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A STUDY OF METROPOLITAN NEWSPAPERS IN THE BOSTON AREA IN TERMS OF USEFULNESS AND SUITABILITY FOR AN EIGHTH-GRADE SOCIAL STUDIES CLASS.

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SCHOOL OF EDUCATION

Thesis

A STUDY OF METROPOLITAN NEWSPAPERS IN THE BOSTON AREA IN TERMS OF USEFULNESS AND SUITABILITY FOR AN EIGHTH-GRADE SOCIAL STUDIES CLASS

Submitted by

Owen Joseph Kittredge

(A.B., Bates, 1951)

In Partial Fulfillment of Requirements for

the Degree of Master of Education

1954

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CHAPTER I

THE FUNCTION OF A STUDY OF NEWSPAPERS

The scope of the problem.-- The purpose of this study is to appraise. The sources of material for this appraisal are the pages of the metropolitan newspapers in the Boston area. The analysis is in terms of usefulness and suitability for an eighth-grade social studies class. Two social institutions, the school and the press, are examined for their objectives. This is not a current events unit. It is not an analysis of classroom publications. It is not a study of methods employed in fusing events noted in the newspapers with the social studies. It is an effort to make students become more intelligent newspaper readers. This study should help educators to realize that there is value in giving time to newspaper study. The newspaper is a tool, students need to be taught how to use the tool. Too often the assumption is that anyone can read the newspaper. The alert educator cannot accept Hamilton's[1] view: "The public papers will be expeditious messengers of intelligence to the most remote

1 Alexander Hamilton, "The Federalist Number 84," Sherman F. Mittell, Editor, The Federalist, National Home Library Foundation, Washington, D. C., 1937, p. 563.

inhabitants of the Union." Students must be taught to use the messenger effectively. Ability to evaluate and to discriminate is the result of instruction. Skills and habits are acquired by practice; bad habits are learned in this way; so are good habits. The student possessing better understanding of the newspaper is more likely to be the better citizen.

Importance of this study.-- Democracy demands a body of citizens who know what goes on in the world and can think and act intelligently on that knowledge. Intelligent reading of a good daily newspaper would seem to be essential to mature understanding of an increasingly complex world. A basic assumption of this study is that pupils need more direction in the guidance of learning activities. Often the complaint is heard that the younger generation wants to have things handed to them on a platter, rather than take care of themselves. Are they properly equipped to take care of themselves? Does the textbook in American history furnish the proper equipment *per se*? It would seem to in the minds of most teachers.[1] "The use of newspapers for collateral reading is astonishingly scarce," wrote Dahl in 1928, and the situation seems to be substantially the same today.

1 Edwin J. Dahl, "Social Studies Failing to Hit the Mark," *Educational Review* (April, 1928), 75: 234-239.

For the practical educator, the local and home-town newspapers should also be used in the classroom, for these papers will be the chief sources of information for most of the students after graduation, and they need to know the policy and bias of these papers for intelligent reading. Interest must be created and desirable reading habits established. The Bible admonished teachers "to train up the child in the way he shall go, and when he is old he will not depart from it."[1] Research shows that the citizen has a low level of information - in spite of the fact that nine Americans out of ten own a radio and read a daily paper.[2] It behooves the teacher of the social studies, therefore, to examine his responsibilities.

What are the values that result from such an activity as a study of newspapers?

1. Citizenship training -- The citizen in a democracy is called upon to reach conclusions on a countless number of topics and problems. In each case, he must know the facts - what is going on now, what is the background of the problem, what are the suggested solutions to the problem. This information does not come to the responsible citizen automatically. Somewhere in his early life, he

1 King James Version, The Holy Bible, Proverbs 22:6.

2 Herbert H. Hyman and Paul B.Sheatsley, "The Current Status of American Public Opinion" in John C. Payne,Editor, The Teaching of Contemporary Affairs, Twenty-First Yearbook, 1950, National Council for the Social Studies, Washington, D. C., p. 12.

must be trained to seek and to evaluate this information. This responsibility can be met only by a guided study of the important events of the current world. The training of good citizens, both for the present and the future, demands a study of newspapers.

2. Motivation for other studies -- The social studies utilize the social sciences for instructional purposes. History, Geography, Economics, Civics, Sociology, Political Science and Problems of Democracy are functional subjects. They are useful to the citizen of today. But that usefulness is not always clear to the students in the classroom. Work in these subjects takes on new interests when the subject matter adds to the understanding and solution of an important current problem. It is not enough that the teacher see this connection. The student must see it too. Only then will a study of the past take on life. For example, a study of the happenings in Congress gives real point to much civics instruction. A period devoted to Britain's present need for dollar exchange gives life to an economic lesson. Russia's demand for a share of the wealth of the Near East brings home the value of the class in geography. The present movement of Germany away from an occupied region to independence can give greater meaning to a corresponding study in relation to the Reconstruction in the South after 1865. If the newspapers are useful for

teaching purposes, then teachers must instruct students on applicability and helpfulness of newspapers in meeting the situations of normal living.

Review of past studies.-- The writer is not aware of any statistical research dealing with study of items and articles of use in social studies as found in the metropolitan newspapers of the Boston area. Available are numerous articles and volumes of a professional nature as to how the teacher can make the teaching of current events one of the most valuable instruments of modern education. A minimum of objective proof is found.

Investigation of a wide variety of newspapers and magazines has been conducted to determine what social science facts appear most frequently and persistently.[1] Washburne[2] compiled a tabulated list from fourteen magazines and four newspapers for the years 1905-1933 with items alluding to persons, places, dates, and events. In a search for a standard to determine the kind of geographic and historical

1 National Education Association, Department of Superintendence, The Social Studies Curriculum, Fourteenth Yearbook, 1936, National Education Association, Washington, D. C., pp. 147-152.

2 Carleton W. Washburne, "Basic Facts Needed in History and Geography; A Statistical Investigation," The Social Studies in the Elementary and Secondary School, Twenty-second Yearbook, 1923, Part II, National Society for the Study of Education, Public School Publishing Company, Bloomington, Illinois, pp. 216-233.

information the schools should teach, an examination of newspapers and magazines was made by Bagley.[1] In addition to these minimal essential studies, there are reports which indicate reading habits of pupils, the kind, amount, and range of reading done.[2] An interesting dissertation by Earle U. Rugg[3] evaluates the present program of materials in the field of the social sciences and citizenship education in what amounts to a review of research to 1928. The research studies to 1937 were ably reviewed by Murra[4] who was "impressed with the urgent need for intensive and exhaustive investigation of the outcomes of current-events instruction upon such traits as social and civic attitudes, ability to discriminate, actual undirected reading habits, civic behavior, and understanding of basic social concepts and generalizations."[5]

1 W. C. Bagley, "The Determination of Minimum Essentials in Elementary Geography and History," Minimum Essentials in Elementary School Subjects - Standard and Current Practices, Fourteenth Yearbook, 1915, Part I, National Society for the Study of Education, pp. 131-139.

2 Howard R. Anderson, "Newspaper and Magazine Reading," Social Education (May,1937), 1:329-332.
Catharine R. O'Meara, "Current Events in the Secondary School," Social Studies (April,1936), 22:223-232.

3 Earle U. Rugg, Curriculum Studies in the Social Sciences and Citizenship, Colorado State Teachers College, Greeley, Colorado, 1928.

4 Wilbur F. Murra, "Contributions of Research to the Teaching of Current Events," in Charles C. Barnes, Editor, The Contributions of Research to the Teaching of the Social Studies, Eighth Yearbook, 1937, National Council for the Social Studies, Washington, D. C., pp. 188-206.

5 Ibid., p. 202.

Vannest,[1] Kimball,[2] Woodruff,[3] and Johnson[4] have described the different procedures for teaching current events that are of practical use to the classroom teachers. These include the informal method, the report on assigned topics, the committee, the club, the legislative, the textbook, the historical, the notebook, the question box, the cartoon, the class roll call, the magazine staff, the bulletin board, and the clipping file. In each of these methods, the newspaper material is important.

As nationalism in the European nations increased, the threat to democracy as Americans interpreted the word was the beginning of a new movement. The ideologies of Fascism, Nazism, and Communism proclaimed the need for propaganda analysis. This movement flourished between 1937 and 1942. The citizen's need to know how to use sources of information was stressed by the Seventh Yearbook of the National Council

1 C. G. Vannets, "Experiments in the Use of Current Events," Historical Outlook (November, 1925), 16: 332-334.

2 Reginald Stevens Kimball, and others, Current Events Instruction, Houghton Mifflin Company, Boston, 1929.

3 Hazel M. Woodruff, "Methods of Teaching Current Events in High School, " Historical Outlook (December, 1928), 19: 385-390.

4 Amanda Johnson, The Teaching of History and Citizenship in Grades and in Junior High School, The Parker Company, Madison,Wisconsin, 1932, p. 77.

for the Social Studies.[1]

Beard[2] had stated the dual role of democratic education and the social studies earlier. In a study of newspapers, there is high correlation between his objectives: the development of rich and many-sided personalities and the development of informed and responsible citizens. But as Clark[3] points out in his subjective examination of current affairs, without the guidance of a good, and interested, teacher, the finest and most varied instructional materials are of little value. Johnson[4] also stated that critical thinking experience is indispensable to responsible citizenship, and further research along this vein culminated in the publication of the National Council for the Social Studies

1 Elmer Ellis, Editor, Education Against Propaganda: Developing Skill in the Use of Sources of Information about Public Affairs, Seventh Yearbook, 1937, National Council for the Social Studies, Washington, D. C.

2 Charles A. Beard, A Charter for the Social Sciences in the Schools, Part I, Report of the Commission on the Social Studies, American Historical Association, Charles Scribner's Sons, New York, 1932, pp. 93-95.

3 Delbert Clark, Editor, Current Affairs and Modern Education: A Survey of the Nation's Schools, the New York Times, New York, 1950, pp. 190-206.

4 Henry Johnson, Teaching of History, Revised Edition, The Macmillan Company, New York, 1940, Chapter XVI.

Thirteenth,[1] Twenty-first,[2] and Twenty-second[3] Yearbooks.

Gathany[4] advanced a functional set of aims in teaching current events. Keohane[5] distinguished between current events and contemporary affairs. The plan of teaching news-of-the-day, incidentally or in a reserved class hour, is current events teaching. Integrating current news and background materials into a systematic study for contemporary problems is contemporary affairs teaching. In a study of newspapers for their usefulness, the distinction is necessary in that fusion of the two is important.

Many teachers do not use periodical material to secure the various objectives designated for most social

1 Howard R. Anderson, Editor, Teaching Critical Thinking in the Social Studies, Thirteenth Yearbook, 1942, National Council for the Social Studies, Washington, D.C.

2 John C. Payne, Editor, The Teaching of Contemporary Affairs, Twenty-first Yearbook, 1950, National Council for the Social Studies, Washington, D. C.

3 Ryland W. Crary, Editor, Education for Democratic Citizenship, Twenty-second Yearbook, 1951, National Council for the Social Studies, Washington, D. C.

4 J. Madison Gathany, "Major Objectives in the Teaching of Current Events," Historical Outlook (October, 1933), 24: 319-324.

5 Robert E. Keohane, "A Short History of the Teaching of Current Events and of Contemporary Affairs in the Social Studies Curriculum of American Secondary Schools," in John C. Payne, op. cit., p. 214.

studies courses.[1] Foster[2] found the curriculum topic "education for citizenship" frequently mentioned in newspaper editorials. He suggests that educators will find endorsement of their efforts in this direction in cooperation with the public press. In setting up a criterion for judging the usefulness of the local paper, Foster suggests that the newspaper must have a regular national news service affiliation to be of real value to the news-reading public. This is an opinion, but a seemingly valid one; especially with the importance of national and world affairs for the reader.

The reader is cognizant, no doubt, of the situational need for the improvement of reading done by students. McAllister[4] found that adults do not have desirable reading habits and that the school is the most influential factor in developing these habits. Practice makes perfect and it would appear that practice in the use of newspapers to improve reading habits is necessary.

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1 Roy A. Price, "The Use of Periodical Literature in Social Studies Classes," Social Studies (April,1936), 27: 223-232.

2 Charles R. Foster, Jr., Editorial Treatment of Education in the American Press, Harvard University Press, Cambridge, 1938, pp. 160-164.

3 M. J. Stormzand and Robert H. Lewis, New Methods in the Social Studies, Farrar and Rinehart, New York, 1935, p.55.

4 Jane McAllister, "A Study of the Extensive Reading Method in the Social Studies," in R. E. Swindler, "The Contribution of Research Toward the Understanding and Solution of Collateral Reading Problems," in C. C. Barnes, op. cit., p. 143.

An important study has been made by Lazar.[1] This is one of the many investigations which have been conducted to obtain data relative to reading interests and preferences, and habits of children. In her dissertation, Lazar examined the results of a survey of thirteen New York public schools involving 4,300 pupils. The outstanding fact about the reading preferences of children is that they differ widely at each grade and age level. Such differences can be readily explained by the fact that the interest of boys and girls differ to a greater or less extent with mental age, brightness, reading achievement, home environment, and previous experiences. Certain interests were more characteristic in some grades than in others. Here the writer is concerned with the fact that between twelve and fifteen years, as broader interests are exhibited by boys and girls in their social and natural environment, history, biography, and adventure become increasingly interesting. It seems to follow, therefore, that a newspaper with its variety provides a wide range of reading materials adequate for the reading interests of all members of a group. Since this study is to be concerned with eighth-grade boys and girls with chronological ages between twelve and fifteen, the newspapers are

1 May Lazar, Reading Interests, Activities, and Opportunities of Bright, Average, and Dull Children, Teachers College, Columbia University, Contributions to Education, Number 707, New York, 1937, pp. 40-44, 64-68.

sufficiently motivating to conduct this study on the basis of suitability and usefulness.

Summary.-- The writer's problem is to appraise the newspapers selected for the study, in terms of usefulness and suitability. This is discussed in the chapter, Methods and Materials Used in the Investigation. The research reviewed shows that social scientists and English departments[1] are convinced of the usefulness and suitability of newspapers to the subject matter being studied. Studies seem to be in agreement in regard to the worthwhileness of current affairs. However, there is a minimum of research to validate how effectively, if at all, newspapers contribute to the other-than-daily-news information outcomes claimed. In view of the vast acquisition of methods of teaching current events compiled, it would seem there is less need for discovering new methods of teaching than for learning to use effectively those already discovered. Whatever method is used, it is evident that the newspaper material is in need of examination and study and that pupils need to be informed about newspaper contents.

1 Marian G. Varner, "How to Read a Newspaper," English Journal (September,1950), 39: 391-392.
M. Gregory and W. J. McLaughlin, "Teaching the Newspaper in Junior High Schools," English Journal (January, 1951), 40: 23-28.

CHAPTER II

METHODS AND MATERIALS USED IN INVESTIGATION

Definitions.-- It would be well for the author now to define his terms. The thesis title again: A Study of Metropolitan Newspapers in the Boston Area in Terms of Usefulness and Suitability for an Eighth-Grade Social Studies Class.

1. Metropolitan -- The adjective metropolitan is from the Greek metropolis : meter, mother plus polis, city. The word is defined in Webster's Collegiate Dictionary in three ways:

> "1. The mother or parent city or state of a colony; - originally used of Greek cities or states.
> 2. The chief or capital city of a country, state, region, etc.
> 3. A principal seat or center."

Judged by this definition, the metropolitan area comprises the center or large city, and grouped around it are clusters of smaller cities, factory towns, bedroom cities, industrial suburbs, truck farms, villages, hamlets, even forest land and waste territory.

Sociologists, especially those interested in the field of human ecology, are concerned with the problems of man's spatial arrangements, and their bearing on his social life.

They call the land values the key to the ecology of the city, and then divide the area of the metropolis into centers of dominance. Ogburn and Nimkoff[1] will provide the interested reader with more information in their chapter on "Human Ecology." The author uses it because the newspaper plants find it to their advantage to be centrally located in the city of Boston for purposes of news gathering and metropolitan circulation.

The Bureau of the Census defines the metropolitan area as one of continuous density, the central city and "all adjacent and contiguous civil divisions having a density of not less than 150 inhabitants per square mile."[2]

R. E. Park,[3] in a study of the Chicago area, found that the circulation of city dailies was ninety per hundred in the news-reading center of Chicago and fifty-two per hundred at points forty miles out. At points fifty miles out, other small city newspapers assumed the circulation leadership. The metropolitan dailies of Chicago were therefore dominant within a radius of fifty miles from the city.

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1 William F. Ogburn and Meyer F. Nimkoff, Sociology, Houghton Mifflin Company, Boston, 1940, pp. 397-431.

2 Bureau of the Census, Department of Commerce, Washington: Government Printing Office, 1950, p. xxxiii.

3 R. E. Park, "Urbanization as Measured by Newspaper Circulation," American Journal of Sociology (July, 1929), 35: 60-80.

Also, it follows that a metropolitan newspaper is one that has regard for the entire community reached through its circulation. A study of metropolitan newspapers in the Boston area would include the city dailies published in Boston, and in this study, one of limited area circulation, but still within the metropolitan area as defined above.

2. Usefulness -- For determining the kind of information of use, the author feels that the evaluation of his philosophy of teaching is necessary. These aims should be developed in the children as an integrated part of social studies: (1) sensitivity to the world about them; (2) techniques, skills, and attitudes that will function effectively now and later; (3) understandings rather than the mere memorization of isolated facts; (4) a desire to learn; (5) competencies in personal relationships and responsibilities.

This philosophy of teaching the social studies is a guide that elementary teachers might well use, too. It is in accordance with the curricula to be found in American public schools' programs of study in the social studies. The author would describe the program of curriculum development for the social studies: since the American way of living rests upon education, the department of Social Studies should offer a program to help the pupil understand the American ideal of democracy. With that aim in mind,

the courses should be arranged so that the pupil may gain a knowledge and appreciation of our highest principles - political, social, and economic. A study of the past, beginning with the pageant of the rise and fall of ancient countries up to the present time, with a comparable study of our contemporary governments should be included. The purpose should be to give the pupil a comprehensive understanding of the society in which he lives, to enable him to evaluate the local, state, national, and international problems of our country, and to inspire him to become a loyal American citizen.

Any list of objectives in studying geography, history, civics, or contemporary affairs would include the above.

As the author pointed out in the first chapter, the intention is not to make this study one on how newspapers, stories, sections, or columns, are put together. The concern is solely with the actual material available, in this case the newspapers, and whether that material can be effectively used. Murra[1] points out "that constructive research on the teaching of current events is handicapped by the lack of agreement as to just what should be the purpose of such teaching." Many teachers, by using the purposes given above,

1 Murra, Contributions of Research to Teaching of Social Studies, op. cit., p. 203.

have a goal toward which to strive, and the method of the author is to show that the newspaper can be used to achieve these goals.

In answer to the question, "How can the newspaper be integrated into the curriculum?", the answer seems to the writer to be that the teacher who wants to do a superior job can always find the way. Planning is essential in the use of the newspapers for a program; this will eliminate the haphazard aimlessness in the use of current events material.

The newspapers to be examined to be useful will invoke that extra degree of student interest which can make a dull class lively and a lively class constructive and meaningful. If the newspapers examined can be valuable in any of the following, then they will fit the author's definition of usefulness.

Can it be used:

1. as a means of introducing current events study on a regular basis, and in sufficient scope to be meaningful?
2. in American History at the grade level?
3. in World History?
4. in topics similar to those that would be found in a Problems of Democracy course?

5. in Geograpny where events and places can be combined with great effect?
6. in the components or courses offered separately as sociology, or economics, or civics, and collectively, Social Studies?

If the author finds the newspapers can be used in any of these ways, then the teacher has an inescapable obligation to use newspapers in social studies courses. In examining the curriculum, which is really an inventory, these probing questions in terms of the social studies course, should guide administrators and teachers in justifying the usefulness of the course. If they are negative, then revision is necessary.

1. Is what we are teaching actually helping to mold opinion?
2. Is what we are teaching actually helping to stimulate thinking?
3. Is our teaching of history contributing toward a greater love of country?
4. Is our teaching of history contributing to a better understanding of how to live together?
5. Is our teaching of geography developing an intellectual awareness of other lands and people?

3. Suitability -- The content of the newspapers is to be examined for suitability. The author does not intend to analyze fully the relative reading difficulty of the newspapers. This would involve analyzing the material for the occurrence of four significant elements of difficulty, namely, percentage of monosyllables, percentage of different words, average length of sentences in syllables, and percentage of simple sentences. Suitability is synonymous with usefulness. For these youngsters, twelve to fifteen years of age, the news, in some cases, is of such a nature that it cannot very well be used for subject matter, but in all cases it is of such a nature as can be used to properly motivate a particular subject. The teacher must be the judge on applicability. This will be discussed in detail in the section: Criteria for relating controversial issues to the curriculum.

In Chapter III, the reader will find the list: Items and articles of use in Social Studies.

To the author, the item or article is suitable if it serves, in any way:

1. To prepare the child to live in a democratic society as an intelligent citizen
2. To develop understandings explaining why people live as they do

3. To create a feeling of friendly fellowship with peoples who live otherwise than we do, and thus to counteract the tendency to consider such peoples strange or inferior
4. To stimulate interest and appreciations in our country's heritage and our American way of life
5. To train each child to adapt himself to his immediate environment
6. To create a desire to see beyond the immediate environment and thus widen horizons
7. To apply skills, tools, and facts in developing major understandings that can be used throughout life
8. To train the child to think, reason, evaluate and apply facts
9. To instill a sense of responsibility in the individual toward community, nation, and world.

Newspaper usefulness.-- Circulation figures show that millions of people buy and read newspapers every day. A report of a survey made by the D'Arcy Advertising Company[1] was to the effect that the desirable qualities of newspapers mentioned most frequently by 80,797 people interviewed were

1 How the People of St. Louis Choose Their Newspapers, Globe-Democrat Publishing Company, St. Louis, 1924, pp. 15.

dependability and clean news. Donovan[1], in analyzing an issue of the Chicago Daily Tribune, reached the following conclusions: "The topics which received by far the greatest amount of space, as shown by the number of lines devoted to them, were, in the order of emphasis, athletics, markets, crime, and government and politics. Of those topics which occupied the front page, crime led all the rest. Reports of accidents also received prominent placement. Government and politics came third." If the assumption that is often expressed is right, namely, that newspapers print what the public wants, then grave questions may be raised concerning the interests of the newspaper public in Chicago at that time. The author intends to examine the Boston newspapers in the framework of the objectives mentioned herein under usefulness and suitability.

The report above was made thirty years ago. Because leading educators, publishers, and other citizens realize the importance of good newspapers, a group in 1946 formed a Commission on the Freedom of the Press.[2] The chairman was Robert M. Hutchins, then Chancellor of the University of Chicago. They listed five requirements that serve as excellent framework for judgement as to suitability of Boston newspapers:

1 H. L. Donovan, "The Content of Ordinary Reading," Elementary School Journal (January,1925), 25:371.

2 A Free and Responsible Press, University of Chicago Press, Chicago, 1947.

1. Newspapers should give "a truthful, comprehensive and intelligent account of the day's events in a context which gives them meaning." This means that facts must be separated from opinions. News must be complete, honest, and written clearly so that people can see its importance.

2. Newspapers should be open to "exchange of comment and criticism." Readers should be given the many sides of an issue, not just one side. They should be told who said what in a debate about issues. All sides should be given a hearing.

3. Newspapers should give "a 'reasonable picture' of the many interests in our society." In other words, they must treat everyone with equal honesty and fairness. Special groups should not receive special treatment - the interests of a particular group should be neither protected nor attacked.

4. Newspapers should present and make clear "the goals and values of society." In the struggle between different political and social systems, the press should never be completely neutral. It must strive constantly for what is good and right in our way of life. It should point out the goals of our system of government, making clear the meaning of a democratic way of life for the citizen-reader.

5. Finally, newspapers should have "full access to the day's intelligence." This means that a free and responsible press cannot exist under censorship or where there is a monopoly of the news and fact sources.

These standards are ideals. They are perfection, and the newspapers are not perfect. Outside forces and conditions are such that they cannot always be controlled. But isn't life like that? Insofar as the newspapers try to achieve standards, and attempt to communicate to the human race what its members do, feel, and think, then they are useful and suitable. It, too, has obligations as teacher

and interpreter and Dale[1] lists the ethical rules adopted by the American Society of Newspaper Editors: (1) reponsibility, (2) freedom of the press, (3) independence, (4) sincerity, truthfulness, accuracy, (5) impartiality, (6) fair play, and (7) decency. To sell, therefore, they strive to be useful and suitable to the reading public.

Before leaving this definition of suitability, since controversial issues will be found in the newspapers, the author thinks that if the individual is introduced to controversial issues, the teacher can show that the solution of problems without force being used is possible.

The American way of life demands a dynamic, changing society. Democracy must expect and welcome orderly change - political, social, and economic. Pupils must recognize that controversy regarding proposed or developing changes will arise, and the newspaper can provide the means for citizens to think intelligently on controversial issues. In our democracy, the school is the chief agency for the development of a skilled, well-informed citizenry. Typical of a nation or a period is its newspaper. Students therefore should be taught to read newspapers more intelligently than they are likely to do if left without guidance.

1 Edgar Dale, How to Read a Newspaper,"Canons of Journalism," Scott, Foresman, Chicago, 1941, p. 23.

Since the press plays so important a part in our daily lives, we owe it to these students to instruct them.

Criteria for relating controversial issues to the curriculum. -- On the basis of the considerations mentioned above, the following suitability guide is suggested:

1. Is the issue significant or timely?
2. Is the issue within the range of understanding of the students?
3. Does the issue fall within the interests and experiences of the students?
4. Do the materials available present a balance of information on various sides?
5. Will consideration of the issue help in the realization of curriculum objectives?
6. Will consideration of the issue help the student to see that the question has more than one side?
7. Will consideration of the issue by the class be acceptable to the community as appropriate for school study?

Plan of investigation. -- The author has taken the eight Boston newspapers and the Quincy Patriot Ledger for a period of two weeks, from February 8th, 1954, to February 21, 1954, inclusive. This study includes papers of morning and evening circulation, daily circulation and Sunday editions.

The author will undertake to point out the information contained in the newspapers of this particular period which would be useful and suitable for an eighth-grade social studies class.

Let the reader look elsewhere if he wants guidance on how to teach using the newspaper. That is not the intention or aim of the author, as was noted in Chapter I. This study is an examination of the metropolitan Boston newspapers to measure what is being done by the newspapers and determine what can be done with the information contained in the newspapers during this particular period. Chapter III will contain the tabulations. Chapter IV will contain suggestions as to how the newspapers can be used to motivate in the social studies.

Any effort by teachers to assist students in becoming more intelligent newspaper readers will be valuable. A basic hypothesis of the author is the motto of Newsweek: "A well-Informed Public Is America's Greatest Security." Let me also quote Edgar Dale[1]: "The newspaper is democracy's textbook. If it is clearly and truthfully written - and if it is read intelligently - then and then only will we have an informed, alert citizenry here in America." Newspapers do play a tremendous part in influencing public opinion.

1 Edgar Dale, op. cit., p. iv.

The question: "Does the newspaper make public opinion or does public opinion make the newspaper?" is like the "which came first, the chicken or the egg?" conundrum. But for the reader who is interested in teaching newspapers, the author would have you gain some benefit from his research.

The file of references that are helpful for a study of newspapers is growing. For more information here is an annoted bibliography.

Corbett, James F. et al., Current Affairs and Modern Education. New York: The New York Times, 1950.

Presents the results of a country-wide personal observation of classrooms and the ways in which teachers are using current events. Very interesting reading.

Civic Education Project, Who Says So? New York: Comet Press Books, 1951.

The Educational Research Corporation of Cambridge, Mass. has prepared a readable, interesting booklet that tells how a group of senior high school students learned about public opinion - what it is; who makes it; how it is influenced by and influences the movies, radio, newspapers, and magazines; how it is measured; and the importance of forming your own opinions and acting on them.

Cummings, Howard H., and Harry Bard, How to Use Daily Newspapers. Number 5. "How To Do It Series." Washington 6, D. C.: National Council for the Social Studies, 1952.

An excellent starting point for teachers providing a practical and useful source of classroom techniques.

Dale, Edgar, How to Read a Newspaper. Chicago: Scott, Foresman, 1941.

A must in any reference collection. Provides a teacher a wealth of information, teaching helps, and confidence.

Floherty, John J., Your Daily Paper. Philadelphia: J. B. Lippincott Company, 1938.

For young people. Gives an insight into the care used in the preparation of news.

Jackson, Joseph Henry, Extra! Extra! New York: MacMillan Co., 1940.

With photographs, tells the story step-by-step of how a newspaper functions, from the reporter's gathering of the news to the newsboy's job of selling the paper.

Forrest, John G., Financial News, How to Read and Interpret It. New York: New York Times Company, 1952.

Expert guidance to mastery of financial procedures through the newspaper.

New York Times. The Newspaper, Its Making and Meaning. New York: Charles Scribner's Sons, 1945.

A series of lectures by staff members of the New York Times that explain the processes of gathering and presenting the news as seen by the men and women who report, write, and edit it. This book emphasizes the alertness and high standards of honesty, integrity, accuracy, and fair play necessary to properly gather and present the news.

_____. News: The Story of How It is Gathered and Printed. New York: New York Times Company, 1943.

Tells the story of transforming material into news stories.

Payne, John C., Editor. The Teaching of Contemporary Affairs. Twenty-first Yearbook. Washington 6, D. C.: National Council for the Social Studies, 1950.

Desired outcomes, needs, and possibilities of producing citizens who are better ready to play a stronger part than heretofore in shaping society. Examines all school levels.

Saltzberg, Geraldine. Knowing Your Newspaper. New York: World Book Company, 1953.

The purpose of the author is to provide guidance for teen-agers in making the most of their newspaper reading. It will mesh with English or social studies programs. Very helpful.

Wittich, Walter A. The Newspaper in American Life. Basic Social Education Series. New York: Row, Peterson and Company, 1941.

Historical background and information on present-day newspapers. The author explains the power of the press and emphasizes the importance of keeping a free press.

Interest in newspapers.-- Many studies have been made as to the extent and nature of children's reading interests in newspapers. Lehman and Witty[1], in their 1926 survey of 11,000 children between the ages of eight and one-half and fifteen and one-half, found that for children between the ages of twelve and one-half and fifteen and one-half the most generally interesting activity next to reading the Sunday comics was "reading the newspaper." In a later report, Witty and Kopel[2] showed that almost all the children they investigated read the local newspapers. The most popular sections were comics, sports, photographic part, and news.

In a study of the newspaper reading interests of

1 Harvey C. Lehman and Paul A. Witty, "Newspaper vs. Teacher," Educational Review (February, 1927), 53:97-101.

2 Paul Witty and David Kopel, Reading and Educative Process, Ginn and Company, New York, 1939, p. 36.

children, Winkler[1] made a survey of 2,863 pupils. In indicating to what degree the practice of reading the newspaper was universal among the children, she came to this conclusion: "The percentage of children reading the newspaper failed to reach 100 by the narrow margin of 3 pupils out of 2863." She presents evidence in her many tables, that as the youngsters mature, they become more and more interested in the newspaper, gradually. It would also seem that the boys show a wider range of interests and a greater amount of daily and occasional reading than the girls, but their tastes tend more toward the sensational newspapers than those of the girls.

The conclusion reached in an excellent thesis by Ghiorse and others[2] was that "Both boys and girls like to read magazines and newspapers." In a comparison of the types of reading to indicate boys' and girls' interests, newspapers rank among the top three choices for both groups.[3] For each age group, the authors present interesting tabulated data of <u>likes</u>, <u>dislikes</u> and <u>not interesteds</u>

1 Marian Lee Winkler, "The Newspaper Reading Interests of Children (Grades IV-XII), "Unpublished Master's Thesis, School of Education, Boston University, 1934, p. 25.

2 Marie K. Ghiorse <u>et al</u>., "A Survey of Children's Interests from Grade IV through Grade VIII in the Fields of Active Recreation, Entertainment, Reading, School Subjects, and Vocations," Unpublished Master's Thesis, School of Education, Boston University, 1953, p. 146.

3 <u>Op</u>. <u>cit</u>., pp. 95-98.

for the sections of the newspapers read. The information reported with regard to ages twelve, thirteen, and fourteen is particularly interesting.[1] They like the front page, comic strips, radio and TV; they dislike the editorial page, household-fashion, magazine section, and advice columns in varying degrees. To the same degree, many list the disliked sections under not interested.

The author has also prepared a Newspaper Reading Inventory - Figure 1, Chapter III. Preliminary check indicates the pupils have contacts with the paper. The tabulation will be found in Chapter III. The questionnaire was given to one hundred and fifty-five pupils in the author's eighth-grade social studies classes. In this way, the author hopes to gain some insight into the reading habits and interests of his pupils.

One thing seems clear, examining these reading interest surveys. The newspaper is a fact of democracy and a factor in democratic living.

Getting acquainted with the newspapers.-- The writer chose for analysis and study in terms of usefulness and suitability, for the period February 8, 1954 to February 21, 1954, the following newspapers:

1 Ibid., pp. 247-252.

Boston Post	Daily and Sunday
Boston Herald	Daily and Sunday
Christian Science Monitor	Daily
Boston Traveler	Daily
Boston American	Daily
Quincy Patriot Ledger	Daily
Daily Record	
Boston Globe	Morning, Afternoon, and Sunday
Boston Advertiser	Sunday

No other product of the United States today is a better illustration or a truer symbol of the qualities of national living as the newspaper. How ambitious in size and content! How proud of its up-to-the-minuteness! What variety! What power for good or ill!

CHAPTER III

ANALYSIS OF DATA

Development of inventory questionnaire.-- It is the author's opinion that in a study of newspapers, the children's interests and habits should be considered. Chapter II reported previous studies of this nature. To aid the writer in determining to what extent children do read newspapers, an inventory questionnaire was developed. The first question, "Do you read newspapers?" was asked to give the author an opportunity, in his own social studies classes, to discover if newspapers were a medium of communication with which the students were familiar. The amount of time spent in reading the newspaper, the author considered important in enabling him to learn the need of, and value of, using school time for newspaper study discussion. If young people "read" the newspaper in five minutes, then there is, for the school, the chance to educate. Then, if they read for one-half hour or more, certainly the school can use in daily class work some of the knowledge gained by reading the newspaper.

Some indication of the newspapers available in pupils' homes can give to the teacher an idea of the adults' preference too. If the home reading material is good, then

there will be "carry over" value in the newspaper reading habits of the younger members of the family.

The questionnaire was then enlarged to cover the sections of the newspapers already useful to the young people. In this way, the results of previous studies on newspaper reading habits and interests might be studied. The questionnaire follows:

Figure 1. Newspaper Reading Inventory

1. Do you read newspapers? _____

2. What is the total time you spend reading the newspaper?

   _____

3. What newspapers are available in your home?

   _____

   _____

   _____

4. Name the section of the newspaper you usually turn to: First: _____

   Second: _____

5. Do you read the editorials? _____

6. If you read any of the sections, mark D if you read daily, O if read occasionally, or N if you never read it.

_____	News	_____	Sports
_____	Financial	_____	Advertisements
_____	Comics	_____	Radio-TV

Results of inventory questionnaire.-- By use of figures and tables, the author will show the need and value

of educating young people in the reading of the newspaper, so as to change their habits and widen their range of interests.

Figure 2 is a circle graph representing a percentage distribution of the pupils reading newspapers. 155 questionnaires were answered; of the total, only 2, or one per cent, had no contact with a newspaper in any way.

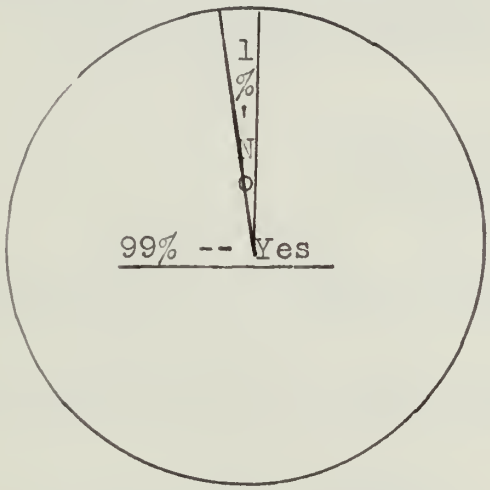


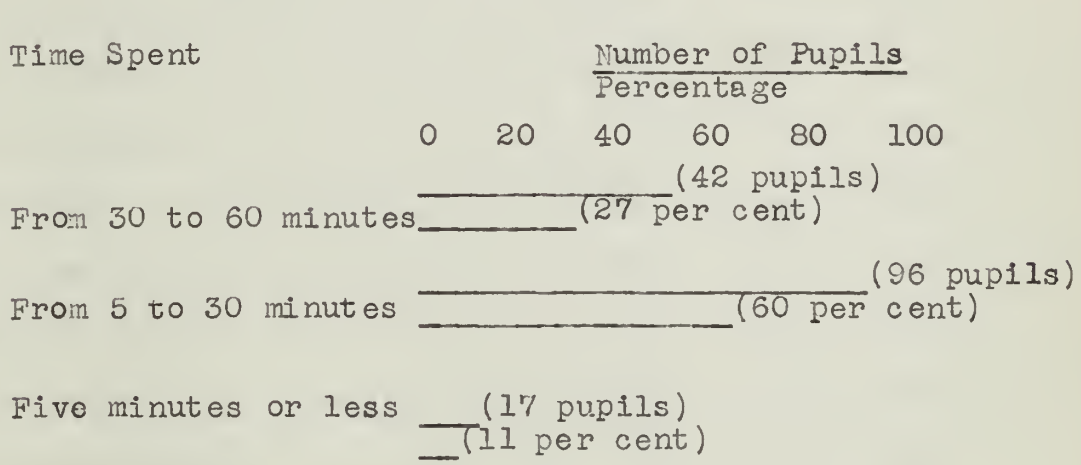
Figure 2. The Relative Proportion of Non-Newspaper Reading Pupils to Newspaper Reading Pupils.

The percentages above are a clear indication that the daily newspaper is a medium of education available to the great majority of pupils.

The question would follow then, "How much time do they spend on this medium?" The answer is represented by a bar graph, Figure 3, to show the amount of newspaper reading per day. It is evident to all, the author knows, that very, very

few people read the newspaper as they would read a book. There is headline reading, skimming for information, and personal interest sections for which the reader might buy his newspaper. The social studies teachers' concern and interest would be: are the pupils getting the most out of the newspaper, depending on the time spent reading it?

Figure 3. The Relative Extent of Time Spent by 155 Eighth-Grade Pupils in Daily Newspaper Reading.



The figure above shows the definite time spent on newspapers is from five to thirty minutes. Ninety-six pupils, of a group of 155, spend less than one-half hour in daily newspaper reading. This is the largest percentage, 61 per cent. Note that 27 per cent, or one-quarter of the students, spend more than a half-hour on the newspapers.

Having determined that young people do read the newspapers and that the majority spend less than one-half hour daily in reading them, the author's next step was to discover

what newspapers they read at home. The question was asked: "What newspapers are available in your home?" The purpose was to ascertain a circulation "popularity" rating.

Table 1. Newspapers Available in the Homes of 155 Students in South Junior High School, Weymouth

Newspapers Available	Number of Students	Percentage
Quincy Patriot Ledger.....	125	80.6
Boston Globe.....	73	47.0
Boston Record.....	55	35.4
Boston Post	51	32.9
Boston American.....	45	29.0
Boston Traveler.....	31	20.0
Boston Herald.....	31	20.0
Boston Advertiser.....	23	14.8
Other.....	9	5.8
TOTAL.....	443	

A report of what Americans spent on recreation in 1951 included a figure of $1,373,000,000 for magazines and newspapers.[1] Of the 1951 total, $11.3 billions, magazines and newspapers represent 12 per cent of the recreation dollar! What possibility is offered for the communication of knowledge.

What are these newspapers like? The people living in and around Boston are provided with a variety of types. With the exception of the Hearst group, the papers are sharply differentiated as to style and approach and editorial opinion. The reader may choose his type. The author believes that the figures in Table 1 illustrate the circulation popularity of the various newspapers; or, Weymouth gives an accurate cross-section of opinion.

The Quincy Patriot Ledger, available in 81 per cent of the students' homes, is an area paper. It serves the South Shore communities of the metropolitan Boston area. Local news is played up. In addition to interesting news of the communities concerned, the Ledger, through the national press services, covers world happenings. The Associated Press, the United Press Associations, and the International News Service cover the stories for this progressive paper. Classed as a political independent,

1 U. S. Department of Commerce, Survey of Current Business, July, 1952, Table 30.

the Quincy Patriot Ledger is a good, useful newspaper. It strives to follow the ethical rules adopted by the American Society of Newspaper Editors.[1] It has nine columns of news, compared to eight columns for the other newspapers. The Quincy Patriot Ledger uses the latest inventions for modern, improved newspaper reading. This is the Photon typesetter.[2] For the reader in the area who desires local and world-wide news, it is easily understood why this newspaper is found in so many homes.

The Globe is using three services, also: the Associated Press, the United Press, and Reuters. A political independent, the newspaper strikes an even balance between conservatism and sensationalism. Its opinions are, on the whole, unbiased. Its stories are written in good taste, interesting reportorial fashion, and it appeals to a wide range of classes. It is the lone newspaper that combines early morning service to late evening service - for it appears at intervals during the day, plus a Sunday circulation.

Under the Hearst Corporation masthead: the American, Advertiser, and Record. These are typical Hearst daily and Sunday newspapers familiar to anyone living in the large

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1 See above, p. 22.

2 Newsweek, "Press," (May 3, 1954), 43:82.

cities of our country. The Advertiser is an example of "yellow journalism." Heavily-laden with a comic section, there is also to be found the sensationalist style of reporting - murder, crimes, orgies, vice and corruption. This paper is a Sunday newspaper. The American and Daily Record are tabloids. The approach to the news and style are the same as the Advertiser. For light, quick reading, one of these three newspapers is found in 79 per cent of the students' homes. As a circulation aid, there are three distinct services offered by the three Hearst newspapers - namely, night and early morning, the business daytime and evening, and Sunday. The American and Record overlap in the evening, and the Record serves from early evening until the middle of the following morning as the Hearst Corporation "morning paper." The Associated Press and the former Universal Service of Hearst, now the merged International News Service, serve the Hearst Corporation papers.

The Boston Post, now under youthful owner-editor John Fox, has long been known as "New England's Breakfast Table Newspaper." It continues to be the most colorful and sensational of the morning dailies. The boast of the paper is that more people read the Boston Post than read the other two standard sized morning newspapers combined (Herald and Globe). The comparative circulation figures are on Page 1 of the Post. The Post is an Independent Democratic paper

and appearing daily and Sunday has long been an established favorite with New England readers.

Leaning to the opposite camp of political opinion, from that in which the Post is established, is the Boston Herald, an Independent Republican newspaper. This morning daily and Sunday newspaper is Boston's nearest approach to the New York Times, but it is not as conservative in make-up as the Times, nor does it have the raw news coverage of the Times. A member of the Associated Press, it also uses a combined Boston Herald-New York Times Dispatch system. It does not have the variety of the Globe, and because readers consider its editorial opinion and judgment politically biased, it appeals to a somewhat more restricted class than the Globe. Also controlled by the Boston Herald-Traveler Corporation is the afternoon and evening paper, the Traveler. This appears in the middle of the morning, and it is a more popular and less biased newspaper, leaning more to the sensational although not to an excessive extent. The Traveler reprints a great deal of the news appearing in the morning Herald, plus using a United Press wire service. It has New England's largest evening circulation. It does not appear on Sunday.

The Christian Science Monitor, published by the Christian Science Publishing Society, is virtually without a peer in its treatment of international news, one of the

facts, without doubt, which explains its appeal as an international daily newspaper for so widely-scattered an army of readers. The author has many times heard the opinion expressed that the Monitor carries the most accurate news accounts of any Boston paper. Perhaps the Monitor is not a "Boston paper" in the strict metropolitan daily sense, for it has a world-wide circulation. It cannot be denied that the news stories in the Monitor are accurate, sound, well-selected, fair, and well-written. The paper, which appears daily, is certainly a newspaper of the very highest type - so high, in fact, that its ideals and policy rise above newspapers as we generally understand them into a class more generally connected with literature - the review. It appeals chiefly to people of broad culture and definitely unprovincial vision and understanding. Unfortunately, its format is a barrier to popular appeal, and hence, by making none of the concessions to sensationalism, limits its local circulation. It takes no part in circulation-boosting "gimmicks" which bring in the nickels.

The other newspapers available in students' homes are local weeklies with a definitely limited "home-town" news approach.

No interpretation of what newspapers are like would be complete without the latest information about these

papers as set forth in the following:[1]

Paper	Political Affiliation	Established	Columns	Circulation
Patriot Ledger	Independent	1837	9	36,035 (Evenings)
Post	Independent Democrat	1831	8	291,604 (Mornings) 226,942 (Sunday)
Globe	Independent	1872	8	126,015 (Morning) 151,303 (Evening) 357,462 (Sunday)
Christian Science Monitor	Non-partisan	1908	8	167,096 (Evening)
Herald	Independent Republican	1846	8	130,158 (Morning) 252,998 (Evening)
Traveler	Independent Republican	1825	8	201,355 (Evening)
Record	Independent	1813	5	391,167 (Morning)
American	Independent	1904	5	181,639 (Evening)
Advertiser	Independent	1904	8	542,972 (Sunday)

1 Ayer, N. W., and Sons, Directory of Newspapers and Periodicals, N. W. Ayer and Sons, Philadelphia, 1954.

Table 2. Degree of Interest Identifiable by the Section of the Newspaper Turned To First and Second.

Section	First	Second
Front Page	56	27
Comic	50	53
Sport	21	33
Movie	1	8
Radio-TV	2	7
Society	1	2
Pictures of day	0	3
Editorials	0	3

Study seems to show that comics rate high in newspaper reading interest. The comics are more widely read than news. Students need no concentration effort, and because they follow certain characters regularly almost all seem to have a favorite comic strip. The author feels, in this age of comic-book literature, that the comic does have an effect on young people's minds. He believes that comic strips may serve to strengthen beliefs and attitudes and to change them under certain circumstances. Because of this, certain standards of desirability might well be considered by the newspaper publishers, syndicates, and comic-strip artists.

In the tabloids, the front page is of little value. Usually it contains an eye-catching headline and a picture. But if young people merely read the front page, they can keep up with the news. It is when the newspaper is neglected, that a gap is left. Reading the front page is not enough. Newspapers keep people informed if read, interpreted, and judged carefully and thoroughly. Failure to read the newspaper intelligently means a duty of citizenship is neglected. An informed person is a better citizen. This is the message social studies and English teachers must convey to students. And the burden for educating falls on these subject teachers.

The sports reporter is no different from other reporters in basic standards. The conception of fair play, justice, and good sportsmanship are attributes of the good citizen. Sports can teach the joy of clean living.

What is the function of the editorial? "....to assist them (the readers) in the task of reaching conclusions after reading the daily newspaper, to analyze and interpret some news stories, to pass judgment on others, to help the reader see them in proper perspective and in their relation to the rest of the news and to help him realize their significance to him."[1] Even well-educated and well-informed people

1 New York Times, Patterns for Newspaper Writing. New York Times, New York, 1944, p. 28.

cannot always interpret the significance of contemporary happenings. They need the help of someone grounded in records of the past and, in addition, expert in a particular field of current interest. But the author found less than 2 per cent evincing any interest in editorials! And then there is the problem of educating readers that editorials are opinions frequently and can be questioned. We can do more with this focal point of all newspaper opinion, the editorial page.

The author found substantially the same results obtained in the interest inventory of the last question as obtained in the question: "Name the section of the newspaper you usually turn to." Youngsters read comics, news, sports regularly, financial, advertisements, and radio-TV only incidentally or not read at all. For an excellent statistical task done in this vein, the author recommends the reader to the superior thesis written by Ghiorse.[1]

As a result of this research, the author recommends for social studies and English teachers a unit be developed on the reading of newspapers with a follow-up study of effects on students' reading habits.

1 Marie K. Ghiorse, et al, A Survey of Children's Interests from Grade IV through Grade VIII in the Fields of Active Recreation, Entertainment, Reading, School Subjects, and Vocations. Unpublished Master's Thesis, School of Education, Boston University, 1953, p. 181.

Items and articles of use in the newspapers.-- As the author explained previously, these are the sections of the newspapers to be analyzed for usefulness and suitability:

Subjects

I. News
   1. War news
   2. General news
      Foreign news
      National news
      State news
      Politics
      Crime and police
      Local news
   3. Special
      Financial-business news
      Sport
      Theater
      Radio-TV
      Columnists

II. Illustrations
   1. Pictures-photos-cartoons
   2. Rotagravure

III. Literature
   1. Fiction-serials-comics
   2. Short stories
   3. Book reviews

IV. Opinion
   1. Editorials
   2. Letters from readers

V. Advertisements
   1. Classified
   2. Display

The author would like to note that it is evident that the business department of the newspaper has become more and more important. The only newspaper which appears to have a correct balance of news to advertising is the

Christian Science Monitor which allots 60 per cent to news and 40 per cent to advertising. Having looked at some of the newspapers, the ratio would appear for the others to vary from 50:50 news and advertising to 60 per cent advertising and 40 per cent news, and sometimes in the tabloids an even greater discrimination with a ratio of 70 per cent advertising to 30 per cent news.

If the reader were to check the newspaper of the turn of the century, he would also note the decreased space given to opinion. Would this not be evidence of a lost intimacy between reader and editor?

One might make the assumption that important problems would find a place in our newspapers, and that the frequency of their occurrence and the space devoted to them give a reasonable approximation to their relative importance. But, to the author, examination of the newspapers seemed to indicate that space allotments in newspapers would be a very faulty method of assigning relative values to the problems of phases of life in our community of Boston. Too much of the newspaper contains trivial gossip. It might well be the subject of a future study to show what problems are kept before the public through the newspapers. That, in itself, would be an important contribution.

CHAPTER IV

SOCIAL STUDIES AND THE NEWSPAPER

Curriculum.-- In Chapter III the reader will have found listed the subjects of items and articles used in newspapers. In this chapter, the author intends to examine the Boston metropolitan newspapers and select, very carefully, all important information of the day that can be correlated with the particular social studies subject. It is not necessary for the teacher to peruse the entire news in class, but the teacher of the social studies should be the most informed member of the faculty with regard to daily news and contemporary affairs. The efficient teacher will make use of the newspaper for motivation purposes, at least. The teacher will realize that all of the papers are not of the same quality, and that some, like the Monitor, are so superior, that to keep abreast of the news, the teacher should find time to read it. Also, the Sunday edition of the New York Times, should become a reading habit for the social studies teacher.

The course of study in the social studies department is carefully planned to fit the pupil's needs and abilities. The Weymouth program of studies is here described: "Since the American way of living rests upon education, the social

studies department offers a program to help the pupil understand the American ideal of democracy. With that aim in mind, the courses are arranged so that the pupil may gain a knowledge and appreciation of its highest principle - political, social, and economic."[1] A study of the past, beginning with the pageant of the rise and fall of ancient countries up to the present time, with a comparable study of our contemporary governments, is included. The purpose is to give the pupil a comprehensive understanding of the society in which he lives, to enable him to evaluate the local, state, national, and international problems of our country, and to inspire him to become a loyal American citizen. The names given to these courses in the curriculum are: American History, Civics, Geography, World History, and Problems of Democracy. The course in problems of democracy tends to absorb the separate courses in government and economics.

1 Program of Studies, Weymouth, Mass., Weymouth Vocational School, 1953, p. 7.

1. American History

Admission of States to the Union.-- The question of statehood is one that holds much interest for young people studying American history. In this instance, the newspaper reports the action being taken by Congress to admit the territories to the Union.[1] With the article, the teacher can lead the students into an understanding of the possession, manner, and time that various sections have applied for admission as states, and why and/or how states are admitted to the Union. Since our last states were admitted in 1912, this recent application for admission adds freshness to the subject.

Will two new stars be added to the flag soon? Will Hawaii be the forty-ninth state? This year again, as on many past occasions, Alaska and Hawaii are knocking hard at the door for admission to our Union as full-fledged states. After his election and inauguration, President Eisenhower indicated that he didn't think Alaska was ready for statehood, but he urged Congress to bring Hawaii into the Union at once. What an opportunity for the alert teacher (1) to have research done, (2) hold a panel discussion or debate on the difference in attitude toward

1 Boston Globe, February 14, 1954, p. 55.

the two areas, (3) have a sociodrama, (4)to begin orientation on American territory and the wide scattering of U.S. possessions, (5) review our rise to world power, (6) to promote a one world attitude, and (7) to examine the concept of imperialism.

Once the student has had his curiosity aroused by a current item and realizes that the subject he is studying is alive and meaningful, then he commences to progress along lines of worth-while educative value. The item can be a key opening the door of understanding that will prove to be of interest to him or her in obtaining a better knowledge of America's history.

Aviation.-- Material to invigorate air-age education can be found in Associated Press dispatches relative to restored Air Force status for Charles A. Lindbergh.[1] Such an occasion presents the opportunity of opening up the story of "Lucky Lindy", and once into the history of Lindbergh as concerns aviation, we automatically get into the entire history of aviation, past and present. The teacher can explain that Lindbergh could not have made his epochal flight, solo across the Atlantic Ocean, without the efforts and sacrifices of countless numbers of persons, whose contributions to the science of aviation, all through the years, made such a great event possible.

1 Boston Globe, February 16, 1954, p. 2.
Boston Traveler, February 15, 1954, p. 1.
Christian Science Monitor, February 16, 1954, p. 11.

Boston University

With the introduction given, it will be an easy matter to have students become enthusiastic over probing deeper into the lives of men like the Wrights, Byrd, Lindbergh, and Mitchell. Questions can be answered relating to the qualities that led to success as found in these men.

There is also something ethical in this situation. Teachers train children not what to think, but how to think. bad Nationalism's creed is my country, right or wrong. For a democratic nation, this is an unhealthy attitude. A wrong is never right. Rather, as has been said, is not this correct: "I do not agree with what you say, but I shall fight to the death for your right to say it." All this might be brought out in ascertaining the resignation of Colonel Lindbergh in 1941.

Principle should not be sacrificed for gain. America can continue great only as citizens stand for their convictions. Having made that stand, we must be democratic all the way: in thought, word, and deed. Lindbergh has taken great honors and greater abuse. In the late thirties he held unpopular ideas and he was smeared with the title of traitor. At an earlier age he was carried to the other extreme as a nation's hero. In between he was subjected to the terrible trial of publicity in a time of intense personal suffering. But all the time he continued to serve his nation and his art - aviation. He flew the Atlantic,

pioneered air routes around the Caribbean and South America, surveyed some of the first transcontinental air routes, studied rocket propulsion back in 1929, flew the great circle route from Canada to Japan, surveyed North Atlantic air routes, secretly studied European air forces for the U. S. government, and did all sorts of wartime research which took him on fifty combat missions in the Pacific, and since the war he has continued, quietly but effectively, to help the twin causes of military and civilian aviation. He should be a hero to this generation as he was to the last. We should be honored to call him Brigadier General Charles A. Lindbergh. He deserves the title if anyone does.

Biography.-- During recent years, publishers have been turning out an almost overwhelming number of biographies for younger readers.[1] Most of these are for youngsters of middle-grade and junior-high-school age. And the social studies teacher can take advantage of this situation, and use biography as a social studies tool. Much material in social studies is inanimate of course, but through biography people may be brought to life as flesh and blood individuals in the imaginations of the students. People are interested in people. They are the necessary part of the drama of history. The scenes are lifeless without the personal element of the

1 Landmark Books, Random House, New York.
Signature Books, Grosset and Dunlap, Inc., New York.
Childhood of Famous American Series, Bobbs-Merrill, Indianapolis.
American Adventure Series, Wheeler Publishing Co., Chicago.
Real People Series, Row, Peterson & Co., Evanston.
Makers of America, Abingdon Press, New York.
American Heritage Series, Aladdin Books, Saunders Press, Claremont, Cal.

players being emphasized. We can find inspiring examples of great leadership from which we can draw not only inspiration but guidance and, most important of all, perspective. We as teachers pass our enthusiasm on to our pupils. Did not we as youngsters search for ideals, and standards, and then appropriate them for our own? Witness the hero-worship of baseball players and movie stars.

In this particular month, February, we pay homage to some great Americans. Much material is contained in the daily papers with reference to Lincoln[1] and Washington.[2] February 11th is the birthday of another of America's great sons, Thomas Alva Edison.[3] His vision gave us light, seventy-five years ago. To give it to the world, he created a whole new industry to generate and distribute electric power, an industry that has helped our nation to grow strong and productive. Will that youngster in the third row, fourth seat do as well? He can dream he will, and work, and work, and perhaps he shall. We are all the time finding out new things of interest about these famous people, and this new material can often be woven into the daily lesson and made

1 Boston Traveler, February 8, 1954, p. 17.
Christian Science Monitor, February 9, 1954, p. 9.
Boston Globe, February 11, 1954, p. 11.

2 Boston Post, February 20, 1954, p. 1.
Boston Traveler, February 20, 1954, p. 3.

3 Boston American, February 11, 1954, p. 18.

to make it the more interesting. What were the special qualities of these men? The teacher can lead the youngsters to search for and discover why their spirits continue to shine out with great effulgence through the years.

Biography gives aid in the character development of young people. Teachers, like the great personalities of the past, can inspire. Pupils will do as their heroes do. Social studies teachers cannot preach democracy and practice dictatorship. They can show students by example how the concerned citizen takes part in the community; is active and not passive; strong and not weak; a leader and not a follower; going places and not drifting; sure and not anxious; positive and not confused; cooperative and not selfish; a doer of good things and not "two-faced." What great American was not all these and more? The problem of our time is haven for the individual. With the progress of science and technology, man seems to have been dwarfed. Are we masters of the machine or is the machine master? No! Man is not an insignificant pawn to be moved this way and that by unseen and unknown forces beyond his control. Man is not a puppet-servant of the state. Communists will find this out. Man alone of all living creatures is able to dream, to think, to invent, to create. And this is the one thing we learn when we read biography, when we read about man, the dreamer, the creative individual.

The teacher who tells of human nature, through biography, tells interested youngsters what people "lived of" and not merely what they "died of." Teachers should not neglect some very important opportunities to contribute to a meaningful educational program by failure to emphasize biographical material in social studies classes.

Hardly a school in America but is observing the birthdays of Abraham Lincoln and George Washington with special programs. But all great Americans are not males. We have a "heroine" born February 15, 1820.[1] It would be interesting to know how many schools are also observing the anniversary of the second great emancipator born in February - Susan B. Anthony. Young women today owe her much, but how many of them are aware of the cost at which their rights and privileges were won?

This courageous Quaker woman worked for sixty years for the emancipation of women from the binding restrictions of tradition and statute. It was in 1853 at a teachers' convention in Rochester, N. Y., that she had the audacity to speak on a question under discussion - the first time a woman had dared to raise her voice at such a meeting. Although 200 women were present, it was accepted custom for them to sit in silence and listen to words of wisdom from the men delegates, who held all offices and made all decisions.

1 Christian Science Monitor, February 17, 1954, p. 18.

By ceaseless and selfless vigilance and organized effort, Susan Anthony pushed forward her demands for recognition of women as people. She began working through the teachers' association because she was a teacher. After achieving reforms there, she led the long battle for women's rights in all fields of endeavor and their equality as citizens. She was as dedicated to the cause of emancipating women as was Lincoln to that of emancipating the Negro slaves. And the triumphs of both were triumphs for justice and human dignity necessary to the progress of this free country.

Should not the quartet of great Americans, George Washington, Abraham Lincoln, Thomas Edison and Susan B. Anthony, be thought of together when February anniversaries are observed?

And in this same period of newspaper study, there appears another great man of principle, Dr.Albert Schweitzer's story.[1] A life of great human interest and dedication, an inspirational story.

In view of the current widespread interest in biography, and in view of its values as a social studies tool, the time has come for social studies teachers to give more serious consideration than they have heretofore done to the contributions biography can make to their own social studies classes.

1 Boston Globe, February 8, 9, 10, 10, 1954.

The days in history.-- An excellent method of interesting pupils in history is the recall of a personage, deed, or event. There is a great fund and storehouse of information in the daily press. The Boston Traveler has a daily section called "Through the Years" and recalls happenings of the day: one year ago, ten years ago, twenty-five years ago, fifty years ago, and one hundred years ago. "The Observant Citizen" in the Post also makes mention of noteworthy dates, events and anniversaries. With ingenuity and planning, the teacher should be in a position to continually keep the students imbued with an intellectual curiosity and awareness that they will carry with them when they leave school. This is education.

Then, a date commemorated can lead to other avenues of learning. Witness Lincoln and Washington remembered leading to a study of the men, their qualities, attributes of good Presidents, the Civil War and Revolutionary War respectively, and politics. Also, with this International News Service report: "The U. S. battleship Maine was torn apart by a terrific explosion and sank in Havana Harbor 56 years ago today and involved the U. S. in a war with Spain."[1] This item could motivate a study of the Spanish-American War; or, the external expansion of the United States by territorial

1 Quincy Patriot Ledger, February 15, 1954, p. 16.

acquisition; or, nationalistic slogans used to unify: "Remember the Maine", "Remember Pearl Harbor"; or, the work of Doctor's Walter Reed and William Gorgas in the conquest of malaria and yellow fever.

With such a calendar, young people will doubtless become more familiar with their historical, scientific, and cultural heritage.

Veterans.-- "Asserting that Armistice Day has lost its original significance, it was proposed today to change November 11 to "Veterans Day."[1] Both patriot and future taxpayer are interested in the cost of our rise to a leading world power. Battle deaths now amount to 504,245 in all major wars and expenditures have risen to $382,703,168,707.[2] But the price paid for wars has also been reflected in benefits given to servicemen.[3] This may lead to study of the Homestead Act, or discussion of bonuses in discharge for responsibilities, or the subject of taxation costs and expenditures in our federal budget. Other news items offered concern one of the last survivors of the Civil War[4] and the occasion when for the first time in history a representative of the Sons of the Confederacy placed a wreath at the Lincoln

1 Boston Post, February 8, 1954, p. 8.

2 Life's Picture History of World War II, Time, Inc., New York, 1950, p. 361.

3 Boston Traveler, February 10, 1954, p. 15.
Christian Science Monitor, February 11, 1954, p. 3.

4 Boston American, February 11, 1954, p. 18.

Memorial in Washington on Lincoln's Day.[1] The tragedy of civil war can be discussed or the remembrance of departed patriots as commemorated by Memorial Day. The newspaper almost daily makes mention of veterans of our wars and can be used to discuss "duty" to our country.

2. Civics

Amendments.-- Here are four items on proposed amendments to the supreme law of our land, the Constitution. Two of them have to do with lowering the voting age to eighteen.[2] Two are editorials: one, limiting the treaty-making power of the President[3], the other, casting light on the fifth amendment.[4] These items give information which can aid in understanding the constitutional process.

One of the bulwarks of our government is orderly change through legislation. We can add to or amend that remarkable document of our federal government that was put in operation in 1789. A skillful teacher can thus avoid starting "cold" a unit on national government, the Constitution, or the added "Bill of Rights." Pupils will begin their study and reading much more intelligently if they know something about what is to be investigated.

The President holds the view that for years our citizens

1 Boston Daily Record, February 13, 1954, p. 23.

2 Boston Globe, February 17, 1954, p. 1.
Boston Post, February 8, 1954, p. 3.

3 Boston Traveler, February 15, 1954, p. 16.

4 Christian Science Monitor, February 15, 1954, p. 18.

between 18 and 21 have, in time of peril, been summoned to fight for America. Therefore, they should participate in the government that they are asked to serve. Former President Truman held the opposite view. He felt that the more a person knows, the more intelligently he can vote. To him, a better beginning voting age would be 24. Disputes over the voting age are nothing new. How interested the class would be in the work done by the suffragettes and leading to our nineteenth amendment of 1920.

Reference to the editorial page is an opportunity to teach students the editorial function. An editorial is not a news story. It interprets, suggests, advises. It may be pro or con. So, too, with a columnist. The editorial writer or the columnist will express an opinion clearly and unmistakably, for opinion is the function of the editorial. That is the reason, too, the columnists appear on the editorial page.

David Lawrence[1] tries to explain the Bricker amendment controversy. This proposed amendment is concerned with the meaning of treaties and the conduct of foreign policy by the President. In studying this item, the teacher can also make note of NATO (North Atlantic Treaty Organization) or EDC (the European Defense Community) and our obligations abroad. For the basic object of the amendment proposed is to prevent a future President from agreeing to some action by one of the

1 Boston Traveler, Loc. cit., p. 16.

numerous subsidiary bodies of the United Nations which would take away constitutional rights. The legislative branch of our government is given, in the Constitution, the authority of declaring war and making peace. Here, repeated in history, is the fear of the nation in the 1919-1920 period, that joining an international body like the League of Nations would take away the prerogatives of the Congress.

A figure of national prominence is Senator Joseph McCarthy of Wisconsin. He often refers to "Fifth Amendment communists." A section of this fifth amendment states: "nor shall be compelled in any criminal case to be a witness against himself." Does use of it imply guilt?[1] If not, under what circumstances is it legally admissible for a witness to take refuge in this constitutional provision? It is confusing even to intelligent and responsible-minded citizens. In the guiding hands of the teacher, young people can see their supreme law of the nation a living thing, and not the lifeless, dead paper 165 years old.

Taxes support our government. All the pupils will be taxpayers and from the paper[2] the teacher may find the opportunity to instruct young people in the duties of citizenship as well as the rights. The taxing Sixteenth Amendment provides such an opportunity.

1 Christian Science Monitor, Loc. cit., p. 18.

2 Quincy Patriot Ledger, February 15, 1954, p. 1.

Education.-- In these days of students in record numbers crowding the nation's classrooms, there is one item that should not pass unnoticed. That is the number of young people who are leaving school without completing all grades.[1] For the year 1952-1953, the cost of education per pupil in the state of Massachusetts was $245.94. A nation's young people are its most important "product," so when "rejects" or "drop-outs" are numerous, management had better examine its methods. When authentic figures are brought out, this could well be brought to the attention of the pupils. Appreciation is a value we must teach young people. The pupils of the United States receive so much more, along educational lines, than the students of just about every country, that this fact should be brought to the attention of pupils, particularly those who do not seem to appreciate the great privilege that is theirs through the construction of our school system. Too many of our students take what is given to them, in the matter of education particularly, in a desultory, half-hearted manner as though they were being shown no special privilege. The fact should be made clear that no country excels that of the United States in dealing with its children in the matter of education. It is not a task of guidance teachers only.

1 Boston Post, February 20, 1954, p. 4.
Boston Globe, February 16, 1954, p. 16.

A Reuters dispatch[1] tells of a plan to teach biology, geography and history by television in Britain next year. There is also a drive for an educational TV channel in Boston.[2] This could be an introduction to an interesting class period discussing the role of television. The author, in a poll of his classes in 1953, discovered that of 150 pupils, the average weekly time spent in watching television programs amounted to an average of sixteen and one-half hours. Certainly there must be some effects resulting. The author was privileged to view "Summer School"a program originating from WCOU-TV, Philadelphia, in the summer of 1953. He found these tele-lessons instructive and valuable. The class discussion might lead to an examination of the entertainment mediums of comics, and movies, in addition to television. Do these media, by showing violence and cruelty, promote crime among youth? Certainly, by examination and instruction teachers should try to mold taste and retain culture.

Foreign service.-- That Secretary of State Dulles soon will move to restore the prestige of the Foreign Service is good news.[3] It is necessary for teachers to labor the point that the United States especially needs skillful diplomats in

1 Boston Globe, February 8, 1954, p. 19

2 Christian Science Monitor, February 13, 1954, p. 2.

3 Christian Science Monitor, February 8, 1954, p. 3.

an era such as this. Yet five men, who formerly held high posts abroad, recently expressed fear in a letter to the New York Times that our Foreign Service is deteriorating.[1] Public criticism, they said, is making it unattractive; those who remain in service often hesitate to make truly objective assessments of situations in foreign countries lest their reports be later used to throw suspicion on their loyalty. The former Ambassadors' view of what is happening is supported by the fact that the number of American career diplomats has dropped from 1400 to 1305. Mr. Dulles plans to appoint a bipartisan five-man panel to plan the reorganization of the Foreign Service. The chief problem of such a body will be to restore the prestige of a diplomatic career. If such a calling is to be made attractive, young people and the public must be convinced that those who pursue it are trustworthy citizens, engaged in a man-size job for their country.

Discussion and study can open the whole field of diplomacy and foreign relations concerning the United States and other nations. The government has printed a helpful illustrated booklet for young people interested in the foreign service.[2] Prepared by the State Department,

1 New York Times, January 17, 1954, p. 8E.

2 The U. S. Foreign Service - A Career for Young Americans, Pamphlet, 1952, Department of State, Government Printing Office, Washington, D.C., 22 pp., Catalog No. Sl. 69:28.

it describes the job of a foreign-service officer overseas, and discusses the types of foreign-service examinations, with information about when and where they are held. Remember, teacher, schools are educating students for their future, too.

Immigration.-- Reading of the article[1] telling how foreign-born persons become American citizens by naturalization can lead to a worth-while and interesting examination of the subject of immigration. This question is a vital one, and one that the pupils will be concerned with always. It would be well to start them off with a clear view on all sides of the question. When the interest of the class is obtained, it will then be possible to lead from this to other correlated subjects, for example, population. We can see the march of history in our population. America's population picture is changing in several important respects. One major change is that our people, in general, are moving westward. From the rapid growth of cities and suburbs has come a major change in the American way of life. Current newspaper reports will always be of help in stimulating interest.

1 Christian Science Monitor, February 13, 1954, p. 11.

3. World History

International trade.-- Congress has passed and the President has signed the bill permitting the United States to participate with Canada in developing the St. Lawrence seaway. On February 13, 1954, the legislation was in passage.[1] Here is a good opportunity to learn some major understandings. Canada is America's closest and firmest ally. Between the two nations is the longest unfortified border in the world. The defense of Canada is vital to the United States. National resources of Canada are vital to the U. S. armament program. Canadians and Americans see eye to eye on major world problems.

It is of interest to all persons to know that Canada buys more from the United States each year than any other nation, and how these purchases affect international relations. Pupils must be made to understand that because America is the world's economic giant, our economic might has the rest of the world feeling the effect of U. S. economic policies. U. S. - Canadian cooperation shows nations can get along peacefully with one another.

Many pupils, to whom trade is merely a word, will take interest and gain knowledge if they see the importance of trade. The new ambassador to the United States, Sadao Iguchi, warned in Tokyo that Japan may turn to communism if

1 Boston Globe, February 13, 1954, p. 55.

not given a "fair chance" to earn a living in international trade.[1] The biggest debate in Japan, and one of the foremost problems of United States policy in Asia today, is the question of Japanese rearmament.[2] While Japan is pledged to the side of the free world, there is concern lest social unrest and food shortages stemming from an unbalanced economy throw Japan into the Soviet orbit as a satellite. Knowledge of our production and trade, that dwarfs that of other nations, will better enable future participants in our policies of state to realize their responsilities as American citizens.

And again, here is a report of a Soviet delegate to the United Nations Economic Commission for Asia and the Far East, offering aid by his country to underdeveloped Asian countries.[3] This would be in the form of technical aid and industrial equipment. It behooves us as their teachers, to have pupils aware that the United States grows 20 per cent of the free world's food yet has only six per cent of world population, that we produce fifty per cent of the world's iron and steel outside Russia, and that we have replaced England as the world's largest world trader and must, through trade, favor the improvement in economies

1 Christian Science Monitor, February 12, 1954, p. 7.

2 Christian Science Monitor, February 18, 1954, p. 9.

3 Christian Science Monitor, February 11, 1954, p. 7.

of the free world and in improved living standards for other nations, thus reducing the appeal of communism. All these facts add interest to the subject, and once the subject is mastered by logical deduction and the avoidance of hysteria and prejudice, critical thinking will be added to the students' skills.

World history and geography.-- World history should expand the national horizon of the pupil to the periphery of the world. Geographic objectives can often be used to serve the same purpose as the objective above. The reader is urged to turn to the section of this chapter, Geography, as a compatible correlated subject.

4. Geography

Every issue of every newspaper has items of value for geographic use. Listing three areas of news items which appear day after day, world wide, United Nations, and foreign, will give the reader some idea of the superabundance of topics. It would be well to recall the objectives in studying geography:[1]

"1. To understand man's natural environment
2. To understand the relationships between man and environment
3. To develop an appreciation of man's interdependence
4. To develop a sympathy and an understanding of other social groups
5. To learn something of natural resources and man's use of them

1 Edgar Bruce Wesley, Teaching Social Studies in High Schools, D. C. Heath and Company, Boston, 1950, p. 127.

6. To learn useful facts concerning the earth and its products
7. To learn how to use geographic materials, such as maps, etc.
8. To learn something of the chief occupations
9. To acquire geographic concepts
10. To understand natural forces, such as the weather, tides, etc."

The teacher should always remember in geography that the object is understanding and not the mere memorization of facts. For memory fades, but understanding can be recalled. Any new item that can contribute to any one of the objectives above is useful.

Many adults are ignorant of the United States, geographically. For an eighth-grader to know the states in the Union, or to locate mentally or on a map foreign countries, is an accomplishment today. Even place-location in the dateline of an item can be useful, therefore. Americans should be interested, too, in the news of the world, because their country is playing a very important part in world affairs. The news may be about the world's wheat supply, a famine in India, a new use for atomic energy, or some other, similar topic. No matter what the news is, it usually affects us and the rest of the world in some way.

No social studies teacher should be unfamiliar with Bowman's classic, Geography in Relation to the Social Sciences.[1] Teachers must weave enough geography into their

1 Isaiah Bowman, Geography in Relation to the Social Sciences, Part V, Report of the Commission on the Social Studies of the American Historical Association, Scribner's Sons, 1934, 223 pp.

presentation of history; enough economic, physical and political geography, to make today's world conditions understandable by boys and girls. To promote international understanding and cooperation, the more teachers and pupils know of the background and composition of the people in other nations, of the climatic conditions that influence their occupations, of their lands and natural resources, their social, economic, and political affairs, the better all can serve as citizens of this nation.

Economic geography.-- This is the geography of man's activities. Geography considers the relations between two great subjects, the earth and man. There is a causal relationship between life and the earth, and in the study of geography the interactions of causes and consequences must be understood. For existence, man must supply his necessary wants. How human beings live and make a living in the particular location or environment in which they live, is the field of geography known as Economic Geography.

To begin, there are very few items in the press that are completely useful in themselves. But the newspaper items can be a starting point for a project. For example, here is a recall item on Admiral Peary, saying he expects to reach the North Pole.[1] From this statement the problem

1 Boston Traveler, February 9, 1954, p. 35.

"Find out just what the land area around the North and South Poles may contain in the way of valuable metals and resources such as oil and coal," may be deduced, and should be an interesting one for study. Or, here is a report that the Shell Oil Company has announced discovery of what is promising to be the first commercial oil field in the state of Nevada.[1] This could lead to a study of the entire petroleum industry. It could lead to a unit on the oil-rich and restless Middle East.

Take the real estate section of any newspaper. Herein can be found work leading to some very interesting material relating to industrialization. In this instance it is industrialization in the community of Wayland, Massachusetts.[2] Great corporations have taken residence in a vacant area and manufacturing commences and factories are built. Maps can be used, importance of proximity to ocean and airport and transcontinental railroad lines can be understood. This can lead to better understanding of geopolitics, location of important cities, land value, transportation, distribution of goods and services, markets, and/or raw materials for manufacturing.

An article about a union threatening to leave the

1 Christian Science Monitor, February 18, 1954, p. 5.

2 Boston Globe, February 16, 1954, p. 21.

American Federation of Labor can show the importance of the worker.[1] It can introduce work on the Industrial Revolution or the guilds of the Middle Ages for World History classes. The relation of employer and employee can be studied. The whole group of activities that people engage in to make a living are suitable items for use. This leads to a study of occupational geography. The interest created by the daily press can make subjects so real, so live, that pupils can see that their school work is connected with life itself in a very real way.

Political geography.-- It is impossible to separate geography from history. Call it continental geography or world geography, newspaper articles can be a motivating point for a series of studies that will give students world-mindedness and an awareness of the interdependence of peoples. Too often the differences between peoples are emphasized rather than their similarities. It is possible to live in peaceful co-existence.

The stamp hobby can be a way to get pupils familiar with the world setting.[2] Encourage youngsters to buy stamp albums and collect stamps from around the world and postmarks from their own country. When they get a stamp or a postmark have them look it up in their atlas; this way

1 Boston Globe, February 16, 1954, p. 21.

2 Christian Science Monitor, February 18, 1954, p. 17.
Boston Globe, February 14, 1954, p. 18 A.

there will be less likelihood of putting England next door to Australia. Studying political geography this way can help them visualize on maps and globes, the tools of geography, localities in the part of the world they are studying. Young people should make maps, and more maps, to comprehend the world setting of each of the localities they are studying. Whether it is an article about Korea[1] or Guatemala[2], the stir of destiny on the Dark Continent envisaged through the Mau Mau[3], or the Big Four meeting in Geneva[4], or the scaling of Mt. Everest[5], or our role in Indochina[6], or the rumbling in the Soviet zones[7], a geographic comprehension will be developed that will be carried over into thinking about all lands and people. Worry not that the subject might have been studied in lower grades; if students are to grow in their geographic comprehension of the world in which they live, they need to be given opportunities to return again and again to important areas of the world, to view them from many different angles, and to study them at various times. Social studies teachers can use the newspapers to stress geography but by an indirect

1 Boston Herald, February 8, 1954, p. 8.

2 Boston Globe, February 14, 1954, p. 27.

3 Boston Herald, February 15, 1954, p. 8.

4 Quincy Patriot Ledger, February 20, 1954, p. 10.

5 Christian Science Monitor, February 12, 1954, pp. 3,12.

6 Christian Science Monitor, February 10, 1954, p. 1.

7 Christian Science Monitor, February 8, 1954, p. 1.

method of correlation. The very absence of formal, stylized geography will appeal to the student's curiosity and interest. In this way the teacher can guide the increase of information, broaden interests, and awaken an understanding of social problems in a general approach to social studies. This will avoid the tendency for geography classes to be overburdened with facts; which facts have continued to make geography dull and uninteresting.

Human geography.-- This is the story of man's adjustment to his natural environment. Here are to be studied the conditions affecting man's way of making a living. There are few newspaper items that can be used directly. But in discussing the conditions of the atmosphere, or weather and climate, the daily weather chart found in newspapers is a beginning point. But a statement: "Brazil is the chief coffee-producing country in the world",[1] is a suggestive problem for study. The "Why?" and the "How?"-type question could be employed to advantage based on newspaper items. Why do we have a need for conservation?[2] Why is a temperate climate good for progress? How does their method of making a living affect people's customs?[3] Why must Great Britain

1 Boston Traveler, February 17, 1954, p. 19.

2 Christian Science Monitor, February 18, 1954, p. 5.

3 Christian Science Monitor, February 12, 1954, p. 9.

need more exports than imports?[1] The international travel section tells of many resources,[2] and can be useful. By knowing the influence on man's life of the climates, of vegetation and animal life, of topography, and the other natural features of environment, young people can gain understandings of people, their needs and wants, their supplies and surpluses. We gain many facts in geography, but must never forget that people live as individuals. If young people realize that the people of other nations are also our neighbors, and as we spread out knowledge to help better their living standards, and yet are intelligent enough to accept contributions to progress they have made, then the world can readily and peacefully exchange surplus products and live as good neighbors. "Optimist!" the cynics cry, but it is a hopeful vision, and where there is no vision the people perish. In this atomic era, we must all live together, or we shall be consumed piecemeal. For years now the Food and Agricultural Organization (FAO) has been reminding the world that from sixty to seventy per cent of its people are hungry most of the time. Would not our surpluses be an antidote to the spread of Communism in the densely populated areas of the

1 Christian Science Monitor, February 11, 1954, p. 6.

2 Boston Globe, February 14, 1954, 24 pp.
Boston Herald, February 14, 1954, 16 pp.

world? We have available:[1]

Over 200,000,000 lbs. of surplus butter

Over 200,000,000 lbs. of surplus cheese

Over 400,000,000 lbs. of surplus dried milk

5. Problems of Democracy

Agriculture.-- Almost daily there is to be found an item concerning America's farm policy problems. Two items concerning price-supports are footnoted. One has concern with the lesson in potatoes.[2] The other notes that committees of both branches of Congress are considering the President's proposal for revisions in the price support program.[3]

"A Rural Nation Becomes Industrial" is a chapter title in a social studies textbook.[4] To the youngster in the East, this is a misleading conception if left undeveloped. After the Civil War it is true a change in our economy occurred. But to many pupils in the West, the economy is still basically agricultural. The farm situation can be an interesting and valuable lesson to portray our whole economy. Basically the fact is that the farmers are dissatisfied because their incomes are falling while operating expenses remain high.

1 Christian Science Monitor, February 10, 1954, p. 18.

2 Christian Science Monitor, February 12, 1954, p. 18.

3 Boston Herald, February 16, 1954, p. 1.

4 Edna McGuire and Thomas B. Portwood, The Rise of Our Free Nation, The Macmillan Company, Boston, 1948, chapter 14.

What family provider-to-be or housewife can be unconcerned with food prices? Or again, what interested citizen can be unfamiliar with "guns and butter" - America's "cold war" economy? The periods of drought, or dust on the Plains, can open an exciting period on conservation necessity.

When students get some of the facts, they can be led to understand and intelligently evaluate in the future what brings the farm situation to the boiling point. For example: with 15 per cent of the population, farmers get only 10 per cent of national income; half of the farmers netted less than $1,000 cash as late as 1948; the United States has six million farms; these farms produce 70 per cent of raw materials used in manufacturing; the farm population is a 30 billion dollar annual customer of business; many urban communities are dependent upon farmers; and that depressions are often "farm fed". The teacher can do much to inculcate in students the general aims of a desirable agricultural policy: (1) provide adequate food and raw materials for the nation, (2) provide national reserve, (3) provide margin for aid to other nations, (4) maintain adequate but not excessive farm population on an acceptable standard of living, (5) restore renewable soil resources and prevent further destruction.

Fiscal and monetary policies.-- During the course of the first World War, the United States changed from a debtor

to a creditor nation. Here is an item of a young nation, the Soviet Union, attempting to spend some of its gold reserve.[1] Along with this fact may be mentioned that no country of the world has such a tremendous gold reserve as has the United States. We are rich beyond all dreams. What to do with this money, how to spend it so that it will bring the greatest return in public health, education, scientific progress, is a question that has vexed the keenest of minds. Better reports than ever are being issued relative to the amounts of money that are being saved by the people of the United States. Bank reports are regularly being issued.[2] It appears that today more money is in the banks of the land than ever before. This fact should be brought to the attention of the pupils, as it tends to encourage thrift.

Tariff.-- Grade eight is not too soon to acquaint students with the tariff. To many parents and citizens, including those with higher education, the tariff is a dry, uninteresting subject. They have very few ideas of just what all the controversy is about pertaining to this question.

1 Boston Post, February 11, 1954, p. 6.
Christian Science Monitor, February 13, 1954, p. 5.

2 Boston Globe, February 16, 1954, p. 2.
Christian Science Monitor, February 20, 1954, pp. 2,18.

Here is an Associated Press dispatch,[1] and an editorial[2] discussing in very plain words the arguments for and against a tariff on Swiss watches. Here are some very successful watch companies; Elgin, Hamilton, and Waltham, together with the American Watch Workers' Union, asserting that imports under present tariffs are driving the domestic industry out of existence. Our skilled workers in the watch trade receive higher wages than the lower-paid labor of Switzerland. The companies find themselves unable to compete under such conditions without a fifty per cent "hike" in duties on Swiss watches.

The American public is interested to the extent of not having the price of watches increased. If the price is increased, the consumer loses. If it is not increased, then labor is the loser by forced salary decrease or unemployment. If the tariff is increased, the consumer who preferred Swiss watches over American products would have to pay for their preference some $60,000,000 a year.

The subject can be made very interesting in this way. In substance it seems to be a "heads I lose, tails I lose" proposition to the consumer. But there is more to it, and from this point the problem which Congress must struggle

1 Boston Globe, February 9, 1954, p. 20.

2 Boston Post, February 13, 1954, p. 4.

with can be reviewed. The average legislator is interested in protecting the American watch industry as against non-American producers, but he is also interested in seeing to it that the price of watches in the United States is not increased. Every American legislator is interested in protecting the American merchant, but he is not interested in protecting him to the extent of giving him practically a monopoly on particular lines of business. Where the "happy medium" is, is the problem of Congress to ascertain, and to arrive at a just and honest decision is a herculean task.

If the pupil can be interested in a subject which has the headlines, such as watches and coffee[1] at the present time, he will learn more about the tariff, supply and demand, and the various issues connected with this phase of our economy. In our present American tariff dilemma and the world situation he can gain many valuable understandings. The author will list some:

1. Reasons for trade to help replace foreign aid:
   a. Free world now has increased goods for export.
   b. Lower American trade barriers would enable allies to sell more here and pay for imports, thus partially relieving American taxpayer.
2. Arguments against lower trade barriers:
   a. American industries would be hurt by competition from foreign goods.

1 Boston Traveler, February 17, 1954, p. 19.

b. American labor would be hurt by competition with low-paid foreign workers.

c. America should not be dependent on foreign countries for key defense goods.

3. Arguments for lower trade barriers:

a. American industries which can't stand foreign competition without tariffs are likely to be inefficient or marginal and should not be protected at cost to taxpayer.

b. American labor's machine-aided efficiency is so much higher than that in most foreign countries that it meets competition successfully.

c. Number of vital defense products is small and not worth government tariff subsidy.

Newspapers and the course of study.-- Intelligent citizenship for today means an informed citizen. The value of geographic and historic understandings is in enabling citizens to give intelligent consideration to current problems: individual, community, national, and international. To present our United States in a true perspective, current world affairs must be emphasized. Current problems, issues, and developments are important, but they are not the whole of social studies. There are limitations to the understanding capacity of junior-high-schoolers. Also, much of the news in the daily newspaper is only of incidental news value. The teacher, however, as part of the educative process, can use the newspaper as a means of acquainting students with news sources and formation of habits that will carry over into adult life.

The teacher should have specific aims concerning the teaching of current problems:

1. Improvement in the attitudes of students toward world affairs

2. Increase the range of student interests

3. Lessen or remove prejudices

4. Make the students more discriminating and more efficient in their reading

5. Promote skills that will function effectively now and later

6. Cause them to become more active citizens

The one reason for a newspaper's existence is to present the news of the day. This includes news from the world at large, news from the other sections of the United States, and news of the region which it reaches through its circulation. No newspaper can neglect this vital function. Therefore, current problems are found in every issue of every paper. In preceding pages, the author has mentioned many newspaper topics that can be used in the Problems of Democracy course. In his concluding chapter he shall appraise the reporters of the news, the daily newspapers.

There are many areas of news items which appear day after day. For the interested reader, the best single list discovered by the author is to be found in Wesley's Teaching Social Studies in High Schools.[1]

1 Edgar B. Wesley, Teaching Social Studies in High Schools, D. C. Heath and Company, Boston, 1950, p. 385.

There are very important problem areas for our time. Some have been previously mentioned in this chapter, but the author will list topics and the reader shall see that if he read his newspaper today, he read items that could be used for current problems.

Headline Topics

1. The Democratic Way of Life
2. America's Farm Policy Problem
3. Rearmament
4. Communism
5. Nationalism
6. The Promise of Atomic Energy
7. The United Nations
8. Conservation
9. Propaganda
10. Korea
11. Asia
12. The Foreign Policy of the United States
13. The Tariff Problem
14. Canada's Growing Economic Strength
15. The Middle East
16. North Atlantic Treaty Organization
17. European Defense Community
18. The Satellite Countries
19. Germany
20. Africa
21. Our National Government
22. Russia's Role in World Affairs
23. Important World Leaders
24. The World's Economy
25. The Free World

The task of the teacher is difficult. Not only must he formulate a program, he must keep up his own background of information. It is difficult to keep informed about important issues and problems because the number of important issues is large, many of these issues are complex, the sources of

information are numerous, and both information and opinion at times are slanted. The class will follow the standards and enthusiasm of the leader; the devoted, conscientious teacher.

CHAPTER V

RESULTS OF THE INVESTIGATION

Evaluation.-- The purpose of this study was to appraise the pages of the newspapers of the metropolitan Boston area in terms of usefulness and suitability for an eighth-grade social studies class. The author reviewed many articles and volumes concerning the use of current newspapers for current events classes. No study of items and articles suitable for use in social studies classes was found. There was found to be a need, by all researchers, for the teaching of newspaper reading in schools. The results of investigations as to newspaper reading habits was corroborated by the author, when he found through a newspaper reading inventory that: boys and girls of eighth-grade do read newspapers, only 1 per cent do not; and that teachers have an opportunity to broaden the range of interests of students and in so doing have them become more intelligent newspaper readers. The author ascertained by a two-week study period, February 8th, 1954 to February 21st, 1954, inclusive, that the eight major newspapers published in Boston and the Quincy Patriot Ledger, had much information contained therein, during the particular period, which would

be useful and suitable for an eighth-grade social studies class. One criticism of the newspapers must be made by the author: The areas of conflict - political, military, social, fill the newspaper pages. There should be more emphasis in educating the reader of positive, cooperative measures taken to show the worth of groups like the Food and Agricultural Organization (FAO) and the World Health Organization (WHO), and the value of the various food-producing and technical aid assistance programs.

The author also examined the press for its objectives. One of the great freedoms given to Americans by the Constitution is freedom of the press. May the day never come when newspapers can print only what they are told to print. We would cease to be a free people. To maintain a continuing interest in public affairs is one of the foremost duties of every American. It is one of the essential requirements for citizenship.

It is part of the role of the teacher to teach the young people who pass through their classrooms to read newspapers more intelligently than they are likely to do if left without guidance. Suggestions for the study of the newspaper appear in almost all secondary English texts. However, it is impossible for the social studies teacher to utilize the social sciences for instructional purposes without also using the newspaper. The reading and use of

newspapers is one of the social studies skills. Utilizing contemporary affairs, which give life to the social sciences, requires a study of the newspapers. Previously the author has made note of some of the easily available help for teacher and pupil in studying the newspaper. This material may be used as a starting point for a unit, or may be modified to suit the classroom situation. Blennerhassett has prepared a unit on the teaching of the newspaper in the greater Boston secondary schools.[1] The references available should provide a teacher with a wealth of information, teaching helps, and confidence that study of the newspaper can be a most worth-while undertaking.

The author found the metropolitan Boston papers examined catering to their readers. A question heard frequently is "What will you have?" The Boston newspaper reader would appear to have only two choices. He can read much intimate local news, escape into the comic world, seek advice on matters of everyday living, and be sprayed with bullets of advertising genius, or he can read the Christian Science Monitor.

There is definite emphasis given to regional news. The Quincy Patriot Ledger is overbalanced in this respect and gives approximately ninety per cent of its news coverage to area news. In all of the other papers, with the exception of the Monitor, the sex, crime, and accident areas of news

1 Mildred Blennerhassett, Teaching the Use and Selection of Newspapers to Social Studies Pupils in the Secondary Schools of Greater Boston, Unpublished Master's Thesis, Boston University, 1953.

receives heavy coverage. The Monitor formula is to print news of crime only when an anti-social problem is involved and when warning or remedy can be applied. The expressed policy of this international daily newspaper is "to injure no man, but to bless all mankind."

All of the newspapers, of course, devote space to important national and foreign news. But some of the news disseminators only whet the appetite for more details because of inadequate coverage. The tabloids, American and Record, because of size force editors to omit or shorten important stories. Throughout, these papers appeal to the emotions rather than to the intelligence. Their format is designed for the quick and easily-read news digestion. In this appraisal, which is one man's opinion, what is "meat" to one may be another's "dessert." However, it is impossible to live on a diet of nutshells. Once in a while the mind craves a good, solid nutmeat.

The news is the most important material in a newspaper. Every newspaper has many other popular, or special, features. These include the comic strips, the editorial or political cartoon, the sports pages, advertisements, finance and business, and reviews. In fact, since it aims to supply the needs of its readers, a glance through a metropolitan newspaper reveals an all-inclusive encyclopedic nature. Unfortunately, the greatest number of pages are not

devoted to "news", events that are happening throughout the world. Again, the Monitor is in the fore, for it is an international paper that must satisfy readers in 120 different lands around the world, and contains much more national and international news. In all newspapers, the headline and feature articles are, of course, most important. They deal or should deal with the most vital of emerging events and issues. But in some of the newspapers there is a review, which if a reader is to be well-informed, he must follow. All newspapers should have all of these type-of-reviews. The Boston Globe calls it, "What's Going On In Congress."[1] The Boston Traveler, "Through the Years With the Boston Traveler"[2], "Highlights in the News"[3] and another, "Today in Washington."[4] The Christian Science Monitor has two reviews, "The World's Day"[5] and "World News in Brief"[6] which is compiled from dispatches of the Associated Press, United Press and Reuters. The Boston

1 Boston Globe, February 14, 1954, p. 55.

2 Boston Traveler, February 9, 1954, p. 35.

3 Boston Traveler, February 20, 1954, p. 2.

4 Boston Traveler, February 19, 1954, p. 7.

5 Christian Science Monitor, February 9, 1954, p. 1.

6 Christian Science Monitor, February 9, 1954, p. 4.

Post gives "State House Notes."[1] Review sections like these "periscope" the news headlines.

For the social studies teachers, the comics are of little or no use. All are to entertain or amuse. Only "The Old Glory Story" and "Flag Facts" appearing in the Boston Sunday Herald comic section[2] are suitable for eighth-grade class use.

The editorial page in the newspaper, with its editorials, letters to the editors, and signed articles by columnists is useful. Here the reading public can examine its opinions and judge them in the light of what other people are thinking about.

The illustrated sections, the Sunday supplements, and the rotogravure are generally not useful. They are filled with pictures of local residents, talent, or animal pictures. The literature in the supplements is fiction or serials or short stories. However, pictures or photos in all of the newspapers can often be used. They are very effective for bulletin board display to stir up interest in personalities or events in the news.

The author noted a distinct dimilarity between newspaper editions published by the Herald-Traveler Corporation and the Hearst Corporation. The news coverage in the editions of the

1 Boston Post, February 12, 1954, p. 3.

2 Boston Herald, February 14, 1954, p. 2.

Herald and the Traveler was different only in that the Herald is more conservative. The American, Record, and Advertiser format is exactly alike. There is very little difference in the make-up of the morning Globe and the evening Globe. News areas covered frequently appear on the very same page in both editions.

Only the Christian Science Monitor seemed to have at all times a proportionate sixty per cent news and forty per cent advertising ratio. Some editions of the papers appeared to be top-heavy with advertisements. The Hearst papers, particularly, are overblanced with retail advertising. For classified advertising, the Boston Globe appeared to have the best coverage.

The Boston newspapers, with the exception of the Herald and the Monitor, have much of their reading matter purchased from the syndicated services. The Herald often uses a combined Boston Herald-New York Times Dispatch source and byline. The Monitor alone has much coverage of its own plus staff and special subject correspondents and use of the Associated Press, United Press, and Reuters news agencies. The Traveler has an aviation editor's column daily. Stamps in the news are a feature of the Thursday edition of the Monitor[1] and the Sunday edition of the Globe.[2]

1 Christian Science Monitor, February 18, 1954, p. 17.

2 Boston Globe, February 14, 1954, p. 18 A.

Conclusion.-- The writer is of the opinion that a study of the newspaper should be included in the unit plans of all social studies teachers. As a result of this study, he feels the Boston metropolitan newspapers can be used for valuable pupil learning experiences. Current newspaper history will include the whole world as the field of social interest and lay the foundation for endless class-related activities. The alert teacher will find many chances to use newspapers in classroom work. Articles in the press can be used to focus attention on a topic about to be studied. Newspapers can be used as supplementary material for instructional purposes; as a source of information for discussions and debates about current problems; for increasing vocabulary; to furnish material for bulletin boards and notebooks; to add interest and knowledge; and to motivate a subject lesson.

"What do we hope to accomplish by using newspapers in social studies classes?" is the theme of an excellent pamphlet, How to Use Daily Newspapers.[1] The answer:

> "1. We want to develop in each student the habit of reading the newspaper every day in order to be adequately informed about events in the local community, the State, the nation, and the world. We hope that the habit will continue throughout his life.

1 Howard H. Cummings and Harry Bard, How to Use Daily Newspapers, How to Do It Series, Number 5, Washington, D.C., National Council for the Social Studies, 1952, 6 pp.

2. In addition we hope to expand the interest of the student from whatever interest pattern he was when he enters high school, to include the events reported by the metropolitan press.

3. A third objective is to encourage the student reader to read critically the accounts of current events in order that he may discuss contemporary issues intelligently, and act with good judgment."

Our young people must be equipped to assume the responsibilities of leadership in the future. They must be trained for this in their classrooms today.

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