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An Analysis and Comparison of Current Events Papers on the Junior High School Level

Marshall E. Farris Jr.

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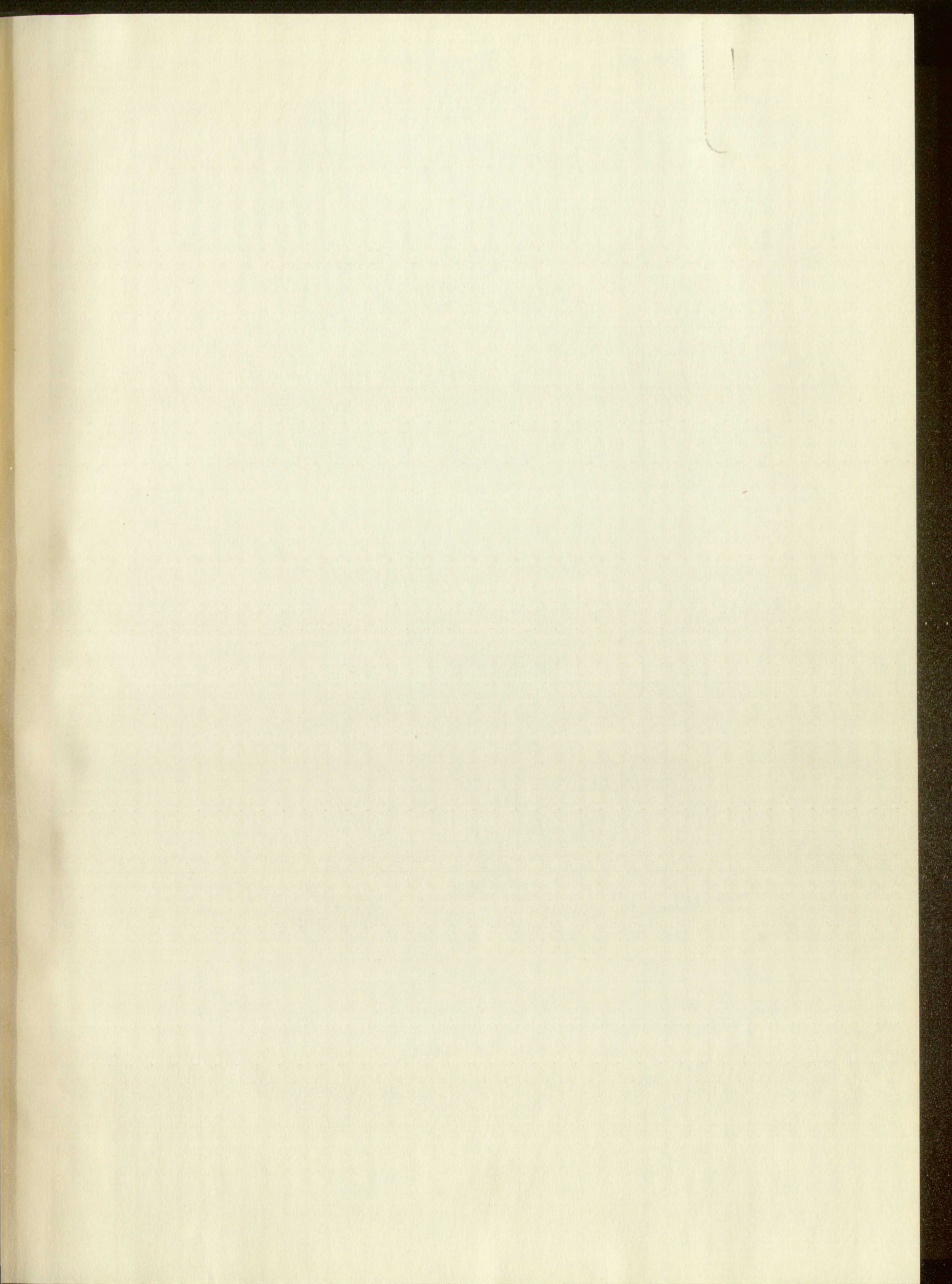
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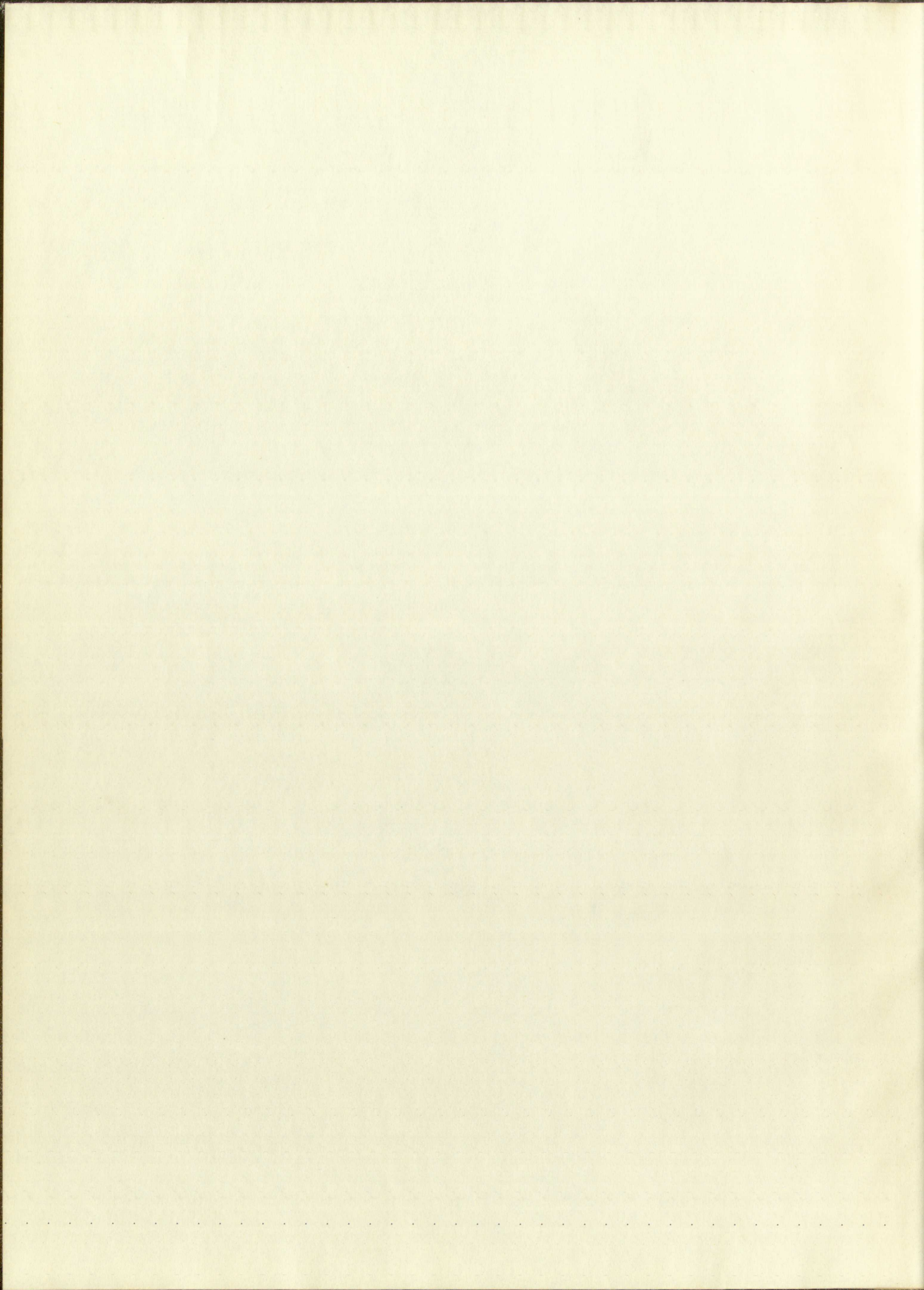
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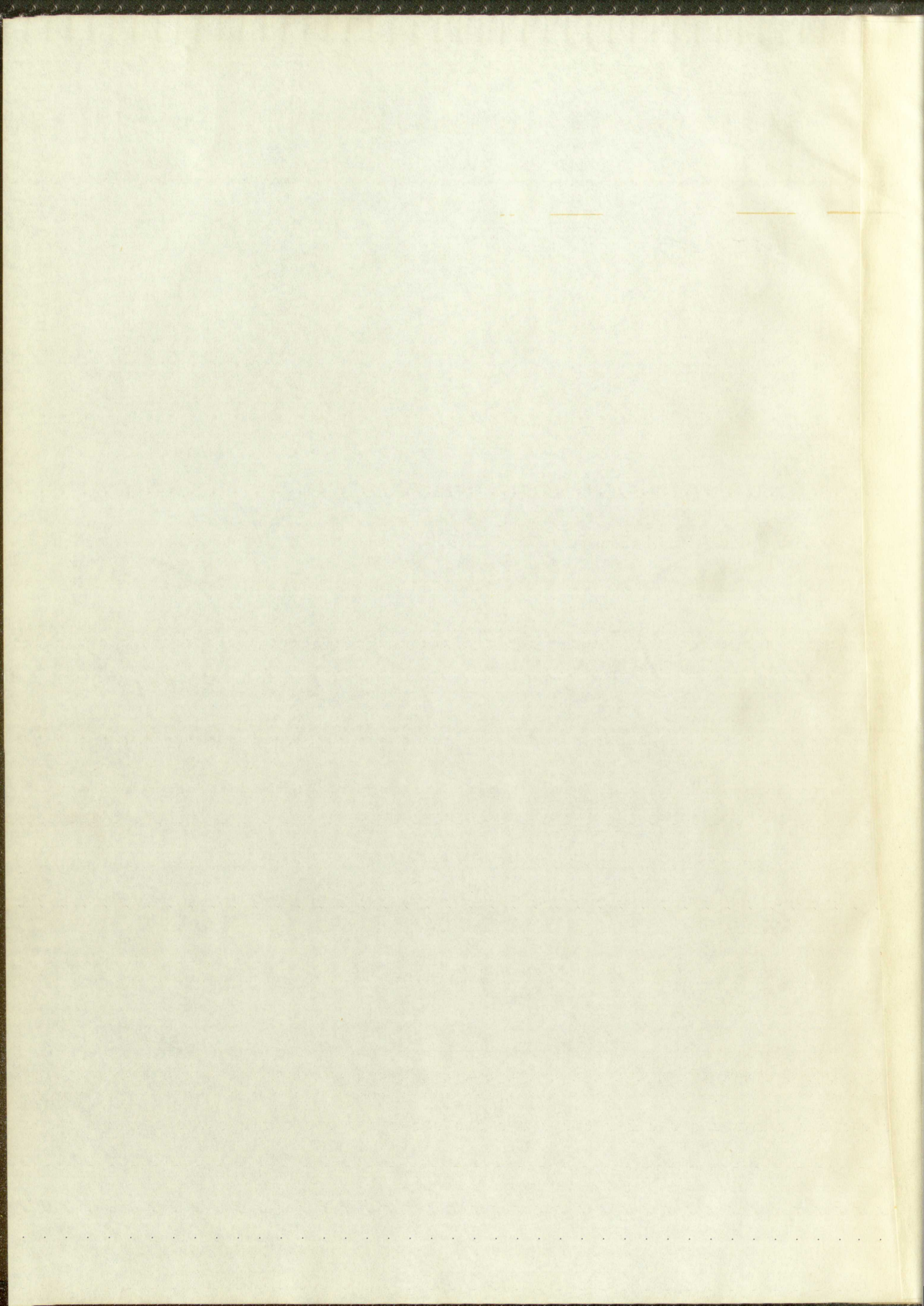
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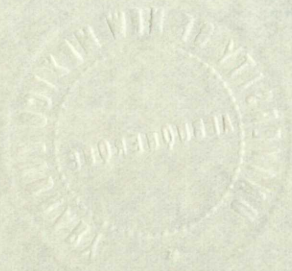
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AN ANALYSIS AND COMPARISON OF
CURRENT EVENTS PAPERS ON THE JUNIOR HIGH SCHOOL LEVEL

A Thesis
Presented to
the Faculty of the College of Education
the University of New Mexico

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

by
Marshall E. Farris, Jr.
June, 1952



EXB

EXB

This thesis, directed and approved by the candidate's committee, has been accepted by the Graduate Committee of the University of New Mexico in partial fulfillment of the requirements for the degree of

MASTER OF ARTS

E. Casteller
DEAN

5-31-52
DATE

AN ANALYSIS AND COMPARISON
OF CURRENT EVENTS PAPERS ON
THE JUNIOR HIGH SCHOOL LEVEL.

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MASTER OF ARTS

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TO A COMMITTEE OF THE UNIVERSITY OF NEW MEXICO
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FOR THE DEGREE OF

Thesis committee

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CHAPTER I

ESTABLISHING THE PROBLEM

Since World War I the use of current events in classroom instruction has increased steadily. Many state departments of public instruction provide for current events instruction, either directly or indirectly, in their suggested courses of study. Most classroom teachers use the news of the day in their teaching because they recognize that students need to learn to judge and to interpret current affairs in the light of their effects on their country.

To aid in this kind of instruction several publishers have developed weekly papers or magazines to report the news on a school level. Economic problems, social issues and science news all have their places in these papers.

The development of this kind of teacher-aid has brought with it the problem of appraisal. Teachers must, if they use such an aid, feel reasonably sure that the one they use is a good one. This necessity for judging the paper has given rise to the problem presented in this study.

I. THE PROBLEM

Statement of the problem. The purpose of this study was to analyze current event publications designed for junior high school use. This purpose involved: (1) a compari-

son of the type and quality of news reporting, features, teacher and student aids, and aspects of the actual format of the papers; and (2) evaluation of these publications in such manner as to ascertain which would best achieve the common and desirable objectives of teachers of junior high school studies.

Delimitations of the problem. Only those publications having the stated purpose of presenting current events on a junior high school level were considered in this study. The first sixteen issues of each publication for the teaching year 1950-51 were used for the evaluation.

Need for the study. The treatment of current events is very much a part of modern curriculums especially so in the field of junior high school social studies. This fact has led to the publication of many current events papers aimed at school children. Some of these publications are better fitted for a particular use in the classroom than others. Some emphasize straight news, some social issues and problems. One stresses special features, while another provides teacher and student aids and helps for study. This condition points to a need for development, through study, of some means that the teacher may use to choose that publication most suitable for realization of the objectives which he wishes to achieve.

son of the type and quality of the work done by the
teacher and students alike, and a study of the results of
of the project; and (2) evaluating it in the light of the
such manner as to ascertain which would be the more
common and desirable conditions of the work of the
school children.

Participation of the children. The children of the
having the needed amount of interest in the project as a
junior high school level work was considered in this study.
First eleven years of study were included in the study.
Year 1934-35 was used for the evaluation.

Need for the study. The importance of the study
is very much a part of the study itself as indicated by the
the findings of the study and school officials. The study
has led to the realization of many other studies in the
aimed at better conditions. Some of these conditions are
better than the conditions in the classroom and
others. The study has shown that the study is a
and provides. The study has shown that the study is a
provides conditions which are better than the conditions
condition which is a part of the study. The study
of some kind. The study has shown that the study is a
condition which is a part of the study. The study
he wishes to continue.

II. DEFINITIONS OF TERMS USED

Current events. A current event is an event of recent occurrence. It ceases to be current when it gets beyond our own observation.¹

Current events papers. Current events papers are defined for the purposes of this study as being those publications whose policy expressly states that they are published for classroom use.

Features. A story, which though timely and interesting, is not news, shall be considered a feature. "To feature" a story is to give prominence to it.²

Format. Format is defined as the size, shape, style, and appearance of the paper.³

Junior high school. Grades seven, eight and nine in the public schools are considered to compose the junior high school for the purposes of this study.

¹ Henry Johnson, Teaching of History. (New York: The Macmillan Company, 1950), p. 323.

² George Fox Mott, New Survey of Journalism. (New York: Barnes and Noble, Inc., 1950), p. 395.

³ Ibid.

1. The first of these is the fact that

the present system of education is based on the assumption that the child is a blank slate and that the teacher is the one who fills it. It is based on the assumption that the child is a passive recipient of knowledge and that the teacher is the one who transmits it. This is a very old and very common view of education, but it is not the only one. There are many other views of education, and many of them are based on the assumption that the child is an active participant in the learning process.

One of the most important of these is the view that the child is a person who is capable of learning on his own. This view is based on the assumption that the child is a person who is capable of learning on his own. It is based on the assumption that the child is a person who is capable of learning on his own. This view is based on the assumption that the child is a person who is capable of learning on his own. It is based on the assumption that the child is a person who is capable of learning on his own.

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1. Henry Johnson, Teacher of English, New York City.
2. George Fox, Teacher of English, New York City.
3. John Doe, Teacher of English, New York City.

News. A report of recent happenings or of something strange and newly occurred is defined as news.⁴

Policy. A newspaper's stand on a public issue, including its editorial position, is called its policy.⁵

Regular features. Each paper has one or more columns appearing in each issue which are either signed or unsigned. These shall be termed regular features of the paper.

Special features. Special pamphlets, supplementary materials and columns in addition to the current events paper itself, that help to interpret the events, shall be considered special features for the purposes of this study.

Pupil helps. These helps are devices that are presented to help the pupil directly in his use of the current events papers. They may include such devices as: vocabulary aids and pre-tests, which relate to the other materials in the paper, aids to help the pupil broaden his knowledge through job clinics, scholarship reports, and a guidance column.

⁴ Webster's Academic Dictionary. (Seventh Edition: Springfield, Mass.: G. and C. Merriam Company, 1937). p. 379.

⁵ Op. cit., p. 401.

News. A report of recent happenings or of something

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Editorial. A newspaper's stand on a public issue, in-

cluding its editorial content, is called the policy.

Regular features. Each paper has one or more columns

appearing in each issue which are either signed or unsigned.

These shall be termed regular features of the paper.

Special features. Special material, supplementary

materials and columns in addition to the regular events

paper itself, that help to interpret the events, shall be

considered special features for the purposes of this law.

Public helps. These helps are devices that are pre-

sented to help the public directly in his use of the current

events papers. They may include such devices as

very aids and one-leads, which relate to the other materials

in the paper, aids to help the public broaden his knowledge

through job training, scholarship programs, and a

column.

4. Secretary's Association. The Secretary's Association

Springfield, Mass., and C. S. Smith Company, 1939.

p. 379.

2. On file in 1939.

Teacher helps. These are separate sections or parts of the current events papers which are directed to the teacher and include such items as: sources of additional material, outlines of future articles, and suggestions for lesson plans and programs.

III. PROCEDURES FOR SELECTION OF PAPERS

Selection of the publications to be included in this study was based on the following criteria:

1. There must be evidence that the paper is intended for use on the junior high school level.
2. The stated purpose of the paper must be to present current events to a social studies class.

Three sources were used to discover if the publications satisfied these criteria. Magazines listed for classroom use by Laura K. Martin in Magazines for School Libraries⁶ were checked in the Educational Press Association's Fiftieth Anniversary Yearbook.⁷ This yearbook not only lists the publication, but it also gives a brief description of its purposes, level of use, and editors.

⁶ Laura K. Martin, Magazines for School Libraries. (New York: H. W. Wilson Company, 1950), 173 pp.

⁷ Lyle W. Ashby, editor, "America's Educational Press," Fiftieth Anniversary Yearbook, Educational Press Association of America. (Washington: The Educational Press Association of America, 1946), 132 pp.

Teacher's guide. These are separate sections of the

of the current events. These are divided into the
teacher and include such items as: outline of additional
material, outline of theory and facts, and suggestions for
teacher's guide and program.

Selection of the material to be included in this
study was based on the following criteria:

1. There must be evidence that the material is included
for use on the Junior High School level.

2. The stated purpose of the study must be to pro-
vide current events to a school study class.

Three summaries were used to discover if the material
from national press editions, magazines, and other
room use by Lewis E. Smith in Washington for school library
use were checked in the Washington Press and all other
Fiftieth Anniversary Yearbook. This yearbook only
lists the publication, but it also gives a brief description
of its purpose, level of use, and edition.

6. Lewis E. Smith, Washington for School Library
(New York: R. R. Wilson Company, 1950), 113 pp.

7. Life E. Smith, editor, Washington's Fiftieth Anniversary
Fiftieth Anniversary Yearbook, Washington: R. R. Wilson Company
of America, 1950, 137 pp.

Five papers were selected by using the foregoing procedure for inclusion in this study. They were:

Current Events. This is a weekly publication of the American Education Press, whose editors present it as "news interpretation for grades six to eight."

Every Week. This is also published weekly by the American Education Press and is described as "current events for grades eight, nine and ten."

Junior Review. Civic Education Services publishes this weekly paper to give "current events and social problems to junior high school."

World Week. Scholastic, Incorporated's contribution is this "weekly classroom news magazine for pupils in social studies classes." The editors do not designate the grade level for which it is intended.

Young America. Although Young America was not included in Martin's Magazines for School Libraries⁸ it obviously fulfilled the criteria for inclusion in this study. It was listed as a paper for classroom use in the Educational Press Association's Yearbook.⁹

It was necessary to examine the printed matter advertising World Week and Young America to determine that they

⁸ Op. cit.

⁹ Op. cit.

fulfilled both the criteria for this study. Evidence that Young America was intended for current events study was found in its sample folder for teachers in the statement that the magazine is to "study current affairs." The Scholastic Teacher accompanying World Week stated that it was for grades eight, nine and ten.

These five papers, then were selected for comparison and analysis in this study.

IV. DEVELOPMENT OF A CHECKLIST FOR USE IN THE EVALUATION OF THE PAPERS

In order to evaluate the papers properly it was decided that a comprehensive checklist was necessary. Consideration of the problem of evaluation led to a conclusion that at least two bases for criteria would be necessary. These two bases represented in the items of the checklist had their origin in two sources; (1) the common objectives of teachers of current events in social studies classes on the junior high school level, and (2) certain criteria which would establish the mechanical make-up pertaining to a paper for classroom use. Such criteria would include teacher and student aids and a topic showing how citizenship and character development is aided by the papers.

This checklist was to be used to find out relative strengths and weaknesses of the papers in certain aspects of

fulfilled both the criteria for this study. Evidence that
Young America was intended for current events and was
found in its sample folder for teachers in the classroom
that the magazine is to "study current affairs." The
Junior Teacher's Magazine, which was stated that it was for
grades eight, nine and ten.
These two papers, then, were selected for evaluation
and analysis in this study.

IV. DEVELOPMENT OF A CHECKLIST FOR USE IN THE

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In order to evaluate the papers properly it was de-
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that at least two bases for criteria would be necessary.
These two bases represented in the items of the checklist
had their origin in two sources: (1) the content of the papers
of teachers of current events in actual classroom classes in
the junior high school level, and (2) certain criteria which
would establish the mechanical make-up pertaining to a paper
for classroom use. Each criteria would include teacher and
student aids and a topic showing how objectives and concepts
for development is aided by the papers.

This checklist was to be used to find out relative
strengths and weaknesses of the papers in certain aspects of

these two basic criteria. General objectives of social studies teachers in using current event materials were used as a basis for establishing the majority of the items on the checklist. Since these teaching objectives were compiled from a number of sources with many duplications, this study presents generalized or categorical statements of them that preserve their basic sense.

These general objectives had to be given careful consideration before making any attempt to develop criteria from them for selecting current events papers. Even after the criteria were developed it was recognized that each teacher would have his own way of stating the objectives and would give major consideration to those which he considered most important to his own teaching.

For this study the objectives are stated in terms of (1) attitudes to be developed, (2) appreciations to be gained, (3) habits to be acquired, (4) skills to be acquired, and (5) interests to be encouraged. All of these are social in import and, presumably, will be promoted by use of a desirable current events paper. Sources of the five groups of objectives that follow have been indicated in Table I which is presented on page 12.

these two basic criteria. A general objective of the study is to determine whether the use of the checklist as a basis for establishing the objectives of the lesson is a valid procedure. Since the checklist is a checklist, it is a list of objectives which are derived from a number of sources and are not necessarily related to the content of the lesson. The objectives are presented in a list and are not necessarily related to the content of the lesson. The objectives are presented in a list and are not necessarily related to the content of the lesson.

These general objectives are to be given careful consideration before making any attempt to develop objectives from them for selecting content and activities. The objectives are developed in a way that they are not too general and would give major consideration to the content of the lesson. The objectives are developed in a way that they are not too general and would give major consideration to the content of the lesson. The objectives are developed in a way that they are not too general and would give major consideration to the content of the lesson.

For this study the objectives are listed in terms of (1) objectives to be developed, (2) objectives to be developed, (3) objectives to be developed, (4) objectives to be developed, and (5) objectives to be developed. The objectives are listed in terms of (1) objectives to be developed, (2) objectives to be developed, (3) objectives to be developed, (4) objectives to be developed, and (5) objectives to be developed. The objectives are listed in terms of (1) objectives to be developed, (2) objectives to be developed, (3) objectives to be developed, (4) objectives to be developed, and (5) objectives to be developed.

1. Social attitudes to be developed through use of current events papers:

- a. The broadening of the pupil's scope of understanding world affairs.
- b. The realization that many of today's events can be traced to previous happenings in history.
- c. Recognition of the fact that the world is now so small that events in any part of it will affect the rest.
- d. The understanding that a good citizen must be well-informed.
- e. Understanding that no person gets "something for nothing."
- f. The attitude that everyone can contribute something to the good of all.

2. Appreciations to be gained:

- a. Current information is necessary in order to draw conclusions on current affairs.
- b. Understanding of contemporary affairs will help one to appreciate the American way of life.
- c. All sides of a question should be considered before arriving at a conclusion.

3. Habits to be acquired:

- a. Reading for information.
- b. Getting information before drawing conclusions.

1. Social attitudes to be developed through use of

current events papers

a. The understanding of the impact of individual

standing world affairs.

b. The realization that many of today's events can

be traced to previous happenings in history.

c. Recognition of the fact that the world is now

so small that events in any part of it will affect the rest.

d. The understanding that a good citizen must be

well-informed.

e. Understanding that no nation gets "something

for nothing."

f. The attitude that everyone can contribute

something to the good of all.

2. Expectations to be raised

a. Current information is necessary in order to

draw conclusions on current affairs.

b. Understanding of contemporary affairs will

help one to appreciate the American way of life.

c. All sides of a question should be considered

before arriving at a conclusion.

3. Methods to be suggested

a. Reading for information.

b. Current information before drawing conclusions.

- c. Reading newspapers and news magazines.
- d. Locating places of world interest on maps and globes.
- e. Associating events both past and present with places.
- f. Getting acquainted with important personages in the news through study of biographical items.

4. Skills to be acquired:

- a. Using the historical method for study of current events.
- b. Following specific instructions.
- c. Speaking before a group.
- d. Contributing to a discussion.
- e. Working in a group.
- f. Using initiative where there is opportunity.
- g. Using knowledge gained from reading papers and articles to discuss current affairs.
- h. Separating fact from propaganda.

5. Interests to be encouraged.

- a. In reading and listening to current news.
- b. In discussing current news.
- c. In knowing and looking for locations and their geographical characteristics.
- d. In reading and studying history.

1. Reading newspapers and news magazines.
2. Locating places of world interest on maps.

Places.

3. Associating events with past and present with

Places.

4. Getting acquainted with important persons

In the new history of geographical items.

2. Interest to be encouraged.

- a. Using the historical method for study of

current events.

- b. Following specific instructions.

- c. Speaking before a group.

- d. Contributing to a discussion.

- e. Working in a group.

- f. Using initiative where there is opportunity.

- g. Using knowledge gained from reading, reports

and applying to discuss current affairs.

- h. Reporting facts from propaganda.

3. Interest to be encouraged.

- a. In reading and listening to current news.

- b. In discussing current news.

- c. In knowing and locating the locations and their

geographical characteristics.

- d. In reading and studying history.

- e. In recognizing modern problems of government.
- f. In taking part in the responsibilities of government.

Table I, appearing on the following page, was developed to show the sources of these objectives. Since so many of the objectives were listed in more than one of the source books, each has been combined and reworded to retain the general ideas of the authors in a single item.

In order to use these objectives as the basis of a checklist it was necessary to divide them into topics concerning the contents of the papers themselves. The general topics would be the gathering-points for specific items which would fulfill the stated objectives. The topic headings, although reworded, were taken from Kimball's book on Current Events Instruction.¹⁰

Some of Kimball's headings were left out or combined with other topics for clearness. The headings concerning prices and the time of publication were omitted because it was felt that the information does not apply to the purpose of this study.

Kimball's heading on "suitability for school use" was divided into two phases on student aids and teacher aids.

¹⁰ R. S. Kimball, Current Events Instruction. (Boston: Houghton Mifflin Company, 1929), pp. 204-205.

6. In recognizing modern problems of government.

7. In taking part in the responsibilities of

government.

Table I, appearing on the following page, was developed to show the sources of these objectives. Since so many of the objectives were listed in more than one of the source books, each has been combined and reworded to retain the general ideas of the authors in a single item.

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¹⁰ R. S. Kimball, Current Events Instruction. (Boston: Houghton Mifflin Company, 1929), pp. 204-205.

TABLE I

REFERENCES FOR TEACHER OBJECTIVES IN USING CURRENT EVENTS MATERIALS
ON THE JUNIOR HIGH SCHOOL LEVEL

Objectives	Wesley and Adams ³		
	Kimball ¹	Wesley ²	
I. Social Attitudes			
a. broaden scope of understanding	x	x	x
b. realize events can be traced to history	x	x	x
c. recognize that events in one part of the world affect the rest	x	x	x
d. learn to be well-informed on world events	x	x	x
e. learn that no person gets "something for nothing"	x	x	x
f. contribute to the good of all	x	x	x
II. Appreciations to be gained			
a. current information is important	x	x	x
b. understanding current affairs aids understanding of America	x	x	x
c. consider all sides of a question			
III. Habits to be acquired			
a. reading for information	x	x	x
b. getting information before drawing conclusions	x	x	x
c. reading newspapers and news magazines	x	x	x
d. locating places in the news	x	x	x
e. associating past and present events with places	x	x	x
f. studying biographical items of important personages	x	x	x
IV. Skills to be acquired			
a. use of the historical method	x	x	x
b. follow specific instructions		x	x
c. speak before a group	x	x	x
d. contribute to a discussion		x	x
e. work in a group		x	x
f. use initiative	x	x	x
g. use knowledge of current events in discussions	x	x	x
V. Interests to be encouraged			
a. in reading and listening to news	x	x	x
b. in discussing current news	x	x	x
c. in looking for and knowing locations and geographical items	x	x	x
d. in reading and studying history	x	x	x
e. in recognizing the problems of government	x	x	x
f. in taking part in responsibilities of government	x	x	x

1. Kimball, Reginald S., "Researches in the Teaching of Contemporary Affairs and the Identification of Needed Research", Twenty-First Yearbook of the National Council for the Social Studies, 1950. (Menasha, Wisconsin: George Banta Publishing Company, 1951) pp. 200-213.
2. Wesley, Edgar B., Teaching the Social Studies. (Boston: D. C. Heath and Company, pp. 170-172.
3. Wesley, Edgar B. and Adams, Mary A., Teaching Social Studies in Elementary Schools. (Boston: D. C. Heath and Company, 1946) pp. 112-126.

"Subject matter" was reworded as "regular features."

As sub-topics under "subject matter" Kimball listed "range of subjects" and "point of view." For the purposes of this study it was felt that these were important enough to be major headings and were placed in the checklist as "current news" and "editorial bias."

On further analysis it was found that the journalistic term, features, was used as a basis for four of the questions involving rating or appraisal of regular features, special features, and teacher aids and student aids.

The definition of the word "news" in Webster's Dictionary¹¹ led to the establishment of the question on the currentness or recentness of the news presented in the papers.

The policy of the newspaper in regard to its "slant" of ideas to adolescent youth was considered to be an important item in the analysis. The question on editorial bias was designed to cover this "slant."

The question on the physical manner in which the paper is put together was used as the basis for the evaluation of the make-up of the paper. This particular question can also be traced directly to the teaching objective of arousing pupil interest in reading current events. This question needed to be closely examined only once for each

¹¹ Op. cit.

publication because the format of the papers remained constant for the period under study. For this reason only the composite checklist contains the item.

Seven main topics, stated as questions, were developed in the manner presented. They were developed in part from the journalistic definitions and in part from interpretation of the statements of the objectives. These topics are the foundation upon which sub-topics pertaining primarily to the objectives were built. The teacher using the checklist must decide which sub-topics should be included to fulfill his own teaching aims. That is, each teacher must ask himself which selected objectives the regular features or the special features of the paper approach. His own objectives, thus, act as the guide to answering the questions in the checklist.

Approach to achievement of many of the objectives would not yet be made by the topics developed from journalistic definitions. As a result, another basic question including the definite items pertaining to attitudes, appreciations and habits was included. This question, dealing with developmental aids, was intended to include approach to achievement of these objectives.

The eight questions which form the basis for the checklist are, therefore:

1. What regular features are found in the paper?

In each of the papers there are some articles or columns that appear every week or at regular intervals. These include quizzes, discussion topics, biographical material, news summaries, guidance, sports, jokes and book reviews, all of which the teacher must take into consideration in choosing which paper to use. No teacher of social studies wishes to select a paper without knowing what he can expect it to contain regularly.

2. What special features are found in the paper?

In addition to regular features the teacher might reasonably seek to know the publisher's policy in presenting extra or supplementary material to broaden the scope covered by the regular editions and materials. Even the daily newspapers for adults contain feature items and columns, which are not news but which are widely read. On the junior high school level these features might be the deciding factors in selecting a paper. Special features range from map supplements and definition sections to "where to get it" pages for teaching aids.

3. What developmental aids does the paper have for improvement of teaching? The more intrinsic qualities of the papers were included under this question. This item is hard to define, and, although a teacher may be able to use any current events paper no matter how poor, the inclusion

In each of the papers there are some articles or columns that appear every week or at regular intervals. These include quizzes, discussion topics, biographical material, news summaries, and other items. All of which the teacher must take into consideration in choosing what to read. No teacher of social studies wishes to select a paper without knowing what he can expect it to contain.

2. What special features are found in the paper?
In addition to regular features the teacher must reasonably seek to know the publisher's policy in presenting either or supplementary material to broaden the scope covered by the regular editions and materials. Even the daily news paper for adults contains feature items and columns, which are not news but which are widely read. On the junior high school level these features might be the leading factors in selecting a paper. Special features range from the "What's New" and definition sections to "What's to Get It" or "What's to Get It" or "What's to Get It".

3. What developmental aids does the paper have for improvement of teaching? The paper includes material of the paper were included under this question. This item is hard to define, and, although a teacher may be able to use any current events paper as a source of material, the

of good developmental aids will increase the value of the paper for classroom use. This item in the criteria, therefore, is an attempt to value those materials that are designed to build better character and citizenship traits. Pupil development is greater if the paper contains timely, thought-provoking problems for discussion. But that is not all. If a paper on the junior high school level does not show evidence of reaching teacher objectives on mental and social levels of the pupils, the teacher should select another paper.

4. What pupil aids does the publication contain?

This item and the one following must be considered very carefully. The proper use of the paper can be insured by some specific aids that emphasize the important articles and that help the pupil himself to check his understanding and comprehension. Some of the sub-topics in the checklist were considered to be very important to development of habits and skills in the teaching objectives. A good paper will help the pupil in the study of its material. It will contain some features to help with new vocabulary, and it will give the student an opportunity to discuss prominent issues of the day by giving an unbiased report of the facts and the various sides of a question.

5. What teacher aids does the paper contain? Like

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5. What features side does the material contain?

the previous question, this one is included for consideration because such aids will help to insure the proper use of the paper in teaching current affairs to junior high school pupils. It is based on the idea that the teacher, as well as the pupil, will wish to check and to summarize progress in current events and to correlate other materials with the study of current affairs. The very least that the publisher can do to help the teacher to present the material is to provide a quiz on it. A lesson plan and supplementary visual aids and other materials would also be helpful. Further than that, outlines of future articles and features help the teacher to correlate the current events session with the classroom work.

6. Are the articles that appear in the paper actually current news? Unless the papers are called current events papers by courtesy only, they must present current news. Features, both regular and special, should not be confused with news, which is defined as a report of recent happenings.¹² This then is certainly an important criterion in selecting a paper for current events class.

7. Does the publication have an unbiased editorial policy? A propaganda sheet is not the desired medium for

¹² Op. cit.

the previous question, this one is intended for consideration because such aids will help to insure the proper use of the paper in teaching current affairs to junior high school pupils. It is based on the idea that the teacher, as well as the pupil, will wish to check and to summarize progress in current events and to correlate other materials with the study of current affairs. The very least that the publisher can do to help the teacher to present the material is to provide a guide on it. A lesson plan and supplementary visual aids and other materials would also be helpful. Furthermore, outlines of future articles and features help the teacher to correlate the current events section with the classroom work.

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7. Does the publication have an unbiased editorial policy? A propaganda sheet is not the desired medium for

carrying out the teaching objectives outlined earlier in this study. Boys and girls in the adolescent stage are very susceptible to new ideas. No checklist on current events papers can fail to consider this fact; therefore, it is imperative that the papers to be used should be examined closely to discover bias in the presentation of current problems.

8. How is the paper put together? This question relates solely to the mechanical make-up of the papers to measure the suitability for use in a junior high school social studies class. If the paper does not have an eye-catching layout with prominently placed pictures readily explained by the contents of the articles, the pupil will lose interest. The number of pages should not scare the slow-reader, and the size should be small enough to easily handle at a desk.

Using these eight questions as a basis, the checklist itself became primarily a device for tabulating the ratings of the papers in a simple, objective manner, in terms of the interpretations of the questions. As was pointed out previously in this study, the teacher would consider the items under each question which applied to his own objectives.

A separate checklist was used for each paper because it was easier to study one publication at a time and to make comparison clearer. However, the separate results of each checklist, together with the eighth question on make-up was

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itself became primarily a device for tabulating the ratings of the papers in a simple, objective manner, in terms of the interpretations of the questions. As an isolated experiment in this study, the teacher would compare the items under each question which applied to his own objectives. A separate checklist was used for each paper because it was easier to study one publication at a time and to make comparison clearer. However, the separate results of each checklist, together with the eighth question on make-up was

tabulated on a single checklist for all five papers.

V. SURVEY OF THE LITERATURE

There has been a great deal of literature written on current events instruction. These works deal for the most part with how to present current affairs in the classroom.

Three outstanding books on the subject have been written since 1929. These are of a composite nature, covering as they do, the whole field of current events instruction. Only a brief summary of each of these is pertinent to this study with the emphasis on the selection of current events papers.

Kimball, author of the first comprehensive book on current events,¹³ in 1929 outlined the reasons for current events acceptance in the curriculum. His purpose was to show how the program could be developed with the various courses of study in the social studies field: civics, history and geography; and he made several suggestions for choosing materials, including the checklist for judging periodicals.

The next important publication in this field was published twenty-one years after Kimball's study was completed.

¹³ R. S. Kimball, Current Events Instruction. (New York: Houshton Mifflin Company, 1929), 310 pp.

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13. J. G. Kinball, Current Events Instruction. (New York: Macmillan Publishing Company, 1960, 311 pp.)

This was the survey of current affairs in the nation's schools conducted by the New York Times in 1950.¹⁴ The authors of this survey visited many schools and observed the current practices in the teaching of current affairs. They found every shade of current events instruction being put into practice. One of the criticisms that these authors make is that publishing the classroom papers weekly often results in making the instruction of current events a one-day-a-week class, instead of aiding the teaching of current affairs as an integral part of the curriculum. In the chapter on selecting materials the editor commented that "the classroom news weekly is in essence a currently revised textbook in current affairs, rather than a genuine newspaper."¹⁵ Therefore, they conclude that, although the papers were objective and impartial, they didn't present enough information on some issues for students to draw an opinion.

In that same year, 1950, the National Council for the Social Studies published a series of articles on teaching

¹⁴ D. Clark, editor, Current Affairs and Modern Education. (New York: The New York Times Company, 1950). 278 pp.

¹⁵ Op. cit., p. 193.

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Education. (New York: The New York Times Company, 1930.) 270 pp.

12 pp. illus., p. 113.

current events.¹⁶ Payne, the editor, attempted to cover all of the problems of current events teaching through a series of articles written by experts in the field. These contain discussions of the status of current affairs in the elementary and secondary schools and on the junior college level. They also consider the problems of selecting and using current events materials, teacher training and the needs for research. Two of the articles were particularly relevant to this study.

Valentin's article outlined objectives which current materials should fulfill.¹⁷ He concluded that several approaches should be followed to select the materials to fulfill the objectives.

Kimball, who wrote the second article in the yearbook which is pertinent to this study, summarized a number of approaches to the teaching of current events. He quoted Gathany's list of sixteen major objectives in the teaching of current events as being "perhaps the most inclusive set" of aims or objectives in the field of current events.

¹⁶ J. C. Payne, editor, "The Teaching of Contemporary Affairs," Twenty-First Yearbook of the National Council for Social Studies, 1950 (Manasha, Wisconsin: George Banta Publishing Company, 1951), 233 pp.

¹⁷ Ibid., pp. 143-148.

current events. In fact, the current events section of the program of a recent annual meeting of the American Psychological Association was devoted to a discussion of the state of current events in the field. They also considered the problem of relating current events to research. One of the speakers was Dr. J. H. Maslow, who presented this study.

Valentine's article outlined objectives which should be followed in the selection of material for the study. It is suggested that material should be selected to reflect the material in the field the objectives.

Finally, the whole and several articles in the program which is pertinent to this study, emphasizing a number of approaches to the teaching of current events. It is noted that a list of sixteen articles published in the program of current events is being published in the program of current events in the field.

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Wesley and Adams¹⁸ stated that "the most valid principle for selecting current events is past utility" and concluded that "the teacher should select for study those current events which are related to the curriculum."¹⁹

Wesley, in his earlier book,²⁰ also stated a similar premise when he said:

The current events that had significance in the past also have significance in the present. Past significance can be tested by referring to the curriculum. Thus one arrives at the conclusion that the current events that deserve attention in the school are those related to the curriculum.²¹

VI. ORGANIZATION OF THE REMAINDER OF THE THESIS

Using the checklist and objectives set up in this chapter, Chapter II presents the analysis and comparison of the five papers included in this study. The conclusions to be drawn from these comparisons and the analysis are set forth in Chapter III. A few recommendations to the teacher using the checklist for selecting current events papers and

¹⁸ E. B. Wesley and Mary A. Adams, Teaching Social Studies in Elementary Schools (Boston: D. C. Heath and Company, 1946), pp. 309-320.

¹⁹ Ibid., p. 316.

²⁰ E. B. Wesley, Teaching the Social Studies (Boston: D. C. Heath and Company, 1937), pp. 448-466.

²¹ Ibid., p. 452.

Wesley and Adams stated that "the most valid prin-
ciple for selecting current events is great ability" and con-
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rent events which are related to the curriculum."

Wesley, in his further study, found a similar
premise when he said:

The current events which are selected for study
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18. H. A. Adams, and Mary A. Adams, Reading Journal
Studies in Elementary Education (Boston: H. O. Roesch and
Company, 1934), pp. 179-180.

19. Id., p. 180.

20. H. A. Adams, Reading Journal, Studies in Elementary Education
H. O. Roesch and Company, 1934, pp. 180-181.

21. Id., p. 181.

general suggestions for its use will end the study. Several recommendations on the general make-up of the papers will also be presented in the last chapter.

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also be presented in the last chapter.

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CHAPTER II

ANALYSIS AND COMPARISONS

The first sixteen issues of each publication was examined in light of the criteria set up in Chapter I, using the eight questions presented as a guide. The results of this examination was placed on a separate checklist for each publication, and a final checklist tabulating the number of issues for all five papers was prepared. No totals were compiled other than that of the number of issues containing that checklist item. Since one of the objectives of the study is to present a method to compare the current events papers, it was not considered that the other totals would be pertinent.

The checklists follow on the next six pages, and the remainder of the chapter is devoted to analyzing and comparing the five current events papers in light of the results shown on these checklists. For ease of comparison they will be discussed by topic.

I. Regular features. There was a noticeable similarity among the regular features of the five papers considered in this study. All of them had a news summary and contained background materials. Most of them had columns on sports, science, discussion issues and current biography.

CHAPTER II

ANALYSIS AND CONCLUSIONS

The first sixteen issues of each of the three journals examined in light of the criteria set up in Chapter I. The eight questions presented as a guide. The results of this examination were placed in a separate checklist for each publication, and a final checklist tabulating the number of issues for all five papers was prepared. No issue was compiled other than that of the number of issues containing that checklist item. Since one of the objectives of the study is to present a method for comparing the contents of papers, it was not considered that the other factors were pertinent.

The checklists follow on the next six pages and the remainder of the chapter is devoted to analyzing and comparing the five current events papers in light of the results shown on these checklists. The case of each journal they will be discussed by topic.

I. Regular Features. There are a number of regular features among the regular features of the five journals examined in this study. All of them had a news column headed "Background Material." Most of them had a column headed "Sports, Science, Discussion, Letters and Current Events."

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RA-CONTENT

General Items

- I. Regular features
 - a. news summary
 - b. highlights
 - c. book review
 - d. discussion feature
 - e. sports
 - f. science

II. Special Features

- a. how government works
- b. map applications
- c. biography applications
- d. other

III. Developmental Aids

- a. citizenship training
- b. character building
- c. thought-provoking
- d. study guides
- e. study guides
- f. personal guidance
- g. map work

IV. Pupils Aids

- a. vocabulary aids
- b. chance for opinion
- c. interest features
- d. index
- e. weekly test

V. Teacher Aids

- a. lesson plans
- b. lists of suggestions
- c. materials
- d. suggested test

VI. Checklist of Items

VII. No. of items

Checklist items

ERASE

- I. General Review
 - a. Name, address, phone
 - b. Date of birth
 - c. Date of entry
 - d. Date of departure
 - e. Date of return
 - f. Date of death
- II. Special Review
 - a. How government was
 - b. How much money
 - c. History of movements
 - d. Other
- III. Developmental Aids
 - a. Educational background
 - b. Employment history
 - c. Physical condition
 - d. Family history
 - e. Educational attainment
 - f. Personal history
 - g. Date of birth
- IV. Family Aids
 - a. Voluntary aids
 - b. Change of name
 - c. Change of location
 - d. Index
 - e. Family tree
- V. Teacher Aids
 - a. Lesson plan
 - b. List of materials
 - c. Materials
 - d. Assessment
- VI. Summary of Work
- VII. Re-evaluation

[illegible]

Checklist Items

Checklist Items

I. Regular Features

- a. news coverage
- b. photography
- c. background
- d. discussion items
- e. reports
- f. science

II. Special Features

- a. new equipment
- b. new methods
- c. laboratory equipment
- d. other

III. Developmental Aids

- a. equipment building
- b. equipment building
- c. equipment building
- d. equipment building
- e. equipment building
- f. equipment building
- g. equipment building
- h. equipment building
- i. equipment building
- j. equipment building

IV. Field Aids

- a. equipment building
- b. equipment building
- c. equipment building
- d. equipment building
- e. equipment building
- f. equipment building
- g. equipment building
- h. equipment building
- i. equipment building
- j. equipment building

V. Teacher Aids

- a. lesson plans
- b. list of correlated materials
- c. student hand

VI. Outcomes of News

VII. No Scientific Basis

Checklist

EFFICIENCY

EXERCISES

CONTENTS

I.

Regular Part

- a. new material
- b. old material
- c. discussion
- d. discussion
- e. sports
- f. science

II.

Special Features

- a. how government works
- b. and suggestions
- c. biography of persons
- d. other

III.

Developmental Aids

- a. discussion
- b. character studies
- c. thought-provoking problems
- d. timely issues
- e. vocational guidance
- f. personal guidance
- g. map work

IV.

Field Aids

- a. vocabulary aids
- b. change for opinion
- c. interest features
- d. index
- e. weekly test

V.

Teacher Aids

- a. lesson plans
- b. list of copyrighted materials
- c. suggested class

VI.

Outline of Year

VII.

No. of Pages

TABLE VI

Young America

Checked		Language	
I. Regular Features		I. Regular Features	
a. new summaries	xxxxxx	a. new summaries	xxxxxx
b. photographs	xxxxxx	b. photographs	xxxxxx
c. background	xxxxxx	c. background	xxxxxx
d. discussion issues	xxxxxx	d. discussion issues	xxxxxx
e. sports	xxxxxx	e. sports	xxxxxx
f. science	xxxxxx	f. science	xxxxxx
II. Special Features		II. Special Features	
a. how government works	x	a. how government works	x
b. map supplements		b. map supplements	
c. geography supplements		c. geography supplements	
d. other		d. other	
III. Developmental Aids		III. Developmental Aids	
a. citizenship building	xxxxxx	a. citizenship building	xxxxxx
b. character building	xx	b. character building	xx
c. thought-provoking problems	x	c. thought-provoking problems	x
d. timely issues	xx	d. timely issues	xx
e. vocational guidance	xx	e. vocational guidance	xx
f. personal guidance		f. personal guidance	
g. map work		g. map work	
IV. Pupil Aids		IV. Pupil Aids	
a. vocabulary aids	xxxxxx	a. vocabulary aids	xxxxxx
b. chance for opinion	xxxxxx	b. chance for opinion	xxxxxx
c. interest features	xxxxxx	c. interest features	xxxxxx
d. index		d. index	
e. weekly test	xxxxxx	e. weekly test	xxxxxx
V. Teacher Aids		V. Teacher Aids	
a. lesson plans	xxxxxx	a. lesson plans	xxxxxx
b. list of correlated materials	xxxxxx	b. list of correlated materials	xxxxxx
c. semester test		c. semester test	
VI. Currency of News		VI. Currency of News	
	xxxxxx		xxxxxx
VII. No Editorial News		VII. No Editorial News	
	xxxxxx		xxxxxx

TABLE VII

COMBINED CHECKLIST OF
FIVE CURRENT EVENTS PAPERS

Checklist items	Current Events	Every Week Number of issues	Junior Review Number of issues	World Week Number of issues	Young America Number of issues
I. Regular Features					
a. news summaries	16	16	16	16	16
b. biographies	16	16	16	16	16
c. background	16	16	16	16	16
d. discussion issues	16	16	6	8	16
e. sports	0	2	8	11	15
f. science	16	2	16	16	0
II. Special Features					
a. how government works	0	5	0	0	5
b. map supplements	1	0	0	1	1
c. biography supplements	1	2	1	1	0
d. other	0	0	0	1	0
III. Developmental Aids					
a. citizenship building	16	15	16	16	14
b. character building	6	16	16	16	7
c. thought-provoking problems	16	15	6	8	9
d. timely issues	10	14	9	12	10
e. vocational guidance	0	4	16	9	6
f. personal guidance	3	0	16	16	0
g. map work	1	0	2	4	13
IV. Pupil Aids					
a. vocabulary aids	1	2	16	15	14
b. chance for opinion	15	15	2	4	16
c. interest features	14	15	16	16	15
d. index	1	0	0	16	0
e. weekly test	16	16	16	16	16
V. Teacher Aids					
a. lesson plans	16	16	16	16	16
b. list of correlated materials	0	0	0	16	16
c. semester test	1	2	0	1	1
VI. Currency of News	16	16	16	13	6
VII. No Editorial Bias	16	16	16	13	16
VIII. How is the Paper Put Together?					
a. interesting format	yes	yes	yes	yes	yes
b. clearness of type	yes	yes	yes	yes	yes
c. correlated pictures	yes	yes	yes	yes	yes

TABLE VII
COMBINED CHECKLIST OF
FIVE CURRENT EVENTS PAPERS

Checklist items	Current Events	Every Week	Junior High	Senior High
I. Regular Features				
a. news summaries	10	10	10	10
b. biographies	10	10	10	10
c. background	10	10	10	10
d. discussion issues	10	10	10	10
e. sports	0	0	0	0
f. science	10	10	10	10
II. Special Features				
a. how government works	0	0	0	0
b. map supplements	1	1	1	1
c. biography supplements	1	1	1	1
d. other	0	0	0	0
III. Developmental Aids				
a. citizenship building	10	10	10	10
b. character building	0	0	0	0
c. thought-provoking problems	10	10	10	10
d. timely issues	10	10	10	10
e. vocational guidance	0	0	0	0
f. personal guidance	0	0	0	0
g. map work	1	1	1	1
IV. Pupil Aids				
a. vocabulary aids	1	1	1	1
b. chance for opinion	10	10	10	10
c. interest features	10	10	10	10
d. index	1	1	1	1
e. weekly test	10	10	10	10
V. Teacher Aids				
a. lesson plans	10	10	10	10
b. list of correlated materials	0	0	0	0
c. semester test	1	1	1	1
VI. Currency of News	10	10	10	10
VII. No Editorial Bias	10	10	10	10
VIII. How is the Paper Put Together?				
a. interesting format	yes	yes	yes	yes
b. cleanness of type	yes	yes	yes	yes
c. correlated pictures	yes	yes	yes	yes

Some items which regularly appeared in the papers are considered in relation to other main topics, although they are actually regular features. For example: such items as vocabulary building and weekly tests are included under pupil aids although they appear regularly in most of the papers.

The news summary appearing as a regular column in the papers seems to be the main basis upon which some of the papers rest their claim to be called current events papers. Actually, a large percentage of each issue of the publications is devoted to what is called "background features." This material either discusses some aspect of the government of the United States, the United Nations, or a visit to some land that has been in the news recently, in such a manner that geographical and political backgrounds of that particular country and the effects that it has on the United States are made clear.

One paper, Young America, also offers regular treatment of the various industrial backgrounds in this country, emphasizing progress and processes together with the problems peculiar to that industry, particularly those of labor.

In addition to giving a substantial news background all of the papers, with the single exception of Young America regularly offer biographical sketches of some well-known person. These sketches ordinarily concern one or two persons

who have been in the news lately. The columns treat, more often than not, people who are officers in the United Nations or who head a government agency.

All of the papers studied seem to try to present an article that may be used as a basis for group discussion. This presentation is often inadequate in giving facts, but the teacher who is willing to do a little extra preparation for the topic can usually use it to good advantage.

Young America, World Week and Junior Review contain sport features, usually emphasizing the general objectives of good sportsmanship for good citizens. These three publications also regularly include science news and events.

II. Special features. The special features that appear in these five papers can be divided into general categories. They are presented either as a section of the regular issue with extra pages of units or as a completely separate section. The teacher choosing a current events paper for his classroom should consider carefully the practices of the publisher in regard to these special features and select his paper on the basis of the one best suited to his own purposes in teaching current events.

The American Education Press, publisher of both Every Week and Current Events uses unit texts to present special features. These texts are collections of articles concerning particular topics which can be used as basic material

who have been in the news lately. The column itself, more often than not, people who are active in the United Nations or who head a government agency.

All of the papers listed seem to try to present an

article that may be used as a basis for group discussion.

This presentation is often inadequate in itself, but

the teacher and his pupils can use it as a basis for discussion

for the topic can usually be made more advanced.

Young Adults, World, Comment, Junior Review contain

short features, usually emphasizing the general objectives

of good citizenship for good citizens. These three contain

articles also regularly include selected news and stories.

II. Special Features. The special features that

appear in these five papers can be divided into general

categories. They are presented either as a section of the

regular issue with extra pages of notes or as a completely

separate section. The teacher choosing a current events

paper for his classroom should consider carefully the pres-

ents of the publisher in regard to these special features

and select his paper on the basis of the one best suited to

his own purpose in teaching current events.

The American Education Press, publisher of most of these

books and current events papers, lists them as presented in the

features. These books are available in articles, so-called

the particular books which can be used as basic material.

for a unit. They are a particularly valuable aid to teachers giving units on life in the United States or the United Nations today.

World Week contained more special features than any of the other papers considered. Generally, its special features are separate from the regular edition. The best of the special features encountered in this analysis was a pamphlet titled "Your Key to Understanding World News" which came with World Week and contained definitions and explanations of terms and customs in current affairs.

III. Developmental aids. Since a current events paper is generally used by a teacher not only as a source for news but also as a means for developing the character-building and citizenship objectives, those publications making sincere and effective approaches to these objectives are the ones to use. Personal and vocational guidance columns are important sources of these aids.

All of these five papers appear to provide regular developmental aids on the level of character-building, but this is not true with respect to their presentation of timely issues. (see chart on page 30) There were many articles in these five papers that failed to meet the test of timeliness and might just as well have been left to history and geography books even though the articles contained good background materials. Some of the articles were timely, but they

for a unit. They are a particularly valuable aid to teaching
and giving units in life in the United States and the world.
National units.

World Book contained more special features than any
of the other papers mentioned. It was the only one that
treated the world as a whole. The book was
the special feature of the paper. It was a
book titled "World Book" and contained
came with World Book and contained
plans of towns and countries in different
countries.

III. Developmental aids. Since a number of
papers are generally used by a teacher not only as a source
for news but also as a means for developing the children's
building and citizenship, and these papers are
ing since and effective responses to these objectives are
the ones to use. These are the ones to use.
are important sources of these aids.

All of these five papers are not so widely regular
developmental aids on the level of character-building.
this is not true with regard to their presentation of news
ly featured. (See page 30). There were many articles
in these five papers that failed to meet the test of being
news and might just as well have been left to the
geographic items even though the articles concerned
ground material. Some of the articles were about the

did not leave room for, or encourage, discussion. Both Junior Review and World Week presented this type of article.

Junior Review had timely articles that were both interesting and unbiased, but in most cases, it failed to present more than one side of a story, and on controversial issues, it often presented only the barest facts of the case and ignored the issues involved. This practice will certainly not help the pupil to develop skills in forming an opinion on controversial issues.

The most common method by which these publications were "slanted" to the junior high school readers was in presenting a column or columns on personal guidance and problems. These columns are designed to help the adolescent youth to form good study habits, good manners and to present tips on dating and boy-girl relationships. Some of the columns even went further to help the shy boy and the sensitive girl to make better adjustments. Young America was the only one of these five papers which did not contain some such developmental feature.

Only one paper, Junior Review, had a regular column on vocational guidance. Three papers, Young America, Every Week and World Week, had vocational features from time to time. Current Events had no such column at all in the sixteen issues examined for this study. These columns discuss various jobs

did not leave room for the necessary discussion.

for further and more complete study of the subject.

Further study and discussion of the subject is necessary.

Forgetting and misreading, and the other errors, are common.

sent more than one error in the above, and the other errors.

issues, for other essential study of the subject.

and ignored the issues involved. The issues involved.

ly not help the child to learn, and the other errors.

on controversial issues.

The next consideration is the child's development.

were "altered" by the child's own mental process and the

reading a column on columns on personal development.

issues. These changes are designed to help the child.

growth to form good study habits, and the other errors.

tips on spelling and punctuation, and the other errors.

name even when the child is not the only one.

gift to make better understanding, and the other errors.

one of these. The process of the child's development.

developmental process.

Only one error, the child's own, and the other errors.

vocational education. These are the issues involved.

and world view, and the other errors.

Current events and the other errors.

examined for this study. The issues involved.

and their requirements and other aspects of the fields of skilled labor, the professions and white-collar jobs. Some reports were complete enough to give the average hourly wages. Almost all of them gave an account of the work that was required in the job discussed.

Maps were frequently presented in connection with current news. These were very sketchy, however, and were chiefly useful as a pupil aid instead of a teaching device. Semester tests and, occasionally, special features gave a little more attention to explaining the uses of maps and understanding of them.

IV. Pupil aids. Only one paper contained both of the first two items listed under this main topic on the checklist, vocabulary building aids and the opportunity to form an opinion on current happenings. These two items help the pupil to a very great extent in using current events papers to advantage. Young America regularly presented current issues, leaving opportunity for the student to form his opinion, and it had a regular column of unfamiliar word definitions.

Neither Junior Review nor World Week made a custom of offering pupils a controversial issue with opportunity to express an opinion. This may represent their attempt to be objective by telling both sides of any controversy, leaving the pupil to learn, at least, that there are two sides

to any controversial question.

Junior Review, World Week and Young America do present pupil aids to vocabulary building by assisting them to the understanding of new and unfamiliar words present in the papers. In Every Week and Current Events these aids appear only occasionally. In general, however, the pupil aids in this respect were adequate.

All five of the papers attempt to build interest in reading current news publications by using such items as jokes, cross-word puzzles, letters to editors, poems by the readers and contests.

V. Teacher aids. All five publications have teacher supplements for use in lesson-planning and correlated work. World Week included weekly sources of correlated materials, such as films and books.

Current Events and Every Week have an unusual teacher's aid in their "in-service training" columns for presenting ideas on using the publications in teaching current affairs.

VI. Current news. Obviously, the purpose of a current events paper is to present the news. If the paper does not present current affairs it cannot be fulfilling its own objective. Not one of the five papers examined in this study printed current news in their feature stories all of the time.

to any consideration of the

London Convention and the London Convention

will also be an object of the Convention

understanding of new and different ways of

power. In Every day and every night these

only occasionally. In general, however,

this respect were adequate.

All of the above are of course

reading through new material and

ideas, cross-reading, letters to editors, some

readers and contacts.

VI. Research and. All the

in character for the London Convention

London Convention included such

such as films and books.

London Convention and London Convention

also in the "in-service" and

the idea of using the Convention

alliance.

VII. London Convention. The

not necessarily be the same. In the

not only the current situation

objective. The one of the

printed current news in

time.

All of the papers had some issues during a semester in which the column giving the news summary contained the only news in the paper. The remainder of the paper is in such instances filled with interest features, non-current geography features and other background materials.

Young America, in the first sixteen issues of the school year, 1950-51, included news articles, as distinguished from the news summary column, only nine times. Current affairs appeared in Every Week in fourteen issues of the same period. Junior Review carried news features only ten times, while World Week and Current Events contained them in twelve issues each.

VII. Editorial policy. An analysis of the checklists shows that the editorial policy in all five of these papers was generally objective and unbiased. This fact was upheld by the New York Times survey.²²

Because this is true is no indication that the teacher using the checklist need not consider editorial bias as a factor in choosing the paper to use. This question must be reconsidered often to make sure that no bias is present.

VIII. How is the paper put together? The general

²² Op. Cit. p. 193.

make-up of the papers was checked only on the composite checklist for the reasons listed in the criteria. All of these papers took into consideration the age groups for which they are intended and all of them have clear, easily-read type and supply pictures and maps to illustrate the printed material.

Only one of these papers contained advertising. Generally, this was "slanted" toward the school child and did not detract from the effectiveness of the other material. In some cases this advertising may help to stimulate the children to more interest in the paper.

All of these papers use columnar form, and all of them can easily be handled at a desk with a minimum of confusion.

Considering these eight points of departure in the comparison, it is shown that none of these five papers completely fulfill all of the objectives of teaching social studies in junior high school. The teacher, then, must look for one that comes nearest fulfilling his own needs. In general, the things to look for can be boiled down to:

1. Does the paper fulfill most of the aims of the individual teacher for using current events papers?

2. Are the teacher's aids to help him to do a better job of presenting the materials included and other related items to the class?

3. Do the student aids help the pupil to understand, analyze and interpret current news and problems and to build a lasting interest in current affairs?

As shown in the above comparison the widest differences in the five papers is in their handling of pupil and teacher aids. All five of them present some teacher aids, but some do more than others. World Week, for example, presents both a weekly teacher's edition to aid the teacher in presenting that issue and a monthly edition, the Scholastic Teacher, that lists excellent correlative materials and their sources. With these aids the teacher with limited means at his command has a better chance to obtain free or inexpensive materials to tie in with the current events used in the classroom as well as with regular curriculum materials. On the other hand, only the teacher who has developed his current events program carefully can use this material properly, since it takes both time and skill to present.

The teacher who is willing to devote only a limited amount of time to the discussion of current events might find that the lesson plans and training articles on the presentation of current affairs in Current Events and Every Week suit his needs very well.

Pupil aids, on the whole, have not been developed so completely as teacher aids. World Week and Young America are the only two containing a weekly index, although all of

2. In the second part of the report, the following is stated:

Analysis and interpretation of the data are given in the following

a. In the first part of the report, the following is stated:

It is shown in the above that the data are in general agreement

in the first part of the report, the following is stated:

Also, it is shown that the data are in general agreement

do more than confirm the results of the first part of the report.

a. In the first part of the report, the following is stated:

That is, the data are in general agreement with the results of the

that the data are in general agreement with the results of the

With these data, the results of the first part of the report are

and the data are in general agreement with the results of the

explain to the first part of the report, the following is stated:

room as well as with the results of the first part of the report.

other hand, the data are in general agreement with the results of the

events of the first part of the report, the following is stated:

since it is shown that the data are in general agreement with the

the results of the first part of the report, the following is stated:

EXHIBIT 10

amount of time to the first part of the report, the following is stated:

and the results of the first part of the report, the following is stated:

conclusion of the first part of the report, the following is stated:

and the results of the first part of the report, the following is stated:

and the results of the first part of the report, the following is stated:

conclusion of the first part of the report, the following is stated:

are the only two results of the first part of the report, the following is stated:

the papers have a semester index. The quizzes included with the papers are often on unimportant questions and show much need for further preparation.

It becomes apparent from the above discussion that the choice of a current events paper for classroom use cannot be made on a basis of pupil and teacher aids alone. The aid given in accomplishing teaching objectives must also be taken into consideration. All of these five papers approach the presentation of current events with the idea that a good citizen should understand world affairs. With the exception of Junior Review the papers present both sides of a current problem for the most part. Junior Review, and at times, World Week avoid highly controversial issues, giving only basic facts. The teacher who wishes to encourage classroom discussion of current events would wish to select one of the other three papers.

The background of current events is sometimes over-emphasized in these papers. This may be the result of placing the emphasis on the curriculum rather than on current news. Sometimes the background features are not connected at all with the current news, and they cannot be easily fitted into the lesson plan. Considering that background makes up such a large percentage of the current events papers, the teacher should consider a "tie-in" with the current news.

CHAPTER III

CONCLUSIONS AND RECOMMENDATIONS

The use of a checklist serves to bring into a clearer focus the strengths and weaknesses of current events papers for classroom use. From the discussion in Chapter II it is obvious that the biggest drawback in these papers is their lack of current news and an over-emphasis of background features.

Most of the papers state that their purpose is to present current affairs, but it would seem that they fail in a large measure to fulfill this purpose. A great deal of the material which they present as background material might just as well be left to textbooks on history and geography.

None of the papers direct students to other sources of news. As a matter of fact, they do not direct the pupils to other background sources either. The teacher aids, to some extent, are intended to fill this gap, but even they do not develop the skill or the desire in the pupil to search for further information on the subject of current affairs. Teacher aids do not altogether serve to develop student interest in current affairs, either.

A second drawback to the current events papers is their limited presentation of discussion issues. Usually only one discussion topic is presented in each edition,

TEACHING THE READER

The rest of the chapter is devoted to a discussion of the

focus the strategies and techniques for classroom use.

EZERASE BOND

lack of current news and an over-reliance on

features.

Most of the papers also have their own news service.

sent current affairs, but it is not clear that they are

large enough to fill this gap. A great deal of the

material which they present on foreign and domestic

just as well as left to teachers or library and government

None of the papers offers students to read on their

of news. As a matter of fact, they do not direct the reader

to other background sources either. The reason for this is

some extent, are intended to fill this gap, but they are

not develop the skills on the basis of the reader's

for further information on the subject of current affairs.

Teacher also do not encourage active development of

these important skills, either.

A second reason for the current affairs problem is

their limited understanding of the situation. Finally,

only one discussion of the situation is presented in each

and, as was shown in the checklist, some editions had none while some of the publications presented very sketchy facts. The teacher trying to develop group method in the classroom would find it very difficult to find a point of discussion wide enough to use as a topic with several groups to discuss it. The personal guidance sections of some of the papers occasionally attempt to aid the pupil to participate in group discussion, but here again the aid is very limited.

Properly used, these current events papers for junior high school social studies cannot be time-wasters. They may present limited material in some respects, but they can give the students a broader outlook on current affairs, guidance information, vocabulary building, historical and geographical facts and science news.

The following conclusions on the basis of the above discussions are apparent:

1. If a teacher has decided to use a current events paper for his teaching, the checklist developed in this study or one similar to it will be of real aid in showing the relative merits of several such publications.

2. If applied to a single current events paper the evaluation process based upon this checklist, or a similar checklist, is almost certain to reveal the strengths and weaknesses of that paper as a tool for the teacher and, thereby, to suggest to the teacher methods and procedures to

and, as was shown in the discussion, that at the end of the
while some of the children have presented very marked
The teacher trying to develop them with the teacher
would find it very difficult to find a way to do this
wide enough to use as a basis for generalization of
1. The generalization presented of generalization
occasionally attempt to find the right to generalization
group discussion, but not again the same is true.
Therefore, these children are not the same.

high school social studies cannot be the same. The
present limited material in some respects, but not in
the student's procedure, but in the student's
information, vocabulary, definition, illustration and
cal facts and science news.

The following conclusions on the basis of the
discussion are suggested:

1. If a teacher was advised to use a textbook, it
paper for his teaching, the teacher would find
study on one subject as well as the other.
The relative value of generalization and
2. It would be a mistake to assume that the
evaluation process must be the same for all
checked, it almost seems to be the same for all
weaknesses of that paper as a basis for the general
theory, to suggest to the teacher to use the same

be avoided or to be used.

3. Evaluation of one or several current events papers on the basis of the developed procedures will provide a ready answer to the basic question, "Should I use the current events paper in current events instruction or should I develop materials and methods of my own that offer greater hopes of success in attaining my objectives?"

4. Current events papers at the present time do not, on the junior high school level, constitute an entirely satisfactory medium for attaining desired objectives in current events teaching, especially because of weaknesses in timeliness.

5. Such papers, in spite of their weaknesses, provide at the present time, a good uniform approach to the problem of current events instruction, because of the fact that current event publications, as represented by those studied, do measure favorably against the eight criteria used. It is apparent that they constitute a reasonably adequate single measure of current event instruction at the present time.

In view of these conclusions certain recommendations can be made to the teacher of social studies and the publishers of current events papers for junior high school:

1. Before making final selection of a paper to use in current events instruction, the teacher should consider more than one in the light of his own personal teaching

be excluded on the basis of the following:

1. The following information was obtained from a review of the data of the various experiments and from the answer to the question: "What is the effect of the various factors on the rate of the reaction?"

2. The following information was obtained from a review of the data of the various experiments and from the answer to the question: "What is the effect of the various factors on the rate of the reaction?"

3. The following information was obtained from a review of the data of the various experiments and from the answer to the question: "What is the effect of the various factors on the rate of the reaction?"

4. The following information was obtained from a review of the data of the various experiments and from the answer to the question: "What is the effect of the various factors on the rate of the reaction?"

5. The following information was obtained from a review of the data of the various experiments and from the answer to the question: "What is the effect of the various factors on the rate of the reaction?"

objectives.

2. Current events should not be a one-day-a-week class.

3. Considering the doubts that were cast upon the news coverages in the papers, the publishers of current events papers should revise their policy to include more current news.

4. Educators should devise a curriculum that would be flexible enough to fit the use of current news, instead of having the news squeezed and cut by the curriculum.

5. The publishers of the papers should include more than one topic for discussion in each issue in order to facilitate the use of group method in classroom teaching.

objectives.

2. Current news items and the day-to-day news.

class.

3. Consideration of news items from the news coverage in the paper, the quality of the news.

average person should be able to follow the news.

current news.

4. Students should develop a critical attitude toward

be flexible enough to fit the use of current news items.

of having the news reported and out of the newspaper.

5. The importance of the paper should be made clear to

then one could be a member in each group in order to

facilitate the use of group method in class, new teaching.

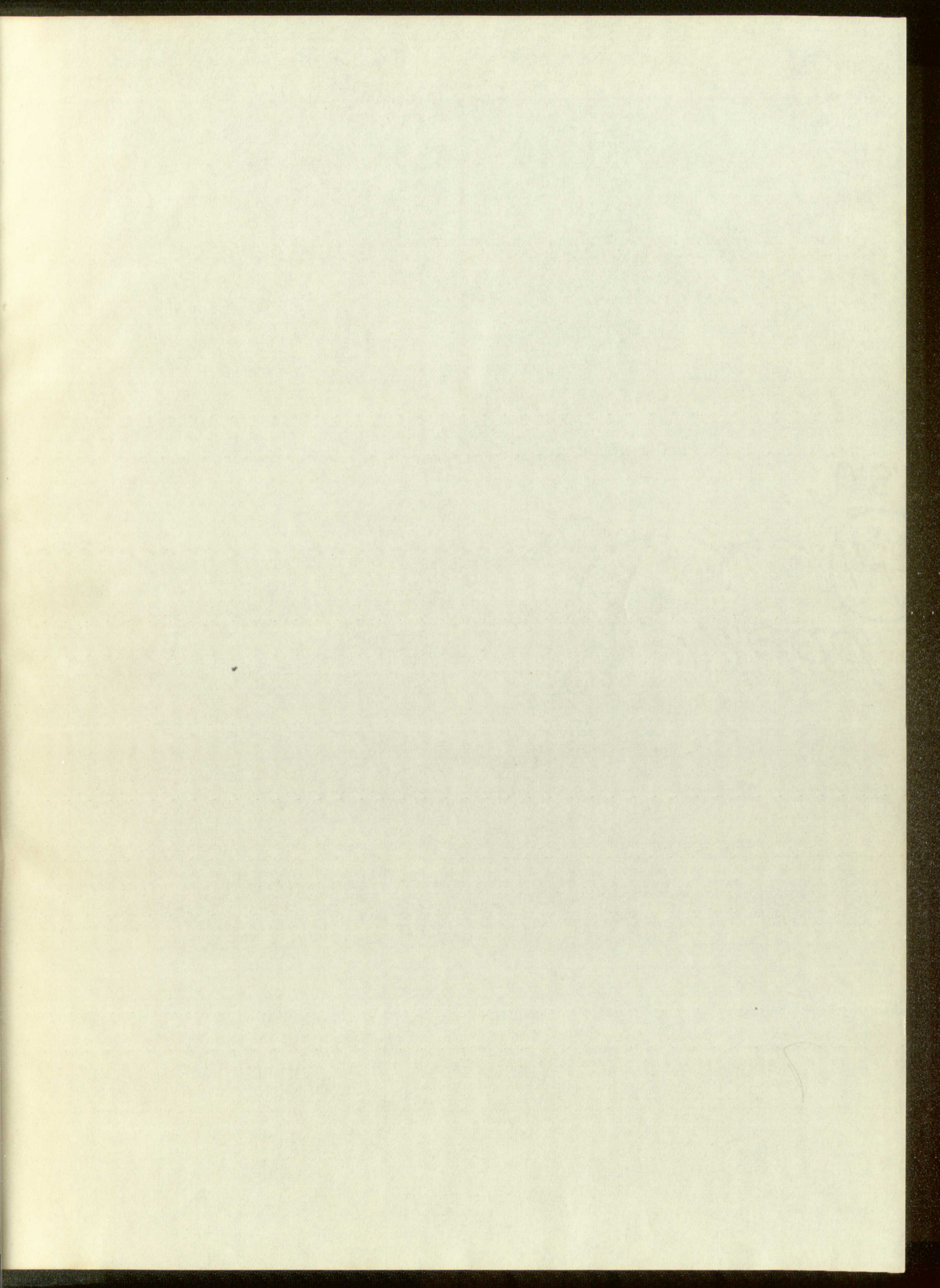
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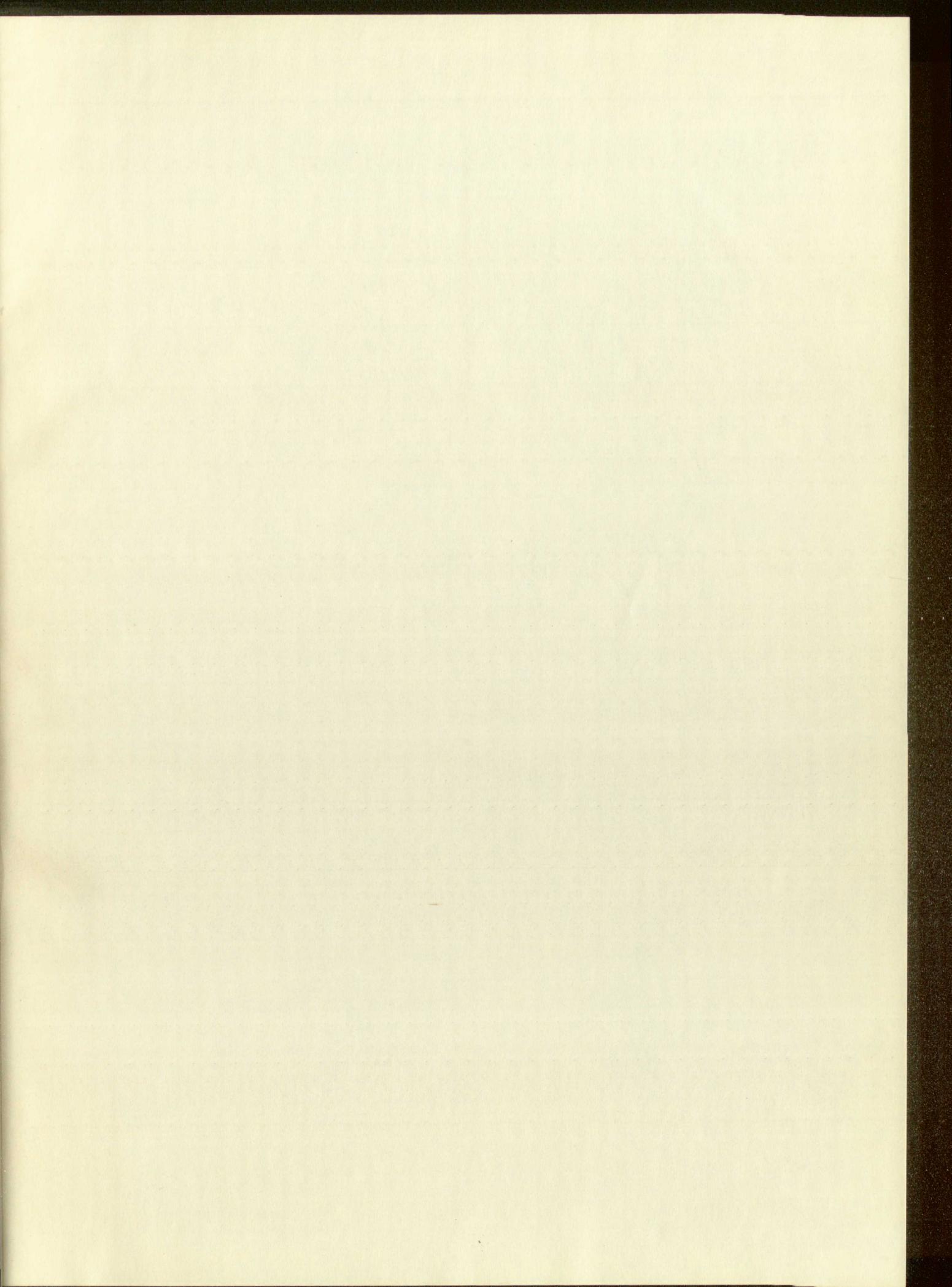
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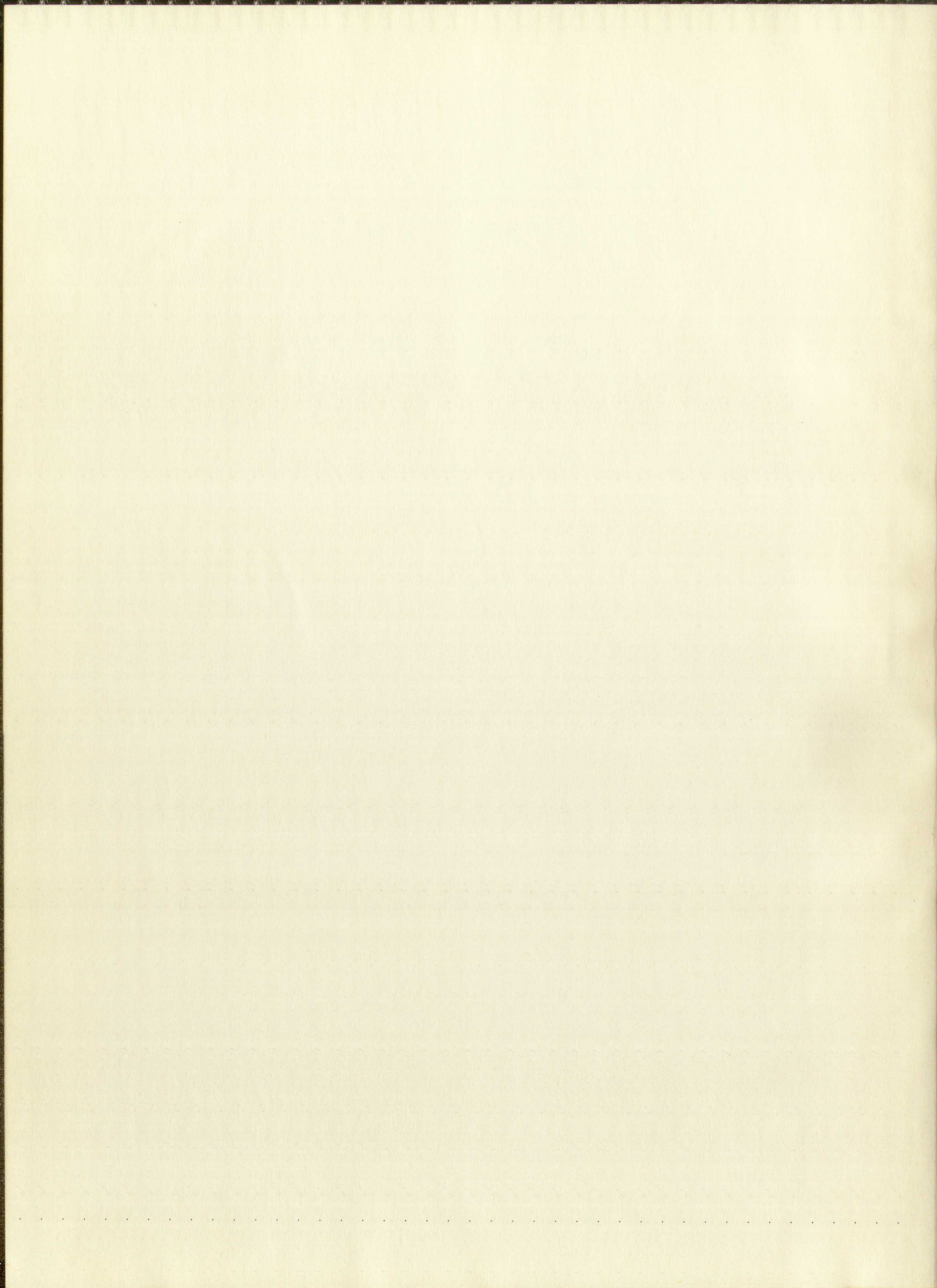
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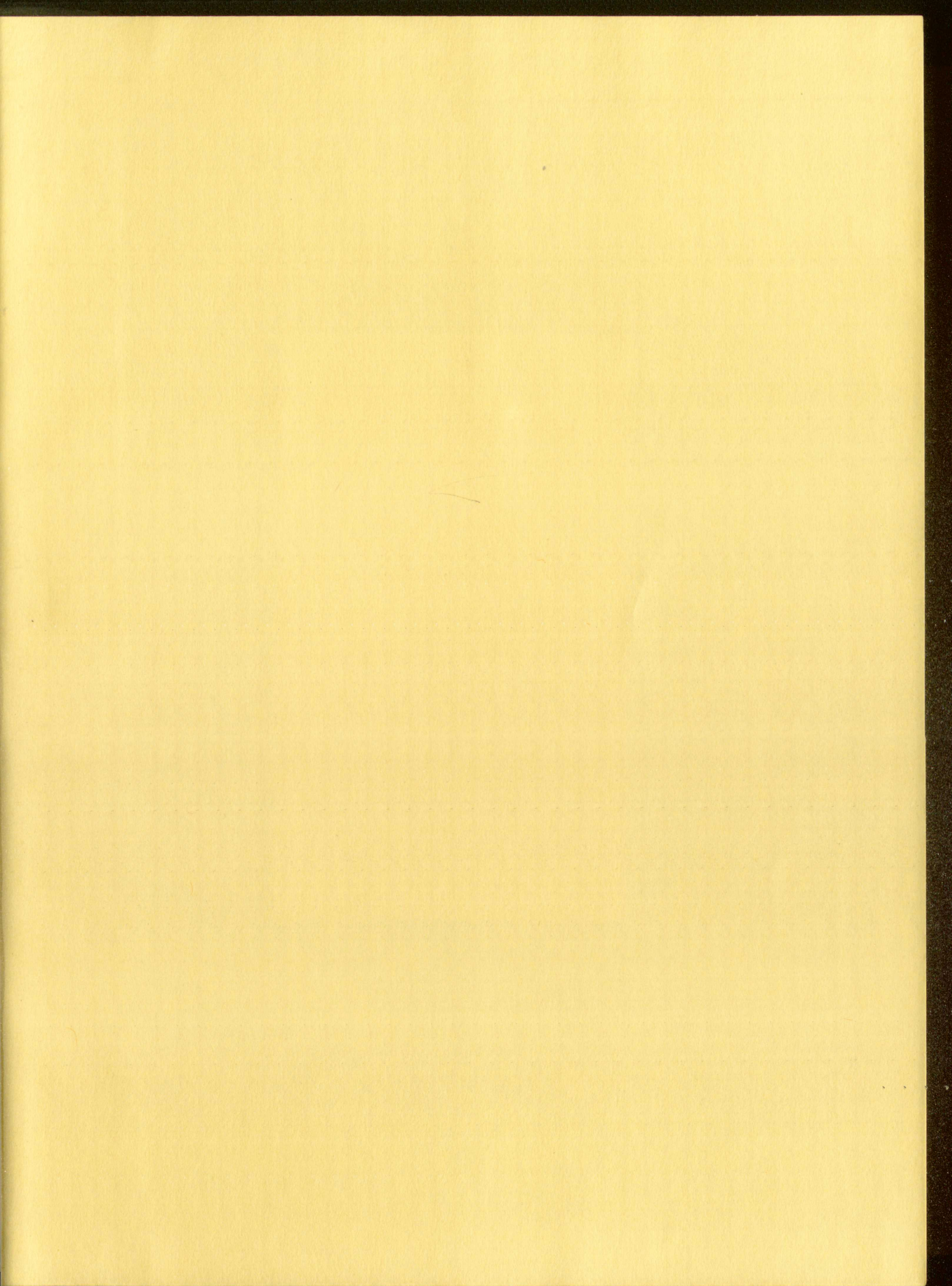
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