

Test Items in Education

EDUCATION in the U.S.
EDUCATIONAL PSYCHOLOGY
TESTS and MEASUREMENTS
EDUCATIONAL SOCIOLOGY
HISTORY of EDUCATION
PHILOSOPHY of EDUCATION
GUIDANCE and COUNSELING

MOULY and WALTON

INCLUDING 3100 TEST ITEMS

SCHAUM'S OUTLINE SERIES

McGRAW-HILL BOOK COMPANY

SCHAUM'S OUTLINE OF
TEST ITEMS
in
EDUCATION

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SCHAUM'S OUTLINE SERIES

McGRAW-HILL BOOK COMPANY

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Preface

This book is dedicated to the cause of the better preparation of teachers in training. It stems from an idea which makes good pedagogical and psychological sense, an idea which, to the authors, is long overdue. Although modern education has emphasized the need to make testing an integral part of the teaching-learning process, tests are still used in the average education class essentially for the purpose of assigning grades rather than for the learning experience which they should legitimately provide. It is time we put testing in its proper perspective: research supports the continuous use of evaluation as an effective learning technique; students are eager to determine the adequacy of their learning; they want to know the nature of the test on the basis of which they are to be graded. We owe it to them to provide them with such material.

This compilation of test items is an attempt to put into the hands of the student the means of promoting his greater understanding of the basic concepts of teacher education and of evaluating the adequacy thereof. Whereas, no doubt, it has implications in terms of the "Battle of the Grades" waged periodically between instructors and students and for the "means fair and foul by which they attempt to outwit each other" as well as for the organized collectors of test items who believe in giving themselves and theirs a bit of an advantage in this battle, its primary purpose is to improve learning, both through the specific content of the items and through the extra study of basic material which the items should promote. Specifically, this book makes available to students test items which, the authors hope will (1) focus their attention on the important concepts of the various areas; (2) stimulate their thinking and, thereby, help them to broaden and deepen their understanding of subject matter; (3) permit continuous appraisal of the adequacy of their preparation; and (4) facilitate the review—and the consolidation—of the material studied.

This book is different from any other book. Consequently, its effective use—as indeed the effective use of anything—demands that the user understand what it is not meant to be as well as what it is meant to be. It is not meant to replace the basic text: the latter is essential to provide continuity to the material. Furthermore, although some people might want to consider it as such, it is not meant to be "teaching machine" material. On the contrary, whereas a good grasp of the content of the items included in the book would undoubtedly provide students with a better understanding of "education" than many of them now get, the principles of effective study demand that the material of the courses be approached through a more systematic source. The items provided here should help the student gain a more adequate grasp of the concepts presented, especially from the standpoint of the finer distinctions between what is good, what is best, and what represents loose thinking, if not downright error.

Whereas it is not intended for use as a classroom text, this book has very definite possibilities for use in connection with the average class in the professional sequence

in education. First of all, it should provide effective out-of-class material which will promote a deeper understanding and more intelligent discussion of the concepts presented in class. It should stimulate more and better preparation for examinations and increase the overall scholarship of education students. The material can also serve as a source of ideas to the instructor in the construction of his own test items.

The coverage of the field is, of necessity, limited. This is particularly true of certain areas which do not lend themselves readily to evaluation of the type used here. It is also obvious that individual variation in the programs of different schools might make some of the areas included more appropriate for graduate than undergraduate students. It was the goal of the authors to cover the undergraduate sequence of courses in professional education with primary emphasis upon (1) Introduction to Education, including Education in the United States; and (2) Educational Psychology, including Human Growth and Development. Also included is coverage of various degrees of adequacy of the areas of the Foundations (History of Education, Philosophy of Education, and Sociology of Education); Educational Tests and Measurements, Guidance and Mental Hygiene; and Curriculum, Teaching Methods, and Classroom Management. The book is not addressed to the graduate student although, to be sure, he might find considerable use for this material in his preparation for his comprehensives as well as for examinations in the special fields of education. It should also be of direct benefit to the teacher planning to take the National Teachers or the Graduate Record Examinations in connection with securing a position or seeking admission to graduate school or professional advancement. The Table of Contents gives a more complete listing of the extent of coverage of the various areas.

The items are five-choice multiple choice. Although it is recognized that a variety of test items might be more appropriate for the testing of the knowledge of a field as broad and complex as teacher education, it must be noted that the questions presented here are not exclusively – or even primarily – for the purpose of testing. Since they are more for the purpose of promoting learning, an attempt was made to devise questions that bring out discrimination between alternatives of different levels of acceptability. For this, the multiple-choice item seems best suited.

In keeping with the authors' primary purpose, namely promoting greater insights into the concepts studied, some of the questions present alternatives that are very close from the standpoint of acceptability. Others present alternatives, the acceptability of which revolves around points of view on which a certain element of disagreement is bound to exist. The "best" answers, as the authors see them, are included – with the full realization of the possibility of the student's occasional disagreement with the authors' choice. This, rather than objectionable, is highly desirable, for no finer learning can take place than that promoted by having to defend one's position. Most of the items, on the other hand, have been tried out in college classes and have proved quite satisfactory. The authors hope the serious student will find all of them useful in increasing the depth of his understanding of the concepts of professional education.

G. J. MOULY
L. E. WALTON

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Chapter 1

Education in the United States

A. Its Status Today

Meaning of education

Aims, objectives, functions of education

Philosophy, ideals, principles, theory of education

Statistics of enrollment, institutions, costs, and personnel

Legal bases of education

Directions: From the five alternates in each item, make a selection which will *best* and *most adequately* complete the statement or answer the question, as the case may be.

You may check your choice by turning to the answers given at the end of this book.

1.1 The best definition of education is that it is

- a. preparation for life
- b. synonymous with schooling
- c. acquisition of knowledge
- d. learning from books
- e. growth resulting from experiences

1.2 Education can be defined *best* as

- a. development of intellectual growth
- b. the appropriation of others' ideas
- c. an experience of civilized people only
- d. a process of bringing about changes in people
- e. learning obtained through the aid of a teacher

1.3 Education, according to John Dewey, is best described as

- a. a preparation for life
- b. getting ready to do things
- c. the acquisition of knowledge
- d. a summation of discrete parts
- e. learning to do by doing

1.4 Which of the following is *not* a characteristic of education according to today's theory?

- a. It is a continuous lifetime activity.
- b. It is a process of factual absorption.
- c. It includes informal activities as well as formal schooling.
- d. It involves experiences of pupil-living on several levels.
- e. It is as much a process as it is a product.

1.5 The *basic* source of educational objectives is

- a. human experience
- b. colleges of education
- c. professional organizations
- d. educational psychology
- e. state legislatures

1.6 Concerning the purposes of American education, it can truthfully be said that

- a. there is in evidence positive direction shown by teachers and administrators
- b. there is missing a national organization to set up objectives to guide teachers
- c. there is a discrepancy between the listed aims and the activities of pupils
- d. teachers have found it impossible to implement the purposes set up
- e. the objectives which have been set up for education have been unsatisfactory

1.7 Most educators hold that education

- a. should be intellectual and intellectual alone
- b. should stress applications rather than principles
- c. should help one to adjust to his environment and to adjust his environment to him
- d. should stress principles rather than applications
- e. should pinpoint future leaders of our society and develop an intellectual elite

1.8 A major concern of the school today is to

- a. promote rugged individualism among pupils
- b. indoctrinate pupils with our social values
- c. help pupils solve personal and group problems
- d. eliminate pupils who are obvious misfits
- e. prevent students from joining Communist youth movements

1.9 According to Crow and Crow, the purpose of formal education is to

- a. make students constructive and active members of society
- b. make students more intelligent
- c. make students obligated to the school and state
- d. form definite opinions in the minds of students
- e. create a good name for the school, state, and nation

1.10 The *primary* responsibility for determining the aims of education should be the

- a. teacher
- b. administrator
- c. textbook writer
- d. society
- e. parents

1.11 Objectives of education such as those proposed in the Seven Cardinal Principles or by the Educational Policies Commission have been arrived at *chiefly* by means of

- a. public consensus
- b. traditional influences
- c. legislative enactment
- d. judgment of experts
- e. haphazard solution

1.12 Generally speaking, aims or objectives in formal education are *least* likely to be

- a. abstractions of race experiences
- b. applications of scientific procedures
- c. analyses of social conditions
- d. results of professional discussions
- e. goals determined in the classroom

1.13 To be good, an educational aim should

- a. be capable of analysis into specific procedures which can be carried out
- b. have the support of an educational authority such as the E.P.C.
- c. be focussed upon preparation for pupil activity in the future
- d. be independent of desires and interests of the learner
- e. be so general as to fit all types of learning situations

1.14 Objectives of any school subject must be

- a. teacher-derived
- b. general in nature
- c. determined by the content of the subject text
- d. the basis for content and class activities
- e. the same regardless of place or conditions

1.15 The objectives of a given learning experience should be

- a. defined by the curriculum maker
- b. determined by the contents of the textbook used
- c. defined by the students
- d. determined by the teacher
- e. determined cooperatively by teacher and pupils

1.16 The real goal of education should be

- a. securing a diploma or certificate
- b. acquiring skills, habits, and knowledge
- c. training to make a living
- d. mastery of subject matter
- e. accepting traditional institutions

1.17 Which of the following is most questionable as a goal for modern education?

- a. Is the school teaching the student the meaning of social relations?

- b. Is the student acquiring competency in reading, writing, speaking, and listening?
- c. Is the student learning that the rights of the individual come before those of others?
- d. Is the student being taught how to guard his health and his safety?
- e. Is the student being encouraged in those arts which will help him enjoy his leisure time?

1.18 Which statement *best* represents the aim of education in U.S.? We aim to educate

- a. our leaders
- b. our followers
- c. all those within a certain age limit
- d. all those through senior high school
- e. all those who can profit from education

1.19 According to the democratic concept of education, it is the teacher's chief function to guide students so that they

- a. follow all directions without hesitation or question
- b. participate in class discussion with an uncritical attitude
- c. respect authority and obey orders given
- d. develop the ability to choose among alternatives intelligently
- e. develop academic skills and competencies

1.20 Which of the following was one of the Seven Cardinal Principles?

- a. self-realization
- b. human relationships
- c. ethical character
- d. economic efficiency
- e. none of the above

1.21 The plan of the Educational Policies Commission for the general education of youth in the secondary schools is described in the book called

- a. General Education in a Free Society
- b. The Eight Year Study
- c. The Impact of the War Upon American Education
- d. Education for All American Youth
- e. Planning for American Youth

1.22 Which of the following doesn't belong with other items taken from a famous list of objectives?

- a. Health
- b. Command of the fundamental processes
- c. Vocation
- d. Expression of religious impulses
- e. Worthy use of leisure time

1.23 Educational objectives of self-realization, human relationships, economic efficiency, and civic responsibility were formulated by the

- a. American Council on Education
- b. Educational Policies Commission
- c. Parent-Teachers Association
- d. United States Office of Education
- e. National Education Association

1.24 The Socio-economic Goals (1934) for America

- a. gave evidence that educational aims reflect conditions of society
- b. constitute an example of how business interests dominate our education
- c. neglected to mention freedom or fair play as an aim
- d. omitted the development of active, flexible personalities
- e. none of the above is correct

1.25 Which of the following is *not* one of the Seven Cardinal Principles of Secondary Education?

- a. self-realization and efficiency
- b. command of fundamental processes
- c. ethical character
- d. physical and mental health
- e. worthy use of leisure time

1.26 Which of the following was one of the objectives of education as stated by the Educational Policies Commission?

- a. human relationships
- b. effective home membership
- c. ethical character
- d. worthy use of leisure
- e. none of the above

1.27 The Seven Cardinal Principles of Education were recommended by the

- a. Educational Policies Commission
- b. National Education Association
- c. Commission on the Reorganization of Secondary Education
- d. President's Commission on Public School Policies
- e. President's Committee of Ten

1.28 The film "Secure the Blessings" contends that the most important function of the schools of today is to act as a

- a. "filling station" of knowledge for students
- b. training ground of democratic principles
- c. "baby sitter" for parents
- d. training ground for vocations
- e. bulwark against non-conformist ideas

1.29 Which of the following is *not* a function of the school?

- a. help do whatever society feels needs to be done for its betterment
- b. do that which some other social agencies may be doing badly
- c. represent and carry out the will of those controlling our government
- d. teach pupils to do better than which they would do anyway
- e. point out higher levels of activities, standards, and opportunities

1.30 The "residual function of the school" refers to the belief that the public school should

- a. teach only academic and cultural subjects
- b. discontinue its practice of preparing for college
- c. have a monopoly of the education of all pupils residing in its area

- d. perform those educational functions not handled by other agents of society
- e. enforce the principle that the right to educate youth resides in our federal government

1.31 The point of view of most teacher education instructors is that public schools should

- a. indoctrinate for democracy and against communism
- b. refrain from discussing local political or social questions
- c. teach religion in the classroom
- d. balance individual needs with group welfare
- e. teach a new social and economic order

1.32 Public secondary schools can best serve their purposes by emphasizing

- a. better college preparatory courses
- b. courses to prepare students for vocations
- c. education for the intellectually gifted
- d. experiences for all types of students
- e. more extra-curricular participation

1.33 The main purpose of the nursery school is to

- a. meet the needs of growing youngsters two to four years old
- b. provide for the care of youngsters while their parents work
- c. provide a training ground for prospective elementary teachers
- d. provide recreational opportunities for youngsters
- e. help parents to better understand their children

1.34 The school that has *best* emphasized the development of good health habits and social training is the

- a. college or university
- b. senior high school
- c. junior high school
- d. elementary school
- e. nursery or kindergarten

1.35 Exploration and try-out experiences are the *special* functions of

- a. elementary schools
- b. junior high schools
- c. senior high schools
- d. junior colleges
- e. senior colleges

1.36 The junior high school and the junior college are most alike in that they both

- a. offer college preparatory work
- b. offer the same learning activities
- c. serve as transitional phases of schooling
- d. offer definitely planned terminal courses
- e. came on the educational scene the same year

1.37 Which of the following is *no* longer considered the major function of adult education?

- a. Remedial education
- b. Recreational education
- c. Occupational education
- d. Political education
- e. Americanization of foreigners

1.38 American public education is democratic in the sense that it

- a. emphasizes local initiative
- b. admits students to all levels for which they are prepared
- c. maintains separation of religions, creeds, races, and colors
- d. uses only elected officials
- e. is founded upon state rights

1.39 In this country the secondary school is considered to exist for

- a. the children of all our citizens
- b. the children of the middle class
- c. those who are without handicaps
- d. those who plan to go to college
- e. those who can pass the subjects

1.40 It would be *incorrect* to say that the American educational ideal

- a. is based upon the right of everyone to develop a self-satisfying life
- b. stresses equality of opportunity for everyone to develop his potentialities
- c. deliberately searches out and develops the differences in individuals
- d. expects each citizen to contribute to the well-being of society
- e. includes none of the above

1.41 It would be *incorrect* to say that the American educational ideal

- a. places responsibility on each person to promote the welfare and betterment of all
- b. rejects the notion that citizens ought to obey the mores and laws of society
- c. finds it difficult to fix the line between individual advancement and group welfare
- d. rejects the assumption that a particular group should have special civil rights
- e. none of the above is a correct answer

1.42 Our democratic philosophy of education

- a. stresses the need for all citizens to have the same ideas
- b. calls for converting individual differences into common traits
- c. is founded on the belief that there can be no liberty without responsibility
- d. emphasizes order and obedience in the classroom as an end in itself
- e. says that the school's job is to defend our institutions against criticism

1.43 The democratic theory of education *requires* that

- a. students decide all questions affecting their welfare
- b. students be given choices even if they are sometimes wrong
- c. students use the ballot as a basis for all decision-making
- d. the group leader be elected rather than appointed
- e. the teacher give the job of coordination to students

1.44 Which of the following criteria may be used to judge whether the school program is consistent with the philosophy of democratic education?

- a. Is there a friendly, personal relationship among the staff and students?
- b. Are there rich and varied experiences to provide for a well-balanced general education?
- c. Does the situation promote knowledge of the pupil and his needs?
- d. Is there provision for specialized interests and skills of pupils?
- e. All of the above.

1.45 To meet the needs of youth adequately, the public school should

- a. assume that the needs of our social order will change
- b. assume that the needs of our society will not change
- c. standardize the curriculum
- d. standardize the textbooks
- e. standardize teaching methods

1.46 According to Thomas Jefferson, a modern nation

- a. cannot expect to remain free
- b. cannot remain ignorant
- c. cannot be ignorant and expect to remain free
- d. can be free but not ignorant
- e. cannot be free and expect to remain ignorant

1.47 According to educational authorities, it is the obligation of the community to provide a suitable educational program which includes within its scope

- a. the elementary and secondary levels only
- b. only those students who wish to attend college
- c. out-of-school youth as well as those in school
- d. only those who are intellectually competent
- e. those in school but not those out of school

1.48 Progressive educational philosophy holds that schools should

- a. interpret and support present day social institutions
- b. pass on the social heritage, but avoid any concern about the nature of present day social change
- c. educate in terms of preconceived objectives decided upon by experts
- d. develop in youth an awareness of social change and equip him with ability to think critically in order to insure that current developments may become social progress
- e. make a blueprint of future society and prepare youth to bring about the changes needed in our institutions

1.49 The emphasis in the classroom should be on

- a. the needs of the class as a whole
- b. the needs of each individual child
- c. the subject matter
- d. a and b above
- e. a and c above

1.50 Which of the following is *not* generally recognized as a basic principle underlying American education?

- a. equalization of educational opportunity
- b. local sovereignty in control of education
- c. support of public schools by taxation
- d. compulsory nature of our schooling
- e. election of school administrators

1.51 Democracy and authoritarianism generally agree with respect to

- a. social philosophy
- b. political philosophy
- c. educational philosophy
- d. economic philosophy
- e. none of the above

1.52 In a democracy, the philosophy of education will differ from that held in countries under communism in that the children are taught

- a. the state is supreme
- b. people in other countries are to be hated and mistrusted
- c. to obey orders without question
- d. the state is the servant of the people
- e. to subordinate their interests to the service of the state

1.53 The modern philosophy of totalitarianism is best expressed by which of the following statements regarding children?

- a. Children exist for the state.
- b. Children should not be subject to national propaganda.
- c. Potentially children, and not armies, form the strength of the nation.
- d. Each child has distinctive fingerprint and a unique personality.
- e. The personality of a child is sacred.

1.54 The generally accepted opinion in the United States is that

- a. education is legally a local function
- b. federal control of education is needed
- c. states should be deprived of authority over education
- d. a national system of education is desirable
- e. parochial schools should be supported by public taxation

1.55 The total enrollment in all schools of U.S. — private and public, elementary, secondary, and higher — is today *closest* to

- a. 7,000,000
- b. 14,000,000
- c. 23,000,000
- d. 37,000,000
- e. 50,000,000

1.56 Approximately . . . % of all Americans, 5 to 17 years of age, are enrolled in 1961 in our public schools.

- a. 25
- b. 50
- c. 67

- d. 83
- e. 91

1.57 Which of the following states enrolls in its schools the greatest percentage of its total civilian population?

- a. Ohio
- b. Utah
- c. Iowa
- d. Pennsylvania
- e. Rhode Island

1.58 Assuming that in 1900 11% of the nation's youth of high school age were in high school, the corresponding percentage in 1961 would be how many times as large?

- a. three
- b. five
- c. six
- d. eight
- e. nine

1.59 The American secondary school today enrolls approximately what per cent of all youth of secondary school age?

- a. 25
- b. 45
- c. 60
- d. 70
- e. 90

1.60 Projection of present enrollment figures indicates that the total high school enrollment in 1970 will be approximately

- a. five million
- b. seven million
- c. ten million
- d. fourteen million
- e. sixteen million

1.61 Enrollment figures of the secondary schools of the United States show that the majority of high schools have

- a. 300 or fewer students
- b. between 300-500 students
- c. between 500-750 students
- d. between 750-1000 students
- e. over 1000 students

1.62 According to the statistics which are now available, it is anticipated that during the present decade there will be a(an)

- a. decrease in school enrollments
- b. increase in secondary school enrollments
- c. increase in all school enrollments
- d. increase in elementary school enrollments
- e. no appreciable change in school enrollments

1.63 The approximate number of people in adult education programs in the U.S. is

- a. 50,000,000
- b. 30,000,000
- c. 10,000,000
- d. 5,000,000
- e. 1,000,000