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A STUDY OF DEAN ARTHUR L. STONE AS  
A PIONEER IN JOURNALISM EDUCATION

by

JACK CLIFFORD SEIGLE

B.A., University of Michigan, 1951

Presented in partial fulfillment  
of the requirements for the degree of  
Master of Arts

MONTANA STATE UNIVERSITY

1956

Approved by:

*Frederick T. ...*  
\_\_\_\_\_  
Chairman, Board of Examiners

*J. B. Castle*  
\_\_\_\_\_  
Dean, Graduate School

*May 29 1956*  
\_\_\_\_\_  
Date

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To Assistant Professor Dorothy Johnson, who is secretary of the Montana State Press Association, and Mr. Deane Jones, city editor of The Daily Missoulian, goes thanks for permission to use the Reports of Proceedings of the press association conventions and the Missoulian's file on the dean.

Members of the thesis examining committee--Professor Bue, Associate Professor Frederick Yu, Assistant Professor Richard Disney, and Mr. John Smurr--deserve special mention for their evaluation of this study.

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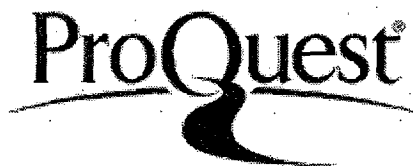


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## INTRODUCTION

### Why a Dean Stone Study?

More than a decade has passed since Dean Stone's death. In that time, too few students have known his accomplishments. They know too little of the tradition that was established at the Montana State University School of Journalism. For longer than a quarter of a century, Dean Stone strived to educate journalists; his students knew him to be a leader and friend. They carry with them the dean's philosophy and remember him for his earnest desire to train newspapermen to maintain the highest ideals of the profession. Their careers have been shaped, in large part, by what the dean taught them and the example he set for them.

Students today know Dean Stone only as a name. They are reminded of him by a plaque in his honor and a library portrait.

As the years pass on, much of what the dean did becomes part of a dim past. His writing, teaching, and philosophy are gradually being lost with the passing of time. One of the purposes of this study is to examine the Dean Stone tradition to get some idea of the spirit that moved him to devote his later life to journalistic education. If,

by looking at this tradition, some modicum of the Dean Stone creed can be preserved, this study will have more than served this particular purpose.

Another purpose is to review the problems confronting a pioneer educator in journalism. Many of the difficulties that Dean Stone faced in 1914 persisted for over 20 years. How he coped with them points up his success in the field. During his 28 years at the university, problems arose which would have taxed the capacity of any educator in journalism or any other area of learning. The dean met seemingly insuperable obstacles with infinite patience and always with optimism. How he overcame disappointment with renewed vigor is a story in itself.

Perhaps Dean Stone's most noteworthy quality, as discovered in the course of research, was his ability to inspire his students. His popularity in the classroom was a very important reason why he succeeded in establishing a foremost school of journalism. The third purpose, then, of this study is to find out how he attracted students to the school and instilled in them a feeling that truth and sincerity were the basis of their life's ambition.

Lastly, facts speak for themselves. It is the desire to present facts concerning Dean Stone and the School of Journalism that partially accounts for this study. It is felt that a school having the tradition of Montana State University's School of Journalism should be known to its students and friends.

## Sources of Information

Of particular importance to this study have been interviews with people who knew Dean Stone. The information they have provided has proved invaluable.

Professor O.J. Bue, Dean of the School of Journalism, did his undergraduate work under the dean. The lecture notes left to him by Dean Stone have been of immeasurable assistance in outlining the dean's newspaper philosophy. Fortunately, most of the notes were written out; what the dean told his students is not left to guesswork. Dean Bue has also recalled personal experiences, which have further acquainted the writer with Dean Stone's character and personality.

Mrs. Charlotte Stone Murphy, daughter of the dean, has contributed generously to this study by making available unpublished writings, letters, newspaper articles, and speeches that added a personal touch found nowhere else in the research.

Mr. Albert J. Partoll, who studied and taught in the School, lent the writer letters written to him by the dean and other material that supplemented Mrs. Murphy's contribution. Several interviews with Mr. Partoll clarified isolated facts discovered in some of the research.

Mrs. Charles H. Clapp let the writer read chapters in the history of the university which she is writing. Information concerning early journalistic education at the university has been used with her permission.



The School of Journalism library contains files of the student newspaper, The Montana Kaimin, and The Daily Missoulian, which were referred to extensively. In the Kaimin, an outline of the history of the school can be found in the many stories that were written about it beginning in 1913. Editions of the Missoulian portrayed the the early history of the school better than any other source. The Missoulian, after the first years of the journalism school had passed, supplemented information obtained from other sources.

Volumes of the Journalism Quarterly and its predecessor, Journalism Bulletin, revealed Dean Stone's place on the national scene. Information available in these reports was especially valuable in the later years of the decade from 1920 to 1930. Books describing the history of journalistic education in the United States gave this study perspective.

President's Reports, available in the university library, chronicle the development of the curriculum as seen by the dean. Like the Reports of Proceedings of the Montana State Press Association, they yield vital data in connection with the development of the school.

The Missoulian file on Dean Stone contains interesting sidelights on the dean's life as reported in that newspaper and elsewhere.

#### Difficulties Encountered in Research

People who knew Dean Stone provided necessary information concerning events in his life, and they described

his character and personality as they remembered them. However, few of his acquaintances could present a composite picture of the man. Most of the people interviewed cited examples of his kindness and deeds, but they could not relate these instances to other events in his life. A lot of people know something about him, but few of them know a great deal. One of the chief problems arising out of the research was to relate isolated incidents in the life of Dean Stone so that they would form a complete picture.

Articles appearing in newspapers and other publications illustrated much of Dean Stone's personality and accomplishments as an educator, but they, too, were in many instances isolated or incomplete. Probably one of the most coherent pictures of the man can be found in the press association's Reports of Proceedings. From 1927 on, his speeches are recorded in convention minutes, as are discussions concerning the journalism school and its staff. These notes, which are filed with the secretary of the association, are one of the few really good sources of information.

For data on the curriculum, university catalogs furnish an outline, but the President's Reports, which contain an annual report from the dean of the School of Journalism, appear to be more reliable. These yearly summaries describe the progress that has been made in the school and special problems that confront the dean and faculty. The catalogs, of course, do not list such things.

It is colligating the many facts obtained from going through files of The Kaimin, The Daily Missoulian, and The Journalism Quarterly that poses the biggest problem of the study. Bringing together episodes in the dean's life and drawing a conclusion from the facts so assembled is sometimes trying. Weaving a story from facts discovered in many places is difficult but satisfying.

## CHAPTER I

### EDITOR TO EDUCATOR

#### A Man, An Idea, and Four Tents

Education for journalism was not a new idea in the United States in 1913. A school of journalism had been established at the University of Missouri in 1908, and the Columbia university graduate (Pulitzer) school of journalism opened in 1912. Before these schools existed, courses in newspaper work had been offered at several universities.<sup>1</sup> General Robert E. Lee suggested the idea of journalistic education when, following the Civil War, he recommended establishing a newspaper training course at Washington College in Virginia. His proposal was adopted in 1869, after he was appointed president of that institution, but the program was dropped ten years later;<sup>2</sup> not until 1925 did Washington and Lee university, now named for two war heroes, reinstitute its journalistic curriculum after so significant a beginning.<sup>3</sup>

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<sup>1</sup>Albert Alton Sutton, Education for Journalism in the United States from Its Beginning to 1940 (Evanston, Ill; Northwestern University, 1945), p. 16.

<sup>2</sup>Ibid., p. 7.

<sup>3</sup>Ibid., p. 39.

Montana University's student newspaper, The Weekly Kaimin, earnestly endorsed journalistic education on April 3, 1913, in an editorial entitled "A School of Journalism." The editor, Carl C. Dickey, peered into the future by looking at the past:

The day of the editor who began his career at the composition box is passed. The young journalist does not slip his contributions under the door of the newspaper office today. The newspaper men of the present are trained in the colleges of the country.

The trained journalists have succeeded a grotesque, fictional type of newspaper men. The Bohemian journalist has passed. The clean . . . college trained man has taken his place . . . .

Fearless newspaper men with ideals can make Montana cleaner. They are going to do it. They will be graduates of the School of Journalism of the University of Montana. They will receive their early training on the staff of The Daily Kaimin.<sup>4</sup>

Much of what this editor said almost half a century ago has been borne out. He was referring to Montana university, among others, when he wrote that newspapermen of his day had college training. Two years before he described this new "young journalist," the university was allowing credit towards graduation to staff members of the student paper, depending on how well they wrote and how much copy they turned in. Mrs. C.H. Clapp, widow of the late Dr. Charles H. Clapp, former president of the university, has found that

by 1911 Dr. Reynolds (Dr. G.F. Reynolds of the English department) was supervising credit in Journalism at Montana University as an experiment. The regulation was that for writing for the Kaimin four credits for one hour weekly for one semester

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<sup>4</sup>Editorial in The Weekly Kaimin, April 3, 1913.

would be accepted towards graduation if 'the work was in sufficient quantity and quality' to meet the standards required by the Department of English. Each student would submit to Dr. Reynolds a marked copy of each Kaimin printing his contributions. One half hour credit would be allowed for an average 750 words per week, 1 hour credit for an average 1500. The contributions would be corrected and returned to the student to be rewritten, incorporating the corrections, and resubmitted to the instructor.<sup>5</sup>

Apparently this experiment appealed to Dr. Edwin B. Craighead, president of the university at the time, for he was instrumental in creating a department of journalism in the fall of 1913. It may be that one reason he was so interested in journalistic education was to improve his press relations in the state. In a letter to Governor Samuel V. Stewart that year, he wrote

. . . it is far easier for me to get what I have to say published in the papers of Boston, Chicago, or Spokane than in any papers of our own state--another evidence that Montana and the press of Montana do not realize that we have a university in this state . . . It would be a good thing to have a meeting at the University of the newspaper men of the state at the inauguration next year of our new chair of journalism.<sup>6</sup>

President Craighead expressed unbounded enthusiasm in August, 1913, when he told high school students of the state that ". . .for the Department of Journalism maximum salaries have been set aside and it is our purpose to secure two of the ablest available men" for this department.<sup>7</sup> Until these

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<sup>5</sup>Mary B. Clapp, The Impatient Scholar-1908-1912 (unpublished manuscript), Chapter III, p. 58.

<sup>6</sup>Ibid., Chapter IV, p. 6.

<sup>7</sup>"Your Opportunity," University of Montana Bulletin, August, 1913, quoting Dr. Edwin B. Craighead, President. pp. 2-3.

instructors could be hired, the president declared the English department would shoulder the task of directing the education of future journalists. Thus when the 1913 fall semester began Professor Carl Holliday of that department took charge of "the Department of Journalism and the Bureau of Public Information," in addition to his other duties.<sup>8</sup>

A record number of students enrolled at the university that September, and of this number sixteen signed up for study under Professor Holliday in his journalism department. The Kaimin reported that "the officers and faculty of the university are proud" of the addition of several departments to the growing campus. As a part of their training, the journalists "will handle the university weekly, 'The Kaimin,' and will do general publicity for the school and the state."<sup>9</sup> Occasionally, guest speakers in the field of journalism were invited to address the classes, and in November, 1913, the managing editor of the Missoulian, Arthur L. Stone, spoke to the students on putting out Missoula's morning paper. He described the wonders of wire service and emphasized the hard work necessary to print a newspaper day in and day out.<sup>10</sup> Little did his listeners know that they were hearing the future dean of their journalism school give his first lecture on newspaper work.

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<sup>8</sup>Article in The Weekly Kaimin, October 30, 1913.

<sup>9</sup>Article in The Weekly Kaimin, September 25, 1913.

<sup>10</sup>Article in The Weekly Kaimin, November 13, 1913.

As the year went on, Professor Holliday became more convinced that he wanted to devote his full time to his own specialty, literature.<sup>11</sup> In the meantime, President Craighead was seeking the "ablest available men" whom he had promised to get for the new department. However, it was not until a few days before the beginning of the 1914 fall semester that Arthur L. Stone, who had an idea that he would like to teach journalism, agreed to become the first dean of the Montana Department of Journalism.<sup>12</sup>

Who was Arthur Lee Stone, of whom President Craighead was so proud? In his search for an outstanding newspaperman to head the department, why did President Craighead select the managing editor of a local paper? Arthur Stone brought to the university a rich background of experience, but he was trained as a chemist, not a journalist. At least that is the conclusion one might point to from studying his academic past. A graduate of Worcester Polytechnic Institute, Worcester, Mass., in 1884, Stone majored in chemistry. He taught chemistry there in 1885 before leaving for Yale university, where he did further work.<sup>13</sup>

His only experience in newspaper work in those early years was limited to writing for his high school paper<sup>14</sup> and

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<sup>11</sup>Interview with Dr. Paul C. Phillips, professor emeritus, Montana University Department of History, on January 27, 1956.

<sup>12</sup>Editorial in The Daily Missoulian, August 19, 1914.

<sup>13</sup>The Twentieth Register, 1914-1915, University of Montana Bulletin, Missoula, Montana, February, 1915, p.12.

<sup>14</sup>The Daily Missoulian, August 19, 1914.



cub reporting on his hometown paper, the Spencer, Mass.,  
Sun.<sup>15</sup> This interest in journalism proved to be an avocation,  
for by 1886 he was employed as a chemist by the DuPont company  
in Wilmington, Delaware.<sup>16</sup>

After an explosion at the DuPont plant killed two of  
his closest associates,<sup>17</sup> he went West to Laramie, Wyoming,  
where he was chemist in charge of soda-field investigation for  
the Union Pacific railroad.<sup>18</sup> While in Laramie, he used his  
free time to write up his experiences for Eastern newspapers.<sup>19</sup>  
Not until 1891, however, when he had been in the West several  
years, did he begin a full-time newspaper career by joining  
Marcus Daly's Anaconda Standard as a reporter.<sup>20</sup>

President Craighead no doubt knew of Stone's popular-  
ity on the Standard. After serving as western Montana  
correspondent for the paper during the 1890's<sup>21</sup> and being  
elected to a term in the state House of Representatives in  
1899,<sup>22</sup> Stone was promoted to managing editor in 1904. From  
1907 until 1914, he was editor of the Missoulian,<sup>23</sup> and the

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<sup>15</sup>"The Directory Number," The Journalism Bulletin,  
Vol. III, No. 4, January, 1927, p. 39.

<sup>16</sup>Interview with Dr. Emerson Stone, a son of the dean,  
on January 10, 1956.

<sup>17</sup>Loc. cit.

<sup>18</sup>The Twentieth Register, op. cit., p. 12.

<sup>19</sup>Article written by Albert J. Partoll for the Great  
Falls Tribune on May 23, 1932.

<sup>20</sup>The Twentieth Register, op. cit., p. 12.

<sup>21</sup>Albert J. Partoll, op. cit.

<sup>22</sup>Interview with Mr. Partoll on March 21, 1956.

<sup>23</sup>The Twentieth Register, op. cit., p. 12.

reputation he established here unquestionably had a great deal to do with President Craighead's decision.

An editorial statement appeared in the August 19, 1914, edition of the Missoulian signed by Joseph M. Dixon, publisher. Mr. Dixon said,

That he will make good in his new field of work and will make the school of journalism a real factor in Montana, no one will doubt. . .

In addition to his new title of professor of journalism, the entire staff of this newspaper confers upon him the higher honor of professor emeritus of The Missoulian. <sup>24</sup>

Stone's colleagues added their praise at the same time.

French T. Ferguson revealed,

Mr. Stone decided a few days ago to accept the position in the university, made vacant by the withdrawing of Professor Holliday to the department of English. In securing him the university is doubly fortunate; the institution gets a man with a wonderful grasp of the newspaper profession and a man with a prestige that is more than state wide.

. . . For years he has been running a little school of journalism of his own; now he simply steps onto a larger platform and is to have more pupils. And how fortunate those pupils-to-be are none can know better than we who have worked with him.

Editorial assistant Leslie E. Wood lauded Stone when he said:

It is my sincere belief that the University of Montana is to be congratulated and that the state should rejoice at being able to secure the services of such a man as Mr. Stone. I look to see him build for the university a school of journalism that has no peer in this land. Would that, I might ever be his pupil.

And a backshop man, Carl Seely, summed up his feelings by saying:

So Stone's going away. Well, I'm mighty sorry. For 45 years I've worked in printing offices, and,

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<sup>24</sup>The Daily Missoulian, August 19, 1914.

for all-around ability, he's the best man I ever worked under. He's the best newspaperman in the state and the best fellow in the world. 25

Five days later the Missoulian quoted what other papers were saying about Mr. Stone. The Wallace, Idaho, Miner remarked:

. . . He has made the Missoulian a newspaper among newspapers and a power to be reckoned with, and his works will live after him.

The Stevensville Tribune dramatized its tribute:

. . . We salute you from the deck of the 'Good Ship' Tribune and assure you that the guns of this craft will assist you in any way possible for the uplift of our noble profession. To put forth your journalistic heroes fully equipped to meet the broadsides of the enemies of journalism, is your aim. . .

Commenting on Stone's ability, the Kalispell Inter Lake took it for granted. In a brief summary, it declared:

. . . That he will make the Montana school of journalism a real school for newspaper men goes without saying.

The Ravalli Republican was optimistic about the school's future, too:

. . . Schools of journalism, generally speaking, have met with indifferent success in developing journalists, but with a real editor, who has seen years of service in the sanctum, the University of Montana is in line to establish a record in this respect.

And the Montana Progressive epitomized all praise when it said:

. . . He (President Craighead) simply hooked the ablest journalist in Montana. 26

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<sup>25</sup>Loc. cit.

<sup>26</sup>Editorials quoted in The Daily Missoulian, August 24, 1914.

Two of the forty instructors on the university faculty that fall were journalists.<sup>27</sup> Brought in to assist Dean Stone in the journalism department was Carl H. Getz, a graduate of the University of Washington and former instructor there who had considerable newspaper experience in that state.<sup>28</sup> Only the English department had a larger faculty, with other departments either equalling the journalism department in size or being smaller.<sup>29</sup>

Even before the fall semester began, plans had been made to have journalism students cover the Western Montana State Fair in September and provide an "exclusive news service" for Montana newspapers.<sup>30</sup> On September 30, the Missoulian featured their five-column account of it.<sup>31</sup> Believing that students should have as much practical newspaper experience as possible in conjunction with their other work, Dean Stone thus displayed the enthusiasm for journalistic education that characterized his many years of service to the university.

Much impressed by the favorable comment of the press regarding the appointment of Dean Stone, President Craighead noted on the day classes began:

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<sup>27</sup>"Preliminary Announcement of the School of Journalism, 1914-1915," University of Montana Bulletin, September, 1914.

<sup>28</sup>Article in The Daily Missoulian, August 26, 1914.

<sup>29</sup>University of Montana Bulletin, op. cit.

<sup>30</sup>Article in The Daily Missoulian, August 25, 1914.

<sup>31</sup>Article in The Daily Missoulian, September 9, 1914.

. . .Practically without exception, the editors of the state have approved of his appointment as dean of the school of journalism, and have promised cooperation.

. . .Professor Stone and Getz make a great team, and I am encouraged to believe that we shall have here the greatest school of journalism in the whole west.<sup>32</sup>

A day later, he added:

The new school of journalism has a large coterie of students. . . This department, the youngest in the university, is growing even faster than the law school did in its infancy. More students than the faculty had counted on signified their intention of taking the course in newspaper training. The tent classrooms will have an attendance far greater than anyone had hoped.<sup>33</sup>

Tent classrooms! A situation probably unique in the history of American higher education. The two "ablest available men" ministering to their charges beneath canvas!

Governor Stewart had notified President Craighead before the semester began that the state did not have money to erect a journalism building. But the President was not to be deterred. With Dean Stone, he vowed that the school of journalism should have its own quarters. From the army command at nearby Fort Missoula, the dean borrowed four squad tents;<sup>34</sup> the journalists would have not one room, but four! And he "sent stories to magazines," one of which published pictures of the tents staked to the campus. In a few days,

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<sup>32</sup>Article in The Daily Missoulian, September 30, 1914.

<sup>33</sup>Article in The Daily Missoulian, September 9, 1914.

<sup>34</sup>Article in The Montana Kaimin, September 17, 1914.

Governor Stewart received letters from all over the nation; why did Montana force its college students to attend classes in tents?! In desperation, the Governor wrote Dean Stone that if he would take down those tents, he would see to it that something was done.<sup>35</sup>

Several days after classes started, the Governor made arrangements whereby funds were "released for the construction of a real building." According to the Kaimin, this new structure would

. . . contain enough space to afford office room to the professors of journalism and the Montana Kaimin. Besides these rooms there (would) also be two lecture rooms, so built that they may be thrown into one if need be.<sup>36</sup>

Meanwhile, cold winds blowing out of Hell Gate canyon east of Missoula swept down upon the tents and "rendered them useless before classes had been called."<sup>37</sup> Until the new building promised by the state could be erected, the homeless scribes had to meet somewhere. Temporary shelter soon was theirs, as described in the Missoulian column entitled, "Caught on the Run About Town":

The university's school of journalism has gone up in the world. It has acquired a real, wooden-walled classroom! Instead of sitting in tents to hear lectures on their chosen profession, the state's young Dana's will now be able to tilt their chairs back against wooden walls. No sooner were classes started than cold weather was felt. Tents seemed ideal classrooms a week before the university opened; this week they have been futile barriers to cold, raw, autumn winds. Driven from their canvas homes, the journalists looked about the campus and commandeered as a classroom the

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<sup>35</sup> Montana Kaimin, December 10, 1937.

<sup>36</sup> The Montana Kaimin, September 17, 1914.

<sup>37</sup> The Montana Kaimin, September 17, 1914.

old bicycle shed in front of the gymnasium. The rack has been removed, and wooden walls are to be built. Next Monday the journalists will have a snug, comfortable home in the converted bicycle house. Thus is the state government defied.<sup>38</sup>

The Kaimin reflected the joy of its staff in the following report:

The University of Montana is the only school in the United States, with the exception of Columbia University, that has a separate building for the school of journalism. . . . On the edge of the Montana campus stands a building used for no other purpose than that of the journalism classes. It is situated at the spot where countless hordes have cut across the grass to reach the athletic field. Formerly it was used to protect bicycles from the rain and snow.<sup>39</sup>

And President Craighead seemed no less pleased:

The appointment of A.L. Stone as dean of the school of journalism gave this department an impetus that has carried it among the largest schools in the University. This is the second year of this department and the growth is wonderful. Last year there were but a bare handful enrolled and this season finds the classes more than filled. Quarters are as yet a bit cramped, but with the new building going up things look brighter.<sup>40</sup>

By October, 1914, the building was completed, and the journalists turned over their converted bicycle shed to the YMCA. The tents, which had stood two months, were removed on October 26 by Fort Missoula troops who "tore down and carried away the original home of the school of journalism."<sup>41</sup>

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<sup>38</sup>Column in The Daily Missoulian, September 12, 1914.

<sup>39</sup>The Montana Kaimin, September 17, 1914.

<sup>40</sup>Article in The Montana Kaimin, September 17, 1914.

<sup>41</sup>Article in The Montana Kaimin, October 29, 1914.

The department was indeed pleased with its new quarters back of Science hall. One of the two classrooms was modeled after the local room of a city daily, with a copy desk in the center. Reporting and editing classes met here. The other classroom was used for lectures.<sup>42</sup> Within a short time, Dean Stone found himself right at home. The Kaimin observed that his office

. . . is decorated with a fine collection of photographs and drawings, all descriptive of Montana history. Professor Stone's private library, including the books that have been written on various phases of Montana state history, are all available to students.

By having separate building and with such equipment as is necessary, the school has succeeded in creating a newspaper atmosphere that is no little factor in determining the success of the school. The building is used at all hours. In short, it is a workshop that is in constant use.<sup>43</sup>

Mrs. Clapp says that the school of journalism in those beginning years was in many ways "like Topsy and just grew." She quotes the late Dr. Richard Jesse as saying that in the confusion of the Craighead administration the catalogs spoke of journalism as being a "School," but "that the (state) Board of Education had not authorized it" as such; "Dean Stone created the public usage of the term dean for himself," and it passed on to other heads of departments, too. She adds that the Board later "quietly legalized this fait accompli!"<sup>44</sup>

Granted that there was much confusion during this period the fact Dean Stone succeeded in his efforts to make

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<sup>42</sup> Article in The Montana Kaimin, April 16, 1915.

<sup>43</sup> Loc. cit.

<sup>44</sup> Mary B. Clapp, op. cit., p. 22.



the Montana School of Journalism one of the best in the country was to become increasingly evident in the years ahead.

## PIONEERING A TRADITION

Appointment of Mr. Stone to the "chair" of journalism not only attracted wide attention, but it stirred a public interest in newswriting. Townspeople as well as students wanted to register for classes taught by the two new faculty members. They asked what newspaper courses would be offered by the department.<sup>45</sup> The first official journalism school publication outlining plans for the fall came out on September 2, 1914, and was sent to all newspapers in the state.<sup>46</sup> But even before this the Missoulian announced that beginning classes in editing and reporting would be given at night "because so many Missoula students and persons interested in various phases of newspaper work have made inquiries about the courses. . ." Professor Getz would teach editing on Mondays, Wednesdays, and Thursdays, and Dean Stone would instruct in reporting on the same nights.<sup>47</sup>

These evening courses were supplemented by three correspondence courses listed as newswriting, producing and marketing the short story, and photoplay or "motion picture scenario."<sup>48</sup>

That Dean Stone was contemplating big things for the

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<sup>45</sup>Article in The Daily Missoulian, September 1, 1914.

<sup>46</sup>Column in The Daily Missoulian, September 3, 1914.

<sup>47</sup>Article in The Daily Missoulian, September 1, 1914.

<sup>48</sup>Article in The Daily Missoulian, September 21, 1914.

department there can be little doubt. In the Preliminary Announcement of the "school of journalism," as he termed it from the start, he wrote that the program in journalism

. . . is but a tentative outline of the course. . . Courses in cost accounting and office management and management would be of value to students in the school of journalism. Also another course for students who plan to enter the advertising side of the newspaper business will be arranged, and in time another one for students especially interested in country journalism.<sup>49</sup>

There was no school of business administration in 1914!

Six courses in journalism, each two semesters long, made up the curriculum. The freshman year would have Elements of Journalism, a resume of reporting. Students would study

. . . what is news? Methods of gathering and writing news. Study of news sources and services. Some practice with assignments.

A second freshman course was History and Principles of Journalism. This covered

History of newspaper making. Studies of the careers of great American editors. Consideration of part that the press has played in American history. Review of the influence of mechanical inventions. Means and aims of journalism.

Together, these subjects totalled five credit hours out of 17½ credit hours of work undertaken a semester.

In the sophomore year, Editing and Editorial courses

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<sup>49</sup>"Preliminary Announcement of the School of Journalism," op. cit.

were arranged. Editing consisted of

copy-reading. Writing of heads. Studies in newspaper usage. Evaluation of news.

Editorial stressed

preparation and presentation of editorial interpretation and comment. Study of the function of the editorial page. Consideration of current events.

Credit for the sophomore subjects was again five hours.

Juniors were required to study Correspondence and The Newspaper. The first included

Features and exchanges. Handling of state, district or sectional news. Writing of queries. Handling of grapevine. Rewriting syndicated matter. Study of the feature or human interest story. Brief consideration of value of copy supplied by state and governmental departments and by publicity bureaus.

In reviewing The Newspaper, juniors would examine the

Organization of the office. Duties of departmental heads. Brief study of the equipment of the newspaper plant. Consideration of editorial direction and control. Formulation of newspaper policy.

Aggregate credit for these subjects was four hours a semester.

No courses were listed for the senior year in this Preliminary Announcement.

Critics of journalistic education, charging it with being vocational rather than liberal education, could take little comfort in the program set forth. The newspaper courses constituted about a fourth of the entire work.

Freshmen took two semesters of English, two of Economics, a

survey course in English Literature, French or German, and Physical Education.

In the sophomore year, journalism was part of a schedule that included Advanced American Literature, American History, Biology, French or German, and Physical Education.

Courses in Sociology, Political Science, Psychology, Constitutional Law, Contemporary American History, and Modern Europe rounded out the junior year.

Early in 1915, Dean Stone stated the purpose of the school when he said that it is to "train reporters, not managing editors." It would prepare students to report and write, and if they were good enough in their jobs after graduating, they would rise to higher positions. With reporting and newswriting being fundamental to a journalist's education, practical work became "most important;" the school did not use textbooks but based its studies on file of 30 newspapers from all over the country representing "different editorial policies." To assist the Dean in this practical method, Montana publishers contributed their papers to the file. So, in the school's "workshop," training was "as near to real newspaper work as is possible."

The second year in Dean Stone's administration of the school saw an expanded journalistic program with morning and evening classes that enabled the school to reserve afternoons for "laboratory" assignments. The Dean looked to the day when "publicity" work would be offered. He said that it would consist of a study of the methods of "chambers of

commerce and boards of trade in community advertising." Such a course would be elective.

Within a year, the percentage of course credit in journalism to total credit needed to graduate had risen from a fourth to nearly a third. History and Principles of Journalism, no longer a freshman course, had been moved to the junior year. By the fall of 1915, laboratory courses were required in the third and fourth years, and a seminar in journalism came in the senior year.

The only elective subjects were Short Story, Newspaper Illustrating and Cartooning, and Newspaper Photography. The last two courses were also new ones.

In the seminar, which met once a week for two hours, professors from other departments lectured on how journalism pertained to their fields, and visiting newspapermen discussed newspaper policy. Newspaper Illustrating and Cartooning was taught in cooperation with the art department.

The Short Story could be taken by correspondence. As a correspondence course, a textbook was required. This was the case with other such courses offered by the school. Both it and Photoplay emphasized "marketing of manuscripts."<sup>50</sup>

A course in "journalism jurisprudence" might be given in the near future,<sup>51</sup> but the faculty of two had its hands full for the moment.

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<sup>50</sup> Twentieth Register, op. cit., pp. 180-187.

<sup>51</sup> Article in The Montana Kaimin, April 16, 1915.

Developing a curriculum suitable to aspiring journalists engaged the Dean's constant attention, but he did not forget that the classroom and laboratory were only part of a broader education. He, Professor Getz, and the students collected "famous newspaper stories" for their library<sup>52</sup> and built up a "morgue" for reference use.<sup>53</sup> Certainly the morgue grew faster than he realized, for when the Western Association of Teachers of Journalism convened in Missoula late in 1916, the Kaimin reported how delighted he was to show his guests around:

The scene is the journalism building. The time is last Friday. Dean Stone of the school of journalism is in the act of pointing out the treasures contained in the building to the delegates. . .

"This is our morgue," said the dean, taking the delegates to the rear of his office. "We are very proud of our morgue. We devote it solely to clippings on all important news happenings. In this drawer you see everything from 'aviator' to dyestuffs.' In this one we keep filed-----"

The dean's voice stopped suddenly as he pulled open the drawer. There, back of the clippings a coffee pot, four tin cups, four spoons, a can of cocoa, a can of milk and a sack of sugar were snugly tucked away.

It was the Kaimin cooking kit.<sup>54</sup>

Apparently the visiting professors understood because when they adjourned the new president of their group was Dean Stone.

Besides supervising the Kaimin, the journalism school handled all campus publicity. A news bulletin mailed each week

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<sup>52</sup> Column in The Daily Missoulian, September 5, 1914.

<sup>53</sup> Article in The Montana Kaimin, April 16, 1915.

<sup>54</sup> Article in The Montana Kaimin, December 19, 1916.

to every state newspaper kept the university in the public eye.<sup>55</sup>

Camaraderie keyed the spirit of the times. In November, 1914, six journalists organized the Press Club, which was to be active through the 'twenties and early 'thirties. Percy Stone, one of the Dean's four sons and editor of the Kaimin, joined with Clarence Streit, William Brietenstein, Ayer Hill, A.W. Clapper, and Emmet Riordan to set the pace.<sup>56</sup> Two months later, Sigma Delta Chi, professional journalistic fraternity, chartered a Montana chapter. Initiation took place in February. Fittingly, the new chapter was also the home of Quill, the fraternity's quarterly magazine. It was edited by Professor Getz and had a national circulation of 1500. Professor Getz was, at the same time, Sigma Delta Chi's national vice-president.<sup>57</sup>

Immediately prior to the chartering of the Montana chapter, Dean Stone and Professor Getz returned from Seattle, Washington, where they helped found the previously mentioned Western Association of Teachers of Journalism. Professor Getz had been elected secretary of the body, which comprised the journalism faculties of Montana and Stanford universities, the Universities of Washington, Oregon, California, Southern California, and Pomona college.<sup>58</sup>

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<sup>55</sup> The Montana Kaimin, April 16, 1915.

<sup>56</sup> Article in The Montana Kaimin, November 19, 1914.

<sup>57</sup> Article in The Montana Kaimin, January 28, 1915.

<sup>58</sup> Article in The Montana Kaimin, January 21, 1915.



At the November, 1915, convention, Dean Stone was elected vice president of the Association,<sup>59</sup> and in 1916, as its president, he served with two other officers who were to achieve fame in the field, Eric W. Allen, vice president from the University of Oregon, and Lee A. White, secretary-treasurer.<sup>60</sup>

Regional organization of the faculties led to national membership in the American Association of Teachers of Journalism. In April, 1916, both Professors Stone and Getz attended a conference in Lawrence, Kansas, where the Dean spoke on "News, Its Handling and Treatment."<sup>61</sup>

The Montana School of Journalism ranked high among all schools in the nation when Professor Getz left at the end of the spring semester, 1916, to accept a position at Ohio State university in Columbus, Ohio.<sup>62</sup> Losing the colleague who had contributed so much toward establishing the school as one of the finest in the nation must have dismayed the Dean, but fortunately he was able to bring in an outstanding replacement.

Ralph D. Casey, like his predecessor, was a graduate of the University of Washington. He, too, had gained practical experience in that state, having been city editor of the Seattle Post-Intelligencer.<sup>63</sup> Professor Casey, who today directs the University of Minnesota School of

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<sup>59</sup>Article in The Montana Kaimin, November 4, 1915.

<sup>60</sup>Article in The Montana Kaimin, December 19, 1916.

<sup>61</sup>Article in The Montana Kaimin, April 13, 1916.

<sup>62</sup>Article in The Montana Kaimin, September 14, 1916.

<sup>63</sup>Article in The Montana Kaimin, September 14, 1916.

Journalism, began where Professor Getz left off.

In three years' time, Dean Stone witnessed his school mature from pre-1915 adolescence to one of the top ten journalism schools in the country. For in April, 1917 Professor Casey represented Montana at Chicago when it gained charter membership in the newly formed Association of American Schools and Departments of Journalism. Of the 110 universities in the United States conducting some kind of journalistic program, ten maintained standards judged worthy of charter membership, and the Montana School of Journalism was one of them.<sup>64</sup>

Other charter members were Missouri, Wisconsin, Columbia, Kansas, Ohio State, Oregon, Texas, Washington, and Indiana.<sup>65</sup>

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<sup>64</sup>Article in The Montana Kaimin, April 17, 1917.

<sup>65</sup>Albert Alton Sutton, op. cit., p. 26-27. The association formulated rules "to regulate entrance of new members." Briefly, they were that

(1) Journalism must be a school or department having at least two full-time instructors;

(2) Only graduates of accredited high schools could enter;

(3) A four-year college course, including two years of courses in journalism, was necessary for a degree;

(4) A majority of students enrolled in journalism must be candidates for a degree;

(5) At least 24 semester hours must be taken in journalism courses;

(6) These courses would have to include "practical" laboratory work; and

(7) A school of journalism could become a member of the Association only after its curriculum had been in operation at least a year.

Point five specified that courses in reporting or news-writing, copyreading, editorial writing, and history and principles of journalism were mandatory.

Montana's auspicious rise into the ranks of the foremost schools of journalism prompted Editor and Publisher magazine to ask its readers to

picture a little wooden, vine covered bungalow tucked away in one corner of a maple grove overshadowed by a mountain which towers 2,000 feet above it. . . then you will have some idea of the pretty home of the school of journalism of the State University of Montana at Missoula. . .

. . . In every corner of that vast state is being felt the influence of the Montana School of Journalism.

. . . Few schools or departments of journalism have bigger opportunities than has the School of Journalism in Montana.<sup>66</sup>

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<sup>66</sup> Article in The Montana Kaimin, February 22, 1917.

## CHAPTER II

### A NEWSPAPERMAN'S PHILOSOPHY

#### Journalists In the Making

Shortly after he took charge of the journalism school, Dean Stone jokingly asked students to "bear with the freshmen members of the faculty until they learned their places better."<sup>1</sup> Apparently his forty students in 1914<sup>2</sup> took these words to heart, for the school flourished. And the students who followed them must have believed that the faculty had learned its place very well because they swelled the journalism ranks during and after World War I. The school lost men to the draft, but "women students compensated" for their going by enrolling in ever greater numbers.<sup>3</sup> In early 1919, the dean was pleased to report that all veterans forced to drop out of school during hostilities had returned to finish their education.<sup>4</sup>

Prospects for an even greater future brightened when the journalists moved into their fourth and largest home, Marcus Cook hall, which had been used by the Red Cross during the war.<sup>5</sup> As early as 1916, Dean Stone had requested construction of a new building and installation of laboratory equipment at

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<sup>1</sup>Article in The Daily Missoulian, September 20, 1914.

<sup>2</sup>President's Report, 1914-1915.

<sup>3</sup>President's Biennial Report, 1916-1918.

<sup>4</sup>President's Annual Report, 1918-1919.

<sup>5</sup>Mary B. Clapp, op. cit., pp. 12-20.

an estimated total cost of \$15,000.<sup>6</sup> Marcus Cook hall was not new, but it was a definite improvement over the "hut." It was not what the dean would have liked, but progress was being made.

One of the most significant developments of the time was recognition of the school's achievements by the Montana State Press Association. Within six months after Dean Stone's appointment, it wholeheartedly supported him by recommending to the state that money be appropriated to furnish a "\$12,500 laboratory or workshop" for the school.<sup>7</sup> Its recommendation, however, went unheeded. The association elected him its president twice, in 1918 and 1919,<sup>8</sup> and he was to play an extremely influential part in its affairs afterwards.

Although laboratory facilities were meager, the dean refused to concede defeat of his "practical" education program. With the cooperation of Missoula's evening paper, The Sentinel, in 1916, students put out the paper for three days, preparing local copy, editing telegraph copy and writing heads.<sup>9</sup> This was only the beginning. By 1920, Dean Stone had arranged "field work" in which a student could spend any quarter (semesters were changed to quarters in 1918) working in the office of a newspaper for ten hours' credit and reporter's pay.<sup>10</sup> Every university catalog stressed the practical work of the

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<sup>6</sup>President's Report, 1915-1916.

<sup>7</sup>Article in The Montana Kaimin, February 19, 1915.

<sup>8</sup>President's Annual Report, 1919-1920.

<sup>9</sup>Article in The Montana Kaimin, March 28, 1916.

<sup>10</sup>Twenty-Fifth Annual Catalog, 1919-1920, pp. 128,130.

journalism school. This work program bore fruit, as evidenced by the fact that in 1922 journalism graduates received more job offers than they could fill.<sup>11</sup> In the meantime, the Montana Press Association endorsed Dean Stone's efforts and sought closer relations with the school by appointing an advisory board. Named to it were O.S. Warden of the Great Falls Tribune; J.H. Durston, Butte Daily Post; Tom Stout, Lewistown Democrat-News; M.J. Hutchens, Missoulian; and J.D. Scanlon of the Miles City Star. Furthermore, the association contributed a small amount of equipment for the school's "much desired" laboratory."<sup>12</sup>

To expand the practical work program, credit was offered to students writing for the Kaimin and Sentinel, the yearbook, depending on "the quality of work done."<sup>13</sup> Credit for work on the yearbook was given only one year.<sup>14</sup>

Dean Stone re-emphasized the purpose of this method of teaching journalism when he said that is produced "skilled workers liberally educated." A practical school serves the needs of the profession by responding "to the demand of newspapers and magazines for vocationally trained men and women. . . ."<sup>15</sup>

Lack of laboratory equipment handicapped the dean's program for years, although "paper manufacturers and engravers"

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<sup>11</sup>President's Report, 1921-1922, p. 55.

<sup>12</sup>Twenty-Fifth Annual Catalog, 1919-1920, pp. 128, 130.

<sup>13</sup>Twenty-Sixth Annual Catalog, 1920-1921, p. 130.

<sup>14</sup>Twenty-Seventh Annual Catalog, 1922-1923, p. 150.

<sup>15</sup>Twenty-Second Annual Catalog, 1916-1917, p. 109-113.

helped to some extent with donations of miscellaneous equipment.<sup>16</sup> At the Forty-Second annual convention of the Montana Press Association in September, 1927, Dean Stone described the plight of a journalism school without typographical equipment. He said that the work of the school continued to be retarded because of this. Professor Robert L. Housman, a graduate of the University of Missouri School of Journalism, who had earned his master's degree there and had come to Montana in 1925, followed up the dean's remarks by saying that, although Montana had practically the same enrollment as the Missouri School of Journalism, it didn't have any of the necessary modern equipment that Missouri had. He added, however, that Montana was turning out good journalists in spite of the difficulties. The association's School of Journalism committee reported:

There should be a reasonable amount of mechanical equipment within the school so that a graduate may learn something about how to operate a newspaper as well as how to write what may be published from issue to issue.

The committee report went on to say that Missoula printing and publishing firms "make possible considerable mechanical illustration," but only "a limited number of students have been able to obtain this kind of instruction." It recommended that equipment worth "at least" \$20,000 be provided in the next legislative budget.

Two days after this report, the Resolutions committee

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<sup>16</sup>President's Report, 1925-1926, p. 35.

introduced the following resolution which was passed:

We call attention to the important work of the school of journalism at the state university and its faculty, headed by the dean of Montana newspaper men, A.L. Stone, and we urge upon the state board of education, the chancellor of the university and the legislature of Montana the need for better facilities, particularly the pressing need for . . . improvement of its equipment. . . .<sup>17</sup>

At the association's convention the next year, Professor Housman expressed deep pessimism when he said that "unless adequate laboratory equipment can be secured at the State University, the School of Journalism is doomed. It is limping along on inadequate equipment and unless a printing laboratory can be secured the school will have to shut up shop."<sup>18</sup>

But an inadequate laboratory was not the dean's only trouble. In 1920 he said that two men were not enough to handle the increasing student enrollment in the school and a broadening curriculum.<sup>19</sup> Four years later he cited examples. Two instructors in the Montana School of Journalism were doing "all the work done by four at Oregon, Washington, Missouri, and Kansas."<sup>20</sup> Despite his pleas, the faculty of the journalism school remained two. Then, in 1925, he regretfully concluded that the curriculum could not be expanded until an additional instructor shared the almost overwhelming duties.<sup>21</sup> And the 1927 School of Journalism committee of the Montana Press

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<sup>17</sup>Report of Proceedings, Montana State Press Association, 1927.

<sup>18</sup>Report of Proceedings, Montana State Press Association, 1928.

<sup>19</sup>President's Annual Report, 1919-1920. These reports in the early years sometimes had different titles, and the pages weren't numbered.

<sup>20</sup>President's Report, 1923-1924, p. 45.

<sup>21</sup>President's Report, 1924-1925, p. 53.



Association agreed with Dean Stone when it found that the "teaching force (is) so small that it is surprising how the work has been and can be carried on in a successful way.

. . . Journalism has for several years had the largest registration of any of the schools in the University and the smallest faculty." However, the committee could report that the university administration "has arranged for an additional instructor next year."<sup>22</sup> In 1928, Mrs. Inez Abbott became the third member of the faculty.<sup>23</sup>

Introduction of new courses in the curriculum proceeded slowly, mainly because of the small faculty and inadequate laboratory facilities. World War I tended to expand the journalists' perspective, and junior and senior work in 1918 included the "study of the foreign press."<sup>24</sup>

Probably the single most important course brought into the journalism curriculum in the 1920's was Public Relations. It began as part of the Forestry school's "short course" in 1921, but Dean Stone taught it. He lectured to professional foresters once a week in their "old wood shack" near the journalism school. One of the foresters, W.C. Evans, who took the course that winter quarter, says:

In his last lecture, he said he hoped we had learned something, now that we were ready to return to the field. He gave the 50 of us in the course this advice: 'You can expect some people to be mad

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<sup>22</sup>Report of Proceedings, Montana State Press Association, 1927.

<sup>23</sup>President's Report, 1927-1928, p. 36.

<sup>24</sup>Twenty-Third Annual Catalog, 1917-1918, p. 90.

at you all of the time, but you shouldn't get them all mad at once. If you do, you'll be looking for a job.'

Of all the people I've heard lecture in the time I've been in the Forest service (35 years), I've never heard a more interesting speaker. He dealt in practicality, not theory. He never lost sight of humor, and he kept things interesting all the time.

Fifteen years later, there was never a time when he wouldn't be glad to see you, to advise you. If you wanted a pointer on something, he'd give it to you.<sup>25</sup>

Public Relations proved to be such a popular course with the foresters that by 1922 it was added to the journalism school curriculum. Dean Stone said at the time that he believed "this is the first institution to give curricular place to a course of this sort."<sup>26</sup> It was offered to journalism students for one quarter in their third year, and the first textbook used was Walter Lippmann's Public Opinion.<sup>27</sup> Two years after it started, the course had attracted the attention of other journalism schools, and the dean answered their inquiries regarding it.<sup>28</sup> When Professor Housman came to Montana, he taught Public Relations, and Dean Stone called his course "outstanding." He said that many students from other departments took the course with intense interest.<sup>29</sup>

In 1927, a Public Relations sequence was introduced, with cognates such as Psychology, Business Psychology, Econo-

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<sup>25</sup> Interview with W.C. Evans, Assistant Regional Supply Officer, U.S. Forest Service, Missoula, on January 20, 1956.

<sup>26</sup> President's Report, 1922-1923, p. 40.

<sup>27</sup> Twenty-Ninth Annual Catalog, 1923-1924, p. 158.

<sup>28</sup> President's Report, 1928-1929, p. 35.

<sup>29</sup> President's Report, 1928-1929, p. 46.

mics, Commercial Law, and Marketing recommended.<sup>30</sup>

A course in Current Events was begun in 1922. It was offered in the summer quarter only and taught by A.A. Applegate.<sup>31</sup> (Ralph Casey, who had departed in 1918, had been succeeded by Walter Christensen, and Mr. Applegate followed him.)<sup>32</sup>

Other new courses included "Display Advertising" in 1923, which was a study of "the designing, selling and distribution problems of the advertiser,"<sup>33</sup> and Survey of Journalism in 1927, a course for non-journalism majors.<sup>34</sup> Advertising was later made a sequence similar to Public Relations.<sup>35</sup> An advanced laboratory course became a part of the senior and graduate program in 1928.<sup>36</sup>

Correspondence courses had been dropped from the curriculum by the early 1920's, and Illustration, Cartooning, and Newspaper Photography were discontinued in 1923.<sup>37</sup> Whereas 60 to 70 quarter credits in journalism constituted a major in 1923, by the succeeding year only 50 to 60 credits were required for the journalism degree. Likewise, credits to be taken in other courses rose from 116-126 in 1923<sup>38</sup> to 126-136 in 1924.<sup>39</sup>

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<sup>30</sup>Thirty-Second Annual Catalog, 1926-1927, p. 152.

<sup>31</sup>Twenty-Seventh Annual Catalog, 1921-1922, p. 150.

<sup>32</sup>Article in The Montana Kaimin, December 10, 1937.

<sup>33</sup>Twenty-Eighth Annual Catalog, 1922-1923, p. 151.

<sup>34</sup>President's Report, 1927-1928, p. 36.

<sup>35</sup>Thirty-Second Annual Catalog, 1926-1927, p. 152.

<sup>36</sup>Thirty-Third Annual Catalog, 1927-1928, p. 151.

<sup>37</sup>Twenty-Eighth Annual Catalog, op. cit., p. 151.

<sup>38</sup>Twenty-Eighth Annual Catalog, loc. cit.

<sup>39</sup>Twenty-Ninth Annual Catalog, 1923-1924, p. 158.

This shrinking of the journalism curriculum may have discouraged Dean Stone, but he expressed confidence that the fundamental studies in the department improved every year. In 1926, he said, "The appointment of Mr. Robert L. Housman to the faculty has made possible the broadening of the school's work, by reason of Mr. Housman's fine equipment and the keen interest he has shown."<sup>40</sup> The dean praised him even more highly the next year when he stated:

I believe that the work of the school has been the best in its history, due chiefly to the equipment, efficiency and energy of Professor Housman. His cooperation and his willingness to make the most of the physical equipment which we have in the school have given greater scope and thoroughness to the work in every course. I take this opportunity to acknowledge formally his splendid efforts during the year and to commend the quality of his work.<sup>41</sup>

Journalism courses appealed to many students outside the school, and "an increasing number of non-professional students" enrolled. Those majoring in forestry, business administration, library science, physical education, and education predominated. Public Relations seemed to be the most popular subject; students took the course because they wanted "to learn how to sell their ideas to the public in the community which they expect to serve." As of 1926, ten per cent of the enrollment in reporting courses came from outside the department; however, during a three-year period up to 1926, not more than three per cent of the students in editorial writing were "non-professional." Qualification for enrollment

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<sup>40</sup>President's Report, 1925-1926, p. 35.

<sup>41</sup>President's Report, 1926-1927, p. 38.

in these courses was determined by the student's academic record. As far as possible, there was no distinction made between journalists and others, although class assignments differed according to a student's particular interests. Assignments were related to his work in other departments whenever possible.<sup>42</sup>

One hundred and eighty students registered for journalism classes in 1926, and, of this number, 150 planned to make journalism a career. They were encouraged, no doubt, by many opportunities for employment in the field. Ninety per cent of all Montana journalism graduates worked in their chosen profession. Of the 1926 graduating class, all found jobs in newspaper offices "except two young ladies who decided to join their fortunes with men and take charge of homes."<sup>43</sup>

The fact that the journalism school had the largest enrollment of any special department of the university spoke well of the dean and his colleagues. As he said in 1924, the faculty faced a tremendous burden in teaching an ever-increasing student body, but the students' desire to learn as indicated by larger classes brought "satisfaction."<sup>44</sup> The dean's devotion to the work overcame the utter discouragement of having a small faculty and a piecemeal laboratory.

Late in 1925, he spoke before the national convention

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<sup>42</sup> John O. Simmons, "The Non-Professional Student in Journalism," The Journalism Bulletin, June, 1926, Vol. III, No. 2, p. 36.

<sup>43</sup> Report of Proceedings, Montana Press Association, 1927.

<sup>44</sup> President's Report, 1924-1925, p. 53

of the American Association of Schools and Departments of Journalism and expounded his ideas about the kind of education journalists should have. Among other things, he declared a

. . .course in journalism or in engineering, though it be labeled 'technical,' possesses as much cultural value, potentially, as is to be found in any course in Greek or philosophy.

Closer, I believe, than in any other of the professional schools is the relationship between work in journalism and the courses in the arts and sciences.

He went on to say that a student must take courses in a foreign language, science, and English. Then, when he is an upperclassman, he should concentrate in economics, sociology, literature, and history. Continuing with the cultural theme, he said "we should make earnest effort to make our journalism courses cultural as well as technical."

Speaking of teaching, he contended:

The instructional work in journalism must be different in its details each year from what it was the year before. It must be kept continually up to the minute. We cannot, if we play fair, use the same lecture notes, year after year.

Concerning "ethics and principles" in journalism, he explained that at Montana "these are being taught in every course as part of it." He cited an example of the effect:

A couple of years ago a young man, on his first newspaper job after graduation by us, refused to write a story upon the basis of what he knew were incomplete facts. He lost his job. Another reporter wrote the story. The next week the newspaper was sued for libel--and successfully.

He concluded his talk by saying, "The relation of cultural courses to technical courses in journalism is intimate--it

is intimate because technical courses in journalism are cultural."<sup>45</sup>

Hopes for a new journalism building and technical equipment to implement the Stone thesis mounted in 1928 after the state board of education approved plans for construction of a journalism building on the campus capable of housing a complete laboratory. Again, the Montana Press Association stood right behind the dean. The 1928 convention passed the following resolution:

We re-affirm our allegiance to Dean A.L. Stone in his magnificent work as head of the School of Journalism and express for ourselves and the association our confidence both in Dean Stone and his able assistant R.L. Housman. We learn with sincere satisfaction that future plans call for the expansion of the Montana School of Journalism and the erection of a building with the installation of suitable equipment. To such plans we give our hearty approval. . .<sup>46</sup>

Construction of the promised building had not materialized when the association met a year later for its forty-fourth convention. This time, press association President R.G. Linebarger broached the issue in no uncertain terms:

The state of Montana is not playing fair with the School of Journalism. It is housed in an old barracks building, built during the war for temporary war purposes, and has very meager equipment. In that building we are preparing our young men and women, those who will carry on when we are gone. The manner in which we prepare them will have a lot to do with determining the kind of work they do and the character of the newspapers given to posterity. It seems to me that we should have a properly

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<sup>45</sup> Arthur L. Stone, "Cultural and Technical Values," The Journalism Bulletin, March, 1926, Vol. III, No. 1, pp. 20-21.

<sup>46</sup> Reports of Proceedings, Montana State Press Association, 1929.

equipped School of Journalism. While it is the largest school unit in the state university in point of attendance, it has the poorest equipment, in buildings, in laboratory and in the number of teachers, (of) any School of Journalism. It is not only my opinion but the opinion of men who are far better able than I to judge that we have attained the position our school occupies among the schools of journalism today through the ability, the energy and the standing and the qualifications of the excellent head of that institution, Dean Stone.

. . .while we wish we might have him with us always, Dean Stone, like all humans, must pass on and when he does, unless we do something to raise the qualifications and improve the equipment of the school, I tell you the Montana School of Journalism is going to slip back.

Mr. Linebarger urged Montana editors to write editorials demanding more "funds and facilities" for the school. He said that two more instructors should be named to the faculty; "Dean Stone does work enough for the University, outside of what he does for the School of Journalism to make him worth double what the state pays him." The least he could hope for was a linotype machine, a press, and type. Mr. Linebarger compared the journalism school with the forestry school and said that, with a sixth as many students, the foresters had a "beautiful" building.<sup>47</sup>

Constant effort was of no avail; the decade ended without a new building or laboratory for the School of Journalism.

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<sup>47</sup> Report of Proceedings, Montana Press Association,  
1929.



## ACCURACY, SINCERITY, PROMPTNESS, AND LOYALTY

Twenty-three years of newspaper experience dispelled any ideas that Arthur Stone may have had about the "glamour" of the newsman's job. He cautioned new students to understand that "popular fancy surrounds the newswriter with a glamour which has no existence whatever in fact."<sup>48</sup> To make his point clear, he explained:

Those who have the supposition that newspaper life consists of only free circus tickets and a good time, must get that notion out of their heads or else quit thinking of ever participating in that work. For there is no profession which demands more from its practitioners than does the newspaper craft.

Newsriting is hard work; it is continuous work; there is no respite. The paper must be issued every day or every week, according to its class. But it must come out upon a scheduled time. It must have the news. It must be bright and crisp, (even) if the editor is sick. No matter what the demands upon his time and his energies from his private life, the newspaper must appear regularly and it must contain nothing which would indicate that there is anything the matter with the men who make it.

The newspaper must be filled with news (even) if there is no news in the field which it covers. The criticism of (it) is severe. The words of commendation come seldom.

There are, of course, distinct advantages in the work, and Dean Stone pointed out two of them when he said:

The newspaper worker makes many friends; his friendships are, as a rule, lasting and strong. He sees more of the world than does the man in any other calling. He sees more

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<sup>48</sup> Arthur L. Stone, Lecture Notes, "Introduction to Journalism." This section is based upon his "Introduction to Journalism" notes which are available in the School of Journalism.

because he is trained to see all there is to see. He observes where others pass by. There is more for him in life than there is for almost any other person in the world.

The newspaper worker is a power in his community. If he has the right perspective, he is a power for good. The average reporter carries under his hat more of the secrets of his community than does either the priest or the policeman, those legendary and traditional bearers of the confidences of a people. That there are few instances where the reporter has ever used these secrets, in a manner any way improper, is a matter of record.

Hard work helps to produce newspapers, but hard work alone is not enough. A newspaperman must maintain principles that are "essentials" to his success. These are accuracy, sincerity, promptness and loyalty. Of paramount importance is the first. Assuming that "news is worthless if it is not accurate," he went on to say in his lecture notes:

. . . the written statement must be so clear that its purpose cannot be mistaken. It must be so precise that it can admit of but one construction.

On this account, a reporter must be sure, absolutely sure, of his facts at the start. Then he must be able to state those facts correctly and attractively.

This is the whole art of reporting. In accuracy and conciseness lie the secret of the reporter's success.

. . . For the mistakes of a reporter nobody has any leniency. Every mistake a reporter makes, is a mistake which affects hundreds, perhaps thousands of people. And every time he makes a mistake, these hundreds or thousands judge him as harshly as if he had deliberately misrepresented conditions.

It is impossible to overestimate the value of accuracy as an asset of the reporter. Grammatical errors may be overlooked, even if they are not excused, but a misstatement of facts is neither overlooked nor forgotten; it is inexcusable in the minds of the thousands who read the story, and later discover that it

is wrong.

A reputation for accuracy is the finest thing a reporter can possess. Accuracy implies honesty. The two go together. When a reporter has established the fact that he is both accurate and honest, his services are sought. Those who have news to give will hold it for him, because they know he will state it correctly. Those who read the news will want to read his stories because they will know they can depend upon the statements contained therein.

Dean Stone related a local incident to illustrate how rewarding accuracy can be:

It is not so very long ago that a United States senator, now dead, made a hurried visit in Missoula. He was at the time a national figure. Whatever he said was read with great care; it was dissected and discussed. It was necessary, therefore, that he weigh carefully all that he said.

In Missoula at the time was a reporter whom the senator had known for a long time. The newspaper man asked for an interview. The time was so short that it was impossible for the senator to prepare his statement himself; nor was there time enough for the reporter to write the interview and submit it. But the senator knew the reporter. He told him briefly and hurriedly what he wished to say and trusted to the writer to handle it accurately. The reporter carried out his part of the agreement conscientiously and was rewarded next day by the receipt of a telegram from the senator, commending his work. When a reporter gains that sort of reputation, he is all right.

So important is accuracy that the Dean told his students to "write in large letters at the head of your notebook, ACCURACY. And write it at the head of every other page until it has become a fixed habit with you."

Second in importance to accuracy is sincerity. Beginning journalists were told to be sincere in (their) work.

Superficiality is not to be tolerated. Hypocrisy is not to be accepted; it is as grave a fault as ingratitude. Its possession as a quality utterly destroys the usefulness of a newswriter.

Newspaper work demands promptness, and Dean Stone listed this next. He drew a simile:

'Right off the griddle' is what makes hot cakes good. The same is true of news. If it is not sizzling hot, it is not worth anything. The reporter must be prompt and punctual or his services will be valueless to his paper.

The final touchstone is loyalty. He reminded his freshmen that

loyalty is the spirit which makes value for any service in any line. It is developed to a great extent in the body of newswriters who make the daily and weekly papers. There is an organization which holds together under stress and strain. It is the binding force which unites and makes effective the machinery of the office.

Loyalty begets cooperation. Dean Stone, the realist, did not mince words when he said:

Co-operation is absolutely necessary. The co-operation which is founded upon the spirit of loyalty is co-operation of the right sort. The reporter--as does the editor--sinks his individuality when he enlists in the work. He is not writing under his own signature--what he does is for the paper, not for himself. And 'for the paper' becomes the watchword of his endeavor.

But Arthur Stone, editor, was now Dean Stone, educator. How would he bring these "essentials" to bear on classwork in a university? Here, again, he was specific:

The work in this school of journalism is made as practical as possible. It is based

absolutely upon actual working conditions. As far as is possible, it is made to follow closely the conditions which exist in a newspaper office. The work is practical, the work is real work.

The expressed purpose of this training is 'to train reporters, not to seek to turn out managing editors.' The aim of the school is to instruct men and women so they will know what to do and how to do it when they are given a newspaper assignment.

To that end, there must exist the same traits in the students here as there are in the newspaper office among the workers there. 'For the school' must be the first idea. There must be accuracy, sincerity, promptness, and loyalty here if the work of individuals is to be successful and if the work of the school is to be measured up to the standards which we have set for it.

The dean pledged himself "to become acquainted with the students" and to be of "service" to them. "Instructors are for students." In return, a student would type his assignments, use "clean, simple" English in an "unaffected" style, and hand in all work "on the day that it is due and at that time only."

A feature story that exemplifies what Dean Stone was talking about appeared in the April 29, 1923, Missoulian. In it, he practiced the rules that he preached. Titled "Via Wireless--A.L. Stone Describes Feelings As Radio Speaker," the article tells us his first response to that new invention, radio:

This week brought an experience entirely new. I was broadcasted. Ralph Adams, radio engineer for the federal forestry service, talking glibly of modulators and amplifiers, of wave lengths and gridirons, introduced me to the machine and told me how to hold the transmitter. I did comprehend this last bit of his talk and demonstrated this fact to Adams' apparent satisfaction.

Then he bade me find inspiration in the fact

that my audience was located all over this end of the state--in spots. But I could not get my attention focused up--on that happy suggestion--my mind kept wandering back to the blank wall which I faced, until mind and wall were you-and-me-too as far as blankness was concerned.

The dress rehearsal over, Mr. Adams introduced the Disabled War Veterans' quartet. The machine appeared to take the stuff of the forestry men without blinking and they responded to two encores; they said they got a great kick out of it--but they had the inspiration of numbers, three singers, a property man and a business manager. This was denied me, for mine was a solo part and the foresters had to hurry away to watch a box-fight and I didn't have even their moral support.

Telling me that it was great, they tip-toed noisily out and Mr. Adams helloed to the wide, wide world. He told all outdoors who I am and I was there for. Then he commanded the universe to "stand by" for a minute and while all creation waited, he handed me the little disk which was the visible part of my audience and bade me proceed.

In vain I waited for the thrill which was due from my 'great unseen audience.' All I could see was that blank wall before me and the glisten of the nicked disk that I was holding under my nose. The unseen audience was also unfelt.

Pouring water down a well brings at least a faint splashing sound; pounding sand into a rathole will eventually fill the hole. But talking into space was without any appreciable result. I merely floundered about.

Then--subconsciously, I suppose they would call it--I sensed the buzzing of the machinery, the sizzling of the gridiron or something like that, and it suggested the mingled clatter of the A.P. wire and the rattle of the linotype battery as they used to merge every hour of the night over my desk when I was writing to an 'unseen audience.' It was only then that I got a toehold but when I got it, I was far off. There was nothing to it after that.

I talked the specified number of minutes and said 'Goodnight' when I had ended. That was just to let those unseen inspirers know that I was an old hand at the game.

'It went finely,' said Adams. 'I phoned down town and they said every word was coming as clearly as could be.'

I had had one more experience. That was it. And it was eerie. I haven't heard any returns from the talk. I don't know that it called for any. In fact, I am not altogether clear in my own mind, as to what I said. I was fussed.

Adams talked with me about it after the experience was concluded. In the course of this second dissertation, he mentioned 'shooting trouble' in the ether, just as, years ago, he used to talk about the same sort of marksmanship as affecting telephonic communication. Then I felt at home. I have always envied the man who could shoot trouble. I've been shooting at it all my life but I have never been able to hit the mark.

There are advantages in addressing an unseen audience. It may not furnish the inspiration that comes from upturned faces, but one does not have to wear a stiff collar or get a special shine on his shoes.

I don't believe I shall ever fall for golf--but I may get a radio sometime. Maybe.

Accuracy and sincerity, as well as wit, characterize the journalist Stone. What is more, he used the "newspaper English" that to him was the essence of good writing. In class, he stated it this way:

The news writer is writing for everybody. His story must be so worded and his thoughts must be so expressed that they will be intelligible to the reader with limited education as well as to the scholar. And the badge of thorough education in the use of English is the employment of the simple word and the plain sentence. The flowery writer does not hit the mark.

He asked students to

study the editorial or the news story that appeals to you most strongly and you will discover the secret of its appeal. You will find that its language is simple, direct and that it is all the more forceful on that account.

The reader of news is usually in a hurry. He does not want his news written in words that will necessitate his constant use of the

dictionary. He wants it written in such style that he can grasp its meaning at a glance. The most vigorous style of writing is the simplest. The most convincing argument is that which is couched in the most direct language.

In his description of his first experience broadcasting over radio, Dean Stone narrated what had happened. He wrote "as freely and as naturally as you talk." Analyzing this technique, he said:

. . . Let your writing be the expression of your thoughts and your own statement of facts. In that way your own individuality will be impressed upon what you write. There should be no straining after effect. Let the effect you produce be the imparting of the news in such fashion as will be simplest and most effective because it is simple.

Practice leads to a natural style that is simple and forthright. Writing as often as possible is the best teacher. Whether the effect is called "newspaper English" or "journalistic style," it is the same--"the brief sentence and the simple word are there. It is this combination for which we must strive."

In newspaper work, simple writing is best, but there is more to a news story than just this. Dean Stone pointed out that

common usage in newspaper offices . . . calls for the condensing of the whole story into the 'lead' or introductory paragraph. This 'lead' must be made as concise as possible, yet it must tell the whole story in a paragraph. It must be made up of sharp sentences--each with a 'punch' in it. And these sentences must be composed of simple words.

A good news story is accurate, has "attractive narration," is fair, concise, and fresh; the lead is the "key" to its construction. As the dean said:



When it is well written, it insures the success of the story, even though the story may not be of special importance. And, by the same token, a poorly constructed 'lead' may utterly spoil an important story, which otherwise may be well told.

A lead tells "all the essential facts in the case," and

it is so well constructed that it wakens interest; the reader will be pretty certain to follow the story to its conclusion, in order to satisfy his curiosity. Yet, if he has not time for the reading of the whole story, he is in possession of the facts from the perusal of the opening paragraph.

He listed the well-known "elements" of a lead--"What, Who, Where, When, Why," saying:

Logically these five elements are not of equal importance. Naturally, the relative importance varies in different stories.

This question of relative importance is the first thing to be considered, when a 'lead' is to be written. That which is most important should be presented first. Every story has its own, characteristic features. And, in some instances, the relative importance of those elements will vary in different offices. It depends, as may readily be seen, upon the policy of the office.

Generally speaking, we may say that the 'who' is the important feature of a story, when the subject is prominent, when he is notorious, when he is peculiar. The 'who' might be the prominent feature in Missoula when it would not be in another city.

The 'where' is important when the location of the incident is peculiar or impressive, because of historic or other special prominence.

The 'when' element is usually the least important feature of all, but there may be cases in which the time element is the really important feature of the story.

The 'why' is usually a sequel. Sometimes, however, the whole incident may hinge upon the cause of the act.

As a last word, the dean advised students to

Keep away, as much as possible, from the 'participial lead.' It is overworked. Occasionally, it fits exactly, but there are usually better ways of starting a lead.

Throughout his teaching career, Dean Stone repeatedly emphasized fundamentals. Good writing served as the base of his journalistic pyramid; components of that base included accuracy and sincerity, two principles that stood out among the rest.

## GETTING THE FACTS

It was in 1892. Marcus Daly came into the news room of the Anaconda Standard where I was at work and asked me 'What does Missoula mean?' I told him I didn't know. 'Well,' he said, 'we have a new colt up at the Hamilton ranch and I think he's going to be a champion. We were talking of a name for him the other day and I thought Missoula would be good. But I don't want to use it unless it means something good.'

The colt was not named Missoula. Not because the name had an unpleasant significance but because I didn't learn to my satisfaction the meaning of the word until it was too late for the christening. In fact, it was nearly forty years after that day in Anaconda before I found an interpretation that seemed right.<sup>49</sup>

Thus wrote Dean Stone in describing an incident in his life as a newspaper reporter. His forty-year search for a definition of "Missoula" is an extreme example of the lengths to which a good newsman with an infinitely curious mind will go to find the answer to a perplexing question, but it aptly illustrates his belief, often echoed in the classroom, that a reporter must dig out the facts if he is to be worthy of the name.

Arthur Stone typified his own description of a newspaper reporter:

The reporter is not different from any other earnest worker. It is the degree of his earnestness that removes him from the 'average class' and places him above the general run of the world's workers. For it is my honest belief that there is not to be found in any other activity the loyalty and the zeal that is developed in the reportorial field.<sup>50</sup>

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<sup>49</sup>Arthur L. Stone, History of the Name Missoula (unpublished manuscript), 1932.

<sup>50</sup>Arthur L. Stone, Lecture Notes, "The Reporter."

Public responsibility rests with a reporter and transcends everything else, as Dean Stone pointed out when he said:

The reporter is earning his living in his work. To that extent he is like all other workers. But he is different in this respect, that he possesses a public function which does not attach to the majority of occupations. And he has more opportunity to be crooked than almost any other worker. Also, he yields to the temptation to depart from the line of clean work less often than does the worker in any other line of endeavor.<sup>51</sup>

Loyalty, zeal, and public responsibility underlie the reporter's work, but he cannot do a thorough job unless he observes. And the dean was equally clear here:

. . . observation--there's the thing. Find a news story in every walk you take; find more than one in every walk if you can. Don't get upon a streetcar without watching for something of interest. Don't enter a classroom without this same idea in mind.

Keep watching all the time. It is great practice. It is said of the great Greek general Miltiades, that when a boy he studied the country where he played with a view of adapting it to the purposes of war. As he grew older, he continued this practice. When finally he was called to command an army in actual war, he had the contour of the country so well in mind that he was able to take the best strategic advantages of every natural opportunity afforded by topography.

The news gatherer should be similarly alert. The chance for getting news is alike for each one of us. The writer who gets the best of the day's items is the one who watches most closely.<sup>52</sup>

Observation is a vital part of the newspaperman's job, and he must develop a sharp perception of what is going on around him. Mistakes of omission can be as bad as mistakes

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<sup>51</sup> Loc. cit.

<sup>52</sup> Loc. cit.

in the facts of a story. Journalism students heard it explained this way:

The man who has a 'beat' is not entitled to a place in the profession if he limits his observations to his assigned duty. Nothing must escape him, on his beat or off. He must make news out of everything he sees and he must see more than anybody else sees. It is a matter of practice to be able to construct a proper news story after the facts are in hand. It is likewise a matter of training to detect the incidents which make news. They will seldom be handed to you, ready-made. You must hunt them up; you must ferret them out, when even, sometimes, effort is made to conceal them.

You can never tell when a news story will break--it is just as likely to be found along your daily path as it is to occur on some other reporter's beat. It depends upon your own alertness whether you get it or not.<sup>53</sup>

Knowing people and how to get along with them is a major step in getting news. Students were told by the dean:

It is not a difficult matter to get acquainted with people. It is not any more difficult to make the acquaintance of automobiles. When you see the automobile of the chief of police in an unusual place, that should be a suggestion to you that there is something out of the ordinary going on. And it is up to you to see what that something is.

This is merely an illustration--there are thousands of similar ways in which you can exercise your vigilance and gather information where it is passed up by others. There are cases on record in which a reporter has beaten the police and detectives in discovering the facts about criminal acts. And these cases are not infrequent. The wise police chief keeps on good terms with the reporters.

Make friends and hold them. Don't try to hold them by catering to them or by placing yourself under obligations to them--but hold them by forcing them to respect you and your work. Make them understand that you are on the square. And these friends will be of great service to you. But do not compromise yourself in the endeavor to make and to hold friends. Do not sacrifice your independence for the sake of an item of news.

A reporter on the New York Sun, assigned to service at the session of the state legislature, won the intimate friendship of the chairman of one of the most important committees in the house. An issue of overshadowing importance was before this committee. Its report had been prepared and the committee met in night session to read and approve the printed report. The members were not permitted to take even one copy of the report from the room; they were pledged to hold secret the nature of the report.

Meanwhile, the whole state was keenly waiting to know the action of the committee. Reporters swarmed about the members of the committee. But there was nothing doing. The New York Sun man hunted up his friend, who told him of the pledge to secrecy, but revealed to him the place where the printed report was stored, pending its presentation to the legislature in the morning. It was not difficult of access. The reporter could have found a way to get the coveted copy.

He called up his city editor and telling him the situation, asked for instructions. The reporter was told to leave the story alone. The Sun did not want news obtained in that way. It was a grave situation. I don't know how many editors there are in the country who would have maintained so splendidly the ethics of the profession as did this city editor. But the New York Sun (had) a tradition to follow.<sup>54</sup>

Determining what is news and what is not is subject to varying interpretations. As Dean Stone remarked, he didn't know how many editors would have done what the Sun editor did. Regardless of this,

Upon the ability of the reporter to know news when he sees it, depends to a large extent, his success in his profession. He must be able to recognize an item of news when he sees it in the rough. Seldom does it come to him ready made.

Perhaps the greatest surprise which ever comes to a reporter is furnished when he is given his first assignment. He is not taken to one side and given any secret password. Nor is he told in a mysterious whisper any of the mysteries of the office. For, as a matter of fact, there

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<sup>54</sup>Loc. cit.

are no mysteries. He is told, according to the nature of his city editor, that there is a story to be obtained and is told to go and get it. That's all there is to it.

The manner of the issuance of the order depends, as I have said, upon the nature of the city editor. City editors are as different as they are numerous. That is, there are no two of them alike. I worked under one of them who used to say: 'Here's a story. I don't suppose it amounts to much, but you might as well go out and see what there is to it.' I worked under another one who was the exact opposite of that first one. His custom was to say: 'Here's a story. I believe it is a great one. There's something in it that's big. I wish I could handle it myself, but you'll have to take it. See what you can do with it.'

I suppose each of these methods worked well with different reporters. It is a fine thing to go out after what the boss thought was nothing at all and then to discover a big story. It is disappointing, too, to go after a story which the boss said was a humdinger and then to find that it amounts to nothing more than a formal little paragraph. But there is discouragement in the first style of address and there is inspiration in the second. So there is something to be said on each side of the question.

But the answer to the immortal question, 'What is news,' is one which is different in every office from that which is given in every other office. What is news to one editor is not news at all to another editor. What is a big story in one office is a paragraph in another office. It depends to a great extent upon the policy of the office. That may sound strange. But here's an illustration: The arrival of Senator W.A. Clark in Butte (was) a big item for the Butte Miner. It (was) not as much of an item for the Butte Post. For the Miner (was) Senator Clark's own newspaper and it (was) largely a personal paper.

Then, again, an item which would be of unusual importance in Missoula would be of little consequence in Butte and of no consequence at all in Chicago. So the point of view governs, to some extent, the answer to the question, 'What is news?'

Charles A. Dana used to say in answer to this question: 'When a dog bites a man it is not news. When a man bites a dog, it is news.' Yet it is a noteworthy fact that, upon the New York Sun's first

page, not long after this definition was given, there appeared a story of more than a column in length, which was based upon the biting of a man by a dog. So there was a definition which did not define.

Perhaps the most comprehensive answer that could be given is one which came from a New York World reporter: 'News is that which will interest the majority of any community.' Therefore it is only a relative term. And this bears out the analysis we have made of the subject. What is news in one community is not news at all in another.

News, then is:

1. The statement of an unusual incident.
2. The statement of a familiar incident in an unusual way.

The gathering of news is merely the collection of facts. That's all.

News may be:

History--The chronicle of events past or passing. Truth is an essential element here.

Philosophy--The orderly statement of opinions or beliefs. Careful study is here necessary.

Fiction--The chronicling of events wholly or in part imaginary. In this division news becomes literature.

Gossip--The narration of events, more or less trivial and detailed, dealing with the individual's private or public life.

Poetry--Where in the unusual, the beautiful or the heroic attributes of man or nature are so set forth as to develop these qualities in others. This form calls for idealization rather than the strict truth.

News then is a quality of a thing rather than the thing itself. It is not a definite something, capable of definition.<sup>55</sup>

Dean Stone went on from here to suggest that news, being a quality that cannot be "positively" defined, is subject to greater or lesser emphasis, depending on what the editor thinks the majority of the people want to read. He compares the news story with a color:

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<sup>55</sup> Arthur L. Stone, Lecture Notes, "What is News?"



Red is a color. The same red, however, does not seem the same to two persons whose eyes are differently constructed or differently developed.

Likewise,

The interval between two tones is harmony or discord, according to the training of the ear and the musical sense.

And,

..while we have defined news as a quality, rather than something which we may positively define, news will be regarded differently by persons or different tastes or training. What seems like real news to one, will not appeal, perhaps to his neighbor.

Taking, then, the definitions which we have considered and regarding news as a quality, it is evident that any happening whatever possesses news value--that it is news in some sense. And news, as the reporter uses the term, is that characteristic of any happening which will interest the greatest number of people.

You see, now, why we have suggested that psychology is a proper supplementary study for the student in journalism. The writer who best determines news is the man who best knows what will interest the most people.

Everything which happens is news. To report everything, however, is a physical impossibility, nor would it be desirable if it could be done. For it would not be news of a character to interest many people. From all that happens we must select that which will appeal to the most people. Therein lies the whole secret of success in news gathering.

The city editor who possesses that keen judgement which discerns the real news values in his field is the man who makes the paper which the people want. The combination of the quality of freshness, of humor, of the unusual--this is what makes readable, interesting news. The publication of news is successful, just in proportion to the accuracy of the news editor's appreciation of values.

An event becomes of news value when it possesses one of these qualities. A man becomes worth while as a news subject when he does something or has something done to him which sets that happening apart from the common routine of events.

. . .news should depict life. The question is--how to do it.

The photograph presents the minute details. The painting interprets and sets forth characteristics. The one is accurate--so is the other. Yet they are essentially different.

Each appeals to its class of admirers. So with news--each style or method of reporting will reach some people. Which style will reach the greater number? That is the question to determine. And there will always be a difference of opinion as to which is the better way. Environment and exigency are among the determining factors, always.<sup>56</sup>

Where does a reporter get news? From many sources.

These include people in all walks of life. The dean explained:

Over a quick lunch at noon, the banker perhaps tells him of an important matter which is pending. A telephone call informs him of a bad wreck down the railway line. An acquaintance on the street drops a hint that directs him to the big story of the day, though his informant, perhaps, is ignorant of the service he has rendered.

. . .there are natural news centers. The city hall, the county offices, the federal headquarters, the coroner's establishment--into all these places there are routine matters pouring steadily; these are points which must be watched regularly.

A notation upon the blotter at the police station (may be) a thriller. To the reporter who has not his wits about him, this story may mean nothing more than a routine arrest, to be dismissed with a line or two, if it is mentioned at all. But the reporter who is prepared, the man who is posted, knows the item on the book means that a tragedy has been enacted or else a bit of comedy has been pulled off.

Out of a hotel register there may come a good story, almost any day, if the man who reads over the names is alert.

. . .news is everywhere and it depends upon the ability of the reporter to determine what is newspaper news and what is not, whether his paper has bright and interesting local pages or whether these pages are dull and matter-of-fact.<sup>57</sup>

Dean Stone believed that the reporter is the most important man on the paper. He said that news, not the

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<sup>56</sup>Loc. cit.

<sup>57</sup>Arthur L. Stone, Lecture Notes, "Sources of News."

editorial, reveals the character of a newspaper. To support this opinion, he cited an example:

Let us suppose, by way of illustration, that a newspaper in its editorial columns attacks the 'sporting' fraternity. Let us suppose that this newspaper 'roasts' systematically the prize fighting game. But this same newspaper in its columns gives much publicity to the doings of the 'sporting' fraternity and reports in glaring detail every pugilistic encounter in its field. Its news pages bear the portraits of pugilists and its columns generally teem with gossip of their doings.

What will be the verdict of the reading public regarding the policy of this newspaper? Will its judgment be formed from the utterances of the editorial page or will it be based upon the news page and upon the manner in which these are conducted?

That newspaper will be set down as friendly to the fighting game, despite the protests of its editor. And the judgment will be justified.

(The reporter) can give character to a newspaper. Of course, his work is not likely to run at odds with that of the editorial page. There is certain to be harmony between the two departments. But the reporters could do the work without the editorial writers' cooperation more easily than it could be done with conditions reversed.

More and more it is becoming true that the reporter makes the paper. It is his work which sounds the keynote. It is his presentation of the day's happenings which reflects the character of his publication.

And this is done without the suppression of any news that is worthwhile. It is merely the selection of the news which is given prominence. That's all--that and the manner of treatment.

. . .the reporter is the most influential man on the paper. . .I know a good many editors who would rather write the news stories which their reporters handle than to grind out the editorial columns of their publications.

Don't let anybody lead you to believe that the reporter's work is not of importance. It is the most important work in the newspaper office.<sup>58</sup>

## TAKING A STAND

'You were mean, sometimes, but you were truthful,' said an old reader of (mine) . . . as he expressed regret that I had left the active work of making a newspaper. 'There were times when you were so mean that you made me mad,' he continued, 'but you told the truth and that was what we liked.'<sup>59</sup>

The editorial page was no longer as important to the newspaper as its news columns, but Arthur Stone could say, in speaking of his job as editorial writer, "I don't believe I ever received a finer compliment than that."

Although "the men who are concerned with the gathering and publication of the news are rather disposed to regard him as an ornamental annex to the office staff rather than an essential member," the editorial writer could not be shunted aside because the editorial page remained an important part of the paper. The dean stated it this way:

The editorial page of the newspaper is read, despite the rather flippant attitude of the average American toward the ready-made opinions which he finds there. Even if this average American does regard it as his inalienable right to form his own opinions, he is interested in comparing these opinions of his own with the formally expressed views of others.<sup>60</sup>

The editorial is more widely read, I am certain than is generally acknowledged by the average newspaper reader. Personally, I have had evidence which warrants this belief. I recall one instance in which a prominent Montana newspaper appeared without a line of editorial. There was immediately comment from one end of the state to the other. And I treasure among my possessions some expressions of appreciation of things I had written, which are very highly prized. And, too, there have been expressions of

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<sup>59</sup>Arthur L. Stone, Lecture Notes, "Editorial Writing: Speed, Not Haste."

<sup>60</sup>Arthur L. Stone, Lecture Notes, "Editorial Writing."

disapproval so intense that they at least proved that the editorials had been read, which inspired them.<sup>61</sup>

Writing editorials requires broad knowledge and understanding. Having been the managing editor of two Montana dailies, Dean Stone knew this to be true:

The number of things that an editorial writer must know is beyond estimate. He must be able to discuss intelligently the latest international loan and the system of finance that is back of it. He must know how to talk wisely regarding Arctic exploration. The local affairs of his field must be to him as an open book. He must be amusing, instructive, and convincing--and always considerate.

He has to consider the effect of what he writes--its effect upon the community, upon the newspaper itself and upon the cause which it supports. All these points he must weigh as he writes. He holds in his power the blighting of a name or the protection of a reputation--against this he must weigh his duty to his subscribers to give the news and to tell the truth.<sup>62</sup>

As for "editorial English," he commented:

There can be no question that the daily newspapers of today carry in their editorial columns and in their special articles, specimens of English as pure, as sparkling, as strong and as convincing as any words ever penned in the so-called golden age of modern literature. Unfortunately, not all editorial English is of this quality, but I can name you newspapers. . . which furnish in their columns, everyday, specimens of the purest sort of English--articles which, in years past, would have been seized upon as classics.<sup>63</sup>

The rules of writing that apply to the news story he applied to the editorial. The simple word and sentence enhance

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<sup>61</sup>Loc. cit.

<sup>62</sup>Loc. cit.

<sup>63</sup>Arthur L. Stone, Lecture Notes, "Editorial Writing: Editorial English."

style and appeal to all readers. With regard to the length of editorials, the dean said:

There are few newspapers these days which indulge in long editorials; these are the newspapers of the ultra-conservative type which retain the customs of (long) ago. I believe it is safe to predict that, when you have analyzed the editorials which please you most--which satisfy you best--you will find that your favorite editorial writer uses short sentences, short paragraphs, short themes.

One of the greatest American newspapers has a rule that 150 words are enough for any editorial. A veteran editor, whose writing had more than local vogue, said that his custom was to write an editorial just as long as his lead-pencil, and he had discovered that, the shorter his pencil was, the better the editorial was.

The average newspaper reader is in a hurry when he reads, especially if he peruses a morning paper. This is one reason why he prefers the editorial which is condensed. It is easier to write a long editorial than a short one. Thorough familiarity with a subject is essential to the editorial discussion of that subject. If there were time to rewrite every editorial article, it is certain that the rewritten product would be shorter than the original. And, in these earlier stages of your practice in this line, it is well to rewrite, just to improve your ability to condense. Have your scheme arranged, at least mentally, before you start writing. Outline your discussion and follow the plan as you write. Be logical and accurate.<sup>64</sup>

What are the returns for good editorial writing? Not many. Dean Stone said:

It is a hard grind, but successful results remove all memory of the hours of travail. To win, to convince, to applaud justly, to criticize wisely--these afford a degree of satisfaction which is recompense ample to him who wrote through the long night hours. And it is fortunate that

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<sup>64</sup>Loc. cit.

this is so, for this satisfaction is about the only reward that does come.<sup>65</sup>

His advice to the editorial writer was to

select something that is out of the ordinary, in that it is not trite, worn and merely a repetition of what has been said many times before. Disturb the peace to the extent that you seek to rouse your public from lethargy.

Contentment is not a healthy state of mind for the individual or the public. It is not a progressive mental condition. No individual, no community should rest in contentment until the ideal for which it strives has been attained-- which means that we shall never be justified in settling down in lethargic satisfaction.

That is what the hog does, that wallows in the mire.

But don't be without system in your agitation. More harm than good can be done by running amuck in hari-kari fashion, slashing right and left with no definite aim. Study the situation; inform yourself regarding its details; counsel with wisdom.

To array class against class is to disturb the peace in the wrong way. To seek to unite classes in common effort for mutual good is the right kind of disturbance. The discussion of economic conditions should not be attempted by one who is not a student of economics. Right here is where the difference exists between the effective editorial writer and the soap-box orator. Anybody can start a fight or provoke a quarrel--but it requires strength of purpose and persistent courage to inaugurate a successful revolution.<sup>66</sup>

Another service which the editorial writer can perform is "to inspire good cheer." The dean felt that

always there is a bright side to every situation, ever there is some good to be found if it is ferreted out. So the spirit of optimism is a spirit whose possession will add to the effectiveness of the writer of editorials. The true optimism is not blind to existing faults, but it does not allow the shadow of those faults

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<sup>65</sup>Log. cit.

<sup>66</sup>Arthur L. Stone, Lecture Notes, "Editorial Writing: Subjects for Editorials."

to obscure existing virtues.<sup>67</sup>

The editorial writer must keep up with the news of the day; in this connection, he should read a few papers thoroughly each day and other papers casually. Besides carrying a great deal of knowledge in his head, "he must know how to use a reference library effectively and efficiently and he must have that library always available." Summing up, Dean Stone suggested:

Do not write of politics daily. You waste your ammunition and when you need it, you find you have exhausted it. The public does not care for political discussion all the time. Give your public a rest in this particular, for there are always many topics, not political, which can be discussed to better advantage. So this advice as to what to write turns out to be counsel as what not to write.<sup>68</sup>

Because "no one wants beefsteak continuously as the meat of his meal," the editorial column is only part of the editorial page. Students were told that "if you can have a column which is your own, it is well-provided its quality is good." The dean added, "There are not many newspapers which can afford a column of this sort." As an alternative, he recommended the "fine lot of syndicated material which is available" and makes "it possible for a newspaper to say, half in jest, what it could not say in formal editorial utterance."

Cartoons can do a lot to improve an editorial page. The dean had the following to say about cartoons:

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<sup>67</sup>Loc. cit.

<sup>68</sup>Loc. cit.



Essentially, the cartoon is an editorial. It is the interpretation of news through the pencil instead of the pen. But it is sometimes stronger than a written editorial could possibly be. So, even if it is not placed on the editorial page, it must be classed as a part of the editorial-writing page of the newspaper. It must be, just as essentially, a part of the interpretation of the editorial policy of the newspaper as is the leading editorial in campaign time.

Here, again, a "newspaper which can afford its own cartoonist is fortunate," but "there are syndicated cartoons which cover practically every shade of political belief." 69

Editorials from other newspapers can be quoted on the editorial page to advantage. This "clipping of editorials"

. . . adds force to one's own editorial comment (and backs) it up with a strong sentiment in similar vein from another source. Always when an editorial or anything else is clipped and printed, credit should be given. It is a bad reputation to have, that of a news pirate. What other editors are saying is of interest to your readers no less than to yourself and you should be willing to have them read these sentiments in your own columns. I believe that exchange editorial comment adds an interesting and helpful feature to your page always.

Other editorial page content can include

health talks, civic-betterment comment, letters from the people, humor--all these are the general fillers for the page. They suggest themselves naturally, because we have seen them used so much and with such good effect. But always there is the opportunity for originality. . . 70

Dean Stone noted that, whatever the selection, "let it be governed by the principle that the page is to be kept clean

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<sup>69</sup>Arthur L. Stone, Lecture Notes, "Editorial Writing: Makeup of the Page."

<sup>70</sup>Loc. cit.

<sup>71</sup>Loc. cit.

and dignified."<sup>71</sup>

"Speed without haste" in writing the editorial was his motto. Daily newspapers necessitate a "tremendous amount of work . . . crowded into a few hours each day," and "speedy work is absolutely necessary." Being fully acquainted with the editor's job, the dean observed:

Quick judgment in editorial work is the first requirement. . . Often in the late hours of the night, it is necessary that a prompt decision be reached. There is no opportunity to assemble the staff for a formal conference; the time is short and the staff members are scattered. Upon the editor himself devolves the responsibility of the decision. And he makes it. He makes it in 30 seconds, perhaps. Often he reaches his conclusion more quickly than that.

Quick and accurate thinking is more important than rapidity in composition and in the mechanical phases of writing. For it is the decision which is reached so promptly and so keenly that guides the subsequent processes.

The dean eschewed haste "in the collection of information," saying it

. . . makes the very foundation of the news story undependable--perhaps it has meant the omission of some very essential feature of the story and when the omission has been discovered, it is too late to supply the loss. Haste at this stage of the work, too, leads invariably to inaccuracy as well as to incompleteness. The man trained in newsgathering works with speed in the collection of his material because he works systematically. Every question he asks brings him something; he asks no question that is not worthwhile.

Speed in composition and in writing comes as a matter of practice. Quick thinking is essential in this high-pressure composition--as a natural quality of speed. Rapid writing without quick thinking drops at once into the class of hasty work and that is never to be countenanced; it will not be tolerated in any newspaper office.

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<sup>71</sup>Loc. cit.

Dean Stone warned his students not to let

. . . speed degenerate into mere haste. For there are many who mistake haste for speed. But this is a wrong conception. Speed is what we want and what we must have. But of haste we want none.

If this necessity for quick thinking and accurate action exists in the domain of the news writer, it is even to a greater extent always with the editorial writer. His judgments must be accurate and his deductions must be carefully drawn. For he, of all the men on the newspaper, is supposed to be speaking by the card. There is so much depending upon what he writes that he cannot afford to make a mistake.

Haste ruins the reputation of a newspaper for accuracy and that means that it destroys the commercial success of the newspaper. The newspaper which is unreliable is not a newspaper which can command a circulation after its lack of reliability is discovered.<sup>72</sup>

Newspaper work demands accuracy, as Dean Stone so often repeated,

And nowhere is accuracy so tremendously essential as it is in the work of the editorial writer. He must know what he writes about and he must write it with accuracy of statement. There must be no ambiguity in his utterances. He must leave no loose ends that some critic can pick up; he must avoid anything that will compel an explanation. He must write so accurately and so clearly that nobody will misunderstand him. And he must have his facts and his opinions so clearly shaped in his own mind that he understands them perfectly, himself.

To do this quickly and not hastily is the mark of the successful editor.<sup>73</sup>

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<sup>72</sup> Arthur L. Stone, Lecture Notes, "Editorial Writing: Speed, Not Haste."

<sup>73</sup> Loc. cit.

## LEADER OF LEADERS

If there is one thing to be said about Dean Stone, it is that he was an optimist. His belief in the ultimate goodness of man and his institutions marked his public utterance and newspaper articles. Sometimes this love for his fellow man caused him to minimize human failings, but it remained his outstanding attribute throughout his life. Always quick to defend the press, the dean in 1925 criticized the critics:

Criticism of the present day newspaper, although it may be sincere, comes because of lack of familiarity with the inner workings of a newspaper.

What should our attitude be toward the newspaper and what reasons can we give for harboring such an attitude? Criticism comes under two main heads: that from the church and its people, which is not unanimous, and that from organized labor, which is more nearly unanimous.

What is a newspaper? Robert McCormick gave this definition to the Church Federation of Chicago: 'A profit-making institution for supplying news.'

A paper must be financially independent to be worthy of any community. It must have a sound circulation and in order to gain this, it must present the quality of news most pleasing to its readers in a most pleasant manner.

The Golden Age of journalism is often referred to by the 'grey-heads' of the profession, but in no way can its merits be compared with those of the present day. In fact, the world has not yet witnessed the golden age of journalism . . .<sup>74</sup>

Ten years earlier, he had told the Seattle Post-Intelligencer:

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<sup>74</sup>Article in The Montana Kaimin, April 24, 1925.

Each newspaper has an ideal. An ideal is a continued policy rather than a spasmodic spurt, a thing built up by earnest and hard knocks. In following its ideal, the newspaper has encountered many problems. These problems must be solved, and no one can solve them but the editor himself. The newspaper generally is the factor which ultimately will settle the great questions of the west. In the east the questions of development are not understood. It is a matter for the . . . papers of the Pacific northwest to settle, and they are doing their part.<sup>75</sup>

Concerning news suppression, Dean Stone knew

this question confronts the editor many times each night, and the effect on the community oftentimes rests upon his discrimination.<sup>76</sup>

He favored suppression when innocent parties would be protected by not printing a story.<sup>77</sup>

Looking at the profession, he said:

The wonder to me is not that the newspapers make as many mistakes as they do, but that they make as few considering the conditions under which they work.<sup>78</sup>

Besides taking the side of the press against the critics, the dean spoke out on social issues. Immediately after the first world war, he admonished Americans for not befriending immigrants coming to our shores. The Missoulian reported:

. . .Dean Stone said it was largely the fault of the citizens of this country that many of them are Bolsheviki and 'wobblies.' He said they come to our large cities and are not approached by any Americans. The most of them are without friends. They sleep in the parks and eat whatever they can find. If Americans took an interest in them from the time of their landing and gave them good constructive papers to read we would be helping

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<sup>75</sup>Article in The Montana Kaimin, January 21, 1915.

<sup>76</sup>Article in The Montana Kaimin, April 24, 1925.

<sup>77</sup>Article in The Montana Kaimin, April 16, 1915.

<sup>78</sup>Loc. cit.

to make good, respectable citizens of them. Instead of this, they are ignored until some dirty agitator hands them some literature condemning the United States as a land of aristocrats, money grabbers and the like.

They have no reason to believe different(ly). 'In how many towns is there an attempt to get these old fellows and make Americans out of them?'<sup>79</sup>

And Dean Stone was explicit when talking of the Indians:

I have heard them tell their side of the tale of the dealings of our government representatives with the Indians of Montana-- and my sympathies are all with the Indians. They were never, I believe, the ruthless foes which they have been pictured, else, for example, why did they permit the passage of early whites, unmolested, when they might have prevented it so easily.<sup>80</sup>

He had learned to love Montana and its people.

Reviewing the past, he told a radio audience in 1928 that

one cannot have been a news reporter through these years without having made contacts which were interesting, acquaintances which were illuminating, friendships which were precious. Thrilling have been many of the incidents of these years in Montana-- tragic, some of them, but, sifting them all, the conclusion must inevitably be that when there has been conflict the right has ultimately won and that the growth of Montana has been wholesome as well as substantial.

As for Montana pioneers, their

. . . names serve to make good the assertion that Montana has had set for her a standard of loyal devotion that quite outweighs whatever there is of selfishness in her record.<sup>81</sup>

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<sup>79</sup> Article in The Missoulian, (this article is filed at the Missoulian office and is undated.)

<sup>80</sup> Article in The Montana Kaimin, November 13, 1928.

<sup>81</sup> Loc. cit.

People liked the dean because he liked them. Active in many organizations, he held offices in most of them. In 1916, he was secretary of the Montana Geographic society;<sup>82</sup> a year later, Missoula businessmen unanimously elected him president of the Chamber of Commerce. He had been one of its first members and belonged to the executive committee for many years.<sup>83</sup>

At the university, he helped to organize "the publicity department of the federal forestry work"<sup>84</sup> and afterwards supervised publicity for the State Forester.<sup>85</sup> For a decade, he was an associate editor of the Journalism Bulletin, periodical of the American Association of Teachers of Journalism.<sup>86</sup> In 1925, his university colleagues named him chairman of the Montana branch of the American Association of University Professors.<sup>87</sup>

Dean Stone, who had pioneered a journalism school from tents to "shacks" to one of the ten best schools in the nation, received the highest honor of his career in December, 1927, when journalism educators representing schools in every part of the country elected him president of the Association of American Schools and Departments of Journalism. He had served three consecutive years as secretary of the group, and this

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<sup>82</sup>Article in The Montana Kaimin, September 26, 1916.

<sup>83</sup>Article in The Montana Kaimin, April 5, 1917.

<sup>84</sup>President's Report, 1919-1920.

<sup>85</sup>President's Report, 1922-1923.

<sup>86</sup>Journalism Bulletin, Vol. 1, No. 2, inside front cover, June, 1924, and in succeeding issues.

<sup>87</sup>Article in The Montana Kaimin, April 21, 1925.

was the crowning achievement.<sup>88</sup> The Montana Press Association announced:

We feel that in the election of Dean Stone to the Presidency of the National Association of Schools of Journalism a signal honor has come to the Montana Press Association and to the entire state for all of which we express our deepest gratitude.<sup>89</sup>

Word from the convention at Iowa City, Iowa, that his associates had honored the dean by electing him to their highest office prompted the Missoulian to comment:

Dean Stone's election as president of the national association is regarded here as the highest honor that could be paid Montana State University by the national association of schools of journalism.<sup>90</sup>

The dean represented the association in May, 1928, when he spoke in Columbia, Missouri, at the 20th birthday anniversary of the University of Missouri School of Journalism. In his speech, he paid tribute to Dr. Walter Williams, founder of the school, for the example that he set in journalistic education. Here he restated the credo which guided his teaching at Montana:

. . .I cut from an advertisement years ago, a paragraph which I framed and which has since hung above my desk: 'Who so tells the truth dully, he treats a noble friend most shabbily; for truly the truth deserves cloth of brabant and cloak of ermine. Yet is the dullest truth better than the cleverest insincerity.'<sup>91</sup>

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<sup>88</sup>Article in The Daily Missoulian, December 28, 1927.

<sup>89</sup>Report of Proceedings, Montana State Press Association, 1928.

<sup>90</sup>Article in The Daily Missoulian, December 28, 1927.

<sup>91</sup>Sasa Lockwood Williams, Twenty Years of Education for Journalism, (Columbia, Missouri; E.W. Stephens Publishing Company, 1929), p. 356.



Today, this maxim is engraved on a plaque placed in the School of Journalism for everyone to read and ponder. It is silent testimony to the philosophy that inspired Dean Stone.

CHAPTER III  
ANOMALOUS YEARS

'THE DEAN'

Laboratory equipment began to be donated to the School of Journalism on a large scale in 1930 when O.S. Warden of the Great Falls Tribune and the Anaconda Copper Mining company each gave the school a linotype machine. That spring, Dean Stone estimated that, in the 15 years he had headed the school, \$5,000 worth of typographical equipment had been contributed to it.<sup>1</sup> Despite these contributions, he told the Montana Press Association at its convention later in the year of "a sad lack of equipment" in the journalism school which continued to curtail its work. He urged editors to support his requests for more appropriations to meet increasing costs of maintaining a high-ranking school. The dean further stated:

The School of Journalism . . . now is in a strange position, analogous to a newspaper without a press. We have typesetting machinery, donated by newspapers of the state; we are able to cast a perfect type slug, yet we can't put this slug to the ultimate use for which it was intended--that of forming the printed work. We have no press.<sup>2</sup>

Mr. Warden, who was chairman of the School of Journalism committee of the Montana Press Association, reported to

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<sup>1</sup>President's Report, 1929-1930, p. 54.

<sup>2</sup>Report of Proceedings, Montana State Press Association, 1930.

his fellow delegates that several manufacturing companies had been approached regarding a press, and he hoped that one could be secured within a year. He reminded them that the Appropriations committee of the state legislature had recently "killed" an attempt to get a \$25,000 journalism school laboratory.

Although the school did not have a laboratory to equal those of other institutions, Dean Stone told the newspapermen that the Montana School of Journalism rated "equally" with such "famous" schools as the University of Missouri and the University of Oregon.<sup>3</sup>

For sixteen years, the dean tried to establish the kind of laboratory that he believed was essential for the practical education program of his school. Through these years, his friends and colleagues in the press association supported him in his repeated efforts. By 1931, the legislature had not come through, but O.S. Warden and the Anaconda company gave the journalism school a two-revolution cylinder press, and on February 20 the first Kainin to be printed in the journalism school was distributed on campus. With this press had come a great deal of other much-needed equipment. Mr. Warden and Anaconda had also given the school a variety of type; W.O. Ensign of the Deer Lodge Silver State-Post contributed a job press and type; jointly, the Carpenter Paper company, Western Newspaper Union, and Leon Shaw of Billings gave a saw;

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<sup>3</sup>Loc. cit.

matrices and linotype parts were donated by the Mergenthaler Linotype company; and the students and faculty of the School of Journalism gave a linotype magazine, planes, and accessories. Besides this equipment, there were other linotype magazines, two proof presses, three composing stones, one metal furnace, a casting box, 125 cases of type, and cases, racks, and furniture to make a complete laboratory.

Dean Stone said, "First-hand knowledge of the back-shop should be part of any good reporter's equipment," but he reassured students by adding,

Yet it must be understood that with these laboratory additions there will (not) be any attempt at either training or producing printers and compositors. The equipment will be used for strict laboratory purposes only.<sup>4</sup>

The gifts to the journalism school raised the estimated value of the laboratory to \$15,000, and the press association continued to ask its members to donate money and equipment for its upkeep and expansion.<sup>5</sup>

Plans for a new journalism building did not fare as well as those for the laboratory. The state board of education had endorsed the idea of its construction, but a bond issue which would have given the school a \$112,000 structure was voided by the state supreme court on technical grounds.<sup>6</sup> So, in 1931, the dean did not achieve complete victory in his drive for a better plant and facilities.

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<sup>4</sup>Article in The Montana Kaimin, February 24, 1931.

<sup>5</sup>Report of Proceedings, Montana State Press Association, 1930.

<sup>6</sup>Article in the Great Falls Tribune, August 28, 1930.

A fully-equipped laboratory required close maintenance, and in the fall of 1930 Charles W. Hardy, who had 20 years' experience on Montana papers, was hired as instructor in the school's mechanical department.<sup>7</sup> Here, again, Dean Stone had to labor hard for another faculty member. He had said in August, 1930:

We are sadly handicapped by our lack of salary appropriation. Consequently we must operate with three instructors, including myself. Yet we expect and are expected to maintain the same high standards as these large colleges and universities with journalism faculties ranging from six to 15 members. We are doing what is expected of us, but at a tremendous effort.

We received a questionnaire recently in which we were asked, among other things, how many hours our instructors work daily. I never answered it; if I had told the truth it would have either degraded our institution or I would have been classified as a liar.

He asked that the state realize the needs of the journalism school and appropriate sufficient funds to assure its future welfare.<sup>8</sup>

With the acquisition of laboratory equipment, the curriculum could be revised to take advantage of the new opportunity. From 1931 on, courses were planned with this in mind. The dean said that courses would be designed to give the student "as much practical experience as possible, supplementing classroom study with pressroom work." Work in headline writing, makeup, and advertising would be carried out in conjunction with the "shop." He promised mechanical

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<sup>7</sup> Journalism Quarterly, Vol. VII, No. 4, December, 1930, p. 390.

<sup>8</sup> Report of Proceedings, Montana State Press Association, 1930.

courses "later," which would be limited in enrollment.<sup>9</sup>

Anticipating an adequate laboratory, a course in Newspaper Administration was begun in the fall of 1930. Prerequisites were junior standing, superior work in previous courses, and consent of the instructor. Its purpose was to familiarize students with editorial and business problems of the newspaper. Three credits a quarter were given for it; a person could take it for one year.<sup>10</sup>

Believing journalism to be a profession, Dean Stone in 1933 altered the schedule of courses accordingly. The student would take only one course in the field in his freshman year and one in the sophomore year; if, by the time he was a junior, he had decided to major in journalism, he could then concentrate his efforts in the last two years.<sup>11</sup> This policy of previewing journalism and letting a student enter it if he found that he was qualified to serve at least two purposes: it permitted him to attain a "liberal" education beforehand, and it allowed him to specialize for two years, as did the student in other departments.

New courses in the curriculum included the previously mentioned Newspaper Administration and The Press in Society, which was offered in the summer only. Individual research was offered graduates and undergraduates.

Through 1930, the journalism school had graduated 158 students. A large number served the profession in other states

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<sup>9</sup>Journalism Quarterly, op. cit., p. 380.

<sup>10</sup>Article in The Montana Kaimin, September 26, 1930.

<sup>11</sup>President's Report, 1933-34, p. 76

and overseas.<sup>12</sup> The economic depression of 1930 and thereafter decreased the school's enrollment, and in 1932 only two members of the June graduating class were able to get jobs.<sup>13</sup> Dean Stone admitted that not many Montana papers could hire journalism students, but by 1934 enrollment had increased 25 percent over the 1933 figure. This increase was spread about evenly through the classes. Jobs in journalism were scarce, although 84 percent of all graduates were engaged in some form of newspaper work.<sup>14</sup>

Surprisingly enough, enrollment in 1934 totaled nearly 200 students, and the dean reported that some method to reduce the burden on the faculty would have to be devised. He recommended "sterner requirements" and an incidental laboratory fee.<sup>15</sup>

The depression may have temporarily cut enrollment and dimmed job prospects, but it didn't seem to affect contributions to the school's laboratory. Donations came from the Butte Daily Post and J.C. Boles and Harry Howard, both of Bozeman.<sup>16</sup> In October, 1932, O.S. Warden delivered 500 pounds of Garamond type that had been cast by the Great Falls Tribune for laboratory use.<sup>17</sup>

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<sup>12</sup>Article in The Montana Kaimin, January 27, 1931.

<sup>13</sup>Report of Proceedings, Montana State Press Association, 1932.

<sup>14</sup>Journalism Quarterly, Vol. XI, No. 3, December, 1934, p. 426.

<sup>15</sup>President's Report, 1934-1935, p. 63.

<sup>16</sup>President's Report, 1931-1932, p. 64.

<sup>17</sup>Article in The Montana Kaimin, October 25, 1932.

By 1934, the School of Journalism looked forward to an even greater future. Professor Housman had returned to the University of Missouri to finish working toward his doctor's degree in journalism, and in June he was the first man ever awarded a journalism doctorate.<sup>18</sup> Mr. Andrew Cogswell who had replaced Professor Housman while he was on his first leave of absence in 1931-1932, had done "unusually well" in his position and continued on the faculty.<sup>19</sup>

Recognition of Dean Stone's long service to the school and the university brought him many tributes. Professor Housman commended him "as an excellent leader of students and one who does not follow the ancient proverb that thirty years in the newspaper business makes one 'hardboiled.'<sup>20</sup> He said:

Years ago our Dean began dinning the fact that although the teaching of technique was absolutely necessary, the backgrounding of each individual student in the knowledge of the world about him, past and present, was of greater importance. Because even then he foresaw the changing and completely changed world the newspapermen of the future must meet.<sup>21</sup>

When the laboratory was fully equipped to meet the needs of a foremost school of journalism, the faculty and students presented Dean Stone a framed tribute entitled "In Appreciation" in honor of his efforts to improve his school. Professor Housman made the presentation in December, 1930, at the annual Press Club banquet. The tribute "was the first piece of work printed with the recently installed equipment."<sup>22</sup>

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<sup>18</sup>President's Report, 1934-1935, p. 63.

<sup>19</sup>President's Report, 1931-1932, p. 64.

<sup>20</sup>Report of Proceedings, Montana State Press Assoc., 192

<sup>21</sup>Report of Proceedings, Montana State Press Assoc., 193

<sup>22</sup>Article in The Montana Kaimin, December 5, 1930.



Students had long honored and respected their dean. The Press Club sponsored the yearly "Dean Stone Night," which was "the largest and the most outstanding event given by the School of Journalism during the school year."<sup>23</sup> First suggested in 1919 by Dr. J.E. "Burly" Miller, it became traditional.<sup>24</sup> Journalism students, faculty, and alumni would gather together sometime in May; festivities at a local park began with softball, horseshoes, and general merrymaking. As darkness fell, the picnic lunch was prepared, and the dean stampeded the herd with the cry, "Come and get it--if you can!" Picnicking was followed by a campfire program, where each graduating senior spoke a few words of farewell, letters and telegrams from alumni in all parts of the country were read, songs were sung, and the dean gave a last talk to the departing class.<sup>25</sup>

Once, he was asked what he thought about "Dean Stone Night," when his friends wore the Dean Stone "tie" with the windsor knot. His comment: "Every dog has his day, but I never heard of one having his night."<sup>26</sup>

The dean had always gone out of his way to help students. In 1923, he wrote an article for the Missoulian in which he criticized newspaper people who berated the "college man" with his higher education.<sup>27</sup> That year, he founded the

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<sup>23</sup>Article in The Montana Kaimin, May 26, 1931.

<sup>24</sup>Article in The Montana Kaimin, March 19, 1945.

<sup>25</sup>Article in The Daily Missoulian, May 23, 1939.

<sup>26</sup>Morgue, The Daily Missoulian, wire copy on Dean Stone dated December 7, 1932.

<sup>27</sup>Article in The Daily Missoulian, April 22, 1923.

Montana Interscholastic Editorial Association, one of whose purposes was to encourage journalistic training in the high schools of the state. It operated "for a number of years on a deficit basis, which Dean Stone often paid from his own pocket."<sup>28</sup> For many years, he actively supported Silent Sentinel, senior men's honorary society.<sup>29</sup> At the 1925 convention of the Association of American Schools and Departments of Journalism, he introduced two resolutions intended to benefit the conscientious journalist. The first asked that journalistic societies in the schools rely more on alumni contributions than student money because students were hard-pressed financially and could ill afford to donate. The second was to "commend all efforts by organizations of journalism students to give honor to those students who achieved high grades."<sup>30</sup>

The depression hit students particularly hard, and he was known to have given them lunch money when they were short.<sup>31</sup>

Journalism Quarterly suffered, too. In 1930, the magazine sent out an urgent plea for money to remain solvent. Seven universities complied with the request, contributing a total of \$85. Montana was one of them. "Other schools could not, for a variety of reasons, contribute to the fund."<sup>32</sup>

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<sup>28</sup>"Dean Ford is a Great Friend of the Student Journalist," John A. Linn, Quill and Scroll, April-May, 1951, pp. 7-10.

<sup>29</sup>Article in The Montana Kaimin, May 15, 1925.

<sup>30</sup>"Minutes of the American Association of Schools and Departments of Journalism," Journalism Bulletin, Vol. II, No. 4, January, 1926, p. 44.

<sup>31</sup>Albert J. Partoll, interview.

<sup>32</sup>Journalism Quarterly, Vol. VIII, No. 1, March, 1931, p. 188.

Generosity was not a one-way proposition. The Montana Press Association, as early as 1927, had given the journalism school financial help. In that year, Mr. Warden said the association would bear the "heavy expense" of newspaper subscriptions and national convention representation. Upon his recommendation, several hundred dollars were collected and given to the school.<sup>33</sup>

Dean Stone told the association that "The dream of years has been made possible, and will continue to be made possible, through your cooperating efforts."<sup>34</sup>

Celebration of the 20th anniversary of the founding of the school highlighted the 1934 fall quarter. In August, invitations went out to alumni asking them to come to the Elks' lodge on Flathead lake for the reunion late in September. The dean added a personal touch when he footnoted the invitation with a short message to the former "shacksters."

Twenty years ago the first of you started on the job of putting our school on the map. During these two decades you have formed a long procession... Each year of the twenty has brought some specially puzzling problem but always you have brought to its solution that spirit of loyalty and purposefulness which has carried us over the hump and kept us going.

. . . To the invitation of those who are planning the anniversary observance may I add my personal wish that as many of you as possible come back for the celebration?

You will find a cordial welcome and, I am sure, a pleasant reunion.<sup>35</sup>

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<sup>33</sup>Report of Proceedings, Montana State Press Association, 1927.

<sup>34</sup>Report of Proceedings, Montana State Press Association, 1931.

<sup>35</sup>Albert J. Partoll, personal invitation sent to him in August, 1934.

The 20th anniversary was the theme, too, of the annual Press Club banquet and dance held early in October. One-hundred and thirty guests joined speakers in congratulating the dean and urging construction of a new journalism building. Dr. Walter Williams of the University of Missouri wired the school his best wishes:

. . . congratulations upon the completion of twenty years of fine usefulness by the school of journalism. . . under the gentle, inspiring leadership of Dean Stone. . . May there be many years of added usefulness.<sup>36</sup>

In the 20 years that hundreds of students at the university came to know Dean Stone, he was "the dean." Whenever "the dean" was mentioned, there was no mistaking who was meant.<sup>37</sup>

Dean Stone was 69 years old when State Senator John L. Campbell of Missoula introduced a bill in the legislature in February, 1935, proposing construction with federal aid of the long-sought journalism building. The dean had seen the work done by his students progress year after year, but he hadn't been successful in his continuous efforts to get a new and adequate home. Perhaps these efforts and those of his many friends were directly responsible for the introduction of the bill and its subsequent approval by both houses of the legislature. Certainly they had a great bearing on what was to happen. Governor F.N. Cooney signed the bill in March of that year, leaving it up to the state supreme court to determine its constitutionality. In a test case brought

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<sup>36</sup>Article in The Montana Kaimin, October 16, 1934.

<sup>37</sup>Albert J. Partoll, interview.

before the court in 1936, the bill was upheld unanimously. Thus did the judiciary undo the result of its 1930 decision which had indefinitely postponed construction of the building.

With final state approval, the plan passed into the hands of the federal government. Through the Public Works Administration, Washington endorsed the idea; details called for a total of \$180,000 to be spent on the project. The national government would grant \$81,000 outright, and the PWA would loan Montana the remaining \$99,000. Contracts were let, and on September 30, 1936, Dean Stone turned the first sod at a ground-breaking ceremony. After 22 years, his most fervent wish was about to be realized.<sup>38</sup>

December 13, 1937, climaxed the dean's years of hope. The day before, the New York Herald-Tribune had said:

A school which was started in a tent twenty-three years ago at the University of Montana will dedicate a modern new plant Monday when university authorities open a three-story Colonial brick home for the School of Journalism. Complete even to tiled photographic darkrooms, the building will justify the early belief of A.L. Stone, veteran Montana newspaper man, that no matter what the equipment, he could teach the elements of newspaper work with some typewriters, copy desk, pencils, newspapers, and copy paper.<sup>39</sup>

On the 13th, Governor Roy E. Ayers presented the new journalism building to Dean Stone and the university. The dedication ceremony was witnessed by many alumni and other guests, among whom was former Governor Samuel Stewart, then an associate justice of the state supreme court. Justice Stewart was the featured speaker at the dedication banquet

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<sup>38</sup>Article in The Montana Kaimin, December 10, 1937.

<sup>39</sup>Article in the New York Herald-Tribune, December 12, 1937.

that evening, and he praised the dean for his years of service to the school and his singleness of purpose. He seemed somewhat apologetic for having doubted the usefulness of a journalism school in 1914.<sup>40</sup>

Previous to the formal dedication, journalism students had moved from the "shack" to their new quarters; for three months they had studied there while workmen put the finishing touches to the building.<sup>41</sup> What they found were accommodations far different than those that they were used to. There was classroom space for 500 students, and the third-floor auditorium seated 360. On the first floor were university press rooms, engraving, photograph-developing, and printing rooms, two classrooms, and several smaller rooms. The second floor housed Dean Stone's office, the Kaimin office, library, three classrooms, and a radio room. Besides having the auditorium, the third floor had several classrooms, and miscellaneous rooms.<sup>42</sup>

How did the dean feel about the building? Was it a final accomplishment in a life of many successes? He expressed his sentiments to members of the state press association when they met in the auditorium for one of their 1938 convention sessions. And he mildly chided some of them:

Too many of you in your editorials that your papers have carried, have referred to it as a monument. That is the one jarring note in all of your more than friendly comment, the only word that any of you have used that grated. A monument signifies, doesn't it, a structure of some sort erected over something or somebody that is dead, and if we call this building a monument it marks

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<sup>40</sup>Article in The Daily Missoulian, December 14, 1937.

<sup>41</sup>Article in The Montana Kaimin, December 10, 1937.

<sup>42</sup>Article in The Montana Kaimin, December 10, 1937.

the end of the work of 25 years, the goal of which has been the completion and occupancy of this building. Rather I would like to have you call this building a milestone, or better, a symbol.

. . . I would like for you, if you refer to the building, to call it a symbol; a symbol of the earnest desire to inspire in the minds of young people a reverence for truth. And if you can think of this building as a symbol of the establishment of a new era in Montana journalism, it will be the highest tribute ever paid to any school.

. . . Since we moved into this building last fall, so many people have said to me, 'Well, I suppose you are satisfied now.' Satisfied? Good Heavens! Isn't it true that the moment you or I become satisfied with anything we become complacent to the degree of sluggishness, and progress is impossible? Always there is a new frontier ahead for us; new frontiers beyond that invite our inspection.<sup>43</sup>

Press association delegates knew that the dean was always striving for something better, and they respected his tenacity. So much so, that in 1935 they had made him a life member of their group, the only life member in the organization's history.<sup>44</sup>

Ostensibly, the dedication of the journalism building reflected the cooperation and joint effort that had characterized faculty relations since the school was established. By 1936, Dean Stone was 70 years old, and it could be expected that he would retire after the dedication of the new premises, although no pension plan existed at that time. Moreover, his eyesight was failing, and in the winter quarter of 1935-1936 he took leave to go East where he underwent two operations to restore it.<sup>45</sup> Upon his return to the university, one of his

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<sup>43</sup>Report of Proceedings, Montana State Press Association, 1938.

<sup>44</sup>Report of Proceedings, Montana State Press Association, 1935.

<sup>45</sup>Article in The Daily Missoulian, February 16, 1935.

sons, Dr. Emerson Stone, asked university President George Finlay Simmons to reduce the teaching load that the dean had been carrying for so long, and this was done.<sup>46</sup> Apparently Professor Housman would succeed the dean when he retired.

"The prof," as his students knew him, had attended conventions of the American Association of Schools and Departments of Journalism since 1929, and he had accompanied the dean to several of the Montana State Press Association meetings. He had taken an increasingly active role on the national and state scene, encouraged by Dean Stone. Since 1925, when the dean brought him to Montana from the University of Missouri, Professor Housman had admired him. Dr. Housman went so far as to name his son and daughter after the dean and his daughter, Charlotte.<sup>47</sup> A smooth succession was in prospect. But the seemingly cordial relationship between Dean Stone and Professor Housman only ended in bitterness shortly after the latter was appointed "executive head" of the School of Journalism in April, 1936.<sup>48</sup>

The appointment was made by President G.F. Simmons, who became president of the University in April 1936. The next five years in the history of Montana State University not only encompass bitter dispute between Dean Stone, who still retained his deanship, and Professor Housman within the School of Journalism, but they tell of constant intrigue all

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<sup>46</sup>Article in The Montana Kaimin, January 16, 1940.

<sup>47</sup>Article in The Montana Kaimin, January 26, 1940.

<sup>48</sup>Loc. cit.



over the campus.<sup>49</sup> The turmoil on the campus finally led the American Association of University Professors to censure the University in December, 1939,<sup>50</sup> and brought about a thorough-on-the-spot investigation in January, 1940, by Governor Roy Ayres and the State Board of Education.<sup>51</sup> President Simmons resigned in February, 1941.

During the public investigation in 1940, the Stone-Housman feud was brought into the open, along with all of the other controversies. Among other things, Dean Stone testified that President Simmons had appointed Professor Housman as "executive head" without consulting him. The dean said that he was merely notified of Dr. Housman's appointment after it had been made.<sup>52</sup> Needless to say, the dean was more than disappointed.

Professor Housman remained relatively quiet during the public investigation, but in his annual report to the President of 1939-40 he vented all of his personal feelings and made no secret of his dislike of the dean. What actually happened between Dean Stone and Professor Housman in the years 1936 to 1941 is a separate story by itself and one which perhaps does not rightly belong to the study. It suffices to say that the five-year conflict disheartened the dean. The dedication of the new building should have climaxed his career, but it was fraught with disillusionment. At a time when the school had the plant, equipment, and faculty

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<sup>49</sup>Bulletin of the American Association of University Professors, Vol. XXIV, No. 4, April, 1938, pp. 322-325.

<sup>50</sup>Bulletin of the American Association of University Professors, Vol. XXVI, No. 1, February, 1940, pp. 73-91.

<sup>51</sup>Article in The Montana Kaimin, January 16, 1940.

<sup>52</sup>Loc. cit.

necessary for a complete journalistic education, it no longer had the unanimity that characterized its early years. The guiding spirit of its previous years was gone.

ELDER SPOKESMAN

President Simmon's resignation in 1941 marked the end of the five years of turmoil. Dean Stone had survived these years, and, despite his 75 years, was again ready to undertake the duties of journalism school administrator. Dr. Housman left for the University of Missouri that year as visiting professor of journalism. In Dr. Simmons' place, Professor C.W. Leaphart, dean of the law school, was named acting president of the university. Immediately prior to the fall quarter, 1941, he restored to the dean "active direction and full charge of the journalism school for the coming year."<sup>53</sup>

For Dean Stone, who was now vindicated, a return to the responsibilities that he had enjoyed for more than twenty years meant continuing the tradition of the school as it had developed in the earlier period. But he was several years older than in 1936, and his health had further declined, aggravated by the years of struggle. He used his last year to prepare for his retirement. In May, 1942, he bade goodbye to students, faculty, and alumni at the annual Dean Stone night picnic. The Missoulian reported his saying

'God bless you and may your moccasins make tracks in a hundred snows.'

With a Selish Indian expression meaning goodbye and good luck, Dean A.L. Stone of the journalism school at the State University said farewell Thursday night to the journalism school which he watched grow from scattered tents on the oval. . .to its present well-

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<sup>53</sup>Article in The Daily Missoulian, August 23, 1941.

equipped building on the University campus.<sup>54</sup>

In honor of his devotion to the university, an oil painting of the dean, done by George Yphantis, associate professor of fine arts, was presented to the School of Journalism preceding the picnic. Appropriately, the presentation was made by E.G. Liepheimer, editor of the Montana Standard and erstwhile friend of the dean.<sup>55</sup> Today, the portrait is displayed in the journalism library.

When he retired, the title "dean emeritus" of the journalism school was conferred upon him, and his successor, Professor James Ford, gave him an office on the third floor of the Journalism building.

Aside from lecturing to students on early Montana journalistic history, the dean's most significant work after his retirement was a series of Sunday articles that appeared in the Great Falls Tribune for over two years. Beginning in 1942, he became an unofficial spokesman of the university. In these articles, he discussed subjects ranging from the university budget to conservation of forests, in which university students played an important part, especially during the summer months when they worked for the United States Forest Service. The dean wrote of the alumni in the armed forces, describing their exploits and misfortunes, and always keeping his readers informed about the men in the Pacific and in Europe. Above all, he looked forward to the day when the war

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<sup>54</sup>Article in The Daily Missoulian, May 25, 1942.

<sup>55</sup>Loc. cit.

would be over, and the university could expand to meet the problems of educating an ever-increasing student body.

Dean Stone did not live to see that day. After an extended illness, he died on March 19, 1945, at the age of 79. Many tributes were paid to his memory by faculty, students, and alumni, and Representative Mike Mansfield entered a tribute of his own in the Congressional Record.<sup>56</sup> In May, the annual Dead Stone night saw Dean T.C. Spaulding of the forestry school eulogize him for his many accomplishments in journalism and journalistic education.<sup>57</sup> Other tributes continued to be bestowed, among them being the dedication in 1947 of "Mount Dean Stone," a "6,100-foot mountain peak in the Sapphire range south of Missoula."<sup>58</sup>

On March 19th, an era in journalistic education ended, an era of which Montana State university and its thousands of friends could be proud.

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<sup>56</sup>Congressional Record, House of Representatives, March 26, 1945, p. A1599.

<sup>57</sup>Article in The Daily Missoulian, May 4, 1945.

<sup>58</sup>Article in the Spokane Spokesman-Review, July 13, 1947.

## CONCLUSION

No biography of an individual can be complete. Arthur L. Stone had made a name for himself before 1914 when he became an educator. His life prior to that date would be a fascinating story to relate. Articles and editorials that he wrote for the Anaconda Standard and the Daily Missoulian would, alone, fill a volume. His term in the state legislature would be an interesting study. In 1889, he first met O.S. Warden, and their friendship was to last for more than half a century. It affected the history of the journalism school to a marked degree; Dean Stone's success was due, in large measure, to O.S. Warden's unstinted support and encouragement.

It has been impossible to fully detail everything that the dean did after 1914. His endorsement of consolidation of the Montana university system; his speeches urging the buying of government bonds in both wars; the part he played in establishing Memorial Way on the campus "where pine trees and markers memorialize MSU students who lost their lives in World War I;"<sup>1</sup> his support of a liberal point of view, his love of hiking through mountain valleys; these and many other things went into the making of a man who was outstanding in his field. Perhaps one of the characteristics of an extraordinary individual is versatility; Dean Stone certainly had a variety of

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<sup>1</sup>Article in the Great Falls Tribune, February 18, 1956.

interests. If he wasn't teaching freshmen how to write a news story, he was encouraging conservation of our natural resources; when not teaching foresters how to get along with people, he was studying Indian history. The dean was a seeker; his mind was never satisfied. Always there was something new to learn, something different in life. It was his insatiable thirst for knowledge and "truth" that set him apart from most men.

He had high hopes for the school and when he joined the faculty in 1914, within a few years, he had established it as one of the best in the nation. This achievement was not a goal by itself; rather, it was a milestone from which progress could continually be made toward improvement. Dean Stone's greatest handicap in seeking improvement in journalistic education was a budgetary one. From the beginning, he did not receive the legislative appropriations that he knew were necessary to maintain a high level of teaching in the journalism school; limited funds consequently curbed his program to an important degree. This problem faces many universities and departments today, as it did then. In the kind of journalistic education advocated by Dean Stone, it was accentuated. He believed in liberal education, but he also believed that courses in journalism should be supplemented by instruction in a laboratory. Getting a laboratory and new building cost money, and the dean tried hard to get appropriations for enough instructors, let alone equipment and plant.

Dean Stone was fortunate to have been an experienced and respected newspaper man when he came to the university. He started the school having the good wishes of his colleagues in the field. Through the press association, they helped him whenever they could. The association certainly did what it could to help make the school one of the finest in the country. It contributed equipment, money, and editorial support. The void left by insufficient state appropriations was partially filled by contributions from publishers all over the state. The dean's close friendship with practicing newspaper men gave the school what it could not get from the state legislature. Had the dean not had many friends in the press association, the history of the School of Journalism might very well have been short. As it was, press association encouragement came in years when even as stalwart a teacher as the dean might have otherwise given up.

In the early years, Dean Stone was fortunate in having the support not only of the press association but of outstanding faculty associates. Professors Getz and Casey, working with the dean, provided a team spirit that was of great significance to the establishment of the school and its reputation. They helped the school get on its feet.

As the school's reputation increased, the problem of added student enrollment demanded attention. The large number of students taking journalism in the 1920's taxed the faculty's every resource. Then, in 1934, with the enrollment



up to nearly 200 students, Dean Stone recognized that, without more faculty members, the journalism school would have to reduce its burden. He advocated stricter academic requirements to weed out poorer students; an increased fee would also thin out the ranks. The problem the dean faced shortly after the abyss of depression faces other universities and departments today. Stricter entrance requirements might be one way of solving the problem, as would an increase in fees. However, the dean, in asking for more faculty members in the 1920's, showed that he believed the problem should be ultimately met by adequately accommodating more students, not by keeping them out.

When Dr. Housman accepted the title of "executive head" of the journalism school, there began a feud that was an anticlimax to the many years the men had worked together in harmony. That the dean's last years in the journalism school should have been such a bitter struggle is an ironic twist to an otherwise pleasant picture.

Happier years were remembered on January 18, 1946, when the journalism building was dedicated to Dean Stone. Mr. Warden spoke at the ceremony, and he concluded his talk by saying,

History some day will tell in clear perspective much more of what a faithful life has contributed to the building of a new state out here in the West. His educational ideals will always be an impressive monument in memory of your friend and my friend, 'The Dean.' We will meet again to recall his teaching and his writing

because they are both gifts to us of pure gold.<sup>2</sup>

The dean had seen his school grow into one having a larger faculty, a well-equipped laboratory, and a modern plant. He had seen it rise into the ranks of the best schools in the country. Above all, he had seen students leave the Montana campus and put into practice the philosophy that was so dear to him. He witnessed men whom he had taught carry on the highest ideals of the newspaper profession. This was unquestionably the greatest satisfaction he received for his years of effort. Each graduate of the Montana School of Journalism took with him some part of the Dean Stone tradition. It was this tradition that was "of pure gold."

Loyalty was a keyword in the Dean Stone makeup. He was loyal to his university, school, students, alumni, and other friends. Some people might say that his unswerving loyalty to his newspaper colleagues constituted a major shortcoming, as well as being an asset. For example, in 1939, he said,

For 50 years the people of Montana have received better newspaper service than they have merited. They have had and are having finer papers, in comparison with the size of cities, than any other community in the world. Partisan rivalry, sectional and factional discord, economic struggles have intensified contests of all degrees in this state, ever since the returns were challenged in Silver Box when the tally sheets came down Homestake Pass from precinct 34. This strife has found expression in editorial columns and upon news pages while the world marveled at the quality of Montana newspapers.<sup>3</sup>

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<sup>2</sup>U.S. Warden, dedication speech, courtesy of Mrs. Charlotte Stone Murphy.

<sup>3</sup>Article in the Montana Standard, July 2, 1939.

The dean's description of the weekly press may have been accurate, but what of the controlled daily press? Did he deliberately say this, knowing that in later years his words were possibly not quite right? Probably not. In the same article in which these words appear, he praises many of the newspapermen in Montana with whom he had worked or become acquainted during his years as a reporter and editor. It was this loyalty to his friends that led him to minimize the defects existing in the daily press.

Dean Stone was a kindly man; his kindness, his loyalty, perhaps colored his judgment to too great a degree. On the other hand, there is no doubt that this loyalty brought to the School of Journalism goodwill on the part of newspapermen in the state that might not have otherwise prevailed.

Perseverance was another Dean Stone quality. Through dogged determination, the dean attained a name for the School of Journalism and equipped it to function properly. Perseverance kept him plodding on when weaker men would have given up. This was true in 1936 and afterwards, as well as before. Loyalty with perseverance stood out in the dean's character.

Dean Stone was a teacher, not a researcher. He was not noted for research writing, although Following Old Trails shows a good deal of inquiry into the background of the Indians of western Montana. The example that he set in the classroom and the articles he wrote for newspapers were among

his important contributions after 1914. He was an inspiring teacher, one who could stir the imagination of the student. In this respect, the dean could not be surpassed. The Dean Stone spirit out of which was born Dean Stone night typified him at his best.

Family tragedy may have deepened the dean's interest in teaching through the years. His wife, Adelia, whom he had married in 1889, died in 1917, and two of his six children, George and Alberta, died in 1926 and 1928, respectively. Until his death, George had an outstanding career on the Chicago Daily News and as a part-time instructor in journalism at Northwestern university. Personal sorrow may very well have contributed to the dean's enthusiasm for his work. He virtually lived and breathed the journalism school.

Thousands of words were written about the dean upon his death. Praise for him was endless. But no words befitted his memory better than those written by two of his most famous graduates to his daughter. A letter came from Vern Haugland on Okinawa in August, 1945. It read,

It was a shock to read in the University Alumni Bulletin the news of your father's death. And it was very thoughtful and kind of you to acknowledge the letter I had written to him but which arrived too late.

Many others must have expressed to you, much better than I could, what Dean Stone meant to his school and to his state. His shining idealism in his classes, impressed me perhaps the most of his many fine characteristics. I was so much in awe of him, because of his nobility, that I never became as close to him as I really wanted to.

The Dean may be gone, but bits and traces and facets of him live on, whether we know it or not, in all of us who were privileged to know him and work under him. Part of him is a part of us, all over the world.

Clarence Streit wrote from Washington,

It was a severe blow to learn on returning home that the Dean was no longer with us. You and all the faculty have my heartfelt sympathy. The Dean was there so long, it doesn't seem possible he won't be there when I come back. He leaves an emptiness in Missoula that no one can fill.

My mind goes back through the years - so many years - to your home on Pine Street when we first came to Missoula in 1911 and became acquainted with you and all your family. Those were happy years. That long photograph you have of all you Stone kids looking over the fence epitomizes them. Yours was a sort of second home to me. When a boy, my admiration and affection for the Dean as a father and a man began to grow, and they have kept on growing as I came to know him as a great newspaperman and teacher and friend, and as a grand old man who always had youth sparkling in his eyes and at the tip of his tongue.

You were privileged to have had him for your father, and to have had him with you so long. I wish I had had more time with him - though it would have put me still more in his debt. I have known many men in many countries, but he stands out unforgettably in the crowd. If only I had, for this occasion, his powers of self-expression. . . All I can say is that he will live on lovingly in the hearts of all who knew him as I did, and the more you knew him, the more you loved him.<sup>4</sup>

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<sup>4</sup>Courtesy of Mrs. Charlotte Stone Murphy.