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Tests & Study Guides in Literature for Secondary Schools

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Nance,

Ida B.

1932

TESTS AND STUDY GUIDES IN LITERATURE
FOR SECONDARY SCHOOLS

BY

IDA B. NANCE

A THESIS

SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS

WESTERN KENTUCKY STATE TEACHERS COLLEGE

AUGUST, 1932

Approved:-

Major Professor

Department of English

Minor Professor

Graduate Committee

J. C. Grish

PREFACE

The preparation of this report, although attended by the usual tedious and strenuous efforts given to such work, has been a real pleasure. The writer has kept in mind teachers of English in small town and county high schools, and she has tried to bring together a body of material that might be helpful to them in actual teaching situations.

Acknowledgements are due to Dr. Earl A. Moore, of the English Department of the Western Kentucky State Teachers College, for his patient and careful supervision of the work.

Thanks are due to my mother and to Mr. and Mrs. H. D. Mayer, who have materially facilitated the work of preparation, and to Dr. Gordon Wilson, Head of the Department of English in the Western Kentucky State Teachers College, for encouragement given all along the way.

Thanks are also due the numerous companies who have responded promptly and courteously to requests for information; especially do I appreciate the personal letters of information from the Palmer Company and the generous samples of material furnished by Smith, Hammond and Company.

Dr. H. C. Rinsland, of the College of Education, University of Oklahoma, gave kindly encouragement and information. Mr. L. C. Curry, Principal, and Miss Belle Potter, Head of the English Department, of the Bowling Green (Kentucky) High School, supplied helpful material.

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CHAPTER I

P R O B L E M

PURPOSE OF THIS INVESTIGATION

There is a bugbear that confronts every teacher of high-school English. It is the bugbear of Reports on Collateral Reading! This study is not concerned solely, not even primarily, with collateral reading; yet the story of how this study came about is closely connected with that old bugbear.

One day, while burdened with the duties of the ordinary English teacher in the small high school, as I worried over the book reports that must consume time and energy so badly needed for other phases of the work, a ray of hope came to me. I received a sample of the Hadsell-Wells objective tests on English and American classics! I realized that efforts were being made to solve the problem, and that eventually enough territory would be covered in this field to materially lighten the proverbial drudgery of the English teacher. Before long I heard of other sets of objective tests applicable to books assigned for collateral reading.

Then I was curious to know just how many publishers were interested in this line of work. Therefore, when the time came to choose a thesis subject, I immediately said Objective Tests Applicable to Collateral Reading. Having been told "nothing has been done along that line--almost nothing at all," I decided to extend my investigations to include any and all tests in high-school literature--tests for comprehension and appreciation, survey and achievement tests, and tests designed for

collateral reading. Each phase of the study has been interesting, but I fear that I have remained somewhat partial to the unit first begun and have perhaps given it a bit more consideration than the other divisions have received.

I have said that this is not a study primarily of collateral reading; neither is it a study of curriculum-building or of methodology for the English classroom. But a study of tests is of little value unless the tests studied are (when of value) to be used; so I have attempted to make a practical application of the information acquired and to show not merely what tests are available but what relief and assistance is available for teachers through these tests.

One other thing should be explained, perhaps, before going on with this report. In preparing it I have had in mind constantly the English teacher in the smaller high schools, those schools with an enrollment of five hundred or less; for in these school systems are usually found the English teachers with the heaviest pupil-hour load and the least opportunity to do effective, artistic work.

METHOD OF PROCEDURE

The first step in this investigation was an effort to find what tests were on the market and to secure specimens of each publisher's products. I used the lists of publishers whose books were adopted in the Kentucky schools, both elementary and high, and supplemented those with the list of publishers of English texts and high-school library books from The United States Catalog, Books in Print, January 1, 1928. To each publisher I sent a statement that I was making this study and that I should appreciate information in regard to their publications

in the field of objective tests. The publishers responded very promptly and very courteously. Finally I submitted to Mr. David Segel, Specialist in Tests and Measurements, of the Office of Education, United States Department of the Interior, a list of the tests which I had secured and asked him to supplement my list. He suggested three sets which I had not secured before I received his letter.

In the meanwhile I investigated magazine articles and books written since 1900. The purpose of my reading was twofold; (1) to see what progress had been made in new-type testing and (2) to find the attitude of the teachers of English toward a broader curriculum and changing methods; in other words, I wanted to know whether or not the objective tests, which seemed to me to be making possible an extended curriculum with a saving of labor, were being used and appreciated or were being rejected as ineffective.

In the third step of the investigation I attempted to describe each test now available for use in senior high-school English, following this with a bit of criticism of these tests.

Last, but equally important to the value of this paper, if some one of the group of whom I have thought as I worked should chance to peruse these pages, is an attempt to apply the result of the investigation to classroom work and to collateral reading.

KINDS OF TESTS AND STUDY-GUIDES AVAILABLE

As may be seen from Chapter III of this report, there are now available many sorts of literature tests, both as to form or type of test and as to the purpose of the test. There are tests to determine the student's comprehension and his appreciation of literature; there are tests of general information in the fields of literature, tests which may be used

for class or school surveys, and tests which, when answered completely, merely say, "I have read the book."

As to the types of test now in use we find the recall, the true-false, the multiple-response, the matching, and the rearrangement types, with variations under each. In many instances we find the tests standardized, including two or more forms of the same test.

A few guide-books have been worked out along the lines of the contract plan so popular in recent years; these seem to offer hope for the very busy teacher who would like conscientiously to look after the individuals who are capable of greater accomplishment than the class in general.

PRINCIPLES OF TESTING

There are a few principles of testing to which all will agree--both the examiners and those examined. Among them are:

1. Tests should be impartial--uniform for all.
2. Tests should be just to the pupils--should parallel the teaching, which in turn should parallel the curriculum.
3. Tests should be thorough--the larger the sampling the fairer the test.
4. Tests should be economical of time--eliminating non-essential elements.
5. Tests should encourage clear thinking.
6. Tests and the conditions under which they are given should reduce emotional disturbances to a minimum.
7. Tests should have a motivating effect upon the learning of the pupils.
8. Tests should come at frequent intervals where progress is to be measured or motivated.

Put into more modern phraseology these principles may be expressed

thus as the "ear marks" of a satisfactory examination:

- I. Validity
- II. Reliability
 - A) Objectivity
 - B) Extensivity or adequacy
- III. Ease of administration and scoring
- IV. Norms or standards for evaluation of results
- V. Availability of equivalent or duplicate forms¹

These criteria are applied to the tests discussed in Chapter III of this report.

¹

G. H. Ruch, The Objective or New-Type Examination (Chicago, Scott, Foresman and Company, 1929), p. 27.

CHAPTER II

PREVIOUS WORK IN THIS FIELD

INTRODUCTION

The purpose of this chapter is to trace briefly the progress of investigations and the development of tests in the field of high-school English through the last four decades.

The testing movement in English has grown up as other movements in the field have developed; and if it is not an outgrowth of these other investigations, there is a very close relationship between the studies of testing and the various studies of curricula, methodology, and reading tastes of high-school pupils. In fact, tests are not built where there is no curriculum nor where there is scant likelihood of tests being applied, and the type of test built depends upon the purpose of the testing and the objectives of the teaching.

The investigations cited in this chapter are only a small part of the large total of investigations that have been made, but I have attempted to give a sufficient sampling to show the trend of recent thinking.

Probably no better introduction to the subject could be found than the following paragraphs from a report made by Monroe and others in 1926:¹

"The chronological placement of the beginning of the educational research depends upon the interpretation given to the term. If educational measurements and the use of objective data are made the significant characteristics, Rice's work initiated in 1894 may be taken as the beginning of our present interest in educational research.

1

W. S. Monroe and others, Ten Years of Educational Research, 1918-1927, University of Illinois Bulletin, No. 42, August 21, 1928.

"Although Rice's work did not bear immediate fruit, it was a source of inspiration to Thorndike, Curtis, Stone, Ayers, and others, who have contributed to the research movement. Soon after 1910, the construction of educational tests became the most conspicuous phase of educational research, although activities were not confined to this field."²

"To sum up in a few sentences the status of the educational measurement movement at the beginning of 1918, the following generalizations may be made. Many school administrators and others were still definitely hostile and probably still more were neutral toward the movement, but it had passed its most critical period from the standpoint of survival, and had acquired considerable momentum. A number of well-standardized and widely used achievement tests in the elementary-school subjects and also several excellent individual intelligence scales were available. Few standardized tests had appeared in the high-school subjects, and group intelligence tests were in their infancy."³

"One of the marked characteristics of the movement since 1918 has been the development of high-school tests. Beginning in algebra, geometry, Latin, English, composition, and one or two other subjects, they have been developed until now [1928] the number available in many secondary subjects runs from ten up to twenty or thirty and in practically every subject there are at least three or four. However, test development in this field will probably never be equal to that in the elementary field, because of the somewhat different nature of the desired outcome of the instruction."⁴

OTHER STUDIES THAT HAVE BEEN MADE

In 1902 what was probably the first "statistical study" of English literature in the high school was made by Allan Abbott of the Horace Mann High School, New York City. He investigated "The Reading Tastes of High School Pupils"⁵ with the purpose of finding how popular, not how valuable as literature, were the books in the list which he had compiled.

²

Ibid., pp. 30,31.

³

Ibid., p. 96.

⁴

Ibid., p. 106.

⁵

Allan Abbott, "Reading Tastes of High-School Pupils," The School Review, X (1902), 585-600.

Mr. Abbott felt that a person choosing literature for boys and girls --choosing from a vast mass of constantly growing readable literature-- should have some fixed purpose, something to accomplish by the reading.

He says:

"One object we all certainly have, and to me it seems by far the most important; namely, to open to our pupils' interest the vast field of good literature; to get them really to like to read good books. We who are mature read first of all for pleasure; we get inspiration from books simply because we have learned to take pleasure in sharing the ideas of great minds. Our most obvious task as teachers of literature is to win the hearts of our pupils from what is trivial, by showing them the greater interest of books of more permanent value. The principle on which this is done is the simple application of the familiar doctrine of apperception. . . . All new interests are built up on earlier ones."

In making his study Mr. Abbott used the two reading lists in existence at that time--a Harvard pamphlet entitled English in the Secondary Schools and a list included in the report of the subcommittee on English to the National Education Association Committee on College Entrance requirements. Combining these, he had a list of 178 books, which he "submitted to a considerable number of schools." The pupils were asked to mark them according to the following plan:

- 1. Put a zero after the names of books you have read and do not like.
- 2. Put a plus after the names of books you have read and like.
- 3. Put a double plus after the names of books you have read and would like to read again.
- 4. Add to the list any favorite books or poems not included in "it."

"About 6,000 lists were sent out, with the attempt to include schools of all classes, in all parts of the country;" 2,469 boys and girls between the ages of fourteen and nineteen responded, grouped as follows: Boys: 92 14-year-olds, 212 15-year-olds, 255 16-year-olds, 194 17-year-olds, 99 18-year-olds, 37 19-year-olds, a total of 889; Girls:

192 14-year-olds, 356 15-year-olds, 456 16-year-olds, 352 17-year-olds, 170 18-year-olds, 54 19-year-olds; a total of 1580. The data as collected are recorded in Table I. This table lists all books reported as read by as many as one-third the number of pupils of each age. "Opposite each book, and in the columns of the several ages, are two sets of numbers, the upper representing the boys, the lower girls. The numbers represent the percentage of the readers of a book who marked it zero, plus, or double-plus."

Mr. Abbott generalizes thus from the data which he collected:

"High-school boys and girls are frankly young; they lack subtlety, complexity of interest, minute insight, and sense of form, and consequently they do not relish these qualities in books. Their interest is always in content rather than style; in the direct story rather than in one to any degree satiric or symbolic. They do not care for the attempt of one man to interpret the ideals of another, for literary criticism, nor for experiments in rhetorical art.

"There is a striking difference between the tastes of boys and of girls. Take for instance the authors that are liked by pupils of practically all ages; the distribution according to sex is as follows:

"Boys, alone, like: Blackmore, Cooper, Churchill, Dumas, Ford, Henty, Hughes, Kipling, and Stevenson.

"Girls, alone, like: Alcott, Barrie, Brontë, Bulwer, Lamb's Shakespeare, Stowe, and Tennyson. Many of these were on the list supplied by the pupils and were not presented in the table reproduced in this study.

"These lists show the prevailing love of adventure on the part of boys and of sentiment on the part of girls; but they also show that the two tastes are not irreconcilable; that the boys and girls have a common meeting ground in books rich in both feeling and incident. They also reveal (what may cause us to modify somewhat our former conclusions) that boys and girls like the novels of the day, whatever the subject, and that they enjoy the study of manners and of daily life if it is the study of their own daily life, or if it is somewhat overdone--perhaps a bit caricatured."

Mr. Abbott found also that as the pupils increased in age there was a ripening in taste, consisting largely in an increasing interest in realism, in the study of the world as it lies about us--although they were still idealists and did not want the world sneered at, as

TABLE I
Reading Tests of High School Pupils--Allan Abbott's Study

	Age 14	Age 15	Age 16	Age 17	Age 18	Age 19
	Q + ++	Q + ++	Q + ++	Q + ++	Q + ++	Q + ++
Addison: Sir Roger Papers						
	Boys					
	Girls					
Bunyan: Pilgrim's Progress	21 68 11	23 59 13	20 63 17	14 66 20	12 75 18	12 73 15
	14 59 27	13 69 18	13 64 23	18 64 18	9 67 24	4 72 24
Coleridge: Ancient Mariner						
Cooper: Last of the Mohicans	4 42 54	6 47 47	8 63 29	3 66 31	4 77 19	11 56 33
			2 44 54	5 70 25	8 71 21	3 80 70
Cooper: The Spy	9 50 41	9 57 34	2 53 45	1 52 47	5 36 59	60 40
Defoe: Robinson Crusoe	8 69 23	5 72 23	7 68 25	9 62 29	11 50 39	17 58 25
	6 69 25	8 74 18	8 79 13	1 51 48	2 53 45	
Dickens: David Copperfield						
Dickens: Tale of Two Cities						
	3 44 55	10 39 51	4 51 45	6 55 39	7 75 18	57 43
				3 52 45	5 37 58	12 44 44
Goldsmith: Deserted Village						
	14 51 35	3 52 45		8 51 41	4 43 48	12 38 50
	7 68 25	3 76 21		13 68 19	8 61 31	0 67 33
Goldsmith: Vicar of Wakefield						
	8 72 20			1 66 33	3 64 33	5 73 17
				12 63 25	13 70 17	0 72 28
Hale: Men Without a Country						
	6 62 32			8 75 17	12 56 32	13 58 29
				9 46 45		0 38 62
Hawthorne: House of Seven Gables						
	11 66 23			26 55 19	10 31 9	33 61 6
	11 59 30	16 69 15	7 80 13	12 76 12	9 83 9	12 63 25
	9 63 28	6 71 25			7 78 15	0 93 7
	12 73 15	15 74 11				
	17 62 21	15 71 14	13 63 19	19 70 11	16 68 13	6 69 25
	22 53 25	13 68 19		14 60 16	15 75 10	11 85 4
	10 66 24			15 64 21	16 65 19	
	6 44 50	7 52 41	9 60 31	4 58 38	8 24 68	5 76 19
	19 51 30	10 54 36	6 61 33	8 68 24	10 56 34	17 61 22
	8 75 17	3 72 25	4 79 17	3 76 21	4 79 17	4 55 40
	6 67 27	6 65 28	2 73 25	3 77 20	5 73 22	0 67 33
	(No boys)					
	1 50 49	2 48 50	1 55 44	3 57 40	0 61 39	7 71 22

TABLE I (Continued)
Reading Tastes of High School Pupils--Allan Abbott's Study

	Age 14	Age 15	Age 16	Age 17	Age 18	Age 19
Lincoln: Gettysburg Speech	0 + ++	0 + ++	0 + ++	0 + ++	0 + ++	0 + ++
Boys	4 71 25	4 65 31	3 73 24	1 63 36	8 61 31	28 66 36
Girls	7 63 30	4 79 17	6 71 23	4 70 26	1 72 27	
Longfellow: Courtship of Miles Standish	1 45 54	1 60 39	1 60 39	1 68 31	1 62 37	
Evangeline	3 67 30	5 55 40	4 57 34	1 58 41	7 55 38	8 67 25
Tales of a Wayside Inn	1 33 66	1 45 54	1 48 51	0 46 54	1 49 50	0 65 35
Lowell: Vision of Sir Launfal		5 60 35	7 79 14	1 77 22	3 74 23	0 77 23
		17 58 25	2 74 24	2 79 20	4 67 29	0 81 19
Scott: Ivanhoe	6 63 31	4 66 30	17 60 23	3 69 28	5 68 27	0 69 31
	2 49 49	6 41 53	2 65 33	7 36 57	1 68 31	2 58 40
Kenilworth	10 44 46	3 46 46	4 48 48	6 52 42	3 37 60	0 48 52
Lady of the Lake			5 50 45	4 51 45	4 51 45	2 48 50
Hamlet	13 59 28	4 44 52	6 46 48	4 57 39	4 50 46	3 70 27
	1 30 69	1 46 53	3 63 34	8 60 32	3 60 37	9 51 37
Shakespeare: Hamlet		22 55 23	1 49 50	2 55 43	3 55 42	0 67 33
			13 64 23	11 72 17	5 74 21	
Julius Caesar			5 75 20	3 76 21	7 60 24	4 72 24
		6 63 31	2 69 29	1 68 31	14 67 19	7 57 36
Macbeth			3 66 31	4 73 33	7 68 25	3 60 37
				4 68 28	5 70 25	5 66 29
Merchant of Venice				2 69 29	0 83 17	5 50 45
		5 62 33	7 61 32	4 70 26	1 71 28	10 56 34
Midsommer Night's Dream		1 53 46	1 57 42	1 71 28	0 68 32	0 59 41
					1 56 43	0 77 23
Stevenson: Treasure Island	4 37 59	6 46 48	5 48 47	1 75 24	3 69 28	15 62 23
Swift: Gulliver's Travels	23 61 16	12 57 31	12 68 20	7 51 42	3 67 30	0 68 32
		23 55 22		13 70 17		6 72 72
Wallace: Ben Hur	9 63 28		2 49 49		19 67 14	20 70 10
				5 47 48	6 49 45	
Whittier: Snow-Bound	4 67 29	6 68 26	6 68 26	2 36 62	2 48 56	
	1 53 48	5 56 41	3 65 32	4 54 32	6 76 18	9 69 22
				1 73 26	4 68 28	0 76 22

Swift treats it.

In 1910-1912 another study was made by the Illinois Association of Teachers of English under the leadership of Mr. McConn.⁶ Near the end of the semester teachers wrote on the board a list of the classics studied during the semester and asked the pupils to copy the titles in the order of their preference, putting first in the list the book which they themselves liked best and felt they got the most out of, and so on.

After discarding some responses there remained the rankings of 5,803 students, representing 209 high-school classes. The results of the investigation are summed up by Mr. Crow as follows:

"The highest twelve classics from a list of 41 receiving from 100 to 1,000 ratings are in order of ranking: Tale of Two Cities, Last of the Mohicans, Ivanhoe, Hamlet, Enoch Arden, Silas Marner, Macbeth, Lady of the Lake, Merchant of Venice, Idylls of the King, As You Like It, and Treasure Island; the lowest twelve of the same list beginning at the bottom were: Emerson's Essays, Essay on Burns, Sesame and Lilies, Ancient Mariner, Deserted Village, Macaulay's Johnson, Franklin's Autobiography, Chaucer, Falgrave, Twelfth Night, Iliad, Sir Roger de Coverley.

"It is admitted that many minor distinctions are disregarded in this totaling. . . . Such broad generalizations as 'pupils like best what is easiest,' 'high school pupils care only or mostly for narrative,' and 'classics which have come to be well edited, and with which teachers have had experience, are the ones that succeed' are not supported by the findings of the study.

"The explanation given is that the popular books are uniformly those containing vivid and dramatic presentations of human life, with strong ethical import; while the books that are distinctly disliked are those in which the primary appeal is aesthetic, stylistic, which convey their message indirectly through their beauty or humor, or which present human life, not with bold plainness but delicately, lightly, subtly."⁷

In 1924 Charles Sumner Crow published an investigation of high-

6

Bulletin of The Illinois Association of Teachers of English, 1912.

7

Chas. Sumner Crow, Evaluation of English Literature in the High School, Contributions to Education, No. 141 (New York, Teachers College, Columbia University, 1925).

school literature that he had made in 1917-18.⁶ He presented to 2,000 seniors in twenty schools in and around New York City, New York, Pittsburgh, Pennsylvania, and Charleston, West Virginia, ninety-four classics selected from various courses of study and reading lists, asking each pupil to rank the classics on five counts. Four of the scales corresponded to the following four social ends of teaching literature as set up by various courses of study and books on education:

1. To interest and entertain the pupil in his literature reading and study so that he will form the purpose and habit of reading books of a like type during his leisure time.

2. To inspire the pupil with high ideals of character, loyalty, love, service, etc., which, as purposes and standards, ought to give needed direction and control to his life.

3. To give the pupil an appreciation of a given masterpiece as a work of art through emphasizing elements of beauty in both thought and form of expression.

4. To lead the pupil to recognize the permanent value of books, to make him feel that a given high class book, for instance, is desirable, is just the kind of book he should like to own, to read again and again and to have his friends read.

The pupils were asked to grade the classics that they had studied in class or had read, either for class reports or for entertainment, by means of a +3, +2, +1, a zero, or a -1, -2, -3--the +3 indicating the highest degree of desirable quality and the -3 indicating the highest degree of the opposite (the undesirable) quality. The classics were rated in that way on five separate scales:

Scale 1. "Interesting, entertaining, excellent for leisure time as opposed to tiresome, irksome."

Scale 2. "Inspiring, gave high ideals of character, loyalty, love, service, etc., as opposed to the negative."

Scale 3. "Artistic, impressive for beauty of thought and expression, versus the negative."

Scale 4. "Permanently valuable--just the kind of a book to own, to read again and again, and to have one's friends read--versus the negative."

Scale 5. "Easy to read and study versus difficult to read and study."

By tabulating the results of a given classic only when it had been

⁶ Ibid., pp. 8 and 29-34.

read or studied by at least 100 of the 2,000 pupils reporting, the number of the classics was reduced from 94 to 74. Judgments were tabulated for 1,320 seniors. Table II shows the way the pupils ranked the classics under each scale, No. 1 being the highest rank (most popular) and No. 74 being the lowest. I have made no attempt to show the medians which Mr. Crow gives for both boys and girls and for books read as distinguished from those studied intensively. Which gives better results--close class study or cursory reading--will be discussed in Chapter IV of this report.

In the spring of 1925 Dr. Irion made a study of the difficulties which ninth grade pupils find in the study of literature.⁹ He felt that there was a great need of definitely determining the difficulty of the literary materials presented to the students in terms of student ability to comprehend the selections offered. As a step toward such a grading of literary materials he undertook to determine the following:

1. Is it possible to obtain an approximately accurate measure of a student's literary comprehension ability?
2. Does this ability vary greatly with different types of literary materials?
3. When students fail in literary comprehension, wherein do their failures primarily consist?
 - a. To what extent does word knowledge enter into successful literary comprehension?
 - b. Is the comprehension of difficult expressions intimately connected with such comprehension?
 - c. How are comprehension failures related to inability to get conclusions from the readings?
 - d. Do students fail significantly in their ability to get the main points and the important conclusions from the readings?
 - e. Is there any connection between comprehension and the general informational background of things related to the materials read?
 - f. How are these various factors related to each other?

9

Theo. W. H. Irion, Comprehension Difficulties of Ninth Grade Students in the Study of Literature, Contributions to Education, No. 199 (New York, Teachers College, Columbia University, 1925).

TABLE II
Pupil-Ranking of the Classics--A Summary of Crow's Study

	Scale 1	Scale 2	Scale 3	Scale 4	Scale 5
✓ Daddy Longlegs	1	30	51	10	1
✓ Freckles	2	12	24	4	3
✓ Call of the Wild	3	28	32	8	4
✓ The Crisis	4	6	43	6	17
The Virginian	5	16	44	9	6
Little Women	6	4	25	3	2
Peter Sterling	7	5	27	7	13
Story of the Other Wise Man	8	1	1	1	8
Helen Keller's Story of my Life	9	2	7	2	10
✓ Jane Eyre	10	22	52	12	9
The Little Minister	11	17	37	13	14
Tale of Two Cities	12	14	35	14	31
✓ Silas Marner	13	10	31	22	21
The Gentleman from Indiana	14	36	67	38	12
✓ Ivanhoe	15	31	46	25	33
✓ Poe's Tales and Poems	16	69	30	19	35
Ben Hur	17	7	22	5	41
Man Without a Country	18	3	41	11	19
The Bluebird	19	18	9	15	16
Lorna Doone	20	45	55	28	25
✓ Evangeline	21	13	2	16	24
✓ Lamb's Tales of Shakespeare	22	55	53	23	18
✓ David Copperfield	23	20	47	17	29
✓ Enoch Arden	24	23	18	18	27
✓ Dr. Jekyll and Mr. Hyde	25	68	74	52	30
Mill on The Floss	26	27	38	21	26
✓ Courtship of Miles Standish	27	35	23	26	20
✓ Last of the Mohicans	28	43	62	35	34
✓ Merchant of Venice	29	29	40	30	44
✓ Dog of Flanders	30	21	45	31	15
✓ Macbeth	31	39	49	41	62
Jungle Books	32	70	64	34	7
✓ Hamlet	33	52	48	32	53
✓ Rip Van Winkle	34	73	73	65	11
Black Beauty	35	51	59	37	5
✓ As You Like It	36	56	59	44	43
Lady of the Lake	37	37	10	29	40
The Princess	38	49	26	27	45
King of the Golden River	39	47	61	53	33
Oh Captain, My Captain	40	26	13	33	22
House of Seven Gables	41	57	65	60	37

TABLE II - (Continued)
 Pupil-Ranking of The Classics--A Summary of Crow's Study

	Scale 1	Scale 2	Scale 3	Scale 4	Scale 5
Vicar of Wakefield	42	32	59	39	32
Snow-Bound	43	61	14	43	28
Midsummer Night's Dream	44	66	54	47	46
Julius Caesar	45	40	58	51	57
Burns's Poems	46	34	16	20	47
Excelsior	47	11	3	24	39
Idylls of the King	48	24	11	30	53
Schubert and Rastum	49	42	42	59	56
Ancient Mariner	50	47	36	55	50
Twice Told Tales	51	71	70	63	36
Columbus	52	19	20	45	23
The Golden Treasury	53	46	15	40	60
The Prisoner of Chillon	54	53	28	53	54
Franklin's Autobiography	55	9	65	37	42
Henry Esmond	56	43	68	66	66
Vision of Sir Launfal	57	15	19	48	51
The Iliad	58	67	60	64	67
Thanatopsis	59	38	4	42	64
Chambered Nautilus	60	38	5	49	53
Elegy in a Country Churchyard	61	54	12	46	49
The Odyssey	62	72	66	70	60
Lines to a waterfowl	63	58	21	56	43
To a Skylark	64	60	3	54	52
Deserted Village	65	61	29	67	55
L'Allegro	66	59	6	69	69
Sesame and Lilies	67	8	30	50	71
Le Coverley Papers	68	62	75	72	59
Il Penseroso	69	65	17	71	70
Webster's Bunker Hill Oration	70	41	34	31	68
Macaulay's Life of Johnson	71	63	71	75	61
Burke's speech on Con.	72	50	50	68	74
Chaucer's Prologue	73	74	69	74	72
Emerson's Essays	74	25	56	62	70

In this study literary comprehension is composed of two large factors--reading comprehension and general interpretative ability. Reading comprehension is measured along these four lines of ability; (1) ability to understand the pivotal words read; (2) ability to understand the more unusual expressions--certain expressive combinations of words; (3) ability to get specific and detailed facts--careful sentence reading; and (4) ability to react to the passage as a whole and to be able to state important points made by the author and the conclusions to which he would lead the reader.

For this investigation Mr. Irion used four test forms each containing five tests and each built up on a different type of literature. Form A was built upon a selection from Cooper's The Spy; Form B, upon Byron's poem "The Destruction of Sennacherib;" Form C, upon a selection from Act I, Scene 3, Shakespeare's Julius Caesar; and Form D, upon a selection from the opening chapter of Darwin's Origin of Species. The pupils tested had not read these in class, and the great majority had not read them at all. Each form contained a test for each of the four abilities named above and a test on general related information.

Some of the conclusions reached by Dr. Irion are these:

1. It is possible to measure with a fair degree of accuracy the literary comprehension of ninth grade pupils.
2. This ability varies markedly with different types of literature--here the poetry types proved most difficult.
3. Literary comprehension as here measured correlates to a considerable degree with intelligence.
4. Literary comprehension as here measured correlates to a considerable degree with such a reading comprehension measure as the Thorndike-McCall scales.
5. It seems that a differentiation between the materials to be used with groups of students on different levels of intelligence is absolutely necessary.
6. The average reading comprehension as compared with the total comprehension possibilities of the selections used is so mediocre that it is very hazardous to proceed on the assumption that students in the ninth grade can read well enough to comprehend literature by merely reading.

7. The indications are that the reading comprehension difficulties are found in connection with all elements that enter into reading comprehension; however, reacting to the large thought units and word knowledge seem to be very significant items.

In 1926 Dr. Burch completed a study at Stanford University which attempted to determine a content for courses in literature "of a suitable difficulty for junior and senior high-school students."¹⁰ As a necessary step in measuring the degree of comprehension necessary for the understanding and enjoyment of literature of varying degrees of difficulty, Dr. Burch prepared a test in two forms, each having three tests. The function of the tests is to measure the student's attainment on each of the three goals which Dr. Burch selected as most representative of those formulated by numerous course-of-study committees whose publications she examined. The goals selected were the following:

1. To enter imaginatively into and vicariously participate in the situations and events set forth on the printed page.
2. To judge the character of the people written about, sense the motives of their conduct, and share their emotional experiences.
3. To understand the ideas expressed in expository writing.

Further discussion of these tests will be given in Chapter III of this study. Dr. Burch worked out measures of central tendency for the regular gifted group with whom Dr. Terman had been conducting a study and for the Watsonville (California) high-school pupils with whom the test was standardized.¹¹

The conclusion is drawn from the experiment that the students in high-school English literature must be divided into ability groups if

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Mary C. Burch, Determination of a Content of the Course in Literature of a Suitable Difficulty For Junior and Senior High School Students, unpublished Ph. D. dissertation, Stanford University, 1926.

¹¹

For Terman's studies see Genetic Studies of Genius, Vol. III, (Stanford; Stanford University Press, 1960).

the instruction is to be effective for the majority of them.

Numerous other investigations in the field of high-school literature in recent years have helped to establish the conviction that not only factual material, as the history of literature and incidents in narrative literature, but comprehension and appreciation of all types of literature may be measured objectively, while investigations of the reading habits and tastes of high-school students have led to more extensive study of the classics and of contemporary writings, with increasing use of brief objective tests for those read outside of class. I shall list with little or no comment some of these studies.

Conkright, Josephine, Historical Backgrounds Necessary for an Understanding of English Literature in the High-School, Master's thesis, Colorado State Teachers College, Greeley, 1928. This is an analysis of the college entrance requirements, the course of study found in Hosis's Reorganization of English in the Secondary Schools, and the literature course in twelve high schools.

Foster, Dorothy V., Analysis of the Content of Ninth and Tenth Grade Literature, Master's thesis, University of Washington, Seattle, 1928.

Hagood, Wendel, A Rating of High-School Literature, Master's thesis, Oklahoma Agricultural and Mechanical College, Stillwater, 1930.

Holaday, Lucile B., The Construction of a Standard Sequence of Literature Selections for Iowa High Schools, Master's thesis, University of Iowa, Iowa City, 1930.

Jones, Norman L., Study of Boys' Interests in Literature, Master's thesis, University of Pennsylvania, Philadelphia, 1929.

Jordan, Kathleen Marie, Tenth Grade Course of Study for Low, Average, and Superior Groups, Master's thesis, University of California, Berkeley, 1930. A course of study was constructed for these groups in drama, novel, poetry, and prose literature, with an outside reading list covering eighteen weeks, or one semester's work.

Kefauver, G. N., The Relationship of Certain Factors to the Content of the Curriculum in English Literature in the Secondary School, Doctor's thesis, University of Minnesota, Minneapolis, 1928.

Intensive analyses were made of the influence of age, sex, grade, intelligence, etc., upon the reactions of pupils to literature.

Broening, Angela Marie, Developing Appreciation through Teaching Literature, Johns Hopkins University Studies in Education, No. 13 (Johns Hopkins Press, Baltimore, 1929).

Gipson, Frieda Mae, Comprehension Difficulties in Twelfth-Grade Literature, Master's thesis, University of Chicago, Chicago, 1930, a study of essays and poems typical of twelfth grade by means of administering objective tests to twelfth-grade students to determine difficulties of these selections to high-school seniors.

Johnson, Allean A., A Test of Ability to Discriminate between Types of Metre in Poetry, Master's thesis, University of Colorado, Boulder, 1930.

Thomas, Mabel, Relationship between Certain Vocabulary Abilities and Literature Appreciation, a study made at North Carolina College of Agriculture and Engineering, Raleigh, 1930. Findings: Literature appreciation can be measured according to the criteria used to check on the results of these tests of literature appreciation.

Engleman, J. O., "Outside Reading," a study made by the Superintendent of Schools, Decatur, Ill., of the voluntary reading done by more than 800 students in the high school of that city. Published in English Journal, VI., No. 1, pp.20-27.

Cain, Wm. R., and Brown, Francis J., "An Evaluation of the Outside Reading Interests of a Group of Senior High-School Pupils," Published in Journal of Educational Sociology, VII. (1932), 437-442.

Logasa, Hannah, "The Voluntary Reading of High-School Pupils," a study by one of the authors of the Logasa-Wright Tests for Appreciation of Literature, based on book-cards of the library circulation, January to June, 1921, lists of requests for books, waiting-list for books, and a questionnaire given to 390 pupils, May 1921. Published in the English Journal, XII (1923), 98-106.

Osborn, Florence Viola, A Study Of the Literary Interests of Eleventh-Grade Students in the Asbury Park (New Jersey) High School, Master's thesis, New York University, New York, 1929.

Williams, Ralph R., A Comparative Study of Extensive and Intensive Teaching of Literature in the Ninth Grade, Master's thesis, University of Chicago, Chicago, 1925. More than 200 pupils in six ninth-grade classes in the Hyde-Park High School, Chicago, were tested as to their comprehension of the selections read by all the classes; as to their memory of the

selections read; improvement in reading comprehension; improvement in word knowledge. Stenographic reports of recitations were made. Data indicate that extensive-reading methods are more effective in achieving the aims of instruction in literature than are intensive-study methods.

CHANGES IN THE FIELD OF HIGH SCHOOL ENGLISH

Secondary education in America has changed greatly in the last forty years; its purpose has changed from preparation for college to preparation for life; its scope has broadened to provide training for people who intend never to go to college. Meeting these changes, and collateral with them, colleges have found it necessary to broaden their entrance requirements.

We are told that the student who was preparing for college in 1897 knew exactly what was expected of him by the colleges that had agreed to the Uniform Entrance Requirements in English. He had to study carefully Shakespeare's The Merchant of Venice, Burke's Conciliation, Scott's Lamion, and Macaulay's Life of Johnson; he had to read intelligently six others, also definitely named with alternatives. Editors published these particular classics filled with notes and aids to study, and ambitious teachers drilled their pupils faithfully and attempted to predict what questions the examiners would ask.¹²

Today the college entrance requirements give a choice between two plans for preparation, the Restrictive and the Comprehensive. The former gives an A list, containing selections for the earlier years in the secondary school, from each group of which two selections are to be made, and a B list, suitable for the closer study of the later years, from

¹²

Jno. L. Haney, "Standardization in English," English Journal XI (1922), 214-221.

which one selection is to be made from each of Groups I and II, and two selections from Group III. The Comprehensive plan makes the same requirements as the Restrictive plan in regard to number and type of books read, but no definite books are prescribed--a merely suggestive list is appended.

There are still two extreme opinions in regard to the content of secondary-school English--the opinion of those who are jealous for the classics, fearing that these time-tested writings will be neglected, and the opinion of those who feel that modern writings deserve a large place in the curriculum. But the exponents of the extreme views are harmonizing their differences, and a search for truth on the part of a majority of teachers is very evident to the reader of recent magazine articles. The prevailing idea seems to be that we must not rule against a bit of literature because it is old, nor because it is new, but we must select literature which has, in terms of our pupils, the sanction of reality.¹³

Equally divergent views exist in regard to selecting literature that pupils enjoy versus selecting literature that is believed to be of value in later years--though less enjoyable at the time it is studied. Franklin T. Baker of Teachers College, Columbia University, in 1915 expressed the attitude of one group in the following statement:

"We teachers of literature speak of literature as primarily a thing to be enjoyed. Other departments treat their subjects as primarily things to be learned. We expect our pupils to be interested and delighted, from the outset of their work, and all along the way. . . .

"Why not say, rather, Here are some typical books of various kinds. They are chosen because they have been approved, not only by those who make courses of study but

13

F. H. Bair, "On the Teaching of Literature," English Journal, X (1921), 187-192.

by generations of those who know and like, and even those who write books. They are an important part of the intellectual property of the race to which it is your fortune, good or bad, to belong. You are expected to know them and others like them, if you are to become educated--even moderately educated. They are as much an established part of your educational obligations as are science, history, and mathematics. . . . If you don't find the book interesting, that is unfortunate, but it really isn't the main point. The main point is, do you know it, do you understand it?"¹⁴

Sarah T. Muir, after tabulating the results of questionnaires sent to 1,700 boys and girls registered in Lincoln High School, Lincoln, Nebraska, expresses the other point of view:

"We are about convinced that we should read more books rapidly in class. A few need careful study. Any method that helps boys and girls to read widely for pleasure seems to me legitimate. . . . Why lead students to feel that reading 'ancient books' involves studying every unusual word for its own sake?"

"At present I feel sure of only one thing. We want students to read books in class for the sake of getting them to want more books. When we fail, we must change either the method or the book, perhaps both."¹⁵

Perhaps the "happy medium" which characterizes the attitude of the majority of teachers is best expressed in these words from another Lincoln (Nebraska) teacher, Miss Louise Pound of the University of Nebraska:

"Minor fiction and fugitive pieces in contemporary light periodicals have their value; they may be used incidentally in the classroom, for illustration or for collateral reading, and they should be so used. . . . In well-planned courses there should be variety enough for all. And no member of the class should be expected to like all the pieces studied."¹⁶

14

Franklin T. Baker, "High-School Reading: Compulsory and Voluntary," English Journal, IV (1915), 1-8.

15

Sarah T. Muir, "Pupil Reaction to the Classics," English Journal, XI (1922), 167-173.

16

Louise Pound, "What Should Be Expected of the Teacher of English?" English Journal, X (1921), 179-186.

DEVELOPMENT OF ENGLISH TESTS

Along with the enlargement of the English field and the change in attitude of English teachers has come a change in the method and the purpose of testing--rather a fitting of the test to the purpose of the course presented. In testing, as in classroom procedure, the purpose and type of reading should determine the method to be pursued.

As has been stated before in this study, the educational measurement movement resulted in no high-school English tests until after 1918. There were, however, a few predecessors of the commercial and the new-type that might be considered in tracing the history of English tests.

In the years 1907-1914 Miss Maud E. Kingsley of East Machias, Maine, prepared for The Palmer Company, Boston, Massachusetts, a series of "Outline Studies in Literature" and more than fifty sets of examination questions on the classics.¹⁷ The titles of the classics are given in Table III of this study, with the volume and page of the magazine, *Education* in which they were published. As a specimen of the type of examination used at the time I quote the questions on Evangeline.

1. Relate the entire story of the poem. Enumerate those incidents, scenes, and allusions of the poem which are historical. Give the date of the event which is the foundation of the poem. How long a period does the action of the narrative cover?

2. State the significance of the "Prologue" of the poem. Describe the pictures which the first four lines bring before the reader.

3. Write a detailed description of the village of Grand Prê and its environs. What is the meaning of the name? Write a character sketch of the villagers in general. Of what nationality were they?

4. Name the actors of the story in the order of

17

"All the time Miss Kingsley was working for us she was confined to her home and was more or less crippled through an accident. She had one of the finest private libraries in the state, and in addition to the work she did for us, she did much other literary work for teachers, students, and other private customers." From a personal letter from R. P. Palmer, Manager, The Palmer Company, Boston, Massachusetts, July 18, 1932.

their appearance. Identify each. State the circumstances under which each first appears upon the scene and describe the condition of each at the end of the narrative.

5. Describe in full an imaginary visit to the Grand Pré of the poem, bringing into your description every local custom, however trivial, mentioned in Cantos 1-3, Part I.

6. Enumerate those scenes in the poem in which Evangeline appears as the central figure.

7. Reproduce in your own words Canto 4 of Part I. Had the King of England any justification for his treatment of the Acadians? What is the poet's opinion of the deed? Quote two lines from Part II which characterize this event.

8. Describe in detail the word picture of the last stanza of Part I. What impression does it produce upon you?

9. Select ten similes or metaphors from Part II which seem to you to be particularly expressive, and state in each case the basis of the resemblance. Select two which seem to you to be faulty and inadequate. What other figures of speech do you find in Part I?

10. After the deportation where did the Acadians settle? Trace the journey of Evangeline from Canada to the home of Basil the Herdsman. Designate the pronunciation of all the geographical names appearing in this description of the journey.

11. What most tragic incident occurs in Part II, Canto 1 of our poem? What part does the Indian woman play in the story?

12. Draw carefully the contrast between the out-door scene described in Canto 2, Part I, and that described in Canto 3, Part II. Draw the contrast between Basil the Blacksmith and Basil the Herdsman. Enumerate all the details that enter into the composition of the word picture of Canto 4, Stanza 1, Part II.

13. What impression does Stanza 1 of the "Epilogue" of the poem make upon you? What rhetorical figure is used with great effect in this stanza? Compare the "Epilogue" with the "Prologue."

14. Enumerate those characteristics of Evangeline which, in your judgment, account for the fact that it is one of the most widely read poems in the language.

15. Make a list of the most conspicuous allusions in the poem and tell the story which justifies the use of each as an illustration.

16. Quote from the "Prologue" the line which states the theme or motif of our poem. Point out a particularly expressive and beautiful line in Canto 2, Stanza 1, Part I.

17. Explain the epithets in the following expressions: Gossiping looms, noisy weathercocks, populous nests, drowsy air, briny hay, diligent shuttle, mendicant crew. Which of them personify the noun?

TABLE III

Examination Questions Published by Maud E. Kingsley in Education Magazine between the Years 1907 and 1914.

TITLE.	VOLUME AND PAGES.
Lady of the Lake	XXVIII (November, 1907), 182-84.
Burke's Speech on Conciliation	XXVIII (December, 1907), 243-44.
Julius Caesar	XXVIII (January, 1908), 319-21.
Franklin's Autobiography	XXVIII (February, 1908), 384-87.
Merchant of Venice	XXVIII (March, 1908), 454-55.
L'Allegro and Il Penseroso	XXVIII (April, 1908), 511-12.
Vision of Sir Launfal	XXVIII (May, 1908), 592-94.
Washington's Farewell Address and Webster's Bunker Hill Oration	XXIX (September, 1908), 46-48.
Ancient Mariner	XXIX (October, 1908), 119-20.
Sir Roger de Coverley Papers.	XXIX (November, 1908), 187-88.
Vicar of Wakefield	XXIX (December, 1908), 248-49.
Hamlet	XXIX (January, 1909), 316-17.
Tennyson's Princess	XXIX (February, 1909), 391-93.
Last of the Mohicans	XXIX (March, 1909), 462-63.
Silas Marner	XXIX (April, 1909), 528-29.
Evangeline	XXIX (May, 1909), 626-27.
Hiawatha	XXIX (June, 1909), 688-89.
Macaulay's Life of Johnson	XXX (October, 1909), 120-21.
Idylls of the King	XXX (December, 1909), 245-46.
Ivanhoe	XXX (February, 1910), 387-88.
Treasure Island	XXX (April, 1910), 525-26.
Odyssey	XXX (June, 1910), 692-93.
Iliad	XXXI (September 1910), 53-4.
Lays of Ancient Rome	XXXI (October, 1910), 124-25.
Henry Esmond	XXXI (December, 1910), 257-58.
Tale of Two Cities	XXXI (January, 1911), 339-40.
Midsummer Night's Dream	XXXI (February, 1911), 404-5.
Lay of the Last Minstrel	XXXI (March, 1911), 478-79.
The Tempest	XXXI (April, 1911), 548-49.
Henry V.	XXXI (May, 1911), 621-23.
The Sketch Book	XXXII (September, 1911), 43-44.
King Lear	XXXII (September, 1911), 43-44.
Spenser's Faerie Queen	XXXII (October, 1911), 111-12.
Man Without A Country	XXXII (November, 1911), 177-78.
Carlyle's Essay on Burns	XXXII (December, 1911), 237-38.
Snow-Bound	XXXII (January, 1912), 310-12.
Irving's Life of Goldsmith	XXXII (January, 1912), 650-51.
Goldsmith's Traveller.	XXXII (February, 1912), 377-78.
As You Like It	XXXII (March, 1912), 445-46.
Tales of a Wayside Inn	XXXII (April, 1912), 508-10.
Comus	XXXIII (September, 1912), 50-51.
Lycidas	XXXIII (October, 1912), 113-14.
Marmion.	XXXIII (November, 1912), 175-6.
Courtship of Miles Standish	XXXIII (December, 1912), 248-49.
Hawthorne's House of Seven Gables.	XXXIII (February, 1913), 362-63.
Arnold's Schrab and Rustum	XXXIII (April, 1913), 513-14.

TABLE III (Continued)

Examination Questions Published by Maud E. Kingsley in Education Magazine between the Years 1907 and 1914.

TITLE.	VOLUME AND PAGES.
Gray's ElegyXXXIV (September, 1913), 51-52.
Christmas Carol.XXXIV (October, 1913), 119-20.
Enoch ArdenXXXIV (November, 1913), 179-80.
David CopperfieldXXXIV (December, 1913), 259-60.
Prisoner of Chillon and MazeppaXXXIV (February, 1914), 286-87.
Quentin DurwardXXXIV (April, 1914), 530-31.
Courtship of Miles StandishXXXIV (May, 1914), 538-90.

18. Define the following words and state the connection in which each is used: Kirtle, missal, hyssop, penthouse, wains, seraglio, plain-song, elbow-chair, dresser, hobnailed, glebe, ink-horn. Which one of these words seems not to belong in the list? Why?

19. Give the meaning of the following lines and give the context for each: Rattled and sang of mutation; The retreating sun the sign of the Scorpion enters; Regent of the flocks was he when the shepherd slept; The bell of the angelus sounded; Without bell or book; The swords and thorns of existence; Met with the dews of Repentance.

20. Rewrite the story of Evangeline, making her quest successful.

21. Make a list of twenty illustrations for the poem.

22. Describe an imaginary visit to the "Land of Evangeline" as it exists to-day.

23. What use does Longfellow make of the following traditions in his poem: The Statue of Justice, The Tale of the Howls, The Legend of the Compass-flower?

24. Compare Evangeline with the last poem read by you (1) as to the interest in the story; (2) as to the impression made by the beauty of the verse.

25. To what class of poetry does Evangeline belong? Quote some of the criticisms which you have learned regarding the literary merits of Evangeline. Enumerate those literary characteristics which are apparent to you. Why is Evangeline called an "Idyll"? Describe the meter of the poem.¹⁶

In connection with the University of Chicago Conference with Secondary Schools, W. Wilbur Hatfield, of the Chicago Normal College, surveyed 175 sets of examination questions contributed by 50 teachers in 18 schools. His comments upon these questions will give an idea of the status of literature testing in 1916.

"Concerning literature . . . it is safe to assert that there was not in the whole collection a single question which really tested the pupils' power to understand or appreciate literature. Some of them were no doubt given with that intention, but, being upon points covered during the class study of the literature, they could be answered correctly by anyone whose memory was not at fault. To be sure, genuine appreciation, sympathy with the teacher's point of view, would assist in the recall of the proper interpretation

exactly as understanding a geometric proof aids in memorizing it. The real issue is whether the pupil has the power to take another piece of literature and study it effectively. . . .

"Should we not, then, whether we regard examinations as tests of the effectiveness of our own instruction or as tests of the individual pupil's ability to go on to the next course, try to get at his power of understanding and appreciating a new selection?

"In literature, however, this has proved difficult for two reasons: (1) on the whole we have been slow to realize how it might be done; to see that the questions should be much of the same kind that we ask in the daily class-work, but applied to new selections; (2) when we have seen this, there still remains the difficulty of presenting the new selection to the pupils. The teacher must read it aloud or have a copy for each pupil, and either presents difficulties."¹⁹

In 1920 W. A. McCall published his article, "A Proposed Uniform Method of Scale Construction" (Teachers College Record, January 1921), which is thought to be the first published discussion of the new-type examination.²⁰ Since then hundreds of articles and numerous books have been written on the various forms and uses of the objective tests; in literature as well as in other fields many teachers have experimented with these tests. "It is hardly too much to say that in many schools interest in the new examination has exerted a revolutionary influence on the character of the examination administered."

While much has been claimed for the new-type examination and for the standardized tests--too much perhaps in the exuberant enthusiasm of some advocates, they have established the scientific fact that one variable should be measured at a time. Mr. Moe has well said, "If the book merits the discussion of characters or background, why entangle that discussion with a purely factual test to the attenuation of both?"²¹

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W. Wilbur Patfield, "Functional Tests," English Journal, V (1916), 696-702.

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Monroe and others, op.cit.

²¹

Maurice W. Moe, "Checking Up on Outside Reading," English Journal, XV (1925), 464-467.

As objective tests (standardized and non-standardized) have increased in number, as it has been demonstrated that comprehension and appreciation can be measured objectively, and as the tests have become more scientific in the choice and rating of items used, both teachers and pupils have come to feel that these tests meet more nearly than the old essay type the criteria mentioned in Chapter I.

But no teacher finds objective tests a panacea for all the ills of testing; there are times when the essay type is desirable, especially if it is well constructed; and so, in addition to the improvement of new-type tests and constant investigation of problems connected with them, the old-style or essay type is being studied to find just where they are most useful and in what ways they may be improved.

However, production of satisfactory tests, covering both the literature taught extensively and that taught intensively, would make more rapid progress if there were more uniformity in the courses presented in the numerous high schools of the country. Reference has been made to Josephine Conkright's study. In this investigation an analysis of twelve leading high-schools showed: (1) that the different schools do not agree on the exact selections to be taught; (2) that they do not agree on the grades in which many of the selections are to be taught; (3) that very few of the courses indicate the exact titles of contemporary literature being taught; and (4) that some types of literature are not as firmly established as others, notably the one-act play and the modern essay. This condition will probably improve as investigations continue to throw light upon it.

CHAPTER III

TESTS AND GUIDES NOW AVAILABLE

INTRODUCTION

The purpose of this chapter is to present an accurate description of the tests and study guides now on the market, and to make some comparisons and criticisms of those described. In giving the descriptions I have taken the tests and guides in the order in which they occur in the outline given below, and in the criticism I have considered them by the groups indicated in the outline.

Tests and Study Guides Available

- I. Tests for Individual Writings
 - A. Those Intended for Testing after Study
 1. The Hadsell-Wells Objective Tests in Literature
 2. The Sallee Accomplishment Tests in Literature
 3. The Eaton Literature Tests
 4. The Rice Objective Tests in Literature
 5. The Perfection Tests in Literature
 - B. Those Intended for Collateral Reading Tests
 6. The Moe Book Tests
 7. The Sterling Book Report Tests
 8. Readings in English (The Wells Comprehensive Objective Tests in High School English)
 9. The Perfection Book Review
 - C. Workbooks and Study Guides not in Textbooks
 10. My Progress Book
 11. The Harris Exercises and Tests in Literature
 12. The Kingsley Outline Studies in Literature
 13. The Herzberg Outlines in the Study of Contemporary Literature, American and British
 14. The Regents Questions and Answers in Literature
 15. The Marsh Teacher's Manual for the Study of English Classics
- II. Survey and Achievement Tests Covering Many Classics
 - A. Factual Tests
 16. The Onwake-Schwarz-Ronning English Literature Test
 17. The Stanford English Literature Test
 18. The Logan-Parks Literary Background Test
 19. The Barrett-Pyan Literature Test

- B. Tests Intended for Special Purposes
 - 20. The Logasa-Wright Tests for the Appreciation of Literature
 - 21. The Stanford Tests of Comprehension of Literature
 - 22. The Abbott-Trabue Scales for Judging Poetry
- C. Series That Cover the Entire English Field by Periods
 - 23. The Jessup History of American Literature Tests
 - 24. The Jessup History of English Literature Tests
 - 25. The Call Objective Tests in American Literature
- III. Prepared Blanks and Outlines for Book Reports
 - A. Collections Prepared for Various Literary Forms and Bound in One Cover
 - 26. The Riley Literary Outlines for Student Reports on Assigned Reading
 - 27. The Keyes My Reading Outlines
 - 28. The Royster Reading Report Blanks
 - 29. Hayes Leisure Reading Reports
 - B. Separate Reports for Each Book
 - 30. The Delta Book Reviews
 - 31. The Satterfield Book Report

DESCRIPTION OF TESTS AND STUDY GUIDES

1.

Title: Hadsell-Wells Objective Tests in Literature.

Authors: S. R. Hadsell, Professor of English, University of Oklahoma, and George C. Wells, Chief High School Inspector, State of Oklahoma.

Publisher: Harlow Publishing Co.
217-223 North Harvey, Oklahoma City, Oklahoma.

Date: 1929.

Cost: Single copies of tests, 10 cents each; single keys, 10 cents each; 25 tests of same title, \$2; F. O. B. Oklahoma City.

Ability measured: Factual Knowledge.

Type of Test: Completion, matching, and true-false.

Ground Covered: Characters, places, events in these classics:

- | | |
|------------------------------|------------------------|
| 1. The Man Without a Country | 7. Julius Ceasar |
| 2. The Lady of the Lake | 8. Hamlet |
| 3. As You Like It | 9. King Henry V. |
| 4. Macbeth | 10. Twelfth Night |
| 5. A Midsummer Night's Dream | 11. The Tempest |
| 6. The Merchant of Venice | 12. Idylls of the King |

- 13. The Rise of Silas Lapham
- 14. Treasure Island
- 15. Silas Marner
- 16. Emerson's Essays
- 17. The Vision of Sir Launfal
- 18. House of Seven Gables
- 19. Franklin's Autobiography
- 20. The Black Arrow
- 21. The Boy
- 22. Essay on Burns
- 23. Rip Van Winkle
- 24. Legend of Sleepy Hollow
- 25. Vicar of Wakefield
- 26. Rime of the Ancient Mariner
- 27. A Tour on the Prairies
- 28. A Tale of Two Cities
- 29. The Rivals
- 30. She Stoops to Conquer
- 31. Ivanhoe
- 32. The Oregon Trail
- 33. Wah-to-yah and the Taos Trail
- 34. The Last of the Mohicans

Mechanical Features: A twelve-page folder, 9 $\frac{1}{2}$ " x 6", 10 point type, scattered responses.

Alternative Forms: None

Validity and Reliability: No information

Time Required: 45 minutes.

Directions: Given on test sheet.

Scoring: Each answer counts one; highest possible score, 140.
Score card may be folded or cut into strips.

Standardization: No information.

Provision for Record: Pupil's own record on front of test.

2.

Title: Accomplishment Tests in Literature.

Author: J. D. Sallee, Director of English, Senior High School, New Britain, Connecticut

Publisher: Lyons and Carnahan
221 East 20th Street, Room 508, Chicago, Illinois

Date: 1931.

Cost: Per packet, 25 tests and key, \$1.40; 15 tests and key, \$1;
10 tests and key, 80 cents; single tests, 10 cents each.

Ability Measured: Factual knowledge and comprehension.

Type of Test: Completion, multiple-choice, true-false, and identification.

Ground Covered: Plot, characters, vocabulary, and other phases of the following classics:

- | | |
|-------------------------------------|----------------------------------|
| 1. American Poetry | 12. Macbeth |
| 2. Ancient Mariner, The | 13. Merchant of Venice, The |
| 3. As You Like It | 14. Milton's Early Poems |
| 4. Burke's Conciliation Speech | 15. Midsummer Night's Dream |
| 5. Franklin's Autobiography | 16. Oregon Trail, The |
| 6. Hamlet | 17. Silas Marner |
| 7. Idylls of the King | 18. Sir Roger de Coverley Papers |
| 8. Ivanhoe | 19. Spy, The |
| 9. Julius Caesar | 20. Tale of Two Cities, A |
| 10. Lady of the Lake | 21. Treasure Island |
| 11. Lincoln's Letters and Addresses | |

Mechanical Features: Booklets varying in size from 8 to 16 pages, 8" x 9", 11 point type, aligned response blanks.

Validity and Reliability: The publishers make this statement:

"The Accomplishment Tests in Literature have been written by an English specialist having wide experience as a teacher, supervisor, and administrator of tests. Before publication, these tests were tried and approved in numerous situations in classes of varying ability.

"They are founded upon modern and scientific educational practices. The principles of educational psychology and modern pedagogical procedure have been followed both as to general plan and as to individual parts. The test items have been chosen after a comparative study of the courses of study and the literature now in use in junior and senior high schools.

Time Required: 40 minutes.

Directions: For giving, in Teacher's manual; for taking, on test.

Method of Scoring: A scoring key is furnished; each answer counts one point.

Standardization: A table of definite norms is given in the Teacher's Manual; "These norms, however, are given as a means of comparison and not as final achievement objectives."

Provisions for Record: Forms are supplied for the tabulation of results and for finding medium scores.

Miscellaneous Information: The publishers state that this series of tests was designed for the following purposes:

1. "To determine accomplishment of classes and individuals; . . . not only to serve as a standard of promotion but also to motivate work and to provide a means for application of what has been studied.
2. "To diagnose both the needs of classes and of individuals; . . . they show definitely and fairly both the deficiencies

demanding further study and the points of superiority which may exempt certain pupils from some phases of the work.

3. "To guide literature teaching by suggesting to the teacher valid objectives and a plan of work and by showing the status of pupils in their work.

4. "To measure teaching reliably, impersonally, and objectively, and to compare the results in one class with those in another."

3.

Title: The Eaton Literature Tests.

Author: Harold T. Eaton, A.M.
Head of the Department of English
High School, Brockton, Massachusetts

Publisher: The Palmer Company
120 Boylston Street, Boston, Massachusetts

Date: 1928-32.

Cost: 2 cents each, 5 cents to be added to order for less than 15 tests; specimen sets, one of each for 50 cents.

Ability Measured: Factual knowledge; background, setting, plot, speeches, word study, and characters--varied according to the individual classic being considered.

Type of Test: Multiple-choice (five responses) and completion.

Ground Covered: Thirty-four titles of the most commonly used classics, as follows:

- | | |
|-----------------------------------|--|
| 1. A Tale of Two Cities | 19. The Last of the Mohicans |
| 2. Franklin's Autobiography | 20. Twelfth Night |
| 3. Burke's Speech on Conciliation | 21. Idylls of the King |
| 4. Macbeth | 22. Sketch-Book |
| 5. Julius Caesar | 23. Milton's Limer Poems |
| 6. As You Like It | 24. Life of Johnson |
| 7. Merchant of Venice | 25. Midsummer Night's Dream |
| 8. Lady of the Lake | 26. Schreb and Rustum |
| 9. The Odyssey | 27. The Spectator Papers |
| 10. Lorna Doone | 28. Evangeline |
| 11. King Henry V | 29. Washington's Farewell Address and
Webster's Bunker Hill Oration |
| 12. Silas Marner | 30. Browning's Shorter Poems |
| 13. Ivanhoe | 31. Dickens' Christmas Carol |
| 14. The Ancient Mariner | 32. Eliot's The Mill on the Floss |
| 15. Treasure Island | 33. Carlyle's Essay on Burns |
| 16. Hamlet | 34. The Man Without a Country |
| 17. House of Seven Gables | |
| 18. The Vision of Sir Launfal | |

Mechanical Features: Single sheets, 8" x 11", 9 point type--principally, staggered responses for underlining or for completion.
Key for scoring, a 2" x 11" strip printed on both sides.

Alternative Forms: None.

Validity and Reliability: No information.

Directions: Given on test sheet.

Time: Not given.

Method of Scoring: Score each question (fifty) two or zero--permissible to give half credit for answers half right; total, 100.
Scoring key furnished with each class order.

Provision for Recording Scores: None.

4.

Title: Objective Tests in Literature.

Authors: Label S. Satterfield and others.
George A. Rice, Ed.D., Editor
University of California.

Publisher: Smith, Hammond and Co.
62 Baltimore Place, Atlanta, Georgia

Date: 1926, 1928.

Cost: A set, or package, including 35 pupils' test papers and two scoring keys, \$1.25; 10 or more copies in any given title with one scoring key, 5 cents a copy; single copies, 15 cents for each test and each key.

Ability Measured: Factual knowledge and comprehension.

Type of Test: Objective--including short answer, recognition, true-false, selection, completion, judgment, etc.

Ground Covered: Characters, places, events in these classics:

- | | |
|--------------------------------|--------------------------------|
| 1. A Midsummer Night's Dream | 12. Franklin's Autobiography |
| 2. As You Like It | 13. Hamlet |
| 3. A Tale of Two Cities | 14. Idylls of the King |
| 4. Burke's Speech on Concilia- | 15. Ivanhoe |
| 5. Canterbury Tales (tion | 16. Julius Caesar |
| 6. Carlyle's Essay on Burns | 17. King Henry the Fifth |
| 7. Christmas Carol | 18. King Lear |
| 8. David Copperfield | 19. Lorna Doone |
| 9. Dr. Jekyll and Mr. Hyde | 20. Macaulay's Life of Johnson |
| 10. Enoch Arden | 21. Macbeth |
| 11. Evangeline | 22. Milton's Minor Poems |

- | | |
|----------------------------------|---|
| 23. Mythology | 37. The Merchant of Venice |
| 24. Pilgrim's Progress | 38. The Mill on the Floss |
| 25. Poe's Poems and Tales | 39. The Odyssey |
| 26. Pride and Prejudice | 40. The Rime of the Ancient Mariner |
| 27. Quentin Durward | 41. The Rise of Silas Lapham |
| 28. She Stoops to Conquer | 42. The Sketch-Book |
| 29. Silas Marner | 43. The Spy |
| 30. Sir Roger De Coverley Papers | 44. The Tempest |
| 31. Sohrab and Rustum | 45. The Vicar of Wakefield |
| 32. The Deserted Village | 46. The Vision of Sir Launfal |
| 33. The House of Seven Gables | 47. Travels with a Donkey |
| 34. The Lady of the Lake | 48. Treasure Island |
| 35. The Last of the Mohicans | 49. Twelfth Night |
| 36. The Man Without a Country | 50. Washington's Farewell and
Webster's First Bunker Hill
Oration |

Mechanical Features: A four-page folder, 8 $\frac{1}{2}$ " x 11", 10 point type, aligned responses on left of items.

Alternative forms: None.

Validity and Reliability: Validation rests upon the following bases:

1. Materials have been carefully gathered from a variety of sources, such as College Entrance Board Examination, final examinations of many teachers, state examinations, etc.
2. Items used in these tests have been tried out, and the unsatisfactory ones have been discarded.
3. The items have been so selected as to cover the whole classic evenly and completely.
4. The items have been submitted to experts for critical review.
5. The items have been segregated according to type and roughly scaled.
6. A sufficient number of both easy and difficult questions have been included to differentiate varying ability of pupils.
7. Variety is provided both by the type and by the content of questions.
8. Judgment, appreciation, and understanding, as well as information, are tested. These underlying abilities are often tested through the medium of informational questions.
9. The working time is approximately one classroom period, thus permitting adequate sampling.
10. Items show an increase in percentage of successful responses at each successive age or grade level.
11. Known able pupils make better scores than known dull pupils.

Reliability rests upon these factors:

1. The tests are as objective as possible.
2. The length of the tests is sufficient to guarantee accurate measurement.
3. Attention has been given to principles of good sampling.
4. The range of difficulty is suited to the age and grade of high-school pupils who are studying these classics.

5. Ambiguous expressions have been deleted.
6. The vocabulary and English are suited to pupils of secondary-school age.
7. Each test has been broken into chance halves and the reliability obtained statistically. If the coefficient of reliability did not equal .95 or more, the test has been revised.¹

Time Required: No time limits have been set; a freshman needs more time than a senior; under normal conditions thirty minutes is usually sufficient.

Directions: Full instructions for giving the tests are given in the Manual of Directions; brief instructions for pupils are given at the first of each section of the test.

Method of Scoring: The score is the number of correct responses. Full directions for scoring and recording results are given in the manual. Average time of scoring 2 minutes per paper.

Standardization: Tentative norms or median scores, are given for each classic from typical schools; but since instruction in English classics varies in time used, grade in which teaching is done, and methods of procedure, nothing very definite can be given.

Provision for Record: A box is placed at the top of each test sheet for the pupil's score, rating, and classification.

Provisions for Remedial Work: Certain suggestions are made to the teacher, but no second test form is provided.

Additional Information: Purpose: The tests are designed to measure achievement; a large number of informational and thought questions are given on the theory that this is the best way to measure understanding of the test and to check on thoroughness of reading, and many types of questions are used to provide opportunity to test judgment in the use of facts, ability to analyze, and ability to form conclusions. Tests of vocabulary, recognition of quotations, interpretation of character, and appreciation of the background are included.

5.

Title: Objective Tests in Literature.

Author: Garland Miller Taylor and others.

Publisher: The Perfection Form Company
214 West Eighth Street, Logan, Iowa

¹

Quoted from the publisher's Manual of Directions.

Date: 1930.

Cost: A packet of 24 tests of one title and one key, \$1.15; from 5 to 24 of one title, 5 cents each; single copies, samples, and keys, 10 cents each.

Ability Measured: Factual knowledge and comprehension.

Type of Test: Recall, completion, characterization, true-false, multiple-choice, etc.

Ground Covered: A series of separate tests as follows:

- | | |
|------------------------|----------------------------------|
| 1. Merchant of Venice | 13. Ivanhoe |
| 2. Hamlet | 14. A Tale of Two Cities |
| 3. As You Like It | 15. Silas Marner |
| 4. Julius Caesar | 16. Enoch Arden |
| 5. Macbeth | 17. Treasure Island |
| 6. Sohrab and Rustum | 18. Henry V |
| 7. King Lear | 19. Sir Roger De Coverley Papers |
| 8. Othello | 20. The House of Seven Gables |
| 9. Lady of the Lake | 21. The Spy |
| 10. Romeo and Juliet | 22. Kidnapped |
| 11. Evangeline | 23. Snow-Bound |
| 12. Idylls of the King | 24. David Copperfield |
| | 25. A Midsummer Night's Dream |

Mechanical Features: Four-page folder, 8 $\frac{1}{2}$ " x 11", 9 point type, aligned responses.

Alternative Forms: None.

Validity and Reliability: No information.

Time Required: No information; probably about one class period.

Directions: None for teacher; directions for taking on test.

Standardization: No information.

Method of Scoring: Each correct answer counts one point, highest possible score, 90.

Provision for Record: Box at top of each test sheet.

Provision for Remedial Work: None, except that the test may be used for diagnostic purposes; there is no re-test.

6.

Title: The Moe Book Tests.

Author: Maurice W. Moe, A.B., English Instructor at the West Division High School, Milwaukee.

Publisher: The Kenyon Press Publishing Company,

291 Kenyon Avenue, Wauwatosa, Wisconsin.

Date: 1927-1931.

Cost: Per set of 100 selections, \$3.75, plus postage; titles selected at random, each 5 cents; Book Test Answer Slips, per 1000, \$1.

Ability Measured: Factual knowledge--"Has the pupil read the book comprehendingly?"

Type of test: Multiple-response.

Ground Covered: Carefully selected lists of standard novels, plays, biographies, essays, and works of travel grouped into five sets of 100 titles each. There are also more than 100 mimeographed tests.

Mechanical Features: A card, 5" x 8 $\frac{1}{2}$ ", 10 point type, each set of tests on a different color of cardboard. Answer slip on white paper, about 2 $\frac{1}{2}$ " x 4", has space for pupil's name, the hour of test, name of book, and two columns of five responses each; on which the pupil writes one letter for each answer.

Validity and Reliability: No information.

Time Required: Less than 5 minutes to take; to score requires about 5 minutes per dozen slips.

Directions: None given; unnecessary.

Scoring: Each answer counts one.

Provision for Record: None.

Provision for Remedial Work: None.

Miscellaneous Information: "The Moe Book Test does the only thing that a book test for collateral reading should do; it finds out whether a pupil has read a book comprehendingly. . . . It reduces the teacher's load and practically kills cheating on book reports," is the author's claim for it.

7.

Title: Sterling Book Report Tests

Author: Mrs. Edith Jones, Head of the Logan County (Colorado) High School System.

Publisher: Sold by Logan County High School, Sterling, Colorado

Date: 1928.

Cost: Single test, 5 cents; 110 tests, \$5; 225 tests, \$10; 475 tests, \$20; 600 tests, \$25.

4.

Ability Measured: Factual knowledge--"Has the pupil really read the book?"

Type of Test: Multiple-response.

Ground Covered: Carefully selected lists of novels, plays, biographies, essays, and works of travel, including about 700 titles.

Mechanical Features: Mimeographed sheets, 14" x 8 $\frac{1}{2}$ ", including key to be detached, 11 point type, white paper. Slip 5 $\frac{1}{2}$ " x 8 $\frac{1}{2}$ " contains student's record--name, class, date, book, author, points credit, and his 10 answers to the test.

Validity and Reliability: No information with the tests. The story of the preparation of these tests will be told in Chapter IV of this study.

Time Required: Less than 5 minutes to take; considerably less than five minutes to check.

Directions: Instructions on a slip posted near reading report desk; "Read the numbered sentences; choose the one out of each four completions that you consider true. Put the letter of this true completion on the blank opposite the number of the sentence which it completes. Fill the blanks for your name, etc., and hand to your instructor."

Method of Scoring: Each answer counts one.

Provisions for Record: None.

Provisions for Remedial Work: None.

Miscellaneous Information: This test is devised for one purpose only--to test collateral reading. In doing this it lightens the teacher's load and greatly reduces cheating on book reports.

6.

Title: Readings in English (Comprehensive Objective Tests in High School Subjects, George C. Wells, General Editor.)

Author: Anne Gill and others.

Publisher: Harlow Publishing Company
217-223 North Harvey, Oklahoma City, Oklahoma

Date: 1932.

Cost: Single copies of tests, 5¢ each; single keys, 5¢ each; 25 tests of the same title, 50¢; 25 tests of assorted titles, 75¢.

Ability Measured: Factual knowledge--Has the child read the book understandingly?

Type of Test: Completion, multiple-choice, and true-false.

Ground Covered: 25 items about the setting, the plot, and the characters in books assigned for collateral reading.

- | | |
|----------------------------------|-------------------------------------|
| 1. Adam Bede | 29. Abraham Lincoln (Drinkwater) |
| 2. Alice of Old Vincennes | 30. Americanization of Edward Bok |
| 3. Ben Hur | 31. Twain's Life on the Mississippi |
| 4. Bob Son of Battle | 32. Little Shepherd of Kingdom Come |
| 5. Jane Eyre | 33. Westward Ho! |
| 6. The Story of My Life (Keller) | 34. When Knighthood was in Flower |
| 7. Kidnapped | 35. Roughing It |
| 8. A Kiss for Cinderella | 36. Lorna Doone |
| 9. Quentin Durward | 37. Mill on the Floss |
| 10. Red Rock | 38. John Halifax, Gentleman |
| 11. So Big | 39. Beside the Bonnie Brier Bush |
| 12. Tom Brown's School Days | 40. In the Tennessee Mountains |
| 13. David Copperfield | 41. The Admirable Crichton |
| 14. Prince and the Pauper | 42. Creative Chemistry |
| 15. Ramona | 43. The Return of the Native |
| 16. The Princess | 44. Walden |
| 17. The Virginian | 45. Elsie Venner |
| 18. The Master of Ballantrae | 46. Sir Roger De Coverley Papers |
| 19. Romola | 47. The Light that Failed |
| 20. Richard Carvel | 48. Son of the Middle Border |
| 21. Inside the Cup | 49. The Covered Wagon |
| 22. Ordeal of Richard Feverel | 50. The Melting Pot |
| 23. Gulliver's Travels | 51. Mosses from an Old Manse |
| 24. Daisy Miller | 52. Don Quixote |
| 25. In the Days of Poor Richard | 53. The Invisible Man |
| 26. Les Miserables | 54. Colonel Carter of Carterville |
| 27. Notre Dame de Paris | 55. Vanity Fair |
| 28. Pilgrim's Progress | |

Mechanical Features: Single leaflets, six 6 x 9 inches, 10 point type.

Validity and Reliability: No information.

Time Required: 12 minutes

Directions: Instructions to pupils on test paper.

Scoring: Each correct answer counts 1 point; highest possible score 25.

Provision for Record: None.

Provision for Remedial Work: None.

Miscellaneous Information: This series has just been begun.

Title: Perfection Book Review.

Author: Not given.

Publisher: The Perfection Form Company
214 West Eighth Street, Logan, Iowa.

Date: 1931

Cost: Less than 5 copies, 10 cents each; 5 or more copies, 5 cents each, keys free with Book Review.

Ability: Factual Knowledge-- Has the pupil intelligently read this book?

Type of Test: Objective--Multiple-choice and true-false.

Ground Covered: About 20 items on each of the following books:

- | | |
|---------------------------------|---------------------------------------|
| 1. Little Women | 17. Wuthering Heights |
| 2. The Conqueror | 18. Messer Marco Polo |
| 3. Pride and Prejudice | 19. Far from the Madding Crowd |
| 4. The Little Minister | 20. Green Mansions |
| 5. Miss Lula Bett | 21. To Have and To Hold |
| 6. The Honorable Peter Sterling | 22. Hugh Wynne, Free Quaker |
| 7. The Mill on the Floss | 23. The Count of Monte Cristo |
| 8. Maria Chapdelaine | 24. Forever Free |
| 9. Drums | 25. Nostromo: A Tale of the Seaboard |
| 10. My Antonia | 26. A Kentucky Cardinal and Aftermath |
| 11. The Crisis | 27. Alice Adams |
| 12. The Last of the Mohicans | 28. The Brimming Cup |
| 13. The Emigrants | 29. Clayhanger |
| 14. Lorna Doone | 30. Giants in the Earth |
| 15. Jane Eyre | 31. Monsieur Beaucaire |
| 16. Ramona | 32. The Splendid Spur |

Mechanical Features: A four-page folder, size 5 $\frac{1}{2}$ " x 8 $\frac{1}{4}$ ".

Validity and Reliability: No information.

Time Required: 10 or 15 minutes.

Directions: Instructions to pupil on test.

Method of Scoring: Each correct answer counts 1 point. Key is furnished with each Book Review.

Provision for Record: None.

Provision for Remedial work: None.

10.

Title: My Progress Book in English Classics

Authors: Marquis E. Shantuck and others.

Publisher: American Education Press, Inc.
40 South Third Street, Columbus, Ohio.

Date: 1930.

Cost: 7 cents each in quantities of ten or more; fewer than ten copies, 10 cents each.

Ability measured: Factual knowledge and comprehension.

Type of Test: A workbook on the project plan, containing true-false, completion, and matching exercises.

Ground Covered: At present, ten classics; *Ivanhoe*, *Silas Marner*, *A Tale of Two Cities*, *Idylls of the King*, *Julius Caesar*, *Macbeth*, *Lady of the Lake*, *The Merchant of Venice*, *Emerson's Essays*, *Paradise Lost*, and *Milton's Minor Poems*. Other classics in preparation (see "Miscellaneous Information" at close of this description).

Mechanical Features: A twelve-page folder, 5 $\frac{1}{2}$ " x 8 $\frac{1}{2}$ ", 10 point type, scattered response blanks.

Validity and Reliability: No information.

Time Required: Not given; the various projects are to be used as study of the classic makes them desirable rather than as a whole (see "Miscellaneous Information").

Direction: Given with each project.

Method of Scoring: Each answer counts one point; perfect score is given after each section, possible score is usually 300 for the entire classic.

Standardization: No information.

Provision for Record: Score blank placed above each project and total score at top of first page of booklet.

Miscellaneous Information: These booklets were originally separate Contracts in larger books of classics which contained from eight to ten contracts (classics). Each study contains three types of projects: preliminary projects, to be completed with the aid of reference books; progressive projects, to be done simultaneously in connection with the reading, or as summary exercise; tests for mastery, a final check on the mastery of the classic, to be done with or without the text, at the discretion of the teacher.

11.

Title: Exercises and Tests on English Classics

Author: Mary Louise Harris, Teacher of English in the Senior High School, Winona, Minnesota.

Publisher: Ginn and Company, Chicago, Illinois.

Date: 1928.

Cost: 84 cents.

Ability Measured: Factual knowledge, appreciation, and comprehension.

Type of Test: This is a pad, or workbook, on the contract plan; it may be used as a test of all the lines of activity suggested in it, or it may be used for systematizing preparation of lesson assignments and stimulating work. At the close of each study (each classic) there are two tests--a completion or multiple-choice and a true-false; these may be taken from the pad by the teacher and reserved until the close of the study, or may be used for discussion and study in class.

Ground Covered: The following classics are included in one pad: Ivanhoe, Treasure Island, Julius Caesar, The Merchant of Venice, The Lady of the Lake, The Odyssey, The Short Story (any collection). For each classic there are four contracts, D, C, B, A--corresponding to the grade which may be expected for satisfactory work. The tasks in D Contract include the fundamentals only; C Contract implies an average knowledge of the classic. In B and A Contracts the pupil is given a choice of tasks, including (1) supplementary reading, (2) oral topics, (3) dramatization, (4) drawing, and (5) construction work.

Mechanical Features: A 269 page pad, 8" x 10 1/2", containing many blank pages and parts of pages for composition work, perforated so that the leaves may be torn from the pad and used in a trifold binder No. 21X if desired.

Miscellaneous Information: The pad is designed to fit into almost every form of class procedure. The publishers claim for it the following advantages:

"The student is given an opportunity to rationalize and condense his ideas of the classic studied. He must express his opinions of the setting, characters, and plots graphically while preparing assignments. He must review repeatedly the important parts until he has a thorough understanding of them, and he must select certain points and reject others. By means of this he develops rational thinking and a decisive mind.
... Individual differences are accounted for."

12.

Title: Outline Studies in Literature

Author: Maud Elma Kingsley--Revision by Harold T. Eaton

Publisher: The Palmer Company,
120 Boylston Street, Boston, Massachusetts.

Date: 1930--this is the date of revision.

Cost: 20 cents each; 20% reduction on class orders.

Ability Measured: Factual knowledge and appreciation.

Type of Test: Multiple-choice, completion, and identification; this applies only to the test in the back of the book. The rest of the outline is for information or for a guide to assignments.

Ground Covered: The life of the author; time, place, and action of the story; characters; literary analysis; questions from recent College Board Examinations; test. Ninety-three classics are covered in this fashion, each independently.

Mechanical Features: A booklet, paper-back, containing about 30 pages, size 4 1/2" x 6 1/2", 10 point type; content arranged in outline form.

13.

Title: Outline for the Study of Contemporary Literature.

Author: Max J. Herzberg, Head of English Department, Central High School, Newark, New Jersey.

Publisher: The Palmer Company, 120 Boylston Street, Boston, Massachusetts.

Date: 1927.

Cost: 20 cents each.

Ground Covered: Brief characterizations of 110 modern American and British authors with suggestions for the study of their writings; a guide to the study of any author (general) and references to sources of information about modern authors and their works.

Mechanical Features: A booklet, paper-back, containing 42 pages, 4 3/4" x 7", 10 point type.

14.

Title: The Regents Questions and Answers in Literature.

Author: Not given.

Publisher: Regents Publishing Company, 31 Union Square, New York City.

Date: 1923.

Cost: 60 cents each.

Ground Covered: From six to a dozen questions on each of forty widely used high-school classics. Answer is given below the question.

Mechanical Features: A 125-page booklet, paper-back, 5" x 6 $\frac{1}{2}$ ", 9 point type.

15.

Title: The Teacher's Manual for the Study of English Classics.

Authors: James Finch Royster, Late Kenan Professor of English, University of North Carolina, and George L. Marsh, Associate Professor of English, University of Chicago. Revision by George L. Marsh.

Publisher: Scott, Foresman and Company
623 South Wabash Avenue, Chicago, Illinois.

Date: 1902; revision made in 1912; last copyright in 1921.

Cost: Free to those teachers using the Scott, Foresman Company's publications.

Content and Make-Up: A teacher's manual and study-guide for more than eighty classics commonly used in high-schools. The classics are grouped in the table of contents according to supposed difficulty under first, second, third, and fourth year suggestions. Each classic is to be studied in regard to the life of the author, the story in general, and the details of the story; theme subjects and selections for class reading are also suggested. The assignments are such as lead to comprehension and appreciation of the literature studied. The manual is 4 $\frac{1}{2}$ " x 7" and contains 349 pages.

Miscellaneous Information: The author makes the following excellent suggestion in the Introduction:

"The skillful teacher will by no means 'swallow this manual whole'--least of all turn his pupils loose in its pages. He will carefully go through the material on the book in hand, looking up the references to the text and the introduction, and generally mastering the work for himself. Then, according to the time available, the ability and character of his class, the possible correlation of the book in hand with other elements of the English course, and to a certain extent according to his own interest and his powers as a teacher, he will choose the topics he wishes to emphasize--the questions he wishes to have answered. And all the time he will remember that primarily his pupils must understand what they are reading and must have their interest stimulated in every legitimate way."

16.

Title: English Literature Test

Authors: K. T. Onwaka, R. E. Schwarz, and M. M. Ronning.

Publisher: Center for Psychological Service
2026 G. Street, N.W., Washington, D. C.

Date: 1927.

Cost: Five cents per copy.

Ability Measured: Factual knowledge

Type of Test: A survey test consisting of three parts: Part I, fifty multiple-choice statements with five choices; Part II, ninety true-false statements; and Part III, a matching exercise.

Ground Covered: English and American Literature from the Elizabethan to the Victorian periods, inclusive. For grades XI through college.

Mechanical features: A two-page folder, about 8 $\frac{1}{2}$ " x 11".

Alternative forms: None.

Validity and Reliability: Has not been worked out.

Time: 35 minutes for the entire examination.

Directions: No sheet of instructions nor scoring key for the teacher; directions for taking test are on the test sheet, few but definite.

Scoring: Scoring is easy, because the multiple-choice responses are placed in aligned columns on the right and the responses of the other two tests are placed on the left of the number of the items. Instructions for scoring are given thus:

Test	Method of Scoring	Possible Score	Score
1	Number Right	50	
2	Rights Wrongs	90	
3	Number Right	20	
	Total	160	

Standardization: No information.

Provision for Record: None.

Provision for Remedial work: None.

Title: Stanford English Literature Test

Authors: John C. Almack, Ph.D., and Georgiana K. Benjamin, Ph.D.

Publisher: C.A. Gregory Company,
345 Calhoun St., Cincinnati, Ohio.

Date: 1929.

Cost: Per package of 100, \$2; 3¢ per copy and 5¢ for scoring key.

Ability Measured: Factual knowledge of English literature.

Type of Test: Matching and true-false exercises.

Ground Covered: A survey of English literature, divided as follows:
Part I: novels by Austen, Dickens, Eliot, Scott, Barrie, Stevenson, Blackmore, Thackeray, Goldsmith, Conrad, Kingsley, Brontë, Kipling, Lytton; Part II: narrative and lyric poetry by Homer, Milton, Scott, Coleridge, Wordsworth, Byron, Burns, Macaulay, Arnold, Shelley, Keats, Tennyson, Browning, and Kipling; Part III: dramas by Shakespeare, Drinkwater, Barrie, Kennedy, Dunham; Part IV: essays and miscellaneous non-fiction by Bacon, Addison and Steele, Burke, Macaulay, Lamb, Carlyle, Stevenson, Kenneth Grahame, Arnold Bennett, Boswell, Lytton Strachey, and writers of the Old Testament.

Mechanical Features: A four-page folder, 8½" x 11", 10 point type, aligned responses placed on left of items.

Alternative Forms: Two, Form I and Form II.

Validity and Reliability: The validity of the second list of items was passed upon by eight teachers of English Literature. The reliability obtained by computing the correlation between the form is .94. This is sufficiently high to warrant one in using the test to measure class achievement, and even for individual diagnosis, particularly if both forms are given.

Time Required: 40 minutes.

Directions: A teacher's manual gives directions for giving the test, also the norms. Directions for taking are given briefly but clearly before each part of the test.

Method of Scoring: For each part the score is the number right. The scoring keys are printed on a single sheet. They should be cut apart. The total score is found by adding the scores on the four parts. The tests may be scored at the rate of about 40 per hour.

Standardization: The norms, or medians, are given on the record sheet; 63 is the norm for the senior high school.

Provision for Record: A record sheet is included with the set of tests, and instructions for making records are given.

Provision for Remedial Work: Form II makes possible a re-test after remedial work.

Additional Information: This test is designed to measure achievement in English literature in the senior high school and the junior college and normal. The exercises are based upon college entrance requirements in English literature, supplemented by exercises selected from recent courses of study.

17b.

Title: Stanford American Literature Test.

Authors: John C. Almack, Ph.D., and Georgiana K. Benjamin, Ph.D.

Publishers: C. A. Gregory Company
345 Calhoun Street, Cincinnati, Ohio.

Date: A letter from the publishers, June 11, 1932, states,

"In regard to the Stanford American Literature Test may we say that this test has not yet come from the press. . . . We fear it will not be ready for distribution until September."

18.

Title: Literature Background Tests.

Author: Conrad T. Logan and Carrie Belle Parks.

Publisher: D. C. Heath and Company
1615 Prairie Avenue, Chicago, Illinois

Date: 1930.

Cost: 55 cents per set; the complete set consists of fifteen copies of Re-Test with key sheet.

Ability Measured: Factual knowledge--familiarity with English and American writings most commonly used in high schools.

Type of Test: Multiple-response, simple recall, matching, and re-arrangement are all employed.

Ground Covered: A general survey of English and American literature, chiefly that written since 1800.

Mechanical Features: A four-page folder, 8" x 10", 10 point type, aligned responses.

Alternative Forms: Two, Test and Re-Test.

Validity and Reliability: No information.

Time Required: 45 minutes.

Directions: None for those giving the test; instructions and examples for those taking the test are on test sheet.

Method of Scoring: The scoring key is arranged around the four margins of a separate sheet. Each correct answer counts one point, except in part one, where the score is number right minus number wrong. Possible score is 100.

Standardization: No information.

Provision for Remedial Work: None except the Re-Test.

Miscellaneous Information: The Literary Background Tests are intended for the following uses: (1) review during the senior year in high school; (2) optional and maximum assignments in other years in big city high schools; (3) in first-year college, both in liberal arts and teachers colleges, as an outside reading program supplementing the work in composition; (4) in any teachers college as an elementary test for all students who intend to specialize in English.

19.

Title: Literature Test.

Authors: E. R. Barrett and Teresa M. Ryan.

Publisher: Bureau of Educational Measurements and Standards
Kansas State Teachers College, Emporia, Kansas.

Date: 1926.

Cost: per 100, \$2, plus transportation; per package, key included, 65¢ in smaller quantities, 3¢ per copy; scoring key, 5¢ each.

Ability measured: Factual knowledge--familiarity with the English classics.

Type of test: Multiple-response.

Ground Covered: Poems, plays, novels, and essays, selected from those most frequently read in high-school English classes.

Mechanical Features: Four-page folder, 7" x 10¹/₂", 9 point type, questions grouped by titles, aligned responses.

Alternative Forms: Two, A and B.

Validity and Reliability: Not given.

Time Required: Not given, approximately one class period.

Directions: None given to teachers; directions for taking the tests are given on each test sheet.

Method of Scoring: Give one point for each correct answer. Possible score is 100. Score sheet given separately; may be folded or cut into strips.

Standardization: First quartile, median, and third quartile are given for each grade in high school.

Provision for Record: None, except space for each pupil's score in the upper right hand corner of the first page.

Provision for Remedial Work: Two forms make possible testing after remedial work. The standards given are for May first.

20.

Title: Tests for the Appreciation of Literature.

Authors: Hannah Logasa and Martha McCoy Wright,
University High School, University of Chicago.

Publishers: Public School Publishing Company
Bloomington, Illinois.

Date: Not given.

Cost: Per package of 25, including six tests, \$2.50; in quantities less than 25, 12 cents per copy.

Ability Measured: Appreciation along six lines; discovery of theme, reader participation, reaction to sensory images, comparisons, trite and fresh expressions, rhythm.

Type of Test: Identification and multiple-response.

Ground Covered: Samples of unfamiliar selections from authors old and new. Test I tests ability to find the theme. Test II, to what extent the reader participates in the selections; Test III, reaction to sensory images; Test IV, discrimination between good and poor comparisons; Test V, recognition of fresh and trite expressions; Test VI, recognition of rhythm.

Mechanical Features: Each test is a four-page folder, 6" x 9", 10 point type, white paper, responses aligned.

Alternative or Consecutive Forms: None.

Validity and Reliability: No information.

Time Required: No limit. In high school Tests I and II together take about 35 minutes; Tests III and IV together take 30 minutes; Tests V and VI together take 30 minutes. It is better to give one or two tests a day until all are given.

Directions: All directions for taking the tests are printed on the blanks. The teacher need only see that the pupils fill out the blank spaces at the top of each sheet, tell the class to follow the printed directions, and Refuse to answer any questions or give added help. Full directions for giving the test, for scoring, and for tabulating and interpreting results are given in the teacher's manual, a four-page folder.

Method of Scoring: Scoring key on back of teacher's manual. In each case the pupil's score is the number of correct responses, except for Tests III and V, for which--there being several parts to the correct answers--the scores are divided by 2 and 4 respectively.

Standardization: Tentative norms are given for each test through high school and college years.

Provision for Records: On the pupil's last test sheet is a form for recording his score, the nearest grade median, best scores and poorest scores, on each test. In the teachers manual is a class record sheet for tabulation of scores and medians. Full instructions are given; time required for tabulation for a class of 35, about 20 minutes.

Provision for Remedial Work: On the back of the pupil's last test are certain questions to be answered by him to assist the teacher in planning remedial work, but no provision is made for re-test after the remedial work.

Miscellaneous Information: These tests were the result of three years of experimentation. There are two unusual features: (1) Test VI, which consists of ten diagrams made up of straight and curved lines representing the rhythm of the ten quotations given opposite; and (2) the questions on the last sheet, the answers to which furnish a basis for remedial work.

21.

Title: Stanford Test of Comprehension of Literature.

Author: Mary C. Purch, Ph.D.
Assistant Professor of Psychology, Mills College.

Publisher: Stanford University Press,
Stanford University, California.

Date: 1928.

Cost: Per package of 25, of any one test or form, \$1.00; in quantities less than 25, 5 cents per copy and 10 cents extra for directions and key; specimen set, 40 cents.

Ability Measured: Reading abilities of junior and senior high school pupils - comprehension.

Type of Test: Multiple-choice, to be underlined.

Ground Covered: Three tests: Test I contains samples from types of literature whose main interest is action and event; the adventure story; the novel of incident; narrative and descriptive prose and poetry; and the epic. Test II contains samples from types whose main interest is character portrayal and emotional appeal; the character sketch; the novel of character and emotion; lyric poetry; and the drama. Test III contains samples whose main appeal is to the intellect; the essay and oration.

Mechanical Features: An eight-page folder, 9 $\frac{1}{2}$ " x 6", 10 point type, staggered responses to be underlined.

Alternative Forms: Two, A and B.

Reliability: The reliabilities of each test for each grade are well over .80 in most instances. The reliability of the battery for each grade is well over .90 and for all grades .954.

Time Required: Allow 20 minutes of working time for each form of each test.

Directions: Full directions for giving the tests are on the last page of the manual; all directions for taking each test are printed on the front page of the test.

Scoring: The scoring key for all the tests is given on a separate sheet, which may be folded or cut into strips containing one form on each side. There is but one correct response in each of the four exercises following each paragraph. The sum of the correct responses constitutes the score for each form of each test. The sum of the scores of the three A forms or the three B forms constitutes the score for the battery of tests.

Standardization: Norms, standard deviations, and reliabilities of the tests are given for each test for grades 7-12. The norms are derived from more than 500 scores for each test from grades seven to twelve inclusive.

Provision for Records: No class record sheet and no instructions for tabulating results. Each pupil's score is recorded in the upper right-hand corner of the first page of the test.

Provisions for Remedial Work: The alternate forms make it possible to measure growth in reading ability after remedial work has followed the first testing.

Miscellaneous Information: These tests serve three purposes:

- I. To differentiate the reading abilities of junior and senior high-school students. Scores on a single test will serve to classify the students of each grade into ability groups for instructions in literature.
- II. To measure growth in the reading ability of an individual or group over a period of time.
- III. To indicate just what books are suitable reading material (so far as difficulty is concerned) for a particular individual or group. Each sample is representative of the difficulty of a particular book or group of books; therefore, the content of a course suited to the ability of the students may be determined by scores on the tests.

22.

Title: Scales for Judging Poetry.

Authors: Allan Abbott and M. R. Trabue.

Publisher: Bureau of Publications, Teachers College, Columbia University, 525 West 120 Street, New York City.

Date: 1925.

Cost: Manual, 25¢; tests for pupils, 5¢ per copy.

Ability Measured: Appreciation of poetry, Grade VII through the university.

Type: Multiple-choice, four responses.

Ground Covered: Series X contains one selection each from Mother Goose, Scott, Amy Lowell, Lucas, Tennyson, Hoyer, Rose Fildeman, Aldrich, Hunt, Dobson, Shakespeare, Masfield, and Browning; Series Y contains one original selection, and one each from Mother Goose, Thornbury, Lucas, Belloc, Frost, Keats, Burns, Lowell, Tennyson, Wordsworth, Milton, Sandberg.

Mechanical Features: An eight-page folder, 5 $\frac{1}{2}$ " x 8 $\frac{1}{2}$ ", 10 point type, white paper, response blanks placed above each selection-- at the right of the number.

Alternative Forms: X and Y series, of approximately equal difficulty.

Validity and Reliability: In order to check the reliability of the tests at different levels of ability, correlation tables were plotted between the scores in Series X and the scores of the same people in Series Y, and the coefficients of correlation were determined by the Pearson or Brevais formula. The results were indicated below:

Group of Persons Considered	No. Persons	Correlations of X and Y
Seventh and eighth grades	127	-.037
Second, third, and fourth year high school	127	.440
Miscellaneous group	187	.558
Second, third, and fourth year college	273	.656
Graduate English students	249	.723

"The two series as they were scored, therefore, are worthless as a test of ability in the elementary school; they begin to take on significance in the upper part of high school and in college classes; and they are most reliable with university students and other specialists in the English field."

Time Required: 40 minutes for each series.

Directions: Directions for giving the test are in the bulletin, "A Measure of Ability to Judge Poetry"; directions for taking the test are placed above each set of poems to be judged.

Method of Scoring: Each set counts 1; perfect score for each series, 13.

Provisions for Recording Results: None.

Provisions for Remedial Work: None, except the two forms.

Miscellaneous Information: The authors of these tests took more than a hundred sets of poems in four versions, for preliminary study. From these sets two graduated series, X and Y, of thirteen sets each and of approximately equal difficulty, were submitted to some 3,500 judges including persons of all grades from the fifth grade through college and university. The tests are developed upon these principles:

I. Critical discernment can or should be a goal of teaching.

II. Such a study as this must avoid taking a position on matters of controversy. Whatever has been widely accepted by anthologists, critics, and poetry lovers of

the world, for the purpose of the test, is poetry.

The method used was to combine one "best" form with three others poorer in emotional tone, imaginative quality of thought or rhythmic form.

The authors suggest that, regardless of their value as measures of ability to judge quality in English poetry, these exercises may be of real value as teaching devices--remembering however that when so used they lose their value as instruments of measurements. "A teacher might discuss the beauty of the rhythm in a given poem for half an hour without giving the pupil a clear idea of the characteristic under discussion, but by means of the contrasts afforded in these exercises the value of the rhythm could be instantly revealed."

Although not useful as tests in the elementary school and of only limited validity in high school, they may be quite useful in both places as a diagnostic study of the elements in poetry that appeal to students of a particular age, race, sex, or social group.

From the results of his work with these exercises the author has reached these conclusions: (1) that children prefer verses without subtlety, objective in mood, easy to understand, and in simple, strongly-marked rhythms; (2) that vigorously expressed feeling is the demand of the middle years,--upper grades, high school, and early college--provided the emotion is valid; and (3) that as to the nature of the poetic excellence in itself, there would appear to be some significance in the fact that so many of these poems, and practically all the best of them, win recognition only from the college groups.

25.

Title: History of American Literature, Form I (The Wells Comprehensive Objective Tests in High School English).

Author: Katherine E. Jessup, Assistant Professor of Education, Adelphi College, Garden City, New York.

Publisher: Harlow Publishing Company
217-223 North Harvey, Oklahoma City.

Date: 1931-1932; the series is still in preparation--the second semester test is not yet available.

Cost: Single copies, 10 cents for test and same for key; package containing 25 tests of same title, one key, and one manual of directions, 75 cents; prices F. O. B. Chicago.

Ability Measured: Factual knowledge and comprehension.

Type of Test: True-false, completion and identification.

Ground Covered: A series of eight tests as follows:

1. The Colonial and the Revolutionary Periods.
2. The Prose of the New York and the New England Groups.
3. The Poetry of the New York and the New England Groups.
4. Southern Literature.
5. The Western Writers.
6. (In Preparation) Title not given.
7. A First Semester Test.
8. A Second Semester Test (In Preparation).

Mechanical Features: A 9" x 18" sheet folded into a six-page form, 9" x 6", 10 point type; key of white cardboard, 5 $\frac{1}{2}$ " x 9", which may be cut into strips; aligned responses.

Alternative Forms: None.

Validity and Reliability: No information given.

Time Required: 40 minutes.

Directions: A Teacher's Manual, directions for pupils on test.

Method of Scoring: Score for each part of test is number right; total scores range on different tests from 55 to 97.

Standardization: Norms in process of preparation.

Provision for Remedial Work: Test may be used for diagnosis, but there is no provision for a re-test.

Provision for Record: None.

24.

Title: History of English Literature (The Wells Comprehensive Objective Tests in High School Subjects.)

Author: Katherine E. Jessup, Assistant Professor of Education, Adelphi College, Garden City, New York.

Publisher: Harlow Publishing Company
217-223 North Harvey, Oklahoma City.

Date: 1930-1931.

Cost: Single copies, 10 cents for test and same for key; package containing 25 tests of same title, one key and one manual of directions, 75 cents; prices F. O. B. Oklahoma City.

Ability Measured: Factual knowledge and comprehension.

Type of Test: True-false, completion, identification, and multiple-choice.

Ground Covered: A series of eight tests as follows:

1. The Anglo-Saxon Period, the Norman Conquest, Age of Chaucer, and The Renaissance.
2. The Age of Elizabeth and The Development of the Drama.
3. The Puritan Age and The Period of Restoration.
4. The Age of Pope and The Age of Johnson.
5. The Age of Romanticism.
6. The Victorian Age and The Twentieth Century.
7. A First Semester Test.
8. A Second Semester Test.

Mechanical Features: A 9" x 18" sheet folded into a six-page form, 9" x 6", 10 point type, aligned responses, key of white cardboard, 5 $\frac{1}{2}$ " x 9" which may be cut into strips.

Alternative Forms: None.

Validity and Reliability: National norms established--no other information given.

Time Required: 40 minutes.

Directions: A Manual of Directions for the teacher, directions for pupils on test sheet.

Method of Scoring: Score for true-false sections is number right minus number wrong; for other sections, number right.

Standardization: National norms established.

Provision for Record: None.

Provision for Remedial Work: Test may be diagnostic; no re-test.

25.

Title: Objective Tests in American Literature.

Author: Hazel Call, Department of English, Lovelock, Nevada.

Publisher: The Palmer Company
120 Boylston Street, Boston, Massachusetts.

Date: 1931.

Cost: In quantities, any assortment, \$2 per hundred; key sheets supplied only with class orders.

Ability Measured: Factual knowledge and comprehension.

Type of Test: Completion, true-false, matching, and recognition.

Ground Covered: The field of American literature in a series of seven tests as follows:

- Test I. Literature in General
- Test II. The Colonial Period
- Test III. The Revolutionary Period
- Test IV. The First National Period
- Test V. The Period of Conflict
- Test VI. All-American Period
- Test VII. Present Day Period

Mechanical Features: Single sheets, size 8 $\frac{1}{2}$ " x 11", 10 point type-rescoring key, strip 2" x 11", printed on both sides.

Alternative Forms: None.

Validity and Reliability: No information.

Time Required; Not given; probably about 20 minutes.

Method of Scoring: 40 items score a total of 100 points; presumably each item is 2 $\frac{1}{2}$ points.

Standardization: No information.

Provision for Record: None.

Provision for Remedial Work: Test may be used for diagnosis, but there is no re-test.

Miscellaneous Information: Each test contains 10 completion items, 10 true-false items, 10 matching items, and 10 recognition items.

26.

Title: Literary Outlines for Student Reports on Assigned Reading.

Author: Winston Riley, Jr., Formerly Head of the English Department, Day School for Boys, Columbus, Ohio.

Publisher: The Bobbs-Merrill Company, New York.

Date: 1930.

Cost: 40 cents.

Content and Make-Up: This is a pad or workbook made up of thirty-six leaves, 11" x 8 $\frac{1}{2}$ ", perforated so they may be detached. Each leaf (two pages) is outlined for one complete report. The reports are grouped as follows:

THE SHORT STORY, nine report blanks, outlined as follows:-
Introduction, including Title (five statements), Author (four statements), Analysis (purpose of author, central thought and moral of story, style of author, ending, etc.); Conclusion, why the student likes or dislikes the story.

THE ESSAY, eight report blanks, outlined as follows:

Introduction, including Title (four statements), Author (seven statements); Development, including Structure (type, qualities, subject-matter, beginning and ending of essay), Analysis (purpose of author, central thought and moral of essay, style, scope, comparison of this and some other essay); Conclusion, why the student likes or dislikes the essay.

THE ONE-ACT PLAY, five report blanks, outlined as follows: Introduction, including Title (five statements), Author (seven statements); Development, including Structure (type of play, introduction, first dramatic episode, climax, etc.), Analysis (purpose of author, time and place of action, central thought and moral of play, plot, movement, dialogue, characters, etc.); Conclusion, why the student likes or dislikes the story.

THE NOVEL, five report blanks, outlined as follows: Introduction, including Title (five statements), Author (seven statements); Development, including Structure (type, introduction, main incidents, climax of novel), Analysis (purpose of author, time and place of action, central thought and moral of play, plot, movement, dialogue, characters, etc.); Conclusion, why the student likes or dislikes the novel.

THE LONG PLAY, three report blanks, outlined as follows: Introduction, including Title (five statements) and Author (seven statements); Development, including Structure (type of play, introduction, first dramatic episode, climax, etc.), and Analysis (purpose of author, time and place of action, central thought and moral of the play, plot, movement, dialogue, characters, etc.); Conclusion, why the student likes or dislikes the play.

THE POEM, six report blanks, outlined as follows: Title (four statements), Author (eight statements); Development, including Structure (metrical analysis and figures of speech), Analysis (purpose of author, central thought and moral of poem, effect of poem under reader's feelings, impression of author's personality gained from reading poem); Conclusion, why the student did or did not like the poem.

Miscellaneous Information: These outlines on assigned readings as worked out by Mr. Riley are based on this philosophy: "We must 'read to digest,' to distinguish between unimportant details and the central thought, to understand perfectly the very heart of the whole matter. In a word, we must think."

The following claims are made in the "Foreword" of the outlines: "The Literary Outlines will cause those who use them in the junior and senior high schools to

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read reflectively; they will point out for them the essentials that they should bear in mind while reading and studying; they will enable them to show not only their understanding of form and structure but will help them to appreciate content and literary qualities as well. . . . The teacher will find that by the use of these outlines both his and the student's time will be saved; the students will have a greater interest in extensive reading; and, finally, they will teach the student to think, which is the ultimate goal of all teaching."

27.

Title: My Reading Outlines.

Author: Rowena Keith Keyes, Head of Department of English,
Julia Richman High School, New York City.

Publishers: Noble and Noble, 76 Fifth Avenue, New York City.

Date: Copyright 1922, 1924, 1925.

Cost: 30 cents.

Content and Make-up: A 48-page booklet, 7" x 8 $\frac{1}{2}$ ", bound in cardboard. The contents are divided as follows:

Suggestions to Pupils--what to look for in the various forms of literature; Index--record of titles of books read; Notes on Fiction, Dramas, Narrative Poetry (20 pages, 2 pages for each outline)--containing information in regard to the author, the setting, the plot, the most interesting person, words added to the pupil's vocabulary, and a quotation; Notes on Biography (4 pages)--containing information in regard to the author, the person whose life is narrated, why that person became famous, his helps in achieving success, special difficulties overcome, the pupil's impression of the biographee's personality; Notes on Essays, Travels, Letters, Orations (8 pages)--1 page for each outline--containing information in regard to the author, the type of essay, the central idea, words added to the pupil's vocabulary, traits of author shown; Notes on Informational Reading (4 pages, 1 page for each outline)--containing information in regard to the author, special subject treated and principal ideas set forth, part liked best by the pupil; Notes on Lyric Poetry (6 pages, 1 page for each outline)--containing information in regard to the author, form of poem, central idea expressed, mood of poet, lines selected for beauty; Restrictive Reading List, 1923-1934, of College Entrance Requirements.

Title: Royster Reading Reports (Revised).

Author: James Finch Royster, Late Kenan Professor of English,
University of North Carolina.

Publisher: Scott, Foresman and Company
623 South Wabash Avenue, Chicago, Illinois.

Date: 1930.

Cost: 24 cents each; in quantities, 21 cents each.

Content and Make-Up: A 64-page booklet, 10" x 7", with space for
twenty-eight reports as follows:

NOVELS (eight reports), covering from two to four
points about the author, the setting, the plot,
the characters;

SHORT STORIES (four reports), giving the author's
name, nationality, and date of writing; the plot, the
important characters, and an outstanding incident;

DRAMA (three reports), covering two or more points
about the author, the setting, the form, the plot,
and the characters;

LYRIC POETRY (three reports), covering the author's
nationality and date of writing, main thought and
minor thoughts worth remembering, spirit or mood of
the author, form of the poem, and quotations;

NARRATIVE POETRY (two reports), giving the author's
nationality and date of writing, setting, style,
plot, characters, and a quotation;

ESSAYS AND SPEECHES (two reports), giving author's
nationality and date of writing, main thought of the
essay, author's main purpose, style, and opinions
expressed in the essay;

TRAVEL, ADVENTURE, AND SCIENCE (two reports), cover-
ing author's nationality and date of writing, sub-
ject matter, country, dates of period covered, au-
thor's sources of information, important events and
discoveries (if any were made), and student's inter-
est in the book;

BIOGRAPHY (two reports), covering author's national-
ity and date of writing, the birth, death, nationality,
profession or trade of the subject of the biography,
his education, achievements, and characteristics, and
the author's sources of information;

HISTORY (two reports), covering the author's nation-
ality and time of writing, the subject-matter, the
author's purpose and his style, some incidents related,
and a reference to other books in the same field.

A list of four hundred books for supplementary read-
ing is given, and the inside of the cover has a record
of "Books I have Read."

Title: Leisure Reading Reports.

Author: Estelle P. Hayes, Classen Junior High School, Oklahoma City.

Publisher: The University Publishing Company, Chicago, Illinois.

Date: 1930.

Cost: 28 cents.

Content and Make-Up: A pamphlet, 5 $\frac{1}{2}$ " x 8 $\frac{1}{2}$ ", consisting of sixty-four pages, forty-five of these pages containing outlines for reading reports; in addition to the outlines there is a classified reading list for grades seven, eight, and nine.

There are two-page outlines for six pieces of fiction, five of travel and adventure, three of nature and out-of-doors, two of biography, three poems, and single page outlines for four orations and addresses, and three essays. The outlines cover the following points:

FICTION: title, date of reading, author, setting, plot, point of greatest interest, including events, a quotation, three characters, general impression, etc.;

TRAVEL AND ADVENTURE: title, date of reading, author, most interesting incident, best description of a place, most thrilling adventure, most vivid descriptions, favorite quotation, etc.;

NATURE AND OUT OF DOORS: title, date of reading, author, kinds of nature described (plant, animal and natural scenes), best liked lines, most impressive part, etc.;

BIOGRAPHY AND AUTOBIOGRAPHY: title, date of reading, author, subject of biography--childhood, education, favorite hobby and recreation, achievements, character traits, etc.;

POETIC SELECTIONS: title, kind of poem, author, setting, musical lines, descriptive lines, beautiful thoughts, the story, etc.;

ORATIONS: title, date of reading, speaker, occasion, aid of speech, style, success of speech, student's agreement or disagreement with what the speaker said;

ESSAYS: title, date of reading, author, author's aim in writing, thoughts expressed in the essay, style of essay, and explanation of how the author did or did not succeed in his aim.

Miscellaneous Information: The attached book list was prepared from such collections of books as: Books for Home Reading for High Schools and Junior High Schools, prepared by the Committee on Home Reading of the National Council of Teachers of English; Home Reading for High School Pupils, published by the Public Library, Washington, D. C.; the Hartford Reading Lists published by Henry Holt and Company; a Selected List of Recent Books for Children by the Federation for Child Study, New York; and other lists.

Title: Book Review Booklet.

Author: Herold Truslow Ross, DePauw University.

Publishers: The Delta Company, Osage, Iowa.

Date: 1926.

Cost: 1 to 1000, 8 cents each; 1000 to 2000, 7 cents each.

Content and Make-Up: A sixteen-page booklet, about 5" x 7 $\frac{1}{2}$ ", divided into three sections--The Author, The Book, Criticism and Comments--each with several subdivisions. The last four pages are left blank for a summary of the story.

Miscellaneous Information: The publishers make the following claims for the Book Review Booklet:

"Its points of superiority are:

1. It connects the book reviewed with the life and personality of the author.
2. It requires original thought on the part of the pupil.
3. It calls for brief and concise statements instead of lengthy and valueless descriptions.
4. It tests knowledge thoroughly and accurately.
5. It tests the power of appreciation in the pupil, which is highly desirable in the teaching of literature.
6. It conserves the teacher's time in that all reviews are uniform in size and outline."

In addition to the Book Review Booklet the Delta Company publish four other booklets--Drama Review, Play Review, Poetry Review, Non-Fiction Review--very similar in plan and structure; each booklet is bound with a different colored cover, and all are uniform in size except that Play Review has 12 pages and Non-Fiction Review has only 8 pages.

Title: Book Report by Satterfield.

Author: Label S. Satterfield.

Publisher: Smith, Hammond and Company
32 Baltimore Place, Atlanta, Georgia.

Date: 1931.

Cost: Set of 20, \$1; postage prepaid if remittance is sent with order.

Content and Make-Up: A single sheet, size 11" x 15", folded to make four pages 11" x 7½"; lines on inside extend across entire sheet.

The front page contains space for an illustration and for the pupil's record; the inside of the folder contains an outline which is to be filled as follows: The central, the favorite, the meanest, and one humorous character; an unusual event, a good description, a sad and an amusing event; why the student was attracted to a character, was disgusted with another, admired another, and sympathized with another; some facts learned from the book; and space for a 2" x 3" illustration; the last page contains space for criticism of the book and for vocabulary building--a list of new words and their meaning.

OTHER FORMS OF TESTING

An interesting type of book report is used in the Neegaunee (Michigan) Public School System. The form which the pupil fills out for credit in collateral reading is given in Table V of this report. The Neegaunee system is a result of this philosophy concerning outside reading:

"For every student--for every person--there is a type or several types of reading which are distinctly pleasurable. . . . He must begin, then, with the student's own, self-demonstrated level of interest and comprehension. . . . Once he has demonstrated his taste, we have only to provide him with as much of this kind of reading as he desires, in the hope that he will one day surmount this lower interest and in turn demand ever more and more sophistication than formerly.

"The students were given plainly to understand that their judgment of the books read had absolutely nothing to do with their credit for reading. They were told that the purpose of the report card was simply to help the teacher in ascertaining just what books were liked best and what were disliked in order that more of the former could be provided, and less money expended for books they would not enjoy."²

The Neegaunee scheme probably works somewhat better for the upper grades than in high school, but it shows a trend of popular thinking.

2

From S. Hulcott, "Our Voluntary Reading Program", English Journal, XX (1931), p.109

TABLE IV

MEGAUNEE PUBLIC SCHOOLS

Home Reading Record

Title of Book _____

Author's Name _____

Publisher _____

Check one or more of these expressions best describing your reaction:

Unreadable--I didn't finish the book _____
 It was too childish for me _____
 Bore some--too much description _____
 Uninteresting--I read it, but with effort _____

Fair--I like other books better
 entertaining, but that is all _____
 fascinating--I could scarcely leave it
 Inspiring--made me more thoughtful and kind _____

1. Check one or more of the following factors which contributed most to your enjoyment:
 Fascinating plot _____ Adventure _____ Historical interest _____ Creation of a great character _____
 Surprise _____ Exploration _____ Biographical interest _____ Stimulation to my thinking _____
 Suspense _____ accounts of war _____ Scientific interest _____ Humor _____
 Exciting action _____ wealth of incident _____ Interest in animals _____ Good dialect _____
 Happy ending _____ Portrayal of character _____ accounts of strange peoples _____ Beautifully written _____

Your name _____

age _____

date _____

Grade _____

Teachers are to check the following after examining the card and talking with the student:

Impossible _____ Doubtful adaptation _____ Fairly well adapted _____ Ideal adaptation _____

Student's reading quotient (Thorndike-McCall) _____

Reading Age _____

Grade _____

Date of Test _____

Miss Alice J. De Breuil gives an interesting list of possible varied and interesting reports on collateral reading--not all written. She uses class, individual, and group reports, according to the type of book reported on and the type of children reporting. Some of her suggestions are these:

Class Reports:

- A. Check briefly by means of
 1. A tabloid book review limited to 75 or 100 words.
 2. Ten sentences about characters, one sentence to each character, telling about the kind of people they are and what they do in the story.
 3. Five complete statements such as these:
 - a. I read the entire book, all except _____ pages.
 - b. The story tells about _____ (limited to about twenty-five words.)
 - c. The principal 5 characters are _____.
 - d. The most exciting incident tells how _____ is _____ (limited to twenty-five words.)
- B. Then for pure enjoyment use one of these:
 1. A match in which the class is divided into two teams, each pupil asking some one on the other side a question, etc. (Choose out the day before.)
 2. Each pupil acting a different part and the class guessing which character is portrayed. (Assign characters secretly the day before.)
 3. A blindfolded pupil asking the class questions to be answered by yes or no until he can guess the name of a character written on the board.
- C. Individual Reports:
 1. Writing autobiography of a principal character.
 2. Identifying, as to speaker and occasion, quotations from the book.
 3. Special topics, assigned each pupil the day before the report is given.
 4. Discussing five dramatic scenes which advance the plot or show character development.
 5. Making a graph of the plot (using colored crayon).
 6. A personal opinion of the book, supported by reference to content or style.
 7. Discussing the author's view of life as ascertained from the book.
 8. A composition or talk on the period in which the story takes place.
 9. Illustrations by drawings or by paste-pot-and-scissors.
 10. A puppet show (much work and much fun).
- D. Group Reports:
 1. Dramatization by groups.
 2. Reporting on different sections or different events contained in the story.

3. Critical book reviews.
4. Commercial book reviews.
5. Clubs.³

CRITICISM OF TESTS AND STUDY GUIDES

Tests for Individual Writings

There are five sets of tests that may be listed as tests intended for use after the selection has been studied in class. They are the Hadsell-Wells Objective Tests (Harlow Publishing Company), The Sallee Accomplishment Tests, The Eaton Literature Tests, The Rice Objective Tests, and the Perfection Objective Tests. There are no statistics available as to the validity and reliability of any of these tests, and there are no equivalent or duplicate forms.

The first two resemble somewhat in general appearance; they are booklets of the same dimensions, but the Sallee test has more pages and a larger number of items. As I examine a test from each, The Spy, I find however, that 30 of the 165 items in the Sallee tests cover points about the author; these do not occur in the 140 items covered by the Hadsell-Wells tests. In the Sallee Tests the paper is whiter, and the print is plainer and larger than in the Hadsell-Wells. The Hadsell-Wells has 24 vocabulary items, and the Sallee has 25; but the former uses terms almost half of which are peculiar to the book studied, while the latter has general terms which will be useful to the student in future reading and writing. In addition, the Hadsell-Wells test has 40 true-false character items and 60 multiple-choice plot items; the Sallee test has 20 multiple-choice plot items, listed under "Appreciation" and 70 multiple-choice plot items, listed under "Information and Understanding"; both tests give the story items in a somewhat chronological order,

3

Alice J. du Breuil, "Checking Outside Reading," English Journal, XVII (1928), pp. 559-566.

and both give similar items under the setting.

As to cost the Sallee tests have the advantage; both companies sell single tests and single keys at 10 cents each, but the Sallee tests in packages of 25 with one key are \$1.40, while the Hadsell-Wells in the same quantity are \$2, f. o. b. Oklahoma City. These tests are equally easy to score, both having aligned response blanks.

The remaining three, the Eaton, the Rice, and the Perfection tests are similar in general appearance--the first a two-page sheet and the last two four-page folders--about 8" x 11". The total score of the Perfection is 90, and for each of the other two the total score is 100; the Rice and the Perfection tests give one point per question, while the Eaton test by means of two points per question, smaller type, a double-column, and more crowded arrangement uses one page for the test on Julius Caesar (the sample before me), which the other two spread over four pages. The Eaton is harder to score, however, because it has scattered responses altogether, while the other two--with the exception of one section of less than 15 items on each--have aligned responses.

The Eaton is divided into setting, plot, etc., similar to the Hadsell-wells and the Sallee tests. The Rice pays more attention to questions that test appreciation and judgment than any one of the other four.

As to cost the Eaton tests are least expensive; single copies of these sell for 2 cents, keys 10 cents (postage 5 cents extra on orders for less than 15 tests), but keys are included free in class orders. The Perfection tests are 10 cents each per single copy and single key, 5 cents per copy in orders of from 5 to 25, and \$1.15 per package of 24. The Rice tests are 15 cents per single copy and single key, 5 cents per copy for 10 or more of a single title--one key included, and \$1.25

per package of 35 of a single title--two keys included.

Collateral Reading Tests

Only four tests now on the market are intended for collateral reading. They are the Moe Book Tests, the Sterling Book Report Tests, the Readings in English, and the Perfection Book Review. For these also there are no statistical reports on their validity and reliability, and there are no equivalent or duplicate forms.

The Moe tests are more easily used (unless the Sterling tests are pasted into a ledger), as the small, stiff card can be easily handed out and easily filed, and the small slips can be placed on a spindle ready for the teacher or secretary to check. These tests and the Sterling tests have only ten items, with four multiple-response answers for each item. The Sterling tests (at least the samples that I secured) are mimeographed sheets: the answer slips are quite similar to those with the Moe tests. The Wells Readings in English have 25 items divided among Setting, Characters, and Plot: this would of course be too small a sampling were the purpose to determine more than "Has the pupil read the book?" The Perfection tests have from eighteen to twenty questions spread over a four-page folder, size $5\frac{1}{2}$ " x $8\frac{1}{2}$ ".

The Moe and Sterling tests cover more than 700 titles each; the Harlow Readings in English and the Perfection Book Reviews are new sets, the former having only 55 titles and the latter only 32.

These tests all sell for 5 cents per copy plus postage in smaller quantities; the Moe and Sterling tests sell by sets at a reduction; Moe's answer slips sell separately at \$1 per 1000. The Sterling keys are on the test sheets, to be detached; the other keys are separate, but are included in the order.

Workbooks and Study Guides not in Textbooks

This is probably not an exhaustive list by any means, but I am including what I have been able to find. Not including any written for a series of text-books (as the "Literature and Life" series), I have found these six: My Progress Books, the Harris Exercises and Tests on the English Classics, the Kingsley Outline Studies in Literature, the Herzberg Outline for the Study of Contemporary Literature, the Regents Questions and Answers in Literature, and the Marsh Teacher's Manual for the Study of English Classics.

Only the first two of these are to be placed in the hands of the pupils, and they are worked out on the project (Progress Book) and the contract (Harris) plan. Both have tests at the close of the study; the tests in the Harris Exercises can be taken out before the pupil is given the book and kept to be used independently, but those in the Progress Book do not lend themselves so readily to this use. Both books lend themselves to a variety of classroom methods; the Harris pad calls for much more research and original composition, if the A standard is reached, but for this very reason the Progress Book is more objective in its treatment and more compact in form. The paper used in the Harris pad permits the use of ink; that in the Progress Book is better adapted to the use of a pencil.

The feature of the Harris Exercises that is likely to be prohibitive is the high cost of the pad (84 cents), since we seldom find in one high-school curriculum all seven of the classics that are included in this pad. When the Progress Books were published as four collections, the price was only 26 cents in class orders and 35 cents for single copies, and class orders of the individual classics are now 7 cents each--fewer than 10 copies sell for 10 cents each.

The Kingsley Outlines have a copy of the Eaton Literature Test for that classic which may be removed as was suggested for the Harris tests, if the Outline is placed in the hands of the pupil; however, the Kingsley Outline is probably best used by the teacher in directing the study. It is a very complete and helpful guide to a comprehensive and appreciative study of the classic; the price (20 cents) may prevent its use by the students in many classes.

The Herzberg Outline lists fifty-five American and fifty-five British authors, most of whom were living in 1927, when this booklet was prepared. It might well be used as a supplemental book in a study of contemporary literature--either as a class reference or in the hands of the teacher. Many members of the class would probably like to have an individual copy, and it could be used as a class text in connection with a well-stocked library. The price (20 cents) is not prohibitive since it covers so wide a field.

The Regents Questions and Answers belongs quite clearly to the quiz, or "exam" type of teaching; it would be somewhat helpful as a reference book, although the number of questions per classic treated is small. The price is 60 cents.

The Lark Manual is intended as a reference for the teacher only; the material is merely suggestive. However, it has some very helpful directions that may be used in planning class work and in formulating tests for books that have been studied or for those used as collateral reading. It is sent free, at least to those teachers who use the Lake classics.

Survey and Achievement Tests Covering a Number of Classics

Factual Tests. This group includes those that measure the information acquired in a general study in the field of English literature.

There are four of these tests, and three of them have alternate forms. For only one of them do the publishers give any definite information as to validity and reliability.

The Omwake-Schwarz-Ronning English Literature Test has a sufficient number of items (160) for a good test, and these items are well distributed over the field of literature. But it has no key, no norms, no alternate forms--so far as I have been able to obtain information; there was no mention of these things in connection with the test which I ordered. It is for grades XI and XII, and may be used through college.

The Stanford English Literature Test has 189 items; it is intended for senior high schools, normals, and junior colleges. The norm for senior high school is 83, and anywhere between 103 and 120 is considered an A grade in high school. If the test is used as a basis for the final marks for a semester, both forms should be given and the average used. The correlation between the forms is .94. No American writings are included in this test; an American Literature test by the same author is in preparation and should be on the market by September, 1932. This English test should be an excellent one for the final test at the end of the year in which English Literature has been studied, in schools where the curriculum calls for English one year and American another. The items are taken from the productions of authors since 1700.

The Logan-Parks Literature background Test and the Barrett-Ryan Literature Test have 100 items each, about one-fourth of them from American literature. No information is given as to the reliability of either test, and no norms are given for the Logan-Parks. The Barrett-Ryan is multiple-choice in form throughout; the Logan-Parks has greater variety in form and is somewhat more attractive in appearance. Both tests have a larger percentage of their items from writings familiar to

the average high-school pupil than has the Stanford test.

All four of these tests are quite reasonable in price; The Onwale-Schwarz-Ronning test is 5 cents per copy, the Stanford is \$2 per package of 100--or 3 cents per copy with 5 cents for scoring key, the Logan-Parks is 58 cents per set of 15 Tests with one scoring key and 15 Re-Tests with one scoring key, and the Barrett-Ryan is \$2 per package of 100--or 3 cents per copy with 5 cents for scoring key.

Tests Intended for Special Purposes. This group includes three tests as follows: The Logasa-Wright Tests for the Appreciation of Literature, the Stanford Test of Comprehension of Literature, by Dr. Burch, and the Abbott-Trabue scales for Judging Poetry. Each is quite valuable as a diagnostic test in its own field.

The Logasa-Wright tests appreciation along six lines; discovery of theme, reader participation, reaction to sensory images, comparisons, trite and fresh expressions, and rhythm. Tentative norms through high school and college are given. These tests are more valuable as diagnostic measures and teaching aids than as measures for determining grades; there are no duplicate forms.

The Stanford (Burch) comprehension tests are three in number, each having two forms. The tests are made up of ten or twelve short samples taken from books recommended for secondary schools, the group in one test having for its main interest action and event, in another test character portrayal, and in the last test appeal to the intellect--essays, etc. The reliabilities of each test for each grade are well over .80, and of the battery for each grade the reliability is well over .90. These tests are helpful in ranking the content of books from easy to difficult and in diagnosing the reading difficulties of children. The tests are

compact, easily handled, and easily checked.

The Abbott-Trabue scales are very helpful in high school as diagnostic tests and as a teaching device, but are of small value, as the correlation coefficient shows, as measures determining grades. They are intensely interesting. Four forms of each poem are given; the original form (to be selected by the pupil) has been "doctored" in three of the stanzas given--once by introducing silly, gushy, affected, or otherwise insincere feelings, once by changing the imagery to a commonplace level, and once by changing the meter.

The price of the Logasa-Wright tests per package of 25, including six tests, is \$2.50--in quantities less than 25, 12 cents per copy; the Stanford Comprehension tests are \$1 per package of 25, of any one test or form, and in quantities less than 25, 5 cents per copy and 10 cents extra for directions and key; the Abbott-Trabue Scales are 5 cents per copy for pupil's tests and 25 cents for the teacher's manual.²

Series of Tests that Cover the English Field by Periods. In this group are the Jessup History of American Literature Tests, the Jessup English Literature Tests, and the Call Objective Tests in American Literature. No information is given as to reliability of any of these.

The Jessup tests cover the history of English Literature and the history of American Literature, each in a series of eight tests--six period and two semester tests. The tests are each printed and folded into six-page forms, size 9" x 6", and are quite convenient to handle. The total scores range from 25 to 97 on the various tests; there are usually from 25 to 40 true-false or multiple-choice items, then some identification and some matching or recall items. They are easily scored.

The Call Tests cover American literature in seven period tests

(no semester tests), each covering one page, 8" x 11"--except Test V, which takes two pages. The first test is general, testing the pupil's knowledge of literary forms and using both English and American examples; the others each cover a period of American literary production. There are ten items each under completion, true-false, matching, and recognition forms. While the sampling is insufficient, the selection of items is fairly good.

The Jessup tests are 10 cents per single test and the same for the key; package of 25 tests, one key and one Manual, 75 cents; the Call tests are \$2 per 100 in any combination.

Prepared Blanks and Outlines for Book Reports

Collections Prepared for Various Literary Forms and Bound in One Cover. These include Riley's Literary Outlines for Student Reports on Assigned Reading, Hayes' My Reading Outlines, Royster's Reading Report Blanks, and Hayes' Leisure Reading Reports.

Of these all except the Riley Outlines have an index for listing the books read; all four are brief and easily checked, but the Riley Outlines are probably the most objective in form. The Riley and Royster sheets are perforated so the reports may be "handed in" separately; the Hayes Outline and the Hayes Reports must be left in the book. Hayes, Royster, and Hayes suggest books for outside reading; and Hayes gives a helpful outline "What to Look For" in the various forms of literature. In mechanical features (size, type, grade of paper, etc.) I find the Riley Outlines the most attractive.

The various prices run as follows: The Royster Reports are 21 or 24 cents each, depending upon the number ordered and whether remittance accompanies the order; the Hayes Reports are 28 cents each; and the Riley Outlines are 40 cents each.

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Separate Reports for Each Book. At least two publishers are putting out individual report forms for the students' outside reading: The Delta Company publish the Ross Book Review, (for novel), a Non-fiction Review, a Poetry Review, a Play Review, and a Drama Review--each in a different color of binding; and Smith, Hammond and Company publish the Satterfield Book Report--a very unique four-page folder, size 7" x 11".

The Ross Review Booklets are almost too tiny for the amount of writing called for by the outlines, although very dainty and attractive in appearance before they are filled with writing. I should have to feel that my pupils were well-off financially before asking them to pay from 8 to 10 cents for one of these for each book report (in quantities of 1 to 10000 they are 8 cents each), and it is suggested that the school buy in quantities and retail them at 10 cents.

The Satterfield Report is perhaps high at 5 cents (20 for \$1), but it is so original, so easily filled out by the pupil, and so easily checked by the teacher that one is tempted to invest. This report, however, is much better adapted to books that contain characters and events than to expository writings; and why use this form when the Loe and Sterling tests do the work more quickly at the same price--or cheaper?

New tests are rapidly appearing, but I have listed and described all that I have been able to find in print. There is already a good supply of factual tests for both intensive and extensive reading, but diagnostic tests are somewhat scarce. More will be said along these lines in Chapter IV.

Table V lists all classics included in the tests described in the preceding pages except those books for collateral reading which are found only in the Loe and Sterling groups. Following each title are numbers corresponding to the numbers of the tests in Chapter III.

TABLE V

Classics and the Tests Available for Them--Numbers Refer to Outline of Tests

1. Aeneid	14 15	
2. American Poetry	2	
3. A Midsummer Night's Dream	1 2 3 4 5 6 12 15	
4. Arnold's Wordsworth	14	
5. As You Like It	1 2 3 4 5 6 7 12 15 14	
6. A Tale of Two Cities	1 2 3 4 5 6 7 10 12 14 15	
7. Black Arrow	1 6 7	
8. Browning's Shorter Poems	3 12 14 15	
9. Builders of Democracy	15	
10. Burke's Speech on Conciliation	2 3 4 12 14 15	
11. Canterbury Tales	4 7 12 15	
12. Carlyle's Essay on Burns	1 3 4 12 14	
13. Christmas Carol	3 4 6 12 15	
14. Cloister and the Hearth	8 15	
15. Courtship of Miles Standish	12 15	
16. Cranford	15	
17. David Copperfield	4 5 6 7 8 12 15	
18. Democracy To-day	15	
19. Deserted Village	4 12	
20. Dr. Jekyll and Mr. Hyde	4 6 7 15	
21. Dryden's Palamon and Arcite	15	
22. Emerson's Essays	1 10 13 14 15	
23. English Humorists	15	
24. English Popular Ballads---Hart	15	
25. Knock Arden	4 5 12	
26. Miscs English and American	15	
27. Essays of Elia	12 15	
28. Evangeline	3 4 5 6 12 15	
29. Familiar Letters--Greenlaw	15	
30. Franklin's Autobiography	1 3 4 6 7 12 15	
31. Hamlet	1 2 3 4 5 6 7 12 14 15	
32. Hiawatha	15	
33. Henry Remond	6 7 12 15	
34. Heydrick's Types of the Short Stories	15	
35. House of Seven Gables	1 3 4 5 6 7 12 14 15	
36. Iaylls of the King	1 2 3 4 5 6 10 13 14 15	
37. Iliad.	7 12 15	
38. Irving's Tale of a Traveler	15	
39. Ivanhoe	1 2 3 4 5 6 7 10 11 12 15	
40. Julius Caesar	1 2 3 4 5 6 10 11 12 14 15	
41. Kidnapped	3 4 7 8 12 15	
42. King Henry V.	1 2 4 5 6 10 14 15	
43. King Lear	4 5 6 12 14	
44. Lady of the Lake	1 2 3 4 5 6 10 11 12 14 15	
45. Last of the Mohicans	1 3 4 6 7 9 12 14 15	
46. Lay of the Last Minstrel	7 12 15	
47. Legend of Sleepy Hollow	1 6 12	

TABLE V (Continued)

48. Life of Nelson	15
49. Lincoln's Letters and Addresses	2 14 15
50. Lorna Doone	3 4 6 7 8 9 12
51. Lord Olive and Warren Hastings	12 14 15
52. Macaulay's Goldsmith, etc.	15
53. Macaulay's Lays of Ancient Rome	12
54. Macaulay's Life of Johnson	3 4 12 15
55. Macaulay's Milton and Addison	15
56. Macbeth	1 2 3 4 5 6 7 10 12 14 15
57. Man Without a Country	1 3 4 5 7 12
58. Marnion	12 15
59. Merchant of Venice	1 2 3 4 5 6 7 8 11 12 14 15
60. Milton's Minor Poems	2 3 4 10 12 14 15
61. Mill on the Floss	3 4 6 7 8 9 15
62. Mythology	4 5
63. Odyssey	3 4 6 11 12 14
64. Old Testament Narratives	12 15
65. Oliver Goldsmith	12 15
66. Oliver Twist	6 7
67. One Hundred Narrative Poems	14 15
68. Oregon Trail	1 3 5 7 12 14
69. Othello	5
70. Palgrave's Golden Treasury	15
71. Paradise Lost	15
72. Pilgrim's Progress	4 5 7 8 12 15
73. Poe's Poems and Tales	4 7 12 15
74. Pride and Prejudice	4 6 7 15
75. The Princess	12 15
76. Quentin Durward	4 5 7 8 12 14 15
77. Rime of the Ancient Mariner	1 2 3 4 12 14 15
78. Rip Van Winkle	1 6 12
79. Rise of Silas Lapham	1 4 6
80. The Rivals	1 6
81. Robinson Crusoe	6 7 15
82. Romeo and Juliet	5 6 7 15
83. Saga of King Olaf	12
84. Schweikert's French Short Stories	15
85. Schweikert's Russian Short Stories	15
86. Scudder's English Poems	15
87. Sesame and Lilies	
88. She Stoops to Conquer	1 4 6 15
89. Silas Marner	1 2 3 4 5 6 7 10 11 12 14 15
90. Sir Roger De Coverley	3 4 6 12 14 15
91. The Sketch Book	7 8 9 12 15
92. Snow-bound	3 12 15
93. Conrad and Rastan	3 4 5 14
94. The Spy	1 2 4 5 6 7 12 15

TABLE V. (Continued)

95. Tales of a Wayside Inn	12 14 15
96. Tatler and Spectator Papers	15
97. The Tempest	1 2 6 7 12 14 15
98. Tour of the Prairies	1
99. Travels with a Donkey	4 6 7 12 15
100. Treasure Island	1 2 3 4 5 6 7 11 12 14 15
101. Twelfth Night	1 3 4 6 12 15
102. Twice Told Tales	12 14 15
103. Two Years before the Mast	5 7 12 15
104. Vicar of Wakefield	1 4 6 7 12 15
105. Vision of Sir Launfal	1 3 4 12 15
106. Wah-to-yah and The Tacas Trail	1
107. Washington's Farewell and Webster's first Bunker Hill Oration	3 4 12 15

CHAPTER IV

APPLICATIONS AND CONCLUSIONS

ADVANTAGES OF OBJECTIVE TESTS

Three important advantages, it seems to me, have affected the classroom work in English as objective testing has developed. One of these has benefited the pupils to some extent directly, but far more indirectly; the other two have come to the pupils directly.

First is the change in the classroom atmosphere. A saving of time has come to both teacher and pupils where the objective tests are used. No English teacher ever found time to do all the reading she desired to do or needed to do. Poring over long, tedious examination papers and book reports not only sapped her physical vigor and nerve force so necessary when she appeared before her pupils, but it also robbed her of time for drinking from fresh wells of literature and for exploring new lands from which she might bring to her pupils untold literary treasures. Too often teachers of other branches have had occasion to pity the poor, jaded, faded teacher of high-school English (thus increasing her burden or discomfort). No other branch is quite so dependent for success upon the 'atmosphere' of the classroom as is English--and the teacher is a large factor in creating the atmosphere! So, far more important to the pupils than the saving of their own time and energy for other exploits is the value that comes to them indirectly through the saving of their teacher--for in this instance saving her time means saving herself.

A second advantage is the changed attitude of the pupils. This, too, improves the atmosphere of the classroom, but here I refer more specifically to the pupil's attitude toward examinations and grades. He feels that the tests are fairer; they are more definite, and he can understand

why he receives a low grade when he fails to give correct responses. It is even reported that some pupils enjoy taking the new-type examinations! Seriously, why should mental gymnastics not vie with physical gymnastics? Perhaps this condition will come about as we follow the athletes in forming definite, clear-cut rules of the game--as we set definite goals and test progress by objective measures.

The third great advantage is that a scientific study of testing and the application of certain rules of statistics to testing have taught us to test one thing at a time and to avoid a hodge-podge of disconnected items from widely separated fields. We have learned to look for the validity of a test (the degree to which the test measures what it claims to measure) and for reliability (the accuracy with which the test measures whatever it does measure). ("The Hotz Algebra Scales used to measure will power would not impair their reliability, but the tests would not be valid for measuring will power.")¹ And so we try to make our tests valid as well as reliable, thus giving the pupils an opportunity to show what they have achieved and to receive just grades.

Of course there is an opportunity occasionally for the traditional, or essay, type of examination--for training in expression and the use of correct syntax, but very often this can be better done in some other type of assignment--certainly it can always be done in some better way than using it for book reports. As Mr. Moe has so well said, "If the book merits the discussion of characters or background, why entangle that discussion with a purely factual test to the attenuation of both!"²

¹ G. M. Luch and G. O. Stoddard, Tests and Measurements in High School Instruction, (Chicago, World Book Co., 1927), pp. 48-51.

² Laurice W. Moe, op.cit.

HOME-MADE TESTS

The commercial tests which I have discussed in Chapter III all have their uses in the classroom--some for one purpose and some for another. These uses I have tried to indicate. Some measure factual knowledge, some test comprehension and appreciation. But for two reasons these cannot cover the entire teaching situation: (1) funds are often lacking for the purchase of tests in sufficient quantities and (2) the initiative and individuality which must characterize every good teacher produce conditions sometimes which no commercial test, however good, can quite fit. Then the teacher needs to know how to construct her own tests and how to make them objective. It was long thought that appreciation and comprehension could not be treated objectively, but the Logasa-right, Burch, and Abbott-Brabue tests have forever disproved that.

It is beyond the province of this paper to give detailed directions as to the building of tests. This is admirably done in Chapter VII of The Objective or New-Type Examination.³ An excellent discussion of pupil-made tests for appreciation of literature is in the February, 1931, issue of the English Journal.⁴

Numerous studies have been made as to the relative reliability of different types of tests and of different methods of instructions to the pupils taking the tests. I shall mention only a few. Mr. Lehman investigated the oral versus the mimeographed form of true-false tests in an effort to answer two questions: was oral presentation as reliable

³ G. M. Ruch, The Objective or New-Type Examination (Chicago, Scott, Foresman and Company, 1929), pp. 149-187.

⁴ Irvin C. Poley, "Learning by Testing," English Journal, XV (1931) pp. 128-136.

as the mimeographed? and Did the oral presentation result in more errors than the mimeographed?⁵

He found that in that study the oral presentation was fully as efficient as the mimeographed; but he recognized certain factors that might affect the result of other similar presentations, as ability of an instructor to make himself heard, etc.

Mr. Dunlap and others investigated the true-false test as to different methods of scoring and of giving directions. It seemed from the result of their investigations that there is "a progressive decrease in reliability as guessing increases" and that when tests were scored number-right, "directions not to guess gave a spuriously high reliability."⁶

Mr. Peters and others, of Pennsylvania State College, investigated the validity of four types of examination--the true-false, the multiple-choice, the completion, and the essay. Their conclusions follow:

"(1) The different types do not vary greatly. (2) The true-false is somewhat less valid than the other type, especially for elementary pupils. Its use in the elementary school is questionable. (3) The multiple-choice and essay-discussion types are about equally valid in the elementary school. In the high school the essay-discussion type is slightly more valid than the multiple-choice. (4) The completion type is most valid in the elementary school. In the high school it ranks third in validity. (5) The essay-discussion type, when objectively scored by fixed standards, is valid in any grade. The validity of this type is in marked contrast to what has been the common belief."⁷ Note the condition as to scoring.

⁵ Harvey C. Lehman, "The Oral versus the Mimeographed True-False," School and Society, XXII (1929), pp. 470-72.

⁶ J. W. Dunlap and others, "Effects of Different Directions and Scoring Methods on the Reliability of a True-False Test," School and Society, XXII (1929), pp. 378-82.

⁷ C. C. Peters and H. B. Mertz, "A Study of the Validity of Various Types of Examinations," School and Society, XXIII (1931), pp. 336-6.

Two excellent discussions of the making of tests for collateral reading are, the article by Mr. Moe⁸ and one by Mrs. Jones,⁹ Head of the English Department in the Logan County (Colorado) High School System; both published in the English Journal.

To properly prepare objective tests, especially those used to test comprehension and appreciation and those used for determining grades for any period, requires more time and effort than to prepare the traditional, essay-discussion type, but the saving of time comes in the scoring and in the repeating of the test at other times with other students--where the test has been properly preserved.

BOOKS FOR STUDY AND BOOKS FOR READING

While, as has been said already, this is not a study of curricula or of methodology, the tests selected for use are influenced by both of those factors. So we might profit by a brief reference to the findings of some studies mentioned in Chapter II.

A comparison of Table I (Abbott's study) and Table II (Crow's study) with Table V will help in selecting books with tests already prepared, that are interesting and valuable for high-school students; a study of Table II will help determine the type of test needed--whether for factual knowledge or for appreciation, also what kinds of appreciation to test for--inspirational themes, beauty of expression, etc. (See tests for appreciation discussed in Chapter III).

Mr. Crow also drew from his data some conclusions as to which classics should be studied and which can be more profitably read than

8

Laurice W. Moe, op. cit.

9

Edith C. Jones, "Testing Outside Reading," English Journal, XIX (1930), pp. 747-750.

studied. The conclusions are as follows:

The following books were ranked higher by both girls and boys who had studied them than by those who merely read them:

Tale of Two Cities	Silas Marner
Ivanhoe	Evangeline
Enoch Arden	Courtship of Miles Standish
Last of the Mohicans	Lady of the Lake
Vicar of Wakefield	Idylls of the King

Study raised the girls' rating of the following:

Peter Sterling	The Other Wise Man
Lorna Doone	Dr. Jekyll and Mr. Hyde
Dog of Flanders	Macbeth
Hamlet	House of Seven Gables
Snow-Bound	

but the boys who had studied these ranked them lower than the boys who merely read them.

On the other hand the boys who had studied the following books rated them higher than did the boys who merely read them, while the girls voted the opposite way:

The Ancient Mariner	Excelsior
As You Like It	King of the Golden River

In the books ranked from 52 to 74 (descending in importance) on Scale I of Table II the twenty-three named below included none which both boys and girls who studied ranked higher than did those who read them. Seven were divided in votes as explained below.

52. Columbus	64. To a Skylark
53. The Golden Treasury	65. Deserted Village
54. The Prisoner of Chillon	66. L'Allegro
55. Franklin's Autobiography	67. Sesame and Lilies
56. Henry Esmond	68. De Coverly Papers
57. Vision of Sir Launfal	69. Il Penseroso
58. The Iliad	70. Webster's Bunker Hill Oration
59. Thanatopsis	71. Macaulay's Life of Johnson
60. Chambered Nautilus	72. Burke's Speech on Conciliation
61. Elegy in a Country Churchyard	73. Chaucer's Prologue
62. The Odyssey	74. Emerson's Essays
63. Lines to a Waterfowl	

Four of these were ranked higher by girls who studied them: Franklin's Autobiography, Chambered Nautilus, Henry Esmond, and Bunker Hill Oration, and three were ranked higher by boys who studied them: To a Skylark, Deserted Village, and Sesame and Lilies.

A SUGGESTED TESTING PROGRAM

Perhaps the importance and the varied uses of the tests mentioned in this chapter may be brought out more clearly by describing a possible testing program. I shall imagine a senior high school with an enrollment of 300 pupils (125 in Grade X, 110 in Grade XI, and 65 in Grade XII), just beginning with a complete testing program in the English department.

There would first be needed 300 copies of one form of a comprehension test to be used with the entire school, and perhaps about 50 copies of a duplicate form to be used in retesting the doubtful cases. These properly checked, with the information properly filed in accessible form, would assist in grouping the students for class work, and would help the teachers to decide what types of selections to emphasize in class study and what pupils to give most guidance. They would also help greatly in determining what classics should be assigned the pupils for reading out of class, since intensive class study of the literature most easily comprehended would be a great waste of time for both teachers and pupils.

If the textbooks are supplied with tests and student guides, either in the books themselves or in separate booklets, these helps will take care of all selections studied in class; otherwise there will probably be from six to twelve classics (books or collections of short stories, essays, and poems) that will need to be covered by tests suitable for that type of work. There will probably be from six to twelve others merely read by each pupil each year; these will require collateral reading tests.

One or two sets of tests (sufficient in number to supply the

largest class reciting at one time in any grade) should be supplied for use as teaching devices in developing appreciation. These could be so used many times (if students are properly taught the care of books) without being replaced by new copies. These might be used with sophomore students and repeated with seniors.

For the close of the semester a general test is needed, either a semester test or a general survey test. This school might use the semester tests designed for British and American literature in the junior and senior classes and some form of achievement test covering both British and American literature for the sophomore classes.

The cost of this testing program, depending upon the test chosen for each type, would be about as follows:

The comprehension tests	\$35.00 to	\$ 42.00
The intensive-study tests	100.00 to	200.00
The collateral-reading tests*	7.00 to	15.00
The appreciation tests	2.00 to	5.00
The semester tests (British and American)	8.00 to	12.00
The general achievement tests	4.00 to	6.00
Total	<u>156.00</u> to	<u>281.00</u>

After the first year only enough comprehension tests will be needed to supply the freshmen and students coming from other schools, and the collateral reading tests will not have to be bought again for several years.

If this account still looks startling to some superintendents, a comparison with the yearly outlay for equipment in the science and the athletic departments might prove interesting and illuminating. If English is of sufficient importance to be required of every student in school, it is surely important enough to be given equipment that will result in more efficient teachers and more effective study and teaching.

*Estimates are for minimum and maximum number of tests.

CONCLUSIONS

From this study I have reached the following conclusions:

1. There seems to be a sufficient number of tests available for use with the classics studied in school and for the definitely assigned outside reading. The ground is fairly well covered by factual tests, many of which contain items for testing the pupils' comprehension and appreciation of the selection read. A wide range of collateral reading has been provided for.
2. There is a shortage of diagnostic tests like the Stanford Test of Comprehension, the Logasa-Wright Tests for appreciation, and the Abbott-Trabue scales. Tests of comprehension and appreciation worked out for selections assigned for study out of class would be of great value to the teacher as she supervises this type of study.
3. Where funds are available, it is better to use the commercial tests for most classics studied and read. They save the teacher's time; they are more reliable; they have generally been tried out on a large number of students, and the items have been correlated and ranked in order of increasing difficulty.
4. Where funds are lacking, home-made tests are necessary; also for the shorter classics and upon some occasions when studying the longer classics the teacher should probably devise her own tests. Therefore, English teachers in general need to know more about test-building. In objective test forms, even more than in the traditional tests, the poorly constructed test becomes either a farce or a tragedy, depending upon the situation in which it is used.
5. Although under ideal conditions the best form of collateral reading report is the teacher-pupil conference for all books not valuable

for general class discussion, under present conditions in most high schools (with a heavy teacher-pupil load and crowded schedules) the Loe or some similar type of test is far better.

6. The Logasa-Wright and the Stanford Comprehension tests should furnish data far more valuable to the English teacher than any amount of data from so-called intelligence tests could give.

7. Study guides like the Harris exercises, when placed in the hands of the pupils and filled in regularly during the study of the classics, are valuable aids. But they must be handled in such a way as to obtain original work from the pupils.

8. Book report forms like the Satterfield sheets and the Royster booklets are helpful study guides, but they also require careful supervision if original work is secured from the students.

9. More investigations are needed to determine which books yield greatest profit and pleasure when read and which are best studied intensively.

10. There should be more investigations of curricula with a view to securing greater uniformity--not the cut-and-ried programs that kill, but conditions that make possible a wholesome co-operation between schools and between publishers and schools.

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