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Some New Tests in Religious Education

CLARA FRANCES CHASSELL, PH. D.*

The charge that religious education, as commonly carried on, fails to educate in religion, is widespread. Adequate means for determining the truth or the falsity of this accusation, in fact an adequate definition of the aims of such education and a corresponding conception of what constitutes success or failure, are almost entirely lacking. Despite the difficulty of arriving at the problem, some efforts to determine the efficiency of instruction have been made from time to time and there the results secured are far from reassuring. Thus upon each new application of biblical tests astounding ignorance is revealed even on the part of those who have been regular attendants of the Sunday school for years,—years during which the content of the curriculum has been almost entirely biblical. In the Whitley Biblical Knowledge Tests,¹ for example, the median score of twelve-year olds is 41 points, and of those who have read the Bible "often," 54 points, out of a possible 120. Further, children's ideas about God, as revealed by answers to questionnaires,² are exceedingly grotesque. Answers made by college students³ and by men in the army⁴ to inquiries as to their religious views are even more disconcerting. Unfortunately observation as to the effectiveness of religious education in achieving any large increase in the ability of pupils to select and make use of the best of the biblical and other curriculum material with a view to the actual carrying out of Christian ideals in their lives, is no more encouraging. The Great War, waged for the most part between so-called Christian nations, is the bitterest condemnation of the present system of religious instruction.

Together with the realization of the need for analyzing the causes which lie back of this failure in the teaching ministry of the Church, has come a corresponding realization of the necessity for developing a technique for such analysis. Technique for similar analyses of public-school education is already well developed. Diagnostic and general survey tests are being produced in great numbers, and are being applied with ardor and success by scientific investigators and practical school men. Recently religious educators are seeing the possibility of similar tests for use in the Sunday school and, taking their cue from the work of these public-school educators, have begun their development, so that already there is a limited number available for use in religious education.⁵

As in the public school, so in the church school, such tests may serve a

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1. Biblical Knowledge Tests, Old Testament, Series A, by Dr. M. T. Whitley, Teachers College, Columbia University.

2. See the article by Prof. J. H. Leuba, in *Religious Education*, XII:5-15; and that by Miss Adelaide Case, in *Religious Education*, XVI:143-46.

3. Cf., for example, "Significant Ignorance About the Bible as Shown Among College Students of Both Sexes," by Pres. C. F. Thwing, in *Century Magazine*, LX:123-28; "An Investigation for the Purpose of Finding Out What High School Students and College Students Know About the Bible," by William H. Boddy and Helen L. Clair, in *Religious Education*, IX:375-81; and "The Bible in Extra-Mural College Classes," by Miss Mary M. Church, in *Religious Education*, XVI:172-73.

4. Cf. "A Teaching Church," by Pres. A. C. McGiffert, in *Religious Education*, XVI:3-9; also, "The Army and Religion," Report of the British Interdenominational Committee, and "Religion Among American Men," Report of the American Committee on the War and Religious Outlook.

5. For a description of a number of these tests see a forthcoming publication compiled under the direction of Prof. W. S. Athearn for the Committee on Social and Religious Surveys, 111 Fifth Avenue, New York City.

variety of ends. Not only can they be utilized to "define the gaps" in education and to measure progress; they may even make that progress more rapid and assured by serving as stimuli to arouse the pupil's interest and activity,—a function which is by no means the least important.

As aids in the accomplishment of these ends and as a contribution to the growing body of tests in religious education the three presented in this article are offered. The tests are largely the product of practical work in connection with a course in Scientific Method and Experimentation for Religious Workers, conducted by the writer during 1920-21 in Drew Theological Seminary; and were devised in preparation for the measurement of the Junior Department of the Methodist Episcopal Sunday School of Madison, New Jersey. All of the tests were revised, suggestions as to technique made, and the greater part of the instructions for administering prepared by the writer as instructor of this course. They are presented, together with a statement as to their authorship, in the following pages.¹

In this day when nothing is final, it will be understood that the tests make no pretense to finality either in form or content. Yet it is hoped that they may be suggestive to other workers and serve some practical use as tentative instruments of measurement in the field of religious education.

PARABLE INTERPRETATION TEST

This test in its original form was prepared in connection with the work of the course by C. L. Marsh. The form here presented is a revision made by the writer for use in the Methodist Episcopal Sunday School of Madison, New Jersey.

Name..... Date.....
 Age at Last..... Date of Last..... School.....
 Birthday..... Birthday..... Grade.....
 Sunday.....
 School..... Teacher.....

SAMPLE

Wait until the parable has been read before marking the answer.

This parable teaches us that

- ☐ 1. The kingdom of heaven is insignificant.
- ☐ 2. The kingdom of heaven is easily destroyed.
- ☐ 3. The kingdom of heaven makes great growth from a small beginning.
- ☐ 4. Birds of the air like mustard.

Put a cross in the little square in front of the right answer.

PARABLE 1—THE LOST SHEEP²

Wait until the parable has been read before marking the answer.

I

This parable teaches us that

- ☐ 1. A sheep is very valuable.
- ☐ 2. God seeks to save every one.
- ☐ 3. Shepherds are all very kind men.
- ☐ 4. Sheep like to wander.

II

The shepherd went after the sheep because

- ☐ 1. He didn't like to have an odd number.
- ☐ 2. He was afraid folks would say he was careless.

1. Reference should also be made to a three-fold Sunday school test and to a questionnaire of children's moral and religious ideas, not reproduced here, which were prepared under the direction of the writer by A. J. Rehkop and by V. W. Mitchell and C. B. Miles, respectively. These proved suggestive in the preparation of a more elaborate questionnaire on religious ideas which the writer and her sister, Dr. Laura M. Chassell, are undertaking for the Committee on Social and Religious Surveys.

2. For the biblical references to these parables consult the list in the succeeding section under "Instructions."

- ☐ 3. He loved his sheep.
☐ 4. He hadn't anything else to do.
 Put a cross in the square in front of the right answer in each of the two groups.

PARABLE 2—THE LOST COIN

Wait until the parable has been read before marking the answer.

This parable teaches us that

- ☐ 1. The woman valued her coin too highly.
☐ 2. The woman was a good housekeeper.
☐ 3. God rejoices when the lost are saved.
☐ 4. The woman was stingy.
 Put a cross in the square in front of the right answer.

PARABLE 3—THE PRODIGAL SON

Wait until the parable has been read before marking the answer.

This parable teaches us that

- ☐ 1. A young man has a right to do as he pleases.
☐ 2. One is better off to have had experience in sin.
☐ 3. One doesn't lose anything by sin.
☐ 4. All sinners are forgivable.
 Put a cross in the square in front of the right answer.

PARABLE 4—THE GOOD SAMARITAN

Wait until the parable has been read before marking the answer.

I

This parable teaches us that

- ☐ 1. We ought to do good only to those who are members of our church, family, lodge, etc.
☐ 2. A man ought not to travel alone.
☐ 3. We ought to do good to every one that needs our help.
☐ 4. The Samaritans were always good.

II

The Samaritan rescued the unfortunate man because

- ☐ 1. He was a man of real sympathy and love.
☐ 2. He and the man were personal friends.
☐ 3. He wanted to be popular.
☐ 4. He expected a reward from the man.
 Put a cross in the square in front of the right answer in each of the two groups.

PARABLE 5—THE SOWER

Wait until the parable has been read before marking the answer.

This parable teaches us that

- ☐ 1. We can't help whether we are good or bad.
☐ 2. We should not sow seed everywhere.
☐ 3. We should sow seed everywhere.
☐ 4. A person's Christian character and usefulness depend on his completely receiving and obeying Christ's words.
 Put a cross in the square in front of the right answer.

PARABLE 6—THE TEN VIRGINS

Wait until the parable has been read before marking the answer.

I

This parable teaches us that

- ☐ 1. We should not attend weddings.
☐ 2. We should always be ready for Christ's coming.
☐ 3. We should not go to sleep when invited out.
☐ 4. We should let folks get out of their troubles as best they can.

II

The five virgins were shut out because

- ☐ 1. They were too careless or thoughtless to bring extra oil.
☐ 2. The bridal party had a spite at them.

- ☐ 3. They couldn't have done what was expected of them.
☐ 4. They were too poor to bring extra oil.
 Put a cross in the square in front of the right answer in each of the two groups.

PARABLE 7—THE RICH FOOL

Wait until the parable has been read before marking the answer.

I

This parable teaches us that

- ☐ 1. One ought to retire from business in time to enjoy life.
☐ 2. One ought to spend his money for himself, not keep it.
☐ 3. One ought not to work hard.
☐ 4. One ought to use his riches for the good of all.

II

The rich man's sin was that

- ☐ 1. He was rich.
☐ 2. He was self-centered.
☐ 3. He was unfortunate.
☐ 4. He was getting old.

Put a cross in the square in front of the right answer in each of the two groups.

PARABLE 8—THE RICH MAN AND LAZARUS

Wait until the parable has been read before marking the answer.

I

This parable teaches us that

- ☐ 1. One shouldn't give to beggars.
☐ 2. It is a sin to be self-centered.
☐ 3. It is a sin to have good clothes and plenty to eat.
☐ 4. One has a right to keep what he has and use it as he pleases.

II

The rich man's sin was that

- ☐ 1. He was lazy.
☐ 2. He mistreated his servants.
☐ 3. He was a drunkard.
☐ 4. He was neglectful of others.

Put a cross in the square in front of the right answer in each of the two groups

PARABLE 9—THE UNMERCIFUL SERVANT

Wait until the parable has been read before marking the answer.

This parable teaches us that

- ☐ 1. The master was too merciful.
☐ 2. We should always collect all that is owing to us in any way we can.
☐ 3. It is easier to forgive a big debt than a little one.
☐ 4. We must forgive as we hope to be forgiven.

Put a cross in the square in front of the right answer.

PARABLE 10—THE POUNDS

Wait until the parable has been read before marking the answer.

This parable teaches us that

- ☐ 1. Reward is according to faithfulness.
☐ 2. The master required too much of his servants.
☐ 3. God is partial in distributing his gifts.
☐ 4. The master should have set a definite time for his return.

Put a cross in the square in front of the right answer.

INSTRUCTIONS

Today we are going to have a new kind of Sunday-school lesson. It is printed in these booklets I am going to hand out to you. Don't open the booklets until I tell you to. (Experimenter hands out booklets.)

First write your name at the top of the page where it says *Name*. Then at the end of the line write the date that it is today. (Experimenter gives date.) On the next line after the word *Age* write how old you were on your last birthday, and after that the date of your last birthday. Then

at the end of the line write the number of your grade in public (or day) school. On the next line write the name of this Sunday school (Experimenter gives name), and after that the name of your Sunday-school teacher.

Now let me tell you about the lesson. It is to be a parable interpretation test. You will remember that Jesus taught many things in parables. We have to study these parables carefully to find out just what he meant to teach. I am going to read you some of the parables that Jesus told, and you are to mark on one of the pages in your booklet just what lesson each parable is meant to teach. In order to help you to find the right answer quickly, four lessons that might be drawn from the parable are given, and you are to choose the right one from these four. Listen carefully while I read the parable and be sure not to ask any questions even if you do not understand everything just at first. If you will wait, perhaps the very next thing I say will answer the question you would like to ask. This is one of the parables:

"The kingdom of heaven is like unto a grain of mustard seed, which a man took, and sowed in his field: which indeed is less than all seeds; but when it is grown, it is greater than the herbs, and becometh a tree, so that the birds of the heaven come and lodge in the branches thereof."

Now at the bottom of the page four lessons that might be drawn from this parable are given. They are:

1. The kingdom of heaven is insignificant.
2. The kingdom of heaven is easily destroyed.
3. The kingdom of heaven makes great growth from a small beginning.
4. Birds of the air like mustard.

Which one of these four is the right lesson? (Experimenter waits for the correct answer to be given. In case no one gives No. 3, Experimenter says "No" in place of "Yes" in the following sentence.) Yes, Number 3 is the right one: The kingdom of heaven makes great growth from a small beginning, for the parable says that the kingdom of heaven is like a grain of mustard seed, which, although it is so small at first, later becomes a tree so large that the birds lodge in its branches. So now put a cross in the little square in front of No. 3 on your paper.

Now I am going to read you some more parables, and you are to mark them in the same way. Sometimes more than one question will be asked about a parable, and, if so, you will have more than one answer to mark.

First, open your booklets to the next page. It says PARABLE 1 at the top of the page. Listen carefully while I read the parable. (Experimenter reads Luke 15:3-7. The American Standard Edition is recommended for use throughout the test.) Now read the answers given for Parable 1. There are two sets of answers for this parable. Read the answers in Group I first, and put a cross in the square in front of the right answer in Group I; then read the answers in Group II, and put a cross in front of the right answer in Group II. (Allow exactly one minute and thirty seconds.)

Ready, pencils up! Listen carefully while I read Parable 2. (Experimenter reads Luke 15:8-10.) Now read the answers given for Parable 2,

at the bottom of the page, and put a cross in the square in front of the right answer. (Allow exactly forty-five seconds.)

Ready, pencils up! Turn over the page to Parable 3. Make sure that it says PARABLE 3 at the top of the page. Listen carefully while I read Parable 3. (Experimenter reads Luke 15:11-32.) Now read the answers for Parable 3, and mark the right one. (Allow exactly forty-five seconds.)

Ready, pencils up! Listen carefully while I read Parable 4. (Experimenter reads Luke 10:30-37.) Now read the answers for Parable 4 at the bottom of the page, and mark the right one in each group. (Allow exactly one minute and thirty seconds.)

Ready, pencils up! Turn over the page to Parable 5. Make sure that it says PARABLE 5 at the top of the page. Listen carefully while I read Parable 5. (Experimenter reads Luke 8:4-15.) Now read the answers for Parable 5, and mark the right one. (Allow exactly forty-five seconds.)

Ready, pencils up! Listen carefully while I read Parable 6. (Experimenter reads Matt. 25:1-13.) Now read the answers for Parable 6 at the bottom of the page, and mark the right one in each group. (Allow exactly one minute and thirty seconds.)

Ready, pencils up! Turn over the page to Parable 7. Make sure that it says PARABLE 7 at the top of the page. Listen carefully while I read Parable 7. (Experimenter reads Luke 12:13-21.) Now read the answers for Parable 7, and mark the right one in each group. (Allow exactly one minute and thirty seconds.)

Ready, pencils up! Listen carefully while I read Parable 8. (Experimenter reads Luke 16:19-31.) Now read the answers for Parable 8 at the bottom of the page, and mark the right one in each group. (Allow exactly one minute and thirty seconds.)

Ready, pencils up! Turn over the page to Parable 9. Make sure that it says PARABLE 9 at the top of the page. Listen carefully while I read Parable 9. (Experimenter reads Matt. 18:21-35.) Now read the answers for Parable 9, and mark the right one. (Allow exactly forty-five seconds.)

Ready, pencils up! Listen carefully while I read Parable 10. (Experimenter reads Luke 19:11-27.) Now read the answers for Parable 10 at the bottom of page, and mark the right one. (Allow exactly forty-five seconds.)

Pencils up! All stop. (Collect the papers immediately.)

DIRECTIONS FOR SCORING

The total number of points allowed for the entire test is 25. The correct answer and the credit assigned each are as follows:

<i>Test</i>	<i>Group I</i>	<i>Credit</i>	<i>Group II</i>	<i>Credit</i>
1	No. 2	2	No. 3	1
2	No. 3	2		
3	No. 4	2		
4	No. 3	2	No. 1	1
5	No. 4	2		
6	No. 2	2	No. 1	1
7	No. 4	2	No. 2	1
8	No. 2	2	No. 4	1
9	No. 4	2		
10	No. 1	2		

THE DREW MEASUREMENT CHART FOR SUNDAY SCHOOL JUNIORS

This test incorporates a self-measurement chart for pupils in the Junior department of the Sunday school and a pupil-measurement chart for the use of teachers. A number of persons cooperated in its construction.¹

A. SELF-MEASUREMENT CHART FOR SUNDAY-SCHOOL JUNIORS

Name.....	Score....				
Date of Last School		Never	Some- times	Nearly Always	Always
Age.....	Birthday.....				
	Grade....				
1.	Are you a booster for your Sunday school?				
2.	Do you attend Sunday school?				
3.	Do you come on time to Sunday school?				
4.	Do you prepare your Sunday-school lesson carefully?				
5.	Do you do your part to make the Sunday-school hour profitable and interesting?				
6.	Do you do your part in class duties and obligations?				
7.	Do you attend church on Sunday?				
8.	Do you bring money for the regular collection in Sunday school and church?				
9.	Do you contribute some definite amount to worthy causes from money you have earned?				
10.	Do you bow your head and listen when other people pray?				
11.	Do you pray every day?				
12.	Do you give time regularly to daily devotional reading and meditation?				

(Each question has an equal space.)

1. These included a committee from the class, consisting of H. H. Charlesworth, D. C. Y. Guh, and A. J. Rehkop, and the writer, who prepared the questions for the test. The headings of the score columns were taken from a self-analysis blank devised by Pres. Paul F. Voelker of Olivet College. The writer is responsible for the arrangement of the material in test form, the planning of the system of scoring, and the preparation of the instructions.

- | | | | | |
|--|--|--|--|--|
| 13. Do you hold to what you think is right even when people make fun of you? | | | | |
| 14. Do you perform your daily tasks faithfully and cheerfully? | | | | |
| 15. Do you try to do your best even when the task is disagreeable and you expect no reward for it? | | | | |
| 16. Are you agreeable when you cannot have your own way? | | | | |
| 17. Do you play fair? | | | | |
| 18. Do you share your good times with others when possible? | | | | |
| 19. Do you show your gratitude to those who have helped you? | | | | |
| 20. Are you trying to follow the teachings of Jesus in your everyday life? | | | | |

DIRECTIONS FOR GIVING

(Time required, from twenty to twenty-five minutes for the entire test.)

1. Draw on the blackboard or on a large chart before the beginning of the Sunday-school hour a duplicate of a part of the chart to be given to the pupils, including all the headings, the lines, and the first three items written out in full.

2. Distribute the papers, face up.

3. Read aloud the following instructions, distinctly and rather slowly:

On the board here I have a copy of the sheet you have before you. See (pointing to the name of the chart written on the blackboard), it is called a Self-Measurement Chart for Sunday-School Juniors. That means that you are to mark *yourself* on some important things for a Junior in the Sunday school to do. No one else will know the answers to some of the questions you will be asked, and so you must be careful to get them exactly right. Remember, too, that in marking yourself you must be as fair to yourself as you would be to some one else, and that it is just as wrong to mark yourself too low as it is to mark yourself too high.

First, all write your name at the top of the page where it says *Name*. On the next line, after the word *Age*, write how old you were on your last birthday, and after that, the date of your last birthday. Then, after *School Grade*, put the number of your grade in public school. Then look at the chart on the board while I tell you what to do next. Here at the side of the chart there are twenty questions. I had room to write only a part of them on the board. The first one reads, "Are you a booster for your Sunday school?" Each one has to answer that question for himself; and to make it easy we have the four answers you are likely to want to choose from printed

here at the top of the chart (pointing). Read the answers. They are (pointing) "Always," "Nearly always," "Sometimes," "Never."

Now you are first to think of the question, "Are you a booster for your Sunday school?" That means, "Are you loyal to your Sunday school, do you talk it up whenever you can, and do you try to get other children to attend?" Then think of the answer. Should it be "Always"? "Nearly always"? "Sometimes"? "Never"? The answer will not be the same for every child. When you have decided what it should be for you, take your pencil and draw a black line in the middle of the space in front of the right answer on your paper, just as I am drawing a heavy line in the middle of one of these spaces on the board (marking in the space opposite "Sometimes" on the board, but continuing to give the instructions meanwhile). Draw the line very carefully so that it will be in the middle of the space and as straight as you can make it, and be careful to mark opposite the *right* word on your paper, the word that you think answers the question for you. If it should be "Always," mark it here; if "Sometimes," mark it here; if "Nearly always," mark it here; and if "Never," mark it here (pointing in each case to the appropriate place). When you are through, raise your pencil so that I can see that you have finished.

All ready now for Question 2: "Do you attend Sunday school?" Pencils up until I give the signal. Now think of the answer: "Always?" "Never?" "Sometimes?" "Nearly always?" and mark the right answer, putting a black line through the middle of the space for Question 2 in front of the right answer, just as I am drawing a line through one of the spaces on the board (drawing a line opposite "Nearly always" in the space for Question 2 on the board). Remember that the answer will not be the same for every child, and that you are to draw the line as straight as you possibly can. Ready, mark the answer that is right for you.

Now ready for Question 3: "Do you come on time to Sunday school?" Pencils up! Think what one of the four answers is the right one for you, and draw a line opposite the right words. This (indicating the space but being careful not to mark or point to any one answer) is the space for Question 3.

Ready for Question 4. But first, pencils up! and always wait until I say "mark" before you draw the line on your paper. That will be the signal. "Do you prepare your Sunday-school lesson carefully?" That means, "Do you study the lesson in your book (quarterly) during the week, memorize any assigned verses, do your notebook work, and so on?" Now *mark* the right answer for you in the space for Question 4. (Pause. From now on the word "mark" should be emphasized as the signal to the children for marking each question. Except for Question 20, "Pencils up!" need be used only in case the children fail to wait until the explanation of a question has been given.)

Ready for Question 5: "Do you do your part to make the Sunday-school hour profitable and interesting?" That means, "Do you take part in the opening exercises and the service of worship? Do you pay attention when the teacher or some one else is talking? Do you do your best to answer the questions asked you during the class hour? And do you try to find out interesting things about the lesson yourself?" (Pause.) Now *mark* the right answer for you in the space for Question 5.

Ready for Question 6: "Do you do your part in class duties and obliga-

tions?" That means, "Do you perform your duties faithfully when you are elected to an office in the class or asked to serve on a committee? Do you help in carrying out the plans that the class makes for helping others, such as taking flowers or books to the sick, providing clothing or dinners for needy people at Thanksgiving or Christmas time, and the like?" Now *mark* the right answer for you in the space for Question 6. (Pause.)

Ready for Question 7: "Do you attend church on Sunday?" That means, "Do you attend some regular church service on Sunday morning or afternoon or evening?" (In it means that you attend at least the Junior Church on Sunday morning.) (Pause.) Now *mark* the right answer for you in the space for Question 7.

Ready for Question 8: "Do you bring money for the regular collection in Sunday school and church?" (Pause.) Now *mark* the right answer for you in the space for Question 8.

Ready for Question 9: "Do you contribute some definite amount to worthy causes from money you have earned?" That means, "Are you systematic in your giving? Do you give money to buy food for starving people in other lands and to help support children in mission schools, and do you help poor people and needy causes here in our own country?" (Pause.) Now *mark* the right answer for you in the space for Question 9.

Ready for Question 10: "Do you bow your head and listen when other people pray?" (Pause.) Now *mark* the right answer for you in the space for Question 10.

Ready for Question 11: "Do you pray every day?" (Pause.) Now *mark* the right answer for you in the space for Question 11.

Ready for Question 12: "Do you give time regularly to daily devotional reading and meditation?" That means, "Do you read the Bible or some other religious book at a regular time each day, or do you take part in family worship?" (Pause.) Now *mark* the right answer for you in the space for Question 12.

Ready for Question 13: "Do you hold to what you think is right even when people make fun of you?" (Pause.) Now *mark* the right answer for you in the space for Question 13.

Ready for Question 14: "Do you perform your daily tasks faithfully and cheerfully?" That means, "Do you help your mother about the house, tend the furnace, help to keep the yard in good condition, do your chores, run errands, keep your own room clean and neat, etc.? Do you prepare your lessons in school faithfully? Are you cheerful about your work?" (Pause.) Now *mark* the right answer for you in the space for Question 14.

Ready for Question 15: "Do you try to do your best even when the task is disagreeable and you expect no reward for it?" (Pause.) Now *mark* the right answer for you in a space for Question 15.

Ready for Question 16: "Are you agreeable when you cannot have your own way?" (Pause.) Now *mark* the right answer for you in the space for Question 16.

Ready for Question 17: "Do you play fair?" That means, "Do you keep the rules in a game? Do you do your own work honestly, for example, in taking an examination? Do you take the blame when something that has gone wrong is your own fault? Do you give others credit when they help you? Do you keep your promises? And do you tell the truth?" (Pause.) Now *mark* the right answer for you in the space for Question 17.

Ready for Question 18: "Do you share your good times with others when possible? That means, "Are you a good chum? Do you let your playmates share your playthings, candy, and other goodies? Are you careful not to be a snob and not to be cliquish?" (Pause.) Now *mark* the right answer for you in the space for Question 18.

Ready for Question 19: "Do you show your gratitude to those who have helped you?" That means, "Do you thank people who have helped you, not only in words, but also by doing kind things for them in return?" (Pause.) Now *mark* the right answer for you in the space for Question 19.

And now ready for the last question. Pencils up! "Are you trying to follow the teachings of Jesus in your everyday life?" That means doing many of these things we have been talking about, but it means doing many, many other things as well. Try to think what it should mean to you. (Pause.) Then decide what one of the four answers is the right one for you, and *mark* it in the space for Question 20.

At last you have marked yourself on all twenty questions. Now turn your papers up this way (illustrating by holding up a chart previously filled out) and you will see a picture of yourself so far as these twenty questions are concerned. Probably the heavy black line that you have drawn will show that you are high in some things and low in others. I wonder whether you are satisfied with your record, or whether you would like to try to make it better.

We are going to collect the papers now, but next Sunday (some Sunday later on) we shall hand them back for you to keep. Perhaps later on you will have a chance to mark yourself again on these same questions.

4. Collect the papers immediately.

B. PUPIL-MEASUREMENT CHART FOR THE USE OF TEACHERS

This chart is related to the self-measurement chart, the use of which has been described. It provides at the top for the pupil's name, score, age, date of last birthday, and school grade, as did the chart already presented. Then the twenty questions on the self-measurement chart are given, this time in the third person, e. g., "Is he a booster for his Sunday School?" and these questions are followed by columns for marking under the headings, "Never," "Sometimes," "Nearly Always," and "Always," as before. In addition, the questions requiring explanation are starred. The directions and the explanation sent to the teachers follow.

Directions for Marking. The accompanying charts, one for each pupil, contain the twenty questions included in the self-measurement chart for Sunday School Juniors. These have been restated for marking by the teachers.

You will remember that certain of the questions read to the children required explanation. In the chart prepared for your use these questions are starred. On the following page you will find the explanation given to the children for each one of these.

When marking the children, therefore, please first read the question as stated in the blank; then, if it has a star following it, before marking the children on this question refer to this supplementary statement in order to make sure that you know just what the question is intended to cover.

It is suggested that you mark every child on the first question before proceeding to the second, and so on.

In case you do not know the answer to a given question, please omit the marking of this question altogether, or find out the answer, if possible,

from some one else. In an attempt to secure such information, however, the child himself should not be questioned, since a judgment altogether independent of the pupil's own is desired. Questions for which answers have been obtained from some one else should be checked and the informant specified (whether mother, father, sister, brother, friend, etc.).

Please return the charts together with the instructions for marking them not later than

Explanation of Starred Questions. 1. Is he a booster for his Sunday school? Consider whether he is loyal to his Sunday school, talks it up whenever he can, and tries to get other children to attend.

1. Is he a booster for his Sunday school? Consider whether he is loyal to his Sunday school, talks it up whenever he can, and tries to get other children to attend.

4. Does he prepare his Sunday-school lesson carefully? Consider whether he studies the lesson in his book (quarterly) during the week, memorizes any assigned verses, does his notebook work, and so on.

5. Does he do his part to make the Sunday-school hour profitable and interesting? Consider whether he takes part in the opening exercises and the service of worship, pays attention while the teacher or some one else is talking, does his best to answer the questions asked during the class hour, and tries to find out interesting things about the lesson himself.

6. Does he do his part in class duties and obligations? Consider whether he performs his duties faithfully when elected to an office in the class or asked to serve on a committee, and helps in carrying out the plans that the class makes for helping others, such as taking flowers or books to the sick, providing clothing or dinners for needy people at Thanksgiving or Christmas time, and the like.

7. Does he attend church on Sunday? Consider whether he attends some regular church service on Sunday morning or afternoon or evening (in, at least the Junior Church).

9. Does he contribute some definite amount to worthy causes from money he has earned? Consider whether he is systematic in his giving, gives money to buy food for starving people in other lands and to help support children in mission schools, and helps poor people and needy causes here in our own country.

12. Does he give time regularly to daily devotional reading and meditation? Consider whether he reads the Bible or some other religious book at a regular time each day, or takes part in family worship.

14. Does he perform his daily tasks faithfully and cheerfully? Consider whether he helps his mother about the house, tends the furnace, helps to keep the yard in good condition, does his chores, runs errands, keeps his own room neat and clean, etc.; whether he prepares his lessons in school faithfully; and whether he is cheerful about his work.

17. Does he play fair? Consider whether he keeps the rules in a game, does his own work honestly, for example, in taking an examination, takes the blame when something that has gone wrong is his own fault, gives others credit when they help him; whether he keeps his promises; and whether he tells the truth.

18. Does he share his good times with others when possible? Consider

whether he is a good chum, lets his playmates share his playthings, candy and other goodies, is careful not to be a snob and not to be cliquish.

19. Does he show gratitude to those who have helped him? Consider whether he thanks people who have helped him, not only in words but also by doing kind things for them in return.

20. Is he trying to follow the teachings of Jesus in his everyday life? Consider whether he is doing the things already referred to and any other things that you think should be included for the particular child in question.

Directions for Obtaining a Numerical Score. Note: It cannot be too much emphasized that any numerical score obtained from a self- or pupil-measurement chart is an arbitrary figure of ambiguous meaning and doubtful value. The significance of such measurement lies in the detailed examination of actual habits, not in the obtaining of some final score. The use of a numerical score is necessary, however, if the results obtained by the use of the chart are to be incorporated with those from other tests, in a composite score.

Procedure: The four possible answers for each question have been assigned the following values:

Answer	Value in Number of Points
Always	5
Nearly always	4
Sometimes	2
Never	0

The maximum score possible on the entire test is thus 100 points. In rating the individual papers, proceed as follows:

1. Enter the values 5, 4, 2, and 0, in a vertical column at the foot of each paper.

2. Add up the number of times each answer has been marked, and enter the number obtained in each case in a second column opposite the appropriate value.

3. Multiply the values in the first column by the numbers in the second column.

4. Add these products. If answers to all the questions have been marked, this total is the final score.

5. In case one or more questions have been omitted in the marking, divide the total by the number of answers from which it was obtained in order to obtain the average value of each answer; and multiply this result by 20. Replace the resulting number, if necessary, by the nearest whole number. This number is then taken as the final score.

Instructions for Recording Data on the Summary Sheet for Teachers. On the accompanying sheet are given the twenty questions, stated in condensed form, and the headings "Never," "Sometimes," "Nearly Always" and "Always," found on the original chart. In the spaces provided under these headings a record of the teacher's estimate of every pupil and of every pupil's self-estimate is to be made. For this purpose first enter in black ink under each heading the names of all the pupils marked by the teacher as falling under that heading. Then check in red ink the name of any pupil whose rating of himself agrees with that made by the teacher. In case the

pupil has marked himself as falling under some other heading, however, enter his name in red ink under the appropriate heading.

The names checked in red thus show at a glance the instances in which teacher and pupil agree in their ratings. Cases of marked discrepancy between teacher's and pupil's judgment should be carefully noted, and, if possible, the explanation of the discrepancy found.

For convenience in recording, the first name and the initial of the last name, or, when the classes are large, the initials only, may be used.

After the papers have been returned to the children and each child has marked on his own chart the questions he considers worth while, indicate on the summary sheet any questions not marked by noting in the margin the first names and the initials of the surnames of the children omitting each question.

(The Summary Sheet for the Teacher, not reproduced here, again gives the twenty questions regarding the pupil, stated in condensed form, with four columns for entering under "Never," "Sometimes," "Nearly Always," and "Always.")

Instructions for Returning Self-Measurement Charts to the Children. You will remember that last week (some weeks ago) we asked you to mark yourselves on twenty questions that we think are important for Sunday-school Juniors. Today we are going to hand back your papers. I shall give each teacher the papers for her class, and then she will give every child his own paper. As soon as you have received your paper please keep it unfolded on the table before you until I tell you what to do next. (Examiner hands to each teacher the papers for her class, and the teachers distribute them to the children, making sure that each child receives his own paper. Teachers may be asked to take charge of papers for absentees if desired.)

(After the papers have been distributed): Attention! Now let me tell you what we are going to do with the papers this morning. When you marked your papers before you will remember that you had no opportunity to indicate whether or not you thought the questions were important. What we want to do this time is to have every child go through the questions again and mark the ones that he thinks are really worth while. I shall read each question slowly, explaining it if necessary, so that you will have time to think carefully about each one. As soon as I have finished reading, if you think the question is really worth while, you are to put a circle around the number in front of the question, just as I am putting a circle around this number on the blackboard. (Examiner illustrates.) Perhaps you will think that the questions are all important and will want to mark them all. But be sure to mark only the ones that *you* think are really worth while.

Ready for Question 1: "Are you a booster for your Sunday school?" That means: "Are you loyal to your Sunday school, do you talk it up whenever you can, and do you try to get other children to attend?" If you think the question is really worth while, put a circle around the number 1 in front of the question. If you don't think it is worth while, don't put any mark at all on your paper.

Now as I read the other questions, do them in the same way, marking only the ones that you think are worth while. And be sure always to wait until I have finished reading before you mark the question.

Ready for Question 2: "Do you attend Sunday school?" Put a circle around the number 2 if you think the question is really worth while.

(From now on Examiner reads each question together with any accompanying explanation, as it is stated in the original instructions for giving the test. Preface each question with the statement, "Ready for Question 3" and so on; and conclude each one by saying, "Put a circle around the number 3 if you think the question is really worth while," and so on.)

(After the questions have all been marked): This time you have marked the questions that you think are important. Now turn your papers up this way (Examiner illustrates), and see whether you are satisfied with your record in the questions that you think are worth while. If you are not satisfied you will surely want to make it better.

Now return the papers to your teacher so that we can make a record of the questions you have marked. Next Sunday the papers will be given back again for you to keep.

(After the items not marked by the pupils have been recorded on the summary sheet for the teachers, the papers are to be given to the teachers, who will return them to the children the following Sunday without further instructions.)

Instructions for Re-giving the Self-Measurement Chart After an Interval. You will remember that some months ago you marked yourselves on twenty questions in a self-measurement chart. Today you are to have an opportunity to mark yourselves again on the same questions to see whether your record has improved. (Examiner distributes the papers, giving a new chart to each child. After the papers have been distributed the original instructions for giving may be followed, the last paragraph under (3) being modified as desired.)

TEACHER'S RATING SCALE FOR SUNDAY SCHOOL PUPILS

This test is an adaptation for Sunday School use of the Rating Scale used in the United States Army during the late war. It was prepared by W. L. Greer under the direction of the writer in connection with the work of the course.

General Explanation. You are asked to give your estimate of the present moral and religious development in certain specified traits, of the members of your class. In order that this estimate may be as fair as possible, a modification of the Rating Scale used in the United States Army is suggested for your use.

The plan is briefly as follows: You are to compare your present pupils with any other children you know well whose ages, public school grade, moral and religious development, etc., are approximately the same as those of the children in your own class. You are to consider in this comparison four traits of character, called for convenience **DEPENDABILITY**, **SELF-MASTERY**, **ACTIVITY IN SERVICE**, and **ACTIVITY IN WORSHIP**, representing the child's relation, respectively, to his work, to himself, to others, and to God. Doubtless you will find that the traits as defined below overlap, for the child is an indivisible unit, but a more careful estimate will be possible with a four-fold, than with a single, judgment. Further, because such traits are often expressed more or less differently in boys and in girls, boys are to be compared with boys, and girls with girls.

Thus each teacher is to construct his own scale, boys and girls, as well as each of the four traits, being considered separately.

How to Construct the Rating Scale. First, listing boys and girls separately, jot down in your notebook the names of some ten or fifteen children whom you have known, of about the same age, public school grade, and moral and religious development, as the children in your present Sunday School class. Since these names are to serve as a reference list for you in making up your scale, include in it children of all grades of merit in the four traits to be taken into consideration. If you think of other names from time to time which you wish to include add these also.

Next, disregarding all other traits except Dependability, construct your rating scale for this trait, using first only the names of the boys from the list you have made. In making this list consider the disposition to do one's tasks thoroughly and well, and to do them on time; also the disposition and ability to plan and execute work on one's own initiative, as well as under direction. Consider particularly the pupil's faithfulness, originality, and promptness in the preparation of his Sunday-school lesson. Then think of the boy in your list who would rank highest in Dependability, as thus defined. Write in his name on the accompanying Rating Scale in the column marked "Boys," opposite the word "highest." Now select the name of the boy on your list who has the lowest degree of Dependability as defined above. Write his name in the "Boys" Column opposite the word "lowest." These names thus represent extreme cases, the best and the worst, respectively, so far as this one trait is concerned, that you have listed. Then think of the boy whose Dependability seems to you to be, as nearly as possible, half way between your "highest" and your "lowest." Write his name opposite the word "middle." Disregard altogether for the present the numerical values given at the end of each line.

RATING SCALE

(Note: The Scale as printed treats each of the characteristics in the same manner as the first, "Dependability," and provides for room to write the name both of a boy and a girl in each of the three grades given after each characteristic.)

Traits		Boys	Girls	
I. DEPENDABILITY. Disposition and ability to do one's tasks thoroughly and well, and to do them on time; also disposition and ability to plan and execute work on one's own initiative, as well as under direction. Consider particularly the pupil's faithfulness, originality, and promptness in the preparation of his Sunday-school lesson.	Highest	25
	Middle	15
	Lowest	5

Now proceed in like manner to select the names of three girls for the same trait from your list of girls' names, writing these in the column marked

"Girls," opposite the words "highest," "middle," and "lowest," respectively.

Proceed in the same way to construct your Rating Scale for each one of the three remaining traits, Self-Mastery, Activity in Service, and Activity in Worship, disregarding for the time being all but the one trait in question, and considering carefully the analysis that has been made of each of the traits as given in the Rating Scale. Select always the names of the children that seem to you the highest, or the lowest, or just half way between these two extremes, in the trait in question. Thus it is probable that you will have a different list for every trait. If later in using the scale you have difficulty in making comparisons with any one of the children whose names you have selected, substitute the name of some other child in place of it.

The scale by means of which you are to rate the pupils in your present class is now ready for use.

How to Rate Your Pupils. First, write the names of your pupils in the spaces provided for that purpose in the accompanying Teacher's Class Rating Blank. List the names alphabetically, boys and girls separately. You are then ready to make your ratings.

(The teacher's class rating blank, not reproduced here, is a record sheet conveniently ruled for use with the rating scale. The left-handed half of the page is for the names and the scores of the boys in the class, and the right-hand half, for the names and the scores of the girls. The space for the names is followed in each case by five vertically ruled columns with the headings, Dependability, Self-Mastery, Activity in Service, Activity in Worship, and Total, respectively, under which the appropriate values are to be entered.)

In making your ratings always compare each pupil directly with the children whose names appear on the Rating Scale for the trait in question. Be sure to consider each trait separately, and the trait itself as a whole, rather than the elements into which it has been analyzed. Thus, disregarding all other traits, consider only Dependability (as defined in the Rating Scale). Then thinking of the boy whose name appears first in the column for boys, consider how he compares in this trait with the three boys whose names you have written on your Rating Scale. When you have decided what one of these three the pupil whom you are rating is really most like so far as Dependability is concerned, assign him the number which appears opposite this boy's name on the scale. If he is a little higher or a little lower than any boy whose name appears on the scale, or falls between the steps on the scale, assign him the appropriate number. Enter this number opposite the name of the boy you are rating on the Teacher's Class Rating Blank in the column marked "Dependability." Proceed in the same way with each of the other boys in your class until you have assigned each one a numerical rating for Dependability.

Similarly mark the girls in your class in this same trait, assigning a numerical rating to each girl for Dependability after you have compared her in this trait with the girls whose names appear on the Rating Scale.

Then proceed in like manner for each of the other three traits, Self-Mastery, Activity in Service, and Activity in Worship, considering carefully the definition of the trait in question as given in the Rating Scale. Again compare each pupil directly with the children whose names appear on the rating scale under the trait in question, and enter the numerical rating which you assign opposite the child's name in the appropriate column.

II. SELF-MASTERY. Disposition and ability to master the passions and appetites, and to behave well in difficult situations. For instance, consider the behavior of the pupil when ridiculed for right convictions, when confronted with a disagreeable task, when not able to have his own way, or when in the presence of persons whose personality or behavior is obnoxious to him.

III. ACTIVITY IN SERVICE. Those habits, attitudes, and abilities that make one helpful to and considerate of others. For instance, consider the pupil's part in home activities, in the service programs and missionary enterprises of the Church; his attitude of helpfulness toward animals, strangers, elderly persons, younger children, foreigners, etc.; and the degree to which he has prepared himself for service by learning First Aid, Safety First, and Public Health lessons, and facts in regard to missionary and social service conditions and needs.

IV. ACTIVITY IN WORSHIP. Those habits, attitudes, and abilities which evidence one's experience of fellowship with God. Consider, for example, the respect which the pupil shows for the Sabbath and the Church, for the Bible, and other objects commonly associated with God; his participation in the church services; the regularity and earnestness of his private devotions, and the content and spirit of his prayers; his expressions of gratitude to God; the depth and apparent sincerity of his regret at moral failures, and the earnestness of his effort to overcome them; his joy in God's service, and his manifest desire to live in accordance with the divine will.

When you have rated all your pupils in this way in the four traits, add the four ratings of each pupil, and enter the sum of these ratings in the column marked "Total."

In case you are using the scale for the first time it is very desirable before rating your own pupils to make two or three practice ratings of other children. This preliminary practice in the use of the scale will prevent possible injustice which might result from lack of skill in using the scale, to the first pupils marked in your own class.¹

Interpretation of the Scores. If your scale has been carefully constructed and used as directed in the instructions, the score for a number of your children will probably be about 60 points. This score really represents an average rating in each of the four traits. The highest score possible for any pupil on this Rating Scale is 100 points, and the lowest 20 points, unless ratings should occasionally be assigned which are above or below the values given on the Rating Scale itself. Probably few, if any, of your pupils should receive scores as high as 100 or as low as 20. In

1. Since this scale was prepared the first installment of an article by Dr. Harold Rugg, entitled "Is the Rating of Human Character Practicable?" has appeared in the *Journal of Educational Psychology*, XII: 425-38. The article is an evaluation of rating scales of this type, based on unusually complete statistical and experimental studies, and states as its general conclusion that human character cannot be rated on point scales sufficiently accurately for practical uses in education by the methods so far generally employed, and probably cannot be unless methods of rerating and checking judgments are carried far beyond present practical possibilities. If such ratings are to be used at all, they should represent the average of *three independent* ratings made under carefully controlled conditions. This timely article makes it evident that the caution given in the text as to the necessity for care in the making of the ratings needs to be further emphasized, and the further suggestion made that ratings of each child be secured from at least three persons who are well acquainted with him, and who have been trained in the use of the scale by some one skilled in rating scale work.

most classes the scores should be distributed more or less over the entire range of the scale, with the largest number receiving approximately the average score.

Use of the Ratings. These ratings may be used as an aid in the classification of pupils and in determining their fitness for promotion. Pupils with average or superior scores are probably ready for the work of the next grade. Possibly a few of the pupils receiving the highest scores will merit double promotion. Those receiving low scores should be made the subject of special study, and the cause of the deficiency determined.

Teachers should be cautioned against determining fitness for promotion, however, by the use of a single measure. In general it may be said that any appropriate objective measure properly applied and interpreted, is a valuable corrective to the teacher's own judgment of her pupils, even when the latter has been made under carefully standardized conditions. Still more satisfactory results in classification and promotion are sure to be secured if a number of different measures, including applicable standardized tests, are used.

A REQUEST

Please send to the office a brief account of any week-day church school or community schools of religion.

It is important that we should have complete lists of all schools in connection with the surveys preliminary to the Chicago convention at the end of March next.