

## SCHOOL AND YOUR CHILD

By John Corey, Appalachian State Teachers College

**HOW TO BE TEST-WISE**  
"Test-wise" students often score higher on examinations than classmates who really know more.

J. Paul Bagley, the director of counseling at Appalachian Teachers College, Boone, N. C., who administers freshman placement and college ability tests to a thousand or more students each year, concurs with this statement.

"So what," you may say. "Knowledge counts—not scores. Why waste time learning tricks of test-taking when there's so much more valuable information to learn?"

This logic is certainly sound—but test scores nowadays are awfully important to one's future.

Tests have ballooned to such

stature that they actually chart courses of life for millions of children, often without the youngsters or their parents realizing it.

In addition to the traditional teacher-prepared exams (usually chalked on blackboards or mimeographed), there are professionally designed tests that attempt to measure intelligence, personality, occupational aptitude, and many other human factors, says college counselor Bagley.

The tests are used extensively in determining who should go to college, who wins scholarships, who goes to officer candidate or technical schools in the armed forces, who gets jobs in industry and the business world.

Whether tests should be used



**CLEANER CARS**—Designed to make the task of washing and polishing the family car a faster job, this automatic turbine-driven brush made its bow at the International Auto Show at Frankfurt, West Germany. Water pressure from an ordinary garden hose causes the brush to rotate.

as the basis for decisions that affect folks so strongly is questionable. But the fact remains that they do. And the use of tests grows daily.

This being the case, an alert youngster will sharpen his test-taking ability.

Following certain techniques and procedures in studying for and taking tests unquestionably improves scores and test-wise students do better than those possessing equal ability who haven't learned the tricks.

If Junior learns and begins practicing the techniques early in school life, he'll have the advantage of practice when time comes to take the "big test" for a scholarship, for college entrance, for a job or promotion.

The bright test-taker learns these general principles early:

He reviews for announced tests by studying during short, concentrated periods spaced over a long period of time rather than by "cramming" in a single long period the night before the exam. Studies show that more information is retained for a longer period this way.

Best preparation for unannounced "pop" tests is to remember that there's no substitute for paying attention and taking notes in class daily.

As for note taking, it serves two excellent functions:

First, notes provide a readily available reference source which remind of important points stressed by the teacher.

Second, to take notes the student must learn to organize information in his head quickly stick in the mind better when "recorded" on paper after being heard.

Students can begin to learn note taking in the middle elementary grades.

Techniques vary somewhat in preparing for the two main types of tests—essay and objective.

The essay exam permits a discussion answer. That is, the student writes all he knows about a subject in an allotted time. The essay also allows him to demonstrate his ability to write good English.

Studying procedures for the essay type question (found in 86 per cent of tests) include reciting to oneself or friends, outlining material, discussing subject matter with others and making summaries.

Objective tests call for specific answers. They are very popular because of ease and fairness of grading. Junior himself may provide the answers to an objective test item, or he may be given several answers from which he selects the correct one. This is a "multiple-choice" type question—found in 67 per cent of tests. Other variations include "true-false" (in 48 per cent) and "matching"

(in 61 per cent).

Memorization is a key to taking objective tests successfully. Purposeful practice—with a view to adding meaning to the memory work—is most useful. Often so-called memory aids confuse more than help.

Objective tests also lend greater opportunity for guessing, which introduces the classic question. Should Junior guess if he doesn't know an answer?

Experts say it depends on the type of test he's taking and the type of student he is.

On some tests the wise student guesses at all questions not known. On other exams he scores better by answering only those he knows.

How does he determine when to do which?

Careful reading of instructions often gives the tip-off. But in many cases, only the test giver can say, since he alone decides how to score the test. In this regard, a point that every test-taker should know is that it's his right to ask how a test will be graded—what counts and what doesn't count and anything else that's not clear.

Always ask if you're graded only on questions answered correctly. If you aren't penalized for wrong answers, obviously it's smart to guess at all in hopes of marking some correctly. But if there's a penalty for wrongs, then the student alone will have to calculate his chances on guessing.

According to a University of Wisconsin study, the chances depend on what type of student he is. The Wisconsin study revealed that pupils in the upper third of class scored higher by guessing on answers to questions they didn't know. Average students did no better, or worse, by guessing. Poorer students scored lower.

Other test-taking pearls of wisdom include:

Read test directions carefully. Read questions carefully. Re-read.

Go rapidly through the test, answering easier questions first. This increases confidence. Return to tougher questions in order of least difficulty. This way you will have at least answered all questions you know should time be called.

If questions are vague, usually the teacher will come to the student's desk and clarify. The student should attract the teacher's attention by raising his hand—not by calling out and thus disturbing others.

Always use extra time after completing the test to re-read questions and check answers. This pays many dividends. Some questions in the later part of the test may refresh your memory and quite often clue you to answers to questions at

the test's beginning.

But if you aren't sure of the answer, stick to your first reply, advises Appalachian's Bagley. He has noted after checking thousands of tests that first answers are generally right while those changed usually are wrong.

Although these suggestions may help Junior in taking tests, he must always remember that there's no substitute for knowing the information he's being tested on. Knowing this is, of course, part of being test-wise.

### Awards Program At White Oak Nov. 28

Dr. Andrew A. Best, M.D., will speak at the Negro Community Development Awards program at White Oak Consolidated School on Tuesday night, November 28, at 8 o'clock. Dr. Best is a practicing physician in Greenville and is president of the Joint Council of Health and Citizenship.

Seven Negro organized communities throughout Chowan County participated in the community improvement contest during 1961. These seven communities were: Yeopim, Virginia Fork, Paradise Road, Ryans Grove, Warren Grove-Green Hall, Hudson Grove and Center Hill. The varying degrees of progress made by the communities this year will be given at the program.

The general public is invited to attend this program. Three electric blankets will be given away as door prizes to individuals holding the lucky tickets. Refreshments will be served.

### BLOODSHED BOXSCORE ON N.C. HIGHWAYS



Raleigh—The Motor Vehicles Department's summary of traffic deaths through 10 A. M., Monday, November 20, follows:

Killed To Date.....1040

Killed To Date Last Year.....1053

### ROTARY CALLS OFF MEET

Edenton Rotary Club will not meet Thursday of this week due to the observance of Thanksgiving. The meeting will be held as usual Thursday afternoon of next week when Jack Habit will have charge of the program.

### Firemen Called Out 3 Times In October

Fire Chief W. J. Yates reports that firemen answered three calls during October, one fire being in Edenton and two in the rural section.

For the Edenton fire the firemen were out one hour and 20 minutes and three hours and 55

minutes out of town. They were on the air 25 seconds in Edenton and 20 seconds out of town. Two miles were traveled in Edenton and 11 miles out of town. In Edenton 300 feet of hose were laid and 600 feet out of town. For the Edenton fire 12 volunteers responded and 10 out of town.

During the month the firemen held one fire drill, answered two still alarms, refilled seven Property involved in Edenton fire extinguishers.

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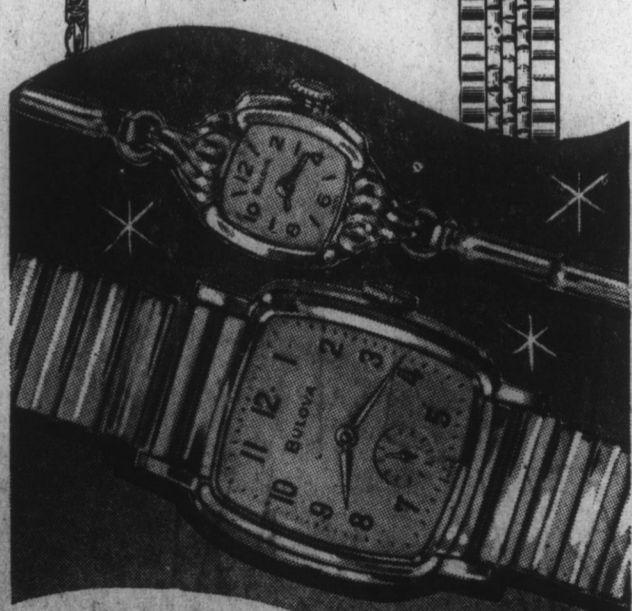
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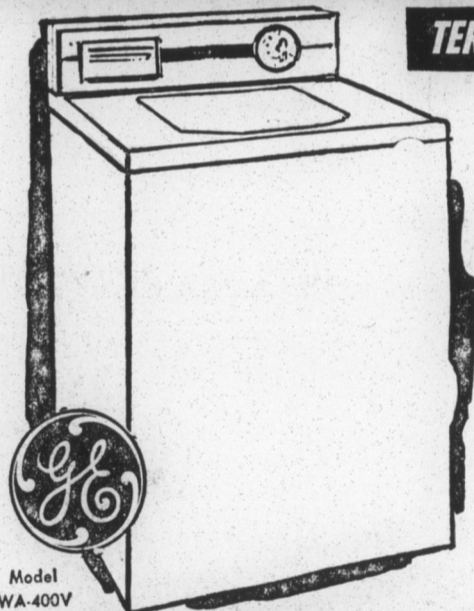
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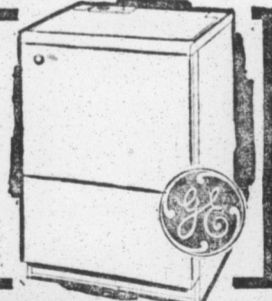
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