

1941

Further Studies in the Technique of Evaluating Biological Background (Abstract)

Richard Schweet
Iowa State College

Copyright ©1941 Iowa Academy of Science, Inc.

Follow this and additional works at: <https://scholarworks.uni.edu/pias>

Recommended Citation

Schweet, Richard (1941) "Further Studies in the Technique of Evaluating Biological Background (Abstract)," *Proceedings of the Iowa Academy of Science*, 48(1), 397-397.

Available at: <https://scholarworks.uni.edu/pias/vol48/iss1/110>

This Research is brought to you for free and open access by the Iowa Academy of Science at UNI ScholarWorks. It has been accepted for inclusion in Proceedings of the Iowa Academy of Science by an authorized editor of UNI ScholarWorks. For more information, please contact scholarworks@uni.edu.

ture, no standards had been established for analyses, evaluations or comparisons.

Bases for present endeavors in those lines were laid in the nineties by pioneers in general psychology. Progress was accelerated by the maturation of methods of mental measurement from 1908 to 1927. Since the latter date, research men in personality have advanced largely by means of methods developed within their own field.

Present tentative standards come from the following sources: (1) Imitations of proved methods of mental measurement. (2) Fulcra, dimensions, rating scales, questionnaires, and indirect tests. (3) Clarifications of the meaning of personality. (4) Various hit and miss trial and error endeavors.

DRAKE UNIVERSITY,
DES MOINES, IOWA.

FURTHER STUDIES IN THE TECHNIQUE OF
EVALUATING BIOLOGICAL BACKGROUND
(ABSTRACT)

RICHARD SCHWEET

A six-category test of biological background, consisting of terms, names of men, etc., was constructed. Three alternate forms, marked by the same key and of equal difficulty, according to an item analysis, were made. Correlation of odd and even items gave reliability coefficients of + .88 and + .90.

Statistical analysis of 500 tests of college and high school students in the state showed significant differences, by analysis of variance, among the following groups: graduate students, juniors and seniors, freshmen and sophomores, and high school students. Norms are given for these groups. No significant differences were found among different comparable student groups throughout the state.

An indication of the validity of the test is shown by a correlation of + .53 with the final examination of forty students in one physiology class. The test may be useful in sectioning large classes in biology and estimating aptitude in this area.

IOWA STATE COLLEGE,
AMES, IOWA.