The School Newspaper in the Elementary School

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Loyola University Chicago

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Anna Dagmar Jensen, Ph. B.

The School Newspaper in the Elementary School

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VITA

Anna Dagmar Jensen

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1932

Teacher in the Elementary Schools of Chicago
# THE ELEMENTARY SCHOOL NEWSPAPER

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The writer feels deeply indebted, also, to her adviser, Dr. William H. Johnson, and to Father Austin G. Schmidt S. J. whose generous co-operation helped to make this thesis possible.
CHAPTER I

Statement of the Problem

The purpose of the present study is to determine the nature and function of the school newspaper in the elementary school, as revealed by a study of samples of these newspapers secured from various elementary schools in the city of Chicago. Relative to the nature of the elementary school newspapers, the writer will study such aspects as the following; whether it is: (a) "told" newspapers—that is, those newspapers in which small groups alternate weekly in gathering personal items and in reporting them to the group; (b) posted newspapers, in which items of interest are placed on the blackboard and read by the pupils on entering the room; (c) hand editions, in which the items are written on large sheets of paper and placed on the bulletin board; (d) mimeographed or multigraphed newspapers, common in schools having these machines; (e) printed newspapers.

A study will also be made as to the method of conducting the newspaper; e.g., editorship of the paper, spon-
sorship of the paper, the size of the staff required, the size of the paper, the number of pages and columns, advertisements, circulation, subscriptions, kinds and variety of items printed, and other details of organization.

Under the term "functions of the school newspaper", the writer will seek to determine to what extent they assist the school in promoting the so-called objectives of education; namely, citizenship, worthy home membership, worthy use of leisure, vocation, use of the fundamental tools, ethical character, and health.

The writer is interested in this study because she has conducted school newspapers in the past and wishes to compare her own procedures with the methods used in other schools. The writer is particularly interested in making this study to determine to what extent the school newspaper, as an extra-curricular activity, teaches co-operation, develops initiative, and helps to motivate the regular work of the school.

A study of the school newspaper should be of interest to others in that it shows how the school newspaper "unifies the school and fosters school spirit, encourages desirable school enterprises and activities, molds and influences public opinion, gives authentic news of the school
to students, parents, patrons, and other schools, serves as a medium of expression of student opinion, gives opportunity for self-expression and creative work, develops qualities of co-operation, tact, accuracy, tolerance, responsibility, initiative, and leadership, fosters cordial relations among schools, records the history of the school, and advertises the school" (8:294-299).

In the second chapter, the writer will discuss the psychological and pedagogical bases for the school newspaper in the upper grades of the elementary school, involving facts about adolescents, modern methods of teaching, and uses for correlation of extra-curricular activities and school work.

In the third chapter, the writer will present a survey of the literature in the field of the present study, especially the literature concerning the values of the school newspaper, the functions of the school newspaper, and the nature of the school newspaper.

The fourth chapter, namely, "The Present Study", will give a full account of the practices in the control and management of the school newspaper in the elementary school based on a questionnaire which will be sent to the Chicago elementary schools. In this questionnaire, the writer will
seek such information as; who edits the paper, who sponsors it, how the staff is selected, who is responsible for the items and advertisements appearing in the newspaper, how it is printed, financed, circulated, etc.

The final chapter will present a brief summary of such conclusions and applications as the present study seems to warrant. A comparison between the findings of the writer and those of other similar studies will conclude this chapter.
CHAPTER II

PSYCHOLOGICAL AND PEDAGOGICAL BASES FOR THE SCHOOL NEWSPAPER

Psychologically speaking, the only period in the life cycle of man of interest in this study is the period of adolescence. Pupils of the early adolescent period (about 12 to 15 years) have certain traits and characteristics peculiar to this stage of their development. They have grown very rapidly and unevenly. This makes them ungainly and awkward and they are conscious of their awkwardness. This consciousness of their awkwardness is due mainly to the lack of adjustment of the nervous system to the great physical changes that have taken place. During this period of adolescence, the children are unresponsive and uncertain of themselves. They are inventive, curious, gregarious, migratory; they seek the attention and admiration of others; they have a social urge to work and play in cooperation with others; they seek new experiences and sensations (11:22-36;40-47).

The period of middle adolescence (about 14 to 18 years) is a period of self-assertion, co-operation, and resourcefulness. Pupils of this age do not want to be
"bossed". But the wise parent or teacher can usually gain their co-operation by arousing their interest in activities they like to do or can do well. Through co-operation, leadership can be developed. Children of this age have a desire to be of help whenever possible (9:20-24).

During this stage of curiosity and invention, the child should be encouraged to make discoveries for himself, thus making him more self-reliant. Whatever seems to awaken the interest of the pupil can be put to good use, especially if the activity can be correlated with some worth-while goal. For instance, the child who spends a great deal of his time sketching or drawing when he should be doing his arithmetic or spelling, etc., could be encouraged to make cartoons, sketches, or designs for the school newspaper. A bargain could perhaps be made whereby his pictures will be used for the newspaper provided he completes his regular work on time (2:196-214).

Likewise, the child's interest in his community may lead to a better understanding of the geography of the world (16:210), of how other people live, of how they help him to live--supplying foods, materials, and other things--of how different environments change the living conditions of other peoples, of how geographic conditions have influ-
enced the actions and movements of nations in the past—history (18:329-365). Then, too, the interest of pupils living in manufacturing communities can be aroused so that they will want to know something about the countries to which these manufactured articles are sent. They will want to know something about the parts of their own country from which the raw materials come. They will also want to know why these people of other countries depend upon their country or community for the manufactured articles, and why the people who raise these raw materials do not manufacture their own goods. If the pupils live in an agricultural community, they will want to know where the foods their fathers raise are sent, also what there is about those countries that prevents people there from raising the products grown in their community (5:149-158).

In the above illustrations we can readily appreciate the significance of the pupils' interests in their communities as a starting point in the acquiring of much new information. The pupils having gained this knowledge are also eager to express themselves, especially in print and to a large audience. This leads to an interest in the school newspaper as a medium of expression. This expression need not take the form of writing alone but may be in the
form of drawings and cartoons. In getting their information, pupils might come across interesting material which is not generally known and they could share this information with others through the school newspaper by putting it in the form of riddles, or "believe-it-or-nots", and the like. This would make use of the initiative of the children and add interest and variety to the newspaper. Well written reports of their findings in the school newspaper may serve to interest other pupils in similar investigations.

The migratory spirit can well be utilized through a well directed school club program, thus tending to avoid truancy and a probable dislike for school. Through the agency of the school publication, in particular, this migratory instinct can be directed into useful channels. The school reporters will secure advertisements for the school newspaper from neighborhood stores, and will bring in news items relating to such activities as the following:

(1) Excursions and field trips in connection with nature study and social studies, making these subjects more vivid. Reports of these excursions and field trips, besides supplying information to other pupils, would have a tendency to make others interested in taking the same or similar trips and writing up their findings for the school newspaper.
Every community of any size has its public parks, zoos, and museums which are well worth a visit but are not taken advantage of unless brought to mind in some way. For example, there is a wealth of information in the Chicago Historical Society of which very few pupils are aware. If only one class in a school should visit this building, became enthusiastic about its historical exhibits and information, and should write up its findings for the school newspaper, many other pupils in this same school would have a desire to visit and see the wonderful exhibit of which the others may have written. The same would apply to similar institutions in any community. The school newspaper, in this way, has a vital function—the correlation of the children's school work with the world about them.

(2) Trips to a local print shop or to a newspaper office would be of great interest and help to pupils, especially to those on the newspaper staff. Here the pupils would get first hand information on how a large newspaper is put out and also learn some of the important phases of newspaper work and printing. They could then pass on this valuable information to others through the school newspaper.

(3) Trips in connection with contests between athletic teams, using athletics as a basis for health work
so important during the adolescent period. Children cannot help noticing the physique of good athletes, and this could be used in a discussion of health—what makes a good, strong, active body—what health rules must be followed.

Athletics could also be used for character training in sportsmanship. The adolescent period is a very impressionable period in the child's life and good sportsmanship is one of the essentials in the formation of character. This phase of athletics could be stressed in the school newspaper and would impress the pupils more than if it were taught in a purely didactical manner.

(4) Travel clubs arouse the child's interest in peoples of other countries, and give him good practice in the selection of materials for reports. Much of the material would, of course, be irrelevant for the school newspaper. Various types of reading would have to be utilized—skimming, the informational type of reading, reading to get general significance, reading to get details, etc. In this way, practice can be given in the types of reading used in the various subjects. The organizing of the materials found is also very good training for the pupils. Pupils would have to make use of the library. Therefore, this type of activity, besides giving good practice in the selection of mate-
rials for reports, may also be used in providing a stimulus for using the library, for teaching the child self-expression, and in making him more self-reliant (8:4-7).

(5) Stamp clubs--looking up events on commemorative stamps, writing up stories about places from which the stamps come, receiving covers (original envelope with the stamp attached) from foreign countries and finding out about these countries--types of people, their manners, customs, occupations, etc. This activity, like the travel club, makes use of the collecting instinct so prevalent among adolescents. We have all at some time or other had occasion to note the contents of a small boy's pockets. The collection of stamps tends to divert the collecting instinct into educational channels. Articles may be written up for the school newspaper about interesting stamps and places. The school newspaper then serves to bring this worth-while activity to the attention of other pupils (14:228-229).

(6) Glee clubs and dramatic clubs give pupils opportunity for self-expression. The pupils get the greatest value out of this sort of activity if they are permitted to use their own initiative in such preparations as the making and painting of their own scenery, deciding about and making their costumes, arranging the stage, etc. (1:155-156).
Announcements of school musical programs and plays may be made in the school newspaper. Interest may be aroused in the worthy use of leisure time by having pupils from the glee clubs and dramatic clubs investigate plays and musical programs outside of school, write reviews or comments in the school newspaper on such programs and thus further interest pupils in these activities.

(7) Book reviews give children of this age an outlet for their hero-worship. We find children of this period imitating their elders--movie stars, teachers, and athletic heroes. This trait could be directed toward the reading of biographies and good fiction. Book reviews could be written for the school newspaper, and in this way a desire may be aroused on the part of the readers to read and make similar reports on their favorite books and plays (7:83-91).

(8) Debates and speeches present other valuable forms of expression because they tend to form good habits of speech. They also send the pupils in search of new information and develop a great store of knowledge. Announcements of debates and speeches in the school newspaper will therefore attract the attention of pupils interested in this particular activity and subject them to good forms of expression and worthy use of leisure so necessary to pupils of
this age (11:233-239;248-267).

The best speeches or parts of debates might be reproduced in the school newspaper. Some of these speeches and debates would probably refer to important topics of the day. If reproduced they would serve to interest other pupils in what is taking place in the various parts of the nation and the world, besides arousing their interest in debating itself.

Adolescents are gregarious. We find them organizing picnics and parties, and forming gangs (10:63-66). This instinct can well be used in the various phases of the school newspaper where pupils work in co-operation with each other for the success of the newspaper: for example, in the organization of the staff. For the unsupervised gang is substituted a well supervised educational unit—the newspaper staff including the editor, room reporters, business manager, advertising manager, and the many other officers found on any newspaper staff. This organization makes the pupils work together toward a common goal, which is, after all, the basic idea behind the gang or team which forms outside the school.

In their literary clubs, pupils work together by discussing current events and voicing their opinions in ed-
itorials. Editorials written by the pupils on current events of the day, reports on presidents' messages, and treaties, arouse the pupils' interest in what is going on in the world today, and encourage them to think independently and to form their own opinions. Evidences of loyalty among adolescents are noticed in their editorials and their requests for good attendance at school functions, such as contests, sports, and similar activities (11:233).

Love of approbation and desire for attention are likewise strong incentives for doing the school newspaper job well. The English teacher can utilize these instincts in securing good compositions, well written reports of activities, and announcements. Because of the pupils' desire to see their names in print, they will outdo themselves to make their reports, stories, or compositions the very best so that they will be selected for the school newspaper (13:174).

Provision can also be made for individual differences in the school newspaper. Pupils do not have the same abilities, interests, and talents. The dull pupil who cannot write articles for the newspaper or help with the preparation of the paper in any way, and who would be useless as a reporter might be utilized in other ways. He may be
the best one to secure the advertisements for the newspaper, or he may be a good subscription solicitor, or salesman for the finished paper. To pupils who can draw well, could be assigned the task of furnishing the cartoons, sketches, and designs for the school newspaper. The teachers could use the school newspaper to motivate good work in art, by encouraging pupils to make cartoons, sketches, or other drawings for the newspaper. In this way, every child is made to feel that he is important and necessary. This is very vital to the adolescent as it is at this stage, more than at any other, that children frequently begin to feel inferior. The school newspaper then becomes a live activity with a very valuable end in view (17:185-186;190-205).

The school newspaper thus takes into consideration all the important instincts found in the adolescent child and provides a normal outlet for these instincts. Instead of using his active mind to invent mischief, the pupil is led to use this instinct for the good of all. His curiosity, instead of being let run riot, is led into useful channels such as, the investigation of other peoples, etc. As mentioned above, much of his gregariousness can be used for useful purposes instead of in the organization of gangs. The migratory spirit, when utilized for the school newspaper,
tends to do away with a great deal of truancy as the pupil is provided with a desirable outlet for this instinct. The school newspaper can be, therefore, a worth-while activity in the guidance of educational and psychological life of the adolescent in the upper grades of the elementary school.
CHAPTER III

THE SCHOOL NEWSPAPER IN THE ELEMENTARY SCHOOL

A SURVEY OF THE LITERATURE IN THE FIELD

PEDAGOGICAL VALUES OF THE SCHOOL NEWSPAPER

The school newspaper, as one of the oldest (12:163) extra-curricular activities, is recognized as valuable to the child, the school, and the community. For the child, the school newspaper is a medium of expression. He is given an opportunity to develop his personality and initiative. As explained in Chapter II, the school newspaper may serve as a substitute for the undesirable tendencies frequently found in the school child; such as, truancy, undesirable gang activity, etc. From the point of view of the school, the school newspaper brings pupils into closer contact with their teachers and makes for unity and loyalty, so essential for the successful functioning of the school. The school newspaper brings the school and community closer together, keeping the community informed of the various activities of the school, week by week, month by month. It fosters loyal co-operation between parents and teachers so essential to the development of school morale.

Newspapers may be found in simple form in the
first grade where the children tell their experiences while the teacher writes them on the board, or prints them on large sheets of paper for reading lessons. These newspapers include short stories about the children's pets, their little brothers and sisters at home, and the like.

In the upper grades the value of the school newspaper as a medium for motivating English composition cannot be over-estimated. Pupils of this age are flattered to see their names in print, and are anxious to win the admiration and approval of others. They will, therefore, be on the alert for news items and will strive to secure recognition through the acceptance and publication of their contributions.

Then, too, in the upper grades, composition assignments may be made for editorials, the understanding being that only the best can appear in the newspaper. Pupils will thus be seeking to express themselves in an accurate, concise, clear, and interesting manner. They will also learn the importance of well-prepared, neat papers (25:269-271).

For adolescent children the school newspaper provides a type of activity of special interest to them. It encourages a worth-while activity for their creative and im-
aginative minds. Creative material appearing in the school newspaper serves to interest and motivate other pupils along similar lines. For example, the pupils who are musically inclined can be encouraged to write short pieces of music, say one or two lines long, while those poetically inclined can write short verses to fit these musical strains. The publication of this type of creative material in the school newspaper under such a column heading as "Hobbies", will probably encourage other pupils to write about their hobbies. Perhaps a day for hobbies arranged by the teacher in co-operation with the pupils will bring out many interesting activities of pupils that could well be written up in an interesting manner.

Given the opportunity, pupils may wish to write about interesting things during assemblies, or at parties and plays. They might want to tell about their feelings during an exciting contest in athletics or after winning a prize in some school contest. The best stories could then be reproduced for the school newspaper.

The school newspaper gives the pupils an opportunity to work in co-operation with other pupils. The pupils on the staff work together toward a common goal, each pupil doing his share. Since co-operation is one of the
fundamental essentials to success in life, no one being able to do the whole job alone, the pupils should get this point of view relatively early (4:136-145).

The school newspaper serves as one of the best mediums for teaching business methods. Pupils learn how to secure advertisements, to be courteous salesmen, to handle the finances accurately, and to keep neat records.

In addition, according to Grinnell, the school newspaper serves as a medium of student opinion and to promote higher standards of scholarship. In order to be of the greatest value to the school and to the community, there must be as great a variety of items and as many participants in getting up the newspaper as possible (24:520-525).

Some of the values of the school newspaper, cited by E. M. Penny (26:897-900) according to their value from the least important to the most important are as follows:

(1) **Vocational Guidance** According to this writer, there is very little vocational guidance value in the school newspaper because in most cases it involves only a small number of pupils. Then, too, no adequate training in journalism can be given because of the youth of the pupils at this time and the broadness of the field of journalism.
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(2) **Pre-vocational Guidance**  There is a little more pre-vocational guidance value in the school newspaper as it serves as an exploratory course in the newspaper field and arouses the interest of the pupils in this type of work. The weakness here, is however, "that a large majority of the pupils, even those on the staff, are to be consumers rather than producers" (26:898).

(3) **Motivation**  Next in order of value is the motivation of writing. When writing for the school newspaper the pupils have a certain end in view—that of sharing their ideas with others. Pupils will try to make the news items interesting so that all who read the paper, those outside the school as well as in the school will be impressed and praise the contributors. Substituting this type of composition work for the often dull and uninteresting assignments gives the pupils an incentive for better work and tends to lessen the desire to work only for a mark (23:566-568).

(4) **Writing for Print**  In writing for print pupils will be more careful to watch their spelling, punctuation, and grammar. When they know that only those compositions which have the most interesting content and are the most accurately written as to form, structure, etc., will be
accepted for the paper, they will do their best to attain the required standards.

Then, too, the pupils realize that the honor of being the editor can only come to those who are willing to work hard and steadily on their contributions to the paper. They will, therefore, make an added effort to write so that their contributions will be accepted.

(5) **Character Development** In working for a school newspaper a certain sense of responsibility is developed, not only among the members of the staff, but also among the other pupils of the school. Pupils learn that contributions must come in on time and that news items to be of interest must appear in the paper as soon as possible after they have occurred. This teaches promptness. Pupils also learn that items appearing in the newspaper must be verified and must not be printed if there is any doubt as to the authenticity of the article. The members of the staff must assume responsibility for the above mentioned facts.

Judgment is developed in the acceptance of articles and editorials for the newspaper. The editors must be broad-minded in their selections of items to be printed. Items must be those of interest not only to the greatest number of pupils in the school but also to patrons outside of
school who will be readers of the paper. Editorials must be of an impersonal nature and written so as not to offend the reader, yet they must stress the point to be driven home without being didactical. The staff thus learns to discriminate between the essential items of news to be used for the school newspaper.

(6) **Intelligent Opinions Formed** The greatest value of the school newspaper to the pupils, according to Penny, is the effect it has upon them. In working in co-operation with others for the success of the school newspaper, pupils come in contact with many people both in and outside of school. They become acquainted with what is going on in the school, in their community, and in the business world about them. They learn to use good judgment in dealing with people. They become observant of what is happening about them, and learn to form intelligent opinions on matters of importance, not only for the present in connection with the school newspaper work but for the future (26:899).

**THE SCHOOL NEWSPAPER AS AN AGENT OF PUBLICITY**

Among the functions of the school newspaper, the following may be considered important socializing influences, according to McKown (8:294-298);
(1) The school newspaper presents news items of interest to students, parents, and patrons of the school. Many things of interest to other pupils may occur in the various rooms of the school. Projects in connection with social studies, trips, excursions, and the like may be on exhibition. Were it not for articles in the school newspaper about these worth-while activities, pupils of other rooms of the school might not know of them.

Parents and patrons become acquainted with what pupils of the school are doing. They come to realize that pupils are learning more than just the "3R's", -- that they are learning the laws of self-government and how to conduct themselves so that they will be useful, law-abiding citizens.

Outsiders are made aware of the various activities which are going on at all times in a progressive school --the school boy patrol, assemblies, projects, and creative work. They learn that the old school where all knowledge comes from books alone is a thing of the past and that now learning by doing supplements book knowledge and makes the school subjects have a greater interest for the pupils.

(2) The school newspaper tends to unify the school by interesting the pupils in each other and in their school, in higher scholarship, good health, etc., through the
publishing of official announcements of the school, programs, and activities of clubs and other organizations. When pupils become acquainted with what the pupils of other rooms are doing, their interests are broadened and they become interested in each other through similar activities.

In the editorials pupils are given opportunity to voice their opinions and to give constructive criticism of their student government, order in the halls, assemblies, cleanliness of room and person, and any other things that may need attention. They may offer suggestions as to clean-up, health, and other programs (3:147-148).

Using the school newspaper for making official announcements of various programs and activities keeps the parents informed on what is going on during the year. If they must depend upon the pupils to carry home these announcements, they might never see them. Pupils often forget to deliver messages until too late to be of use, or often lose them.

The school can be advertised to the public. Through the various write-ups and announcements in the school newspaper, the public is kept informed on what is being done in the schools in the way of modern methods of instruction.
A spirit of co-operation can be fostered between school, community, and other schools. When parents and patrons are brought into closer contacts with the school, they will be more likely to want to assist in its programs and support the various activities, such as the Parent Teacher Associations, health programs, child study, and clean-up programs.

Through the school newspaper pupils can become better acquainted with each other—staff members and reporters working together and coming in contact with contributors, advertisers, etc. When write-ups appear in the paper about outstanding achievements of pupils, of contests, of various excursions and trips, other pupils will want to get acquainted with the ones involved.

**TYPES OF SCHOOL NEWSPAPERS**

**The "Hand" Edition** One of the types of newspapers found in some of the lower grades of the elementary school is called the "hand" edition. This paper consists of short stories of the experiences of the children, news items they bring in, and drawings of the pupils. This type is usually a room paper. It may be just one sheet with the stories written, typed, or printed by the teacher and may
serve as material for reading lessons. After it has been read and discussed, it may be placed on the bulletin board for further reference. Its general appearance may be the same as a regular newspaper with headlines and columns, cartoons, and sections for the items of a similar nature (15: 193).

In the first grade the room newspaper can be used in connection with creative activities. After the pupils have finished making their projects, write-ups about the projects could be worked out and printed in the form of a newspaper, and by means of a primer typewriter and a mimeograph or hectograph machine. Children would probably be more interested in reading from the newspaper than from a regular book or from the blackboard or a chart. In this way a love of reading could be inculcated from the beginning and some of the difficulties, which pupils have with reading because they do not like it, may be avoided.

Each room could have its own room paper, but a school newspaper to which every room contributes, serves better to unify the school and to teach the children co-operation, responsibility, judgment, and tact. The room newspaper will of course, be of interest primarily to the room it serves and would merely contain "personals" about the pu-
pils, or items about the activities, of that room. This may be very useful, especially in the lower grades where these stories could be used for reading lessons. The room paper, however, would probably be of interest only to the room putting out the paper, whereas a school newspaper would be of interest to the entire school and the community.

Then, too, for the school newspaper, reporters are needed to gather news items from the various rooms. These reporters get together and decide which items should appear in the school newspaper. Contacts with pupils of other rooms and with people of the community teach pupils co-operation and the value of working together in greater numbers for the good of all. They get a great range of experience, learn the value of good judgment, and receive a certain sense of responsibility when working together in these larger groups.

The Mimeographed Newspaper    If the newspaper is to be for the entire school and not just for particular grades and if the school owns a mimeograph machine, the mimeographed type of newspaper can be used very successfully. Such a paper usually consists of several sheets stapled together and may follow closely the form of a printed daily
paper. A name pertaining to the school is generally chosen. The paper may have headlines and columns. It may consist of many or few parts according to the needs of the school. The major parts are news items relating to the school and community, original stories and poems, riddles, and cross-word puzzles contributed by the children. To this may be added cartoons and drawings relating to the various activities of the school such as, baseball games, projects, and stories. Some papers may also include announcements pertaining to visits of prominent persons to the school, as well as notices of meetings, future plays and contests.

Pierce and Goodman in a study of the school newspaper found that definite organization of material for the elementary school newspaper was lacking. Only seven of the fifty school newspapers analyzed by them, were organized with definite sections for the various types of materials (27:786). Some of the mimeographed newspapers were typed on one side only, while others were typed on both sides of the paper. The papers contained such news as would be of interest to the school and the community; such as, policies of the Board of Education, creative writings of the pupils, "personals" about the teachers and pupils, and some humor. The printed newspapers gave quite a bit of space to advertisements. Nei-
TABLE I

Percentage of Space and Rank of Thirteen Types of Content in Twenty-four Printed and Eleven Mimeographed Elementary School Newspapers in Chicago in the School Year 1929-1930

<table>
<thead>
<tr>
<th>Content</th>
<th>Printed Papers</th>
<th>Mimeographed Papers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percent</td>
<td>Rank</td>
</tr>
<tr>
<td>Advertisements</td>
<td>28.02</td>
<td>1</td>
</tr>
<tr>
<td>Board of Education News</td>
<td>1.06</td>
<td>11</td>
</tr>
<tr>
<td>Community News</td>
<td>15.08</td>
<td>3</td>
</tr>
<tr>
<td>Creative Literary Effort</td>
<td>15.19</td>
<td>2</td>
</tr>
<tr>
<td>Cuts</td>
<td>7.16</td>
<td>6</td>
</tr>
<tr>
<td>Editorials</td>
<td>3.51</td>
<td>8</td>
</tr>
<tr>
<td>Exchanges</td>
<td>.34</td>
<td>12</td>
</tr>
<tr>
<td>Extra-class Activities</td>
<td>5.23</td>
<td>7</td>
</tr>
<tr>
<td>Humor</td>
<td>2.24</td>
<td>9</td>
</tr>
<tr>
<td>List of Staff Members</td>
<td>1.90</td>
<td>10</td>
</tr>
<tr>
<td>Reprints</td>
<td>7.30</td>
<td>5</td>
</tr>
<tr>
<td>School News</td>
<td>12.76</td>
<td>4</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>.20</td>
<td>13</td>
</tr>
</tbody>
</table>
ther type of newspaper gave space to editorials (27:783).

Table I is a reproduction of a table in their study showing the percentage of space and rank of the types of content in the school newspapers studied.

G. H. Kropf, in a study of school newspapers of the country, found that the newspaper varied as to amount of space given to the various features of the newspapers. They all gave space to reports on experiments, excursions, trips, debates, health, athletics, clubs, student government, literary work, citizenship, socials, assemblies, appreciation subjects, and humor (29:37-50).

For the mimeographed type of newspaper one or two reporters are usually selected from each room to gather the materials and select those most suitable for the paper. The reporters may be chosen by the pupils, or appointed by the English teacher who would be in a position to select the pupils best qualified for the various jobs. The reporters must be polite, capable pupils, always on the alert for news that would help to make the paper interesting. A small subscription or sale price might be charged to help pay for the ink, stencils, and mimeograph paper (19:33-34).
is to be found in larger schools, usually having eight grades or connected with a high school where printing is taught. The paper may be printed in a neighborhood school or in a local print shop. In schools connected with high schools or near high schools where printing is taught, the printing of elementary school newspapers gives the students a worth-while purpose for learning to print and also an opportunity to be of service to the community (21:277-279).

Pierce and Goodman found that the schools that had printed papers had enrollments of over twelve hundred, while schools that had mimeographed newspapers had enrollments of less than one thousand. Five of the schools that had printed newspapers were sixth grade schools, while all the schools that had mimeographed newspapers were eighth grade schools. The type of school, therefore, had no bearing on whether or not the newspaper was printed or mimeographed (27:783).

The printed newspaper, since it covers more ground can be a more pretentious paper. It might have a front page for general news stories, a second page for editorials, and other pages for feature stories, correspondence, humor, exchange columns, advertisements, cartoons, and other miscellaneous items (6:85).

In publishing a school newspaper, care should be
taken to see that the news items are really news at the time of printing. Articles should be written so as not to offend. They should be interesting, short, concise statements of events that readers will look forward to reading. The school newspaper should include news of the school and the community; creative work, including poems, music, and short stories from the kindergarten up through all the grades; announcements of the various club activities, and of the Parent Teacher Association, together with news from the patrons and friends of the school (29:59–65).

**PHYSICAL MAKE-UP OF THE SCHOOL NEWSPAPER**

School newspapers vary according to the purpose the paper is to serve. The larger the school and the greater variety of activities carried on in the school, the larger and more varied, the newspaper will be. The amount of news, the kind of news, advertisements, features, etc., all help to determine the size, length, and arrangement of news, and columns of the school newspaper. The more important items or features of the newspaper are placed on the first page, and those of lesser importance on the following pages.

The size and number of pages and columns of the school newspaper will differ according to the number of items
to be printed, and the cost of preparing and printing the paper, as well as the facilities for doing so. For the average school, a newspaper of four large pages with an odd number of columns is the usual size. Some of the pages would have more columns than others depending upon the nature of the page.

In the study made by Pierce and Goodman, the printed newspapers presented a great variety of sizes. Seven by ten inches was the size most often found, then six by nine inches, and eight and one-half by eleven inches followed closely in frequency. The mimeographed newspapers contained from two to fourteen pages of one or two columns, and were either eight and one-half by eleven inches or eight and one-half by thirteen inches in size. The printed newspapers, in general, were of smaller size and simpler nature. Four pages, of two or three columns, was the usual number of pages for the printed newspapers (27:783). Table II shows the make-up features of the newspapers studied by these authors as to size, number of columns, and number of pages of twenty-four printed elementary school newspapers in Chicago in the school year 1929-1930.

G. H. Kropf found that the greatest number of papers in his study were four page papers, nine by twelve inches in size, having the preference. The number of columns
<table>
<thead>
<tr>
<th>Make-up Features</th>
<th>Number of Papers</th>
<th>Percentage of Papers</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Size:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 x 9</td>
<td>5</td>
<td>20.83</td>
<td>2.5</td>
</tr>
<tr>
<td>7 x 10</td>
<td>6</td>
<td>25.00</td>
<td>1</td>
</tr>
<tr>
<td>8 x 10</td>
<td>2</td>
<td>8.33</td>
<td>5</td>
</tr>
<tr>
<td>8½ x 11</td>
<td>5</td>
<td>20.83</td>
<td>2.5</td>
</tr>
<tr>
<td>9 x 12</td>
<td>3</td>
<td>12.50</td>
<td>4</td>
</tr>
<tr>
<td>10 x 16</td>
<td>1</td>
<td>4.17</td>
<td>7</td>
</tr>
<tr>
<td>12 x 16</td>
<td>1</td>
<td>4.17</td>
<td>7</td>
</tr>
<tr>
<td>12 x 19,</td>
<td>1</td>
<td>4.17</td>
<td>7</td>
</tr>
<tr>
<td><strong>Number of Columns:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>4.17</td>
<td>4.5</td>
</tr>
<tr>
<td>2</td>
<td>12</td>
<td>50.00</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>8</td>
<td>33.33</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>4.17</td>
<td>4.5</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>8.33</td>
<td>3</td>
</tr>
<tr>
<td><strong>Number of Pages:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>9</td>
<td>37.50</td>
<td>1.5</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td>8.33</td>
<td>3.5</td>
</tr>
<tr>
<td>8</td>
<td>2</td>
<td>8.33</td>
<td>3.5</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
<td>4.17</td>
<td>5.5</td>
</tr>
<tr>
<td>12</td>
<td>1</td>
<td>4.17</td>
<td>5.5</td>
</tr>
<tr>
<td>16 or more</td>
<td>9</td>
<td>37.50</td>
<td>1.5</td>
</tr>
</tbody>
</table>
depended upon the size of the pages; the width of the columns was generally two and one-fourth inches, giving the paper three columns (29:22-27).

The headlines of the various items should be varied to attract the attention and relieve the monotony of the pages. The drop-line, cross-line, pyramid, and hanging indentation are the forms most commonly used in the school newspaper. In the drop-line type each successive line is indented. The cross-line heading goes straight across the column. When necessary to have more words or even statements in the headline, the pyramid is used. The type is usually smaller in this form than in the drop-line or cross-line. For the hanging indentation, the first line begins at the left edge of the column and runs clear across the column, while each succeeding line begins in, a letter or two from the edge. Then there are many special kinds of headlines used in the daily newspapers that the staff of the newspaper might want to learn about such as "streamers" for "Extras", but for the general run of school newspaper, knowledge of these would be unnecessary (8:336-342).
THE STAFF OF THE SCHOOL NEWSPAPER

The school newspaper should be guided by a sponsor or adviser. A capable teacher, preferably the English teacher, would be the logical choice for this responsibility. G. H. Kropf, in his study of the Junior high school newspapers of the country, found that as a rule the English Department does have the responsibility of publishing the school newspaper (29:20). The sponsor or adviser should supervise the newspaper in general and assign the various duties to the staff members; should censor all materials for the school newspaper so that nothing that might offend appears in the paper; should set certain standards to be attained without suppressing the originality of the pupils (19:8-10).

For editors and assistants, competent pupils should be selected by someone who knows their abilities. Pupils who are popular with their classmates, but who have no ability along journalistic lines, might be chosen if the pupils did the selecting without guidance. These pupils would not necessarily be adapted to school newspaper work. Then, too, if the teachers or principal were to select the staff, the value of the activity would not be the same. The best plan would be to have the important officers for the paper selected by the pupils under the guidance of the teacher.
Names of pupils who are leaders, who have shown organizing ability, who have initiative, who have done outstanding work in the major subjects of the grades, or who have shown a willingness to work in previous activities could be submitted to and voted upon by the class. Pupils thus selected should be industrious, capable pupils who are interested in school newspaper work. Lazy or uninterested pupils would not contribute to the success of the paper. In the lower grades each room could have reporters whose appointment could be brought about by a suggestion from the teacher. These reporters would bring in the best articles, from their room, chosen by the class (28:514-520).

In the study by Pierce and Goodman, fourteen of the twenty-four printed papers analyzed, were under the direction of the Parent Teacher Associations, nine were managed by pupils under faculty supervision, and one by the civics club of the school. Those under the direction of the Parent Teacher Associations, were financed, in general, by some advertising concern which furnished the advertisements and secured local news for the newspaper. In those papers, the teachers and pupils had nothing to do with the organizing, financing, or publishing of the newspapers (27:781-782).
The editors of the school newspaper must be held responsible by the sponsor of the newspaper for whatever appears in it. They must be broad-minded enough not to let petty grievances creep into the editorials. They must use good judgment in the selection of news items and articles sent in. They must be competent workers for the newspaper, always willing to co-operate with the other members of the staff. They must see to it that the newspaper comes out promptly (19:16-17).

For the larger newspaper, it will be necessary to have, besides the editor and assistant editors, a business manager to take care of the financial details, an advertising manager, a circulation manager, an exchange manager, and a sports editor. It is advisable to give the more important offices to the higher grade pupils and those of lesser importance to pupils of other grades. Thus, the older pupils are given the greater responsibility and the younger ones will be better prepared to assume these jobs when they get to the higher grades (19:10-18).

Sports editors must be broad-minded and tactful, and must have a spirit of fair play in reporting the results of contests and games. Good sportsmanship does not permit the making of excuses for losing in games and contests to
rival teams. It would be better to try to spur their own
teams to better play by calling attention to the good quali­
ties, or teamwork, of the winning team. Sarcasm or fault­
finding has no place in writeups of sports events (19:19-20).
Sports editors should see to it that announcements of coming
events in sports as well as other announcements are published
early enough and in more than one issue, if the newspaper is
issued often, so that pupils will be prepared to attend when
the time comes.

To the business manager is given the responsibili­
ty of seeing to it that all moneys are collected and bills
are promptly paid. Honest, capable pupils must be selected
to take care of the finances of the newspaper. This gives
good business training in handling money and keeping accurate
records. Pupils who are careless in arithmetic obviously
would not be responsible ones to take charge of the finances
of the school newspaper. The sponsor should be familiar at
all times with the financial standing of the paper; and
should be able to advise the pupils in charge, how best to
manage the funds (20:1-9).
FINANCING THE SCHOOL NEWSPAPER

In order to meet the expenses of the printing of the school newspaper, some arrangement for raising funds must be made. Finances may be taken care of through advertisements, subscriptions, or by some other means. When using advertising to help meet the expenses of the newspaper, the subscription price need not be very high. The price of advertisements, likewise, must be reasonable, just high enough to have the newspaper pay for itself. Thus, the price of the paper plus the amount received for the advertisements should be slightly more than the cost of producing the newspaper so that there will be a small surplus available to carry on the work and improve the newspaper (22:62-63). The advertisers should be assured a copy of each edition of the school newspaper.

According to the study made by Pierce and Goodman, an analysis of the twenty-five sets of papers studied showed that twenty of the printed and one mimeographed paper contained advertisements. Four of the printed newspapers published by the schools and three of those under the direction of the Parent Teacher Associations, were supported by subscriptions and advertisements. Of the printed newspapers
supported by advertisements only, eleven were under the direc-
tion of the Parent Teacher Associations and two of the school. Four of the printed papers published by the pupils were supported wholly by subscription. Subscriptions rates ranged in price from two cents to ten cents a copy. For two of the mimeographed newspapers, the rate was one cent. Where the paper and stencils were furnished by the school board, newspapers were given to the pupils without charge (27:782).

Since subscriptions and sales cannot be depended upon to pay the costs of a larger newspaper, it is necessary to solicit advertisements. The getting of advertisements brings the pupils into contact with the business men of the community, gives them training in citizenship, and acts as a socializing influence between the pupil and the community. In their dealings with the merchants of the community, pupils must be polite, courteous, and tactful in their efforts to secure advertisements. They must be advised not to be over-zealous or make nuisances of themselves and thus spoil their chances of getting the advertisements. They may acquire very valuable experience in advertising methods, in approaching business men in a courteous way, and in the selection of appropriate advertisements. If the newspaper is to be for the school only, then such advertisements as
would be of use to the children, such as school supplies advertisements, may be accepted. However, if the school newspaper is to serve as an integrating and socializing influence between home, school, and community, advertisements should be accepted that would be of interest to grown-ups as well as to the pupils. The advertising manager must be responsible for the nature of the advertisements appearing in the paper. Spurious advertisements or those dealing with cigarettes, liquors, and the like are not advisable for a school newspaper and should be omitted (8:342-347).

If the parent of some pupil owns a print shop, or some one connected with the school is well acquainted with a printer in the neighborhood, the co-operation of the printer might be secured for a nominal sum, or he may even do the printing without charge.

Since the school newspaper has become recognized as a valuable activity of the school, provision should be made, if possible, in the school budget for financing it, thus eliminating the necessity of soliciting advertisements for financing the newspaper.
CIRCULATION AND SUBSCRIPTION
OF THE SCHOOL NEWSPAPER

To be of greatest value to the school and the community, the school newspaper should have as wide a circulation as possible, among the pupils, alumni, and friends of the school. The greater the circulation, the lower will be the cost of producing the newspaper. The lower the cost of production, the more elaborate can be its make-up. Therefore, in order to secure a wide circulation, campaigns or drives should be made to interest the pupils in buying the paper. These should be made as early in the fall as possible after the school newspaper has been organized. The newspaper should be well organized so that it will make a favorable impression on the purchasers and readers.

Slogans and posters can be made to interest and attract the attention of the pupils, and placed in the various rooms and in the hallways. These may give a slight hint or suggestion of what is to appear in the coming issues of the paper, thus arousing the curiosity of the pupils so that they will want to subscribe to the newspaper. Speeches may be made in the assembly hall about these items that are to appear in the newspapers. Drives can be made in the various
rooms of the school and free copies given to the pupil of each room who secures the most subscriptions. A prize might be awarded to the room having a circulation of 100 per cent, or most nearly 100 per cent. Copies of the first issue could be distributed without charge to stimulate the interest of the pupils in the school newspaper. The drawback to this plan is, however, that the pupils might expect to get other numbers free.

The school newspaper should not be a passing fancy. Before such a project is begun, pupils and teachers alike should realize the need for it. Then, having realized this need, they should share alike in the responsibilities. No paper should ever be started unless all are willing to help to make it a success. The success or failure of the school newspaper will depend upon the continued interest in it, the willingness and abilities of all to work for and to support it. It may be necessary to continue the campaigns or drives, off and on, to insure the continued interest in it (3:170-173).

The circulation manager and exchange editors should see that all subscribers, advertisers, and exchanges receive their copies of the school newspaper promptly. In high schools, exchanges of school newspapers with foreign
countries are very important factors in giving pupils first hand information about other peoples--their customs, their occupations, etc.

In this chapter the writer has sought to show the value and functions of the school newspaper, also to discuss some of the various types of newspapers found in the elementary schools, together with a brief description of the make-up and management of the school newspapers. A summarization of these principles and conclusions follows.

1. Writers, such as Guilfoil, Grinnell, Wells, and Penny are of the opinion that school publications can do more for the teaching of correct English usage than can the teaching of grammar and rhetoric; that school publications can be important factors in the motivation of English composition; and that school publications tend to give the pupils training in business methods through a worth-while activity.

2. As socializing influences the functions are considered of great importance by writers such as McKown, Roemer and Allen, and others; giving authentic news to pupils, parents, and patrons of the school; publishing official announcements of the school, clubs, and organizations;
unifying the school and fostering a better school spirit towards the school, home, and community.

3. The type of school newspaper best suited to a school must be determined by the needs of the school. The smaller the school and the fewer the activities of the school, the smaller and less pretentious will be the newspaper. Larger schools with many activities and many pupils from which to select a staff, will naturally have a larger newspaper. The class-room newspaper, the hand edition, or the posted newspaper, serving just a few pupils, will naturally be small and contain little of interest to anyone except the pupils of that room.

A need for the existence of the paper, like all other extra-curricular activities, must be established, according to writers such as McKown, Roberts and Draper, Pierce and Goodman; and once having established such a need, pupils, teachers, and all must strive to do their best to make a success of the activity.

4. The size and number of pages in the school newspaper varies according to the needs of the school. The number of columns differs according to the nature of the pages. Headlines vary for the different features, to attract
attention and relieve the monotony of the pages.

5. Writers are all agreed that the school newspaper should be as far-reaching in its activities as possible, should give as many pupils the opportunity of participating as it can, and even bring in the parents and merchants of the community through advertising services.

6. Funds for conducting the school newspaper are raised through subscriptions, sales, and advertisements. Pupils receive excellent training in business methods, learn to keep accurate accounts, and learn to be courteous and polite when dealing with advertisers and others.

7. The circulation of the school newspaper should be as wide-spread as possible. Campaigns and drives are necessary to insure a wide circulation of the school newspaper. As nearly 100 per cent as possible should be the goal for subscriptions to the newspaper. Editors should put forth every effort to get the newspaper out on time. Copies of the newspaper for advertisers and exchanges should also be sent out promptly.

8. In the study of the elementary school newspaper by Pierce and Goodman, the writers found that the
news and advertisements of the school newspaper were such as would be of interest to the pupils of the school and to the community. They found, also, that since there is such a great variety of opinions as to the future of the elementary school newspapers, that further and more extensive investigations are needed in this field (27:786).

9. G. H. Kropf, in his study, found that the majority of principals considered the school newspaper a great help in orientation of the pupils of junior high school level. Pupils receive excellent training from the experience gained in conducting the school newspaper. Practices in conducting school newspapers,—i.e., editorship and management, financing, content,—are fairly well organized in the junior high schools. Most school newspapers are on pupil level and for the pupils as school newspapers should be. He found, further, that school publications—especially the school newspapers, which are in the majority—have done much to interest patrons in the school and its problems (29:61-78).
CHAPTER IV

THE PRESENT STUDY

STATEMENT OF THE PROBLEM

The purpose of this study was to determine the nature and function of the school newspaper in the elementary school. Samples of these newspapers were secured from the various elementary schools of the city of Chicago to make this study.

Procedure: In order to secure the required information, a questionnaire was sent to all principals of the elementary schools of Chicago. With the questionnaire was sent a letter explaining the purpose of the study and asking the assistance of the principal in filling out the questionnaire.

Unfortunately, this study was made at a time when the Chicago Board of Education was forced into an economy program whereby each principal was given two schools to supervise. Some of the principals felt that with two schools under their supervision they had no time to answer questionnaires and so returned them unanswered. Others felt that with two schools to look after they could not take time to properly supervise a school newspaper. Those principals who had been transferred back into high school class-rooms returned the questionnaires unanswered saying they had no further in-
terest in the elementary schools. Therefore, the responses to these questionnaires was not as great as had been expected.

A copy of the letter and questionnaire follow:
Chicago, Illinois
January 3, 1933

Principal, __________________ and ____________ Schools
Chicago, Illinois

My dear __________________:

The writer is making a study of the school newspaper in the elementary school to determine its nature and function. An analysis of the replies to a questionnaire and samples of these newspapers will serve as a basis for the study.

The writer is inclosing, herewith, a questionnaire relative to the school newspaper, asking you to favor her by filling it out according to the directions indicated. If you have never had experience with school newspapers, please answer the questions in terms of what you would consider a desirable situation.

When this study has been completed, the writer will gladly send you a copy of the results should you so desire. Please indicate your wish on the reverse side of this letter and return the same with the questionnaire.

Sincerely,

Graduate Student
Loyola University

P.S. Self-addressed stamped envelope is enclosed.
**Questionnaire -- The Elementary School Newspaper**

If you do not have a newspaper in your school, have you had past experience with elementary school newspapers? Yes __ No __. If you have never had experience with elementary school newspapers, please answer the questions in terms of what you would consider a desirable situation.

1. Name of school ____________________________

2. Do you have a school newspaper? Yes _____ No _____

3. Name of school newspaper. ____________________________

4. How often is it issued? Weekly _____ Monthly ____
   or ____________________________________________

5. The paper is edited by:
   (Check those who assist in editing)

   - The Principal ____________________________
   - The Assistant Principal ____________________________
   - Teacher ______ Pupil ______ Grade ______
   - Others ____________________________ (Specify who)

6. The paper is sponsored by:

   - The Principal ____________________________ Faculty ______
   - English Department ______ Literary Club ______
   - Parent-Teacher Association ____________________________
   - Others ____________________________ (Specify who)
7. The staff includes:

Editor-in-chief ______ Assistant Editor ______
Business Manager _____________________________
Advertising Manager ___________________________
Subscription Manager _________________________
Special Editor 1
(Give title or function
Special Editor 2
(Give title or function
Special Editor 3
(Give title or function
Special Editor 4
(Give title or function
Special Editor 5
(Give title or function

a) The staff is selected by:

Appointment ___________ Election _________
Principal _______________ Teacher __________
Pupils _________________ Others ____________

b) The reporters are selected by:

Appointment ___________ Election _________
Principal _______________ Teacher __________
Pupils _________________ Others ____________
8. Are the news items censored? Yes_______ No_______

9. Who censors the news items received? ______________________

10. What is the size of your paper? ______________________

   a) Usual number of pages? 1__ 2__ 3__ 4__ 5__ 6__ _______ _______

   b) Number of columns on page 1? _____ page 2 _____
   page 3 _____ page 4 _____ page 5 _____ page 6 _____
   ______ others _____ _______ _______ _______

11. Is it mimeographed, multigraphed, or a printed paper? _______ _______ _______

12. If printed, who prints it? School ____ Neighborhood printer? _______ _______ Others? _______ _______ _______

13. How is your paper financed?

   a) By subscription? Yes_______ No_______

   b) By direct selling to pupils? Yes_____ No_______

   c) By donations? Yes_______ No_______

   d) By advertisements? Yes_____ No_______

   e) Otherwise? (Specify how) ______________________

14. Is your paper given free of charge to the pupils?

   Yes_____ No_____ Sometimes (Specify when)_______
15. How are subscriptions obtained?
   Compulsory? ____________ Campaign? ____________

16. What is the price of subscription? ________________

17. What is the selling price of a single copy of the paper? ________________

18. Do you accept advertisements from local merchants?
   Yes ____ No ____ Sometimes (Specify when) ____________

19. Do you accept advertisements from other than local merchants? Yes ____ No ____ Sometimes (Specify when) ____________

20. Who writes the advertisements? Editor ________ or merchants furnishing them? ________________

21. What is the approximate circulation:
   a) Proportion of pupils? $\frac{1}{4}$ ____ $\frac{1}{2}$ ____ $\frac{3}{4}$ ____
   b) Proportion of teachers? ________________

22. What proportion of the total issue goes to:
   a) Advertisers? ________________
   b) Exchanges? ________________
   c) Others? ________________

23. Do you have an editorial section? Yes _____ No _____
   a) If so, who writes the editorials? Principal ____
b) In what way do the editorials promote the aims of education?

1) Good citizenship?

2) Worthy use of leisure?

3) Worthy home membership?
4) Health?

5) Vocation?

6) Ethical Character?

7) Fundamental tools of learning?
c) Any other topics? __________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________

24. Does your paper have a section given over to sports?
   Yes ____________________ No ____________________
   a) What sports are given space? ______________________
       ________________________________________________
       ________________________________________________
   b) How many columns are devoted to sports? ______

25. What kinds of news items are accepted?
   a) School items ______________________________________
       ________________________________________________
   b) Community news _________________________________
       ________________________________________________
   c) Other news items (Specify types) __________________
       ________________________________________________

26. Does your paper make announcements of:
   a) Student government activities? Yes ____ No ______
   b) School club meetings? Yes ______ No ______
64

c) Lectures? Yes _______ No _______

d) Radio Programs? Yes ______ No _______

e) Excursions? Yes _______ No _______

f) Assembly Programs? Yes _____ No _______

27. Does your paper make use of:

a) Creative art work of pupils? Yes _____ No ___

b) Creative poems? Yes _______ No _______

c) Creative music? Yes _______ No _______

d) Children's compositions? Yes _____ No ___

e) Original sayings? Yes _____ No ___

f) Original stories? Yes _____ No ___

g) Other materials: ________________________________

______________________________

______________________________

28. What use does your Parent-Teacher Association make of the newspaper for:

a) Announcements of meetings? ______________________

______________________________

b) Election of officers? ______________________

______________________________
c) Reports of activities and programs of the Parent-Teacher Association?

29. Please feel free to give the writer the benefit of your opinions and experiences in connection with the publication of elementary school newspapers. Write on the reverse side if desired.

PLEASE SEND ME COPIES OF VARIOUS ISSUES OF YOUR SCHOOL NEWSPAPERS. INCLOSE SAME WITH THE QUESTIONNAIRE.
Data on the Control and Management of the School Newspaper in the Elementary School

Referring to Table III we note the nature of the responses to the school newspaper questionnaire. Three hundred twenty-three questionnaires were mailed. Replies were received from 189 principals. Of these replies eighty-three or 43.91 per cent, were answered and one hundred six, or 56.09 per cent, were unanswered. Of the 83 replies, 66 were from schools having regular school newspapers, three were strictly Parent-Teacher Association magazines, containing only one page for children's contributions. Fourteen, or 16.86 per cent, were from principals who had never had experience with school newspapers but they filled out the questionnaires according to what they considered ideal conditions for a school newspaper. The Parent-Teacher Association magazines were four page papers and, aside from the one children's page, contained news of interest to Parent-Teacher Association members and parents only, such as, announcements of meetings past and future—what had transpired at the previous meeting and what was going to be done at future meetings,—council meetings, and conferences. One page was given over entirely to neighborhood advertisers.
Of the 106 questionnaires returned unanswered, three were marked "refused", four were stamped "unclaimed", twenty-six were returned without any explanations by the principals, twenty-seven were returned with statements from the principals that they no longer had a principalship and so had no further interest in the elementary schools, thirty-six were from principals who, since they had never had experience with school newspapers, felt that their opinions would be of no value to this study. One of these stated that he felt there is "too much aping of the colleges by the high schools and too much aping of the high schools by the elementary school", and that "school people are often unwilling to let children be children growing slowly and normally". Another did not believe in asking a teacher to do extra work such as conducting a school newspaper and considered the school newspaper too unimportant to take school time for it. Four principals felt they had no time to answer questionnaires because of their extra duties as principal of two schools. Four others felt that they had no time to properly supervise a school newspaper with the added burden of two schools and so had never given the school newspaper a thought. One principal reported that his school had room newspapers only in the first grades where they were used as reading projects.
Table III

Nature of Responses to the School Newspaper Questionnaire

<table>
<thead>
<tr>
<th>Total Number Sent</th>
<th>Replies Received</th>
<th>Returned No Replies</th>
<th>Replies from Schools having School Newspapers</th>
<th>Replies from Schools not having Newspapers*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>323</td>
<td>83</td>
<td>43.91</td>
<td>106</td>
<td>56.09</td>
</tr>
</tbody>
</table>

* In these replies the principals assumed ideal conditions.
Pedagogical Values of the School Newspaper

Creative Work  The school newspaper provides a type of activity for the creative and imaginative mind of the adolescent. With reference to creative work of the school we note in Table IV that poems, compositions, original stories, and sayings comprise by far the greatest space used for creative work. Short stories and sayings are reported in sixty-three, or 75.90 percent, of the newspapers, original poems in sixty, or 72.29 percent, of the newspapers, and compositions in fifty-nine, or 71.08 percent, of the papers. It seems from an analysis of the school newspapers and the replies to the questionnaires that few schools make use of the school newspaper for creative music. Only eighteen, or 21.69 percent, of the principals report anything on this activity. Forty-one, or 49.15 percent, of the schools report other forms of creative work such as cross-word puzzles, riddles, exhibit features in the city, honor rolls, and outstanding achievements of the pupils. One principal reports that each month their newspaper carries reproductions of two famous paintings with write-ups of the pictures--the artists' names, nationalities, dates of their births, something of their lives, and where the paintings may be seen. Features in the school news-
Nature of Contents of the Elementary School Newspaper

Forms of Creative Work

<table>
<thead>
<tr>
<th></th>
<th>Poems</th>
<th>Music</th>
<th>Compositions</th>
<th>Stories and Sayings</th>
<th>Other Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>60</td>
<td>72.29</td>
<td>18</td>
<td>21.69</td>
<td>59</td>
<td>71.08</td>
</tr>
</tbody>
</table>
paper such as the above may be considered very valuable for art appreciation and as information to pupils, as well as to parents and patrons, interested in the school newspaper.

Editorials

Referring to Table V we note the function of the editorials in promoting the aims of education. Thirty newspapers stress good citizenship in their editorials. These editorials deal with such topics as Hallowe'en ethics, clean-up campaigns, school loyalty and spirit, working together for a common cause, pupils' attitude toward the school boy patrol, care of neighborhood lawns and hedges, kindliness, general policies and aims of the school, punctuality, and care of school books. The editorials strive to inculcate a sense of individual responsibility on the part of the reader to the community, the state, and the nation.

Twenty-one newspapers have editorials on worthy use of leisure. These editorials encourage pupils to take advantage of the many educational and recreational fields open to them. Editorials on club activities, hobbies, libraries, and music may tend to awaken the pupils' interests in worth-while activities.

Editorials on worthy home membership are reported by nineteen principals. According to these principals such editorials tend to impress upon the pupils that even the
TABLE V

Editorials and the Elementary School Newspaper

<table>
<thead>
<tr>
<th>Promote</th>
<th>Good Citizenship</th>
<th>Worthy Use of Leisure</th>
<th>Worthy Home Membership</th>
<th>Health</th>
<th>Fundamental Tools of Learning</th>
<th>Other Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>30</td>
<td>21</td>
<td>19</td>
<td>30</td>
<td>10</td>
<td>29</td>
</tr>
</tbody>
</table>
smallest cog in a wheel helps. Home relationships are stressed and should impress upon the child that his home is making a valuable contribution in the formation of his character. Editorials on character training in the school newspaper are valuable to pupils of this age. When they read these articles in the school newspaper and they know the writer they may be impressed with the importance of good citizenship and worthy home membership as character builders. Editorials devoted to problems of behavior may tend to inculcate in the pupils a sense of responsibility and justice.

Thirty principals report editorials on health. These articles on health not only impress upon the pupils the value of good health—care of the teeth, care of colds, time to go to bed, value of exercise—but also the value of good sportsmanship and sound thinking. Editorials such as these, written by his opponent or partner in a contest will tend to awaken in the pupil better ideals of how to play the game of give and take.

Editorials on vocation and the fundamental tools impress upon the pupil the value of taking advantage of the opportunities offered to him. These are reported by ten principals.

Twenty-nine principals report that their newspapers had editorials on other topics such as, safety talks,
honor rolls, outstanding achievements of pupils, and Parent-Teacher Association relationships.

Table VI reveals the responsibility for the editorials appearing in the school newspaper. Twelve principals report that they do not have an editorial section in their newspapers. In a few schools the principals, teachers, and pupils all write editorials. In others only the principals and teachers write them. Some editorials are written by members of the Parent-Teacher Associations. One school reports that patrons of the school assist. Thirty-seven principals report that they write editorials, thirty-three report that the teachers write them, and thirty-four report that pupils assist in writing them.

The School Newspaper as an Agent of Publicity

Publicity The school newspaper is primarily a newspaper. As shown in Chapter III it may become an important factor as a socializing influence by giving authentic news to students, parents, and patrons of the school. Referring to Table VII we note that from the nature of the contents of the elementary school newspaper, the newspaper does give authentic news to its readers. All of the school newspapers
# TABLE VI

Editorials and the Elementary School Newspaper

<table>
<thead>
<tr>
<th>Written by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td>37</td>
</tr>
</tbody>
</table>
TABLE VII

Nature of the Contents of the Elementary School Newspaper

<table>
<thead>
<tr>
<th>School News</th>
<th>Community News</th>
<th>Other News</th>
<th>Sports</th>
</tr>
</thead>
<tbody>
<tr>
<td>83</td>
<td>44</td>
<td>10</td>
<td>30</td>
</tr>
</tbody>
</table>
newspapers studied contain school news. This varies from news of the various rooms to visitors to the school. Forty-four of the newspapers contain community news; ten contain news other than the news of the school and the community, such as, Board of Education policies, articles of general civic interest, travel, and movie censorship.

Thirty of the school newspapers contain items relating to sports of the school. In some of the schools these items are reported by the gymnasium teacher. In the sports column are found announcements and results of inter-class and intra-mural games which take place outside of school such as baseball, basket-ball, and volley-ball, as well as reports of activities which take place in the school gymnasium. However, in the elementary school newspaper, much more space is given to activities taking place in the school gymnasium.

Announcements  An analysis of the findings in Table VIII as to the nature of the contents of the elementary school newspaper shows that much space is given to announcements of the various activities that help to unify the school. Reports and announcements of the activities of the student government are to be found in fifty-five, or 66.26
per cent of the school newspapers, included in this survey. Write-ups appear in the newspapers during the campaigns for election of student government officers, results of the elections, and the aims of the news officers. Sixty, or 72.29 per cent, of the schools make use of the school newspaper for announcements of their club meetings. In forty-three, or 51.80 per cent, of the newspapers, announcements of lectures are made together with short write-ups on the content of lectures that have been given. This is to interest pupils in future attendance of other lectures. Thirty-four, or 42.17 per cent, of the school newspapers make use of space for announcements or write-ups of radio programs. Announcements of excursions are found in fifty-two, or 62.65 per cent of the school newspapers. Write-ups of the pupils' experiences and of what they have seen on these excursions may be found in many newspapers. Most of the schools make use of school newspaper for announcements and reports of their assembly programs than for any other announcements. Sixty-four, or 77.10 per cent, of them use the newspaper for write-ups of this sort. The Parent-Teacher Associations of forty-two, or 61.44 per cent, of the schools use the newspaper for announcements of their meetings, their elections, and various reports of their aims and plans for the good of the school.
TABLE VIII

Nature of the Contents of the Elementary School Newspaper

Announcements Relating to:

<table>
<thead>
<tr>
<th></th>
<th>Student Government</th>
<th>School Club Meetings</th>
<th>Lectures</th>
<th>Radio Programs</th>
<th>Excursions</th>
<th>Assembly Programs</th>
<th>Parent-Teacher Association</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>55</td>
<td>66.26</td>
<td>60</td>
<td>72.29</td>
<td>43</td>
<td>50.80</td>
<td>34</td>
<td>42.17</td>
</tr>
<tr>
<td>43</td>
<td>50.80</td>
<td>34</td>
<td>42.17</td>
<td>52</td>
<td>62.65</td>
<td>64</td>
<td>77.10</td>
</tr>
<tr>
<td>64</td>
<td>77.10</td>
<td>64</td>
<td>77.10</td>
<td>64</td>
<td>77.10</td>
<td>42</td>
<td>50.60</td>
</tr>
</tbody>
</table>
TABLE IX

Types of School Newspapers

<table>
<thead>
<tr>
<th>Printed</th>
<th>(Printed by:)</th>
<th>Mimeographed</th>
<th>Multigraphed</th>
<th>Written by Hand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neighborhood Printer</td>
<td>School</td>
<td>Others</td>
<td>24</td>
<td>10</td>
</tr>
</tbody>
</table>
Types of School Newspapers

A study of Table IX reveals the types of school newspapers found in the elementary schools of Chicago. Of the 83 schools reporting the publication of school newspapers thirty-nine have printed newspapers, forty-one have mimeographed newspapers, and three have multigraphed newspapers. Besides the regular school newspapers, several schools also have room papers. Some schools report "hand" editions in the first grade, the paper being printed with the regular chart printer used in this grade. No other details are given about these editions. Of the printed papers, twenty-four are printed by neighborhood printers, nine by the schools themselves, one by a neighboring school, four by commercial printers not in the neighborhood of the school, and one by an out-of-town printer.

Frequency of Issue In Table X the writer has shown the frequency of issue of the elementary school newspaper. In seven, or 8.43 per cent, of the schools the newspaper is issued weekly, in fifty-nine, or 69.90 per cent, of the schools the newspaper is issued monthly, while in nine, or 10.84 per cent, of the schools the paper is issued bi-monthly. In eight, or 9.76 per cent, of the schools no defi-
TABLE X

Frequency of Issue of the Elementary School Newspaper

<table>
<thead>
<tr>
<th>Issued Weekly</th>
<th>Issued Monthly</th>
<th>Issued Bi-monthly</th>
<th>Otherwise</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>7</td>
<td>8.43</td>
<td>59</td>
<td>69.90</td>
</tr>
<tr>
<td>9</td>
<td>10.84</td>
<td>8</td>
<td>9.76</td>
</tr>
</tbody>
</table>
nite time is set for the issuing of the school newspaper—some school reporting two or three times a semester, others reporting, "when occasion demands".

Physical Make-up of the School Newspaper

Table XI deals with the mechanical make-up of the school newspaper as to size of the newspaper, number of pages, and number of columns per page. An analysis of the newspapers reveals a wide variety of width and length combinations—the smallest being 5 x 8 inches and the largest 18 x 24 inches. The preference, however, seems to be 8½ x 11 inches for the school newspaper. The largest newspaper—the 18 x 24 inch size—was the regular daily newspaper style, folded in the middle making the folded size a 12 x 18 inch paper. There were seven newspapers 5 x 8 inches, two 5 x 9 inches, two 5½ x 11, four 6⅛ x 10, five 7 x 10, two 8 x 10½, twenty-six 8½ x 11, three 8 x 13, sixteen 8½ x 13, four 9 x 12, one each of the following sizes: 10 x 15, 10½ x 16, 11 x 18, and 18 x 24 inches. In the remaining eight questionnaires this space was left blank.

Twelve of the newspapers have two pages, two have three pages, thirty-eight have four pages, two have five pages, fourteen have six to eight pages, two have ten pages,
TABLE XI

Physical Make-up of the Elementary School Newspaper

<table>
<thead>
<tr>
<th>Make-up Features</th>
<th>Number of Newspapers</th>
<th>Percentage of Newspapers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Size:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 x 8</td>
<td>7</td>
<td>8.43</td>
</tr>
<tr>
<td>5 x 9</td>
<td>2</td>
<td>2.41</td>
</tr>
<tr>
<td>5½ x 11</td>
<td>2</td>
<td>2.41</td>
</tr>
<tr>
<td>6½ x 10</td>
<td>4</td>
<td>4.03</td>
</tr>
<tr>
<td>7 x 10</td>
<td>5</td>
<td>6.02</td>
</tr>
<tr>
<td>8 x 10¼</td>
<td>2</td>
<td>2.41</td>
</tr>
<tr>
<td>8½ x 11</td>
<td>26</td>
<td>31.32</td>
</tr>
<tr>
<td>8 x 13</td>
<td>3</td>
<td>3.61</td>
</tr>
<tr>
<td>8½ x 13</td>
<td>16</td>
<td>19.28</td>
</tr>
<tr>
<td>9 x 12</td>
<td>4</td>
<td>4.03</td>
</tr>
<tr>
<td>10 x 15</td>
<td>1</td>
<td>1.20</td>
</tr>
<tr>
<td>10½ x 16</td>
<td>1</td>
<td>1.20</td>
</tr>
<tr>
<td>11 x 16½</td>
<td>1</td>
<td>1.20</td>
</tr>
<tr>
<td>18 x 24</td>
<td>1</td>
<td>1.20</td>
</tr>
<tr>
<td>Number of Pages:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>12</td>
<td>14.46</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>2.41</td>
</tr>
<tr>
<td>4</td>
<td>38</td>
<td>45.78</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>4.08</td>
</tr>
<tr>
<td>6-8</td>
<td>14</td>
<td>16.86</td>
</tr>
<tr>
<td>10</td>
<td>2</td>
<td>2.41</td>
</tr>
<tr>
<td>12-16</td>
<td>9</td>
<td>10.84</td>
</tr>
<tr>
<td>18</td>
<td>1</td>
<td>1.21</td>
</tr>
<tr>
<td>20</td>
<td>1</td>
<td>1.21</td>
</tr>
<tr>
<td>Number of Columns:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>6</td>
<td>7.23</td>
</tr>
<tr>
<td>2</td>
<td>49</td>
<td>59.03</td>
</tr>
<tr>
<td>3</td>
<td>15</td>
<td>18.07</td>
</tr>
<tr>
<td>4</td>
<td>9</td>
<td>10.84</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>4.08</td>
</tr>
</tbody>
</table>
nine have twelve to sixteen pages, and two have eighteen to twenty pages respectively. The graduation numbers of the various school newspapers usually have more pages than have the regular issues, space often being given to a list of names of the graduates, a class will, and a class prophesy. It seems that the number of columns per page is dependent upon the over-all size of the paper, although two columns per page is the number most often found. Three columns per page ranks second in frequency, four columns third, and so on.

In school newspapers containing six pages or over, one or two columns are generally used. Some school newspapers use no columns at all, but just print right across the page. In some cases the number of columns per page varies according to the nature of the page.

**Editorials of the Elementary School Newspaper**

In this study, one of the things the writer was interested in finding out was, what method is used in conducting the school newspapers. The questionnaires were analyzed to note types of pupil editors, person who sponsors the newspapers, and the size of the staff required for the functioning of the newspapers. This will be found by an an-
TABLE XII

Editorship of the Elementary School Newspaper

<table>
<thead>
<tr>
<th>Principal Teacher Pupils</th>
<th>Assistant Principal Pupils</th>
<th>Faculty Pupils</th>
<th>Pupils Adviser</th>
<th>English Department</th>
<th>P.T.A</th>
<th>Clubs</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. 22.89</td>
<td>No. 6 7.22</td>
<td>No. 36 43.37</td>
<td>No. 6 7.22</td>
<td>No. 10 12.04</td>
<td>No. 4 4.84</td>
<td>No. 2 2.42</td>
</tr>
</tbody>
</table>


alysis of Tables XII, XIII, and XIV.

Referring to Table XII we note that nineteen, or 22.89 per cent, of the school newspapers are edited by the principal, teachers, and pupils assisting, six, or 7.22 per cent, are edited by the assistant principal and pupils, thirty-six, or 43.37 per cent, are edited by some faculty member other than the assistant principal and upper grade pupils—7th or 8th grade pupils if an eighth grade school and by 6th graders if a sixth grade school. In six, or 7.22 per cent, of the schools the principals report that the upper grade pupils are the editors and have a faculty adviser. In ten, or 12.04 per cent, of the schools the English department edits the newspaper. In four, or 4.84 per cent, of the schools, the papers are organs of the Parent-Teacher Associations. A literary club and a newspaper club edit a newspaper as organs of their clubs.

Sponsorship of the Elementary School Newspaper

Referring to Table XIII, we find that in ten, or 12.04 per cent of the schools, the principal is the sponsor for the school newspaper. In seventeen, or 20.48 per cent, of the schools, a faculty member other than the English teach-
TABLE XIII

The Sponsor of the Elementary School Newspaper

<table>
<thead>
<tr>
<th>Principal</th>
<th>Faculty</th>
<th>Principal Faculty</th>
<th>English Department</th>
<th>P. T. A.</th>
<th>Literary Clubs</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>%</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
</tr>
<tr>
<td>10</td>
<td>12.04</td>
<td>17 20.48</td>
<td>13 15.66</td>
<td>23 27.71</td>
<td>7 8.42</td>
</tr>
</tbody>
</table>
er is the sponsor. In thirteen, or 15.66 per cent, of the schools, the principal and teachers are the sponsors for the school newspapers. In twenty-three, or 27.71 per cent, of the schools, the English department—with the English teacher as adviser—is the sponsor. Then, in seven, or 8.42 per cent, of the schools, the Parent-Teacher Associations act as sponsors for the school newspaper; and in thirteen, or 15.66 per cent, the literary clubs do.

The Staff of the Elementary School Newspaper

An analysis of Table XIV shows that the staff of the elementary school newspaper varies considerably as to the number of members required for the efficient control of the school newspaper. This can be explained by the fact that in some schools the school newspaper is much more important than in others. All principals report having an editor-in-chief. Of these, sixty-one, or 73.49 per cent, have assistant editors also; twenty-eight, or 33.73 per cent, have subscription managers; twenty-nine, or 34.95 per cent, have advertising managers. In some schools the teacher (adviser) acts as business manager, and takes charge of the finances and distribution of the paper. Many schools have pupils of the upper grades go from room to room and sell the newspapers
TABLE XIV

The Staff of the Elementary School Newspaper

<table>
<thead>
<tr>
<th>Editor-in-chief</th>
<th>Assistant Editor</th>
<th>Business Manager</th>
<th>Advertising Manager</th>
<th>Subscription Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>83</td>
<td>100</td>
<td>61</td>
<td>73.49</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>28</td>
</tr>
</tbody>
</table>
TABLE XIV (Continued)

The Staff of the Elementary School Newspaper

<table>
<thead>
<tr>
<th>Special Editors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sports</td>
</tr>
<tr>
<td>No.</td>
</tr>
<tr>
<td>17</td>
</tr>
</tbody>
</table>
TABLE XIV (Continued)

The Staff of the Elementary School Newspaper

<table>
<thead>
<tr>
<th>Special Editors (Continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community News</td>
</tr>
<tr>
<td>No.</td>
</tr>
<tr>
<td>5</td>
</tr>
</tbody>
</table>
TABLE XIV (Continued)

The Staff of the Elementary School Newspaper

<table>
<thead>
<tr>
<th>Staff Selected by:</th>
<th>Reporters Selected by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appointment</td>
<td>Appointment</td>
</tr>
<tr>
<td>67</td>
<td>58</td>
</tr>
<tr>
<td>Election</td>
<td>Election</td>
</tr>
<tr>
<td>16</td>
<td>25</td>
</tr>
<tr>
<td>Principals</td>
<td>Principals</td>
</tr>
<tr>
<td>20</td>
<td>19</td>
</tr>
<tr>
<td>Teachers</td>
<td>Teachers</td>
</tr>
<tr>
<td>47</td>
<td>39</td>
</tr>
<tr>
<td>Pupils</td>
<td>Pupils</td>
</tr>
<tr>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>Others</td>
<td>Others</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
directly to the pupils. In a few of the schools copies of the newspaper are distributed to the pupils without charge.

The special editors, as mentioned by some principals, are as follows: sports editors, seventeen; exchange editors, three; poetry and humor editors, ten; feature editors, eighteen; club editors, five; art and cartooning, ten; social editors, one; community news editors, two; editorials, six; and dramatics, one. Nine principals report that they have no special editors, but that room reporters take care of these features. In one school the assistant principal, and in others, the English teachers act as special editors.

A further reference to Table XIV reveals the practices in selecting the staff members. In sixty-seven of the schools they are selected by appointment and in sixteen by election. In these sixty-seven schools where the staff members are appointed, twenty principals and forty-seven teachers make the appointments. In twelve schools the pupils make their own appointments--some with the suggestions coming from the teacher--and four are selected by the Parent-Teacher Associations or club sponsors.

Principals from fifty-eight schools report that reporters are appointed, while twenty-five report them as
as being elected—twenty by the pupils and five by the Parent-Teacher Associations and other sponsors. Of the fifty-eight schools reporting appointment of reporters, nineteen report their reporters are selected by the principal and thirty-nine report them as being selected by the teachers.

Financial Procedures of the Elementary School Newspapers

An examination of Table XV, reveals the financing procedures of the school newspaper. In no school is the subscription to the newspaper compulsory. In twelve, or 14.46 per cent, of the schools, the newspapers are financed by subscription, advertising, and selling to the pupils. In nineteen, or 22.90 per cent, of the schools, the school newspaper is financed by advertisements and by selling to the pupils. Thirty-two, or 38.56 per cent of the schools, finance their newspapers by a direct selling to the pupils by the reporters or other members of the staff. Two, or 2.41 per cent, of the schools support their newspapers by donations (kind not specified) and advertisements. In nine schools the newspapers are supported by advertisements only. Nine, or 10.84 per cent, of the schools finance their newspapers through club dues, school funds, or funds provided by the Parent-Teacher
TABLE XV

Financing Procedures for the Elementary School Newspaper

<table>
<thead>
<tr>
<th>Subscription Advertising Selling</th>
<th>Selling Advertising</th>
<th>Selling Price</th>
<th>Donations</th>
<th>Advertising Only</th>
<th>Otherwise</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
</tr>
<tr>
<td>12 14.46</td>
<td>19 22.90</td>
<td>32 38.56</td>
<td>2 2.41</td>
<td>9 10.84</td>
<td>9 10.84</td>
</tr>
</tbody>
</table>

1¢-5¢
Association of the school

All of the forty-two school newspapers partially supported by advertisements solicit advertisements from the local merchants, while eighteen also solicit from other than local merchants.

Relative to the price of the school newspapers, it will be noted that the prices range from one cent to five cents a copy, when sold directly to the pupils, and from fifteen cents to twenty-five cents a semester for subscriptions. Two schools charge seventy-five cents for a year's subscription to the paper. Thirteen schools sell single copies for one cent; sixteen sell single copies for two cents; eight sell them for three cents; and thirty-one sell them for five cents. In two of the schools where the newspaper is the official organ of a club, the newspaper is financed by the club dues. In nine schools where the paper is financed by advertisements only, it is distributed without charge to the pupils. Where school supplies are used, the newspaper is also distributed without charge. Twelve, or 14.46 per cent, of the schools have subscription rates for a semester.
Nature of the Circulation of the School Newspaper

Referring to Table XVI, we note that in twenty-one of the schools, fifty per cent of the children buy the newspapers; in twenty-two schools seventy-five per cent buy; in fifteen schools twenty-five per cent buy; in four of the schools thirty-three and one-third per cent of the pupils buy; in four others sixty-six and two-thirds per cent buy; and in seventeen schools the circulation is 100 per cent. This includes the schools where the newspaper is distributed without charge to the pupils. In four of these schools the newspaper is distributed free of charge because school supplies are used; in nine, as mentioned above, because the newspaper is financed by advertisements. In two of the schools, left-over, unsold newspapers are given free to those pupils who cannot afford to buy them; and in three schools copies are given free when there is a surplus fund.

Among the teachers, the circulation is 50 per cent for seven schools, 166 per cent for fifty-one schools, 90 per cent for three schools, and 5 per cent for one school. Twenty-one principals make no mention of the circulation among their teachers.

In general, the advertisers are given one copy
<table>
<thead>
<tr>
<th>No. of Schools</th>
<th>% of Pupils</th>
<th>No. of Schools</th>
<th>% of Teachers</th>
<th>Advertisers</th>
<th>Exchanges</th>
<th>Others No. %</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>50</td>
<td>7</td>
<td>50</td>
<td>1% - 10%</td>
<td>1/3 of 1%</td>
<td>17 / 1</td>
</tr>
<tr>
<td>22</td>
<td>75</td>
<td>51</td>
<td>100</td>
<td></td>
<td></td>
<td>to 10</td>
</tr>
<tr>
<td>15</td>
<td>25</td>
<td>3</td>
<td>90</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>33 1/3</td>
<td>1</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>66 2/3</td>
<td>21 no report</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
of each issue of the school newspaper—one school gives several copies to each of its advertisers to distribute to anyone interested in the school newspaper. The circulation among advertisers runs from one per cent to ten per cent of the total issues of the newspaper. Circulation among exchanges varies greatly—from one-half of one per cent to ten per cent of the total issues. Three schools report one-half of one per cent of their issues for exchanges—this being the percentage most frequently found. Some principals report issues going to advertisers and exchanges as from five to twenty and three to fifty, respectively, while others report in terms of per cent. Seventeen schools report a circulation of one per cent of their issues among others than those mentioned above, such as: copies to the superintendent, assistant superintendents, district superintendents, etc. Through this series of tables, the writer has endeavored to investigate thoroughly and set down the results of this investigation of the problem of the elementary school newspaper.
CHAPTER V

THE SCHOOL NEWSPAPER IN THE ELEMENTARY SCHOOL

Summary and Conclusions

In this study, the writer has sought to determine the nature and function of the school newspaper in the elementary school as revealed by a study of samples of these newspapers secured from various elementary schools in the city of Chicago. Three hundred twenty-three questionnaires were mailed. One hundred eighty-nine were returned. Of these, eighty-three were answered and one hundred-six were not. From the above results, it would seem that principals as a whole have not as yet realized the value of the school newspaper in the elementary school. However, an analysis of the returns answered showed that these principals, in general, considered the school newspaper very valuable in giving authentic news of the school and its activities to the parents, patrons, and pupils of the school. News of this type--keeping the parents and patrons informed at all times--tends to unify the school and community, thus leading to a better understanding between home and school.

Most of these principals considered the school newspaper a very valuable and worth-while activity. Those who had had to discontinue publications because of the depression, stated that as soon as the depression is over, the
production of the school newspaper would be resumed. In some of the poorer districts the principals thought highly of the activity but, because of the type of community in which the school was located, hesitated about suggesting a newspaper for the school. Some of the principals feel that all the good things of the high school should not be brought down to elementary school level. Too much stress should not be put upon the newspaper, according to these principals.

The writer finds that the school newspaper, as an extra-curricular activity, provides an outlet for the various instincts of the adolescent. Their curiosity and inventive minds are put to good use when pupils investigate and write up their findings on living conditions of people in their own as well as in other countries. Gregariousness, love of approbation, hero worship, and other instincts are made useful in the organization and preparation of such a worth-while activity as the school newspaper. The migratory spirit, when used in the interests of the school newspaper, sends pupils in quest of something of educational value to all.

The school newspaper promotes interest, enthusiasm, school loyalty and spirit, as well as better relations between home, school, and community. It serves as an outlet for the many energies of upper grade pupils. The school
newspaper is an excellent means for motivating correct English usage throughout the grades, for stimulating creative activities of the pupils, and for promoting the aims of education.

The various kinds of creative work written up in the school newspaper give the public an idea of what is being done in the line of modern teaching methods. Besides this, it encourages pupils to greater interests and worthwhile activities.

Editorials in the school newspaper serve to inculcate in the pupils a sense of responsibility, justice, and obligations to others; encourages pupils to higher ideals; and impresses upon them the value of good citizenship and good health. They also encourage pupils to take advantage of the many opportunities available to them.

A study of the questionnaires shows, further, that the number of schools having printed newspapers is almost as great as those having mimeographed newspapers. A very small percentage of the printed newspapers and none of the mimeographed newspapers were under the direction of the Parent-Teacher Associations.

Other findings of this investigation disclose that:

(1) Seventy-one per cent of the school newspapers
are issued monthly.

(2) The newspapers vary considerably in size, from 5 x 8 inches to 18 x 24 inches, --size $8\frac{1}{2}$ x 11 being the size most frequently found.

(3) The preferred number of pages for the school newspapers seems to be four, almost half of the schools reporting this number.

(4) Two columns per page is the choice for over one-half of the newspapers for the number of columns used.

(5) Great variation is found in the control and management of the school newspaper. Upper grade pupils with a faculty adviser or sponsor conduct the great majority of newspapers. The English department, in some cases, assumes the responsibility. In a very few schools, the school newspapers are under the direction of the Parent-Teacher Associations.

(6) The size of the staff depends upon the size of the school. Such staff members as editors, assistant editors, exchange editors, and a great variety of special editors, business managers, subscription managers, and advertising managers are reported by the various schools as necessary for
the successful conducting of the school newspaper. In most schools, staff members are selected under the guidance of principals and teachers for their initiative and leadership qualities, and their organizing abilities.

(7) Most of the school newspapers are financed through subscriptions, sales, and advertisements. A few of the schools distribute the papers without charge. The prices of the school newspapers range from one cent to ten cents a copy—most newspapers being sold for one, two, or five cents.

(8) Great interest in the school newspaper is evidenced by the wide circulation among teachers and pupils alike. Advertisers and exchanges are well supplied with copies of the school newspapers.

From the foregoing findings, it would seem that the school newspaper, as an extra-curricular activity, is of sufficient importance as a socializing influence in the orientation of pupils, in teaching co-operation, in developing initiative, and in helping to motivate the regular school work to warrant a place in the elementary school.
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The thesis "The School Newspaper in the Elementary School," written by Anna Dagmar Jensen, has been approved by the Graduate School with reference to form, and by the readers whose names appear below, with reference to content. It is therefore accepted in partial fulfillment of the requirements for the degree of Master of Arts.

John W. Scanlan, A.M.  March 28, 1936
Paul Kiniery, Ph.D.  April 17, 1936