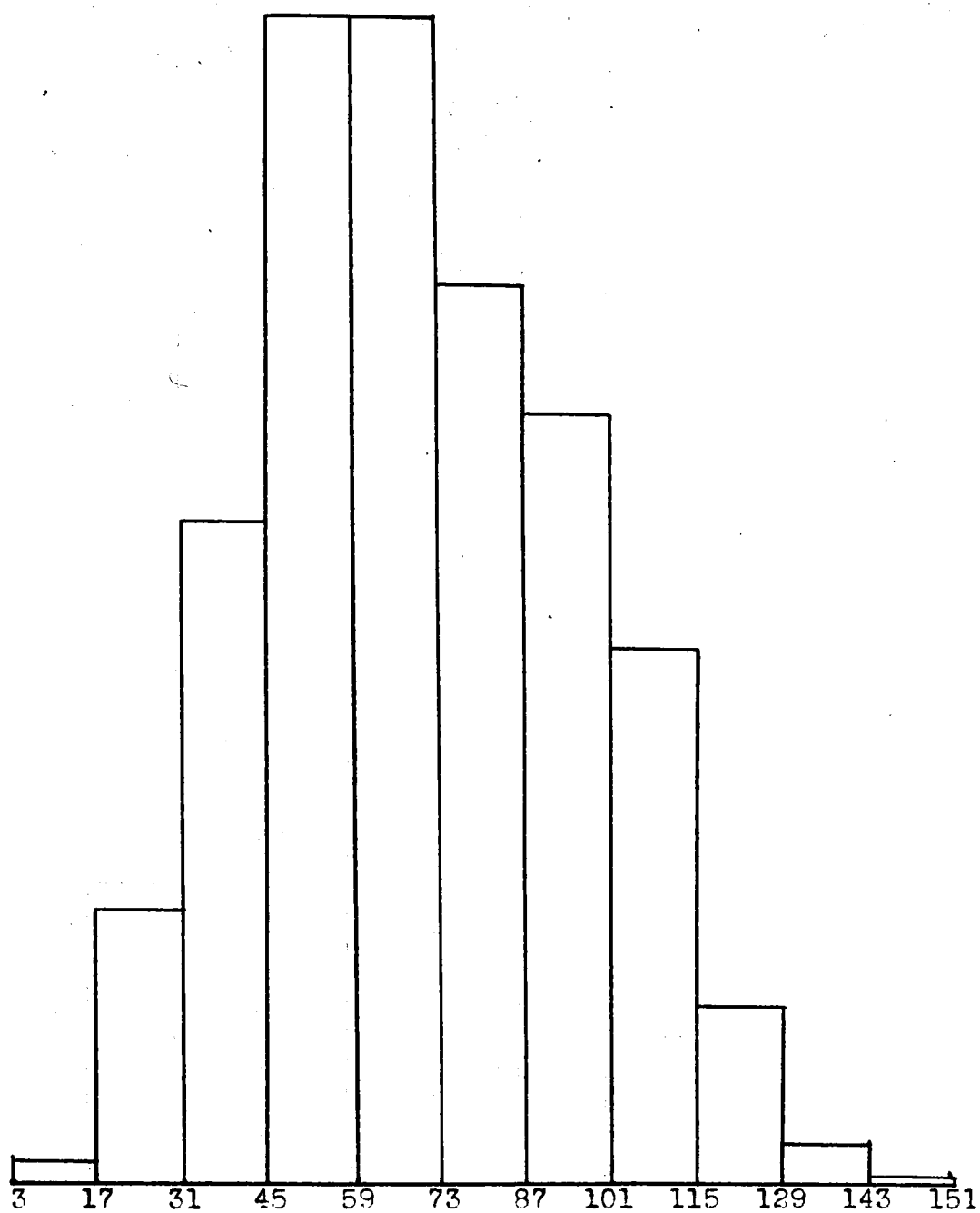


Figure 1. Histogram of first semester test showing pupil distribution of long term schools. Scale 1/16 inch per pupil.

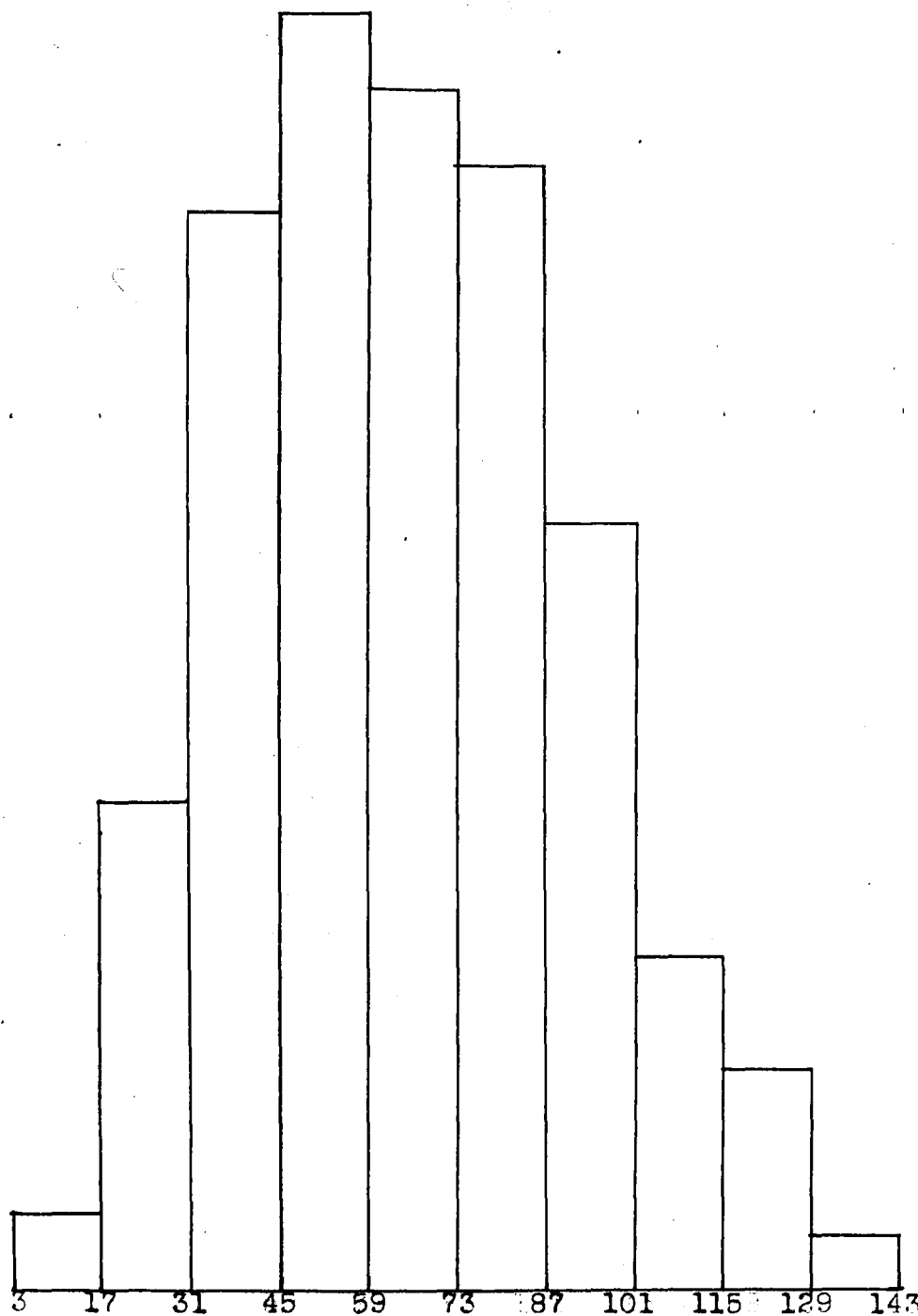


Figure 2. Histogram of first semester test scores showing pupil distribution of short term schools.  
Scale 1/16 inch per pupil.

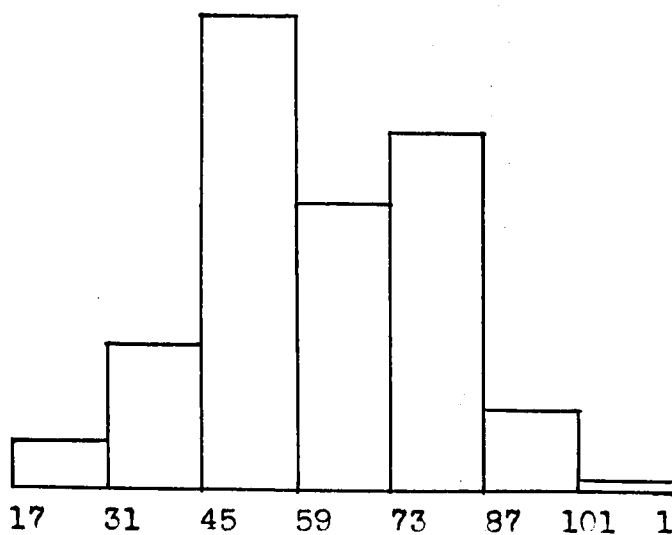


Figure 3. Histogram of second semester test showing pupil distribution of long term school. Scale 1/16 inch per pupil.

TABLE VIII  
FREQUENCY DISTRIBUTION  
HALL TEST

(a)	(b)
CLASS-INTERVAL	f
100-103	-
96-99	1
92-95	2
88-91	6
84-87	7
80-83	5
76-79	11
72-75	15
68-71	12
64-67	19
60-63	35
56-59	42
52-55	56
48-51	58
44-47	70
40-43	88
36-39	115
32-35	135
28-31	133
24-27	185
20-23	126
16-19	123
12-15	83
8-11	25
4-7	13
0-3	6
$\Sigma$ (Sum)	1,371

TABLE IX  
FREQUENCY DISTRIBUTION  
COOPER TEST

(a)	(b)
CLASS-INTERVAL	f
100-103	
96-99	
92-95	
88-91	
84-87	
80-83	
76-79	
72-75	
68-71	
64-67	1
60-63	1
56-59	3
52-55	8
48-51	12
44-47	11
40-43	15
36-39	27
32-35	31
28-31	44
24-27	37
20-23	76
16-19	66
12-15	69
8-11	54
4-7	36
0-3	14
$\Sigma$ (Sums)	505

TABLE X

FREQUENCY DISTRIBUTION OF DAWALD FIRST  
SEMESTER PRELIMINARY TEST

(a)	(b)
CLASS-INTERVAL	f
144-147	-
140-143	-
136-139	-
132-135	-
128-131	-
124-127	1
120-123	4
116-119	3
112-115	6
108-111	6
104-107	6
100-103	4
96-99	6
92-95	4
88-91	8
84-87	10
80-83	12
76-79	10
72-75	9
68-71	9
64-67	12
60-63	9
56-59	14
52-55	7
48-51	9
44-47	3
40-43	5
36-39	2
32-35	-
28-31	1
24-27	-
20-23	1
16-19	-
$\Sigma$ (Sums)	161



TABLE XI

FREQUENCY DISTRIBUTION OF DAWALD SECOND  
SEMESTER PRELIMINARY TEST

(a)	(b)
CLASS-INTERVAL	f
143-149	-
136-142	-
129-135	-
122-128	-
115-121	-
108-114	12
101-107	12
94-100	21
87-93	21
80-86	40
73-79	28
66-72	31
59-65	18
52-58	11
45-51	2
38-44	2
31-37	-
24-30	-
14-23	-
10-16	-
3-9	-
$\Sigma$ (Sums)	198

RECEIVED  
JAN 10 1964