1923

Newspaper in the schools

Albert A. Applegate

The University of Montana

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THE NEWSPAPER

in

THE SCHOOLS

by

A. A. Applegate

Presented in partial fulfillment of the requirement for the degree of Master of Arts.

State University of Montana

1923.
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Public school curricula have failed to keep pace with the requirements of life. Employers often state that school graduates have to unlearn what they have been taught, and substitute new methods, new ideas. It is as if a stage coach were trying to keep pace with a racing motor car, or a sailboat with an ocean liner.

"The traditional curriculum has fallen so far behind current life that by the standards of this traditional curriculum pupils are frequently judged inferior or failures. Retardation tables in our school reports show that a great many fall behind the pace set by those who are equal to this particular kind of work. Quite frequently the boy who fails in arithmetic is the one who is most quick and accurate in making change upon the street. Quite frequently the boy who is weak in geography is the one most capable of directing strangers about the city streets or acquainting them with the industrial activities of the town.

There is serious danger that we measure the intelligence of our school children by their ability to add or subtract."

Educators have recognized the inadequacies of the educational system, and are trying to remedy the defects—to bridge the gap between education and life. In their report on the schools of Butte, Montana, professors

Straver, Bachman and Cubberly call attention to the new conception of education in these words: "...the point of emphasis...has been shifted from mere information and drill to the needs of the child as an individual......the purpose in education has come to be more and more to prepare children for intelligent participation in the social, domestic, economic and political life of the future, of which they will soon form a part."1

Lack of motivation is a criticism in many of the school surveys made within the last twelve years. "......there are many complaints that pupils who have completed the school course are unable to do satisfactory work in positions requiring the use of rhetoric and English. This criticism is often turned against those who were most satisfactory as pupils......The remedy is to be found in such an organization of the subject material that children can use it."2

Out of the realization that the school system needs new methods some significant terms have arisen; such as vitalization, socialization of the lesson, motivation, and education for efficiency. The terms of the remedies are an indication of the falsity of the curriculum.

From much textbook work and heavy drill to no drill and no texts is a long jump, but some schools have made such changes. These experiments are an indication of the dissatisfaction with the tremendous waste are in time and intelligence in schools. The University of Missouri


Elementary School, which has individual instruction but no regular textbooks is an example of the schools protesting against outworn curricula. In this school the pupils work on problems suggested by their reading and their experiences. The sources of this reading are books in the library, magazines on the reading table in the room, and the daily newspaper. The problems are followed to their logical completion by the pupils, though the process may involve all the subjects taught in the grades.

In his criticism of the curriculum of the New York City schools, McIlverry remarks that evidently one article in the educational theory in these schools is: "The time for the pupil to use his knowledge acquired in school is the distant future; not now." He later adds: "...the belief that the content of curricula should be selected with reference to the distant future accounts for the want of subject matter that appeals now to the children, and therefore, that affects their present conduct." 1

One result of the dissatisfaction with methods of teaching is that teachers all over the United States are reaching out for new methods and new tools. One of the latter is the newspaper.

There are three reasons why the newspaper was not used sooner in the schools. Teachers did not realize its importance in the daily life of pupils and of adults. They did not realize the importance of the newspaper in classroom instruction, and very likely, there were few teachers able to make intelligent classroom use of the newspaper. Arrived to teach

after the methods of the Mid Victorian period, they could not have
used the newspaper in the classroom had the value of such a tool been
pointed out. In addition, after the period of yellow journalism just
preceding, during, and following the Spanish-American war such a dis-
trust of anything published in newspapers was generated that no matter
how reliable the news, readers were always ready to say "only news-
paper talk". This attitude of mind still clings to many teachers and
is a hindrance to efficient instruction.

In 1914 the Chicago Tribune conducted a campaign of advertising
the Tribune as a text book for use in the schools. Advertisements
urged the use of that paper in classes in English, current history,
commerce, and geography. Although a modification of the plan would
have been, in the light of later events, a great success, the cam-
paign as it was conducted failed so miserably that the managing
editor does not even remember anything about it.

Numerous books and magazine articles have appeared within the
last few years discussing the use of the magazine in the classroom,
but very little attention has been given the newspaper. Perhaps this
is just another indication of the writers' lack of knowledge of newspa-
papers, and of their better acquaintance with the magazine. Almost the
only mention of the newspaper in the classroom is that of the school
newspaper and its uses as a practice sheet for composition.

There have been so many discussions of the use of the magazine
in teaching history, current events, civics, and English composition
that there is no call for such a discussion in this paper.
The use of the magazine is good and any excellent results may be obtained from such a study. In class room work in current history and civics, the magazine has the advantage of being able to carry a complete narration of events, with editorial discussion. Some magazines contain a literary department, which is really a summary of the current literature. Examples of such magazines are the Literary Digest and Current Opinion.

The newspaper has two distinct advantages over the magazine. It discusses a wider range of subjects from day to day. For that reason, if for no other, it can be used oftener, and more. It has the added advantage of timeliness, so that a subject taken from the paper for discussion with the class is still "hot" from the press. How great an advantage timeliness is cannot be realized unless one has tried to teach current history during the crowded days of the war, when almost every hour brought dispatches of new events, and the sensations of the week before became ancient history with the posting of new bulletins. Under such conditions magazines were helpful in setting the background of the present campaign before the pupils, so that they would have the previous campaign history fresh in their minds. Especially helpful were the accounts by Frank H. Simonds in the Review of Reviews, and those in Current History.

One remarkable illustration of the inadequateness of the magazine dates back to 1912. Samuel Blythe wrote a prediction of the outcome of the national election, which appeared in a weekly magazine boasting a million and a half circulation.
The prediction appeared after the election had been decided.

Blythe was mistaken.

An advantage which does not exist has been claimed for the magazine—that of greater accuracy. Magazines cannot be more accurate than newspapers and follow their present custom of retelling the stories in the newspapers, and reflecting the editorial opinion of newspaper editors. Weekly magazines are actually symposia on various events, taken from the news and editorial columns of papers published in widely scattered regions of the United States. Following is a rare from the Literary Digest for February 24, 1923, illustrating the statement that the columns of the magazines are symposia, quoted from newspapers.

GERMANY DEFYING THE FRENCH STEAM-ROLLER

Hugo Stinnes, Germany's richest man, and, rumor says, the virtual dictator of her economic destiny, declares curtly concerning France's stranglehold on the Ruhr basin: "No negotiations by us. We shall fight it out." In terms equally explicit General Decoutte, commander of the French forces of occupation, announces that "never, until Germany makes adequate settlement for the frightful wrongs and damages inflicted upon my country, will I order my troops to withdraw." More than a month after the beginning of the Ruhr invasion correspondents report the situation to be something very like a deadlock with no weakening either in Germany's policy of "passive resistance" or in France's determination to bring her defaulting debtor to terms. "The first four weeks of the occupation have passed into history with negative results for all concerned," remarks the Brooklyn Eagle, and it adds:
France has shown that she has the power to starve and freeze Germany, and the German Government has shown that it can prevent France from collecting reparations by force." Nevertheless, says the Philadelphia Evening Public Ledger, "Germany is beginning to realize that she is standing in front of a steamroller, and that the more she stiffens her passive resistance the further the roller rolls." In another issue the same paper remarks that "The French are ready to stay in the Ruhr and wait until Berlin changes its mind, and as Germany is not now in a position to wage war, the sojourn of the French may be regarded as indefinite." To the New York world the struggle has all the appearance of an economic "trench warfare in which no sudden decision is to be expected." It will end, many editors remark, when one side gives in or both agree to accept mediation.

Neither France nor Germany would at present assent to mediation, declares Lord Curzon, British Minister of Foreign Affairs: and his opinion apparently is shared in Washington. But what about intervention? as Theodore G. Joslin, reports in a Washington dispatch to the Boston Transcript: "within three months developments incident to French occupation of the Ruhr will come to a head, according to official information which this Government has received from its observers overseas. At that time one of the Allied nations or a group of nations will intervene in the controversy which threatens the peace of the civilized world.

"It can be said on the best authority that the responsible officials of all the leading nations are agreed that intervention at that time would be worse than useless. France, at present, is solidly behind the Poincare Government in its determination to force Germany to her knees. On the other hand, unity among the Germans is more marked than it has been at any time since the fateful year 1914. France and Germany alike would take the strongest exceptions to intervention now by any nation, even the United States.
"Administration officials declare that one country or the other must "break" before anything can be done to bring about a settlement. The outstanding question from their point of view is whether Germany, suffering for want of food, or France, suffering for want of cars, will give way first. Germany certainly is in need of foodstuffs. Since the French went into the Ruhr, she has succeeded in getting two million bushels of wheat from Russia and a few small shipments of foodstuffs from sympathizers in this country, but these receipts do not begin to meet her demands. The shortage of foodstuffs is general throughout Germany and is acute in the Ruhr. Conditions will go from bad to worse until midsummer, providing the deadlock continues as long as is expected here.

It is clearly apparent, according to officials, that nothing short of starvation will break the spirit of Germany."

"I believe that the French will continue to occupy the Ruhr until Germany gives way by offering concrete pledges of reparations payments, and that if the Germans commit any act of armed aggression, the French Army will go straight through to Berlin without a moment's hesitation," says Hector C. Bywater in a London dispatch to the Baltimore Sun. He continues:

"I believe France to be in deadly earnest and far less amenable to compromise than when she first entered the Ruhr basin. Matters have reached such a crisis that she cares not a jot for British or American disapproval, and lectures, remonstrances, threats."

Turning to the American press, we find sympathy with France the prevailing note, mingled with misgivings as to the wisdom of her action. The Boston Transcript cites the words of General Degoutte, quoted earlier in this article, as expressing the attitude of "the friends and well-wishers of France throughout the world."
Appeal; and in the Manufacturers Record (Baltimore) we read:

"France has justification on its side from every possible standpoint for having taken possession of the Ruhr district, the heart of the coal and iron and steel industry of Germany. But widespread propaganda, influenced by the German interests, and possibly by some countries which were formerly France's allies, is trying to create a false impression by denouncing France for this act, justifiable from every financial and humane standpoint.

"The attack upon France by Germany was one of the most diabolical crimes in human history. Perhaps it has never been matched in all the records of mankind. It was carried out with a fiendish devilishness that smacked of the very sulfurous fumes of the lower world. Wreck and ruin marked the footsteps of Germany's accursed army, not simply the wreck and ruin of an effort so completely to destroy France's industries that they would never again be able to compete with Germany. History affords nothing comparable in the completeness and devilishness of this campaign.

The great business leaders of Germany, who helped to bring on the war for their own benefit, men who gloated in the criminality of the German Army, believing that it would forever cow France and every other country against which Germany might send its brutal troops, have been piling up their hundreds of millions of ill-gotten profits, placing them in other countries in order to escape taxation, have done their utmost to keep Germany from paying the bill of reparations. Practically deserted by England when it has sought to enforce payment of reparations, France was forced, with the cooperation of Belgium, to take possession of a portion of Germany in order to enforce the payment of some of the indebtedness of that country, since Germany would not voluntarily meet the payments."
land was never invaded, whose business was continued at high pressure during the war, and has been busier since the war than any other country in the world, is not able to meet the reparations bill, is absurd on its face."

A diametrically opposite viewpoint is reflected in Mr. Hearst's New York American, which pillories both France and England as "plunderers out for the loot without regard to how they get it," and characterizes France's treatment of Germany as an outrage.

"Still another American attitude is that shared by many papers with the New York Globe, which sympathizes with France but doubts the success of her action in the Ruhr. France wants safety, explains the Globe, and her dilemma lies in the fact that "France can not have a weakened Germany and a Germany able to pay at one and the same time." And in the New York World we read:

"A month has elapsed since M. Poincaré entered the Ruhr. The results so far are not brilliant. Neither reparations, coal nor money has been collected in amounts that begin to pay the costs of the expedition. The cost of living has risen in France. French credit has depreciated. The Lorraine industries are badly hit. There are strikes everywhere, not only in Ruhr and the Rhinsland but in the Saar and in Northern France."

Another advantage has been claimed for the magazine—greater literary value. However, many news stories are literary masterpieces, while many magazine articles are trash, as surely as are some news stories in daily papers.

One great advantage of newspapers in the school room is that by means of it the pupil learns how to read discriminating—
ly. They are unable to judge the value of a story by its position. They have no sense of discrimination between gossipy, editorially written scandal stories and those of news value. In writing of the value of studying newspapers, E. E. Slosson says, "The histories which we prize most highly are those written by contemporaries. Xenophon, Tacitus, Caesar, were all concerned chiefly with the events of their own time, and used the past, quite properly, to explain and illuminate the present.

"Among the Ancients", wrote Isadore of Seville in the seventh century, "no one wrote history unless he had been present and witnessed what had been described."........if Thucydides had not been exiled twenty years we never would have had the history of the Peloponnesian War. .... But to turn an untrained reader loose on half a dozen metropolitan Sunday papers in the expectation that he will gain from them an intelligent idea of the world about him is as cruel as it would be to put him in a room filled with medieval annals, lives of saints, and feudal legal papers. In either case he would gain plenty of facts but no philosophy of facts. .... and the student who enters history through the portals of journalism will unconsciously learn one lesson of the highest importance; he will have got the sense of the continuity of history........\(^1\).

Concerning the reliability of the modern newspaper Spencer says, "A modern newspaper statement, though probably true, if quoted in a book of testimony, would be laughed at; but the letter of a court gossip, if written some centuries ago, is thought good historical evidence."1.

"They (newspapers) are controversial," says James Ford Rhodes, "and being written without knowledge of the aim, cannot bolster any cause without making a plain showing of their intent. Their object is the relation of daily events; and if their relation is colored by honest or dishonest partisanship this is easily discernible by the critic from the internal facts. As the journals themselves say, their aim is to print the news; and much of the news is present politics."2.

To be sure, inaccuracy sometimes creeps into news stories through carelessness, ignorance, or wilful distortion by the management, but the ideal of truth is before the eyes of every real journalist. Inaccuracy itself, when it does appear, can be turned to good account in the classroom, for every student should learn to weigh statements; not to accept them as he finds them.

In 1921, the Review of Reviews sent out a set of test questions on current events. They were not "catch questions" calling for freak memories. They called for a knowledge of 20 frequently mentioned names, such as W. G. Harding, Lloyd George, H. C. Lodge, Charles G. Dawes, Judah Landis; ten places often mentioned in the current press.

1. Spencer, Herbert, "Philosophy of Style".
women, with a grade of fifty-five per cent surpassed eighth
grade students by only thirteen per cent, and that they were only
five per cent better than third year high school students.

Speaking of this examination and the results, Julius H. Barnes
said, "Unless colleges teach current events, young people while
getting an education in school and college will put off learning
how to study them until after their school days.

"Where current events are studied and tested, young America
can easily be taught how to read, to enjoy reading, and to think
straight about critical current events.

"What hundreds of teachers are already doing well, thousands
can do so well that students will not lack training in an analysis
of current events.

"No democracy can expect straight thinking from a public that
is not trained while at school to read regularly, to enjoy, and to
think straight about current events." ¹

"Too often the newspaper editor is forced to the defence:
'I must give my readers what they want. I'm sorry that the public
likes this kind of newspaper, but an economic law compels me to
furnish it the commodity it will pay for.' Better newspaper
readers will make for better newspapers. If a million high
school pupils were taught to read their papers with discrimination,
were taught to distinguish the significant from the trivial, to

64, p. 385.
just those attempts to play on the baser emotions, the American press would quickly respond.

"And herein lies the social value of a study of the newspaper in the schools." 1

No man who is at all busy can read all the news in a metropolitan daily. One day's issue of some of the bulky New York and Chicago daily papers contains more printed matter than any of Dickens' works. The student must be taught what to look for in the papers, when to look for certain stories, and where. He should be given some hint of the editorial and news policy of the papers he studies. He must be shown that the advertisements constitute for many persons as great a source of news as the first page stories do for others.

After all, there is nothing new that I am trying to introduce, merely something that was known "long since and lost awhile".

During the colonial days when newspapers were few, they were hung by a cord just inside the tavern door. Frequently a sign alongside read: "Gentlemen learning to read will please use last week's paper, as those wishing to get the news may want to read this week's paper."

1. Thorps, Merle, formerly professor of Journalism, University of Kansas, "High School Journalism in the Modern High School", Johnson and others.
HISTORY.

The newspaper can be made of great value in teaching history. During the war papers published long accounts of battles, of conditions along the battle fronts, and in other regions of Europe. Pupils in the schools became used to the idea of going to the newspapers for accounts of the progress of campaigns, and of battles. They came to depend upon these sources.

This use can easily be continued, because current history in Europe and in the United States still occupies much space in the daily papers. Not only current history, but past history as well can be made more interesting to the average pupil through discussion of news stories related to the subjects studied.

Whether the students are reading about the Thirty Years' War or the crusades, the Battle of Teutoburg Forest or the war of 1870, conditions in the Middle Ages of the Revolution of 1848, the Ruhr basin or the battle of Adrianople, the Hejira or the fall of Constantinople, the newspapers are rich in references that will explain and coordinate the past and link it with the present. And after all, what other reason is there for the study of history?

Almost every newspaper is full of American historical references, so that it is almost impossible for anyone to pick up a daily paper without finding in it some timely reference to the history of this nation. By watching for a day or two the teacher should be able to
straining

Swing are a

few clippings I took from a paper to illustrate this point. Had I
attempted to cover more than history, the clippings would be too
bulky.

Taking them in their chronological order I find the following:

By the Associated Press.
Athens, March 11.—It is estimated that
150 Greek officers and men were drowned
yesterday when the Greek transport
Alexander capsized and foundered during
a fierce gale between Salamis and
Piraeus. The transport had on board
250 officers and men on furlough from
the cruisers Georgie, Savroff, Kilkis
and Lemnos.

If the class is studying ancient history, a present reference
to Salamis and the Piraeus will increase interest in the geographical
positions, showing that the places are real, still inhabited by
man, and that the weather is still unreliable. Newspaper stories of
discoveries of tombs give a still different angle to ancient history.

Just the mention of the La Rochefoucauld tapestries brings
to the history student a wealth of associations, but the high school
student, who probably has never heard of them, will take new inter-
est in the Middle Ages, in Humanism, and in the Renaissance
when such a story as the following is placed before him under the
teacher's direction:
When it became known that John J. Rockefeller, Jr., had purchased for $1,000,000 the famous La Rochefoucauld tapestries, the ire of the French press was aroused. They charged that the owner had agreed never to permit the art treasures to leave France. The tapestries date from 1650. The tapestries are now in the New York home of Mr. Rockefeller.

The numerous stories that have appeared on the Ruhr situation may be cited as examples for the use of students of European history, but I shall pass them by and include a number of interesting stories concerning American history.

Stories of first things always interest young people. For that reason this account of Ysleta is especially good.

**ISLETA, N. M., FOUND BY CORONADO IN 1540**

Town claims to Be older than St. Augustine, Florida.

By the Associated Press.
El Paso, Texas, March 11.--Ysleta, Texas, and Isleta, N. M., are two different towns, but their history has been confused for perhaps a century. Now and then some one makes the claim that Ysleta, Texas, is older than Augustine, Fla., said to be the oldest town in the United States. Yet in reality it is Isleta, N. M., if either, which is older than San Augustine, modern historians say.

Records have been found which credit Coronado with establishing a town in 1540 named Isleta or Ysleta. Some historians in their research tried to establish the identity of that town 12 miles from El Paso, known as Ysleta. Now, however, it is well established that Coronado was not close to El Paso, and that the nearest he got to this city was about 12 miles south of Albuquerque, N. M.

The same distance from Albuquerque as Ysleta is from El Paso, is a town called Isleta, which is the one probably referred to by Coronado.
When France, busied with her own troubles, takes time to observe the birthday of Washington, mention of the fact and discussion of the relations between this country and France at the time of the Revolutionary war is worth while.

PARISIA'S OBSEs 'ASHI'NGTO N'S DAY

By the Associated Press.
PARIS, Feb. 22.--An American flag flew from the Paris city hall to in the honor of George Washington. The flag was presented by W. Alexander of Philadelphia, through the French embassy at Washington. It was accompanied by letters from President Garfield and the governors of 22 states.

Likewise, any light on the family history of Lincoln is valuable, and is interesting to high school or to grade students.

LINCOLN'S PAST PRAISED

By the Associated Press.
Chicago, Feb. 11.--Abraham Lincoln's father, Thomas Lincoln, was given his share of credit for contributing to the greatness of his son, in an address here today by Dr. E. J. Gigrand of Batavia, Ill., president of the American Flag Association.

Anything that connects the past of this country with the present is valuable. Few children will fail to respond to the following story concerning Andrew Jackson.
LAST SURVIVOR OF "OLD HICKORY'S" HOUSEHOLD DIES.

Woman Who Played at "White House
As Baby Answers Beckoning
Angel.

By the Associated Press.

NASHVILLE, Tenn., Feb. 3.--
Mrs. Rachel Jackson Lawrence, daughter of
General Andrew Jackson's adopted son, died
here today. She was the last surviving
member of the Hermitage household of
"Old Hickory's" time.

Mrs. Rachel Jackson Lawrence, who when
a child played in the White House at Washington
back in the thirties, was the only surviving
member of the immediate household of Gen.
Andrew Jackson, seventh president of the
United States. Mrs. Lawrence was the eldest
child of General Jackson's adopted son,
Andrew Jackson Jr., and his wife, Sarah
Yorke Jackson.

Andrew Jackson Jr. was born at Donelson,
being a nephew of Mrs. Jackson, but while
an infant he was adopted by the general
and his name changed by legislative
enactment to Jackson. While the general
as president, the adopted son married
Miss Yorke, member of a Philadelphia
family, and their first child, christened
Rachel after the general's wife, was
born at the Hermitage near Nashville, Tenn.,
Nov. 1, 1832. Two months later little
Rachel was taken by her parents to Washington,
the journey requiring two month's travel.
General Jackson had become impatient for
the presence of the White House of the
baby of whose birth he wrote, "accepting
it from providence as one of its kindest
blessings."

General's Companion.

Several times during General Jackson's
term the little family of Andrew Jackson
Jr. made the long trip back and forth
between the White House and the
Hermitage, and when the general finally
returned to Nashville at the end of
the term the little granddaughter was
in the party accompanying him to Nashville. After that time, until the general's death, June 8, 1845, when she was in her thirteenth year, little Rachel became more and more the object of his tender devotion. The child became the almost constant companion of the stern old warrior. Morning and evening, when he made his rounds of the Hermitage plantation, the little girl rode before him on his horse, "Sam Patch", the charger presented to Jackson by the citizens of Philadelphia in 1833 during a tour of the north.

During the long days at the Hermitage the little girl played on an old-fashioned bed in the general's bedroom, where the general would sit before the portrait of his dead wife.

To only one place the little granddaughter never accompanied him. Every evening at sunset he went alone to his wife's tomb in the Hermitage garden, where he stood bareheaded. Little Rachel always awaited him at the garden gate. Only a few days before his death, on her return from school in Nashville, the general called the child to his bedside and placed around her neck a quaint beaded chain to which was attached a miniature of the one for whom she was named. He bade her wear and cherish it, a command most faithfully carried out.

After General Jackson's death young Rachel and her parents continued to make their home at the Hermitage, and there she was married on Jan. 23, 1853, to Dr. John Marshall Lawrence of Tennessee.

Devoted to Husband

Mrs. Lawrence's married life was devoted to the interests of her husband and her several children. During her widowhood of more than 30 years, she had grown more and more retiring. Only twice did she address her efforts to public causes other than those involved in the care and preservation of the Hermitage. At the St. Louis world's fair, Tennessee's building was a reproduction of the Hermitage and of this building Mrs. Lawrence acted as hostess.
Before that, when Tennessees celebrated the state's centennial with an exorsion, Mrs. Lawrence served on the local board of women commissioners.

In 1856 Tennessee purchased the Hermitage property to prevent to the government to be used as a second West Point, and the Lawrence family moved to their own home, "Birdsong," two miles distant from the historic Jackson home. There Mrs. Lawrence spent her subsequent years, journeying over to the Hermitage now and then to join in welcoming there some visitor of unusual note. One of the most interesting of these occasions was when President Roosevelt visited the Hermitage in 1907.

Mrs. Lawrence will be buried in the Hermitage garden beside her husband, where sleep General Jackson and his wife and other members of his household.

CIVICS.

If the class in civics is studying legislation, nothing could be better devised to arouse interest and illustrate methods of law taking than study of the paper from day to day or week to week. From the first meeting of the legislature till it adjourns something arises each day that can be used with the class. When the committee on committees is appointed, the paper will name the members and tell by whom they are appointed. Perhaps there is a representative from the town in which the pupils live. That adds interest to the committee. Then this committee on committees announces its appointments; there is now interest for the class. The members of some of the committees are certain to be recognized, and, by reading the papers, the class becomes almost personally acquainted.
with the legislators. Then the legislature really starts action the progress of bills may be followed from notice to the governor's signature.

National legislation may well be studied at the same time, especially if Congress is in session.

A case up for trial before the federal court may be made the basis of a study of the federal judiciary system, and a case before the district court the basis of a study of the state judiciary system. The news account of a case will interest the class in the court, and a visit may even be made to the court room to supplement the text and newspaper study.

Since the arrangement of any text material is usually arbitrary, any teacher of experience may feel at liberty to change the order of studying the subjects presented. Almost every class in civics needs a text for guidance and reference, but the order of study may be changed entirely. "Government and Politics in the United States," by Wm. B. Guitteau is outlined from the study of local government to state government, and thence to national government. The teacher in charge of the class may desire to use a different method of outline.

I would suggest a study of the various divisions of government if the teacher expects to make the fullest use of the newspaper. If the study falls on election year, that phase of American political life may be used near election season; otherwise I should begin with the study of the executive branch of
Government, unless the legislature were in session when the class began the study. If a case in which the pupils are interested is being tried, it may be well to begin the study of civics with the judiciary system.

**Commercial Geography and Economics.**

I have seen a teacher trying to present commercial geography from a text book in which there was only the most perfunctory interest. She attempted to teach the pupils the facts about the lakes system of the United States, using only the text. She did not discover till one of the wisemake boys in the class brought her a newspaper clipping, that there was such a thing as a deep waterway project to dig a canal that would give the lakes region an outlet to the sea.

Economics, commercial geography, and the study of the newspaper go together. Within the last month many have been printed in the papers of the country, showing the Ruhr basin, the disputed territory in the Near East, the proposed Nicaraguan canal, the construction work on the port of Rio de Janeiro, the earthquake radio of Chile, and the oil fields of Texas and Mexico. There have been pictures of log jams, forest fires, cotton fields, sheep flocks, flour mills, manufacturing plants and manufacturing cities, steam and electric locomotives, mines, smelters, bridges, waterfalls, ships, bays, and storms on land and sea.

Stories have appeared in papers featuring geographic and economic news of universal interest, such as the passage of a trainload of silk through the city, the finding of a rich body
of ore, the merging of huge companies, discovery of oil and the meaning thereof, prize-winning pies, and record yields of corn and potatoes.

Training students to use the newspaper in the study of commercial geography and economics has a direct benefit, in that it gives a better knowledge of the resources of the country and the world in which we live. Such study also trains the pupil to interpret the newspaper as he reads it.

ENGLISH COMPOSITION.

English composition is one of the easiest subjects on the high school curriculum to teach in a routine manner, but one of the hardest to teach well. Telling a student to write a topic sentence to a paragraph is one matter; leading him to do it unconsciously as well is another. In far too many schools English is taught by instructors of other subjects; of all subjects taught, that one most consistently used is given least attention. Under such conditions teaching English becomes a bore, and the study thereof, drudgery.

Whether the teacher is interested in mathematics and physics, teaching one class in English as a "filler in," or whether he is primarily interested in effective English, there is no better way of making the subject live than through writing for print. In the study of English composition the subjective study of newspapers is of as great importance as the objective study. In this subject, subjective and objective study should go together. The pupil may read news stories and editorials, but not until he attempts news writing will he see the real significance of terse, powerful English.
Some teachers have gone so far in the use of the newspaper and
news style as to turn "The Idylls of the King" into newspaper
English and print them in newspaper form. The classic that
has claims to greatness is butchered by the student who knows
no more about writing a news story than he does about writing
an Idyl. Such practice, of course, is ridiculous, and is
only to be denounced

in beauty and in life as expressed in literature is to rob him
of a heritage that cannot be replaced. The mind of every student
should be full of associations formed with the productions of
writers of all time. To rob him of any of these is to rob him
of so much life. No amount of study of the newspaper in school
can replace such a loss. The use of the newspaper is not to
parody or paraphrase the classics, nor to displace them. It
does not supersede—it supplements.

The average high school or college student gets the idea that
there is nothing in composition for the ordinary fellow after all.
He doesn't admit that he is ordinary in all things, but just
in English composition. "After all," he argues, "I can write well
enough for a friendly letter, and that is all I ever expect to do.
Let the fellow who wants to be a novelist or a poet study metaphors
and similes." He forgets that a knowledge of English will help
him in any work he undertakes. It is difficult, though, to con-
vince a high school sophomore that writing a 'theme' will ever
be of any benefit to him.
Even if he admits it, the benefit is so far in the future that it has not attraction for him. Anyhow, something may turn up, so that he will be able to write the kind of letter he knows he wants to write.

The high school student, despite the effort of teachers, fails to recognize rhetorical principles as his friends. Instead, he looks upon them as bores, to be avoided whenever possible. When such a student becomes interested in a newspaper story of the football game between his high school and a rival school he has taken the first step, if guided right, toward an appreciation of the tools with which he speaks and writes. Let him try to reproduce such a story as the reporter who "covered" the game for the paper prepared for print. Let him try to recount in his own words the progress of the game. Then show him where he has failed and he will willingly study the language with which he has worked. Let him learn that the reporter who has told an interesting story used the tools he scorned to use and he will be more ready to pause, at least, to become acquainted with them.

Almost every kind of good prose writing can be found in the well edited newspaper. The oration of a man nationally known, the feature story that is in reality a well chiseled cameo, the editorial that is a clean cut argument or lucid exposition, all have their place in the good newspaper. Such a paper is a bank upon which the teacher can draw at will. He can show how the writer for the newspaper, in order to tell his story well, places his argument in an advantageous way, or explain his problem, has
used the very tools of rhetoric that the pupil has neglected. He can show how these tools are used to tell the very story that has unsuccessfully attempted in the classroom. As a result, the pupil tries to imitate the reporter or the editor whom he admires, and gradually comes to the use of forceful English. The use of the language which he has acquired through the study of the newspaper carries over into his other writing, so that themes, once so lifeless, become tolerable— and to some a genuine pleasure.

Once the attention of the high school student has been turned to journalistic writing he wants to put his ideas into actual practice. The result of this desire is that there are three types of print in the high schools of the United States. They are the school magazine, the school newspaper, and the school correspondence column.

The school magazine, fortunately, has become almost obsolete. It is usually a collection of verse, essays, stories collected from English classes, and jokes taken from Judge or the Ladies Home Journal. The magazine has an advantage over other forms of publication in that the leisureliness of production allows greater revision. However, the high school magazine often contains a great deal of drivel, because students, at a moralizing age, tell didactic stories and write sentimental verse which they mistake for literature.

The school newspaper is perhaps the ideal outlet for students in a large institution, as every student with the inclination

1. Louise Leonard, an English teacher in Butter High School a few years ago made what seems to me to be an excellent use of the magazine form.
has the opportunity to write for the school paper, and to see his product in print. The great disadvantage of publishing newspapers in large schools is that few persons, relatively, are able to study newwriting. The class must be limited. Some large high schools, among them Pasadena, California, emphasize what they call "Journalism" attempting to offer what would be courses in professional journalism if they could be carried out. Such courses compare with attempts of high schools to teach forestry, sylviculture, or agronomy.

The chief difficulty is that they are beyond the understanding of high school students, whose minds are not sufficiently mature to grasp the significance of the problem suggested. The department of journalism of the University of Wisconsin, which has been supervising high school newwriting in that state for a number of years, advises against the use of the term "journalism" in high school newwriting. From the experience of the directors of that department, application of the term "journalism" gives the student the mistaken idea that when he has completed such a course he is a full fledged reporter.

Another fault in such courses in average sized schools is that it is difficult to find instructors who can teach classes in English and such elaborate courses in newwriting. In such schools it is necessary for one person to teach both subjects. So few English teachers are conversant with newwriting and practice that instruction in the newspaper is problematical, and in newwriting, sketchy.
The ideal training for a teacher of English and news writing is a foundation of both branches of work. To find a competent English teacher is comparatively easy; to find a teacher of news writing not extremely difficult, but one who can do both successfully is rare. If the work is placed under the supervision of a teacher ignorant of his responsibility, the students in the class, the paper, and the school, all suffer. The best solution is a teacher who can do both.

Within the last two years a number of calls have come to the school of journalism of the University of Montana, for teachers who know English and newswriting. The only salvation for high school courses in news writing is for school authorities to recognize that a teacher without special training cannot teach newswriting successfully.

The following suggestions for a class in high school newswriting I have prepared after teaching such a course, and after comparing notes with other teachers.

Presuming that the class in high school newswriting publishes the high school paper, or conducts high school correspondence for the local newspaper, I submit the following suggestions for organizing the class and conducting the work.

Selection of the class.

Admit no students to the class who have not completed at least two years of high school English. It is even better to limit the class to seniors, except that there would be no old students to carry on the leadership of the work, without which it becomes extremely heavy for the teacher. If the class personnel is changed each
semester so that about half the membership is new the work will
be more easily carried on from semester to semester. Do not
permit any student to take more than one year of news writing in
high school. If he does, his work becomes one-sided and over­
balanced, because he has not the necessary background. Only students
with wide background should be permitted to carry more than one
semester of news writing.

Restrict the membership of the class to those students who
have made a high average in English, and who have, in addition,
the recommendation of their last previous English teacher. Make
enrollment in the class a privilege and an honor.

Selection of the staff.

Various methods are used in high schools for choosing the staff
of the paper. In some high schools the editor is elected by the
student body, and he in turn selects the members of the staff. In
others, the editor is chosen by the governing board of students and
faculty members. In still others the editor and the staff are
selected by some member of the faculty. No matter who chooses the
editor or the staff, there should be some member of the faculty who
will act as adviser to them and on whom will rest final responsibility
for the paper. In such case it is only fair to the teacher in charge
that he have some part in the selection of the editor and staff.
If the editor is elected by the students, or is chosen by a governing
board, then the name of the candidates should be submitted by the
faculty adviser or at least passed on by him.
Whether chosen by the governing board, the students, or the faculty adviser, the editor should have the appointment of the members of the staff. The selection, of course, is made from the approved class in newswriting. Even after the selection of the staff, however, the faculty adviser should pass final judgement. The very fact that the teacher has the final authority has a good effect upon the selection. No boy likes to have his judgment disapproved. In consequence, he will appoint those persons whom he thinks will do the best work.

The editor should have the selection of the other members of the staff, with the approval of the adviser, for it is he who has to work with them, though, of course, the final responsibility rests with the teacher. The very fact that the editor is an immature boy may cause his judgment to be somewhat warped in favor of his friends, or may cause him to be actuated by motives of jealousy. In such cases the judgment of the teacher is necessary to maintain harmony, and to secure greater amount of ability in places of responsibility.

On every staff there should be an associate editor, who can take the place of the editor in case of illness or other enforced absence from school. The associate editor does not need to have had experience. He does not have the responsibility, but is learning to edit. He should learn how to do each kind of work about the paper, and should be editor the next semester.

Two news editors are necessary, so that there may be someone always ready to go on with the work of making assignments, checking
up stories, and reading copy. If the assistant news editor has the responsibility of making up the paper he will feel that his position and title are not empty, and the responsibility will rest upon one person. In order that there may be no times when the assignments are not put up, the assistant news editor should be given that task sometimes, and likewise, the news editor and the associate editor should have the responsibility of making up the paper. In addition, the assistant news editor should have the responsibility of showing each student in the class how to make up a paper.

Copy reading may be done by the entire class, the news editor, the associate editor, or by the editor in chief. Sometimes it is advisable to have someone appointed as copyreader, someone who watches carefully for mistakes, and who knows a mistake when he sees it. Heads may be written by the copyreaders, editors, or the entire staff, under the supervision of the teacher in charge. The last is perhaps the best way with high school pupils in class in news writing, where the object is to teach, as much as to publish a creditable newspaper. As a matter of fact, five or six students could publish a better paper than twenty. The chief aim, though, is to teach newswriting, and through it, English composition.

The remainder of the staff may be selected with little difficulty. It is necessary to have class reporters, a sports reporter, a society reporter, and as many other as there are extra class activities. In addition each student should interview a teacher each week.
The sports reporter does not need to be a member of an athletic team; he does not even need to be a boy. Some of the liveliest, most interesting sports stories I have seen in high school papers have been written by girls. The boy who is interested in sports, and who reads newspaper accounts of games continually, has in mind always some hackneyed phrases he desires to use, to the detriment of the story.

The society reporter does not need to be a society girl. It is better if she is not a social leader and does not belong to any "sets". If she does she is likely to try to give too much space to the clique to which she belongs, and too little to other students and their activities.

The exchange department of high school papers is too often neglected. Exchange editors frequently adopt a critical attitude, attempting to tell what they think is bad about the papers in the exchanges, and to pass over the good points. In so doing, they lose an excellent opportunity for service.

Almost the only news of other high schools comes to pupils through letters, sports stories, and visits of friends. They are much more interested in the fact that Havre High School has adopted the honor system than they are in the fact that the Havre High School paper ran a stale joke on page three. The average high school student cares nothing for the opinion of another student concerning a paper in another part of the state, or in another part of the United States. He is interested in news; that is what the exchange editor should attempt to give him.
To get actual results, every member of the staff should know that he is on continual probation; that the first time he shows unwarrented laxness his place will be filled by some one else just as capable, a little more reliable. At the same time, the members of the staff must feel that they have the confidence of the teacher and editor. With a group of adolescent boys and girls, idealistic, changeable, childish, and mature, watchful trustfulness is an excellent policy for the teacher in charge of a class in news writing, and of a high school paper.

Financing the school paper.

The income of high school papers, as of others, is from two sources, subscription and advertisements. Subscription should be by the semester, paid in advance. Advertisements need not be sold at a low rate, for school papers are read more thoroughly than other publications. Generally speaking, the advertisements should pay for the printing.

Teaching the class.

To one inexperienced in teaching news writing, the task looming ahead is anything but easy. So many things to be done, so many kinds of thing to be done. Grammar to be taught, punctuation and spelling to be watched, and a correctly written news story the end in view. The students cannot write news all the time—nor rather news all the time—and must be given work between such assignments to give them background for future work.

To such a teacher I would suggest that one day a week, Monday,
preferably, be given over to discussion of events of the week, as narrated in newspapers. Tuesday and Wednesday may be taken up with lectures, demonstrations, drills, tests and quizzes. Thursday may be given to finding and writing news. Friday may be used profitably in going over the paper carefully, criticizing it, favorably and unfavorably. If one day is too little time in which to write and edit news, the stories may be collected and written Wednesday, and edited Thursday. Unfortunately that leaves but two days for work not directly concerned with publishing the paper.

For the first two or three weeks of school the teacher will be so busy teaching the difference between news and editorial; teaching how to write a presentable lead; showing how to stop writing when the story is complete, that he has little time for anything else in the class. At this same time, though, he has to choose the staff, put the reporters to work, show the news editors how to find assignments, how to put them up, and then how to read copy. Finally, he has to teach all the class how to write heads, guide the editor in his editorial policy, start the business manager on his campaign for advertisements, get the bids for printing, carry on a campaign for subscriptions, and coordinate all these activities. Altogether, the teacher of newswriting has enough to keep him busy.

For guidance he should have all the text books on news writing, reporting, correspondence and editing that he can find.
They are not necessarily put into the hands of the class members. I have had greater success in teaching high school newswriting without books than with them. To be sure, the teacher can save himself a great deal of work if he gives books into the hands of the class. If he does, though, he sacrifices efficiency. The majority of books on newswriting are so interesting to high school students who care anything about the art that they want to go ahead and read the whole book. When they have completed the volume they do not care to repeat what they have gone over, for to do so would be drudgery. If books are put into the hands of the students it should be for a limited time, under class room supervision of the teacher, who has a definite object in view, and a certain number of pages that he desires read for a very definite purpose.

Much the best way of teaching newswriting; at least judging from my own experience, is to prepare lectures which the students are to take in the form of notes for a news story. If necessary, let them take the lecture as the teacher give it, verbatim. If the students write a complete news story after the lecture, they will have accomplished a twofold purpose; they will have had practice reporting, and will have the notes of the lecture written in convenient form for a permanent notebook.

These lectures should start from the simplest form of newswriting, the news paragraph, on through the lead, the straight news story, definition and evaluation of news, methods of handling stories, selection and comparison of good news stories, copy reading, and head writing. Enough of the lives of great journalists may be studied through reports by members of the
class to give them some background in the work they are trying to do.

Every teacher has to work out his own problems. What I have given as the skeleton of a course in newswriting might not work in all schools. Some classes might have to be given more drill in grammar, spelling, and punctuation than in actual newswriting; others might progress much more rapidly. With a flexible outline such as I have indicated, however, a teacher who has had contact with newswriting could work out the details of a course and publish a creditable high school paper.

Criticism of high schools papers are plentiful. Professor Thorpe, of the University of Kansas, says of them, "In general the high school paper is a plaything. It is brought forth in ignorance, both on the part of the faculty and students. In too many cases it is distinctly harmful, in that it presents to receptive minds low ideals of humor, faulty emphasis on news values, and poor standards of business methods. It is a waste of energy and vitality."¹

Professor Thorpe justifies the school newspaper, however, if it is properly supervised, as a means of creating greater interest in the school.

The greatest drawback to more general use of newspapers is the expense of publication. As a rule school papers are only for the larger high schools, because they are costly.

¹ Thorpe, Merle—"The Modern High School", by Johnson and others, page 491.

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A high school of 150 students, for instance, can ill afford to publish a paper, though there are several in the state that are doing so. In a high school with the number of students I have indicated, subscriptions can hardly bring in more than $150. Advertising cannot well be sold on such limited circulation, for more than twenty cents an inch. Under such circumstances, unless the printer gives his work for much less than cost, the paper will have to be largely advertising to pay its way. One high school in Montana has paid as much as $65 an issue for printing a four page paper.

At the other extreme is a new departure in high school newspaper making in Montana. Three or four schools have been issuing mimeographed editions. Among these the most pretentious that I have seen are the Prairie Star published last year at Rapelje, under the supervision of E.E. Ericson, and the Bitterroot, published this year at Victor, under the guidance of Miss Frances Mills. Both papers are complete, even to cartoons.

Although such papers are interesting as an experiment in newspaper making, they are scarcely practicable, even for a school too small to afford a printed paper. The expense of such a paper is not great, but the labor of typing in double columns, so that the margins are even, and of mimeographing, soon becomes drudgery to the most enthusiastic student. The effect of this drudgery is to offset the good results of the paper itself.
Solution for small high schools.

There is no reason why training in news writing should not be as thorough in the small high school as in the larger one. Indeed, since the English teacher in the small school has all the English work, he is able to teach news writing to all the members of one class each year. In that way, all the students of the high school receive such training before they leave the school. Unfortunately, this cannot be the case in the larger high school, where there are so many students that such a course would be impracticable.

The solution for the small high school is school correspondence for the local paper. If it so happens that the village is too small to support a paper, or if the high school is located in the country, as they are in some parts of the state, correspondence from the school may include news from the whole community, and not from the school alone.

Students in such schools have a great advantage over those in larger schools, because they are not confined to school news. They are not confined to writing accounts of athletic games, progress of classes, and interviews with teachers, good and interesting as such accounts are. If a wedding takes place, or a birth or death occurs in the neighborhood, the students of the small school have the opportunity to write an account of it. If a farmer raises a big yield of wheat, if his steers sell for a fancy price, if the grasshoppers eat all his alfalfa, the students have material for a story. In fact, everything that occurs in the neighborhood is theirs to use.
as class material. Their field is ideal.

Every editor who makes any pretense of being an editor of a live weekly or semiweekly paper, is glad to secure and to print such correspondence, especially if it is put in presentable form. He is glad to give credit where credit is due, for in giving credit to the pupils of a particular school he increases the number of readers of his paper, increases the interest, the circulation, and his own income. He welcomes such correspondence.

because the students are not able to cover news of the whole community in their correspondence for the paper. They may do so for their own practice, and write school news for the paper.

The teacher has a wonderful opportunity to serve the school and the community with school correspondence. He has the opportunity not only to teach the students how to write interesting and effective English, but to inform the patrons of the school of the work of the school, and to sell to them, through the interest he has aroused, the idea of greater educational service, of greater educational facilities in the community.

If the teacher of agriculture in the school is teaching the class to make milk tests, these tests are made the subject of a news story. Sometimes enough interest is aroused for regular tests of all the dairy herds in the community to be made by the herd inspector. The agriculture teacher may be enough interested in swine to demonstrate, through examination of herds, the good and bad points of various breeds and individuals. He may be interested in eradication of pests, and give practical demonstra-
tion thereof. All such work is material for the class in 
newswriting. Such stories react to the benefit of the school, 
and of the pupils. If the teacher wants to take a selfish 
viewpoint, the stories react to his benefit as well, for the 
patrons become interested in the teacher who makes such 
correspondence possible.

However, if teachers or superintendents take too selfish 
an attitude, they defeat the very purpose they would like to 
attain. They lose the interest of the patrons of the school. 
To rouse the maximum amount of interest the stories must be written 
by the pupils, not by the teacher or superintendent. The 
patrons do not care so much for what an official of the school 
thinks as they do for what their own children say, for the 
simple reason that they are not so greatly interested in the 
officials as they are in their own children.

From the standpoint of the pupils, correspondence by an 
official is deadly. The students are those who should derive 
the benefits of instruction, criticism, and practice. The 
official should not need the practice; at least, he should not 
need it to the extent that he would be willing to rob the students 
of the privilege of getting it. If an official of the school 
writes the correspondence, the patrons will receive the viewpoint of that official, and not that of the pupils. To be sure, 
this official will say that the adult viewpoint is the only fair 
one to take, but too often he uses the correspondence column.
to curry favor with the patrons, and with members of the board of trustees.

Following is a specimen of correspondence from one school, written by the superintendent.

This correspondent never tells what individual teachers or pupils are doing. Patrons may look through the school notes in vain seeking specific news of the schools. Instead they see that

"Thanks to the ceaseless efforts of the Board of Education, the service of an efficient teaching corps and the willingness on the part of the people to co-operate in this important work, has good schools." They see that

"There are enough school people in Montana who have a love for the state and the cause of education to sacrifice and fight on, believing that the people will soon see the folly of cutting the life out of their school system, believing that sacrifice and labor at this time will be rewarded in the not far distant future." They see that

"Within the teaching experience of the writer, the co-operation of the teachers and the willingness to render service regardless of financial compensation has never been better. It is such service that saves money for the taxpayers by the elimination of waste, by preventing retardation, by interesting boys and girls in the value of labor and service to others. The completion of the task is the goal. Time service is not a consideration."
The writer of such notes may have the welfare of the school at heart, but even so he does not succeed in securing the co-operation of the patrons so completely as does he who permits pupils to write school notes.

Co-operation, desirable as it is, is not nearly so important a consideration as benefits to the pupil. The practice of writing school correspondence is of doubtful value to the superintendent; it is of inestimable value to the pupil.

Below are some examples of school correspondence written by seventh grade pupils in Glasgow, Montana, under the guidance of Miss Ames Osterberg. Although they are not so far advanced; although they do not write so skillfully as the superintendent or high school pupils, they secure and hold the interest of the patrons to a greater degree than an official can ever hope to, because they are writing for persons who are vitally interested in them. And this is not taking into consideration the chief aim of news-correspondence—to teach children to write.

First Grade News.

The first grade pupils are getting stars in reading. Those who can read a page in advance and read it well, will get a star.

In the first grade room they have a sand table. It is fixed to represent Peter Rabbit caught in the fence when he tried to steal carrots out of the garden. There is a house near by and a fence which encloses the garden. Peter Rabbit is a sad picture indeed.—Lilah Ackerman.
Fifth Grade News.

The fifth grade teacher of the south side school is now reading to the class a book named Anne of Green Gables and they are enjoying it very much.

The fifth grade pupils also put up a program last Friday. Those who put it up were Cecil Meiers, Horace Mann, Aileen Christoffersen and Katherine Cahill. The program consisted of singing and readings. They are going to have a program every two weeks on Friday."

Russell St. Clair.

Eighth Grade News.

We eighth graders, following the suggestion of our teacher, have organized our class. As yet we have no constitution, but will have as soon as the committee gets a little more energetic.

We have just adopted our class colors which are orange and black.

The officers are Loretta Gritz, pres.; Laurence Hoffman, vice president, and E. D. Ford, secretary and treasurer.

The boys are very enthusiastic about basketball. We have four teams and a regular schedule of games. The third team is in the lead now. We have hopes of beating the freshmen in the gym as we did on the track field last year.—David E. Ford, secretary and treasurer.
Evidence of the interest pupils take in correspondence is shown by an extract from a letter from a pupil to Miss Osterberg. "I enjoy it (writing school notes) for everyone likes to have something written by himself and to have his name in the paper, or to see stories about his friends."

Another pupil says, "From the first of the year we have been writing notes for the paper. Nearly all of us are interested in it. I know I am, anyway. I am always glad when I get a chance to write and nearly always try to do my level best. I like writing for the paper because people taking the paper always enjoy reading it. I know my parents do, anyway.

.............I know my parents like to read our stories because that's the first place they turn to, and because they also read them aloud to my brothers and sisters." Farther along in the letter the pupil writes of a neighborwoman's attitude toward the notes: "...She enjoyed them so that she borrowed the paper from her neighbor every time she got through with it, till finally she took the paper herself."

The influence such notes have upon the patrons of the school can hardly be overestimated. Beside the notes I have quoted, the same issue of the Glasgow Courier contained three columns of news about the schools. I have shown how eager parents read the notes written by their own children. They also want to see what is being done in the various grades; to see what the teacher of any room is doing. The school correspondence in this one issue appears under the caption
School News. Following are the heads: "Attendance Record--Seventh grade"; "Pessimists made important decision" (The "Pessimists" is a school club); "Tim"(an alligator pet of the seventh grade); "Pennmanship Drill"; "Fire Drill Practice"; "L.A. Lockard Demonstrates Palmer Method"; "Our silk flag"; "Music contest"; "An Exercise in Language"; "Constitution of 'The Winners' Club"; "A School Diary"; "Busy Little News Reporters"; "Hallowe'en is Coming"; "Second Grade News--Indian Table"; "Third Grade News"; "Quarreling Spoils it All"; "A Basketball Game"; "A Trip through Ireland".

By reading such stories the parents of the pupils become interested in the schools; this interest becomes manifest in visits to the school--narrated in the notes--and in improvement of conditions throughout the schools. In Glasgow the pupils from the rural districts were eating cold lunches. The woman's club became interested and began serving the children hot lunches. The story was told in the notes and the appreciation of the pupils was expressed. Pupils had been hauled to school in wagons. A truck was installed as an experiment. Such glowing accounts appeared in the paper--accounts written by pupils--that more trucks were installed.

The benefits that I have mentioned in the above paragraph are mere by-products when compared with the real and lasting benefits the practice of newswriting gives the pupils. They learn a respect for the everyday language they speak and try to write, a respect they could not get in years of writing.
"essays" as class exercises for the teacher to read.

The pupils in studying newspapers that they may learn how to write their stories, learn how to read the paper. They acquire a sense of values (provided the reading is supervised) that will latter serve them to advantage.

Whether the newspaper itself serves later or not does not affect in any way its value during the school years. It teaches the use of the English language, gives an appreciation of literature, and assists in teaching history by linking the past to the present. It aids in teaching geography by bridging the gap from the known to the unknown, and civics, by giving local application to the principles found in text books.

Teaching with the aid of newspapers means hard work for the teacher. It is much easier to assign ten pages in Hussey's history. It is much easier to assign any lesson so; but to the teacher who wants a class that is interested, and who wants that class to develop to a full realization of the world in which it lives, the newspaper is invaluable. It will help make schools live.