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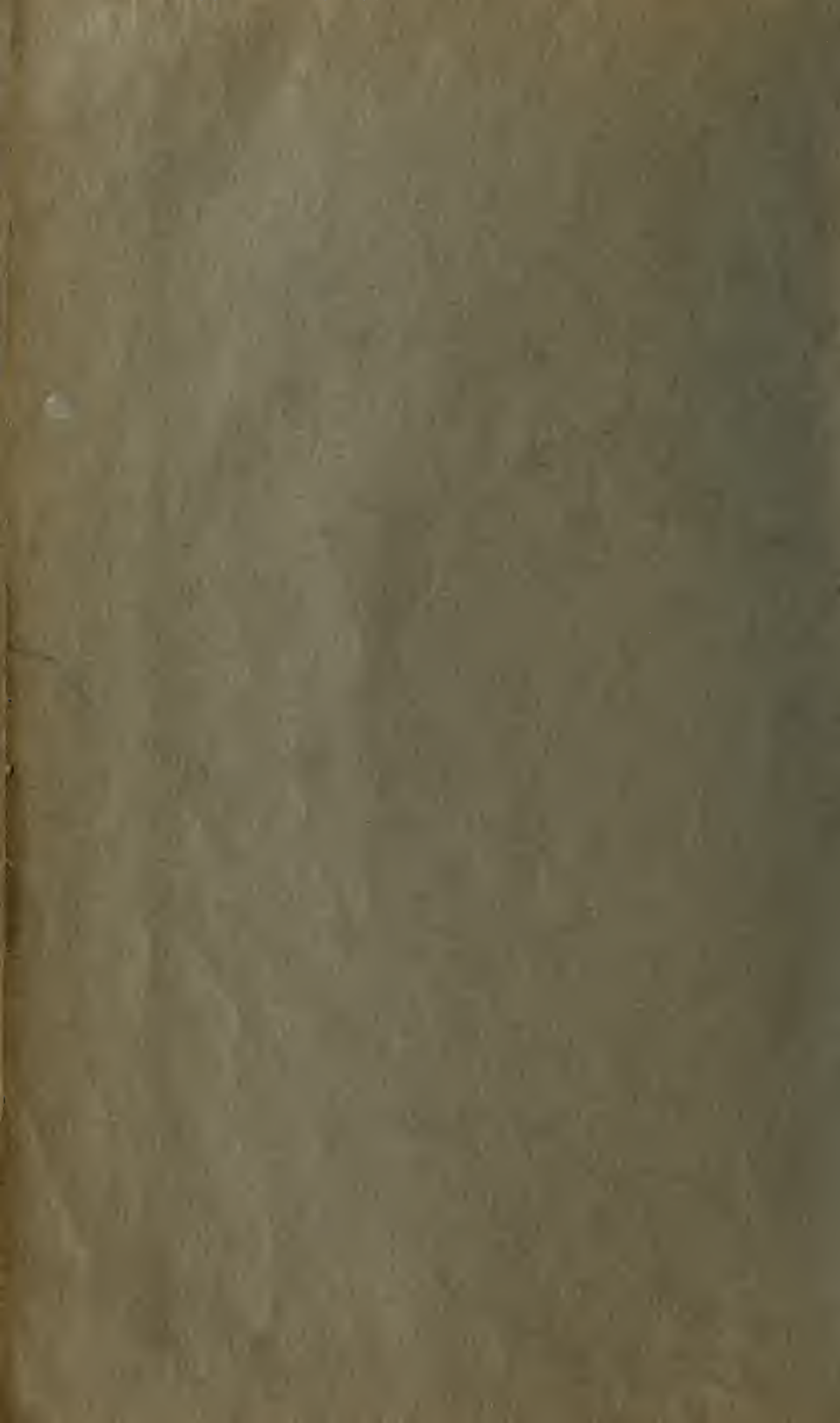
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EDUCATIONAL RESEARCH CIRCULAR NO. 34

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COLLEGE OF EDUCATION

EDUCATIONAL TESTS FOR USE IN HIGH SCHOOLS, REVISED

By

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UNIVERSITY OF ILLINOIS

Educational Tests for Use in High Schools, Revised

An intelligent attitude toward educational tests. For a number of years the use of educational tests has been urged with much enthusiasm and eloquence by a very large number of those who have contributed to educational literature, as well as by many who have addressed educational gatherings. It appears that some teachers and supervisors have come to think of educational tests as a panacea for many if not all of the difficulties which they encounter in their work. Recently a more critical attitude toward these measuring instruments has been developing. Elaborate critical studies of educational tests are being made and attention is being called to their defects and limitations. As a result many persons probably are in doubt concerning the attitude which they should maintain. This is especially true in the case of achievement tests for use in high schools.

Limitations of achievement tests for use in high schools. In addition to the general limitations of educational tests, certain ones are introduced by the nature of the educational objectives of the high school. The function of an achievement test is to yield measures of the extent to which pupils have attained certain objectives set for them. For example, if we accept as an objective in the field of spelling the ability to spell correctly a certain list of 1000 words, a test for this field should yield a measure of the ability of pupils to spell these 1000 words correctly. Similarly, in the field of arithmetic an achievement test implies certain objectives and its function is to measure the degree to which pupils have achieved these objectives.

In the elementary school we have reached a fairly definite agreement upon certain minimum essentials in such subjects as arithmetic, silent reading, spelling and handwriting. In the high school there is far less agreement in regard to the objectives. In history, for example, authorities differ regarding the minimum essentials except in the case of a few of the most formal items. In fact, it does not appear to be essential that the content of such subjects as history and literature should be fixed to the extent that the content of handwriting, the operations of arithmetic or spelling should be. It seems likely that two teachers of European History, for example, might be equally efficient in realizing the same ultimate

educational objectives but vary widely in the emphasis which they place upon different topics. Indeed it is conceivable that they might exhibit considerable lack of agreement with respect to the topics included in the course.

When certain exercises are chosen for a test which is to be offered for universal use, it is implied that these exercises should be included in the educational objectives of that subject. Hence, agreement upon the group of educational objectives to be attained in the field of a subject is a prerequisite for the construction of a satisfactory achievement test in that field. Because of the lack of agreement in regard to the details of educational objectives in high-school subjects, very definite limitations are placed upon achievement tests.

Another limitation is placed upon the measurement of achievement in high schools by the nature of the outcomes of instruction. In the elementary school skills and memorized facts are prominent among the desired outcomes. The pupil is expected to memorize many facts in arithmetic, spelling, geography, etc., and to become skillful in such activities as arithmetical calculation, spelling, silent reading and oral and written expression. In the high school the engendering of ideals, attitudes and perspectives become prominent. These outcomes of instruction are much more subtle than skills or memorized facts. They are much more difficult to measure. It should be frankly recognized that at the present time we are not able to measure them as satisfactorily as we can measure skills and memorized facts.

Prognostic tests valuable for use in high schools. It is a well-known fact that a large percent of high-school students fail in the subjects which they undertake. Some of these students do not have the general intelligence to do the work that is required of them. Others lack the special ability required for a given subject. Some have not acquired a good technic of study. A large percent of these failures probably could be avoided by advising students not to undertake subjects for which they are not fitted. A valuable function of standardized tests in the high school is to yield measures which are prognostic of a student's probable success in the various subjects. Most tests are prognostic to at least a slight extent but a number have been devised for this particular purpose.

General intelligence tests have for their function the measurement of a student's general capacity to do the work of the school. In addition to these, we have a few tests whose function is prognostic

for certain school subjects, as Rogers' Test of Mathematical Ability, Van Wagenen's Reading Scales for History, Literature and General Science and Wilkins' Prognosis Test in Modern Languages. These tests may be given at the beginning of a course or even before the student undertakes the work.

Ability to read silently is a prerequisite to effective study in a number of high-school subjects. In such cases a silent reading test has a general prognostic function. Students who are unable to make satisfactory scores on suitable silent reading tests will probably do unsatisfactory work in history, literature, science, and other subjects which involve a large amount of textbook study. Hence silent reading tests are useful for general prognostic purposes.

Little opportunity for diagnosis of high-school students with reference to achievement. The possibility of diagnosing students with respect to their achievements is not the same in all grades of the school. A diagnosis cannot be made until students have had some opportunity to achieve. They must have received some instruction on the topic before diagnosis is possible. In the elementary school the students pursue a number of subjects throughout a period of several years. For example, they study silent reading in all grades. By repeated drill they are trained to be fluent readers. Much the same situation exists in spelling, handwriting, and arithmetic. In the field of each of these subjects there is abundant opportunity for diagnosis with respect to achievement before the study of the subject is completed. In the high school, however, the situation is materially different. When a topic has been studied, a student usually does not return to it except incidentally or in the course of review. There are a few exceptions, such as the operations of algebra and pronunciation of foreign language, in which the engendering of skills extends over several months or even a longer period. However, high-school students are largely engaged in the study of topics on which they do not receive training continuing more than one year, or even one semester. Hence, a diagnosis with respect to achievement is frequently impossible until instruction in the subject has been practically completed. Then a diagnosis has only a limited usefulness. Until we have agreed more completely upon the particular educational objectives to be attained and have modified our plan of education so that the instruction on a topic will extend over a longer period of time, teachers must necessarily make many of their diagnoses in other ways than by the use of standardized tests.

Summary of purposes to be realized in the use of educational tests in high schools. Educational tests render a great service to high-school teachers or principals in connection with the educational and vocational guidance of students. They are helpful also in the classification of students. For both of these purposes tests of general intelligence probably possess the greatest value. Educational tests are much less useful for evaluating the efficiency of a high school than of an elementary school. Until we have arrived at an agreement concerning the particular objectives to be attained, we cannot hope to secure from the scores yielded by even our best achievement tests more than a rough indication of the efficiency of a high school as a whole.

Purpose and scope of the following list of tests. It has been the intention of the writer to include in the following list only tests which can be purchased for school use. However, all such tests have not been mentioned. Few critical studies of the tests in the high-school field have been made. Therefore, it is necessary to rely largely upon one's judgment in making up such a list and in commenting on the different tests. An effort has been made to include the tests which appear to give promise of being most helpful to teachers. Undoubtedly many tests of some merit have been omitted from the list, but it seems to the writer better to present a somewhat limited list than to give one containing the names of so many tests that the reader unacquainted with the field will receive little help in selecting one or a few for actual use. Some of the tests mentioned have been designed primarily for high-school use, whereas others have their chief field of usefulness in the elementary school, but may also be employed in the high school. Norms are available for all except a few of the tests listed and for these norms will doubtless be announced soon. No complete descriptions or criticisms have been attempted. Certain comments have been inserted which may prove helpful in forming intelligent judgments in regard to the value of different tests.

Prices. In the case of tests which require a copy for each student, the prices are given for 100 copies, including four complete sets of directions and necessary accessories. For this reason some of the prices quoted do not agree with those announced by the publishers of the tests. Some publishers sell bulletins of directions separately from the tests and they are not included in an order unless specifically requested, in which case an extra charge is made. After a

school system is supplied with bulletins of directions, it will not be necessary to purchase them with future orders of the tests. Indeed, in the beginning the cost often can be reduced considerably by securing only one set of accessories for more than twenty-five pupils. Especially in cases where large numbers of pupils are being tested is this practical.

In the case of tests or scales designed to be used only by the teacher, so that only one copy is needed for a class, the price is given for a single copy. An attempt has been made to secure accurate prices but one should remember that most publishers reserve the right to change prices without notice. For this reason too much dependence should not be placed upon the prices given. Some publishers allow a discount when tests are purchased in quantities. In many cases the purchaser is required to pay transportation charges in addition to the prices quoted.

DRAWING

Kline-Carey Measuring Scale for Free-Hand Drawing

Part I, Representation

This scale is in reality four scales. They deal, respectively, with houses, rabbits, human figures in action and trees (brush drawings). The authors have stated that they expect to prepare Part II on design and composition and Part III on color. The four scales are contained in a booklet which also discusses their construction, etc. The scales themselves are folded inserts so that all of each can be viewed at once.

Johns Hopkins Press, Baltimore, Maryland. Single copy, 60c.

Spink Grading Chart for Mechanical Drawing

This chart or scale includes six steps, each of which contains samples of lettering, numbers and simple drawings. There is a double scale of values, one for use in the grades, the other in high school.

Safety Electric Heater Company, 761 Fourth Avenue, Faribault, Minnesota. Single Copy, 75c.

ENGLISH

A. Composition

Hudelson Typical Composition Ability Scale

This has more or less superseded the author's earlier English Composition Scale. It is printed on a single sheet instead of in booklet form, which renders it more convenient. The specimens on the scale are graded in terms of Hillegas values.

Public School Publishing Company, Bloomington, Illinois. \$4.40.

Lewis English Composition Scales

This is a group of five scales measuring the following types of writing: 1. Order letters, 2. Letters of application, 3. Narrative social letters, 4. Problematic

social letters. 5. Simple narration. In their revised form these scales appear in a single pamphlet arranged so that all of any one scale can be in sight at once.

World Book Company, 2126 Prairie Avenue, Chicago, Illinois. Single copy, 25c.

Nassau County Supplement to the Hillegas Scale

As the name implies, this is a revision of the original Hillegas Scale and is considered more satisfactory. It is published in convenient form and has been used very widely.

Bureau of Publications, Teachers College, Columbia University, New York City. Single copy, 8c.

Van Wagenen English Composition Scales

There are three of these scales dealing, respectively, with narration, exposition and description. The scales, with directions, some discussion, and a number of specimens for practice, are contained in a single booklet. All of each scale can be before the eye at once, however. The values of the specimens used in the scales are in terms of Hillegas scale values.

World Book Company, 2126 Prairie Avenue, Chicago, Illinois. Single copy, 25c.

Willing Scale for Measuring Written Composition

This scale is designed to measure separately form value and story value. For this reason it is one of the most useful composition scales.

Public School Publishing Company, Bloomington, Illinois. Single copy, 9c.

B. LANGUAGE AND GRAMMAR

Briggs English Form Test

Forms Alpha and Beta

These tests, which are especially intended for use in the junior high school, measure a pupil's knowledge of the most common elements of form.

Bureau of Publications, Teachers College, Columbia University, New York City. \$1.80.

Charters Diagnostic Grammar Tests

Pronouns, Verbs, Miscellaneous A; Forms 1 and 2 of each

These differ from the Charters Diagnostic Language Tests in that they test knowledge of grammatical rules as well as language usage. They are suitable for junior high-school use.

Public School Publishing Company, Bloomington, Illinois. \$1.50.

Charters Diagnostic Language Tests

Pronouns, Verbs, Miscellaneous A and B; Forms 1 and 2 of each

Although especially intended for use in Grades III to VIII, these tests are suitable for use with high-school freshmen, and perhaps also with sophomores. They are based upon the language errors made by school children and are both general and diagnostic.

Public School Publishing Company, Bloomington, Illinois. 80c.

Cross English Test

Forms A, B and C

This test, which is intended for use in either high school or college, measures the ability to use correct grammatical forms and acceptable sentence structure.

World Book Company, 2126 Prairie Avenue, Chicago, Illinois. \$5.20.

Kirby Grammar Test

Forms I and II

This is in many ways similar to the Charters Diagnostic Grammar Tests but contains fewer items.

Bureau of Educational Research and Service, Extension Division, University of Iowa, Iowa City, Iowa. \$1.75.

Pressey Diagnostic Tests in English Composition

(a) Capitalization, (b) Punctuation, (c) Grammar, (d) Sentence Structure.

This series of tests is intended to analyze composition into its component parts and to measure each. The tests deal with the errors most commonly made.

Public School Publishing Company, Bloomington, Illinois. (a) and (b), 75c, (c) and (d), \$1.50.

Purdue English Test

Forms 2 and 3 (Form 1 out of print)

This test covers punctuation, grammar, choice of words, literary information, spelling, vocabulary and reading.

Lafayette Printing Company, Lafayette, Indiana. \$3.00.

Starch Punctuation Scale

Form A

This scale may be used from Grade V through high school.

University Cooperative Company, 504 State Street, Madison, Wisconsin. 88c.

Wilson Language Error Test

This test consists of three stories, which may be used as three forms of the test. Each contains a number of language errors to be corrected.

World Book Company, 2126 Prairie Avenue, Chicago, Illinois. \$5.00.

C. READING

Haggerty Achievement Examination in Reading

Sigma 3; Forms A and B

This test consists of three parts—vocabulary, sentence reading, and paragraph reading. Provision is made for combining the three scores secured into a total measure of reading ability. Each of the sub-tests is a power test.

World Book Company, 2126 Prairie Avenue, Chicago, Illinois. \$6.20.

Monroe Standardized Silent Reading Test

Test III; Forms 1 and 2

This test yields measures of both rate and comprehension. In that respect it is different from the other silent reading tests listed here. It is the simplest one to use.

Public School Publishing Company, Bloomington, Illinois. \$1.00.

Stone-Murphy Narrative Reading Scale for the Junior High School

The test consists of a four-page narrative to be read, after which questions based upon it are to be answered. Although somewhat difficult to give, it is included because it is the best of its kind.

Public School Publishing Company, Bloomington, Illinois. \$15.00.

Thorndike-McCall Reading Scale for the Understanding of Sentences

Forms 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10

This is a power test. The scoring is not entirely objective. No measure of rate of reading is secured.

Bureau of Publications, Teachers College, Columbia University, New York City. \$2.00.

Van Wagenen Reading Scales

History Scales A and B

General Science Scales A and B

English Literature Scales A, B, and C

These scales are intended to be diagnostic of the pupil's reading ability as well as prognostic of his probable success in the subjects included. Each consists of a series of paragraphs to be read, after which statements based upon the paragraphs are to be checked according to their truth or falsity.

Public School Publishing Company, Bloomington, Illinois. \$3.00.

D. MISCELLANEOUS

Abbott-Trabue Exercises for Judging Poetry

Series X and Y

These are not recommended for use below the third year of the high school. They are intended to measure appreciation of poetry.

Bureau of Publications, Teachers College, Columbia University, New York City. \$6.00.

Buckingham Extension of Ayres Spelling Scale

The extension includes 505 new words, many of which are more difficult than those in the original scale. They were, however, not chosen in the same manner as Ayres chose his words and hence should not be considered as belonging in a fundamental vocabulary in the same sense as the words in the original scale.

Public School Publishing Company, Bloomington, Illinois. Single copy, 14c.

Sixteen Spelling Scales Standardized in Sentences for Secondary Schools

Each of these scales consists of twenty words incorporated in sentences. Twelve of the scales are easy and the other four are more difficult.

Bureau of Publications, Teachers College, Columbia University, New York City. Single copy, 40c.

Thorndike Test of Word Knowledge

Forms A, B, C, and D

This is a vocabulary test which appears to be intended to take the place of the Thorndike Visual Vocabulary Scales. Pupils indicate the meaning of each test word by underlining one of five word phrases.

Bureau of Publications, Teachers College, Columbia University, New York City. \$1.50.

FOREIGN LANGUAGE

A. LATIN

Godsey Diagnostic Latin Composition Test

Forms A and B

This test requires the selection of the proper forms for use in the sentences and the application of the proper rules. It should probably not be used until near the end of the first year at least. This test is not quite ready for general use, but will be soon.

World Book Company, 2126 Prairie Avenue, Chicago, Illinois. Price not yet announced.

Henmon Latin Tests

Tests 1, 2, 3, 4, and X

Each of these tests consists of two parts, vocabulary and sentences. The first four are of practically equivalent difficulty. Text X contains only half as many words.

World Book Company, 2126 Prairie Avenue, Chicago, Illinois. \$2.00.

Kansas Latin Tests

Tests A, C, D, and E; Form I of each, also Form II of E

All of these are vocabulary tests. The first three deal with English derivatives from Latin, and the last one with pairs of Latin words that mean either the same or the opposite.

Bureau of Educational Measurements and Standards, Kansas State Normal School, Emporia, Kansas. Each test, 50c.

Pressey Test in Latin Syntax

In this test a student is presented with exercises consisting of an English sentence and four Latin translations. The student is asked to choose the correct translation.

Public School Publishing Company, Bloomington, Illinois. \$2.00.

Starch-Waters Latin Tests

This test includes one on Latin vocabulary and one on the translation of Latin sentences.

University Cooperative Company, 504 State Street, Madison, Wisconsin. \$2.00.

Stevenson-Coxe Latin Derivative Test

Forms I, II, and III

This test requires the pupil to match English words with the Latin words from which they are derived.

Public School Publishing Company, Bloomington, Illinois. \$2.00.

Tyler-Presssey Test in Latin Verb Forms

In this test the student is presented with exercises consisting of a Latin verb and four English translations of it. The student is asked to choose the correct one.

Public School Publishing Company, Bloomington, Illinois. \$2.00.

Ullman-Kirby Latin Comprehension Test

Forms I and II

This is a Latin reading test similar to the Thorndike-McCall Reading Scale. The paragraphs to be read are in Latin. The questions are in English and are to be answered in English.

Bureau of Educational Research and Service, Extension Division, University of Iowa, Iowa City, Iowa. \$1.75.

White Latin Test

Forms A and B

This test includes one part which deals with vocabulary and another which deals with translation of Latin sentences. In each exercise the pupil must select the correct answer from several that are given.

World Book Company, 2126 Prairie Avenue, Chicago, Illinois. \$5.00.

B. MODERN LANGUAGE

Handschin Modern Language Tests in French

Silent Reading Tests A and B, Comprehension and Grammar Test A

These tests are suitable for use in either first or second-year classes. Silent Reading Test A requires that the pupil answer in French a series of questions in French, and B that he answer in either French or English a series of questions in English concerning a paragraph in French.

World Book Company, 2126 Prairie Avenue, Chicago, Illinois. \$2.00.

Handschin Modern Language Test in Spanish

Silent Reading Test A

This is similar to the Handschin French Silent Reading Test A.

World Book Company, 2126 Prairie Avenue, Chicago, Illinois. \$2.00.

Henmon French Tests

Tests 1, 2, 3, and 4

These tests are similar in form to the Henmon Latin Tests. Each consists of two parts—vocabulary and sentences.

World Book Company, 2126 Prairie Avenue, Chicago, Illinois. \$2.00.

Wilkins Prognosis Test in Modern Languages

This test is to be used for determining the probable ability of students to learn modern foreign languages (French or Spanish). The first part is to be given at the very beginning of the study of the language, the second part after four weeks of study. *World Book Company, 2126 Prairie Avenue, Chicago, Illinois. \$6.40.*

HOME ECONOMICS

Illinois Food Test—an Information Test on Foods

This test is intended to measure information and judgment concerning the preparation of food.

Public School Publishing Company, Bloomington, Illinois. \$3.00.

King-Clark Food Test for Grades 6 thru 12

This is essentially a test of information concerning foods, their effects and preparation.

Indiana University Book Store, Bloomington, Indiana. \$1.40.

Murdoch Analytic Sewing Scale for Measuring Separate Stitches

This scale consists of five specimens of each of five varieties of stitches.

Bureau of Publications, Teachers College, Columbia University, New York City. Single copy, 25c.

Murdoch Sewing Scale

This scale is composed of fifteen plates each giving three views of a sample of sewing.

Bureau of Publications, Teachers College, Columbia University, New York City. Single copy, \$1.50.

MATHEMATICS

Douglass Standard Diagnostic Tests for First Year Algebra

Series A and B; Forms I and II of each

Series A deals with the fundamental operations, including addition and subtraction, multiplication, division, and solution of simple equations.

Series B consists of tests in the following: fractions; factoring; formulae and fractional equations; simultaneous equations; graphs; square roots, exponents and radicals; and quadratic equations.

Bureau of Administrative Research, College of Education, University of Cincinnati, Cincinnati, Ohio. Series A, \$1.72; Series B, \$3.62.

Hotz Algebra Scales

Test 1, Addition and Subtraction

Test 2, Multiplication and Division

Test 3, Equation and Formula

Test 4, Graphs

Test 5, Problems

Series A and B. The former is an abbreviated form of the latter.

Bureau of Publications, Teachers College, Columbia University, New York City. Each test \$3.70, except Test 4, which is \$4.25.

Illinois Standardized Algebra Tests

The four tests of this series are confined to simple equations. Each test is done separately and yields a measure of a student's skill in solving the type of equation included in the test.

Public School Publishing Company, Bloomington, Illinois. \$2.50.

Minnick Geometry Tests

Test A, Drawing of figures

Test B, Stating of hypotheses and conclusions

Test C, Recalling facts and figures

Test D, Selecting and organizing facts to produce a proof.

Public School Publishing Company, Bloomington, Illinois. Each test, \$2.50.

Rogers Test of Mathematical Ability

This is a series of six tests designed to be used for prognostic purposes and not to measure the results of teaching.

Bureau of Publications, Teachers College, Columbia University, New York City. \$9.00.

Starch-Hemenway Geometry Test

Series A

This test deals with definitions, theorems, and problems in plane geometry.

University Cooperative Company, 504 State Street, Madison, Wisconsin. \$3.00.

MUSIC

Beach Standardized Music Tests

Series I

These tests are intended to measure knowledge of notes, melodies, tones, and other fundamentals of music.

Bureau of Educational Measurements and Standards, Kansas State Normal School, Emporia, Kansas. \$5.40.

Kwalwasser-Ruch Test of Musical Accomplishment

This test contains ten sub-tests which deal with the knowledge of musical symbols, terms, etc., with the recognition of pitch and melodies and with the detection of errors.

Bureau of Educational Research and Service, Extension Division, University of Iowa, Iowa City, Iowa. \$5.00.

Seashore Music Talent Chart

This is a chart upon which pupils are to be rated according to their judgments of certain musical qualities of phonograph records. Five records are used and the judgments made deal respectively with pitch, intensity, time, consonance, and memory.

Columbia Graphophone Company, New York City. Each record, \$1.50.

PHYSICAL SCIENCE

Dvorak General Science Scales

Forms R-1, S-2 and T-2

Form R-1 is to be used rather early in the year, whereas the other two are duplicates and should be used somewhat later.

Public School Publishing Company, Bloomington, Illinois. \$2.00.

Gerry Tests of High School Chemistry

Forms A and B

These tests are intended to measure information derived from the study of chemistry. A few of the exercises demand the working of problems or the solution of equations.

Harvard University Press, Cambridge, Massachusetts. \$5.00.

Glenn-Obourn New Types of High School Physics Tests for Investigational and Instructional Purposes

Forms A and B

This series of tests includes five booklets which deal with mechanics, heat, electricity, sound and light. The single tests are to be given from time to time as part of the regular classroom work. Only a limited supply is available at present. A revision probably will appear soon.

Earl R. Glenn, Lincoln School of Teachers College, 425 West 123 Street, New York City. \$30.00.

Glenn-Welton New Types of High School Chemistry Tests for Instructional Purposes

The test booklet contains thirty-six tests which deal with as many different topics of chemistry. The subject-matter included is common to the most widely used textbooks. The tests are intended to be given from time to time as a regular part of the classroom work. Only a limited supply is available at present. A new edition probably will appear soon.

Earl R. Glenn, Lincoln School of Teachers College, 425 West 123 Street, New York City. \$45.00.

Iowa Physics Tests

Series A—Mechanics

Series B—Heat

Series C—Electricity and Magnetism

Forms I and II of each

Each test consists of about a dozen exercises dealing with the particular part of physics indicated by the title.

Public School Publishing Company, Bloomington, Illinois. \$2.00.

Michigan Botany Test

This test deals chiefly with botanical information, although in one sub-test an element of reasoning may enter.

Public School Publishing Company, Bloomington, Illinois. \$2.00.

Powers General Chemistry Test

Parts A and B

The test consists of two parts. The first measures range of information and the second ability to do tasks in chemistry.

World Book Company, 2126 Prairie Avenue, Chicago, Illinois. \$5.20.

Rich Chemistry Tests

Forms Gamma and Epsilon

These tests measure ability to think, ability to solve numerical problems, information, and habits and knowledge required for laboratory work. They may be used in either first or second-year chemistry.

Public School Publishing Company, Bloomington, Illinois. \$4.60.

Ruch-Cossmann Biology Test

Forms A and B

This test represents an attempt to measure the commonly taught subject-matter of botany and zoology. The items included are based upon a study of examination questions.

World Book Company, 2126 Prairie Avenue, Chicago, Illinois. \$6.00.

Ruch-Popenoe General Science Test

Forms A and B

This test covers a fairly wide range of general science material of the sort usually taught in the junior high school.

World Book Company, 2126 Prairie Avenue, Chicago, Illinois. \$6.00.

Starch Physics Test

This is a test consisting of 75 exercises covering the general field of physics.

University Cooperative Company, 504 State Street, Madison, Wisconsin. \$2.00.

Wisconsin General Science Examination

Series A, Nos. 1-22

This series includes a true-false and a multiple-answer test dealing with each of eleven topics.

Eau Claire Book and Stationery Company, Eau Claire, Wisconsin. \$25.00.

SOCIAL SCIENCE

Barr Diagnostic Tests in American History

Series A and B

This is an elaborate series of tests, intended primarily for use in high schools. The author's attempt is to get away from a test which is purely informational.

Public School Publishing Company, Bloomington, Illinois. \$4.00.

Gregory Tests in American History

Test III; Forms A and B

Test III consists of seven parts or sub-tests, six of which cover different periods of time and the seventh miscellaneous facts and dates.

Bureau of Administrative Research, College of Education, University of Cincinnati, Cincinnati, Ohio. \$4.00.

Kepner's Background Test in Social Science

Forms A and B

These tests call for information from the field of history, literature, geography and civics.

Harvard University Press, Cambridge, Massachusetts. \$5.00.

Pressey-Richards Test in Understanding of American History

As was true of Barr's tests, this also represents an attempt to get away from purely factual historical information. It is less elaborate than the former test, but contains many more items.

Public School Publishing Company, Bloomington, Illinois. \$2.00.

Vannest Diagnostic Test on Modern European History

Although this test has not been widely used, it is mentioned as it is practically the only one of its kind. It contains some exercises which call for facts, others which call for thought.

Indiana University Book Store, Bloomington, Indiana. 85c.

Van Wagenen American History Scale, Revised Edition

Information Scale S3

This scale is the only one of the twelve new scales so far published that is intended for high-school use. It deals with the whole period of American history.

Bureau of Publications, Teachers College, Columbia University, New York City, \$3.05.

STENOGRAPHIC AND CLERICAL WORK

Blackstone Stenographic Proficiency Test

Typewriting: Forms A, B, C, D, and E

This is a test in copying a typewritten letter. Both speed and accuracy are scored.

World Book Company, 2126 Prairie Avenue, Chicago, Illinois. \$4.00.

Hoke Prognostic Test of Stenographic Ability

The seven sub-tests contained in this test measure qualities which are supposed to be prognostic of stenographic ability. The actual ability to type or write shorthand is not tested.

Gregg Publishing Company, 623 South Wabash Avenue, Chicago, Illinois. \$2.00.

I. E. R. C-1 Clerical Test

This test contains several sub-tests which deal with various phases of clerical ability, and also other abilities prognostic of success in clerical work.

Institute of Educational Research, Teachers College, Columbia University, New York City. \$7.00.

Thurstone Examination in Clerical Work

Form A

This consists of eight sub-tests which deal with a number of the items of work performed by many clerks and which include also certain other features.

World Book Company, 2126 Prairie Avenue, Chicago, Illinois. \$6.00.

Thurstone Examination in Typing

Form A

This test measures ability to type corrected typewritten copy, to tabulate and type items written in longhand and to spell.

World Book Company, 2126 Prairie Avenue, Chicago, Illinois. \$6.00.

INTELLIGENCE

Army Group Examination, Alpha

Forms 5, 6, 7, 8, and 9

This test is included in the list because it has been so widely used in high schools and elsewhere rather than because the writer regards it as of great value for high-school use. It is verbal in nature.

Bureau of Educational Measurements and Standards, Kansas State Normal School, Emporia, Kansas. \$11.00.

Dearborn Group Tests of Intelligence

Series II, Revised Edition, General Examinations C and D

C and D are not duplicate forms, but parts of the test. They are largely non-verbal. These tests are probably not difficult enough to use in the upper years of the high school.

J. B. Lippincott Company, 227 South Sixth Street, Philadelphia, Pennsylvania. \$4.50.

Haggerty Intelligence Examination

Delta 2

The six sub-tests of this examination contain both verbal and non-verbal material. The test is scarcely difficult enough to use in the upper years of high school.

World Book Company, 2126 Prairie Avenue, Chicago, Illinois. \$6.32.

Herring Revision of the Binet-Simon Tests

Form A, Groups A, B, C, D, and E

This is a scale of tests for individual use which gives results closely approximating those obtained from the Stanford Revision. The five groups mentioned above differ in length. Each includes all of the tests in the previous group and some additional ones.

World Book Company, 2126 Prairie Avenue, Chicago, Illinois. Single copy and 100 record cards, \$5.00.

Miller Mental Ability Test

Forms A and B

This test is satisfactory for use through the junior and senior high schools. It may be given in somewhat less time than most tests intended for similar use. It is entirely composed of verbal material.

World Book Company, 2126 Prairie Avenue, Chicago, Illinois. \$4.20.

Myers Mental Measure

Forms 1 and 2

This is a non-verbal test intended for use from the lower grades up through the university.

Newson and Company, 623 South Wabash Avenue, Chicago, Illinois. \$8.20.

Otis Group Intelligence Scale

Advanced Examination; Forms A and B

This scale may be used for testing from the fifth grade up through college. It deals entirely with verbal material.

World Book Company, 2126 Prairie Avenue, Chicago, Illinois. \$6.40.

Otis Self-Administering Tests of Mental Ability

Higher Examination: Forms A and B

The directions for this test are so clear that all that the person giving the test needs to do is to hand out the test blanks, collect them when the time is up, and see that the proper order prevails. It is adapted for use in high school and above. The material contained in the test is all verbal.

World Book Company, 2126 Prairie Avenue, Chicago, Illinois. \$3.60.

Stanford Revision of the Binet-Simon Tests

This is generally considered to be the best individual intelligence scale in the English language. It is by far the most widely used.

C. H. Stoelting Company, 3037 Carroll Avenue, Chicago, Illinois. Single set and 100 abbreviated records, \$15.05.

Terman Group Test of Mental Ability

Forms A and B

This is a verbal test suitable for use in the junior and senior high schools.

World Book Company, 2126 Prairie Avenue, Chicago, Illinois. \$5.40.

Trabue Mentimeters

Group 2a

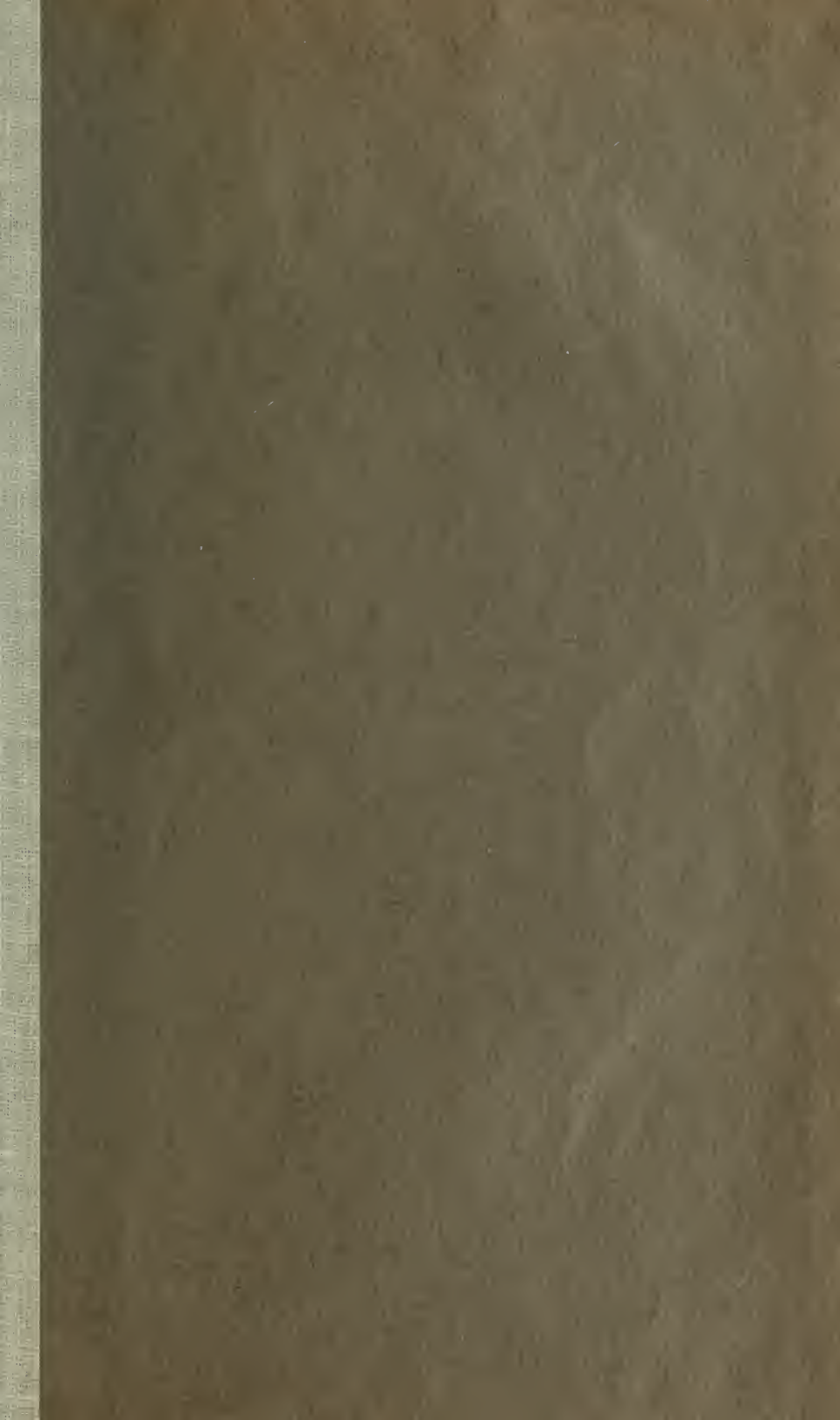
This group consists of eight mentimeters or tests which vary so in difficulty that the group may be used from the kindergarten through the university. It includes both verbal and non-verbal material.

Doubleday, Page and Company, Garden City, New York. \$6.50.

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