

A STANDARDIZED TEST FOR THE SECOND SEMESTER OF
WORLD HISTORY

by

Clinton M. Smith

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Dedication

To

Frank Smith Bogardus

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I. STATEMENT AND DEFINITION

OF THE PROBLEM

A. Introduction

This thesis consists of a standardized test for secondary schools in World History for the second semester. It is not an evaluation of any published tests, but the creation of a new one. Most of the labor involved cannot be represented on paper, but the steps and the process and the results obtained are described in the following pages.

The construction of this test results from the belief that no existing test for the second semester in World History adequately measures performance, and from a realization of some of the desirable characteristics of achievement tests.

By adequately measuring is meant:

1. Being adapted to the achievement of the average high school student of World History in the second semester.
2. Designed to produce objective results.
3. Having diagnostic value.

Some of the desirable characteristics of achievement tests are:

1. That they cover the really important points of the subject.
2. That they distinguish the relative difficulty of questions.
3. That they establish definite procedure in the method of giving the test.

4. That they carefully control the factors which affect the pupil's work during the test.

5. That they pave the way for a remedy of habitual difficulties.

6. That the scoring is clearly defined.

7. That they save time and labor, and give much information about a school, a class, or a pupil, with small expenditure of energy.

B. Purpose

It was thought that such an undertaking would serve two purposes:

1. To prepare a final standardized test for the second semester in World History to better meet the testing needs of our secondary schools.

2. To fulfill partially the requirements for the Master of Arts Degree at the Indiana State Teachers College.

C. Scope of Study

This study is limited to the field of work in secondary education commonly referred to as the General or World History course. It is the author's intention to construct and standardize an objective examination for the second semester's work in World History.

D. General Procedure

1. Letters¹ containing reply sheets² were mailed.

¹See Appendix B, Form A

²Ibid, Form B

2. Preliminary test³ was made.
3. Preliminary test was given.
4. Preliminary test was scored.
5. Standardized test was made.
6. Standardized test was scored.
7. Data were statistically treated.
8. Conclusions were formulated.

E. Method Used on Collecting Data

Letters inclosing reply sheets were sent (in November of the year 1930) to the principals of thirty-seven schools asking their cooperation. Replies were received from thirty-five principals stating their willingness to help. Of these, seven schools were selected to participate in taking the test on the basis of their size and location. Letters were sent to the principals of those schools not selected thanking them for their willingness to cooperate and explaining the reason for not using their schools.

A preliminary objective type test was constructed covering the second semester's work in World History in the secondary school. More than 500 copies of the test were mimeographed for distribution and were distributed personally or by mail to the chosen centers. After the tests had been given, they were called for or returned by mail.

³See Appendix C.

Of the mimeographed copies distributed, more than seventy-six per cent were returned. The splendid per cent of returns is attributed to the circular letter and reply sheet which accompanied the test.

Table I shows those schools actually participating in the project.

TABLE I
SCHOOLS PARTICIPATING, ENROLLMENT,
AND TEXT USED IN WORLD HISTORY,
SECOND SEMESTER.

Schools	Enrollment	Text
Bosse--Evansville	1095	Elson
Wiley--Terre Haute	962	Elson
Garfield--Terre Haute	878	Elson
Kokomo	1298	Elson
Vincennes	662	Elson
Clinton	617	Elson
Brazil	628	Elson

II. THE PROCESS OF CONSTRUCTION
AND STANDARDIZATION.

A. Preliminary Test

1. Building the Test. In the construction of the preliminary test, the general order of procedure was as follows:

- a. Drawing up Tables of Specifications.
- b. Drafting the items in preliminary form.
- c. Deciding upon the length.
- d. Editing and selecting the final items.
- e. Preparing the instructions for the test.
- f. Making of answer keys.
- g. Deciding upon rules for scoring.

By "Tables of Specifications" is meant a general guide or outline in building this test. Such a table, it is felt, guards against the omission of essential items, and aids in the proper balance of subject matter. It also insures greater validity of the final test.

The Table of Specifications which was drawn up is shown on the following page as Table II.

TABLE II

TABLE OF SPECIFICATIONS SHOWING THE PROPOSED
AND ACTUAL DISTRIBUTION OF QUESTIONS
BY NATIONS AND CONTINENTS
SECOND SEMESTER.

Nations and Continents	Pages allot- ted in four standard texts*	Percent- age of pages.	Proposed Number of Questions	Actual Number of Questions
Great Britain	350	19.	41	42
France	422	22.	47	49
Germany	197	10.	22	31
Italy	64	3.2	7	7
Austria-Hungary	58	3.	6	10
Russia	94	5.	11	8
Smaller Coun- tries of Europe	88	4.6	10	13
America	92	5.2	12	11
Asia	58	3.	6	7
General	491	25.	54	38

- * (a) Hutton Webster, World History. New York: D. C. Heath & Co., 1925.
 (b) J. H. Robinson and E. P. Smith, Our World Today and Yesterday. New York: Ginn & Co., 1929.
 (c) Clarence Perkins, A History of European Peoples. New York: Rand McNally & Co., 1927.
 (d) Henry W. Elson, Modern Times and Living Past. American Book Co. New York: 1925.

With the Table of Specifications at hand, the next step was that of writing down tentative test items. The topics and sub-topics were considered in turn and items which covered the high points of each were noted. Two criteria were kept in mind:

1. To cover the field thoroughly but at the same time to avoid trivial points; and
2. To decide which objective technique or type (true-false, completion, multiple choice, or matching) was best suited to handling the particular question in mind.

Approximately 400 preliminary test items were phrased for the test. The bases for deciding upon the length of the preliminary test were:

1. Time not to exceed 80 minutes.
2. Number of test items needed to cover the subject thoroughly.
3. Approximate number of worth while items which could be made.

From the above test was reduced 217 items.

In the process of editing and selecting the final items the following points were kept in mind:

1. Avoidance of ambiguous statements.
2. Clear sentence structure.
3. Placing the item under that type of question best suited to it.

Instructions for taking the test were made simple, clear, and brief by the use of student terminology. Samples were used at the beginning of each part supplementing the written directions. These samples were taken from American history and were facts presumably known by all high school students. They were marked correctly to illustrate clearly the technique to be used in answering the test items.

A suitable key was made for scoring the test, keeping in mind the elements of efficiency and economy relative to time and effort.

In scoring the test, the following set of rules was used:

1. All questions were marked entirely right or wrong.
2. Each item counted 1 point of credit.
3. In the True False-Test, correction was made for chance guessing by subtracting the wrongs from the rights.

2. Giving the Test. The preliminary test⁴ was sent to the several schools previously selected. Brief instructions were furnished teachers giving the test. The test was given at the close of the first semester and then returned immediately.

3. Scoring the Test. Each paper was carefully scored according to the rules already set forth for each test.

4. Tabulation of Incorrect Responses. Results were tabulated by schools and by test items. From these charts

⁴See Appendix C

it was seen at once how many times any particular item had been answered incorrectly within each school and for all the schools.

5. Range and Median for the Preliminary Test. The range and median of each school for the second semester preliminary test is shown in Figure 1.

B. The Standardized Test.

1. Essentials of a Standard Test. Many teachers fail to distinguish between an ordinary list of examination questions and a standardized test. Some definitions would designate as a standardized test any list of questions for which norms have been determined, but a more accurate definition would require more than this.

"But a genuine standard test must meet far more stringent requirements than mere possession of norms. In truth an otherwise well-constructed standard test, with no norms at all, would fulfill most of the functions of a standard test. Following the practice of most competent standard test-makers, a standard test will be defined for present purposes as one which:

"a. Has demonstrated validity resting upon some more secure basis than personal opinion _ _ _ _ _.

"b. Has demonstrated reliability _ _ _ _ _.

"c. Has a reasonable degree of objectivity of scoring, in order that subjectivity will not react upon the reliability and consequently the validity of the test.

Range

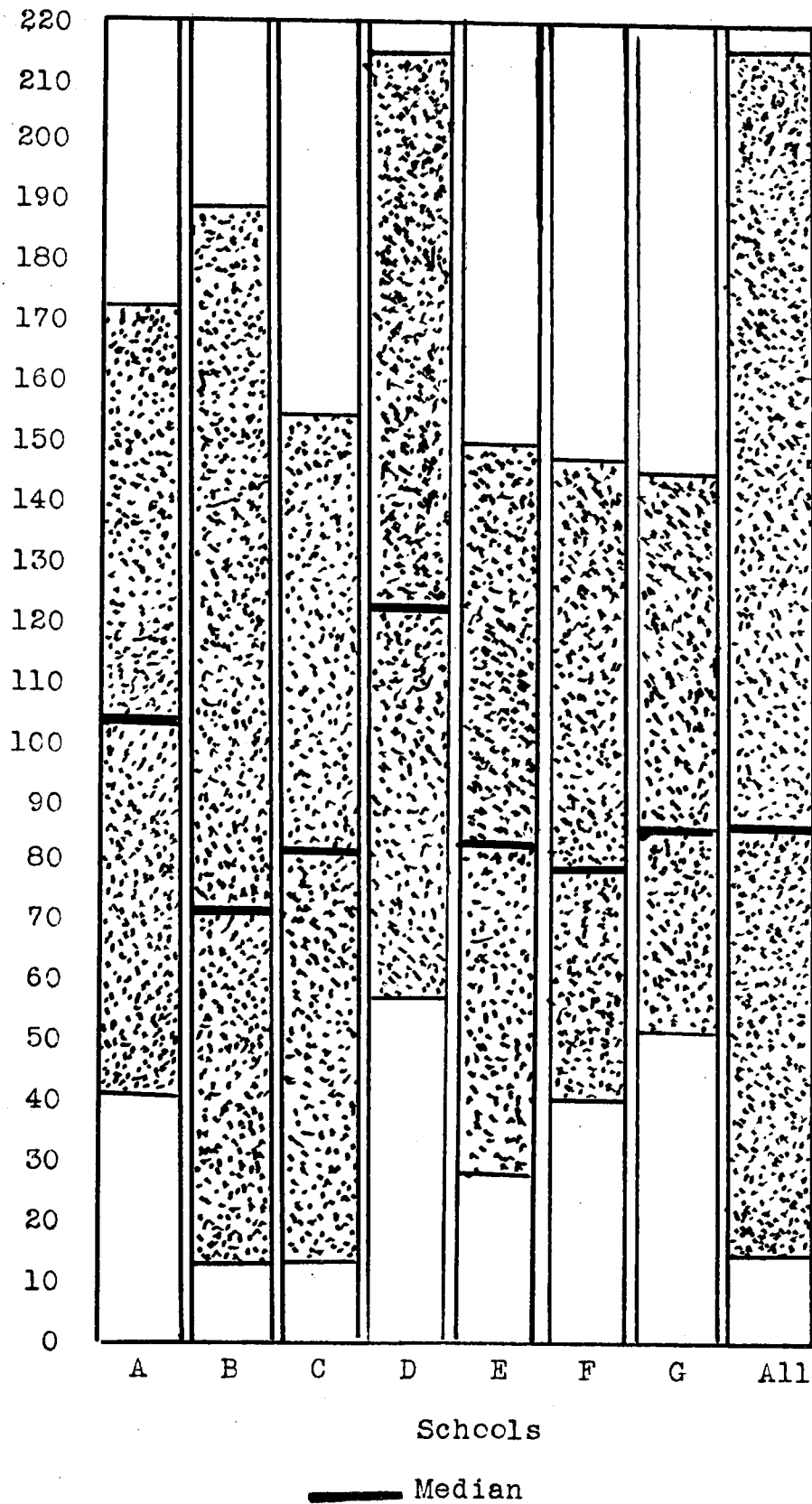


Figure 1. Showing the range and median of each school for the second semester preliminary test.

"d. Has norms or standards for evaluating results obtained by the test."⁵

2. Types of Tests. There are two general types of history tests, measuring respectively the quality and the quantity of the work done. This test is of the second type, measuring the amount of work accomplished.

3. Constructing the Test. This is the "culling out" stage in the construction of the test. The criteria used in this process are as follows:

- a. Table III of Specifications.
- b. Tabulation Chart of Incorrect Answers for Individual Test Items and Individual Schools.
- c. Criticisms of history teachers.

In the elimination of items from the preliminary tests the Table of Specifications was followed as nearly as possible to secure a proper balancing of subject-matter.

The second criterion used for the elimination of faulty items was the rank of the item within its particular part. Those items which were answered correctly by all or almost all the students were considered too easy and the greater portion of them was eliminated. Those that were missed by all or almost all were considered too difficult and the greater portion of them was eliminated.

⁵G. M. Ruch, The Objective or New Type Examination.
New York: Scott, Foresman & Co. pp. 138-39. 1929.

The third criterion for final selection was what was considered expert criticism, i.e., the opinions of history teachers--both college professors and high school teachers.

This question of elimination is discussed at greater length under the section devoted to "Study of Individual Questions."

For the present it is sufficient to note that in a history test it is practically impossible to cover the field with a random selection and have the questions of equal difficulty.

4. Range and Median for the Standardized Test. The range and median of each school for the second semester Standardized Test are shown in Figure 2.

TABLE III

TABLE OF SPECIFICATIONS SHOWING THE PROPOSED
AND ACTUAL DISTRIBUTION OF QUESTIONS
BY NATIONS AND CONTINENTS
SECOND SEMESTER.

Nations and Continents	Pages allot- ted in four standard tests*	Percent- ages of pages	Proposed Number of Questions	Actual Number of Questions
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Austria- Hungary	58	3.	4	10
Russia	94	5.	7	6
Smaller Countries of Europe	88	4.6	6	10
America	92	5.2	7	10
Asia	58	3.	4	6
General	491	25.	35	25

*Webster, Robinson and Smith, Perkins, Elson, op. cit.

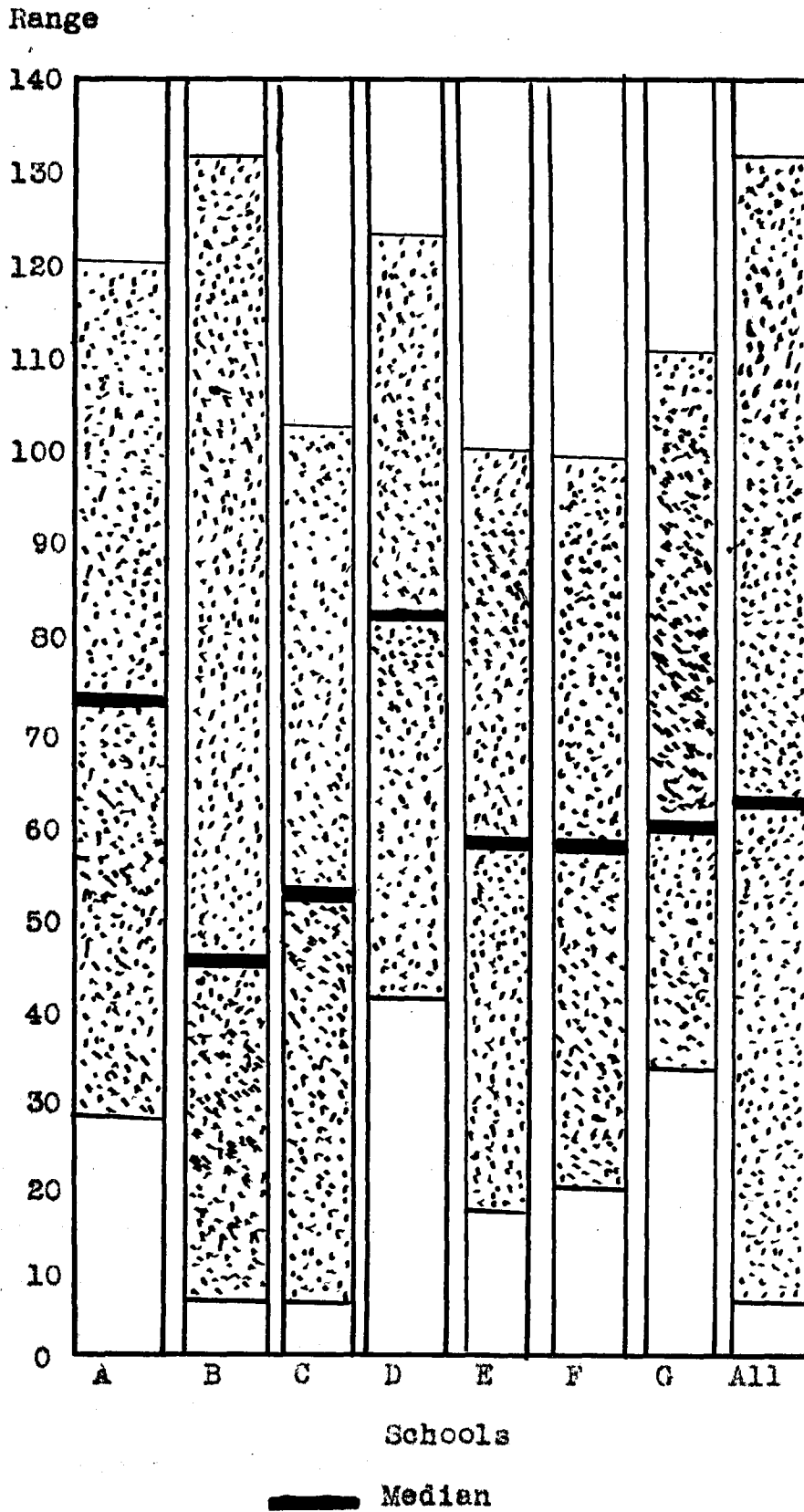


Figure 2. Showing range and median of each school for the second semester standardized test.

5. Scoring the Test. After the items had been selected for the Standardized Test, the papers were scored on the basis of these items only and according to the Standardized Key.⁶ These items were not given to a new group, neither were they rewritten and given to the same group, as is frequently done. They were scored directly from the original Preliminary Test. This was considered to be a superior method giving better results than would have been gotten if the test had been rewritten and given to some other group. The advantages of the method used are as follows:

- a. The Preliminary and Standardized Tests were given to exactly the same groups.
- b. They were given under exactly the same conditions.
- c. It saves considerable work and money.

6. Method of Arrangement of Questions. Facing this problem of the varying difficulty of questions, the makers of a history test have four pathways open to them. They may arrange the questions in order of difficulty, and thus penalize the bright pupil who penetrates to the end where the difficult questions are grouped. They may place the more difficult questions first, and penalize the dull pupil who cannot surmount this initial barrier. They may arrange the questions without any reference to order of difficulty, thus tempting pupils to skip around and waste time in selecting what seem to be the easy questions.

A fourth method appealed to the writer as having advantages over any of the foregoing. This method is the arrange-

⁶See Appendix, Forms D and E

ment of questions in cycles, the questions within each cycle increasing in order of difficulty.

7. Advantages of the Cycle Form. Some desirable objectives gained by this arrangement are:

a. Encouragement is offered to all pupils when they find something easy on which to begin.

b. The slow pupil is not penalized until he approaches the end of the first cycle.

c. The good pupil is checked as he approaches the first "peak" of difficulty, but he increases his speed after passing this point.

d. The problem of proper scoring in the case of the pupil who finishes the test within the time limit is more easily solved.

8. Determination of Cycles. The arrangement of the questions of this test was made on the basis of difficulty of the questions, as determined by their rank on the tabulation charts. Thus any two questions falling together in any part of a test are of approximately equal difficulty.

9. The Second Semester World History Achievement Test. This test in its final form appears in the following pages.

THE
WORLD HISTORY ACHIEVEMENT TEST
SECOND SEMESTER

Name.....Grade.....Age.....Sex.....

School.....Teacher.....

Directions to Students.

There are several items in this test. Each item counts one point. Do not spend much time on any one item, but work as accurately and as rapidly as you can.

	<u>TYPE</u>	<u>SCORES</u>
Part I	True-False	.....
Part II	Completion	.....
Part III	Multiple Choice	.....
Part IV	Matching, Section A.	.....
Part IV	Matching, Section B.	.....
Total		.....

PART I. TRUE-FALSE TEST

In the following are statements some of which are true, and some of which are false. Place a circle around (T) to the left of the statement if it is true. If the statement is false, place a circle around the (F). Note the correctly answered sample:

- (T) F Columbus discovered America in 1492.
- T F 1. Bismarck made the unifying of Germany the goal of his life.
- T F 2. The German schools had taught the people for many years before the World War that the state could do no wrong.
- T F 3. The Reformation brought political changes as well as religious changes.
- T F 4. The term Renaissance is applied to the awakening of Europe which took place at the close of the Middle Ages.
- T F 5. Gladstone favored Home Rule for Ireland.
- T F 6. In an absolute monarchy the ruler is under the control of the legislative body.
- T F 7. In 1914 all of Austria's demands on Servia were justifiable.
- T F 8. Germany failed in her attempt to build a navy to equal that of Great Britain.
- T F 9. The Age of Elizabeth was great in the development of England as a sea power.
- T F 10. The Hungarians were contented under the administration of the Hapsburg rulers.
- T F 11. Before the World War the European powers guaranteed the neutrality of Belgium.
- T F 12. Cardinal Richelieu planned to humble the House of Hapsburg.
- T F 13. In general, the people of Europe made great progress in social and political democracy in the first half of the Nineteenth Century.
- T F 14. European peoples control nearly two-thirds of the world.

- T F 15. Metternick favored liberal and democratic ideas.
- T F 16. Slavery was abolished in the British Empire before it was abolished in the United States.
- T F 17. In the Seventeenth Century it was an accepted belief that colonies existed for the economic benefit of the mother country.
- T F 18. The "Rotten Boroughs" did not provide for equal representation in the British Parliament.
- T F 19. England and France aided Turkey in the Crimean War for political reasons rather than the justice of the cause.
- T F 20. The Thirty Years' War made Germany one of the rich and prosperous countries of Europe.
- T F 21. Cities of China welcomed the opening of trade with Europe.
- T F 22. France has a large colonial empire in Africa.
- T F 23. Feudalism never gained a strong foothold in Germany.
- T F 24. The present government of Germany is a limited monarchy.
- T F 25. Germany is dissatisfied with the territorial settlement of the Versailles Treaty.
- T F 26. The Gallipoli campaign was an Allied victory.
- T F 27. The Schleswig-Holstein affair gave Prussia an excuse to attack Austria.
- T F 28. Following the Reformation, Protestant sects were just as intolerant toward new sects as the Catholics had been toward them.
- T F 29. Success in war made possible the founding of the German Empire.
- T F 30. The French occupation of the Ruhr was an economic success.
- T F 31. The Zeppelin raids on England caused great military damage.
- T F 32. For many years after the unification of Italy, the Pope considered himself a prisoner in the Vatican.

- T F 33. The Soviet government of Russia has now been recognized by all other nations.
- T F 34. Little or no progress was made in means of travel and transportation from the Birth of Christ to the beginning of the Nineteenth Century.
- T F 35. Jews are not Christians.
- T F 36. The French Revolution and the Reign of Terror are synonymous terms.
- T F 37. The English Parliament is more representative of public opinion than is the Congress of the United States.
- T F 38. There is no dispute between Catholics and Protestants on the vital questions of Christianity.
- T F 39. In the Opium War, the British tried to stop traffic in that drug.
- T F 40. England and Spain were the chief rivals for supremacy in North America during the 18th Century.

The score equals the number of correct markings minus the number of incorrect markings.

Score

PART II. COMPLETION.

Certain words have been left out in the following statements given below. Dotted lines show where the words are left out. In most cases just one word has been left out. You are to write on the dotted lines the words which have been left out. Study the samples:

Sample A. America was discovered by _ _ _ Columbus _ _ _.

Sample B. Columbus discovered America in _ _ 1492 _ _ _.

Sample C. In 1492 Columbus discovered _ _ America _ _ _.

41. Napoleon met his final defeat at _ _ _ _ _ .
42. The prison torn down in Paris by the revolutionists was called the _ _ _ _ _ .
43. Spanish control of the seas ended with the defeat of the _ _ _ _ _ .

44. The commander-in-chief of American forces during the World War was _____.
45. Hostilities ceased on November 11, 1918, by the signing of the _____.
46. The idea that kings received their power to rule from God was known as the theory of _____.
47. The Allied commander-in-chief at the close of the World War was _____.
- 48, 49, 50. The three countries which participated in the partition of Poland were _____, _____, and _____.
51. The Russian ruler who first introduced Western European ideas and customs was _____.
52. The declaration by which the United States opposed the attempt of European nations to re-conquer the South American republics was the _____.
53. The Protestants of France were called _____.
54. The dominant figure at the Congress of Vienna was _____.
55. The supreme dramatist of all time is _____.
56. The French scientist who found that most contagious diseases are caused by bacteria was _____.
57. The Puritan leader who established the Commonwealth in England was _____.
58. The ruling house in Austria-Hungary before the World War was _____.
59. The creator of modern socialism was _____.
60. The World was surprised in 1904-05 when Russia was defeated by _____.
61. The famous German Field Marshal who later became president of the German Republic was _____.
62. The Germans hurried to completion the _____ Canal, before the World War.
63. The leading statesman in the unification of Italy was _____.
64. The leading soldier in the unification of Italy was _____.
65. The ruling house in France before the French Revolution was _____.

66. Charles I of England belonged to the line of rulers whose family name was _____.
67. Germany planned direct connection in 1914 with the near East by the _____ railway.
68. The outstanding leader of the Reformation was _____.
- 69, 70, 71, 72. The men known as the "big four" at the Paris Peace Conference were: _____, _____, _____, and _____.
73. The dominant Oriental power today is _____.
74. The Jewish politician who rose to the premiership of Great Britain was _____.
75. European Russia kept direct connection with her Pacific ports by the _____ railway.
- 76, 77, 78. The States-General of France was composed of the _____, the _____, and the _____.
79. The ruling house in Germany before the World War was _____.
80. Queen Elizabeth belonged to the line of rulers whose family name was _____.

The score is the number right

PART III. MULTIPLE CHOICE.

There are four words given for completing each incomplete statement below. Only one of these words makes the statement true.

Read each statement carefully, decide which word makes the truest completion and then draw a line under that word and place the number in the space to the right. Note the samples:

Sample A. Columbus discovered America in
(1) 1453 (2) 1492 (3) 1692 (4) 1763. (2)

Sample B. America was discovered by
(1) Magellan (2) Cabot (3) Columbus (4) Balboa. (3)

81. The French writer who played an important part in preparing the way for the French Revolution was
(1) Tennyson (2) Goethe (3) Virgil (4) Voltaire. ()

82. The Emperor of the Second French Empire was
(1) Louis XIII (2) Turgo (3) Lafayette (4) Napoleon III. ()
83. Egypt is under the control of
(1) Italy (2) France (3) Belgium (4) Great Britain. ()
84. The industrial revolution began in
(1) France (2) Russia (3) England (4) Spain. ()
85. At the close of the World War the vast German colonial empire in Africa fell to
(1) Japan (2) Great Britain (3) United States (4) Italy. ()
86. The country having greatest control of the seas during the World War was
(1) Great Britain (2) Japan (3) Germany (4) United States. ()
87. Napoleon died on the island of
(1) St. Helena (2) Elba (3) Sicily (4) Corsica. ()
88. The greatest colonizing nation in modern times is
(1) United States (2) China
(3) Great Britain (4) Russia. ()
89. A treaty is no more than a scrap of paper
(1) England (2) Germany (3) France (4) Belgium. ()
90. The first Balkan War was waged for the purpose of freeing Europe of the
(1) Japs (2) Greeks (3) Serbs (4) Turks. ()
91. Napoleon's continental system was intended to injure
(1) Russia (2) Prussia (3) Italy (4) England. ()
92. One of the leaders in the Reign of Terror was
(1) Mirabeau (2) Diderot (3) Robespierre (4) Napoleon ()
93. "The Social Contract" was written by
(1) Rousseau (2) Burke (3) Lafayette (4) Hugo. ()
94. Napoleon I's downfall began in the
(1) Russian Campaign (2) Italian Campaign
(3) Austrian Campaign (4) Egyptian Campaign. ()
95. Napoleon met his first major defeat at
(1) Jena (2) Trafalgar (3) Leipzig (4) Austerlitz. ()
96. Wireless telegraph was invented by
(1) DeForest (2) Marconi (3) Morse (4) Einstein. ()
97. One of the following countries remained neutral in the World War:
(1) Holland (2) Roumania (3) Greece (4) Bulgaria. ()

98. One of the enlightened despots of Austria-Hungary was: (1) Joseph II (2) Louis XIV (3) Charles V (4) Henry VIII. ()
99. In 1914 autocracy was the strongest in (1) Great Britain (2) Germany (3) Belgium (4) Italy. ()
100. The most democratic government of Europe is found in (1) Belgium (2) Switzerland (3) France (4) Spain. ()
101. The battle of the World War in which American troops participated to the greatest extent was: (1) Marne (2) Verdun (3) Meuse-Argonne (4) Ypres. ()
102. The English government is controlled by (1) the king (2) the premier (3) House of Lords (4) House of Commons. ()
103. The man chiefly responsible for gaining India for Great Britain was: (1) Peel (2) Gladstone (3) Dupleix (4) Clive. ()
104. The leader of the Reformation in France was (1) Wycliff (2) Huss (3) Calvin (4) Zwingli. ()
105. Of the total population at the beginning of the French Revolution, the common people comprised about (1) 52% (2) 65% (3) 80% (4) 96%. ()
106. During the American Revolution, our country was ably represented at the French Court by (1) Patrick Henry (2) Jefferson (3) Washington (4) Franklin. ()
107. During the American Revolution the king of England was: (1) James I (2) George V (3) Henry VIII (4) George III. ()
108. Those people who fear revolution and feel that progress can only be achieved very slowly are called: (1) radicals (2) conservatives (3) bourgeoisie (4) communists. ()
109. Louis XIV's most able minister was (1) Mazzine (2) Colbert (3) Turgo (4) Richelieu. ()
110. Austria's greatest problem before the World War was the diversity of (1) laws (2) peoples (3) occupations (4) religions. ()
111. The first president of the Third French Republic was (1) Thiers (2) Guizot (3) Louis Blauc (4) Lafayette. ()

112. The first railroad was operated in
(1) France (2) England (3) Germany (4) United States ()
113. The steam engine was invented during the
(1) 16th (2) 17th (3) 18th (4) 19th century. ()
114. The Boer War was fought between the Boers of
South Africa and
(1) Germany (2) Great Britain (3) France (4) Spain. ()
115. The decisive battle of the Franco-Prussian War was
(1) Metz (2) Marne (3) Sedan (4) Verdun. ()
116. At the beginning of the sixteenth century the
greatest European power was
(1) England (2) Spain (3) France (4) Prussia. ()
117. The treaty of Bucharest ended the
(1) Balkan War (2) Crimean War
(3) World War (4) Russo-Japanese War. ()
118. Canterbury Cathedral is in
(1) Spain (2) England (3) France (4) Germany. ()
119. The great Hungarian patriot was
(1) Kossuth (2) Maximilian
(3) Winkelried (4) Kerensky. ()
120. The author of "The Wealth of Nations" was
(1) William Pitt (2) Gladstone
(3) Adam Smith (4) Spencer. ()

Score

PART IV, A. DATE EVENT MATCHING TEST

In the following are ten events. Below these events are several dates. Place the correct date in the space before the event. Note the sample:

Sample: (1492) Discovery of America.

- | | |
|--|--|
| 121. () Reform Bill in
British Parliament. | 122. () Congress of Vienna. |
| 123. () Defeat of Spanish
Armada. | 124. () Capture of Constantinople by Turks. |
| 125. () Restoration of
Charles II. | 126. () Beginning of French Revolution. |
| 127. () Congress of Berlin. | 128. () Treaty of Westphalia. |
| 129. () Founding of German
Empire. | 130. () Close of Seven Years' War. |

1660	1832	1871	1763	1588	1713
1815	1898	1453	1789	1878	1648

Score

PART IV, B. PERSON EVENT MATCHING TEST.

In the following are ten events. Below these events are the names of several persons. Place the number of the person before the event with which he is most closely associated. Note the sample:

Sample: (Ia) Discovery of America.

- | | | | |
|-------------|------------------------|-------------|---------------------|
| 131. () | Revolt of the Nether- | 132. () | Law of Gravitation. |
| | lands. | | |
| 133. () | Discovered Circulation | 134. () | Reign of Terror. |
| | of Blood. | | |
| 135. () | "I am the State." | 136. () | Divorce of Henry |
| | | | VIII. |
| 137. () | The Thirty Years' War. | 138. () | Premier of Greece. |
| 139. () | Counter Reformation. | 140. () | Lollards. |

- | | | |
|----------------------|------------------------|--------------------|
| Ia. Columbus | 4. John Wycliff | 8. Venizelos |
| 1. Louis XIV | 5. Sir Isaac
Newton | 9. Cardinal Wolsey |
| 2. Harvey | 6. Wallenstein | 10. Danton |
| 3. William of Orange | 7. Kosciusko | 11. Volta |
| | 12. Loyola | |

Score

C. Study of Individual Questions

This study went hand in hand with the "culling out" stage in the construction of the standardized test. The writer grouped this treatment under three headings.

1. Miscellaneous Comment. There are questions which the writer originally thought would be good questions, but which for some unforeseen reason failed to stimulate the desired pupil response in the preliminary test. Some of those deserving special consideration are listed below:

a. Item 16, True-False, Rank 55, Missed 176 times. There are two confusing points in this question. The word "always" leaves no exceptions and there may have been a few. Second, the word "actuated" is probably not within the vocabulary common to beginning history students.

b. Item 30, Completion, Rank 66, Missed 274 times. The failure of students to know this question seems unusual. The writer felt that English history could not be taught, even casually, without students knowing this item. It is a unique fact to note that many more students knew who was the Jewish politician of England.

c. Item 64, Completion, Rank 62, Missed by 245. This question was eliminated because it was based on current events. It is interesting to note that 200 more students knew of Lindbergh than knew of Mussolini.

d. Item 62, Completion, Rank 49, Missed 211 times. The author could see but one possible answer - Japan - to

this question. However, some students who made high scores answered England. This placed the question in a new light. To meet this difficulty the question was re-worded by placing the word "Oriental" before the word "power."

2. Bases for the Elimination of Items From the Preliminary Test. Items were eliminated from the preliminary test on the bases as shown in the accompanying Table IV.

3. Data on Items Used in the Standardized Test. Table V gives some of the statistical data on each item used in the standardized test.

TABLE IV
 SHOWING THE BASES UPON WHICH ITEMS WERE
 ELIMINATED FROM THE
 PRELIMINARY TEST.
 SECOND SEMESTER

Bases	Part I	Part II	Part III	Part IV	
				A	B
Items answered by too few pupils.	3, 10 16, 17 36, 38	4, 12 19, 20 21, 30 48, 55 61, 64 65, 59	28, 46		
Items missed by too few pupils.	24,	6, 38 66	18, 33		
Duplication.	25, 28 46, 56 60	17, 27 52			
Faulty wording and Catch questions.	12, 13 29	43, 63			
Eliminated to secure desired length.	19, 27 20, 38 33, 50	1, 7 8, 13 28, 34 35, 41 44, 47 51, 54 56, 57	27, 40	10, 14	8, 12

TABLE V
 SHOWING DATA ON INDIVIDUAL QUESTIONS
 USED IN STANDARDIZED TEST.
 SECCND SEMESTER.
 TRUE-FALSE.

Question	Number of Question in Prelim. Test	Number of Times Missed	Rank	
			Stan.	Prelim.
1.-----	34	14	1.5	2.5
2.-----	49	14	1.5	2.5
3.-----	8	16	3	4
4.-----	57	20	4	6
5.-----	42	22	5	7
6.-----	9	24	6	8
7.-----	48	31	7	9
8.-----	47	40	8	11
9.-----	11	47	9	13
10.-----	26	48	10.5	14.5
11.-----	23	48	10.5	14.5
12.-----	14	58	12	16
13.-----	55	65	13	19
14.-----	4	69	14.5	20.5
15.-----	22	69	14.5	20.5
16.-----	21	72	16	22
17.-----	7	76	17	23
18.-----	40	85	18	26
19.-----	43	91	19	28
20.-----	15	92	20	29
21.-----	45	93	21.5	29.5
22.-----	39	93	21.5	29.5
23.-----	58	97	23.5	31.5
24.-----	59	97	23.5	31.5
25.-----	53	101	25	35
26.-----	37	104	26	36
27.-----	32	108	27	37
28.-----	1	111	28	39
29.-----	31	113	29	40
30.-----	51	114	30	41
31.-----	44	120	31	45
32.-----	30	133	32	46
33.-----	52	135	33	47
34.-----	18	147	34	48
35.-----	54	151	35	49
36.-----	2	158	36	50
37.-----	41	161	37	52
38.-----	6	165	38	53
39.-----	35	173	39	54
40.-----	5	181	40	57.5

TABLE VI
 SHOWING DATA ON INDIVIDUAL QUESTIONS
 USED IN STANDARDIZED TEST.
 SECOND SEMESTER.
 COMPLETION.

Question	Number of Question in Prelim. Test	Number of Times Missed	Rank	
			Stan.	Prelim.
41.-----	15	77	1	4
42.-----	58	87	2	5
43.-----	53	89	3	6
44.-----	36	91	4	7
45.-----	39	98	5	9
46.-----	50	116	6	11
47.-----	37	131	7	15.5
48.-----	23	132	9	17
49.-----	23	132	9	17
50.-----	23	132	9	17
51.-----	22	140	11	18
52.-----	25	144	12	19
53.-----	3	147	13	20
54.-----	14	152	14	21.5
55.-----	2	155	15	23.5
56.-----	33	164	16	25
57.-----	11	165	17	26
58.-----	26	170	18	29
59.-----	29	176	19	32
60.-----	32	177	20	33
61.-----	40	180	21	34
62.-----	42	187	22	37
63.-----	45	191	23	38
64.-----	46	194	24.5	40
65.-----	24	194	24.5	40
66.-----	9	197	26	42
67.-----	60	198	27	43.5
68.-----	10	207	28	46
69.-----	49	209	30.5	47.5
70.-----	49	209	30.5	47.5
71.-----	49	209	30.5	47.5
72.-----	49	209	30.5	47.5
73.-----	62	211	33	49
74.-----	31	221	34	53
75.-----	61	222	35	54
76.-----	16	223	37	55.5
77.-----	16	223	37	55.5
78.-----	16	223	37	55.5
79.-----	18	226	39	58
80.-----	5	227	40	59

TABLE VII

SHOWING DATA ON INDIVIDUAL QUESTIONS
USED IN STANDARDIZED TEST.
SECOND SEMESTER.
MULTIPLE CHOICE.

Question	Number of Question in Prelim. Test	Number of Times Missed	Rank	
			Stan.	Prelim.
81.-----	16	62	1	2
82.-----	14	77	2	4
83.-----	25	85	3	5
84.-----	2	90	4	6
85.-----	35	93	5	7
86.-----	5	94	6	8
87.-----	21	97	7	9
88.-----	4	100	8	10
89.-----	37	107	9	11
90.-----	42	108	10	12
91.-----	19	113	11	13
92.-----	32	114	12	14
93.-----	17	117	13	15
94.-----	1	118	15	17
95.-----	20	118	15	17
96.-----	34	118	15	17
97.-----	38	122	17	19
98.-----	9	125	18	20.5
99.-----	31	139	19	22
100.-----	41	147	20	23
101.-----	39	151	21	24
102.-----	29	159	22.5	25.5
103.-----	10	159	22.5	25.5
104.-----	6	163	24	27
105.-----	12	166	25	28
106.-----	36	167	26	29
107.-----	43	169	27	30
108.-----	45	171	28.5	31.5
109.-----	11	171	28.5	31.5
110.-----	22	180	30	33
111.-----	13	183	31	34
112.-----	30	184	32	35
113.-----	7	185	33	36
114.-----	26	186	34	37
115.-----	24	205	35	38
116.-----	23	208	36	39
117.-----	44	213	37	40
118.-----	8	216	38	41
119.-----	23	218	39	42
120.-----	15	234	40	44

TABLE VIII
 SHOWING DATA ON INDIVIDUAL QUESTIONS
 USED IN STANDARDIZED TEST.
 SECOND SEMESTER.
 DATE-EVENT.

Question	Number of Question in Prelim. Test	Number of Times Missed	Rank	
			Stan.	Prelim.
121.-----	12	198	1	2
122.-----	7	216	2	3
123.-----	5	220	3	4
124.-----	11	223	4	5
125.-----	4	228	5	6
126.-----	8	229	6	7
127.-----	13	249	7.5	8.5
128.-----	2	249	7.5	8.5
129.-----	6	250	9	10
130.-----	9	268	10	12

TABLE IX
 SHOWING DATA ON INDIVIDUAL QUESTIONS
 USED IN STANDARDIZED TEST.
 SECOND SEMESTER.
 PERSON-EVENT.

Question	Number of Question in Prelim. Test	Number of Times Missed	Rank	
			Stan.	Prelim.
131.-----	5	172	1	2
132.-----	8	194	2	4
133.-----	9	198	3	5
134.-----	7	204	4	6
135.-----	10	206	5	7
136.-----	3	208	6	8
137.-----	6	224	7	9
138.-----	12	250	8	10
139.-----	4	258	9	11
140.-----	2	272	10	12

D. Statistical Treatment of Data.

For conveniently handling the data, a card system⁸ was prepared. A card was made for each pupil who took the examination. This card contains the personal data of each student, his total score, and the score made on each part of the test.

1. Validity. The most important single fact which can be known about a test or examination is the degree of validity which it possesses. Validity has been defined variously; these separate definitions constituting collectively the ideas incorporated in the term.

a. Validity is the degree to which a test or examination measures what it is intended to measure.

b. Validity is the general worthwhileness of an examination.

c. Validity refers to the care taken to incorporate in a test those items which are of prime importance and to the pains taken to eliminate the non-essential.

d. Validity is the degree to which a test parallels the curriculum and good teaching practice.

e. Validity refers to the value of the test for measuring specific abilities in an accurate fashion, and

⁸See Appendix, Form C

a test ceases to have validity when applied to the measurement of abilities for which it was not intended.⁹

Validity really includes reliability, i.e., a valid test must of necessity be a reliable test.

To check for validity it was decided to compare the scores on the test with the semester marks given by teachers. But teachers' marks vary widely in different schools and are not altogether uniform within any one school. On account of these factors, a school was chosen in which one teacher met all the students studying World History.

Furthermore, it was learned from her principal and from personal observation that she graded very objectively. Her marks were not affected in any way by the scores made on these tests since her grades were completed before the tests were given. An additional reason for using these marks was that an exact per cent grade could be obtained as well as letter grades.

Thirty-three cases were used for the second semester test. The teacher stated that the thirty-three students taking the second semester test were not a homogeneous group; that some were Seniors and Juniors who had failed the course; and that the others were the mid-year group.

From these data the coefficient of correlation¹⁰ was

⁹G. M. Ruch, op. cit., pp. 27-28.

¹⁰Karl J. Holzinger, Statistical Methods For Students In Education (Boston: Ginn and Co., 1928), Formula 35, p. 349.

TABLE X

CORRELATION TABLE FOR THE STANDARDIZED
TEST SCORES AND TEACHER'S MARKS
SECOND SEMESTER.

Pupil	Test Scores	Teacher's Marks
1-----	99	95
2-----	97	94
3-----	94	92
4-----	86	91
5-----	83	91
6-----	74	89
7-----	68	88
8-----	66	88
9-----	65	87
10-----	64	85
11-----	61	85
12-----	60	83
13-----	58	82
14-----	54	80
15-----	54	79
16-----	52	77
17-----	52	77
18-----	52	76
19-----	52	76
20-----	51	76
21-----	48	76
22-----	44	76
23-----	44	76
24-----	42	76
25-----	42	76
26-----	41	76
27-----	41	75
28-----	35	75
29-----	35	75
30-----	34	75
31-----	32	75
32-----	20	75
33-----	15	75

found to be $.85 \pm .018$ ¹¹ for the second semester.

2. Reliability. For the purpose of determining the reliability of the test, the chance-halves method was used. One hundred cases were selected from four schools. No attempt was made to select any school or schools. The only practice followed was to use all the papers from the schools selected.

From these papers, the correct answers of the odd numbered questions were compared with the correct answers of the even numbered ones. Using the formula as found in Ruch¹² r was found. This reliability coefficient is to be interpreted as the reliability of either half of the examination. What is needed is the reliability of the whole examination, i.e., for both parts. To secure this n^2 in the Spearman-Brown formula¹³ for predicting reliability of lengthened test was used. This gave a coefficient of reliability of $.9314 \pm .015$ for the second semester. This is quite high and indicates that the test is about as reliable as if a much greater number of items had been used.

These data show the test to be of comparatively high reliability. According to Odell¹⁴ it would fall in the

¹¹Karl J. Holzinger, op. cit., Formula 48, p. 350.

¹²G. W. Ruch, The Objective or New-Type Examination. (New York: Scott, Foresman & Co., 1929) p. 418.

¹³Ibid

¹⁴C. W. Odell, Educational Measurement in High School. (New York: The Century Company, 1930) p. 65.

upper twenty per cent of tests studied by him which are now offered for use in high schools.

Figure 3 shows the proposed and actual distribution of questions according to difficulty. The proposed curve follows the normal frequency curve. The actual curve is low at the ends and high at the middle. This is due to the elimination of easy and difficult questions.

Questions

80

75

70

65

60

55

50

45

40

35

30

25

20

15

10

5

0

7%

24%

38%

24%

7%

Proposed:Actual

10:8

33:27

54:76

33:26

10:9

140:140

————— Proposed

----- Actual

Figure 3. Showing distribution of questions on the basis of difficulty for the second semester standardized test.

3. Measures of Central Tendencies. Consideration was given to three central tendencies, the mean, the median, and the mode. These are shown in Table XI. From this table the mean for the second semester was found to be 64 with a probable error of 3.07. Hence, had this test been given to a much larger group the chances are even that the mean would lie between 64 ± 3.07 .

The median for the second semester is 61.7 ± 3.8 . Hence, for a much larger group the chances are even that the median would be 61.7 ± 3.8 .

The crude mode is 57.5 for the second semester.

TABLE XI
SHOWING MEASURES OF CENTRAL TENDENCIES
SECOND SEMESTER

Schools	Mean	Median	Crude Mode
A-----	74.52	71.88	67.5
B-----	51.5	43.5	42.5
C-----	53.66	50.42	47.5
D-----	84.84	81.88	75
E-----	55.38	52.5	52.5
F-----	54.75	55	60
G-----	62.33	57.5	57.5
All-----	64.006	61.74	57.5

4. Measures of Dispersion. Here, the mean deviation, the standard deviation, and the percentiles, including the quartiles, were considered. For the second semester test the M.D.¹⁵ is 21.466 and the S.D.¹⁶ is 26.153. Two S.D. will include approximately 65 per cent of all the cases. Six S.D. includes 100 per cent of all cases. This is the result of eliminating the very easy and the very difficult questions.

The percentiles are shown in Table XII. From this table are drawn the norms¹⁷ which are a part of the directions to teachers for giving the tests.

TABLE XII

SHOWING THE MEAN DEVIATION, THE STANDARD DEVIATION,
AND VARIOUS PERCENTILES.
BOTH SEMESTERS.

	Mean Deviation	Standard Deviation	Upper 10%	q ³	q ¹	Lower 10%
First Semester	21.388	26.065	102.82	82.87	43.15	26.46
Second Semester	21.466	26.153	99.63	85	44.42	31.31

¹⁵Karl J. Holzinger, Statistical Methods for Students in Education. Boston: Ginn and Company, 1928. Formula 14, p. 347.

¹⁶Ibid

¹⁷See Table XIII

5. Norms. Norms are recognized as having certain values in connection with the interpretation of standard tests. Ruch and Stoddard in "Tests and Measurements in High School Instruction," pp. 60-62, argue that their value has been badly over-estimated, even in standard tests. However, these tests will, in the main, escape their criticisms because the tests were given:

- a. To both rural and urban children.
- b. To both large and small high schools.
- c. To a large group of children of a wide range of ability.

Table XIII shows what may be expected of students on this test. Figure 4 shows what any certain per cent of the class should do.

TABLE XIII
PERCENTILES FOR THE SECOND SEMESTER

	Upper 10%	q ³	Median	q ¹	Lower 10%
Scores	99	85	62	44	31
Suggested Marks	A 100-140	B 80-99	C 50-79	D 25-49	F 0-24

Based on the normal frequency curve.

Frequency

Scale

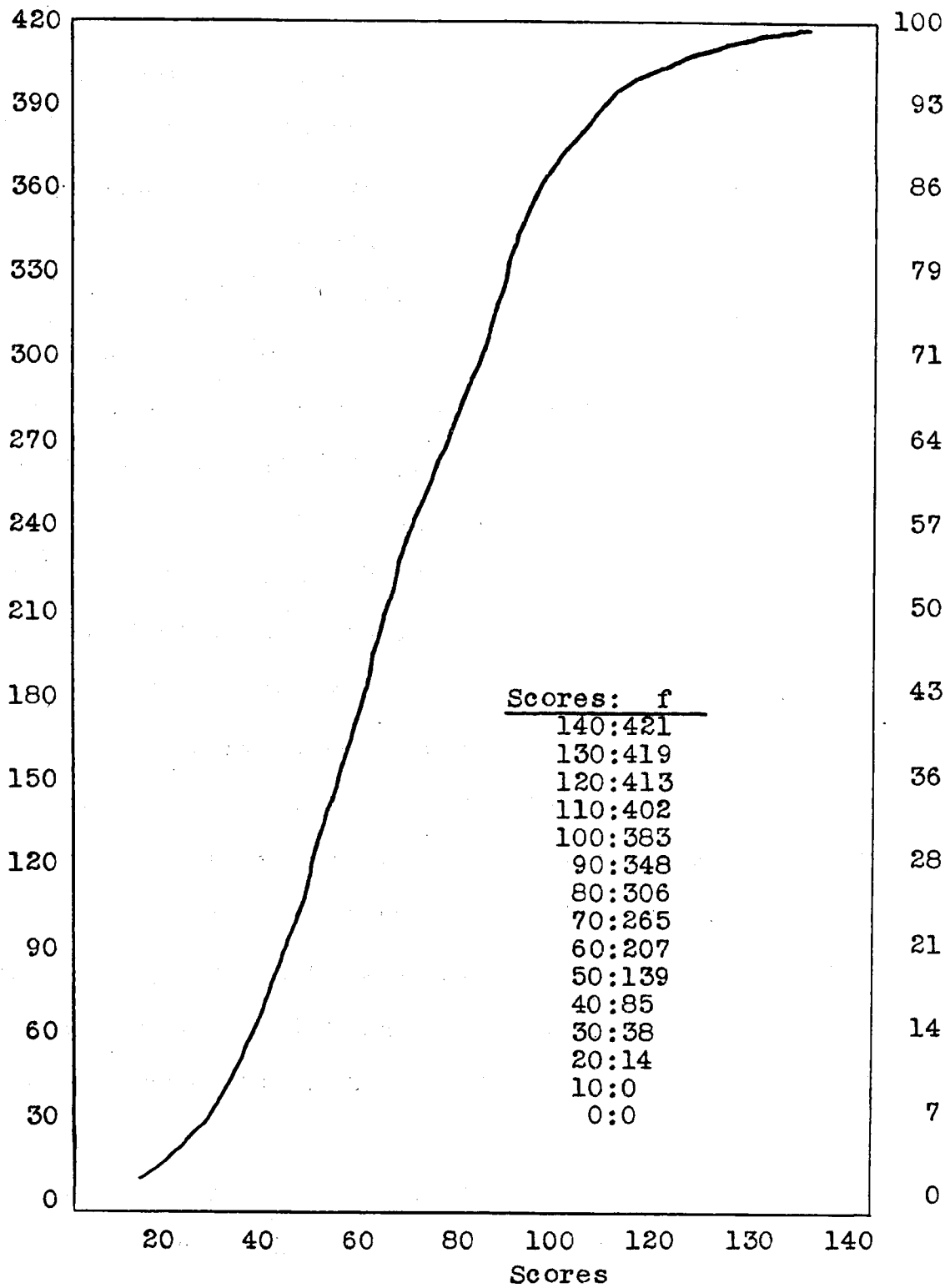


Figure 4. Cumulative frequency curve for scores on the second semester standardized test.

III. CONCLUSIONS.

The building of a standardized test does not provide a fertile field for drawing conclusions. There are few definite results except the one big result -- the finished test. However, the writer must not fail to mention the invaluable aid which he, himself, has received in making test questions either for a short or for a final examination. He wishes to urge teachers to think carefully when preparing tests; to prepare a test a few days in advance of the date of giving it and to read it a few times before giving; and to check carefully just what answers may be possible for each item.

This test reveals certain defects in teaching which may be worth discussing. Certain conditions generally existed among the Greeks or Egyptians, hence students as a whole fail to note very important exceptions. Certain peoples generally acted in a prescribed way, hence they were assumed to have always acted that way. From answers received on some questions it seems that there is a strong tendency toward allowing the general notion to prevail over the historical fact.

Furthermore, the author wishes to emphasize the importance of a standardized test as a measure of teacher and student performance. It is his belief that the teacher's effectiveness can be reliably measured by this test, and

that it is a valid measure of pupil performance. When the teacher knows that her work will be measured, she usually teaches more carefully and accurately. When the student knows that his performance is the basis of his rating, he will do much better work.

The high validity and reliability¹⁸ of this test leads the writer to conclude that it will be of value in actually measuring pupil performance.

¹⁸G. M. Ruch, The Objective or New-Type Examination.
Chicago: Scott Foresman & Co., 1929. p. 434.

APPENDIX

APPENDIX

A. Bibliography

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B. List of Forms

FORM A

VINCENNES TOWNSHIP HIGH SCHOOL

Vincennes, Indiana

October 31, 1930

Dear Sir:

Your school has been chosen for the purpose of standardizing two tests in World History. It is proposed to give these tests, one each semester, to approximately 500 students who are taking the one year course in World History; each test contains 250 questions and will require about two periods.

The proposed study is being made under the direction of Professor E. E. Ramsey and Professor Abell of the Graduate School at Indiana State Teachers College, and will be used as a partial fulfillment of the requirements for a Master of Arts Degree.

We assure you that the results of these tests will not be used in anywise to the injury of any school, student or teacher.

The various schools will be numbered and all published results will be by such numbers.

All material will be sent prepaid with return postage enclosed.

We are enclosing a blank for your reply. May we ask your cooperation?

Respectfully,

C. M. Smith

John E. Houston

FORM B
REPLY SHEET

1. Name of School _____ Date _____
2. Are you willing for your school to participate in standardizing a World History test? _____
Yes No
3. If so, give name and address of person to whom material should be sent:

4. Number of students taking one year course in World History. * * * * * First Semester _____
Second Semester _____
5. What text is used in your school? _____
6. Do you wish to know the number of your school in the final report? _____
Yes No
7. A copy of the test after standardization will be sent to each teacher cooperating.
8. Name of person filling blank _____
9. Position. _____

FORM C.

CARD SHOWING DATA FOR INDIVIDUAL PUPIL

No. _____ Name _____ Sex _____ Age _____

School _____ L.M.S.Gr. _____ Sem. _____

Uns. T. F. _____ C. _____ M. C. _____ A. _____ B. _____ T. _____

St. T. F. _____ C. _____ M. C. _____ A. _____ B. _____ T. _____

Rk. in Sch. Prelim. _____ ST. _____ All-Prelim. _____ St. _____

FORM D

Key to the World History
Achievement Test
Second Semester

<u>Part I</u> <u>True-False</u>	<u>Part II</u> <u>Completion</u>	<u>Part III</u> <u>Multiple Choice</u>
1 - T	41 Waterloo	81 - (4)
2 - T	42 Bastille	82 - (4)
3 - T	43 Spanish Armada	83 - (4)
4 - T	44 Pershing	84 - (3)
5 - T	45 Armistice	85 - (2)
6 - F	46 Divine right of Kings	86 - (1)
7 - F	47 Foch	87 - (1)
8 - T	48 (Austria	88 - (3)
9 - T	49 (Prussia	89 - (2)
10 - F	50 (Russia	90 - (4)
11 - T	51 Peter the Great	91 - (4)
12 - T	52 Monroe Doctrine	92 - (3)
13 - T	53 Huguenots	93 - (1)
14 - T	54 Metternich	94 - (1)
15 - F	55 Shakespeare	95 - (2)
16 - T	56 Pasteur	96 - (2)
17 - T	57 Cromwell	97 - (1)
18 - T	58 Hapsburg	98 - (1)
19 - T	59 Karl Marx	99 - (2)
20 - F	60 Japan	100 - (2)
21 - F	61 Hindenburg	101 - (3)
22 - T	62 Kiel	102 - (4)
23 - F	63 Cavour	103 - (4)
24 - F	64 Garibaldi	104 - (3)
25 - T	65 Bourbon	105 - (4)
26 - F	66 Stuart	106 - (4)
27 - T	67 Berlin-Bagdad	107 - (4)
28 - T	68 Luther	108 - (2)
29 - T	69 (Wilson	109 - (2)
30 - F	70 (Lloyd George	110 - (2)
31 - F	71 (Clemenceau	111 - (1)
32 - T	72 (Orlando	112 - (2)
33 - T	73 Japan	113 - (3)
34 - T	74 Disraeli	114 - (2)
35 - T	75 Siberian	115 - (3)
36 - F	76 (Clergy	116 - (2)
37 - T	77 (Nobility	117 - (1)
38 - T	78 (Third-Estate	118 - (2)
39 - F	79 Hohenzollern	119 - (1)
40 - F	80 Tudor	120 - (3)

		<u>Part IV A.</u> <u>Date-Event</u>		
121 (1832)	122 (1815)	123 (1588)	124 (1453)	
125 (1660)	126 (1789)	127 (1878)	128 (1648)	
	129 (1871)	130 (1763)		

<u>Part IV B.</u> <u>Person-Event</u>				
131 (3)	132 (5)	133 (2)	134 (10)	135 (1)
136 (9)	137 (6)	138 (8)	139 (12)	140 (4)

FORM E

Directions for Giving the World
History Achievement Test.
Second Semester.

The time limit for this test is 40 minutes. The suggested time for each part is: I - 10; II - 16; III - 10; IV A - 2; IV B - 2; Total 40.

Have students understand that each item counts one point, and that they should not spend too much time on any item or any part.

Follow carefully the key in scoring. In Part I, True-False Test, subtract the number wrong from the number right. In Parts II, III, and IV, the number right is the correct score. The final score is the sum of the scores on the several parts.

NORMS

	Upper 10%	q ³	Md	q ¹	Lower 10%
Scores	99	85	62	44	31
Suggested Marks	A 100-140	B 80-99	C 50-79	D 25-49	F 0-24

C. Preliminary Tests
WORLD HISTORY ACHIEVEMENT TEST

BY

C. M. Smith

Preliminary Examination for Seccond Semester
High School

Name.....Grade.....Boy or Girl.....
Age.....When is your next birthday?.....Date.....19..
Name of School.....Teacher.....

	TYPE	PRELIMINARY SCORE	STANDARDIZED SCORE
Part I	TRUE - FALSE	.....	.....
Part II	COMPLETION	.....	.....
Part III	MULTIPLE CHOICE	.....	.....
Part IV	MATCHING, SECTION A	.....	.....
Part IV	MATCHING, SECTION B	.....	.....
	TOTAL	.....	.....

PART I. TRUE-FALSE TEST.

In the following are statements some of which are true, and some of which are false. Place a circle around (T) to the left of the statement if it is true. If the statement is false, place a circle around the (F). Note the correctly answered sample:

(T) F Columbus discovered America in 1492.

- T F 1. The Protestant sects were just as intolerant toward new sects as the Catholics had been toward them.
- T F 2. The French Revolution and the Reign of Terror are synonymous terms.
- T F 3. Napoleon initiated the consolidation of Germany.
- T F 4. European peoples control nearly two-thirds of the world.
- T F 5. England and Spain were the chief rivals for supremacy in North America.
- T F 6. There is no dispute between Catholics and Protestants on the vital questions of Christianity.
- T F 7. In the Seventeenth Century it was an accepted belief that colonies existed for the economic benefit of the mother country.
- T F 8. The Reformation brought political changes as well as religious changes.
- T F 9. In an absolute monarchy the ruler is under the control of the legislative body.
- T F 10. French colonies in America had more freedom than the English colonies in government.
- T F 11. The Age of Elizabeth was great in the development of England as a sea power.
- T F 12. European history is closely associated with World History.
- T F 13. The spirit of intolerance is greater today than it was in the Middle Ages.
- T F 14. Cardinal Richelieu planned to humble the House of Hapsburgs.

- T F 15. The Thirty Years War made Germany one of the rich and prosperous countries of Europe.
- T F 16. Oliver Cromwell was always actuated by high and lofty religious motives.
- T F 17. The calendar made by the Convention during the French Revolution had a ten-day week.
- T F 18. Little or no progress was made in means of travel and transportation from the Birth of Christ to the beginning of the nineteenth Century.
- T F 19. The principle of religious toleration is based on the idea that each man's religion is a personal matter.
- T F 20. When the French Revolution began, the royal family fled to Germany.
- T F 21. Slavery was abolished in the British Empire before it was abolished in the United States.
- T F 22. Metternich favored liberal and democratic ideas.
- T F 23. The European powers guaranteed the neutrality of Belgium.
- T F 24. The Industrial Revolution led to the growth of large cities.
- T F 25. In Great Britain, the Reform Bill of 1832 ushered in an era of government by public opinion.
- T F 26. The Hungarians were contented under the rule of the Hapsburgs.
- T F 27. The Southern German states fought against Prussia in the Franco-Prussian War of 1870.
- T F 28. Bismarck favored making Prussia the leading German State.
- T F 29. Ireland is an independent state today as well as a member of the League of Nations.
- T F 30. After the unification of Italy the Pope considered himself a prisoner in the Vatican, and still continues in that assumption.
- T F 31. The German Empire was the result of success in war.
- T F 32. The Schleswig-Holstein affair gave Prussia an excuse to attack Austria.

- T F 33. The Parliament Act of 1911 granted more power to the House of Lords.
- T F 34. Bismarck made the unifying of Germany the goal of his life.
- T F 35. In the Opium War, the British tried to stop traffic in that drug.
- T F 36. Great Britain was the only European power that did not adopt universal military service before the World War.
- T F 37. The Gallipoli campaign was an Allied victory.
- T F 38. The position of the French president is more like that of the president of the United States than that of the King of England.
- T F 39. France has a large colonial empire in Africa.
- T F 40. The "Rotten Boroughs" did not provide for equal representation in the British Parliament.
- T F 41. The English Parliament is more representative of public opinion than is the Congress of the United States.
- T F 42. Gladstone favored Home Rule for Ireland.
- T F 43. England and France aided Turkey in the Crimean War for political reasons rather than the justice of the cause.
- T F 44. The Zeppelin raids on England caused great military damage.
- T F 45. Cities of China welcomed European trade.
- T F 46. French Colonial possessions in Africa are found mainly in South Africa.
- T F 47. Germany failed in her attempt to build a navy equal to Great Britain.
- T F 48. All of Austria's demands on Servia were justifiable.
- T F 49. The German schools had taught the people for many years before the World War that the state could do no wrong.
- T F 50. The United States adopted conscription in the World War.

1. The last Czar of Russia was -----.
2. The supreme dramatist of all time is -----.
3. The Protestants of France were called -----.
4. The most admirable hero of the Thirty Years War was -----.
5. Queen Elizabeth belonged to the line of rulers whose family name was -----.
6. Twelve miles from Paris, Louis XIV built the royal city of -----.
7. The author of "Pilgrim's Progress" is -----.
8. The author of "Paradise Lost" is -----.
9. Charles I of England belonged to the line of rulers whose family name was -----.
10. The outstanding leader of the Reformation was -----.
11. The Puritan leader who established the Commonwealth in England was -----.
12. The French representative at the Congress of Vienna was -----.
13. The inventor of the steam engine was -----.
14. The dominant figure at the Congress of Vienna was -----.
15. Napoleon met his final defeat at -----.
16. The States-General of France was composed of the _____, the _____, and the _____.
17. The phase of the French Revolution is which thousands were beheaded was called the -----.
18. The ruling house in Germany before the World War was -----.
19. The separation of the Greek Catholic and Roman Catholic churches was called -----.
20. The court by which heretics were tried in Spain was the -----.

21. The joint sovereigns of England after the flight of James II were _____.
22. The Russian ruler who first introduced Western European ideas and customs was _____.
23. The three countries which participated in the partition of Poland were: _____, _____, and _____.
24. The ruling house in France before the French Revolution was _____.
25. The declaration by which the United States opposed the attempt of European nations to re-conquer the South American republics was _____.
26. The ruling house in Austria-Hungary before the World War was _____.
27. The German Chancellor who led in the unification of Germany was _____.
28. The branch of the British Parliament which controls legislation is _____.
29. The creator of modern socialism was _____.
30. The "Great Commoner" of England was _____.
31. The Jewish politician who rose to the premiership of Great Britain was _____.
32. The World was surprised in 1904-05 when Russia was defeated by _____.
33. The French scientist who found that most contagious diseases are caused by bacteria was _____.
34. At the first Hague in 1899 disarmament failed on account of the opposition of one nation. That nation was _____.
35. Hostility in the United States toward Germany was aroused by the sinking of the British passenger ship, the _____.
36. The commander-in-chief of American forces during the World War was _____.
37. The Allied commander-in-chief at the close of the World War was _____.

38. The American World War president was _____.
39. Hostilities ceased on November 11, 1918,
by the signing of the _____.
40. The famous German Field Marshal who
later became president of the German
Republic was _____.
41. The outstanding Indian leader opposing
the rule of Great Britain in India is _____.
42. The Germans hurried to completion before
the World War the _____ Canal.
43. At the beginning of the World War, the
German advance into France was delayed
by the _____.
44. The French nobleman who fought for the
Americans in their war of independence
was _____.
45. The leading statesman in the unification
of Italy was _____.
46. The leading soldier in the unification
of Italy was _____.
47. Napoleon met defeat by the British under
the leadership of _____.
48. Napoleon failed in his attempt to invade
England by the defeat of his fleet at
the Battle of Trafalgar under Lord _____.
49. The "big four" at the Paris Peace Con-
ference were: _____,
_____, and _____.
50. The idea that kings received from God
their power to rule was known as the
theory of _____.
51. At the close of the Napoleonic Wars the
powers met to draw up peace terms at _____.
52. At the close of the World War the peace
treaty with Germany was signed at _____.
53. Spanish control of the seas ended with
the defeat of _____.
54. Near the close of the World War the
Kaiser of Germany fled to _____.

55. The scientist who advanced the theory of evolution was _____.
56. One cause of bitterness between France and Germany before the World War was the desire for the provinces of _____ and _____.
57. The industrial revolution replaced the _____ system of manufacture with the _____ system of manufacture.
58. The prison torn down in Paris by the revolutionists was called the _____.
59. The most important naval battle of the World War was _____.
60. Germany planned direct connection in 1914 with the near East by the _____ to _____ railway.
61. European Russia kept direct connection with her Pacific ports by the _____ railway.
62. The dominant power in the Orient today is _____.
63. The plan to outlaw future wars as advocated by President Wilson is the _____.
64. Fascism reached its height in Italy under the leadership of _____.
65. Paderewski is a great musician and political leader in the country of _____.
66. The first aviator to cross the Atlantic in a non-stop flight was _____.

Score is number right

PART III. MULTIPLE-CHOICE.

There are four possible words given for completing each incomplete statement below. Only one of these words makes the statement true.

Read each statement carefully, decide which word makes the truest completion, and then draw a line under that word as shown in the samples, and place the number in the space to the right.

If you do not know the answer to any question, do not waste time on it, but go on to the next. Do not hurry, as there will be enough time for all to finish. Look at the samples before you begin to work. (Samples below are taken from American history)

- A. Columbus discovered America in
(1) 1453 (2) 1492 (3) 1692 (4) 1763. (2)
- B. America was discovered by
(1) Magellan (2) Cabot (3) Columbus (4) Balboa (3)
1. Napoleon's downfall began in the (1) Russian Campaign
(2) Italian Campaign (3) Austrian Campaign (4) Egyptian Campaign. ()
 2. The industrial revolution began in
(1) France (2) Russia (3) England (4) Spain. ()
 3. At the beginning of the sixteenth century the greatest European power was
(1) England (2) Spain (3) France (4) Prussia. ()
 4. The greatest Colonizing nation in modern times is
(1) United States (2) China (3) Great Britain
(4) Russia. ()
 5. The country having greatest control of the seas during the World War was
(1) Great Britain (2) Japan (3) Germany (4) United States. ()
 6. The leader of the Reformation in France was
(1) Wycliff (2) Huss (3) Calvin (4) Zwingli. ()
 7. The steam engine was invented during the
(1) 16th (2) 17th (3) 18th (4) 19th century. ()
 8. Canterbury Cathedral is in
(1) Spain (2) England (3) France (4) Germany. ()
 9. One of the enlightened despots of Austria-Hungary was
(1) Joseph II (2) Louis XIV (3) Charles V (4) Henry VIII. ()
 10. The man chiefly responsible for gaining India for Great Britain was
(1) Peel (2) Gladstone (3) Dupleix (4) Clive. ()

11. Louis XIV's most able minister was
(1) Mazzine (2) Colbert (3) Turgo (4) Richelieu. ()
12. The common people comprised about (1) 52% (2) 65%
(3) 80% (4) 96% of the people at the beginning of
the French Revolution. ()
13. The first president of the Third French Republic was
(1) Thiers (2) Guizot (3) Louis Blauc (4) Lafayette. ()
14. The emperor of the Second French Empire was
(1) Louis XIII (2) Turgo (3) Lafayette (4) Napoleon III. ()
15. The author of "The Wealth of Nations" was
(1) Wm. Pitt (2) Gladstone (3) Adam Smith (4) Spencer. ()
16. The French writer who played an important part in
preparing the way for the French Revolution was
(1) Tennyson (2) Goethe (3) Virgil (4) Voltaire. ()
17. (1) Russeau (2) Burke (3) Lafayette (4) Hugo wrote
"The Social Contract." ()
18. World fashions in modern times are set by the
(1) Spanish (2) English (3) Americans (4) French. ()
19. Napoleon's continental system was intended to injure
(1) Russia (2) Prussia (3) Italy (4) England. ()
20. Napoleon met his first major defeat at
(1) Jena (2) Trafalgar (3) Leipzig (4) Austerlitz. ()
21. Napoleon died on the island of
(1) St. Helena (2) Elba (3) Sicily (4) Corsica. ()
22. Austria's greatest problem before the World War was
the diversity of
(1) laws (2) peoples (3) occupations (4) religions. ()
23. The great Hungarian patriot was
(1) Kossuth (2) Maximilian (3) Winkelried (4) Kerensky. ()
24. The decisive battle of the Franco-Prussian War was
(1) Metz (2) Marne (3) Sedan (4) Verdun. ()
25. Egypt is under the control of
(1) Italy (2) France (3) Belgium (4) Great Britain. ()
26. The Boer War was fought between the Boers of South
Africa and
(1) Germany (2) Great Britain (3) France (4) Spain. ()

27. Victor Emmanuel II succeeded in unifying
(1) Germany (2) Greece (3) Italy (4) Holland. ()
28. One prominent leader in the organization of the
Soviet Republic in Russia was
(1) Nicholas II (2) Kerensky (3) Gerard (4) Lenin. ()
29. The English government is controlled by (1) the king
(2) the premier (3) House of Lords (4) House of Commons.
()
30. The first railroad was operated in
(1) France (2) England (3) Germany (4) United States.
()
31. Of the following powers in 1914 autocracy was the
strongest in
(1) Great Britain (2) Germany (3) Belgium (4) Italy. ()
32. One of the leaders in the Reign of Terror was
(1) Mirabeau (2) Diderot (3) Robespierre (4)
Napoleon. ()
33. The electrical wizard of the world today is
(1) Steinmetz (2) Einstein (3) Insull (4) Edison. ()
34. Wireless telegraphy was invented by
(1) DeForest (2) Marconi (3) Morse (4) Einstein. ()
35. At the close of the World War the vast German
colonial empire in Africa fell to
(1) Japan (2) Great Britain (3) United States (4) Italy.
()
36. During the American Revolution, our country was
ably represented at the French Court by
(1) Patrick Henry (2) Jefferson (3) Washington
(4) Franklin. ()
37. A treaty is no more than a scrap of paper in
(1) England (2) Germany (3) France (4) Belgium. ()
38. One of the following countries remained neutral
in the World War. It was
(1) Holland (2) Roumania (3) Greece (4) Bulgaria. ()
39. America's greatest battle in the World War was
(1) Marne (2) Verdun (3) Meuse-Argonne (4) Ypres. ()
40. The Turks persecuted one of the following
(1) Egyptians (2) Belgians (3) Italians (4) Americans.
()
41. The most democratic government of Europe is found in
(1) Belgium (2) Switzerland (3) France (4) Spain. ()

42. The first Balkan War was waged for the purpose of
Freeing Europe of the
(1) Japs (2) Greeks (3) Serbs (4) Turks. ()
43. During the American Revolution the King of England
was
(1) James I (2) George V (3) Henry VIII (4) George III. ()
44. The treaty of Bucharest ended the
(1) Balkan War (2) Crimean War (3) World War
(4) Russo-Japanese War. ()
45. Those people who fear revolution and feel that pro-
gress can only be achieved very slowly are called
(1) radicals (2) conservatives (3) bourgeoisie
(4) communists. ()
46. The report declaring that Germany is able to make
reparations was made by
(1) Hoover (2) Coolidge (3) Wilson (4) Dawes. ()

Score is number right

PART IV, SECTION A. MATCHING TEST FOR DATE-EVENTS.

In the following are two columns. In the first is a list of outstanding events from the second semester's work in World History. In the second is a list of dates of the same period.

Look at each date in the column at the right; then find the event at the left which is connected with that date. There are some events for which no date is listed. Place the Number of the event in front of the date with which it is associated. The first one is already done correctly as a sample.

EVENT	ANSWER	DATE
1. America discovered	()	1660
2. Treaty of Westphalia	(1)	1492
3. Edict of Nantes	()	1914
4. Restoration of Charles II	()	1815
5. Defeat of Spanish Armada	()	1832
6. German Empire founded	()	1618
7. Congress of Vienna	()	1648
8. French Revolution began	()	1871
9. Close of Seven Year's War	()	1453
10. Beginning of World War	()	1763
11. Capture of Constantinople by Turks	()	1789
12. Reform in British Parliament	()	1588
13. Congress of Berlin	()	1878
14. Beginning of Thirty Year's War	()	
15. Diet of Worms		
16. Boxer uprising in China		

Score

PART IV, SECTION B. MATCHING TEST FOR PERSONAGES AND EVENTS.

In the following are two columns. In the first is a list of names. In the second is a list of events. Look at each event in the column at the right, then find the name at the left which is connected with that event. There are some names for which no event is listed. Those names should not be used. Place the Number (not the name) of the person in front of the event with which he is associated. The first one is already done correctly as a sample.

<u>PERSON</u>	<u>ANSWER</u>	<u>EVENT</u>
1. Louis XIV	(3)	Discovery of America.
2. Harvey	()	Lollards.
3. Columbus	()	Divorce of Henry VIII.
4. William of Orange	()	Counter Reformation.
5. John Wycliff	()	Revolt of the Netherlands.
6. Sir Isaac Newton	()	The Thirty Years' War.
7. Wallenstein	()	Reign of Terror.
8. Pilgrims	()	Law of Gravitation.
9. Loyo'la	()	Discovered circulation of blood.
10. Venizelos	()	"I am the State."
11. Cardinal Wolsey	()	Mayflower.
12. Bolshevism	()	Premier of Greece.
13. Danton	()	Russia
14. Kosciusko		
15. Volta		
16. Lafayette		

Score