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A study of the factual knowledge of current events possessed by one hundred high school seniors

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A STUDY OF THE FACTUAL KNOWLEDGE
OF CURRENT EVENTS POSSESSED BY
ONE THOUSAND HIGH SCHOOL SENIORS

A Thesis

Presented to

the Faculty of the Department of Education
Indiana State Teachers College

INDIANA STATE
TEACHERS COLLEGE
LIBRARY

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by

Vyron Lloyd Jones

August 1947

The thesis of Vyron Lloyd Jones,
Contribution of the Graduate School, Indiana State
Teachers College, Number 564, under the title
A STUDY OF THE FACTUAL KNOWLEDGE
OF CURRENT EVENTS POSSESSED BY
ONE THOUSAND HIGH SCHOOL SENIORS
is hereby approved as counting toward the completion
of the Master's degree in the amount of 8 hours'
credit.

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V.L.J.

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CHAPTER I

THE PROBLEM, EXPLANATION OF TERMS, AND REVIEW OF LITERATURE

In this day of swiftly changing world affairs, innumerable scientific discoveries, and the possibilities of unlimited political and social development, an adequate knowledge of current events would seem to be a basic need of every citizen. Logically enough, it would also seem that steps toward such a goal should and must be made while boys and girls are still in school. Education should arouse in students an eagerness to keep abreast of the times and a desire to make themselves a part of events at home and abroad through an understanding of current events.

I. THE PROBLEM

Statement of the problem. The purposes of this study were (1) to gain some measurement of the amount of factual knowledge concerning current events possessed by high school seniors; (2) to determine the principal sources of their information; and (3) to find some clue, if possible, that might lead to a more effective use of current events in the school.

Importance of the study. According to all leaders, these are critical times; surely nothing can be more impor-

tant than a well-informed citizenry. The schools should play an important role in achieving this goal. However, it was felt that many seniors were leaving school with a very meager knowledge of what was going on in the world about them. Since practically all schools claim to devote some time to current affairs, it seemed reasonable to believe that the individual's attention to these events, if lacking in school, would normally become even less after he was graduated. He might eventually be jarred out of his apathy by a chain of events only to find he had awakened too late.

Too often school systems complacently believe that they are doing their best toward the students when actually they may be slighting whole areas of interests that need only to be tapped to be brought into full play. The vital field of current events seems to be one that has been but little touched in many schools. This study is an effort to find out how adequately informed students are and to call attention to the importance of arousing in them a keener interest in current affairs.

II. EXPLANATION OF TERMS USED

In order to avoid monotonous repetition of a single word or phrase the following terms are used synonymously: current events, current affairs, and current happenings. These and occasional similar terms have been used to denote

all things ordinarily considered under the name of current events in most school systems. Generally speaking, these include a study of the most important and most interesting events taking place in the world from day to day.

III. REVIEW OF THE LITERATURE

There has been comparatively little written which connects closely with this problem, although in recent years many articles dealing with the teaching of current events have appeared in periodical literature. The college library has only one book, a text by Kimball,¹ printed in 1929, which deals entirely with the problem of teaching current events. It presents many helpful suggestions, methods, principles, and plans for the use of teachers, but it does not offer any material of use here.

Most of the articles that are indexed under current events in various guides to periodical literature deal with devices and methods that some particular teacher or school has used effectively. Much can be found there concerning theory and the various techniques that have been tried, but there seems to be slight agreement except on the belief that current events are needed in a well-rounded school program.

¹ Reginald S. Kimball, Current-Event Instruction, (Boston: Houghton Mifflin Company, 1929).

D. D. Brown,² of the Public Schools of Grainton, Nebraska, reported on a study of the teaching of current events in the high schools of that state. He sent questionnaires to 400 of the 461 accredited high schools of the state, obtaining a 60 per cent return. Only 1.3 per cent of the schools which replied had no current-events instruction of any kind; 18.6 per cent provided current-events instruction in an informally organized manner; and 80.1 per cent had some sort of formally organized current-events instruction. These figures might be questioned on the basis of the 40 per cent not included, since it seems likely that the number offering no current events, or a weak program in that field, would be less likely to answer the questionnaire. However, the findings offer definite proof that most schools were attempting to teach current events. His study shows also the methods and periodicals that were most widely used at the time that his survey was made. He reports that teachers agreed on the aims but diverged on the means of accomplishing them. In conclusion he states that the lack of suitable material is the main drawback to teaching current events in a way that would meet the demands of a complex social order.

² D. D. Brown, "The Teaching of Current Events in Nebraska High Schools," The School Review, 50: 523-28, September, 1942.

Another study of interest is that of Palm,³ of Stanford University. In his report on a survey of common practices and methods used in teaching current affairs he lists obstacles which hampered their teaching and states that these must be removed before effective teaching could be done. These obstacles are listed: teachers are too busy teaching required subject matter to take adequate time for current events; schools fail to provide periodicals and other text materials; courses of study do not include suggestions or helps on current-events instruction; too many teachers lack the broad scholarship, background, and training in social-economic-political principles which are needed to present current events properly; selecting unbiased material proved a problem; and teachers were either at a loss to know how to deal with controversial subjects or outside pressure hindered them. Palm lists the last as probably the most serious obstacle.

Julia Emery,⁴ of East High School, Wichita, Kansas, wrote of an extensive study similar to the one reported on in this thesis. She reported on an information test of twenty-seven current-event problems consisting of multiple-choice, arrangement, and completion items, many of them

³ Reuben R. Palm, "How Can We Teach Current Affairs?" Secondary Education, 9: 13-16, January, 1940.

⁴ Julia Emery, "The Background of Current Affairs in September," The School Review, 44: 764-68, December, 1936.

having several parts. The results from 4,507 juniors and seniors from twenty-four schools located in twenty communities ranging widely in size shows that one per cent of those high school students did not know the name of the President of the United States. Emery's problem was to discover what background the students had at the beginning of the school year. The number and type of errors that were made seemed to warrant the following conclusion:

The situation needs more than criticism and placing the entire blame on the schools is not fair. The materials should be reorganized and new techniques should be developed for giving pupils appreciation of, and interest in, the affairs of the present. Pupils are interested in what they believe directly affects them, and they should be brought to realize that current developments influence their individual lives and their future opportunities. Increased interest should result from a knowledge of the essential background behind the events of today because these developments directly affect and continue to influence the world of affairs and the lives of private citizens.⁵

An interesting and concise article on various teaching devices was written by Luminati,⁶ of the Social Studies Department of the Falls Village, Connecticut, School. This presents in a short space many novel ideas and also several more common methods for teaching current affairs. Considerable material has been written along this line, but since it bears only indirectly on this study, no further mention will be made of specific reports of this nature.

⁵ Ibid., p. 768.

⁶ Charles E. Luminati, "Devices for Teaching Current Events," The Clearing House, 15: 36-9, September, 1940.

IV. ORGANIZATION OF REMAINDER OF THESIS

In Chapter II the problems connected with securing data are discussed. During this discussion the sources and methods of obtaining the data are explained, and the construction and administration of the test are taken up in detail. Chapter III deals with the test results and their interpretations. The differences in the various schools and groups tested are considered, and the sources of their information are analyzed. The final chapter is a summary of the problem and a statement of conclusions and recommendations. The most pertinent data are presented in tables included in the text. Other results and additional information are to be found in the appendix.

CHAPTER II

SOURCES OF DATA AND CONSTRUCTION OF TEST

Since the primary source of information was a test constructed for that particular purpose, much thought and care were given to the problem of making the test and determining to whom it should be given. The nature of these problems and the method of meeting them are discussed in this chapter.

I. SOURCES OF DATA

The results of a current events test given to over 1,000 high school seniors in nineteen schools of West Central Indiana furnished the data for this study. The schools varied in size from township consolidated schools with senior classes of about thirty students and the Laboratory School of Indiana State Teachers College (22 seniors tested) to the larger city schools, Garfield of Terre Haute (117 seniors tested) and Crawfordville High School (104 seniors tested). This range covered schools predominantly rural in nature and schools in urban areas. The schools operated on an eight and one-half, nine, or nine and one-half months' bases, with the majority having a nine months' term. There were not enough schools with the longer or shorter terms to compare them on this basis with any degree of fairness.

At the time of the study the eight months' schools had been dismissed.

Besides attempting to get at the amount of factual knowledge concerning current events, the test contained also a check list by which the seniors were to indicate their first, second, and third most important sources of information.

Data concerning the amount of time devoted to, and the materials and methods of presenting, current events were secured from the teacher, the principal, or the superintendent who handled the administration of the test in each school. This was done orally at the time of distributing or collecting the tests or by a double postal card sent out later to check on this information. Miscellaneous bits of information applying to particular schools which will be brought into the report were gathered by personal interviews with the persons involved.

Since no norms were available, it was decided that the test should be given to a group of Indiana State Teachers College students as a means of comparison. A Social Studies 163 (Contemporary Civilization III) class consisting of freshmen and sophomores, an Education 331 (Principles of Teaching) class consisting of juniors and seniors, and an Education 571 (Public School Administration) class of graduate students were chosen. These groups had

representatives of all class levels, were comparatively large, and did not consist of majors in any one field. Their scores furnished additional data for this study.

Statement of limitations. It was decided to limit the number of cases studied to 1,000 papers. All papers that had omitted necessary information from the heading were not counted nor were those of the high school juniors that happened to take the test. After these were set aside, there were seven papers over the 1,000 desired. To eliminate these the scores of the last school to be tested, Garfield, were averaged and seven papers that would not disturb the average were chosen at random. These papers, which were not chosen from any one age level or sex group, were not counted in the results. The results from the 110 college papers were never combined with those of the 1,000 high school papers.

In considering the size of the schools still in operation, it was estimated that it would take about twenty schools, which could be found within a radius of fifty miles of Terre Haute. Actually nineteen schools furnished the required number of cases. There seemed to be an advantage in getting schools that were scattered over a fairly wide area and thus represented a broader background of conditions. For this reason it was decided to take not more than one of the large Terre Haute schools and not all of its seniors

unless they were needed to make the required number of cases. After it was known how many papers would be needed to complete the necessary number, Garfield High School, of Terre Haute, was chosen as the school that fulfilled these requisites. The size and style of the test were limited for various reasons which are discussed in the following section.

II. CONSTRUCTION OF THE TEST

Importance of the test. Since the key to the success of the whole study would lie in the construction of the test, much thought was given to this part of the project. It was realized that it would be impossible to construct a limited test of the sort needed which would defy all criticism. These two concerns made the selecting of test items and the form of the test no easy task.

Points considered in construction. Most of the schools tested were in their closing days. This fact called for special consideration. Getting the test given in the time left could best be accomplished by having someone on the staff of the individual school administer it. To get this done and to get the cooperation of most of the schools in the area, which was needed to get 1,000 cases, a test which required no special preparation on the part of the administrator and which could be given in about fifteen

minutes of class time was desirable. For the above reasons and to facilitate handling and scoring, a test which could be put on a single page would be an advantage. By keeping the test short, using small type (elite), and putting it on legal-size mimeograph paper, this was accomplished and a neat, well-balanced page achieved.

Since for the most part news events are concerned with people, the recognition of men was chosen as the theme of most of the test. Two matching lists of ten points each were chosen. Each list had thirteen possible answers from which to select the ten correct ones. Six multiple-choice questions were used to cover points not covered by the matching lists or not adaptable to that style of test. This made a total of twenty-six possible points. Originally twenty-five items were to be used; but lest changing events invalidate at least one item, an extra one was included. As no points were nullified, the test was scored on the basis of twenty-six points.

The two matching lists, one on Americans in the news and the other on foreign leaders, were considered to be the least space consuming, more difficult to guess on, and a type that could be quickly done. Completion type problems were not used since interpretation of the spelling of names would have complicated the results. To these two lists four multiple-choice items dealing with Indiana and two multiple-

choice items of a general nature were added.

In order to achieve as broad a coverage as possible, items were included that were very unequal in value. In domestic affairs the men chosen ranged from a crooner and the big league baseball commissioner, through labor leaders and others, to cabinet members and the Chief Justice of the Supreme Court. In foreign affairs, leaders of the Big Five Powers, the Near-East, the Far-East, and Latin America were used. These, with the items on Indiana and the two general items, gave a range of subject matter which seemed fairly representative of the news of the day. These items were chosen after an intensive study of newspapers and news-magazines to determine what and who had been appearing in the news; news broadcasts were also given due attention and consideration.

Some of the best known men were not included since they would be so easily recognized that nothing would be tested. The name of the Jewish underground organization which was included was chosen because it was similar to the proper names used in the answers. The name of the Chinese Communist Chieftan, Mao Tse-tung, was included along with the Chinese name, Chiang Kai-shek; it was felt that students should realize Chiang Kai-shek was definitely not a Communist and should get the answer right. The results showed that college students made this connection very well but

that high school students failed to do so. The comparatively insignificant item concerning Sinatra was included primarily to catch the interest of the high school youth and was placed first in the test for that reason.

The heading of the test called for the student's name, age, sex, school, and grade, with blanks for the date and score. The name was asked for and the space was left for the score to encourage the student to do his best. The name of the school appeared in case the papers should be separated, and the age, sex, and date were desired for a study of possible differences in the resulting scores.

The last part to appear on the sheet was the section asking students to list their sources of information upon current affairs. Newspapers and magazines, current-event lessons in school, teacher's encouragement to do outside reading on current affairs, radio, newsreels, and home discussion were specifically listed; however, provision was made for the pupils to add and check others that they considered important. This section was expected to indicate sources of the pupils' information.

Instructions given to school personnel who were to administer the test asked that no advance notice of the test be given and that no aid be given except to explain how to fill in the heading or other points about the mechanical make-up of the test. They were asked not to limit the

time except in the case of exceptionally slow pupils who might be unnecessarily long in finishing. No attempt was made to get 100 per cent of the seniors in the schools tested, and students other than seniors were given the test if they happened to be enrolled in a senior class; these papers were not counted in the results of this study.

CHAPTER III

TEST RESULTS AND INTERPRETATIONS

Since most of the results lend themselves to presentation in the form of tables, the greater part of Chapter III will be taken up by an analysis and interpretation of these tables. As no effort was made to choose test items of equal value, it seemed advisable to make a tally of the number of times each item was missed. This was done for both the 1,000 high school seniors and the 110 college students, though these figures were kept separate at all times.

I. FREQUENCY OF ERRORS FOR EACH TEST ITEM

Table I on the following page states the nature of the test item and shows the percentage of students who missed each item. The exact manner in which test items were stated may be seen in the appendix.⁷ Several of the percentages indicated are worthy of mention.

Even the easiest item on the test, Number 26, was missed by 9.1 per cent of the high school students and 1.8 per cent of the college group. How anyone could miss this item after the publicity it had received in the news-

⁷ Infra, pp. 49 ff.

TABLE I

PERCENTAGE OF HIGH SCHOOL AND COLLEGE STUDENTS
MISSING EACH TEST ITEM

Number of Test Item	Correct Response to the Test Item	Percentage Missing Item	
		High School	College
1.	Sinatra	10.2	3.6
2.	Murray	44.0	33.6
3.	Lilienthal	44.5	20.0
4.	Rockefeller	19.0	4.6
5.	Schwellenbach	47.0	37.3
6.	Krug	51.2	51.8
7.	Marshall	28.6	22.7
8.	Vinson	39.9	42.7
9.	Chandler	35.4	17.3
10.	Wallace	11.9	0.9
Percentage of items missed, 1 to 10 (a)		33.2	23.5
11.	Aleman	42.8	19.1
12.	Peron	41.6	26.4
13.	Stern	75.3	53.6
14.	Bidault	54.0	36.4
15.	De Gaulle	30.9	10.0
16.	Molotov	40.8	25.5
17.	Gromyko	57.6	38.2
18.	Nehru	48.6	32.7
19.	Mao Tse-tung	50.2	13.6
20.	Bevin	47.2	31.8
Percentage of items missed, 11 to 20 (a)		48.9	28.7
21.	A state law forbade public utility strikes	42.6	26.4
22.	Jenner and Capehart	60.8	53.6
23.	Gates and James	48.9	35.6
24.	Finished its 61-day biennial session recently.	50.3	58.2
Percentage of items missed, 21 to 24 (a)		50.7	43.4
25.	Fifteen cents an hour.	83.9	79.1
26.	Huge explosions and fires.	9.1	1.8
Percentage of all items missed		43.0	29.9

(a) These percentages were obtained by multiplying the number of items being considered by the number of students taking the test and dividing this answer into the total number of items missed in the section concerned.

papers and magazines and over the radio remained a mystery. The item about Sinatra, Number 1, was missed by only 10.2 per cent of the high school seniors and 3.6 per cent of the college students in spite of the fact that the episode on which this item was based received only a small fraction of the publicity devoted to the Texas City item.

By far the most difficult item was Number 25. Perhaps it might have been excluded, but the intended answer was correct at all times, although there was a period of time when less mention was made of the fifteen-cents-an-hour increase. Most guesses were in favor of the 10 per cent increase, which probably seemed more reasonable to the uninformed. The answer was definitely true either in the bargaining plans or the final settlement of the major labor disputes at that time. The item proved to be one to test the well-informed, and at the same time it probably received the highest number of guesses.

The item concerning the Stern organization of Palestine, Number 13, also proved one to test the more careful readers. Since the Stern organization was the most radical and violent of the Jewish underground groups and had a name which lent itself to the items of the matching list, it was chosen to represent this particular area of world news.

Indiana's two senators proved a difficult item for

most of the students. In general, the points about Indiana caused more trouble than those about national or international figures. This was probably because of less information about state happenings, although the possibilities that the nature of the test items and the material tested may have been more difficult should not be overlooked as possible contributory factors.

When the number 4, representing the four Indiana items, was multiplied by the number of students taking the test, an aggregate number of possible points was obtained for this section. This aggregate number of points was then divided into the total number of points missed on this section to obtain the per cent of items missed by the average student on the section. This procedure was carried out for each of the three major divisions of subject matter, and the results are shown in Table I. The seniors missed 50.65 per cent of the Indiana items; the college group missed 43.41 per cent of them.

In comparing the national and international matching lists by this method, the high school group missed 48.9 per cent of the international list but only 33.17 per cent of the national group. Both of these were less than the percentage missed on Indiana items. The college group, which had missed 43.41 per cent of the items on Indiana, missed only 28.73 per cent on foreign names and 23.45 per

cent on the Americans. In other words, the high school students knew about two-thirds of the national figures but knew only about one-half of the local and international items, and college students were much better informed on national and international affairs than on items concerning their own state.

Only three items--Numbers 6, 8, and 24--were missed by a larger percentage of college students than of high school seniors. This may have been a reflection of the high school government course required of seniors, or in the case of Item 24, it may have been partly due to the fact that three of the college students tested were non-residents of Indiana.

De Gaulle was the best known person in foreign affairs. The item about Wallace was missed the least number of times among the items concerning American political figures. Secretary of the Interior Krug was the least known in this group, although he had recently made the headlines in connection with John L. Lewis and the Centralia Mine Disaster. The item about Aleman, President of Mexico, was missed a surprising number of times, considering the attention that his visit to the United States was receiving at the time of the test.

II. RANGE OF SCORES

The test was not constructed with the idea of making it especially difficult. The items were ones that it was felt any well-informed person could be expected to know. However, the range of scores was from a low of one right in the high school group and five right in the college group to a high of all twenty-six points right in each group. The senior boy who got only one right attempted only a few of the items, and his paper was the only one of the group which indicated that no great effort had been made to answer the items correctly. Three high school girls got only two right out of the twenty-six points. In the high school group two girls and four boys made perfect scores. Among the college students a twenty-year-old freshman girl made the low score of only five right; a thirty-six-year-old male graduate student made the only perfect score.

III. MEAN SCORES

Mean scores of the different age and sex groups.

Mean or average scores were chosen as the method to be used in comparing the different groups of students. Table II summarizes these findings on the following page. The age groups of seventeen years of age and under and eighteen years of age and over were chosen as the grouping that would

TABLE II

AVERAGE NUMBER OF ITEMS CORRECT FOR VARIOUS GROUPINGS
OF HIGH SCHOOL AND COLLEGE STUDENTS

Number in, and Description of, Group		Age	Items Right
<u>High School Seniors</u>			
253	Boys	17 and under	16.18
209	Boys	18 and over	15.41
	All 462 senior boys		15.83
335	Girls	17 and under	14.47
203	Girls	18 and over	13.18
	All 538 senior girls		13.98
588	Boys and girls	17 and under	15.20
412	Boys and girls	18 and over	14.31
	All 1,000 senior students.		14.84
<u>College Students</u>			
29	Graduate students, all men	23 to 36	21.31
42	Juniors and seniors	18 to 34	17.26
	Men only in above group	21 to 34	19.14
	Women only in above group	18 to 21	13.36
39	Freshmen and sophomores	17 to 30	17.00
	9 Men according to age	22 to 30	19.33
10	Men according to age	21	17.80
	9 Men according to age	18 to 20	17.44
11	Women in this group	17 to 20	14.00
	All (85) college men in above groups		19.59
	All (25) college women in above groups		13.64
	All (110) men and women in college group		18.24

give the most even number in each group. It will be noted that the boys' average was 1.85 points higher than that of the girls, and the younger seniors averaged 0.89 of a point higher than the older group. The latter difference was probably due to a greater number of students in the older group who had failed in school work sometime in their career, indicating a slightly lower group-intelligence level. One would assume that older students would have a greater interest in current events and would make higher scores. It seems safe to state that boys are better informed in the field of current events than are girls.

In considering the college students no definite conclusions should be drawn, as the cases were too few in number; albeit they were seemingly representative of the school. A very noticeable tendency for the men to be much better informed than the women was shown by the students tested. Age may have entered the picture here as well as sex, since the average age of the twenty-five women was approximately nineteen and one-half years while that of the men was conservatively estimated at twenty-four and one-half years. The exact averages could not be figured, for a few papers did not carry the age of the individuals. Still, in the college freshmen and sophomore group there were nine men under twenty-one years of age who could be compared with the eleven women in this group, all under twenty-one years

of age. The men averaged 3.44 points higher than the women.

Even more noteworthy was the comparison between the average of the high school seniors and the college women. Here the average of the college women was actually 0.34 of a point lower than that of the high school senior girls. Perhaps a more extensive study should be made to find out whether our college women as a group are no better informed on current affairs than the average high school senior girl. True, less class time is probably devoted to current events in college, but surely college women should be expected to be alert to the happenings of the world without special tutoring.

Though the average of all the college students was 3.4 points higher than that of all the high school seniors tested, the average of the seniors in the highest ranking school was 0.11 of a point higher than that of the college group. This may indicate that college students in general do not keep up with current happenings to the extent that they should.

The dates on which the high school groups were tested ranged from May 7, 1947, to May 23, 1947, and it was feared that this difference of about two weeks might influence the scores. Although it was impossible either to prove or to disprove this point, the results indicated that time did not influence the scores to any noticeable

extent. The highest ranking school was tested on May 12, the lowest on May 13, while the second highest school was the last of the high schools to be tested. The college groups were tested on May 21, May 26, and June 2, 1947, and the last group tested had the highest average score.

Mean scores of the schools tested. The most striking and most important revelation of this study was the range of mean scores in the nineteen schools that were tested. These are shown by Table III on the following page. The mean score of the school whose seniors averaged lowest was only 55.23 per cent of the average of the school that was highest, shown by a difference of 8.20 points in the averages of the two schools. Strangely enough, these two schools were nearly the same size with a difference of about fifty in the high school enrollment, the larger having twelve teachers, the smaller having ten.

Each of the classes would seem to be large enough so that the average native intelligence of the different groups would vary but slightly. If this were true, then the schools and teachers must assume the responsibility for this difference in mean scores. It can be seen that the time and effort spent on regular current-events lessons did pay dividends. Eight of the nine schools ranking highest indicated that the senior students had news leaflets or magazines for individual use and that at least one class

TABLE III

RANK ORDER OF SCHOOLS, ACCORDING TO MEAN SCORE,
AND MISCELLANEOUS INFORMATION

School	No. of Cases	Mean Score	Per Cent	Date Tested	Individual Magazines	Weekly Period
Covington	30	18.33	70.51	May 12	Yes	Yes
Garfield (Terre Haute)	110	17.01	65.42	May 23	Yes	Yes
Linton	79	16.76	64.46	May 8	Yes	Yes
Concannon	29	16.55	63.66	May 12	Yes	Yes
Plainfield	29	16.52	63.53	May 13	Yes	Yes
Lab. School (Terre Haute)	22	16.00	61.54	May 19	Yes	(a)
Bloomfield	47	15.34	59.00	May 8	No	No
Greencastle	57	15.23	58.57	May 15	Yes	Yes
Crawfordsville	100	15.17	58.35	May 12	Yes	Yes
Clinton	92	14.96	57.53	May 13	No	No
Rockville	35	14.86	57.14	May 9	No	No
Attica	47	13.87	53.35	May 12	No	No
Clayton	28	13.50	51.92	May 9	No	No
Sullivan	71	13.38	51.46	May 12	No	Yes
Brazil	101	13.25	50.92	May 13	No	No
Danville, Ind.	33	13.09	50.35	May 9	No	No
Valley High (W. Terre Haute)	26	12.38	47.63	May 7	No	No
Otter Creek (N. Terre Haute)	40	11.83	45.48	May 8	No	No
Worthington	24	10.13	38.94	May 13	No	No
All schools	1,000	14.84	57.05			

(a) Used unit plan, but would average about the same amount of time as a regular weekly period.

period a week was normally devoted to the study of current affairs. None of the schools in the lower half used individual papers in the senior classes, and only one of these schools spent a day each week on current events; the others devoted time to current happenings as they saw fit. This may bear out Palm's⁸ study in which he found teachers were too busy teaching required material to include current events. Still, it would not explain how some Indiana schools could find time to teach current events while others could not.

No attempt will be made here to decide how much time should be spent on current events, but it is believed that all persons should have a knowledge at least equivalent to the average of the higher ranking schools. The social studies teacher of the school with the highest average stated that his senior classes took the first of each daily period to discuss any topic of current importance in addition to the regular weekly current events period. Other schools spent very little time at all on current happenings. Whether some schools neglected other studies to emphasize current events and whether the time was spent most efficiently are matters that can not be solved from the information here. If a detailed study were made of that problem,

⁸ Palm, loc.cit.

it would probably be found that the teacher's personality and methods are highly important and that the background of the teacher in general information and social studies would be a determiner.

Some comparison with another test was possible in the case of the top-ranking school, Covington. According to Mr. Reichert, the social studies instructor, the seniors took the current events paper, Our Times,⁹ and near the end of each semester they were given the National Current Events Test, which is also published by the American Education Press. At the end of the first semester of the 1946-47 school year the senior class took this test and achieved a median score of 72; the median score of all seniors taking the test turned out to be 71 out of a possible 100 points. The fact that their average on the current events test given as a part of this study was 70.51 per cent would tend to show that the two tests were similar in difficulty. Yet, this school, which ranked only one point above the senior median on the National Current Events Test, was at the top of the list of all schools which were tested in this study. This would seem to indicate a weakness in the schools of this area, although this comparison might be wholly invalid because of some unforeseen condition.

⁹ Our Times, American Education Press, Inc., Columbus, Ohio.

IV. SOURCES OF PUPILS' INFORMATION

In considering the sources of the pupils' information the following method of weighting was used. The students were to use numerals to indicate what they considered the first, second, and third most important sources of their information about current events. In weighting these, a value of three was given to each first choice, two was given to each second choice, and one was given to each third choice. These values were added together under each of the respective headings, giving a total figure which was indicative of the relative value of each source to the students.

On the following page Table IV shows the results of this weighting for both the high school students and the college group with percentage figures for the high school group. The detailed information from which these weighted scores were prepared is shown in Tables VIII and IX¹⁰ in the appendix. The weighted values were computed for boys and girls and then combined for a total weighted score. The separate weighted values should be used only in comparing results within each sex group as no correction was made for the greater number of girls in the high school group or the lesser number of college women. However, the percentage

¹⁰ Infra, pp. 45 ff.

TABLE IV

SOURCE OF INFORMATION AS SHOWN BY
WEIGHTED SCORES AND PERCENTAGES

Source of Information	Weighted Scores						Percentages			
	High School			College			High School			
	Boys	Girls	Total	Boys	Girls	Total	Choice	Boys	Girls	Total
Radio	829	970	1799	175	48	223	1st	36.36	36.25	36.30
							2nd	29.44	29.74	29.60
							3rd	11.47	12.08	11.80
Newspapers and Magazines	859	848	1707	217	46	263	1st	35.93	26.77	31.00
							2nd	33.12	27.70	30.20
							3rd	11.91	21.93	17.30
Newsreels	331	461	792	69	23	92	1st	5.84	6.13	6.00
							2nd	10.40	17.84	14.40
							3rd	33.33	31.60	32.40
Current Events	215	364	579	4	9	13	1st	5.84	14.50	10.50
							2nd	8.44	7.44	7.90
							3rd	12.12	9.29	10.60
Home Discussion	83	109	192	12	5	17	1st	0.65	2.42	1.60
							2nd	1.73	2.05	1.90
							3rd	12.55	8.92	10.60
Teacher's Encouragement	42	43	85	13	7	20	1st	0.43	0.56	0.50
							2nd	2.17	1.86	2.00
							3rd	3.46	2.60	3.00
Others	11	1	12	1	0	1	1st	0.43	----	0.20
							2nd	0.22	----	0.10
							3rd	0.65	0.19	0.40
Choices not tallied because of improper marking								14.50	13.39	13.90

figures can be used for such a comparison, as they show the percentages of boys or of girls that indicated each separate source of information as their first, second, or third choice.

The percentages indicating the number that were not tallied refer to the number of papers that could not be counted by this method. Sixty-seven boys and seventy-two girls failed to follow directions accurately on this section; hence it was impossible to include their choices with the rest of the group. There was nothing to indicate that their choices would have affected the total picture to any extent.

Among the high school students the radio was slightly favored over the newspapers as a source of news information; newspapers and magazines ranked second. It should be noted that the boys attached more importance to newspapers and magazines, especially as first and second choices, than did the girls. This might indicate a reason for the lower score of the girls as a group, since the newspapers and magazines would seem to give a more complete coverage of news than the radio. The most popular third choice was the newsreel, which is definitely limited in the scope of news it presents.

In order to study this further, the upper 25 per cent of the students were tallied separately; the information obtained as a result is presented in Table V on the

next page. Papers of all seniors scoring 20 or more right were found to total 248 or almost exactly the desired per cent. This group, and especially the boys, rated newspapers slightly higher than radio. There were 144 boys in this upper group and only 104 girls, though in the whole senior group the girls outnumbered the boys.

Next, the four highest ranking schools, which by sheer coincidence had a total of 248 cases, were studied in this same manner. Here the newspaper was much more important as a source of information than the radio. It should be recognized, too, that those listing current events as a first choice probably used newspapers and magazines as a basis for most of their knowledge. This tends to prove that the value of newspapers must have been emphasized to a greater extent in the schools achieving the best results on the test.

The importance of the newspaper as a first source of information was shown even more clearly in the college group. The college men in general, and particularly the graduate students, who had the highest group average of all, followed the very definite pattern of ranking newspapers and magazines first, radio second, and newsreels third. These results would seem to strengthen the assumption that there is a definite correlation between the scores of a group and their most important sources of information.

TABLE V

SOURCE OF INFORMATION AS SHOWN BY WEIGHTED SCORES OF
FOUR HIGHEST SCHOOLS AND 248 HIGHEST STUDENTS

Source of Information	Choice	Four Highest Schools				248 Highest Students			
		Boys	Girls	Total		Boys	Girls	Total	
Newspapers and Magazines	1st	45	42	87	436	66	26	92	486
	2nd	37	32	69		54	30	84	
	3rd	10	27	37		10	32	42	
Radio	1st	31	37	68	407	54	36	90	484
	2nd	33	49	82		54	40	94	
	3rd	19	20	39		14	12	26	
Current Events	1st	17	35	52	263	5	31	36	183
	2nd	15	17	32		12	7	19	
	3rd	25	18	43		27	10	37	
Newsreels	1st	3	6	9	137	5	5	10	146
	2nd	6	17	23		9	13	22	
	3rd	25	39	64		43	29	72	
Home Discussion	1st	1	1	2	43	2	-	2	57
	2nd	3	2	5		1	5	6	
	3rd	14	13	27		27	12	39	
Teacher's Encouragement	1st	1	-	1	27	-	-	-	19
	2nd	4	4	8		1	3	4	
	3rd	4	4	8		8	3	11	
Others	1st	-	-	-	1	-	-	-	5
	2nd	-	-	-		1	-	1	
	3rd	1	-	1		3	-	3	
Choices not tallied, improperly marked		13	16	29	174	12	6	18	108
Totals					1,488				1,488

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Much has been written about the importance of current events in the educational program, but there seems to be no general agreement as to the way the subject should be presented or the amount of time it deserves. This may be a natural condition, and there may be no one way to accomplish the desired results. Surely, however, there should be some best ways to approach the problem.

I. SUMMARY

Fisher's point of view. Perhaps Fisher,¹¹ instructor in the Ethical Culture High School, Fieldston, New York, expresses the correct point of view when he states that the teacher should encourage the pupils to read all sorts of newspapers and magazines. He adds that reading about current happenings should be stressed as a never ending assignment and that students should continually be held responsible for major trends in domestic and foreign affairs.

The test results. The results shown by the test may be summarized as follows:

1. A definite measure of the factual knowledge of

¹¹ William H. Fisher, "Current Events in the History Class," Clearing House, 20: 338-39, February, 1946.

current events was obtained for the groups tested. It was believed that this amount of factual knowledge would correlate closely with the student's understanding of the principles underlying these facts.

2. There was a great range in individual scores and in the mean scores of the various schools.

3. Schools that set aside a regular time for current events and provided news bulletins for the student's individual use had higher averages than those that did not.

4. The boys had a higher group average than the girls.

5. The high school seniors who were seventeen years of age or less had a higher average than those who were eighteen years of age or over.

6. The high school that ranked highest on this test ranked only one point above the median on the National Current Events Test,¹² which their seniors took near the end of the first half of the 1946-47 school year. The percentage correct was nearly the same on each test.

7. College students had a better average than the high school seniors, although the average of the highest ranking school did exceed the college students' average.

8. The twenty-five college women tested ranked slightly lower than the high school senior girls and much lower than the college men.

¹² Supra, p. 28.

Sources of Information. The following points were noted in connection with the pupils' sources of information:

1. Radio, newspapers and magazines, and newsreels, in the order named, were the principal sources of information for the high school seniors.

2. The college men, the students in the four highest ranking schools, and the upper 25 per cent of all the high school seniors attached more importance to newspapers and magazines than to the radio as a source of information.

3. Current-events lessons in school, home discussion, and teacher's encouragement to do outside reading on current events ranked fourth, fifth, and sixth as sources of information. This order was reversed in the college group, but there only a few indicated any of these choices.

4. The students in high schools with good current-events programs placed their work in current events ahead of newsreels as a source of information. The highest 25 per cent of the students did this also.

II. CONCLUSIONS

From the points itemized in the summary and from statements made elsewhere in this study, the following conclusions are drawn:

1. High school seniors do not have an adequate

knowledge of current affairs, nor do college students.

2. Most schools do not have an adequate program of current events. This may be due to the lack of effort or to ineffective methods of presenting current affairs.

3. Many high school and college students are not aware that their knowledge of current events is so limited. A regular, well-organized current-events program makes students more alert to world happenings.

4. The schools are largely to blame for the poor showing of their students and for such a wide range in individual scores.

5. If the comparison on Page 28 of this study is valid, most of the schools tested do not compare favorably with the norms presented there.

6. Providing news bulletins for the use of each student and having at least one regular current-events period each week pay dividends in the form of increased knowledge.

7. College women are poorly informed on current affairs, and further study and remedial action are needed for their benefit.

8. The best students rely more on newspapers and magazines and less on radio for their current-events information. This is just the opposite in the case of the average and below-average students.

9. Students' scores and their checking of sources of information indicate that they benefit by a good current-events program and realize that they do.

III. RECOMMENDATIONS

If at all possible, a period each week should be set aside for the study of current events, and each student should be provided with a publication for his individual use. If it is impossible to follow the above recommendation, the following suggestions will be of utmost importance to a sound program of current events. Teachers should:

1. Tie current events in with the daily work at every possible opportunity.

2. Take a few minutes at the beginning or the end of each class period in social studies to discuss all really important happenings.

3. Keep alert to current happenings and their implications and encourage the students to do likewise.

4. Tell the students that current-events items will be a part of the regular tests in social studies and make them so.

5. Provide at least one good newspaper (preferably two of opposite political beliefs) and one or more news magazines for the students no matter how small the school

may be.

6. Emphasize the constant need of the student's scanning the papers for new developments and trying to interpret them in his own thinking.

7. Either include a separate test on current affairs in the semester testing program or devote a section of the social studies examination to them.

8. Encourage the student's interest in the radio, newsreels, and telecasts as sources of current-events information, but point out the inherent weaknesses of these sources.

These suggestions, skillfully and intelligently employed, will start the students toward a better understanding of current happenings. It is possible, with a minimum amount of effort and class time, to develop within the student the habit of keeping up on events around him. The schools must lead the way toward the well-informed citizenry so necessary for the success of a democratic form of government. Educators must resolve that a conscious effort will be made in each school to educate students to live intelligently in a changing world. An aroused and growing interest in current events is a step in that direction.

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BIBLIOGRAPHY

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A report on one method of handling current events in the history class.

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A study that deals with some of the problems that affect the teaching of current events in our schools.

A P P E N D I X A

TABLE VI
NUMBER OF TIMES THAT ITEMS WERE MISSED IN EACH SCHOOL

Number of Item	COVINGTON	GARFIELD	LINTON	CON-CANNON	PLAIN-FIELD	LAB.	SCHOOL	BLOOM-FIELD	GREEN-CASTLE	FORDS-VALLEY	CLINTON	ROCK-VILLE	ATTICA	CLAYTON	SULLIVAN	BRAZIL	DAN-VILLE	VALLEY HILL	OTTER-CREEK	WORTHINGTON	Totals
1.	1	5	6	4	-	5	4	2	10	3	7	9	5	5	16	4	3	11	2		102
2.	6	44	15	18	13	5	13	42	61	37	12	24	15	45	19	22	16	16	17		440
3.	4	28	26	12	6	7	21	22	33	50	17	26	15	39	48	27	17	29	18		445
4.	4	13	26	2	4	1	10	12	16	13	11	11	8	15	11	9	7	11	6		190
5.	12	47	28	15	10	10	4	29	59	36	18	7	6	36	69	22	18	28	16		470
6.	6	50	41	12	10	13	8	35	68	38	18	11	7	31	64	24	22	32	22		512
7.	5	16	15	3	6	3	9	10	27	36	8	12	4	25	50	17	6	14	20		286
8.	6	31	20	3	7	5	7	22	59	49	14	10	20	25	55	16	18	12	20		399
9.	5	25	18	7	6	9	14	26	40	23	12	29	15	36	34	14	13	16	12		354
10.	1	9	11	2	2	1	5	10	7	16	4	6	3	8	14	6	4	4	6		119
11.	7	31	33	7	9	11	25	12	21	27	18	27	20	49	50	19	15	27	20		428
12.	8	27	17	10	10	10	30	14	36	30	10	26	20	48	53	14	14	22	17		416
13.	25	64	55	21	20	13	37	33	79	64	25	40	25	64	89	29	20	30	20		753
14.	8	42	25	15	11	10	33	18	54	47	20	32	14	53	71	20	16	30	21		540
15.	11	21	18	4	9	6	16	12	21	31	9	25	12	19	43	13	11	19	9		309
16.	11	31	27	6	9	8	29	22	28	42	14	20	12	30	54	11	13	25	16		408
17.	12	49	42	10	15	11	33	30	48	52	24	28	18	50	66	21	16	31	20		576
18.	9	32	27	10	16	3	25	20	48	43	15	34	19	47	63	20	13	27	15		486
19.	21	44	33	12	21	8	25	20	34	58	17	26	17	42	51	22	15	22	14		502
20.	11	48	19	15	12	10	33	24	54	41	16	22	16	36	44	18	13	25	15		472
21.	13	43	22	14	12	12	22	29	21	36	17	26	19	31	60	9	9	21	10		426
22.	21	62	34	22	7	14	26	37	51	46	25	27	12	51	80	18	26	30	19		608
23.	11	61	39	6	14	12	17	31	52	48	15	27	12	33	55	12	9	23	12		489
24.	1	65	52	16	15	12	15	43	63	62	15	28	14	14	36	9	11	23	9		503
25.	17	89	73	26	27	20	36	52	82	78	26	37	21	59	86	30	24	35	21		839
26.	3	12	8	2	4	1	4	7	11	10	3	-	1	5	7	-	5	4	4		91
Totals	239	289	230	274	275	220	501	614	1053	1016	390	570	350	896	1288	426	354	567	581		11,163

TABLE VII

ACTUAL NUMBER OF ERRORS MADE BY BOYS AND GIRLS
OF BOTH AGE GROUPS IN EACH HIGH SCHOOL

School	17 yrs. of age and under				18 yrs. of age and over				Totals	
	Boys	Errors	Girls	Errors	Boys	Errors	Girls	Errors	Cases	Errors
Covington	2	31	13	92	6	44	9	72	30	239
Garfield	27	185	46	436	17	152	20	216	110	989
Linton	22	203	28	221	17	201	12	105	79	730
Concannon	7	76	9	88	10	83	3	27	29	274
Plainfield	2	12	12	130	6	50	9	83	29	275
Lab. School	7	55	4	52	7	63	4	50	22	220
Bloomfield	13	103	15	180	8	71	11	147	47	501
Greencastle	14	103	18	191	11	118	14	202	57	614
Crawfordsville	24	192	40	503	22	217	14	171	100	1083
Clinton	17	162	32	346	18	184	25	324	92	1016
Rockville	4	48	12	165	10	80	9	97	35	390
Attica	12	143	22	261	8	103	5	63	47	570
Clayton	9	113	8	98	8	87	3	52	28	350
Sullivan	25	268	16	205	15	214	15	209	71	896
Brazil	31	361	24	333	23	240	23	354	101	1288
Danville, Ind.	12	130	9	145	6	90	6	61	33	426
Valley High	5	58	11	159	5	62	5	75	26	354
Otter Creek	14	148	9	143	7	103	10	173	40	567
Worthington	6	94	7	115	5	51	6	121	24	381
Totals	253	2,485	335	3,863	209	2,213	203	2,602	1,000	11,163

TABLE VIII
SOURCE OF INFORMATION AND WEIGHTED SCORES
OF 1,000 SENIOR STUDENTS

Source	Choice	<u>Times Indicated by</u>			<u>Weighted Scores</u>		
		Boys	Girls	Total	Boys	Girls	Total
Radio	1st	168	195	363			
	2nd	136	160	296	829	970	1799
	3rd	53	65	118			
Newspapers and Magazines	1st	166	144	310			
	2nd	153	149	302	859	848	1707
	3rd	55	118	173			
Newsreels	1st	27	33	60			
	2nd	48	96	144	331	461	792
	3rd	154	170	324			
Current Events	1st	27	78	105			
	2nd	39	40	79	215	364	579
	3rd	56	50	106			
Home Discussion	1st	3	13	16			
	2nd	8	11	19	83	109	192
	3rd	58	48	106			
Teacher's Encouragement	1st	2	3	5			
	2nd	10	10	20	42	43	85
	3rd	16	14	30			
Others	1st	2	-	2			
	2nd	1	-	1	11	1	12
	3rd	3	1	4			
Choices not tallied, improperly marked		67	72	139	402	432	834

NOTE: Weighted scores must be compared only within each sex grouping because of a greater number of girls (538) than of boys (462).

TABLE IX
SOURCE OF INFORMATION AND WEIGHTED SCORES
OF 110 COLLEGE STUDENTS

Source	Choice	Times Indicated by			Weighted Scores		
		Men	Women	Total	Men	Women	Total
Newspapers and Magazines	1st	58	10	68			
	2nd	19	5	24	217	46	263
	3rd	5	6	11			
Radio	1st	22	9	31			
	2nd	52	9	61	175	48	223
	3rd	5	3	8			
Newsreels	1st	1	2	3			
	2nd	5	5	10	69	23	92
	3rd	56	7	63			
Teacher's Encouragement	1st	1	1	2			
	2nd	3	1	4	13	7	20
	3rd	4	2	6			
Home Discussion	1st	-	-	-			
	2nd	2	1	3	12	5	17
	3rd	8	3	11			
Current Events	1st	-	1	1			
	2nd	1	2	3	4	9	13
	3rd	2	2	4			
Others	1st	-	-	-			
	2nd	-	-	-	1	0	1
	3rd	1	-	1			
Choices not tallied, improperly marked		3	2	5	18	12	30

NOTE: Weighted scores must be compared only within each sex grouping because of a greater number of men (85) than of women (25).

TABLE X

DATA FROM COLLEGE GROUPS TESTED

Number of Item	Number of Times Missed by Following Groups			Totals
	29 Graduate Students	42 Jr. & Sr. Students	39 Fresh. & Soph. Students	
1.	0	2	2	4
2.	8	18	11	37
3.	5	10	7	22
4.	2	2	1	5
5.	5	19	17	41
6.	6	26	25	57
7.	0	14	11	25
8.	5	22	20	47
9.	2	8	9	19
10.	0	0	1	1
11.	3	11	7	21
12.	7	14	8	29
13.	6	26	27	59
14.	10	14	16	40
15.	3	5	3	11
16.	3	12	13	28
17.	5	20	17	42
18.	5	16	15	36
19.	2	6	7	15
20.	7	13	15	35
21.	5	7	17	29
22.	11	29	19	59
23.	6	14	19	39
24.	7	25	32	64
25.	23	33	31	87
26.	0	1	1	2
Totals	136	367	351	854

NOTE: The per cent of college students who missed each item may be found in Table I, page 17.

APPENDIX B

QUIZ ON CURRENT AFFAIRS

Your name _____ Age _____ Sex _____ (Score _____)
 Last First

School _____ Date _____ Grade _____

DIRECTIONS: Each phrase in the left-hand column has a matching name in the right-hand column. In the parentheses by the number of each phrase place the letter representing the name from the right-hand column that matches the phrase.

- | | | |
|-----------|--|--------------------|
| 1. () | Now called "The Punch" after striking columnist in night club | A. Schwellenbach |
| 2. () | President of CIO | B. Chandler |
| 3. () | Appointed Chairman of Atomic Energy Commission after much debate in Senate | C. Vinson |
| 4. () | Family that donated New York site for UN | D. Sinatra |
| 5. () | U. S. Secretary of Labor | E. Landis |
| 6. () | U. S. Secretary of Interior | F. Marshall |
| 7. () | U. S. Secretary of State | G. Lewis |
| 8. () | Chief Justice of U. S. Supreme Court | H. Murray |
| 9. () | Big League Baseball Commissioner | I. Wallace |
| 10. () | Former Vice-President who has been criticizing our foreign policy at home and abroad | J. Acheson |
| | | K. Lilienthal |
| | | L. Krug |
| | | M. Rockefeller |
| * * * * * | | |
| 11. () | President of Mexico | A. Chiang Kai-shek |
| 12. () | President of Argentina | B. Bidault |
| 13. () | Jewish underground organization in Palestine | C. Gromyko |
| 14. () | French Foreign Minister | D. Stalin |
| 15. () | French leader now conducting a Rally or Reunion of the French People movement | E. Mao Tse-tung |
| 16. () | Soviet Foreign Minister | F. Nehru |
| 17. () | Soviet Deputy Foreign Minister and delegate to UN Security Council | G. Atlee |
| 18. () | Leader of All-India Congress Party | H. Molotov |
| 19. () | Chinese Communist Chieftain | I. Bevin |
| 20. () | British Foreign Secretary--attended Moscow Conference | J. Aleman |
| | | K. Stern |
| | | L. De Gaulle |

QUIZ ON CURRENT AFFAIRS (continued)

DIRECTIONS: Each statement has several suggested answers. Select the one you believe correct, underline it, and place the letter that represents that choice in the parentheses by the number of the statement.

21. () Telephone operators in Indiana did not strike because A. The operators were not organized B. A state law forbade strikes C. Wages were already satisfactory D. A state law forbade public utility strikes E. The unions did not want to strike.
22. () Indiana's two U. S. Senators are: A. Landis and Jenner B. Jenner and Capehart C. Willis and Capehart D. Willis and Jenner E. Capehart and Johnson.
23. () Indiana's Governor and Lieutenant Governor are: A. Gage and James B. Green and Halleck C. Gates and Alexander D. Gage and Halleck E. Gates and James.
24. () Our General Assembly A. Is in session now B. Meets annually in regular session C. Finished its 61-day biennial session recently D. Meets in odd-numbered years for a 3 months' session E. Is a unicameral legislature.
25. () Current wage agreements have followed the general pattern of raising wages A. 18 cents an hour B. 10½ cents an hour C. 15 cents an hour D. \$5.00 a week E. 10% of former wages.
26. () Texas City was the recent scene of A. A destructive tornado B. A mine disaster C. A widely publicized murder case D. A cloudburst and floods E. Huge explosions and fires.

Place the numbers 1, 2, and 3 in the parentheses to show what you believe to be the first, second, and third most important factors contributing to your knowledge of current happenings.

- | | |
|--|---------------------|
| () Newspapers and magazines | () Radio |
| () Current event lessons in school | () Newsreels |
| () Teacher's encouragement to do outside reading on current affairs | () Home discussion |
| | () Others |
| | (list below) |

NOTE: Although this is the exact wording of the test, spacing and arrangement are different because of the different size of type and paper used.