An Analysis of Selected History Tests Prepared for Use in the High School

Charles E. Reed

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AN ANALYSIS OF SELECTED HISTORY TESTS PREPARED FOR USE IN THE HIGH SCHOOL

by

Charles E. Reed

A Thesis Presented to the Graduate Faculty In Partial Fulfillment of the Requirements for the Degree of Master of Arts in the Graduate Division

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Charles E. Reed
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CHAPTER I

THE PROBLEM AND ITS BACKGROUND

The Scientific Movement in Education

It is a well-known fact that for several decades educators have been trying to place the educational profession on a scientific basis as possible.\footnote{Orleans, Jacob S., \textit{Measurement in Education}. New York: Thomas Nelson and Sons, 1937. P. 16.} One outgrowth of this effort has been the "educational measurements movement." This movement has involved widespread attempts to use objective techniques in solving educational problems, objective measures in obtaining educational data, and to use the data thus obtained as a basis for organizing educational plans and procedures. The importance attached to this trend has led, in some cases, to an undue, and occasionally, distorted emphasis on the use of tests. This is especially prevalent with respect to the use of certain standardized tests. For example, when the first great emphases on testing appeared many educators were led to use techniques that were unproved and often inadequate.\footnote{Roberts, J. R., and Rouman, M. K., "Records and Tests for Guidance in The Secondary School." \textit{Education}, LXX (January 1950), 311-2.} In many cases also the users were ill-trained in the administration of tests and still less trained in their
interpretation. Some of these weaknesses were the fault of test publishers who, at times, sold material that had been inadequately standardized. In some cases no effort had been made to determine the reliability and validity of the tests. Further some made claims for their materials, that were far beyond the truth. Hence it is not surprising that results of using such tests were frequently unsatisfactory. Consequently educational thinking changed from viewing testing as a panacea for all ills, to an attitude of distrust or open dislike.

It is obvious therefore, for maximal effectiveness, a testing program should have (1) good tests, (2) well-trained teachers who know how to use and administer them, and (3) as a corollary a well-organized testing program from the viewpoint of administration.

Organization of The Testing Program

The operation of the testing program in many school systems is determined by the central office.\(^1\) In the larger schools, especially, the total plan for testing is often determined by the staff at headquarters and detailed instructions are passed down the line to the rank and file.

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\(^1\) Lefever, Welty D., "The Teacher's Role in Evaluating Pupil Achievement." *Education*, LXI (December 1950), 203.
of teachers and building administrators. In some cases a test committee or guidance counselor determines the various facets of the testing program. However, in general, the amount of participation by the teacher in setting up the pattern of testing is considerable. Some school systems have a "laissez-faire" attitude toward all forms of testing. The measurement that is carried on is a matter for each principal or teacher to decide in terms of his own purpose. Somewhere on this continuum, between over-planning and under-planning, is the democratic procedure that provides an opportunity for the classroom teacher to assume an important role in setting up the overall design, in cooperation with persons ordinarily more skilled in test administration.

Some school systems have found it possible to develop a balanced program of measurement and evaluation to which specialists and teachers, as well as administrators and supervisory staff, can all make their unique contributions.1 When each member of the educational team is given an opportunity to participate in setting the general policy, individual initiative is encouraged. Many, if not all,

show an intelligent interest in evaluating the effectiveness of their professional activities.

Today the vast scale on which various tests are administered to persons of all ages and in all walks of life is shown by the summary presented by Reavis\(^1\) of Educational Records Bureau estimates for testing in 1944. It was estimated that approximately sixty million tests were administered to about twenty million persons in the United States during that year. Although a large proportion of the tests were used in the Armed Services and in Civil Service testing, it is believed that about twenty-six million tests were administered to some eleven million persons in colleges, business firms, and in the offices of personnel consultants.

Because of this large scale use of tests and the decisions that are based on the results, it is imperative that the test results be interpreted correctly within a properly organized program.

**Interpretation of Tests**

In the past two or three decades, at least in theory, educational practices with respect to tests have changed to

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some extent.¹ Tests are still used largely for administrative purposes. In general the newer techniques of educational measurement emphasize chiefly the use of more valid and reliable tests rather than the more effective use and interpretation of results. However, there has been a definite tendency toward promulgating more suitable and worthwhile uses of the test results. For example Orleans while in charge of the Test Department of World Book Company noted the inquiries made by school persons concerning standardized tests. He found that during the last few years a much larger percentage of the inquiries dealt with matters of interpretation and application of test results, especially in the diagnosis of achievement and in remedial procedures.

Ideally, test results with adequate interpretative and explanatory material, should be accessible to all individuals who can make intelligent use of them. These individuals include administrators, teachers, students, and parents.² Yet, in some schools there seems to be somewhat of a conspiracy to keep test information from students and parents. When test results are available, interpretative information to accompany them is of course imperative. Satisfactory transmission of

¹Orleans, op. cit., 18.
²Bacon, loc. cit., 207.
this information to students and parents is highly desirable if the program of testing is to develop properly.

However the points just mentioned are not the only difficulties with testing. With teacher-made tests the problems just described are multiplied many-fold.

Weaknesses in The Testing Program

One of the fundamental principles of educational measurements, is that the function of tests is to improve the work of the schools. However this principle is not often heeded. Obviously the traditional teacher-made test may be characterized often as lacking somewhat in validity, reliability, and educational usefulness. This point is made clear by Orleans\(^1\) who states: "the traditional test is limited in content to the subject matter of a given grade, since its purpose is to measure accomplishment in the work delegated to that grade."

One of the chief criticisms is that the results on such tests from different schools are not comparable. The lack of comparability is due in part to the subjectivity and unreliability of the tests, and also to the differences in the objectives measured. However, it is due even more to the

\(^{1}\) Orleans, op. cit., 43.
fact that the procedures followed in administering the traditional teacher-made tests may vary considerably from one school to another. Generally the function of the traditional test is to ascertain the extent to which the curriculum has been mastered as a means for deciding whether the next major division of the curriculum should be presented, rather than as a means for making more effective the joint efforts of the pupil and teacher.

However teacher-made tests still need recognition and should be considered among the essential tools for checking pupil achievement.¹ They are especially important on the secondary level where courses of study differ widely among the school systems of the country. Obviously standardized tests cannot do justice to so wide a range of subject-matter emphasis. It should be kept in mind that valid instruments of evaluation must represent faithfully the objectives and activities which constitute the functioning curriculum of the school. This means that some tests need be designed for the "content" areas and others for measuring the less tangible phases of education.

¹Lefever, op. cit., 205.
The student is also a factor in preparing tests since there is considerable range in ability and achievement among students.\(^1\) Few educators have any real conception of how great these differences are, although most educators pay lip service to the fact that they exist. The need for an evaluation of what students know and can do at various stages of their education becomes clearer each year.

However the lack of quality of teacher-made tests is not the only source of concern with respect to measurement of student achievement. Some problems that arise are also attributable partly to publishers and distributors of standardized tests who succumb to special demands from the field rather than adhering to effective practices in preparing such tests.\(^2\) Obviously costs of preparing such tests and desires for profits may hinder the production of desirable tests especially when validation procedures involve much time and effort. Test agencies, despite their advertising, do not always employ staffs that have the assured competence to do the needed tasks well.


\(^2\)Bacon, op. cit., 206-7.
Nevertheless, these weaknesses are not insurmountable problems. The characteristics of a good test have long since been identified, although tests with such characteristics are not easily developed.

Characteristics of a Good Test

Every test should be reliable and valid. Further it should cover the common materials the students are meeting in classroom and outside experiences. A test, to be valid, must measure what it is supposed to measure.\(^1\) Thus if a test is meant to measure achievement in spelling in a given grade of a school, it must contain an adequate representation of the words taught in that grade. Further the pupils must be required to spell words, and write the correct letters in the correct order, not merely to recognize the correct one of several spellings of the word. To prepare a valid achievement test in science it is the practice to determine the most common objectives for that field as indicated by courses of study and textbooks. The questions are then based on these objectives.

A good test is also reliable. This means that if the same test were given to the same pupil on two occasions, or if two equivalent forms of the test were administered the

\(^{1}\)Orleans, op. cit., 44.
scores obtained should be about the same on both occasions. The factors that contribute most to the reliability of a test are the objectivity of the scoring, the length of the test, its statistical validity, the clarity of the questions, and the simplicity of the directions for answering the questions.

In every test there should be a comparability of the results. In other words the results on a test should be comparable for different schools. Comparability may be obtained if standardized procedures are followed in the administration of the tests.

Also in a good test, the element of subjectivity should be removed. This may be done by using a form of question to which the pupil's answers are specific. Also a list of answers, or scoring key, should be provided to lessen the possibility of differentials in scoring. If the teacher administering the test did not prepare it then he should obtain detailed directions for its scoring and administration.

A good test can help a teacher locate "loopholes" that may have occurred inadvertently in the teaching. It is better to find the omissions early in, rather than at the end.

1Orleans, loc. cit., 52.

of the year. This consideration is of course a function of the content of the test. All the above mentioned points of course are functions of content. Thus not only should the contents of tests be valid and reliable but they should represent also a wide sampling of the materials taught. It is sufficient to say that the more important phases of the course should be measured and the minute details which occupied a relatively unimportant place in the work should be omitted. Tests should not contain trivial, ambiguous, suggestive, or catch questions. All these would tend to invalidate the test as a measuring instrument. This is true for every test in every field.

The Problem

It is therefore the purpose of this investigation (1) to analyze a number of tests designed for use in the field of history and (2) to determine to what extent they meet the considerations implicit in the foregoing discussions about the characteristics of "good" tests.

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CHAPTER II

METHODS EMPLOYED

The Problem

The problem of this chapter is to describe the methods employed in (1) securing the tests of history used in this study and (2) compiling data concerning the items found on them.

Methods Employed

Obviously, in order to evaluate the items on history tests it is necessary to secure a number of tests in that area. Hence, tests were sought by these means: (1) writing for and obtaining all the standardized tests for high schools listed in the Mental Measurements Yearbook, edited by Oscar Krisen Buros; (2) writing for and obtaining the New York Regents Examinations in History for June and January of 1953 and also for June of 1952; and (3) writing other states in the Midwest to obtain examinations that they might have available in the field of high-school history. The examinations secured through these sources are as follows.
New York Regents Examinations

American History and World Backgrounds III for January 19, 1953; June 12, 1953; and June 16, 1952

American History for June 16, 1952; January 19, 1953; and June 12, 1953

World History for June 19, 1952; June 12, 1953; and January 19, 1953

Standardized Tests

Cole-Richards Test on the Understanding of American History, Published by Public School Publishing Co., (Revised, 1940)


Acorn National Achievement Tests, World History Test, Acorn Publishing Company, 1948


Cooperative Modern European History Test, published by the Educational Testing Service, 1948

Cooperative World History Test, published by the Educational Testing Service, 1949

Cooperative American History Test, published by the Educational Testing Service, 1949

Cooperative Ancient History Test, published by the Educational Testing Service, 1951

Crary American History Test, published by the World Book Company, 1950

Cummings World History Test, published by the World Book Company, 1950
Ohio Tests

World History, Every Pupil Test; Ohio Scholarship Tests; December, 1953

World History, Every Pupil Test; Ohio Scholarship Tests; April, 1953

Indiana State Tests

American History Test, State High School Testing Service for Indiana

World History Test, State High School Testing Service for Indiana

In total twenty-five tests were thus obtained. An effort was then made to establish categories into which the items on the tests might logically fall. Under these categories items were grouped as to type of item, (i.e., multiple-choice, matching, true-false, completion, and essay). The categories together with a sample item are as follows:

1. **Famous names and terms.**

   Who was a 19th-century union leader? (a) John P. Altgeld (b) William Jennings Bryan (c) James J. Hill (d) Samuel Gompers

2. **Famous events.**

   The industrial revolution caused (1) a decrease in trade (2) an increase in urban population (3) an increase in the number of guilds (4) a decrease in production

3. **Famous documents.**

   What proclamation was issued by King Henry IV of France, granting religious tolerance to the Huguenots?
4. Important dates.

When the United States declared war on Germany and Japan

5. Wars, rebellions and periods of ill-feelings.

In what aspect was World War II most similar to World War I?
   a. techniques of warfare on the ground
   b. utilization of air power
   c. effect on civilian populations
   d. maintenance of Atlantic supply routes


Discuss this statement: There has been progress in the protection and extension of civil rights in the United States since 1940

7. Economic developments.

Legislation promoting cheap money: Bland-Allison Act (1878), Sherman Silver Purchase Act (1890), Gold Standard Act (1900), Silver Purchase Act (1934)

8. Development of culture and civilizations.

The father of international law was

V. Justinian
B. Napoleon
C. Clausewitz
T. Grotius


The Hebrews, the Christians and the Moslems all agree in accepting
   N. a prohibition against eating pork
   O. the idea of one God
   M. the Holy War as a propagator of the faith
   G. the requirement of a pilgrimage once in a life-time to a holy city

10. Time periods.

Of these events, the first to happen was the
11. Geography.

An important German river is the (a) Clyde (b) Dnieper (c) Elbe (d) Tiber.


Give one argument against the electoral college system or one argument for it.

13. Foreign relations.

Describe how the cold war has influenced the foreign policy of the United States.


Which one of the following is a basic cause of unrest throughout Asia? (1) complete control by European powers (2) lack of important natural resources (3) manpower shortage (4) low standard of living for the majority of the people.

15. Development of nations.

The new German Empire under Emperor William I was

1. made from a part of France
2. a federation of about 25 independent German states
3. composed of German, French, and Italian colonies

Summary

In total fifteen categories were found suitable under which to classify the test items.
CHAPTER III

CONTENTS OF THE HISTORY EXAMINATIONS

The Problem

The purpose of this chapter is to compile the data obtained by analyzing the items found on the history examinations.

Methods Employed

The contents of the examinations were examined carefully in order to determine the areas of subject matter they seemed to be designed to measure. The items were then categorized according to the subject-matter areas thus identified. Samples of the items from the various tests, together with the categories to which they belong, follow:

New York Regents Examinations

American History and World Backgrounds III - June 16, 1952.

This examination is designed to test the students knowledge of American History as it is related to world events and of the effects of these events on American History. The items deal with topics such as (1) Past Presidents of the United States, the methods by which they are elected and their oaths
to office; (2) famous documents, such as the Declaration of Independence, the Bill of Rights, and the Constitution; (3) processes involved in governing the United States; and (4) editorials in newspapers. The following is an example of an item dealing with the President's oath of inauguration.

2. In his oath of inauguration, the President of the United States swears (or affirms) to preserve, protect and defend (1) the Constitution (2) democracy (3) the nation (4) the states 2...

There is also a group of true-false items that request information found in a selection two paragraphs in length, dealing with "Democracy," that the students are expected to read first. This is a sample item that requests such information:

14. The most desirable form of democracy is found in Switzerland. 14...

In another group of items the students are to relate time periods with a list of events. The items are as follows:

Directions (20-25): The numbers (1), (2), (3), (4) represent the following time periods:

(1) From the outbreak of the American Revolution to the French Revolution
(2) From the French Revolution to the Civil War in the United States
(3) From the Civil War in the United States to the Bolshevik Revolution
(4) From the Bolshevik Revolution to the beginning of the Korean conflict

On the line at the right of each of the events listed below, write the number of the time period in which the event occurred. (6)
20 Germany becomes a unified nation.

21 The Articles of Confederation are adopted in the United States.

22 South American nations win their independence.

23 The British Commonwealth of Nations is established.

24 A possession of the United States in the Pacific becomes independent.

25 China and Japan are opened to the Western powers.

In another section of the examination there are five items, of which three are to be answered. Each item consists of sub-items of both the multiple-choice and essay types. Among the topics of subject-matter covered are (1) The Middle East; (2) inflation and bad money; (3) the relationships between European and American History; (4) The Bill of Rights; and (5) nationalism. An item on the Middle East is as follows:

1 a. List the numbers (1)-(5) on your answer paper. After each number write the item that does not belong in the corresponding group. (5)

(1) Great empires of the ancient Middle East: Assyria, Babylonia, Greece, Persia
(2) Early centers of culture in the Middle East: Baghdad, Jerusalem, Damascus, Tel-Aviv
(3) Events associated with the history of the Middle East: the conquests of Alexander the Great, the Crusades, the Hegira, the Beer War
(4) Famous literature associated with the Middle East: the Bible, the "Divine Comedy," the Koran, the Talmud
(5) Rivers of the Middle East: Danube, Jordan, Euphrates, Tigris
b. Discuss briefly each of two reasons why the Middle East was important in world affairs during the 19th century. (5)

c. Discuss the interests of the United States in the Middle East today. (5)

Next there is a group of multiple-choice items dealing with great writers, books, newspapers, and magazines. The students are to select the part that does not belong. For example:

10 Magazines read by the American public both in the late 19th century and today: "The Atlantic"; "Harper's Magazine"; "The Saturday Evening Post"; "Newsweek"

In this group there is also one essay-type item that deals with 20th century art, architecture, education, and music.

The last two items are of the essay type and are devoted to subject-matter topics such as (1) the role of political parties in the democratic process and (2) the causes of wars.

For example:

8 A war may break out suddenly, but it always has a background containing many causes for hostilities.

Discuss this statement, supporting your position with evidence from each of three wars in which the United States has engaged. (15)

The examination is of a relatively high scholastic level.

American History and World Backgrounds III - January 19, 1953.

The first part of this examination contains multiple-choice items that are concerned with subject-matter topics such as (1) the processes of government; (2) famous documents;
(3) Presidents; and (4) foreign countries and their policies.

The following is a sample item dealing with the United States government.

1 Which one of the following is basic to the idea of a federal system of government? (1) division of powers between the national government and state governments (2) creation of a strong executive department (3) distribution of powers between the Senate and the House of Representatives (4) establishment of an independent Supreme Court.

In another group of items the students are to identify certain areas in the world. A map is given with different areas numbered, together with statements describing these areas. The students are to indicate the names of the areas described and to designate their corresponding numbers on the map in spaces provided. For example:

9 This country, once the jewel of the British Empire, now contains an independent republic. 9

The next group of items contains sub-items of the matching, multiple-choice, and essay types. The subject-matter topics covered by these items are (1) famous names; (2) Germany; (3) elections; (4) United Nations; and (5) labor unions. The following is a sample item on labor unions.

5 List the numbers 1 through 5 on your answer paper. After each number write the item that best answers the corresponding question concerning the history of labor in the United States. (5)
(1) Who was a 19th-century labor union leader? (a) John P. Altgeld (b) William Jennings Bryan (c) James J. Hill (d) Samuel Gompers

(2) What is a present-day labor union demand? (a) accident compensation (b) compulsory arbitration (c) pension benefits (d) single tax

(3) Who is a 20th-century labor union leader? (a) Benjamin Fairless (b) Walter Reuther (c) Terence Powderley (d) Robert Wagner

(4) Which group is most completely unionized? (a) automobile workers (b) office workers (c) teachers (d) farm employees

(5) Which is an organization made up chiefly of craft unions? (a) Grange League Federation (b) Brotherhood of Locomotive Engineers (c) United Mine Workers (d) American Federation of Labor

b Explain two ways in which federal legislation in the United States has aided labor since 1930. (10)

The last three items are of the essay type, of which the students may answer any two. In one item the students are to agree or disagree with three of five statements made dealing with economic and social events in the American way of life. For example:

a Inflation is a disadvantage to everyone.

The other two items deal with government in the United States and the relations of the United States with her neighbors in the Western Hemisphere. For example:

7 The relations of the United States with her neighbors in the Western Hemisphere have improved during the last thirty years.

Discuss this statement. Include at least three specific illustrations. (15)
The items on this examination cover a variety of topics and are of a high scholastic level.

American History and World Backgrounds III - June 12, 1953.

The first part of examination contains multiple-choice items. Among the topics of subject matter covered are (1) famous documents; (2) government; (3) growth of the United States; and (4) World organizations. For example:

2. The powers of the federal government are divided among the three branches of government mainly to (1) increase the efficiency of the government (2) prevent any group or person from gaining too much power (3) simplify the process of making laws (4) make the federal government more powerful than the state governments

In another item a graph is given with six related statements. The students are to determine from the graph whether the statements are true or false or whether the graph contains sufficient information to indicate the truth or falsity of the statements. One statement to be analyzed in terms of the graph is this:

22. Such New Deal projects as WPA and PWA were responsible for the increase in individual income taxes.

The last part of the examination contains eight items of which any five are to be answered. Most of the items consist of sub-items of the multiple-choice or essay types.
Among the topics of subject-matter covered are (1) The Congress of the United States; (2) government; (3) Far East; (4) frontiers; (5) manufacturing; (6) American way of life; (7) machine age; and relations between the United States and Great Britain. For example:

8 Discuss at least three major developments in the relations between the United States and Great Britain since 1914 or at least three major developments in the relations between the United States and Germany since 1914. Cite specific historical evidence in this discussion. (15)

This examination is extensive in coverage of subject matter.

American History Test - June 16, 1952.

The multiple-choice type of items in the first part of this examination deal with topics such as (1) famous documents; (2) Presidents; (3) departments of government; (4) number of Congressmen from a state; and (5) territorial expansion. For example:

8 The primary purpose for the purchase of the Louisiana Territory was to (1) double the area of the United States (2) lessen the danger of Indian attack (3) insure an outlet for western goods (4) aid the French

The next group of items is devoted to the identification of states. A map is provided with several of the states designated with numbers drawn on it. Statements are made about different states and the students are to write in the spaces provided the name of the state thus described together
with its corresponding number. For example:

17 A state represented by Daniel Webster in the United States Senate. 17

Another group of items deal with events and time periods.

For example:

Directions (20-25): The numbers (1), (2), (3), (4) represent the following time periods:

(1) From the founding of the Jamestown Colony to the
American Revolution

(2) From the American Revolution to the Civil War

(3) From the Civil War to World War II

(4) From World War II to the present

On the line at the right of each of the events listed below, write the number of the time period in which the event occurred. (5)

20 The Industrial Revolution begins in the United States. 20

21 The first protective tariff legislation in United States history is enacted. 21

Following this the students are given the names of places of historical or current interest together with their descriptions. The students are to match the places with their descriptions. For example:

g When not in British possession, this city was the meeting place of the Congress during the American Revolution. It was also the scene of the signing of several basic documents in American history. g

The next five items contain sub-items of the multiple-choice and essay types. Among the topics of subject matter covered are (1) The Bill of Rights; (2) political parties;
(3) famous women; (4) "cheap" money and inflation; and (5) natural resources. For example:

6 Natural resources have had a tremendous influence on our history, for nature determines to a large extent where man shall live, what kind of work he shall do, how he shall travel and transport his goods.

Discuss this statement giving specific examples from each of three of the following areas: New York State, New England, the Southeast, the Middle West, California, the Pacific Northwest. (15)

Of the last two items the students are to answer one. They are essay-type items dealing with the causes of wars and the struggle between the Communist and non-Communist worlds. For example:

7 In the struggle between the Communist and non-Communist worlds, there are three fronts on which battles are being waged—military, political and economic.

Show what the United States is doing in this struggle on each of these three fronts. (15)

This examination is quite extensive in coverage.

American History Test - January 19, 1953.

The items on this examination deal with (1) government; (2) Presidents and their cabinets; and (3) famous documents. For example:

6 The Constitution of the United States allows members of Congress: (1) freedom from arrest for treason (2) free postage for their personal mail (3) freedom of speech during debate in Congress (4) exemption from paying income taxes on their salaries
In another item statements are made describing different states. A map is given with certain of the states numbered. The students are to identify the states and write in the spaces provided the names of the states and their corresponding numbers on the map. For example:

13 In what state is the Grand Coulee Dam located? 13

Another group of multiple-choice items are devoted to subject-matter topics such as (1) famous names; (2) famous events; (3) important acts; and (4) government and its powers. For example:

17 Two Americans, known as "War Hawks," who were eager to acquire Canada by the War of 1812 were

(1) Jackson and Madison (2) Webster and Clinton
(3) Calhoun and Clay (4) Burr and John Quincy Adams

17

Next, there are six items each with sub-items of the multiple-choice, completion, and essay types. Among the topics of subject matter covered by these items are: (1) famous documents and writings; (2) elections; (3) frontiers; (4) relations between the United States and Latin American countries; (5) the South; and (6) labor unions. The students are to answer any four of the six items. For example:

6 a List the numbers 1 through 5 on your answer paper. After each number write the item that best answers the corresponding question. (5)
(1) Who was a 19th-century labor union leader? (a) John P. Altgeld (b) William Jennings Bryan (c) James J. Hill (d) Samuel Gompers
(2) What is a present-day labor union demand? (a) accident compensation (b) compulsory arbitration (c) pension benefits (d) single tax
(3) Who is a 20th-century labor union leader? (a) Benjamin Fairless (b) Walter Reuther (c) Terence Powderley (d) Robert Wagner
(4) Which group is most completely unionized? (a) automobile workers (b) office workers (c) teachers (d) farm employees
(5) Which is an organization made up chiefly of craft unions? (a) Grange League Federation (b) Brotherhood of Locomotive Engineers (c) United Mine Workers (d) American Federation of Labor

b Explain two ways in which federal legislation has aided labor since 1930. (10)

Of the last two essay items on the examination the students are to answer one. They deal with the foreign relations of the United States and the central government of the United States.

The examination is of high scholastic level but does not cover a wide range of topics pertaining purely to American History.

American History Test - June 12, 1953.

In the first part of examination there are multiple-choice items allotted to subject-matter topics such as (1) famous names; (2) famous documents; (3) government; (4) famous events; (5) world organizations; and (6) wars. For example:
20 The North Atlantic Treaty Organization (NATO) was established to (1) protect its members from Communist aggression (2) supervise the government of West Germany (3) serve as a forum on world affairs (4) distribute Point Four funds.

In the second part of the examination there are eight items of which any five are to be answered. The items contain sub-items of the multiple-choice, matching, and essay types. Among the topics of subject matter covered are (1) democracy; (2) business and world affairs; (3) natural resources; (4) Congress; (5) famous personalities in American History; (6) relations between the United States and Great Britain; and (7) United Nations. For example:

6 a Identify three of the following persons in relation to the work of the United Nations: (1) Ralph Bunche, (2) Henry Cabot Lodge, Jr., (3) Trygve Lie, (4) Lester Pearson, (5) Warren Austin, (6) Sir Gladwyn Jebb. (6)

b Describe two achievements of the United Nations. (6)

c Discuss one basic problem that confronts the United Nations. (3)

This examination emphasizes the later period of American History and deals little with early American History.

World History Test - June 19, 1952.

The first group of multiple-choice items deals with (1) development of nations; (2) definitions of terms; (3) famous names; (4) economic developments; (5) time periods; and (6) source material. The following is a sample item.
1. A primary source for the study of the ancient Romans is (1) the Colosseum (2) Gibbon's *History of the Decline and Fall of the Roman Empire* (3) an historical atlas (4) the Leaning Tower of Pisa.

In another item a map is given of the Mediterranean World with different areas numbered. Several statements are made describing these different areas and the students are expected to write the number of the area that is described in each statement in the space provided. For example:

18. During the 5th century B.C., this city-state of Solon and Pericles became mistress of the seas and head of the Delian League.

The second part of the examination contains eight items of which the students are to answer any six. Each major item contains sub-items of the multiple-choice, and essay types. Among the topics covered are (1) Great Britain; (2) feudalism; (3) India; (4) scientists; (5) methods of study; (6) United Nations; (7) famous names; and (8) Africa. This is an example:

1 a. List the numbers (1)-(5) on your answer paper. After each number write the item that does not belong in the corresponding group. (5)

(1) *Nations controlling territory in Africa:* France, Great Britain, the Netherlands, Portugal
(2) *Statesmen who influenced the history of Africa:* Alexander the Great, Jan Smuts, Julius Caesar, Pericles
(3) *Important population groups in the Union of South Africa:* Boers, Indians, British, Japanese
(4) *Leading exports of the Union of South Africa:* gold, diamonds, wool, food products
(5) *Independent nations of Africa:* Egypt, Ethiopia, Libya, Morocco
b Tell how each of two areas of Africa has figured prominently in the news since 1950. (5).

The last part of the examination has one essay item on culture and civilization.

This examination covers a vast area of subject matter of history.

World History Test - June 12, 1953.

There are multiple-choice items in the first part of the examination of the following subject-material topics: (1) culture and civilizations; (2) nations and empires; (3) economic developments; (4) government; (5) famous names; and (6) famous documents. This is one example:

6 An effect of the Magna Carta signed by King John of England was to (1) establish the English parliament (2) give equal rights to all persons (3) create a cabinet system (4) limit the king's power over the nobles 6 ....

Another group of items of the matching type deal with British Government.

In the second part of the examination there are nine items of which the students are to answer any seven. Each item consists of sub-items of the multiple-choice and essay types. Among the topics of subject matter covered are (1) famous names; (2) the Far East; (3) geography; (4) time periods; (5) France; (6) Asia; (7) trade and commerce;
(8) development of nations; (9) current events; and (10) feudalism. For example:

3 a State two reasons for the rise of feudalism. (4)

b Describe two features of life on a feudal manor. (6)

This examination emphasizes later World History and deals little with early World History.

World History Test - January 19, 1953.

In the multiple-choice items at the beginning of the examination the following subject-matter topics are covered:

(1) definitions or spelling; (2) government; (3) famous names; (4) world organizations; (5) civilizations; (6) economics; and (7) famous events. An example follows:

10 Which event occurred last? (1) Glorious Revolution (2) French Revolution (3) Puritan Revolution (4) Russian Revolution

In another item the students are expected to read a paragraph concerning the different civilizations that have come into existence on the Mediterranean Sea. They are then to answer a series of multiple-choice items based on the information contained in the paragraph. For example:

21 An important reason for Rome's victory over Carthage was (1) sea mastery (2) religious leadership (3) industrial supremacy (4) military rivalry
In the second part of the examination the students are to answer any six of the eight items. Each item consists of sub-items of the multiple-choice, matching, and essay types. Among the topics of subject matter covered are the following: (1) famous cities; (2) Italy; (3) living conditions; (4) trade; (5) governments; (6) United Nations; and (7) the French Revolution. For example:

5a Describe two conditions in France that brought about the Revolution of 1789. (5)

b Discuss two ways in which Napoleon failed to carry out the principles of the French Revolution. (5)

The last item of the examination consists of five statements about current problems of the world. The students are to agree or disagree with any three of them and give two arguments in each case to support their positions. For example:

b The United States has been wasting its money on the Marshall Plan, NATO and the Mutual Security Agency.

This examination seems to cover the materials of World History quite well.

Standardized Tests

Understanding of American History.

The test, Understanding of American History, was developed by Luella Cole and R. C. Richards and published.
It was revised in 1940. The material covered in the test is based upon an analysis of six widely used texts in American History for the secondary-school. The examination consists of four sub-tests containing twenty-six items each. One item from each test is given as an example.

In the first test is found a list of the names of prominent men in American History. After each name four adjectives are given. The students are to draw a line under the adjective that best describes that man. For example:

2. **WILLIAM PENN:** tricky, hesitant, carefree, diplomatic

The second test deals with historical vocabulary. Each item requires the students to define a word or expression by underlining one of the four possible choices after each item. For example:

2. What word might we use in place of illegal? injustice, liberty, unequal, unlawful

The third test deals with the sequence of events. In each item the students are given a list of four events. They are to underline the event that occurred the longest time ago. For example:

The fourth test deals with cause-and-effect relationships. In each item the students are given the names of three events that are "causes" and of one event which is an "effect" of one of the three "causes." The students are to find the "effect" and underline it. For example:


This examination does not seem to have a variety of either types of item or elements of subject-matter covered. Also it is quite brief.

20th Century Test for World History, high school.

20th Century Test for World History, high school, Test II-form A, semester II is published by the Benton Review Publishing Co., Inc., Fowler, Indiana and consists of one hundred twenty-five items.

The first group of items are of the multiple-choice type. Among the topics of subject matter covered are (1) famous names; (2) wars; (3) famous dates; (4) colonies; (5) economic development; (6) characteristics of time periods; and (7) influence of large nations in world history. For example:

18. England's dream of bringing the whole of the continent of Africa under her control was blocked by (1) Russia, (2) Italy, (3) Spain, (4) Belgium.

In another group of multiple-choice items the following subject-matter topics are covered: (1) famous events; (2)
famous documents; (3) governments; (4) development of nations; (5) social developments; (6) wars; and (7) time periods.

For example:

33. The "Elizabethan Age" was also characterized by

1. growing poverty in England.
2. an almost total collapse of trade and industry.
3. a great expansion of commerce and industry.

In the next section of the test there are thirty-two matching type items all dealing with famous names and dates.

For example:

61. Leader of the Reformation  2. Frederick the Great
62. A re-birth or awakening  3. Inquisition
63. The Humanities  4. Greek and Latin

In the final group of items that are of the completion type, the following subject-matter topics are covered: (1) wars; (2) famous events; (3) development of colonies; (4) important dates; (5) government; (6) development of nations; (7) time periods; and (8) famous names. For example:

106. What great Hungarian leader fled to America after an unsuccessful attempt to gain independence for his country?

This examination is rather long for a short-answer examination.

20th Century Test for American History, high school.
published by the Benton Review Publishing Co., Inc., Fowler, Indiana. It consists of one hundred twenty-five items. The first group of items are of the multiple-choice type. The students are given four choices of which they underline the correct one. Among the topics of subject matter covered are (1) colonization; (2) famous documents; (3) governments and political parties; (4) famous events; (5) time periods; and (6) famous names. For example:

20. A strong advocate of "state's rights" was (1) Tyler, (2) Webster, (3) Jackson, (4) Calhoun.

In the next group of multiple-choice items the students are given three choices. The following subject-matter topics are covered: (1) famous documents; (2) governments, their powers and policies; (3) presidents; (4) famous events; and (5) time periods. For example:

37. The period in American History, 1783-1789 is called the

- 1. Critical Period.
- 2. Era of Good Feeling.
- 3. Western Movement Period.

Another group of items are of the matching type. They deal with famous names, events, and dates. For example:

74. The steamboat
- 2. Andrew Jackson

75. Spanish conqueror of Mexico
- 3. Panic of 1857

76. Battle of Tippecanoe
- 4. Industrial Revolution

Next there is a group of completion-type items. Among the topics of subject matter covered are: (1) famous events;
(2) economic development; (3) development of territories; (4) governments; and (5) famous names. For example:

114. What President of the United States had an overwhelming desire to extend this country to the Pacific Ocean?

This examination seems to cover many areas of the subject field and to do it well.

Acorn National Achievement Tests, World History Test.

Acorn National Achievement Tests, World History Test for High School and College is published by the Acorn Publishing Company, Rockville Centre, New York, copyright 1948. It is composed by Vincent McGarrett, principal, High School of Commerce, New York City; and Edward H. Merrill, Social Studies Department, Brookline (Mass.) High School. It consists of one hundred items.

The first group of items are of the multiple-choice type and deal with social studies terms. For example:

7. A coup d'état is

B. the arrest of a person without a warrant
E. a tax in France under Louis XIV
U. a military maneuver used in the French army
R. the seizure of control over a government by the sudden exercise of power

The second group of items is devoted to world geography. The students are given a world map on which a number of locations are designated by letters. Statements are then
made describing these different locations and students are to identify the location with the statement. For example:

15. The Charter of the United Nations was drafted in this city. ( ) 15

Another group of items deals with contributions of world peoples to civilization. All the items are of the multiple-choice type. For example:

15. The work of Pericles in Athens is frequently likened to the work in Rome of

R. Augustus
U. Sulla
C. Pompey
D. Claudius

The next section of multiple-choice items deals with the following subject-matter topics: (1) famous names; (2) governments; (3) time periods; (4) world organizations; (5) foreign relations; (6) famous terms; and (7) religions. For example:

20. The Puritan Revolution in England and the French Revolution were similar in that during each

R. the reigning monarch was put to death
M. the Catholic Church ceased to be the state church
C. foreign invaders tried to put down the revolutions
D. many opponents of revolution fled to the mother country's colonies in the New World

The last group of items are of the multiple-choice type and deal with economic, social and cultural developments. For example:
2. The United Nations Economic and Social Council has for one of its major objectives:

A. the maintenance of the colonial status quo
B. placing responsibility for dependent peoples upon the "Big Four" in the United Nations
C. securing a higher standard of living for peoples of the world
D. internationalizing strategic world areas

This examination is restricted to one type of item, although the breadth of coverage seems satisfactory.

*Achievement Examinations for Secondary Schools, Modern World History.*

*Achievement Examinations for Secondary Schools, Modern World History,* form 3 is authored by Lola Fay, St. Paul, Minnesota, Public Schools. It is published by the Educational Test Bureau, Educational Publishers, Inc., copyright, 1953 and consists of one hundred forty items.

All the items are of the multiple-choice type and deal with the following subject-matter topics: (1) religion; (2) wars; (3) famous names; (4) governments; (5) historic landmarks; (6) social developments; (7) economic developments; (8) colonization; (9) important terms; and (10) famous documents.

For example:

16. Who was the first native-born Athenian philosopher?

   (A) Aristotle   (B) Plato   (C) Hippocrates
   (D) Socrates
The remaining items are devoted to the topics (1) democracy; (2) nationalism; and (3) modern and current problems. For example:

133. Which of the following is a major reason why a sound Far Eastern policy has failed to take shape?

(A) Our failure to realize that our earlier attitudes toward the Far East are outdated.
(B) We cannot do business with Orientals.
(C) There is no future for the Far East.
(D) Labor standards in the Far East are too low.

The variety of subject matter covered on this examination is great.

Achievement Examinations for Secondary Schools, American History


The first part of the examination consists of multiple-choice items. Among the topics covered are the following: (1) time periods; (2) culture and civilization; (3) colonization and expansion; (4) famous names; (5) important terms and titles; (6) famous events; (7) government; (8) world organizations; (9) economic developments; and (10) famous documents. For example:
20. The first state to ratify the Constitution by an unanimous vote was
(1) Connecticut  (2) Delaware  (3) Georgia
(4) New Jersey  (5) Pennsylvania

The second portion of the examination contains time sequence items all dealing with famous events. The students are to determine which of the three events listed in each item happened first. For example:

58. Inventions
(1) Typewriter  (2) Telegraph  (3) Telephone

The third part of the examination consists of association items. The students are given four terms in each item and they are to pick out the one that is unrelated to the other three. For example:

82. Washington's cabinet
(1) Thomas Jefferson  (2) Alexander Hamilton
(3) Henry Knox  (4) Benjamin Franklin

Another group of items is of the multiple-choice type and deals with the definition of terms. For example:

116. Nomination is
(1) a judicial verdict  (2) a vote of approval
(3) naming a candidate for an election  (4) appointing a delegate

The next group of items requires that the students match events with time periods. For example:

DIRECTIONS: Each letter represents a twenty-five year period on the time line. In each answer space, write the letter indicating the period in which that event occurred.

<table>
<thead>
<tr>
<th>1800</th>
<th>1825</th>
<th>1850</th>
<th>1875</th>
<th>1900</th>
<th>1925</th>
<th>1950</th>
<th>1975</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
<td>F</td>
<td>G</td>
<td></td>
</tr>
</tbody>
</table>
121. Atlantic Pact
122. Annexation of Texas
123. Gentlemen's Agreement

There follows another group of matching items concerned with famous expressions of important people.

Each item on the next portion of the examination consists of a list of three causes and one effect, the students are to identify the effect. For example:

164. (1) America's natural resources
(2) America's labor supply (3) America's money to invest (4) America's industrial growth

The last group of items is devoted to current events and all items are of the multiple-choice type. For example:

200. The only Communist country now friendly to the West is
(1) Yugoslavia (2) China (3) Checoslovakia (4) Poland

This examination seems to be of a high scholastic level.

Cooperative Modern European History test

The Cooperative Modern European History test, revised series form Y, is published by the Educational Testing Service, 15 Amsterdam Avenue, New York 23, N. Y., copyright, 1948. It consists of eighty-five items.

This examination was prepared by Frederick H. Stutz, Cornell University, with the editorial assistance of Howard R. Anderson, United States Office of Education; Harry D. Berg,
Michigan State College; L. W. Fowles, The Loomis School; Margaret A. Koch, Hunter College High School; and Nathaniel Platt and Florence Rockefeller, Newton, (N. Y.) High School.

The first part of the examination contains multiple-choice items assigned to the following subject-matter topics:

1. world organizations
2. nations and empires
3. wars
4. economic development
5. culture, civilizations, and education
6. governments
7. foreign relations
8. social developments
9. famous names
10. religious affairs
11. science
12. colonization

The following is an example of the last type:

16. Which of these was typical of the French colonies in North America before 1763?

16-1 A large population
16-2 Representative government
16-3 Close political and religious ties with the mother country
16-4 A thriving industry
16-5 Tolerance of religious minorities

The next group of multiple-choice items deals with the subject-matter topics in these areas:

1. wars
2. economic developments
3. government
4. colonization
5. famous events
6. religious affairs
7. culture and education
8. development of nations
9. time periods
10. foreign relations
11. famous names
12. world organizations

The following is an example:
30. Four of the following are characteristics of both the League of Nations and the United Nations. Which one is not?

30-1 The domination of the Council by the major powers.
30-2 The commitment of members to supply armed forces in times of emergency.
30-3 Provision for the supervision of certain colonial regions.
30-4 Provision for the establishment of a permanent secretariat.
30-5 The allocation of a single vote to each member state in the Assembly.

This examination is limited with respect to the type of item.

Cooperative World History Test.

The Cooperative World History Test, revised series form Z, is published by the Educational Testing Service of 20 Nassau Street, Princeton, New Jersey, copyright, 1949. It was composed by Frederick H. Stutz, Cornell University, with the editorial assistance of Howard R. Anderson, United States Office of Education; Harry D. Berg, Michigan State College; Elaine Forsyth Cook, College Study in Intergroup Relations (Wayne University); John Haefner, State University of Iowa; Callista Schramm, Schenley High School (Pittsburgh, Pennsylvania); Everett L. Swift, The Peddie School; and F. Hazel Witcomb, East High School (Salt Lake City). It consists of eighty-five items.
The first part of examination consists of multiple-choice items dealing with the following subject-matter topics: (1) civilization, culture and education; (2) religious matters; (3) famous events; (4) economic developments; (5) foreign relations; (6) social developments; (7) wars; (8) governments; (9) development of nations; (10) colonization; (11) famous names; and (12) time periods. For example:

13. The age of the Renaissance is best described as a period in which

13-1 democracy triumphed over absolutism.
13-2 the Catholic Church regained power and influence.
13-3 the Protestant Revolt took place.
13-4 men became interested in contemporary and classical civilizations.
13-5 eastern Europe was conquered by the Turks.

The second part of examination is devoted completely to multiple-choice items dealing with the subject-matter topics in the areas of (1) civilizations, culture and education; (2) colonization; (3) time periods; (4) economic developments; (5) foreign relations; (6) governments; famous events; (7) wars; (8) geography; (9) growth of nations; (10) religious matters; (11) famous names. For example:

28. Which one of the following Italians had a career most like that of Otto von Bismarck?

28-1 Cavour
28-2 Machiavelli
28-3 Garibaldi
28-4 Victor Emmanuel II
28-5 Mazzini
The examination seems to cover the area quite well. However, only one type of item is used in the examination.

**Cooperative American History Test**


The examination was developed by Harry D. Berg, Michigan State College, with the editorial assistance of Howard R. Anderson, United States Office of Education; Elaine Forsyth Cook, College Study in Inter-group Relations (Wayne University); Anna Durning, Humboldt High School (St. Paul); Fred D. Frisbie, New Trier High School (Winnetka); George D. Hadley, University High School (Eugene, Oregon); John Haefner, State University of Iowa; and Frederick H. Stutz, Cornell University. It consists of eighty-five items.

The first part of examination consists of items of the multiple-choice type. Among the topics of subject matter covered are the following: (1) famous names; (2) colonization and explorations; (3) governments; (4) wars; (5) famous events; (6) social developments; (7) economic developments; (8) famous documents; and (9) foreign policies. For example:
During the 1930's, much United States legislation concerning foreign policy was based on the assumption that
another war with Germany was inevitable.
the Nazis and Fascists would help the United States to defeat Communism.
the totalitarian nations were essentially pacifistic.
the United States had made a mistake in not joining the League of Nations.
the United States had been unnecessarily involved in World War I.

The second part of the examination contains multiple-choice items dealing with the following subject-matter topics:
(1) famous names; (2) social developments; (3) economic developments; (4) colonization and explorations; (5) famous events; (6) wars; (7) government policies; (8) time periods and (9) geography. For example:

A major conflict over Manchuria between an Eastern and a Western power was brought to a close through the efforts of

John Hay.
Woodrow Wilson.
Frank Kellogg.
Henry L. Stimson.
Theodore Roosevelt.

The examination seems to cover the subject quite well but contains only one type of item.

Cooperative Ancient History Test, form P,
It was developed by Howard R. Anderson, Cornell University; 
E. E. Lindquist, State University of Iowa; Wallace Taylor, 
New York State Teachers College; and Charlotte W. Croon, 
Cooperative Test Service. Editorial Assistance came from 
R. H. McFeely, George School; J. H. Price, Germantown Friends 
School; and F. S. Somerby, Buckley School. It consists of 
ninety-eight items.

The first part of the examination contains multiple-
choice items dealing with subject-matter topics such as (1) 
famous names; (2) civilizations; (3) culture and education; 
(4) geography; (5) government; and (6) famous events. For 
example:
2. The earliest of the following events was the

2-1 discovery of copper.
2-2 invention of the plow.
2-3 first domestication of animals.
2-4 discovery of fire. 2 ( )

Another group of items deals with time sequence. The 
students are given a list of events, in the order in which 
they occurred. They are then given an event and they are 
to decide after which one of the events in the list it 
belongs. For example:
63. The Age of Pericles came after the

63-1 coming of the Greeks into the Mediterranean world.
63-2 Age of Kings.
63-3 Age of Nobles.
63-4 Age of Tyrants 63 ( )
The second part of the examination contains multiple-choice items dealing with the following subject-matter topics: (1) civilizations and culture; (2) famous names; (3) government; (4) geography; (5) wars; (6) time periods; and (7) religious affairs. For example:

28. The reason Christianity made such rapid progress at the time of its establishment was that

28-1 it was the first religion based on the idea of one god.
28-2 it taught that at birth all men had an equal chance of entrance into the next world.
28-3 it was welcomed by the rulers as a means of increasing the authority of the state.
28-4 there were no other popular religions in the Roman Empire.

The examination covers the subject matter extensively, but there is a lack of variety in the types of items.

Cummings World History Test.

Cummings World History Test, form Am, by Howard H. Cummings, Assistant Specialist in Government and Economics, United States Office of Education, has as general editor Walter N. Durost, School of Education, Boston University. He is assisted by Erling M. Hunt, Coordinator for Social Studies Tests, Teachers College, Columbia University. The test is copyrighted in 1950 by World Book Company, Yonkers-on-Hudson, New York and consists of eighty items.
On the first part of examination each item consists of a statement about some famous person, place, event or idea. The students are to match these items with a list of possible answers. For example:

19. He established the practice of using chemicals to destroy bacterial infection.  
20. He directed the study which discovered the cause of yellow fever.  
21. He discovered and developed a treatment for rabies.

The second part of the examination is made up of multiple-choice items covering topics of subject matter such as (1) governments; (2) wars; (3) famous names and terms; (4) famous events; (5) development of nations; (6) geography; (7) culture and civilizations; (8) time periods; (9) social and economic developments; and (10) explorations. For example:

58. Overseas exploration by Europeans between 1450 and 1650 was NOT motivated by--

1. the spirit of curiosity which had grown up with the rediscovery of Greek science.  
2. The remains of the crusading spirit which led men to spread Christianity among pagan peoples.  
3. the hope of explorers of gaining wealth and fame in new lands.  
4. the desire of Spain, France, England, and Portugal to gain a part of the spice trade by discovering all-water trade routes.  
5. the need for the discovery of new lands to which the people of overpopulated Europe could emigrate.

This examination seems to cover the subject quite well.
Crary American History Test, form Am.

The Crary American History Test, form Am, was developed by Ryland W. Crary, Teachers College, Columbia University. General editor is Walter N. Durost, School of Education, Boston University, who was assisted by Erling M. Hunt, Coordinator for Social Studies Tests, Teachers College, Columbia University. It was copyrighted in 1950 by World Book Company of Yonkers-on-Hudson, New York, and Chicago, Illinois and it consists of ninety items.

The first items are of the matching type and deal with the following subject-matter topics: (1) famous dates; (2) famous events; (3) famous names; (4) instruments of war; (5) sources of information; and (6) processes and methods for gaining achievements. For example:

DIRECTIONS. In questions 38 through 41, read each achievement in Column II; then decide by which of the eight processes in Column I it was achieved.

a. Congressional statute
b. federal injunction
c. negotiation and treaty
d. Constitutional amendment
e. growth outside the law
f. arbitration
g. fact-finding board
h. economic boycott

38. Oregon Boundary settlement
39. End of "lame duck" sessions of Congress
40. End of Pullman strike
41. Development of nominating conventions

The next portion of the examination contains multiple-choice items dealing with geography of the United States. In another group of items the students are given statements to
be marked "true" or "false" from information provided in a paragraph.

The next portion of the examination consists of multiple-choice items dealing with the following subject-matter topics: (1) economic developments; (2) wars; (3) government policies; (4) elections; (5) famous events; (6) current events; and (7) settlements and expansion. For example:

69. By what method did the United States acquire the greatest part of its Western area?

a. purchase  
b. squatter sovereignty  
c. armed conquest  
d. discovery

The following is a sample of one of the final three items on the examination.

DIRECTIONS. In questions 88 through 90, read the question and the possible answers which are numbered 1, 2, 3, 4, 5, 6. Any, all, or none of these answers may be right. Decide which of the responses, a, b, c, d, e, give ALL the numbers of the correct answers and mark the corresponding space on your answer sheet.

89. What things are true of America's position of world leadership today which were NOT true after World War I?

(1) America has a position of undisputed naval supremacy.  
(2) America is taking an active role in nearly all aspects of world affairs.  
(3) America is taking an active part in influencing European actions.  
(4) America is the acknowledged leader of one of the two clearly defined power groups in the world.  
(5) America has the largest army in the world.

a. 1, 2, 3, 4  
b. 1, 2, 3, 5  
c. 4 only  
d. 3, 4, 5  
e. all of the above
The examination covers the subject-matter material.

Indiana State Tests

American History Test, Form B, first semester. Mimeographed.

The examination was prepared by Easdale Pickett, History Teacher, Frankfort, Indiana. The preparation of the examination was directed by a State High School Test Committee made up of J. E. Grinnell, Dean of Instruction, Indiana State Teachers College; Ralph Noyer, Dean of the College, Ball State Teachers College; Merrill T. Eaton, Professor of Education and Psychology, Indiana University; H. H. Remmers, Professor of Education and Psychology, Purdue University, Chairman. P. C. Bakker was the test editor. It is composed of one hundred forty-seven items.

The first portion of the examination contains items of the true-false type. These items are in groups of five with all the items within each group pertaining to one specific area of American History. The students are to place a plus (+) sign in the space provided if the statement is true and a minus (-) sign if false. The following areas of subject-matter are covered: (1) names of family homes of great men in American History; (2) famous names; (3) decisive battles; (4) wars; (5) famous events; and (6) famous documents. For example:
The Declaration of Independence states that:

96. A tariff should be for revenue only
97. Property rights are more important than human rights
98. Men are entitled to life, liberty and the pursuit of happiness
99. Every person is entitled to food, clothing and shelter
100. Government derives its just powers from the consent of the governed

The next portion of the examination consists of multiple-choice items. Among the topics of subject matter dealt with are the following: (1) colonial life; (2) famous names of men, states and waterways; and (3) famous events. For example:

113. The Whiskey Rebellion occurred in the state of (1) Virginia, (2) Pennsylvania, (3) Maine, (4) Kentucky

In the next group of items the students are to list events in the order in which they occurred or presidents in the order in which they served office. For example:

131. Abraham Lincoln
132. Thomas Jefferson
133. Andrew Jackson
134. James Madison
135. George Washington

The last group of items are of the matching-type. The students are to match terms with their proper definition. For example:

1. Entailing
2. Bill of Rights

142. Rule of descent settled for an estate
143. Voters to decide whether they would enter the Union as a slave or free state
3. Habeas Corpus

The examination seems to be complete in subject matter covered and has a wide variety of types of items.

World History Test, for Indiana State High Schools, Form C, for the first semester. Mimeographed.

The examination was prepared by Donald P. Knott, Ashtabula, Ohio and Paul C. Baker, Division of Educational Reference, Purdue University, Lafayette, Indiana. The preparation was directed by a State High School Test Committee made up of J. E. Grinnell, Dean of Instruction, Indiana State Teachers College; Ralph Noyer, Dean of the College, Ball State Teachers College; Merrill T. Eaton, Professor of Education, Indiana University; H. H. Remmers, Professor of Education and Psychology, Purdue University, Chairman. It consists of one hundred items.

The first group of items are of the true-false type and cover topics of subject matter such as: (1) feudal systems and guild systems; (2) empires; (3) religious affairs; and (4) famous names and landmarks. For example:

3. The feudal system was greatly strengthened by the Crusades.

In the second group of items there is a list of inventions and discoveries of ancient peoples. The students are to write in the space provided the name of the people responsible for contribution to modern civilization. For
16. The art of surveying

Following this the students are to match famous artists and writers with some of their famous works. For example:

Dante  
26. Author of "The Canterbury Tales"  

Cervantes  
27. Painted the Sistine Chapel and designed St. Peter's Cathedral

In a group of multiple-choice items the following topics of subject-matter are dealt with: (1) early church; (2) famous events; (3) famous names; and (4) Empire of Charlemagne. For example:

43. The Empire of Charlemagne crumbled after his death because (1) his successors left to take part in the Crusades (2) the Empire was invaded by the Tartara (3) his successors were unable to get along together (4) the Papacy was moved to Avignon in France.

Next, a set of items are divided into two groups of five each. Each group contains a list of events of which the students are to mark the chronological order.

There follows a set of completion items. Among the topics of subject matter dealt with are (1) literature and paintings; (2) famous names; (3) important landmarks; (4) wars; (5) famous documents; and (6) names of acts. For example:

72. The practice of banishing a citizen of Athens by popular vote for a period of ten years was known as ________.
The last group of items is of the matching type dealing with (1) ancient peoples; (2) scientists and their discoveries; and (3) famous names of places, men, and groups all of which are to be identified. For example:

1. Capital of Egypt
2. Place where the Olympics were held
3. A leader of the Huns
4. Moors
5. Civic center of a Roman town

96. Mohammedans in Spain
97. Attila
98. Colosseum

This examination seems to have a fairly complete coverage of subject matter.

Ohio State Tests

World History, Every Pupil Test, for December 1953, Mimeographed by the Ohio Scholarship Tests, State Department of Education, Columbus, Ohio.

The examination was constructed by Carmen M. Conte, Bellevue High School, under the direction of Carl H. Roberts, Ohio University and contains one hundred items. The first part of the examination contains pictures of famous men and the situations for which they were famous. The students are to match the names with these pictures.

There follows more matching items dealing with famous names or terms. For example:

9. Home of the Pope
10. Greek temple which contained the statue of Athena
11. Roman amphitheater

1. Alhambra
2. Colosseum
3. Hanging Gardens
The next parts of examination contain multiple-choice items dealing with the following subject-matter topics:
(1) famous names; (2) economic development; (3) religious affairs; (4) and culture and civilization. For example:

44. The first collection of tablets into a library was done by (1) Assurbanipal (2) Sargon (3) Nebuchadnezzar (4) Hammurabi.

The following group of items are the completion type. One of the topics of subject matter covered is famous names both of people and places. For example:

50. was the French martyr who died during the 100 years war.

In another group of items there are four names of famous men, places or things. The students are to pick out that name that is least related to the other three. For example:

69. (1) Galileo (2) Boccaccio (3) Bacon (4) Copernicus

In the final part of the examination the students are given a map with different areas labeled. The students are then given a list of famous places or events and they are to write the number of the map area that is best associated with the event or place described. For example:

81. Capital of the Roman Empire

This examination is of a high scholastic level.
World History Test, Every Pupil Test, for April, 1953.

This examination was mimeographed by the Ohio Scholarship Tests, State Department of Education, Columbus, Ohio. It was constructed by H. Lee Boyle, Sebring, Ohio and directed by Carl H. Roberts, Ohio University. It consists of ninety items.

The first multiple-choice items cover the following topics: (1) famous names; (2) important terms or titles; (3) wars; (4) famous events; (5) famous documents; and (6) geography. For example:

9. The area in Europe formerly known as the "tinder box" is (1) Germany (2) Poland (3) Gibraltar (4) the Balkans.

There follows matching items dealing with famous names or expressions. For example:

21. Leader of the "Red Shirts" 1. Assignats
22. Imprisonment of Napoleon 2. Autocracy
3. Clara Barton

The next portion of the examination contains completion items devoted to topics of subject matter such as (1) famous names; (2) famous events; (3) geography; (4) economic developments; (5) governments; and (6) foreign relations. For example:

48. The nation which considered herself a "Big Brother" to the Balkan nations was ______.
The next group of items deal with time sequence of famous events. In each item the students are given four events of which they are to pick out the one that occurred first. For example:

54. (1) The rule of Hitler (2) The Monroe Doctrine (3) Assassination of Francis Ferdinand (4) Fourteen Points

The next group of items consists of three statements designated by letter and five names or terms designated by number. One of the names or terms is closely associated with one of the statements. These items deal with (1) famous names; (2) foreign relations; and (3) famous events. The students are expected to match the appropriate parts. For example:

69. (1) Secret diplomacy (2) Sphere of Influence (3) "Pax Britannica" (4) Protective tariff (5) Compulsory Conscription

a. Using one's influence to get a bill passed
b. A duty on imported goods in order to allow a country's industries to prosper
c. Supports the idea that all nations must abolish trade barriers

In another portion of examination the students are given, in each item, a list of four names or titles. They are to select the name or title that is least related to the other three all of which are related in some way. For example:

72. (1) Marat (2) Danton (3) Louis XVI (4) Robespierre
In the final group of items the students are to match famous names with their respective pictures.

This examination has a great variety of items.
CHAPTER IV

EVALUATION OF THE HISTORY TESTS
IN TERMS OF THE FACTORS THEY MEASURE

The Problem

The purpose of this phase of the study was to evaluate certain history tests designed for use in high schools with respect to the extent to which (1) they seem to measure the usual objectives of history, and (2) the abilities one hopes to develop in high-school students with respect to the use of history.

Methods Employed

The first step was to locate a list of objectives for the teaching of history. Hence a search of the literature was made in the library of Western Michigan College of Education. This search revealed the following list of objectives for college and university history departments prepared by Jennings B. Sanders.\(^1\) The use at the high-school level of the objectives for college level history seemed justified since objectives are neither ephemeral nor stratified. Objectives of teaching are broad ultimate goals

\(^1\) Sanders, Jennings B., "Objectives of College and University History Departments." Higher Education, V (April 15, 1949), 189-90.
to which training at any level is expected to contribute. Hence they were deemed suitable for the high-school level although the experiences given high-school students to attain them would certainly differ from those given college students.

The list follows:

1. To provide an understanding of the present.
2. To provide an understanding of social and cultural evolution.
3. To provide bases for criticism, evaluation, and interpretation.
4. To provide preparation or background for further work in the social sciences or humanities or for certain professions such as law, journalism, and the ministry.
5. To provide knowledge for cultural purposes or general education.
6. To encourage, or equip for, good citizenship.

The next step was to locate a list of the abilities in history that a good history test should measure. A search similar to the above was made. The search revealed such a list in the second yearbook of the National Council for the Social Studies, entitled, The Improvement of Objective Testing in History.²

The list follows:

1. The ability to associate historical terms with the meanings and implications of the terms.

2. The ability to associate personages with significant facts descriptive of these characters.

3. The ability to associate important cities, rivers, islands etc. with descriptive statements indicating their location.

4. The ability to associate events with the time period in which they occurred.

5. The ability to associate cause and result relationships.

The next step was to evaluate the tests by groups as they appear in Chapter III and to determine the extent to which they evaluate these objectives and measure these abilities.

In so far as the judgment of the investigator and the manner of investigation may be valid, the following observations seem justified:

New York Regents Examinations

1. Most of the items demand a knowledge of information that measures the students' understanding of the present. Many items deal entirely with current events.

2. The examinations contain items dealing with social and cultural developments that measure the students' understanding of social and cultural evolution.
3. Many items in the examinations give students the bases for criticism, evaluation, and interpretation. Students are required to give their viewpoints and to justify them.

4. Certain items on the examinations are devoted to testing the students' knowledge as to his background and preparation for further work in the humanities or social sciences or for certain professions. Such items demand more or less technical knowledges about areas such as Napoleonic Wars, etc.

5. Many subject-matter topics appear on the examinations that have general education value such as contemporary labor movements and the contest between the communist and non-communist worlds.

6. The examinations contain many items on government and United Nations all of which would prepare the student indirectly for good citizenship.

An evaluation and analysis of items with respect to abilities that a history test should measure reveals the following:

1. The examinations do not seem to contain a sufficient number of items dealing with historical terms to test the students extensively as to their abilities to associate historical terms with their meanings and implications.
2. Many items test the students' ability to associate
personages with significant facts descriptive of these
characters.

3. The students' ability to associate important cities,
rivers, islands etc. with descriptive statements indicating
their locations seems to be well attended.

4. A number of items are devoted to measuring the
students' ability to associate events with time periods.

5. Few items on these examinations are used to test the
students' ability to evaluate cause and result relationships.

Standardized Tests

Understanding of American History by Luella Cole and R. C.
Richards.

1. Most of the information found in the items would help
the students to understand the present, although few items
deal directly with current events.

2. Few of the items are devoted to measuring the
students' understanding of social and cultural evolution.

3. Only a few items require the student to criticize,
evaluate, and/or interpret historical facts and trends.

4. Few items seem to be designed to measure the students'
preparation or background for further work in the social
sciences, in the humanities or for certain professions.
Most of them seem to cover definitive issues.

5. The items seem to measure points of history that are within the experience of all students (general education) rather than the few.

6. Few items seem to measure factors that are related directly to the citizenship education of students. Behavior-centered items seem to be lacking.

An evaluation with respect to the abilities that a history test should measure follows:

1. The measurement of the students' ability to associate historical terms with the meanings and implications of the terms seems to be quite extensive.

2. One-fourth of the examination is devoted to measuring the students' ability to associate personages with significant facts descriptive of these personages.

3. No attempt is made to measure the students' ability to associate important cities, rivers, islands, etc. with descriptive statements indicating their location (regional aspect of history).

4. The students' knowledge of sequence of events is measured extensively, but little is done to measure his ability to associate events with the time period in which they occurred.
5. One-fourth of the examination measures the student's ability to recognize cause-and-effect relationships.

The following observations are made concerning the extent to which the test measures the objectives of history teaching.

1. These examinations contain few items that measure the student's understanding of the present. Further, there are a limited number of items that deal directly with current events.

2. Few items are devoted to measuring the student's understanding of social and cultural evolution.

3. The items on these examinations do not emphasize the ability of the student to criticize, evaluate, and/or interpret historical facts and trends.

4. A number of items on the examinations seem to measure knowledges that are related to preparation and background for later study in the social science, in the humanities, or for certain professions.

5. Many items seem to measure knowledges of history that have value for the general education of all students.

6. Few of the items deal directly with topics that would measure a student's understanding of behavior of value for good citizenship.
These observations may be made concerning the tests' adherence to the measurement of desirable abilities in history.

1. Only a few items measure the student's ability to associate historical terms with the meanings and implications of the terms.

2. A few items are devoted to measuring the student's ability to associate personages with significant facts descriptive of them.

3. There seemed to be no items devoted to measuring the student's ability to associate important cities, rivers, islands, etc. with descriptive statements indicating their location.

4. Few items measure the student's ability to associate events with the time periods in which they occurred.

5. No items attempt to measure the student's ability to recognize cause-and-effect relationships.

Acorn National Achievement Test, World History Test, published by the Acorn Publishing Company.

1. Many items demand information that require the students understanding of the present. Few however deal directly with current events.

2. One-fourth of the items on the examination deal with
social and cultural developments and measure the student's understanding of social and cultural evolution.

3. Many items on the examination require that the student criticize, evaluate, and interpret historical facts and events.

4. The examination contains many items that measure the student's knowledge of information that is related to the preparation or background necessary for further work in the social sciences, in the humanities and/or for certain professions.

5. Many items measure the student's knowledge of information that has a general education value.

6. A limited number of the items measure the student's knowledge of information that is directly related to behaviors involved in good citizenship.

An evaluation of the test with respect to its measurement of abilities in history reveals the following:

1. Several items are devoted to measuring the student's ability to associate historical terms with the meanings and implications of the terms.

2. A limited number of items measure the student's ability to associate personages with significant facts descriptive of these characters.
3. One section of the examination contains items attempting to measure the student's ability to associate important cities, rivers, islands, etc. with descriptive statements about their locations.

4. A limited number of items are devoted to measuring the student's ability to associate events with the time period in which they occurred.

5. There seem to be no items measuring the student's ability to determine cause-and-effect relationships.


The extent to which the above tests measure objectives of history teaching seems to be as follows:

1. The examinations contain a variety of items that measure the student's understanding of the present, also many items that deal distinctly with current events.

2. A limited number of the items measure the student's understanding of social and cultural evolution.

3. Many of the items measure the student's ability to criticize, evaluate, and interpret facts and trends of history.

4. Most of the items measure areas that are related to further study of value in the social sciences, in the humanities, or for certain professions.
5. A number of the items test the student's knowledge of history of value for general education.

6. A limited number of the items cover information that is related to behavior involved in good citizenship.

An evaluation of the items with respect to the extent to which they measure abilities in history reveals the following:

1. There are a great number of items intended to measure the student's ability to associate historical terms with meanings and implications of the terms.

2. A number of the items measure the student's ability to associate personages with significant facts descriptive of these personages.

3. No items seem to be devoted to measuring the student's ability to associate important cities, rivers, islands, etc., with descriptive statements of their locations.

4. A limited number of the items attempt to measure the student's ability to associate events with the time periods in which they occurred.

5. A few items are devoted to measuring the student's ability to recognize cause-and-effect relationships.


An evaluation of the items with respect to the extent to which they measure the objectives of history reveals
the following:

1. A great number of the items on the examinations require information that helps the students to understand the present. However the test does not contain items that deal with current events.

2. A number of the items attempt to measure the student's understanding of social and cultural evolution.

3. Several of the items request information that requires the student to criticize, evaluate and interpret facts and trends in history.

4. Much information required by the items deals with areas that would prepare or serve as a background for further work in the social sciences, humanities, or for certain professions.

5. Nearly all the items on this group of tests deal with information having general education value.

6. A limited number of items deal with information that is related to skills involved in good citizenship.

An evaluation of the items with respect to the abilities of history that they measure indicates the following:

1. There does not seem to be any items that measure the student's ability to associate historical terms with the meanings and implications of these terms.

2. A number of the items attempt to measure the student's ability to associate personages with significant facts descriptive of these personages.
3. A limited number of the items test the student's ability to associate important cities, rivers, islands, etc., with descriptive statements indicating their locations.

4. A few items measure the student's ability to associate events with the time period in which they occurred.

5. There does not seem to be any items devoted to measuring the student's ability to associate cause-and-effect relationships.

Craze American History Test and Cummings World History Test, published by the World Book Company.

An evaluation of the items with respect to the extent to which they measure the objectives of history reveals the following:

1. A great number of the items require information that would help students understand the present. A limited number of items deal with current events.

2. Few items measure the student's knowledge of information leading to an understanding of social and cultural evolution.

3. Several items demand information that requires the student to criticize, evaluate and interpret certain facets of modern history.
4. Much of the information demanded by these items are related to areas that would prepare a student for further work in the social science, humanities, or certain professions.

5. The subject matter covered by most items is related to objectives of general education.

6. A limited number of items are related to behaviors that indicate good citizenship.

An evaluation of the items with respect to the abilities of history that they measure reveals the following:

1. Few items test the student's ability to associate historical terms with the meanings and implications of the terms.

2. A great number of the items measure the student's ability to associate personages with significant facts descriptive of these personages.

3. A limited number of items test the student's ability to associate important cities, rivers, islands, etc. with descriptive statements indicating their locations.

4. Relatively few items measure the student's ability to associate events with the time period in which they occurred.

5. A small number of items measure the student's ability to evaluate cause-and-effect relationships.
An evaluation of items with respect to the objectives of history reveals the following:

1. A number of the terms demand information that helps the students to understand the present. Few items, however, pertain directly to current events.

2. A limited number of items measure the student’s understanding of social and cultural evolution.

3. Many items demand information that requires the students to criticize, evaluate, and interpret certain facets of history.

4. Many items demand information that is concerned with knowledge of value for further work in the social sciences, humanities or in certain professions.

5. All the items seem to have value for cultural purposes and for general education.

6. A limited number of the items are related to behaviors implicit in good citizenship.

An evaluation of items with respect to the abilities of history that they measure reveals the following:

1. Few items measure the student’s ability to associate historical terms with the meanings and implications of the terms.
2. A great number of items measure the student’s ability to associate personages with significant facts descriptive of these personages.

3. There seems to be few if any items that measure the student’s ability to associate important cities, rivers, islands, etc., with descriptive statements indicating their locations.

4. A great number of items cover information measuring the student’s ability to associate events with the time periods in which they occurred.

5. There does not seem to be any items that test the student’s ability to recognize cause-and-effect relationships.

An evaluation of the items with respect to the extent to which they measure the objectives of history reveals the following:

1. Many items deal with the student’s ability to understand the present. Few if any items deal directly with current events.

2. Few items measure the students understanding of social and cultural evolution.

Ohio State Examinations, mimeographed.
3. Several items require the student to criticize, evaluate, and interpret facets of the present world situation.

4. Many items measure areas that lead to further work in the social sciences, humanities and certain professions.

5. Many items demand understandings of value for cultural purposes or for general education.

6. A few items measure behaviors related to good citizenship.

An evaluation of items with respect to the abilities of history that they measure reveals the following:

1. Relatively few items test the student's ability to associate historical terms with the meanings and implications of the terms.

2. Many items measure the student's ability to associate personages with facts descriptive of these personages.

3. A number of the items measure the student's ability to associate important cities, rivers, islands, etc. with descriptive statements indicating their locations.

4. A few items measure the student's ability to associate events with the time periods in which they occurred.

5. No items contained seemed to measure the student's ability to recognize cause-and-effect relationships.
CHAPTER V
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The Problem

The problem of this study was to (1) analyze certain history tests designed for use in high schools with respect to the subject matter covered and type of items used and (2) evaluate the items found on the examinations with respect to the extent to which they measure the objectives of history and the abilities acquired through the study of history.

Methods Employed

A number of history examinations were obtained by (1) writing for and obtaining all the standardized tests for high school history listed in the Mental Measurements Yearbook, and (2) writing for and obtaining the New York Regents Examinations in History for June 1952, for June and January 1953 and the examinations prepared for high school students by the states of Ohio and Indiana for a similar period.

The examinations thus obtained were analyzed for the areas of history that they covered. The items were then
evaluated with respect to the extent to which they measured the accepted objectives of history and the abilities of history ordinarily deemed to be desirable at the high-school level.

Conclusions

In so far as the results of the investigation may be valid, the following conclusions seem justified.

1. All the examinations seemed to measure one objective of history, namely, that of imparting knowledge for cultural purposes or for general education.

2. With the exception of the New York Regents Examinations the items contained on the rest of the examinations did not seem to cover information that would encourage or equip the student for good citizenship.

3. The extent to which the examinations measured different phases of history instruction seems to be great.

4. The examinations as a whole seem to measure general objectives of history more extensively than they do specific abilities that students should acquire from studying history.

5. Of the five listed abilities that should emerge from the study of history, the tests seem to emphasize least (1) the ability to recognize cause-and-effect relationships and
(2) the ability to associate important cities, rivers, islands, etc. with descriptive statements concerning their locations.

The measurements of the other abilities seem to vary greatly from examination to examination.

6. About half of the examinations seem to emphasize items dealing with other than current events. This facet of history seems to be neglected.

7. The New York Regents Examinations seem to be the most complete of all examinations in terms of measuring both the objectives and abilities that are ordinarily recognized as outcomes of the teaching of history.

Recommendations

In so far as the conclusions may be justified the following recommendations seem reasonable.

1. Producers of history examinations should check their examinations to determine whether or not they measure the outcomes of history ordinarily considered desirable in history courses in the secondary schools.

2. Examinations may well consist of a greater variety of types of items as well as extending the areas of subject matter they cover.

3. There needs to be in all examinations a greater emphasis on current events.
4. More emphasis seems to be needed on items that measure behaviors related to good citizenship.

5. History examinations should measure the following:
   (1) the ability to recognize cause-and-effect relationships and (2) the ability to relate important cities, rivers, islands, etc. with descriptive statements indicating their locations.

Summary

In summary, the results of this study seem to show that none of the examinations analyzed meet all of the qualifications of measuring all the objectives of history cited in this study or all of the abilities that are desired outcomes of the teaching of history.

It seems evident that the New York Regents Examinations measure the objectives and abilities listed more thoroughly than the other examinations, all of which vary greatly in the extent to which they measure these objectives and abilities.
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