

## **SOCIAL STUDIES**

This section of the Proficiency testing is “Social Studies”. The field of social studies is as diverse as each human being. It deals with people, their society, and relationships within the society.

This section is designed to test your perception of ideas and information in economics, geography, political science, history, and behavioral science. Some readings will contain information with which you may be familiar, while others may be quite unfamiliar and contain totally new information.

Not all the questions are specifically answered in a given passage. Sometimes you will be expected to understand the author’s meanings or be able to recognize major and minor points of the attitudes or views expressed.

## LESSON 1

Read the following passage carefully. You might find it useful to underline the most important ideas, to take notes, or to read it twice. Try to answer the questions in Exercise 1 without looking back at the passage. However, if you find it necessary, check back with the passage before correcting your work. You may use this same method for all ten lessons.

Federal contractors in Chicago, St. Louis, San Francisco, and Atlanta have been added to the Labor Department's Philadelphia plan of racial hiring quotas. Labor Department sources said "hometown solutions" had been worked out in Chicago and St. Louis by contractors, unions, and minorities, but were not effective in providing jobs for members of minority groups. Efforts to negotiate voluntary plans in San Francisco and Atlanta have been unsuccessful to date.

The decision to put the four cities on the list, which previously had included only Washington, D.C., and Philadelphia, was made by Assistant Labor Secretary Arthur Fletcher, who is in charge of federal contract compliance. He is reliably reported to be considering extending the racial quotas to other cities where "hometown" efforts are lagging. Federal contractors who fail to make a good faith effort to fulfill quotas and timetables on private as well as federal projects become subject to loss of future federal work.

Legality of the Philadelphia plan was upheld by the Third U.S. Circuit Court of Appeals recently. The Contractors Association of Eastern Pennsylvania had contended the plan was unconstitutional. Judge John J. Gibbons called it "a valid executive action" designed "to remedy the perceived evil that minority tradesman have not been included in the labor pool available for construction projects in which the federal government has a cost and performance interest."

*Adult and Continuing Education Today*, Vol. 1,  
No.8 (Washington, D.C.: Today Publications,  
1971), p. 4

## EXERCISE 1

1. The Labor Department's Philadelphia plan of racial hiring quotas has been applied to what cities? \_\_\_\_\_  
\_\_\_\_\_
2. Were "hometown solutions" in Chicago and St. Louis effective in providing jobs for members of minority groups? \_\_\_\_\_  
\_\_\_\_\_
3. Have efforts to negotiate voluntary plans in San Francisco and Atlanta been successful? \_\_\_\_\_
4. How many federal contractors become subject to loss of future federal work? \_\_\_\_\_  
\_\_\_\_\_
5. Was the Philadelphia plan found to be legal? \_\_\_\_\_
6. The Philadelphia plan was found to remedy what evil? \_\_\_\_\_  
\_\_\_\_\_
7. What other area of the country was also included in the original Philadelphia plan? \_\_\_\_\_
8. What is one of Arthur Fletcher's responsibilities within the Labor Department? \_\_\_\_\_
9. What is a federal contractor? \_\_\_\_\_

## LESSON 2

### **Contemporary Society—Health Occupations**

One of the jobs of the Department of Labor is forecasting the employment outlook in various occupational areas and industries. Not only does the DOL predict the future needs for existing jobs, they also try to anticipate what new occupations will be created by changes in technology, production, and/or management techniques.

In recent years the DOL undertook just such a study of hospital employment. Not surprisingly, during a period of approximately 20 years, over 55 new occupations had developed. By the end of the decade, the number of people employed in hospitals will have doubled from the 1968 figure of 3.9 million.

While the most visible increase is in the number of doctors and nurses, the increased need for behind-the-scenes and non-medical personnel is also significant. These jobs range from unskilled janitorial work to the most highly skilled computer techniques. As more and more hospitals use computerized bookkeeping, inventory, billing, insurance processing, payroll, and record keeping systems, the need for technicians, programmers, and operators will steadily increase.

Similarly, advances in science and medical technology have created new jobs for skilled technicians and laboratory workers. Most hospitals now have an entire range of sophisticated electronic diagnostic and therapeutic equipment.

While the DOL cannot, of course, predict future needs and trends with absolute accuracy, their statistics and forecasts are very useful to educators, vocational counselors, and management teams.

## EXERCISE 2

1. One of the activities of the Department of Labor is \_\_\_\_\_  
\_\_\_\_\_
2. What did the DOL discover had occurred in hospitals in the last twenty years?  
\_\_\_\_\_  
\_\_\_\_\_
3. How will the 1990 employment figures in hospitals compare to the base year 1986? \_\_\_\_\_  
\_\_\_\_\_
4. How are computers being utilized in hospitals? \_\_\_\_\_  
\_\_\_\_\_
5. What are some of the factors which contribute to the growth of hospital employment? \_\_\_\_\_  
\_\_\_\_\_
6. Some examples of non-medical personnel in hospitals are \_\_\_\_\_  
\_\_\_\_\_
7. What is meant by the “aging” of America? \_\_\_\_\_  
\_\_\_\_\_
8. Who might find DOL statistics useful? \_\_\_\_\_  
\_\_\_\_\_

## LESSON 3

### Maps

There are many different kinds of maps. Some maps show roads, highway, towns, and cities. A familiar example is the road map. Other maps are concerned with the terrain and indicate height above sea level. Some maps show the political divisions of an area. Rainfall, agricultural products, industrial products, and natural resources are often represented on maps.

In order to be able to read maps, one has to know how to interpret the symbols, lines, and colors used to represent information on maps. Most maps have a key, or legend, which tells the meanings of the symbols used on a map. Since each map is different, symbols may have different meanings on different maps.

One kind of line may represent an international boundary, and another kind of line a state boundary. Different types of highways are given different kinds of lines or colors. Cities are commonly represented by dots or circles the size of which indicates the approximate population of the city. Railroads, canals, and rivers all have their symbols. The depths of lakes and oceans can be shown.

An important part of any map is the scale. This is a way of telling you how many miles (or other measure of distance) each unit of measurement on the map represents. On some maps, one inch may represent sixteen miles, while on other maps an inch may represent two hundred miles—or feet, or yards.

Other important features of maps are easily recognized and therefore usually do not appear in the key. A compass pointer indicates direction. This pointer may take form of a compass dial, or it may simply by an arrow pointing to the north. Latitude and longitude lines are also easily recognizable. Latitude lines, also called parallels, indicate distance in degrees north or south of the equator, which runs halfway between the North and the South poles. Longitude lines indicate distance in degrees east or west of the prime meridian, which runs through Greenwich, England. These lines are used to locate points on the surface of the earth. Contour lines connect land of the same elevation. Elevation may also be indicated by color.

### **EXERCISE 3**

Circle the best possible answer to each question.

1. This island is located near
  - a. the North Pole
  - b. the equator
  - c. Africa
  - d. South America
  
2. The climate of this island
  - a. temperate
  - b. sub arctic
  - c. tropical
  - d. desert
  
3. Town A is most likely
  - a. a rural town
  - b. a seaport
  - c. remotely located
  - d. a mountain town
  
4. Town C is
  - a. about 2,000 feet higher than Town B
  - b. about 1,000 feet higher in altitude than Towns A and B
  - c. about the same elevation as Town A
  - d. located at sea level
  
5. This island is probably located somewhere in
  - a. the North Atlantic Ocean
  - b. the Red Sea
  - c. the South Atlantic Ocean
  - d. the Pacific Ocean
  
6. Town A is
  - a. about 20 miles east of Town B
  - b. about 10 miles west of Town B
  - c. about 25 miles north of Town C
  - d. closer to Town C than Town B

## LESSON 4

### Graphs

Much information in the social studies consists of statistics. Statistics is simply information in the form of numbers. This information can be presented in many ways to make it easier to understand. One way is through the use of graphs.

Understanding graphs is simple if you remember that a graph always compares two kinds of information. In the social studies, graphs often compare a quantity (how much) with a time (how long, when, how often, and so forth). One kind of information is shown in a row running horizontally (across). The other kind of information is shown in a column running vertically (up and down). Interpreting the meaning of a graph requires that you identify the subject of the graph (by reading the title) and then note how one kind of information is compared to the other.

On the left below is a line graph. Note that a quantity is compared to a time. The line shows inches of rainfall in relation to the season of the year.

Bar graphs are similar to line graphs. The only real difference is that bars rather than lines are used to show the information. Compare the bar graph to the line graph. It is clear that the information is the same. A line connecting the centers of the bars would appear the same as the line in the line graph.



## EXERCISE 4

Refer to the graphs in Lesson 4 to answer the following questions. Circle the correct answer.

1. The greatest amount of rain fell during the
  - a. spring
  - b. summer
  - c. fall
  - d. winter
2. The total rainfall for the year was
  - a. 20 inches
  - b. 50 inches
  - c. 45 inches
  - d. 100 inches
3. The driest season of the year was the
  - a. spring
  - b. summer
  - c. fall
  - d. winter
4. How much more rain fell in winter than in fall?
  - a. twice as much
  - b. three times as much
  - c. half as much
  - d. less than half as much
5. Which two seasons combined produce most of the annual rainfall?
  - a. summer and fall
  - b. winter and summer
  - c. spring and winter
  - d. summer and spring
6. Judging from the information presented by these graphs, which season is probably the poorest for outdoor sports?
  - a. fall
  - b. winter
  - c. spring
  - d. summer

## LESSON 5

### Energy

The pie graphs below illustrate the dependence of the world's industrial nations on external energy sources.

The common basis of all manufacturing is energy, most of which is derived from petroleum. Coal constitutes the second largest energy source, but it is less efficient than petroleum and causes environmental pollution.

Japan, Western Europe, and the United States produce the majority of the world's manufactured goods. However, their energy production is inadequate to consumption demands. While the United States has an energy deficit, its production-consumption ratio is more favorable than that of either Japan or Western Europe.

New oil fields, such as those in Alaska and off the coast of New England, promise to increase domestic energy supplies in the United States. Nevertheless, consumption must be reduced to lessen vulnerability to the demands of the oil producing nations.

\*In million metric tons of coal equivalent

Department of Economic and Social Affairs  
United Nations World Energy Supplies, 1950-1974, 1976.

## EXERCISE 5

Circle the best possible answer for each of the following questions.

1. The reliance of the United States on foreign energy sources
  - a. will cease when offshore drilling is completed.
  - b. is less than that of the Soviet Union.
  - c. would lessen with stringent conservation.
  - d. Is unaffected by coal production.
  
2. The industrial nation most dependent on foreign energy supplies is
  - a. Brazil
  - b. Canada
  - c. West Germany
  - d. Japan
  
3. A factor contributing to the dependency of the United States on foreign energy is
  - a. the clear air laws
  - b. trade agreements with Arab oil nations
  - c. the ownership of foreign oil supplies by U.S. oil corporations
  
4. The nation least likely to participate in an energy conference is
  - a. Venezuela
  - b. Russia
  - c. Iraq
  - d. Korea
  
5. The nations of Africa would be affected by increases in energy costs because of their
  - a. large scale energy production
  - b. dependence on foreign energy
  - c. close political alignment with Western Europe
  - d. increased expenditures for manufactured goods

## LESSON 6

### Young America

The United States was the first Western European colonial territory in the New World to become an independent nation. Moreover, republics were rare, and a federal republic was almost unheard-of. American leaders were very conscious of the facts that the eyes of the world were upon them and that some people would be happy to see the new democracy fail. They made a special effort to win stability and respect at home and abroad.

One of the first tasks of the new American government under Washington was to put the country in sound financial condition. Alexander Hamilton, Secretary of the Treasury, established a national monetary system. The mint for coining money was set up in 1792, and the Bank of the United States was established. Under Hamilton's leadership, the national government took over the war debts of the states, which totaled more than \$75,000,000. About \$12,000,000 of this amount was owed to foreign creditors, so that the systematic payment helped the credit of the United States abroad as well as at home.

During Washington's two terms as President, political parties began to form. Alexander Hamilton and John Adams became leaders of the Federalists, who wanted to strengthen the central government. Thomas Jefferson, who was Secretary of State during Washington's first term, led the Republicans—later called the Democratic party. This party felt that liberty would be better served by keeping the states strong.

Ethel E. Ewing, *Our Widening World*, 2d ed.  
(Chicago: Rand McNally and Company, 1967),  
p. 570

## **EXERCISE 6**

1. What was the first Western European colonial territory in the New World to become an independent nation? \_\_\_\_\_  
\_\_\_\_\_
  
2. What were the two facts of which American leaders were very conscious?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
3. What was one of the first tasks of the new American government? \_\_\_\_\_  
\_\_\_\_\_
  
4. For what was Alexander Hamilton's leadership responsible? \_\_\_\_\_  
\_\_\_\_\_
  
5. Which political party wanted to strengthen the central government? \_\_\_\_\_  
\_\_\_\_\_
  
6. Who led the party which felt that liberty would be better served by keeping the states strong? \_\_\_\_\_  
\_\_\_\_\_
  
7. What was Thomas Jefferson's position in George Washington's first administration? \_\_\_\_\_

## LESSON 7

### **The Declaration of Independence**

We hold these truths to be self-evident: That all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed; That, whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it, and to institute new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness. Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and accordingly all experience has shown that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same object, evinces a design to reduce them under absolute despotism, it is their right, it is their duty, to throw off such government, and to provide new guards for their future security.

## **EXERCISE 7**

1. Name three rights which are said to be unalienable. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. From whom do governments derive their powers? \_\_\_\_\_  
\_\_\_\_\_
3. When is it the right of the people to alter or abolish any form of government?  
\_\_\_\_\_  
\_\_\_\_\_
4. Governments should not be changed for what kind of causes? \_\_\_\_\_  
\_\_\_\_\_
5. Why are governments established? \_\_\_\_\_  
\_\_\_\_\_
6. The principles and powers of a new government should effect what?  
\_\_\_\_\_  
\_\_\_\_\_
7. When do a people have the right to establish a new government?  
\_\_\_\_\_  
\_\_\_\_\_
8. It is the people's right and duty to overthrow a despotic government to provide  
\_\_\_\_\_  
\_\_\_\_\_
9. Experience shows that people tend to \_\_\_\_\_  
rather than \_\_\_\_\_

## LESSON 8

### **The Golden Horde**

In 1223 a band of Mongol raiders appeared on the steppes of southeastern Russia. Met by Russian troops, the Mongols stopped to fight. In a quick, savage battle, the Russians were badly beaten. Then as suddenly as they had come, the Mongols mounted their swift horses and galloped off to the East.

This lightning raid was a preview of things to come. For about thirteen years later the Mongols were back. This time they came in force and they meant business. Fierce Mongol cavalymen swept out of central Asia and thundered across the southern steppe land. This was the famous Golden Horde, which had previously terrorized all Asia. Fanning out in all directions, the Mongols burned several Russian towns, then swiftly captured Kiev. Before long the rampaging Mongols controlled a vast area, ranging from the southern steppes to the woodlands of the north. They had added Russia to their long list of conquests.

In ruling Russia, the Mongols used the methods by which the steppe tribes were governed. They demanded that the Russians submit to the Mongol ruler—the khan, or supreme chief. The khan wanted two things—a yearly tribute and men for his army. The Mongols did not intend to force changes in Russian religion, customs, or language. But the Russians were expected to obey all commands, and the Mongols inflicted cruel torture on anyone who resisted.

Ethel E. Ewing, *Our Widening World*, 2d ed.  
(Chicago: Rand McNally and Company, 1967),  
p. 328



## EXERCISE 8

Circle the best possible answer to each question

1. When Russia troops fought the Mongol raiders,
  - a. the Mongols galloped off to the East defeated
  - b. the Mongols were savagely beaten
  - c. the Russians were badly beaten
  - d. the Russians retreated to Kiev
  
2. The Mongols returned to the southern steppe land of Russia
  - a. to avenge their defeat
  - b. thirteen years later
  - c. to settle new land
  - d. to explore central Asia
  
3. The Mongols were known as the Golden Horde because
  - a. they stole gold
  - b. their raids were like lightning
  - c. of the color of their skin
  - d. they were seeking lands with gold mines
  
4. The Russian territory occupied by the Mongols was
  - a. all of Asia
  - b. the area from Kiev to Moscow
  - c. the area from the Black Sea to the North Sea
  - d. the area from the southern steppes to the woodlands of the north
  
5. The conquered Russian were forced to
  - a. change their religion, customs, and language
  - b. submit a yearly tribute and men for the Mongol army
  - c. immigrate to Mongolia
  - d. submit to cruel torture for no reason
  
6. The successful Mongolian occupation of Russia indicated that
  - a. the Russians were not opposed to occupation
  - b. the Russians were weakened from self-indulgence
  - c. the Mongols were a more civilized people than the Russians
  - d. the Mongols were a more highly organized society bent on invasion and occupation

## LESSON 9

### Liechtenstein

Located in south-central Europe, Liechtenstein is only 61 square miles in area—8 less than Washington, D.C. Liechtenstein lies on the upper Rhine between Austria and Switzerland.

Vaduz (4,000 population) is the capital and largest town. One of the world's finest private art collections, owned by the prince is housed in Vaduz. It includes works by Breughel the Elder, Botticelli, Rembrandt, and Rubens.

The 21,000 population (1969 estimate), like the Austrians and Swiss are descended from a Germanic tribe that settled in the Alps during the 400's. Most live in small country villages; over half work in small factories or as craftsmen. About 20 percent raise beef and dairy cattle or grow fruit and vegetables. The official language of this predominantly Roman Catholic country is German.

Liechtenstein excels in making machines and tools, cloth, false teeth, ceramics, and canned food. Wine and agricultural products are also exported. Finely engraved postage stamps—many of which are reproductions of the paintings in the prince's art collection—are sold to philatelists around the world. One important source of revenue is the taxing of foreign businesses that set up their headquarters in Liechtenstein.

Committee on International Relations, National Education Association, *Other Lands, Other Peoples* (Washington, D.C.: National Education Association, 1969), p. 37)

## EXERCISE 9

Circle the best possible answer to each question.

1. Liechtenstein is located on the upper Rhine River between
  - a. Austria and Italy
  - b. Austria and Russia
  - c. Austria and Switzerland
  - d. Switzerland and Germany
  
2. If a village has a population of 1,000; a town, 1,000 to 10,000; a city, 10,000 to 250,000; and a metropolitan area, over 250,000; the city of Vaduz would be considered a
  - a. village
  - b. town
  - c. city
  - d. metropolitan area
  
3. One of the world's finest private art collections is housed in
  - a. Vienna
  - b. Paris
  - c. Vaduz
  - d. Rome
  
4. The people of Liechtenstein are descended from
  - a. an Austrian tribe
  - b. a Germanic tribe
  - c. a Swiss tribe
  - d. Roman Catholics
  
5. Finely engraved postage stamps are sold to
  - a. art collectors
  - b. numismatists
  - c. philatelists
  - d. all of the above
  
6. Liechtenstein appears to be a country
  - a. bent on world aggression
  - b. self-contained and balanced in its structure
  - c. dominated by an autocratic prince
  - d. in need of annexation by Austria

## LESSON 10

### Pakistan

Pakistan's population is estimated at well over 100 million, making it the sixth most populous nation on the globe and the second largest Moslem country in the world (after Indonesia). About 80 percent of all Pakistanis are farm families living in small villages, with some nomadic tribes inhabiting the Afghanistan border region in the west. National affairs are guided by more sophisticated urban dwellers. There are many variations in the ethnic and linguistic backgrounds.

About 88 percent of all the nation's people are Moslems; the Islamic heritage is the chief cultural bond between the two sections of the country. Religious minorities include about 10 million Hindus (almost entirely in the East), over 700,000 Christians, and smaller groups of Parsees and Buddhists.

In West Pakistan, the indigenous regional languages include Punjabi, Sindhi, Pushtu, and Baluchi. The predominant language of the educated, however, is Urdu, a variant of Hindustani written in the Perso-Arabic script. The name *Pakistan* means "land of the pure" in Urdu. In East Pakistan the prevailing tongue is Bengali. English still is used widely in government and business and for higher education.

Committee on International Relations, National  
Education Association, *Other Lands, Other Peoples*  
(Washington, D.C.: National Education  
Association, 1969), p. 143

## EXERCISE 10

Circle the best possible answer.

1. Pakistan's population of 100 million makes it
  - a. the most populous nation in the world
  - b. 80 percent of the world's largest country
  - c. the sixth most populous nation in the world
  - d. none of the above
  
2. The majority of Pakistani families make their living
  - a. as nomadic tribesmen
  - b. as farmers
  - c. as small merchants
  - d. as laborers
  
3. The government affairs of the country are handled by
  - a. nomadic tribesmen
  - b. small villagers
  - c. farmers
  - d. urban dwellers
  
4. The predominant religion of the people is
  - a. Hinduism
  - b. Christianity
  - c. Islam
  - d. Buddhism
  
5. The predominant language spoken in East Pakistan is
  - a. Urdu
  - b. Punjabi
  - c. Bengali
  - d. Baluchi
  
6. What is one of the few factors that acts as a common bond among the Pakistani people?
  - a. a common language
  - b. a common ethnic background
  - c. an Islamic heritage
  - d. a large population