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**Graded  
Weekly  
Newspapers  
for the  
Classroom**

**CURRENT EVENTS  
EVERY WEEK  
OUR TIMES**

*Explain "colonial" -  
15 Africa and - West*

**Published by Wesleyan University**

**Editorial Offices: 356 Washington Street, Middletown, Connecticut**

*Great variety of traditional societies -  
already existing -  
Eastern influence also -*

May 11, 1959

Mr. Alan S. Paton  
Lynton Road  
KLOOF  
Natal, South Africa

Dear Mr. Paton:

We are delighted that you will be able to do a 300-word piece for the special section on Africa in our classroom periodicals. Before discussing specific details, perhaps you would like to know a bit more about our publications.

Wesleyan now publishes a series of long-established weekly papers for classroom use, ranging from grade 1 through grade 12. These papers circulate in all of our states and several foreign countries.

The special section on Africa will be used next fall in three of these newspapers-- CURRENT EVENTS, for grades 7-8; EVERY WEEK, for grades 9-10; and OUR TIMES, for grades 11-12. These papers are used primarily in civics, geography, history and current affairs classes.

Other typical special sections during the school year will be on Communism (with Dr. Harry Overstreet as special writer); Automation (Aldous Huxley); Population Problems (Dr. Margaret Mead) and 15 Years of World Change (a map issue with Dag Hammarskjold).

The Africa section will be four pages. Three of these pages will be devoted to maps, pictures, charts and text--facts and figures designed to support our thesis that this area is an important one to the U. S. and the rest of the world. (This, of course, will cover all Africa, not just one section).

Your introductory message will appear on page one. As an overall goal, I would say it should evoke interest in and set the stage for the detailed material which follows. Here are some general points which I would like to see covered, but please feel free to eliminate any of all of them:

1. What, really, is Africa? (Not in cold statistics, but in human terms)
2. Why is it important to the rest of the world?
3. Who are "Africans?"
4. What do Africans want most?
5. A paragraph or two of history to support any of these points.
6. Examples (the more human and personal the better) of what you are talking about.

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WESTLEYAN UNIVERSITY  
MIDDLETOWN, CONNECTICUT

DEPARTMENT OF SCHOOL SERVICES AND PUBLICATIONS  
318 WASHINGTON STREET

This material should be written for a reading level of lower teens. However, we are not primarily word mechanics in these papers. We have found that the subject matter (especially human examples) is more decisive in reaching this age group than mere choice of words.

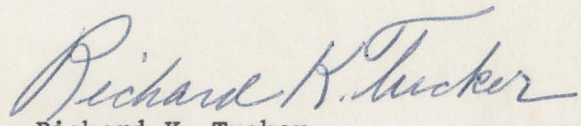
The deadline for the material is August 1. Shortly before or shortly after this time, we should be able to provide you with carbons or proofs of the other material in the issue and would appreciate any suggestions or comments. However, it will probably be necessary to have your copy before our issue is completed. If you wish to proceed with it now, it would be quite all right.

We would appreciate it if you could send us a brief confirming letter for our files, possibly indicating when you plan to proceed with your article. Also, a brief biographical sketch (150 words or less) and a photo will accompany your article. Please let us know if you prefer to send these, or have us get them through your publisher in New York.

As mentioned in our cablegram, we will be pleased to extend an honorarium of \$250 for this special piece.

We shall look forward to your message as a valuable addition to our school publications this year. We are enclosing some samples of earlier special issues which you may find helpful. Please feel free to ask for further details on this project.

Sincerely yours,



Richard K. Tucker  
Acting Managing Editor

RKT/vj  
Enclosures

98  
23 Lynton Road,  
KLOOF,  
Natal, South Africa.

30th July, 1959.

Dear Mr. Tucker,

I first decided to write a piece which I thought would explain to your teen-age readers why Africa is in turmoil. I found this quite impossible to do in 300 words, and finally wrote 900. Then I read your instructions again, and it seemed to me that perhaps the first piece was too difficult for lower teens. So I wrote a second piece a little over the 300 words, but this does not really satisfy me, because it is impossible in such a short piece to introduce children satisfactorily to a study of what you call "current affairs" which I expect must mean the remarkable events now taking place in Africa.

Under separate cover, I am sending you the two pieces, but I shall be quite ready to write a third one if you can advise me how to avoid the difficulties of oversimplicity on the one hand, and too much complicity on the other. Of course your deadline is August 1, but you may have time to spare.

I make one last observation - that in the 300 words piece I could not include a "paragraph or two of history".

I enclose with the typescripts a brief sketch of myself, and would ask you to approach Messrs. Charles Scribner's Sons, 597 Fifth Avenue, New York 17, for a photograph.

Yours sincerely,

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