

AN ABSTRACT OF THE THESIS OF

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Title Business Management of Newspapers in the Larger
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Abstract

This study, based on business management of newspapers in the larger high schools of California, was made by means of a questionnaire and letter sent to one hundred thirty-one high school principals. The list was selected from the California school directory for 1943-1944 and included schools with enrollments of over 500 students. A follow-up letter, enclosing another questionnaire, was sent to those principals who failed to respond to the first. One hundred nine or 84 per cent of usable replies were returned.

In 72 out of 85 schools the paper reaches 75 per cent of the student body. It is interesting to note that many schools print more copies of the paper than the enrollment indicates necessary. However, these extra copies are sent to former students in the armed forces. Approximately the same per cent of schools finance their papers through advertising and student body funds, although advertising is not recognized as an ideal means of financing school papers. Sixty-three per cent of the schools do not recognize students' advertising work in some form of material compensation. Some schools indicate that their school papers carry no advertising, while others go to the other extreme with 60 per cent of the papers devoted to advertising space. The income from advertising ranges all the way from \$27 to \$1344 per year, while the average income from all schools involved is \$392 per year. Seventy-five per cent of the schools have made arrangements whereby repetitive calls on advertisers are eliminated and sixty-eight per cent follow up an advertisement with a personal call or appreciation letter. The percentage of sponsors who state that they would like to see advertising increased and those who say

Abstract
(continued)

they would like to see it decreased or eliminated is very close. A majority of schools have their papers printed in either a newspaper or a job shop.

Recommendations that may be made on the basis of this study are the following:

- (1) A high school should not attempt to reduce the size of its paper due solely to the war emergency.
- (2) All schools should strive for a circulation of 100 per cent.
- (3) No paper should take advertising for the sole purpose of making money.
- (4) A high school should not reduce the frequency of publication due to the war.
- (5) The frequency of publication should be weekly.
- (6) The comptroller should assume control of the finances and keep his own set of books.
- (7) A teacher should be given at least one period less teaching per day if he has charge of both the journalism and the business management.
- (8) Where possible, a school should establish its print shop and print its own paper.
- (9) If advertising is to be a main consideration in the financing of a school paper then certainly students on the staff are entitled to school credit or a monetary return.
- (10) It is recommended that schools finance their papers in the following order of preference: (1) school board subsidies, (2) student body funds, (3) advertising.

BUSINESS MANAGEMENT OF NEWSPAPERS
IN THE LARGER HIGH SCHOOLS OF CALIFORNIA

by

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TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Statement of the Problem	2
Values of the Study	3
Procedures Used in Making the Study	4
Sources of Data	5
Limitations of the Study	5
II. BACKGROUND OF THE PROBLEM	8
Finance	8
Organization of Business Staff	11
Circulation	14
Business Manager Sponsor	19
Business Management Class	21
Advertising	22
Advertising Manager	25
Printing	39
III. THE STUDY	43
Circulation	47
Finance	47
Business Manager Sponsor	53
Advertising Staff	56
Engravings and Photographs	73
Printing	75
IV. SUMMARY AND RECOMMENDATIONS	77
APPENDIX	89
The Questionnaire	89
Letter Accompanying Questionnaire	94
Follow-up Letter	95

LIST OF TABLES

Table	Page
I. Number of Questionnaires Sent and Returned . . .	4
II. Percentage of Student Body Receiving School Paper	44
III. Frequency of Publication of School Paper . . .	45
IV. Number of Copies Printed in Each Issue	45
V. Pages in Each Issue of the School Paper . . .	46
VI. Distribution of Schools with Printing Cost . .	48
VIII. Keeping of Financial Records for School Paper.	49
IX. Financial Standing of School Papers	50
X. Methods of Financing High School Papers . . .	51
XI. The Most Ideal Way to Finance a School Paper .	52
XII. Responsibilities of Business-Manager Sponsor .	53
XIII. Teaching Field of Business-Manager Sponsor . .	54
XIV. Adjustment of Teaching Load of Business-Manager Sponsor	55
XV. Number of Members on Advertising Staffs of School Papers	57
XVI. Methods of Appointing Advertising Staffs for School Papers	58
XVII. Qualifications Usually Required for Advertising Staff Membership	59
XVIII. Methods Used in Training Advertising Staffs for School Papers	60
XIX. Compensation Received by Students on Advertising Staff of School Paper	61

Table	Page
XX. Methods of Making Collections for Advertising	62
XXI-A. Distribution of Advertising Rates per Column-Inch	63
XXI-B. Distribution of Advertising Contract Rates per Column-Inch	63
XXI-C. Percentage of School Paper Devoted to Advertising.	64
XXII. Groups Laying Out Advertisements for School Paper	66
XXIII. Annual Income Received from Advertising in School Paper	67
XXIV. Plan in Use to Eliminate Repetitive Calls on Advertisers	68
XXV. How Students are Received by Advertisers	68
XXVI. Methods Used in Following Up High School Advertising	69
XXVII. Means of Supplying Transportation for Advertising Calls	70
XXVIII. The Effect of War Conditions on the Amount of School Advertising	71
XXIX. Preference of Sponsors Regarding School Advertising	72
XXX. Groups Supplying Cuts or Pictures for Advertising Purposes in School Paper	73
XXXI. Methods Used in Taking Pictures for the School Paper	74
XXXII. Type of Shop in Which School Newspaper is Produced	75

LIST OF CHARTS

Chart	Page
1 Suggested Organization of the Business Staff . . .	13
2 Pyramid Style of Make-up	36
3 Double Pyramid Style of Make-up	37

BUSINESS MANAGEMENT OF NEWSPAPERS
IN THE LARGER HIGH SCHOOLS OF CALIFORNIA

CHAPTER I

INTRODUCTION

Journalism is one of the few subjects in the high schools of today that is not being questioned by educators, parents, and students as to its value and purpose. It has proved itself to be directly applicable to intelligent living, in that social and emotional growth of the individual are limited by his proficiency in expressing his ideas and in comprehending the thoughts of others. The purpose of the journalism course in high school is not only to prepare the students, who participate, for journalistic careers or for newspaper management, but to give the students an understanding and appreciation of well-prepared publications, and to give them an opportunity for self-expression.

Young people are environed by a world of adult activity and it is only a natural imitative tendency for them to want to see their own interests in print. The high school newspaper has grown out of this desire to see the activities of their school world reported in their own publications. Consequently, the high school paper has spread its influence until it is now recognized as a major activity, with a definite place in the school and community.

Whether the newspaper is regarded by the school administration as an extra-curriculum activity or whether it is given a place in the curriculum, its benefits to the students and community are many and varied. The paper prepares the high school students to assume the responsibilities of adult life in that it offers them the opportunity for contacts with fellow students and the outside community. The sense of belonging, the shouldering of responsibility, the pride of achievement, and the development of intelligent interest in the events of the day are benefits that are not to be overlooked.

With this expansion of the school newspaper have come the problems involved in financing its activities. The problems may be grouped into the following divisions: circulation, finance, business management, advertising, advertising staff, photographs and engraving, and printing.

Statement of the Problem

This thesis will answer the following questions with regard to the management of the newspapers in California high schools with an enrollment of approximately five hundred: What is the cost of each issue of the paper and how are the records kept? How the paper is financed and with what results. For what is the business-manager responsible? Which teacher acts as business-manager sponsor and what is the effect upon the teaching load? How large is

the advertising staff, what are the qualifications, how are its members appointed, and by whom are they trained? What rate is charged per column-inch, how are collections made, and what annual income is received? What per cent of the paper is devoted to advertising and who lays out advertisements? In what type of shop is the school newspaper produced and what annual income is derived from advertising? How do advertisers receive students and is there a plan by which repetitive calls on advertisers are eliminated? By whom is transportation for advertising calls supplied? What is the attitude of the business-manager sponsor in regard to the discontinuance of commercial advertising in the high school newspaper?

Values of the Study

It is hoped that this study will be of assistance principally to the business-manager sponsors of high school newspapers and perhaps indirectly to the merchants who are forced, in a nice way, of course, to advertise in the majority of school publications. The business-manager sponsor, because of certain facts and findings brought to his attention as a result of this study, may wish to revise his high school newspaper management. The writer has made advertising one of the main divisions of the study since there seems to be a tendency to eliminate or materially decrease advertising in the high school newspapers. This thesis may be a means of

showing the superiority of school board method of financing over the advertising method and thus the school paper becomes strictly a student body educational project. It may be instrumental in causing administrators to see the injustice of expecting merchants to back financially something from which they receive very little benefit and back it only as a means of fostering good will.

Procedures Used in Making the Study

This study was made by means of a questionnaire* and a letter* sent to the one hundred thirty-one principals of the selected high schools. A follow-up letter,* enclosing a second copy of the questionnaire, was sent to those principals who failed to respond to the first. The one hundred and nine returns were compiled and tabulated, and the results are shown in Table I.

TABLE I

Number of Questionnaires Sent and Returned

Enrollment Group	Questionnaires Sent	Questionnaires Returned
Under 500	22	18
500-999	59	44
1000-1499	21	21
Over 1500	29	26
Total	131	109

* Copy in Appendix

Sources of Data

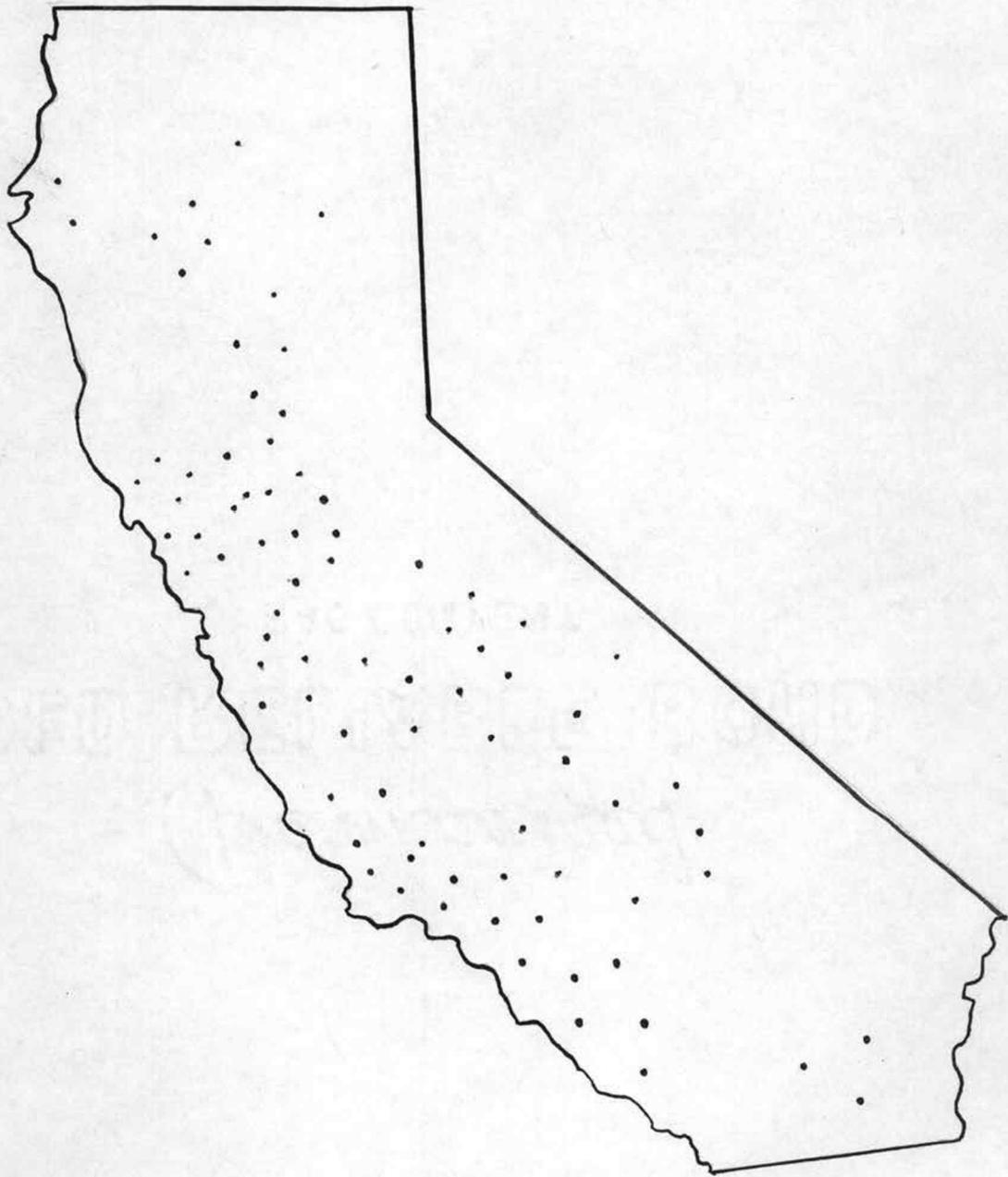
The list of schools included in this survey was obtained from the California school directory for 1943-1944. One hundred thirty-one high schools were listed, exclusive of schools located in San Francisco and Los Angeles since these cities were considered too metropolitan and without representative schools, with enrollments of over five hundred students. However, because of present world conditions, the enrollment in some schools listed at over 500 enrollment has decreased considerably. This, of course, was not discovered until the questionnaires were returned. In spite of this change in enrollment the returns from these schools were entered in the results. The one hundred thirty-one high schools were all canvassed through the questionnaire and one hundred nine replies were received. This represents 84 per cent of the total. The schools were well distributed over the state of California as shown by a spot map on Page 7 of this study.

Limitations of the Study

Possibly the greatest weakness to be found in the questionnaire which forms the basis for this thesis is the fact that a number of items under one question were checked even though the persons answering the questionnaire were requested to check one only. In a study of this kind all factors are interwoven and very often are inseparable.

A question which deals with the frequency of publication of the high school newspaper was apparently misunderstood, as many answers were received in which bi-weekly was added. Bi-monthly is commonly used as meaning either once every two months or twice a month; therefore, semi-monthly should have been used to prevent this misinterpretation. Tabulations were made under the caption bi-weekly.

Spot Map of California Showing Location
of Schools in this Study



CHAPTER II

BACKGROUND OF THE PROBLEM

Finance

The financing of a school paper is dependent largely on the type of paper produced. Small schools many times are unable to print their newspapers and therefore they have them mimeographed. If a paper is mimeographed the cost is very little and the paper can be financed either by subscriptions or by an allotment of student body funds, but if the paper is printed, the financing and publishing of a school paper depends upon whether the school has a print shop of its own capable of producing the paper it desires or whether it is necessary to take its work to some commercial shop. If the school has its own print shop and the equipment is sufficient to produce its paper, advertising is not always essential because the equipment is furnished, the students doing the work are not paid, and the cost of the paper which must be paid for by some means is not very great. To pay for the expenses involved, some schools raise funds entirely through subscriptions by charging for each copy. Other schools sell student body cards and a certain amount of the money collected is allotted to the school newspaper. Still other schools will attempt to secure advertising from nearby merchants to pay the cost of their paper. Sometimes

the school board will allot funds to the school paper. Prendergast states:

The school boards of seven California schools assisted the school newspapers with contributions ranging from \$150 to \$1,000 for a total of \$3,350. . . This amount seemingly has no strings attached to its use in three cases, while the other four school boards put a definite ban on school newspaper advertising.¹

It often happens, however, that many schools combine all four of these ways of collecting revenue. There are a few high schools with large enrollments having their own print shop that can go out and secure advertising to such an extent that they can actually put money back into the student body fund to be used in other activities. The high schools which have this opportunity for making money for the student body are those located in large cities where the merchants are sympathetic with the school program and are willing to contribute a large amount of advertising to the school paper, knowing that the advertising does draw the students to their stores and help them sell their goods.

Prendergast² says, "During 1937-1938, thirty-five schools showed a total profit of \$5,061.54 or an average of \$144.61

¹Prendergast, James Joseph, A Study of Business Practices That Have Been Developed in the Publication, and Financing of High School Newspapers in Washington, Oregon, and California. University of Washington, 1940, an unpublished master's thesis, p. 67.

²Prendergast, op. cit., pp. 69-70.

for each school. California, with thirteen of these cases, had a high average profit of \$245.17."

If a school is so situated that it has an opportunity to make some money on a school paper, there is always the danger of friction arising between the business manager and the editors over the amount of space to be used for advertising in contrast to that of the stories; and a compromise usually has to be arrived at in order to solve this problem, because, after all, the general consensus of opinion is that a school paper is to publish the news of the school activities and student affairs and not to make money for other activities. In a few cases, school boards have granted district funds to be used to support secondary school publications, but in most cases the students have to finance their own papers.

In some of the small schools, the business activities of the school paper are often considered a part of the journalism class and the journalism teacher is responsible for both the news and the financial success of the paper. Combining these two activities under one teacher and one class is undoubtedly the most satisfactory for any high school newspaper. In this way, the teacher can always plan his paper accurately in advance knowing how much advertising is to come in and how much will remain for news stories, but this method has its disadvantages, especially in larger schools. If the newspaper is published weekly and is of

fairly large size, it demands a large number of stories to go with many inches of advertising and the two activities, news writing and business management, tend more and more to become specialized, and the teacher may become more interested in one or the other, depending on his own personal inclination. Also the business management of such a newspaper, if it involves circulation and student body funds and secures a large quantity of advertising, becomes a specialized problem in itself and really demands the sponsorship of a commercial teacher with the business staff directly under him. To avoid the danger of the two becoming so entirely separate that conflicts would arise, it is not only advisable to choose journalism students to do the business management work, but to have them carry out this work under the direction of the commercial teacher.

Organization of the Business Staff

The accompanying chart is suggested for the organization for the staffs of school papers. Since this study deals only with the business management, the editorial organization is only suggested. If the school is large there will be a vice-principal, who will have as one of his duties, the administrative supervision of the school paper. Directly under him will be the journalism teacher who should be responsible for the entire paper. Since the business part of the paper in-

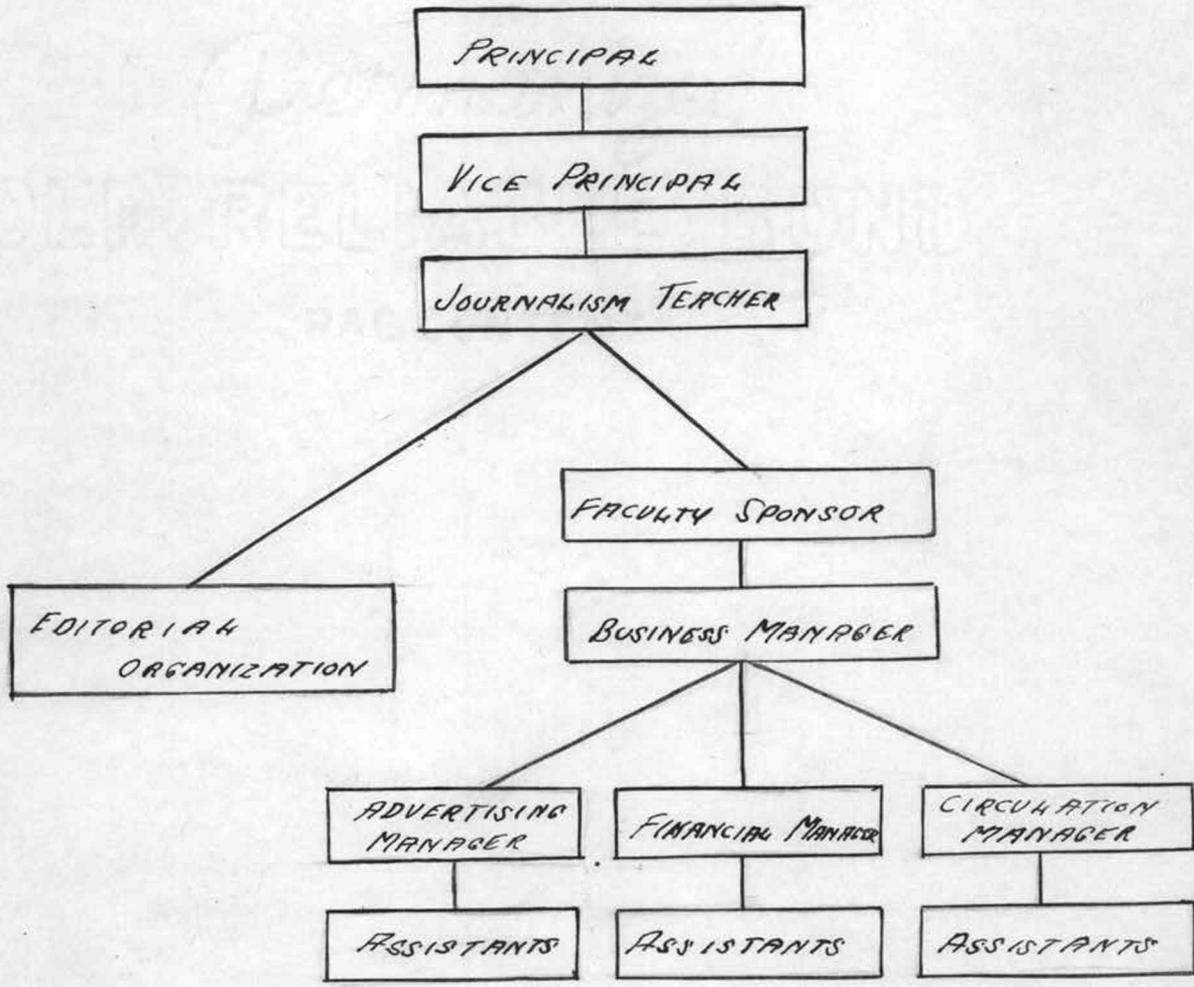
volves activities that often lie outside the journalism teachers' training, it is suggested that a faculty sponsor from the business or commercial department be chosen to work in cooperation with the journalism teacher and supervise the business staff of the paper. The students taking part probably will be a business manager, and under him an advertising manager, financial manager, and circulation manager, all with assistants of one or more students depending on the number of students in such a commercial class, or those interested in the business management of the school paper as an extra-curriculum activity. It is very important to choose a competent business staff. The position of business manager is the most important one on the business staff because he is the student leader and director. In choosing a business manager Bunker suggests the following method:

Whenever possible it is advisable to pick an assistant from a number of active competitors for a position. For instance, one could select the advertising manager from a group of four or five who have been allowed to sell advertising. In this way the man who has shown the best results can be chosen for the position.

A mistake often made is that of picking an assistant from the ranks of one's closest friends. No successful business man chooses a subordinate merely because he is a good fellow. However, it may happen that the man best qualified for the job is an intimate friend of the manager.

CHART I

Suggested Organization of the Business Staff



If so, the friend will often turn out quite successful. Nevertheless, beware.³

Bunker makes further pertinent suggestions on how to choose the right type of students to work under the business manager:

Subordinates should be chosen from the sophomore or junior class when possible. Ordinarily seniors maintain a more or less indifferent attitude especially if they have been working on the publication and were not chosen for the position of business manager. Members of the younger classes will likely be found to be more ambitious, and more willing to learn. Furthermore, the younger men or women can be thoroughly instructed in the problems and the methods of the business office to the end of enabling them to conduct the business successfully the following year, thus insuring the continued life of the publication.⁴

Circulation

A high school newspaper is usually published by the students themselves and for the interests of the school. A paper may be issued daily, weekly, bi-weekly, monthly, or bi-monthly. In the east bi-weekly papers are often in the majority. For example Tiedeman

found that in the Minnesota High Schools the largest number of papers were issued

³Bunker, Harry S., and George H. Gallup, Harry Harper and Charles H. Stout, The Business Department of School Publications, p. 11.

⁴Ibid., p. 20.

bi-weekly; "this distribution of weekly, bi-weekly, and monthly papers from schools of different enrollments indicates that the bi-weeklies with 32 or 53.3% of the 60 schools had the largest representation.⁵

Prendergast⁶ in his study of the newspapers of Washington, Oregon, and California found "that 57.1% issued their papers weekly and only 35.7% issued bi-weeklies. However, there are some schools located in small towns far away from large centers that publish weekly newspapers that are not only circulated among the students, but also become the town's weekly newspaper.⁷ Whenever this occurs the paper naturally can secure all the advertising it wishes from the local merchants and the financing of such a paper is then largely through advertising. This type of paper has the advantage of being able, by its large income, to make money for the student body. Those schools that finance their school paper through circulation alone naturally have a distribution among only those students who buy subscriptions.

⁵Tiedeman, Henry C., Current Practices of Financing High School Publications in Minnesota, Iowa City, U. of Iowa, 1933, unpublished master's thesis, p. 11.

⁶Prendergast, James Joseph, A Study of the Business Practices That Have Been Developed in the Publication and Financing of High School Newspapers in Washington, Oregon, and California, University of Washington, 1940, an unpublished master's thesis, p. 9.

⁷In Piedmont, a city within the city of Oakland, the high school paper is the Piedmont community paper.

Schools that have money allotted by the Board of Education for their newspapers usually distribute the paper free of charge to every student in the school. Occasionally there may be schools that issue more papers than their enrollments indicate is necessary. Tiedeman's finding shows the per cent of subscriptions of the total enrollments for 35 schools:

The average for all schools was 58.9 with a range from 13.9 to 144.2. There were 5 schools that had a larger subscription list than enrollment.⁸

These papers contain one to twelve pages, but four pages are issued most frequently. Tiedeman⁹ also found the four page paper to be the most frequent. Out of his 49 schools, 27 of them issued four page papers.

Those secondary schools that are large enough to carry many student activities and have developed a program for selling student body cards which entitle the holder to certain concessions, often consider the high school paper as part of the regular student body budget and, therefore, allot sufficient funds each semester to carry on an acceptable paper. The circulation in this case is among those

⁸Tiedeman, Henry C., Current Practices of Financing High School Publications in Minnesota, Iowa City, U. of Iowa, 1933, unpublished master's thesis, pp. 86-88.

⁹Ibid., p. 13.

who hold student body cards. The larger high schools combine many of these means. To cite a typical example of this, a large city school may allot certain funds from the student body budget taken in from the sale of cards to the paper. A subscription rate may be set up and any student who wishes to subscribe to the paper and does not wish to buy a student body card may secure the paper in this way. The journalism department may also solicit advertising and bring in a considerable amount of money each semester from this source, and in rare cases the school board may allot a certain sum to its publication. Often the circulation of a high school paper includes a large number of secondary schools scattered throughout the state because of the interest the students have in comparing the work done by students in other high schools. This activity is carried on by means of exchanges.

The circulation manager, therefore, has many activities in his department for which he is responsible. He must not only organize a program for increasing the number of subscriptions, but he has charge of keeping the accounts of all new and renewal subscriptions with dates of expiration for residence students. He is responsible for keeping an up-to-date mail subscription list. He should keep a record of the number of all individual sales for each issue. If subscriptions are sold on the instalment plan, it is his duty to see that all instalments are paid promptly. If the school has

an active alumni association, he might find a fair circulation among this group. He should send out advance letters notifying all main subscribers of the expiration of their subscriptions. If he is interested in business he might even compile or prepare tabulated statistics and graphs, showing the status of the circulation for an entire semester.

Even though the circulation manager may not have as important a job in certain respects as the advertising manager, he is nevertheless a very important individual on the business staff. From the duties listed above it can be seen that careful choice must be made in the selection of the student to take charge of circulation. But in any case, the circulation manager should be able to make friends readily.

Bunker states,

A circulation manager should be able to speak fluently before any sort of gathering. It may be necessary for him to give a number of talks at school assemblies or, if he works with a crew of solicitors in a circulation campaign he must be able to get their attention, and inspire them to action with his words.

Persistence is a most desirable trait in the circulation manager. He should have enough stamina to follow up every prospective subscription buyer.¹⁰

¹⁰ Bunker, Harry S. and George H. Gallup, Harry Harper and Charles H. Stout, The Business Department of School Publications, p. 22.

Business Manager Sponsor

In the few large high schools in the state of California, the business management of the school newspaper involves a large number of activities and problems; such as, the handling of the circulation, the management of student body funds, the supervising of students engaged in securing advertisements, the collecting of bills from advertisers, paying bills, the keeping of the accounts, laying out advertisements and positioning of advertisements in the paper along with the news stories. If a teacher is ever required to take charge of all these activities, he should not be required to carry a full teaching load or he should be given extra compensation. Prendergast discovered in the course of his study that some sponsors were given extra compensation for editorial and business work on school newspapers.

In schools having between 2000 and 7500 students, 2 faculty members received (yearly) between \$50.00 and \$79.00 for handling both the editorial and business work of the school paper; one business adviser and one business and editorial adviser received between \$110.00 and \$139.00 for such work.¹¹

Perhaps the most difficult activity of those listed above is that of securing advertisements. The advertiser

¹¹Prendergast, James Joseph, A Study of the Business Practices That Have Been Developed in the Publication and Financing of High School Newspapers in Washington, Oregon, and California, University of Washington, 1940, an unpublished master's thesis, p. 38.

does not always cooperate well with students and their publication because advertisers are accustomed to dealing with large metropolitan dailies with competent workmen. A student newspaper must of necessity take longer to produce and advertising must be brought in several days in advance of publication date in order to give the students time to set the advertisements, to correct them, and to make up the paper. Students often have to go two or three times to a business house before they receive the advertisement. After they get it, it may be poorly written and in such a condition that it could not be turned over to the printer. Therefore, the faculty sponsor must be responsible for seeing that some student rewrites the advertisement and lays it out correctly for the compositor. Since it also involves considerable time on the students' part in visiting the business houses, it seems of necessity that the student should receive some kind of compensation, either in the form of school credits, considering this work as part of class work, or in being paid a certain percentage of the income derived from advertising. Since the present study is being prepared during war time when gasoline is rationed, the use of an automobile on the part of the sponsor or of certain students constitutes a rather serious problem. If the teacher has the full responsibility of getting out the paper and also the financial details in connection with it, it appears that the teacher

should have his teaching load reduced so that his class work and his school paper activities will compare favorably with the load required of other teachers for the same salary.

Business Management Class

The business management staff of high school papers in California runs from one extreme to the other. There are high schools that do not have a single student in this activity and there are a few high schools that actually have a class devoted to the business management of the newspaper, the members of which carry on the financial end of their school paper, and receive credit for it. In the larger high schools such a class could very easily be formed, having ample teaching material to offer the students for a well-rounded course in the business management of a small newspaper. The content of the course could be built around retail selling with emphasis on advertising for magazines and newspapers and all that it involves, including the personal business connections with the advertisers, the writing and layout of advertisements, keeping of accounts, collecting the bills from advertisers and paying bills for paper, printing, and other incidentals. In addition to all this work the students could very easily take the responsibility for laying out the advertisements on the newspaper dummies and in cooperating with the journalism students in bringing

out a school paper having the highest quality of advertising as well as that of news stories. Since the members of such a class will have to carry on a real-life situation in all their contacts and activities, the administration might feel that a certain high standard should be set up for students enrolling in such a class. These standards might be based on the students' past activity records, their scholarship in other classes, or their interests in this field.

Advertising

Although school papers may be financed by subscription, advertising, school funds, subsidies, or a combination, a large amount of revenue comes in through advertising. Prendergast found that,

Of the total revenue to the school newspapers surveyed in Washington, Oregon, and California, advertising contributed 55.7 percent, 63.2, and 45.0, respectively. All of these schools collected \$41,589.68 or an average annual income for each school of \$639.38. This is a sizable amount.¹²

Prendergast¹³ also notes that California schools have such a large income that their school papers are not as

¹²Prendergast, James Joseph, A Study of Business Practices That Have Been Developed in the Publication and Financing of High School Newspapers in Washington, Oregon, and California, University of Washington, 1940, an unpublished master's thesis, p. 93.

¹³Ibid., pp. 62-63.

dependent on commercial advertising as the schools of Oregon and Washington. "Money from student sources [in Oregon schools] was approximately 1/2 that of California. This lack is reflected in the advertising carried, with Oregon having an average of 38 inches to California's 52 inches." The degree of dependence upon commercial advertising "usually represents the difference between a well-balanced page or one carrying an excessive number of advertisements."

The business manager, a student either chosen by the students or appointed by the sponsor, is held responsible for all the business management of the school paper, and his greatest responsibility, naturally, will be in supervising the advertising. This business manager is responsible for all collections and expenditures, for the supervision of an advertising manager and a circulation manager, if the school is large enough to have these two students under a student business manager, and lastly, continually to increase and to hold the business. In this work the student business manager should keep accurate records. He should arrange his records so that he can give a full accounting of income and expenditures on each issue of the paper and it should be his aim to strive to make a profit. At the beginning of each semester the business staff should adopt a budget in the light of the cost of publishing the paper and the manager should always see that this budget is not exceeded. Each month he should make up a report on that

month's activities. In this report he should list under the cost: number of copies, number of pages per issue, the cost of engravings, postage, printing, and miscellaneous expenditures. Under revenues will be listed: advertising sold, income from circulation, income from subsidies, and any other miscellaneous income. In order to secure an accurate picture of costs and expenditures, the business manager must pro-rate certain items, such as income from circulation and subsidies for each issue. Before the end of the semester or term that the business manager goes out of office, he should make what can be called an end of term report. This report will contain similar items to his monthly reports, that is: total revenue, total cost, uncollected accounts, profit or loss, and an itemized statement of expenditures. This last item is very important because it is the business manager's responsibility to authorize every expenditure made for the school paper regardless of how small the item may be. Teachers and sponsors having charge of students carrying on such activities are well aware of the unintentional carelessness of students, and the fact that students many times will spend money for what seems to them at the time very important and may overlook the fact that every cent spent should be authorized by the business manager.¹⁴

¹⁴Morelock, Thomas Cecil, School Newspaper Production, pp. 155-167.

Advertising Manager

The most important subordinate on the business staff is perhaps the advertising manager, since he must be responsible for all advertising and the keeping of the advertising records of the school paper. This work involves considerable time and demands very competent and trained ability. Not every student can do this type of work successfully. When choosing an advertising manager, it is well to take into consideration a number of very important factors. These factors are well expressed by Bunker in the following questions:

Is the candidate able to make friends with, and command the respect of businessmen? Does he apply himself diligently to the task before him? Is he observing? Can he lay out and write a probable advertisement? Then, can he sell it?¹⁵

This advertising manager will be the one on the business staff to carry the largest load and therefore the business manager must feel that it is part of his responsibility to guide and supervise the advertising manager in his work and to help him choose students to assist in obtaining advertising. To do a successful piece of work at advertising, the manager will be required to make some

¹⁵Bunker, Harry S. and George H. Gallup, Harry Harper and Charles H. Stout, The Business Department of School Publications, p. 20.

sort of survey in order to gain pertinent facts and information to present to prospective advertisers that will convince them of the importance of high school advertising.

Bunker¹⁶ suggests the following pertinent reasons why advertisers should patronize the local high school paper: (1) the high school group can be reached successfully only through its own publication since students of this age do not read the daily newspapers regularly nor are they attracted by the advertisements, but their own publication, since it is published by them, is of such interest that they will read it from beginning to end, (2) adolescents of high school age assert a tremendous influence on their parents; and therefore if the advertisers can appeal to the students they, in turn, are likely to request their parents to buy this particular product, (3) advertisers must remember that perhaps more than 90% of the students in high school at any one time will remain for years to come in the community and in three to five years these students will be adults, and if an advertiser can win the student for his products during his adolescence, he may have a customer for many years to come, (4) although students influence their parents, the parents themselves, are very much interested in their chil-

¹⁶Bunker, Harry S. and George H. Gallup, Harry Harper, and Charles H. Stout, The Business Department of School Publications, p. 185.

dren and what they are doing in school and therefore they often read the high school paper and are influenced by it.

Morelock¹⁷ outlines an excellent program for a beginning advertising manager. He suggests that the manager make a survey of the student body which would give him the following facts to present to prospective advertisers. He or his assistants should inquire of representative students in the school as to approximately how much money they spend at various stores in the town and what type of goods they buy in large quantity. He should also find out from the circulation what percentage of the students take the school paper and also in what part of the city these students live. He should have full information on the size and frequency of the publication, an understanding of the type of news that will be published in it from issue to issue, and a definite set of advertising rates. If he can get this information together and have it ready when he meets an advertiser, he will have some unanswerable facts as to the importance of advertising in his high school paper.

Advertising rates must be set and rigidly adhered to. Any deviation from set rates would cause considerable confusion and might cause animosity among advertisers. The business manager, together with his assistants, should survey the field very carefully and determine their rates on

¹⁷Morelock, Thomas Cecil, School Newspaper Production, pp. 168-169.

the basis of the circulation of their paper, its appeal to the readers, the size of advertisements, whether advertising is on a contract basis, and perhaps a special set rate for national advertising. Advertising is usually charged for at so much a column-inch. Discounts may be given for larger ads and especially for contracts made for an entire semester's advertising. Since national advertising, however, is handled by an advertising agency which charges all the way from 15 per cent to 35 per cent for their services, a higher rate should be charged for this type of advertising.

It should always be the advertising manager's aim to increase his advertising. He can do this by carrying out certain definite business practices, such as making friends with the merchants and striving in every way to retain their good will. But in spite of all these efforts, he must always be active. To carry out a successful program he might be able to induce the advertisers to take a large amount of space in special issues of the school paper such as those that appear at Christmas, Easter, and the close of semesters. If he carries out such a special edition, he must plan it weeks in advance. He may also find that advertisers are willing to give larger advertisements for special pages in editions that contain big stories on special athletic contests. The school also may have certain standards set up

which prohibit advertising of certain types of goods, such as questionable places of amusement, liquors, etc., and the advertising manager should advise with the administration on any advertisement that he might feel would be questionable.

Although larger stores that have their own advertising managers will probably furnish the students with accurately written out advertisements often sketched with layouts, most of the stores will look to the student advertising manager for help in writing and laying out ads. If the student advertising manager is capable of thinking up ideas for advertisements and laying them out properly as attractive suggestions, he will be able to sell considerably more advertising to smaller merchants. This fact is brought out by Bunker:

At the present time more advertising is being sold to buyers of space by the purchase of prepared copy than in any other way. Many merchants do not advertise because they feel that they lack the ability to write an advertisement or because they think they are too busy to prepare copy.

But if the merchant is approached by a solicitor who has something definite to show him he has no excuses to offer. Then it is only a matter of selling the prospect upon the use of that particular piece of copy in the school publication. If the copy seems suitable and the advertiser is convinced of the value of the

publication's circulation, the sale is easily made.¹⁸

Therefore, the advertising manager has the responsibility of acquainting himself thoroughly with the principles of newspaper advertising as to content, use of type faces, and making rough layout sketches. In order for the advertising manager to do an efficient piece of work, he must secure from the advertiser complete information as to what a particular ad should contain. He should also acquaint himself with the articles sold in such stores so that he might make suggestions as to what articles might be advertised to advantage in a school paper. He should also strive to use illustrations if possible, provided the advertiser is willing to pay for sufficient space. Often the small advertiser cannot afford to have special engravings made to illustrate his goods, but the advertising manager should be acquainted with such "mat" services that are offered by national concerns, and if the circumstances warrant it, the school paper should subscribe to a mat service so that the student manager can suggest and provide illustrations for just what the advertiser wishes to illustrate. Prendergast¹⁹ found that "twenty-

¹⁸Bunker, Harry S. and George H. Gallup, Harry Harper, and Charles H. Stout, The Business Department of School Publications, pp. 73-74.

¹⁹Prendergast, James Joseph, A Study of Business Practices That Have Been Developed in the Publication and Financing of High School Newspapers in Washington, Oregon, and California, University of Washington, 1940, an unpublished master's thesis, p. 88.

three schools allowed a total of \$221 in their budget, or an average of \$10.52 each for this [mat] service." These various mat services provide an easy means of illustrations not only for advertising, but also for general use of the editorial staff in illustrating news stories or feature stories.

By understanding the principles of advertising, the business manager will know how to write up the copy to fit any certain size advertisement, and he will know what lines to put in large type and how to arrange the material to make an attractive advertisement. A few simple rules will help the student to write up a good advertisement: Use the drawing power of repetition, but avoid "rubber stamp" copy. Don't say things in just an ordinary way. Be specific about the advertiser's goods. Avoid superlatives and boasting, and make the copy read as a piece of very interesting and important news. Even after the advertising manager has performed all of the above tasks, he is now faced with the problem of laying out the ad and marking it for the printer. He will have a type specimen catalogue put out by the printer that issues the school paper, and he will mark up the advertisement using the type faces available and according to printer's accepted style of marking copy. After the advertisement is set in type, it falls to his responsibility to read proof, and in doing this he must be extremely accurate in comparing the printed proof letter by letter with the copy. An error

in an advertisement often obligates the paper to correct the advertisement and print it in the following issue free of charge. An error in the price of any items appearing in the advertisement may cause considerable annoyance to the advertiser. In cooperation with the editorial staff, it now becomes the duty of the business manager to place the advertisements on the "dummy."

The object of a layout is to get a picture of what the advertisement will look like after it is set in type. By laying out an advertisement the accurate size it is to be in the paper and lettering the display lines the same size that he expects them to be in type, roughly sketching the illustrations if any, the advertising manager will get a good conception of whether the advertisement will look right in type. If it appeals to the eye and all the parts are properly spaced, he can be sure that the printer can reproduce it. The advertising manager may at first have some difficulty in deciding what the display lines should be and may need assistance from the sponsor, but once he gets on to ad writing he will find it very fascinating and interesting. The tendency of students is to make things too large, and this will undoubtedly occur in any first attempts at laying out advertisements. However, in advertising, white space is just as important as printed matter. If illustrations are used beside copy they should always face

toward the copy. Since the eye travels in the direction in the way cuts and pictures face, it is important that, as the reader looks at the picture, his eye naturally travels to the content.²⁰

Selecting type faces to use for advertisements is not extremely difficult if the paper is printed in a comparatively small print shop which will probably have a limited assortment of display type, but the student must use types available that fit the theme of the advertisement. If an advertisement illustrates machinery, the display lines should be set in a heavy bold face type which shows sturdiness and dependability. On the other hand articles such as perfumes, dresses, etc., that appeal to the feminine students should be displayed in a finer line type.

After the advertisements have been laid out, set in type, and proof read, they must be placed properly on the page. Sometimes advertisers request that their advertisements be placed in a certain position. If the business manager feels that he can grant this request he must see that the advertisements are placed where the advertiser wants them. However, it usually occurs that such advertisements will cause confusion and difficulties in making up a balanced paper and, therefore, many schools will not accept advertise-

²⁰The writer is indebted to George T. Smisor, head of the Printing Department of Sacramento College, for the technical information relating to high school newspaper production.

ments that must appear in certain positions. Free from any special requirements, the management staff and the editorial staff can work up dummies that will be to the best advantage of both the advertising and the stories. Most school papers avoid placing advertisements on the first page, but if their papers are four, six, or eight pages, they may put advertisements on any or all of the other pages. Two styles of laying out a page make-up are generally used, the pyramid style and the double pyramid style (see illustrations on pages 36 and 37).

Bunker gives some very pertinent reasons why the pyramid style of laying out pages of advertisements is the best to use:

The advantage of "pyramiding" advertisements is found in the greater possibilities permitted the news department in making up the editorial matter. This style ordinarily leaves the whole top of the page free and the left-hand side. There is no question as to the advantage this gives the news department. More ads can be run at the top of the page. Banner stories can be run in the first column. Each succeeding column can be made up in the approved hyphen page manner. But there is a question whether the advantages of this style of layout to the news department counterbalance the serious disadvantages to the advertising department. When advertisements are pyramided the minimum number can be placed next to reading matter. Of necessity some must be "buried" It is asserted by the exponents of this style of layouts that since only the larger and blackest advertisements are placed

at the bottom of the pyramid their attention value is not appreciably diminished. But there are likewise strong reasons for not following this style. When a number of small advertisements must be placed on one page and this is frequently the case with school publications, those at the bottom of the pile are often overlooked. Their attention value is cut down seriously by the competition of other advertisements.²¹

In order to overcome somewhat the disadvantage of the regular pyramid style of make-up, Bunker suggests the "double pyramid style." This style, he says,

makes it possible to place much more advertising next-to-reading matter than the single pyramid . . . When the double pyramid style is followed the top of the page will be left open but the make-up problems of the news department will be increased.²²

For appearance sake in the regular pyramid style, the large advertisements are placed at the bottom with the smaller ones arranged above in such a way that the advertisements form neat appearing steps from the right hand top corner to the bottom left hand corner on odd numbered pages and vice versa on even numbered pages. By following this method the small advertisements will be scattered along the top of the large ones in the various columns and thus avoid being piled up in a group which would bury the small adver-

²¹Bunker, Harry S. and George H. Gallup, Harry Harper and Charles H. Stout, The Business Department of School Publications, pp. 85-87.

²²Ibid., pp. 87-89.

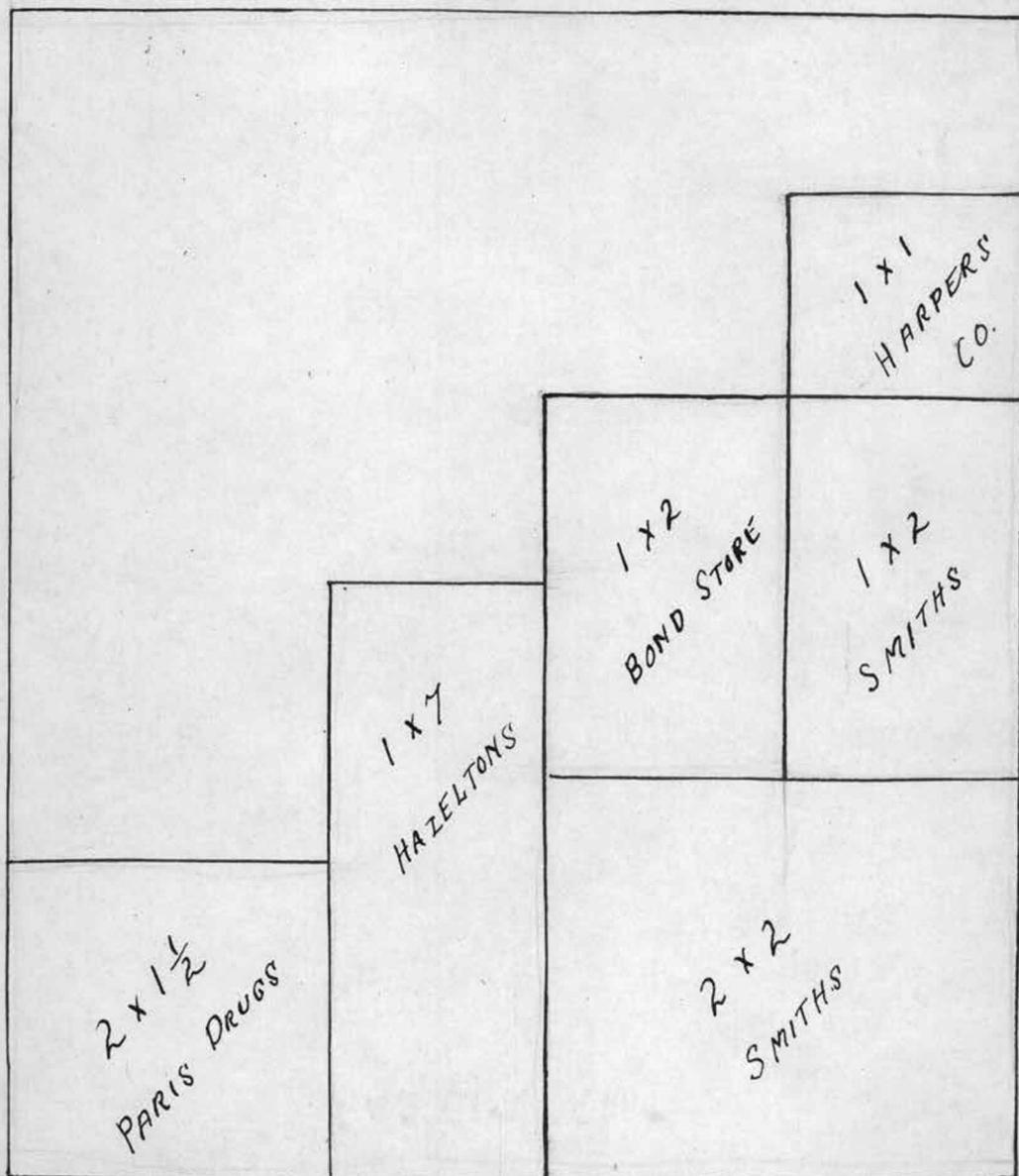
CHART II

Pyramid Style of Make-up

Date _____

Page Number (3)

Issue No. _____

(After Bunker)¹

¹Bunker, Harry S. and George H. Gallup, Harry Harper and Charles H. Stout, The Business Department of School Publications, pp. 86-88.

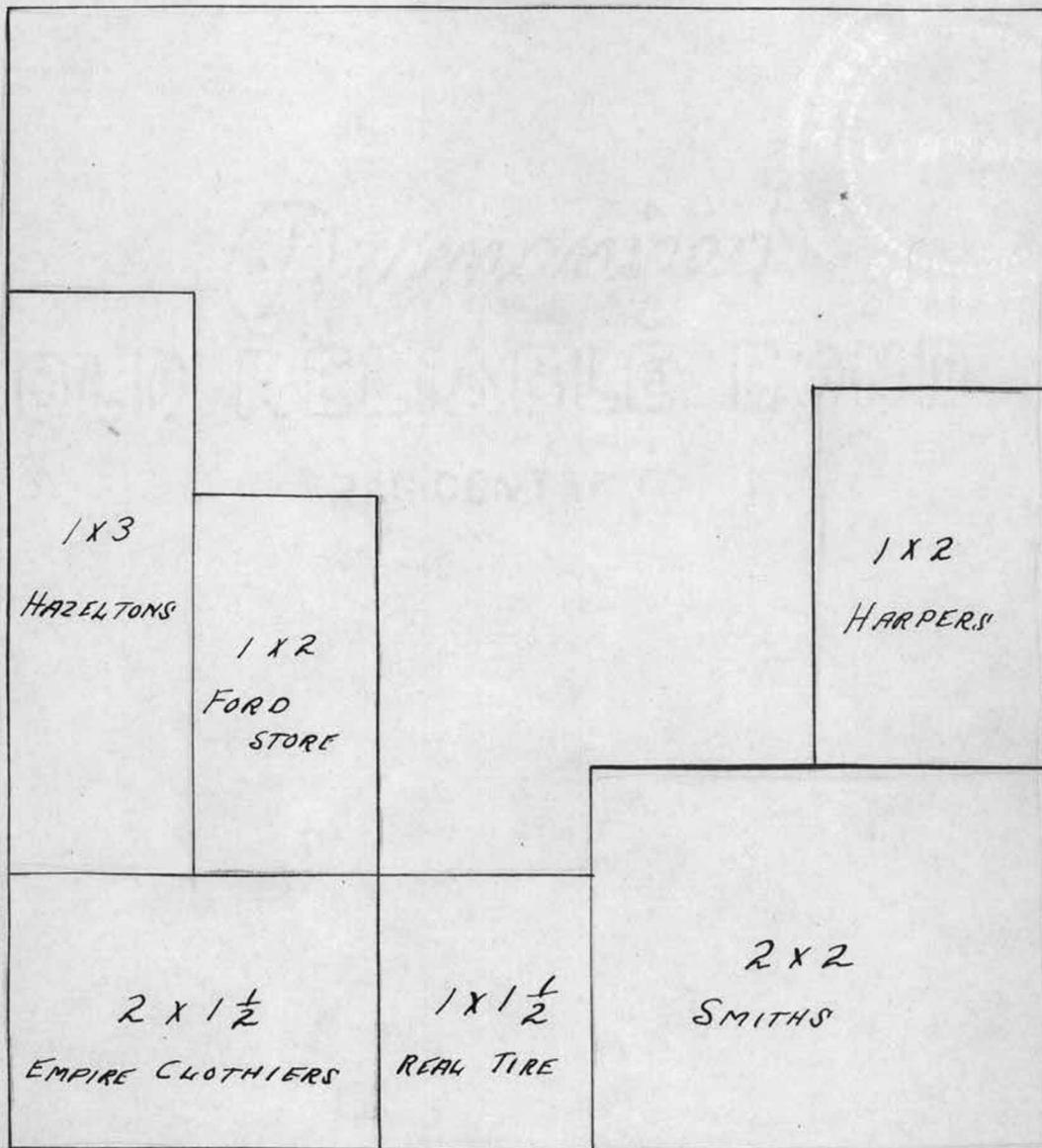
CHART III

Double Pyramid Style of Make-up

Date _____

Page Number (3)

Issue No. _____

(After Bunker)²

²Bunker, Harry S. and George H. Gallup, Harry Harper and Charles H. Stout, The Business Department of School Publications, pp. 88-89.

tisements, so that they would be scarcely noticeable. Many papers wish news stories to begin every column, and therefore the pyramid style may begin a third to halfway down the page and then taper off to the corner.

The double pyramid style of make-up has the advantage of allowing for more advertising space by placing advertisements down both sides of the page and across the bottom, but here again the large advertisements should always be placed at the bottom. Although these two styles of make-up are perhaps the neatest appearing, students may feel that they can vary their layouts from issue to issue, and indeed they may have to in order to fit in their stories together with the various sizes of advertisements in the paper.

If special editions are published it may be wise to devote an entire page to advertising. Such a page could be allotted to Christmas advertising in which a line across the top of the page could say something to the effect that the following advertisers wish the students a Merry Christmas and a Prosperous New Year, and then the rest of the page be devoted to a large group of advertisements. However, a page of this type must be carefully planned. The advertising manager should begin weeks in advance and lay out a dummy marking off definite spaces for advertisements and then sell these spaces to merchants. Bunker says:

Special editions . . . are of value
to the advertiser and to the publication

unless overworked. Special editions may be run by school publications in the case of homecoming, Christmas, school plays, junior and senior banquets, commencement, and big athletic events. By special editions an extra edition is not necessarily meant, but a larger size edition devoted to one of these special occasions. Of course, extra editions may be published if the occasion warrants them. . .

It is impossible to generalize regarding the comparative merit of special editions. Each edition will present a different problem in every school. The important point to consider always is the effect on profit and loss columns. Many conservative publishers have come to doubt the value of special editions and special pages; but the situation in the school field is somewhat different. In the school field there is little doubt as to their value.²³

Printing

The business manager has the responsibility of making the contract with the printer and producing the school paper. Under his direction, if the school is large enough, a financial manager should be appointed, one of whose duties would be to take charge of the costs of publication. He would be responsible for letting out bids, if the paper or any part of its production is done by an outside shop, or if the work is done entirely in a school plant he would still be responsible for taking charge of whatever costs

²³Bunker, Harry S. and George H. Gallup, Harry Harper and Charles H. Stout, The Business Department of School Publications, pp. 78-86.

may be involved, such as the cost of paper stock. The costs of producing a school paper include composition or type setting, press work, paper stock, folding, delivery, engravings, or line etchings. Composition includes setting type either by hand or machine, lockup, and the making of corrections. If type is set by hand it takes considerably more time to complete a given amount than it does by machine. Most papers today are set on a machine, usually a Linotype or Intertype. Since type setting is a very costly operation the copy sent in must be accurate. This is especially true with advertisements, because the composition on an advertisement involves not only the setting of a few lines on a machine, but since there are different sizes of type used for display, the printer is obliged to change the machine for every size of type used. Some lines may have to be set by hand. Therefore, if corrections in machine set matter have to be made it means the time of changing the machine for every odd line that must be reset. In California, the costs involved in composition run from \$3 to \$5 an hour.

This information regarding composition is very essential to the financial manager in figuring the costs of his paper and in checking the bids that might not be made by printers doing the composition. In California the cost of composition by the thousand ems varies from 60¢ to \$1. Sometimes printers will charge so much a galley. This is easy to figure if one

remembers that a galley contains 20 inches of type. If the paper is taken by a printer on contract to set, print, and deliver each issue for the semester, the financial manager will not have to be involved in these minute figures connected with composition. Since many schools in California have industrial arts shops in which they have a good press but no composing machine, they often get their type set by a composition company, and in this case it is essential that the financial manager of the school paper know how to figure the cost of composition. Even though the paper may be let on contract as a complete job, the printing company that does the work reserves the right to charge extra for all "overset." Although the overset is caused by the editorial staff having more copy set than can be used, it is still the duty of the financial manager to see that all overset is either eliminated or is of such a nature that it can be used in following issues. Dangers of overset in advertisements are nil, since every advertisement is accurately marked as to size.

Before the bid is let for printing, the business manager should have a style sheet of type faces which can be furnished for setting heads and he should know which faces will have to be set by hand. It is better to have the heads set on the machine if possible. There is less danger of workups on the press and of producing poor printed heads due to worn type faces.

The next item to consider in producing the school paper is the grade and quality of stock to be used. In a study made some time ago by Coe²⁴ he discovered that "5 qualities of paper were found in the high school newspapers examined namely 'newsprint', 'No. 1 newsprint', 'machine print', 'heavy weight color machine finish', and 'mimeograph paper.'"

The same five qualities of paper are used by the high schools in California. The cheapest paper that can be used is, of course, the newsprint which costs about $1/3$ that of machine finished paper. In choosing a paper stock the school must determine how much it can spend for stock alone and whether it intends to print a large number of engravings. Even though machine finished paper of the cheapest grade costs three times as much as newsprint the over-all cost is not large when one considers the size of the paper and the circulation. If a school is interested in producing an attractive newspaper, it will not hesitate to use a machine finished paper. If the business manager has to take the responsibility of ordering paper for the school print shop he should do so with the advice of the printing teacher.

²⁴ Coe, Wilfred Cursley, A Study of Make-up, Management, and Content of High School Newspapers, unpublished master's thesis, University of Chicago, 1928, p. 9.

CHAPTER III

THE STUDY

Circulation

For the purpose of making a study of the circulation of high school papers, the first four sections of the questionnaire were devised to cover this subject. They include the following questions: (1) Approximately what per cent of the student body receives the school paper? (2) Is your school paper issued daily, weekly, monthly, bi-monthly, or at other intervals? (3) Approximately how many copies are printed in each issue? (4) How many pages are there in each issue? In order to make this study applicable to schools of varying enrollments the tables have been prepared to cover four enrollment ranges: below 500, 500-999, 1000-1499 and over 1500. It was the plan not to cover high schools with an enrollment below 500, but many borderline schools, because of the war, showed an enrollment slightly below 500, and all questionnaires from such schools are included in this study. The distinction between printed papers and a few mimeographed ones is not always clear and in this first section covering circulation both types of papers are considered together.

The first question of the questionnaire deals with the percentage of the student body who receives the school

paper and is stated in general terms expressing replies to the nearest percentage of student body enrollment to the four divisions of 25 per cent, 50 per cent, 75 per cent, and 100 per cent. Most replies simply marked the percentage that was nearest to their particular cases. The data are shown in Table II.

TABLE II

Percentage of Student Body Receiving School Papers

Student Body Circulation	Below 500	500-999	1000-1499	Over 1500	Total	Per cent
25%	0	0	1	1	2	2
50%	2	3	4	2	11	13
75%	7	20	6	8	42	50
100%	6	10	6	8	30	35

These data show that the majority of the high schools reach a circulation of 75 per cent of the student body and 35 per cent of the schools reach 100 per cent. Among the schools with an enrollment of 1000 and above the largest numbers were able to maintain a circulation of between 75 per cent and 100 per cent. It is also noted that within this same group more of them fall below 50 per cent than in the schools of less enrollment.

The following table, based on question 2 of the questionnaire deals with the frequency of publication of school papers, has one more item added than was listed in the questionnaire, bi-weekly publication.

TABLE III

Frequency of Publication of School Paper

Paper Issued	Below 500	500-999	1000-1499	Over 1500	Total	Per cent
Daily	0	0	0	0	0	0
Weekly	9	16	12	12	49	50
Bi-weekly	1	8	2	3	14	14
Monthly	3	2	0	2	7	7
Bi-monthly	2	14	5	3	24	24
Other	1	0	2	2	5	5

The facts in this table indicate that the greatest majority of the schools issue a weekly paper. Thirteen schools, eight of them in the 500 to 999 class, issue bi-weekly papers. Nineteen high schools issue bi-monthly papers, but only five schools indicate that they issue their papers monthly. In every enrollment group the schools issuing weekly papers are in the large majority, with the exception perhaps of the 500 to 999 group in which there are 16 weekly papers, ten bi-monthly papers, eight bi-weekly papers and two monthly papers.

TABLE IV

Number of Copies Printed in Each Issue

Number Copies	Below 500	500-999	1000-1499	Over 1500	Total	Per cent
200-499	7	6	0	0	13	13
500-749	11	18	4	0	33	32
750-999	0	10	4	2	16	16
1000-1499	2	5	7	5	19	19
Over 1500	0	0	6	14	20	20

The above table brings out a few interesting facts. Two schools having an enrollment below 500 issue more than 1000

copies in each issue; for example one high school with a present student enrollment of 300 prints 1300 copies of each issue. It is also noted that in the enrollment group of 500 to 999 that four schools print more than 1000 copies in each issue. But comparing Table IV with Table II it will be noted that 13 schools in the over 1500 group print over 1500 copies per issue, but in Table II only eight of these schools fall in the group with 100 per cent student body circulation, which apparently means that five of these schools are using their extra issues for other purposes.

The number of pages in each issue of the various school papers is itemized in Table V. It has been made up by indicating the smallest number of pages which each school turned in on the questionnaire, but some schools occasionally issue papers with more pages for special editions.

TABLE V
Pages in Each Issue of the School Paper

Number Pages	Below 500	500-999	1000-1499	Over 1500	Total	Per cent
1	0	0	0	1	1	1
2	1	0	0	0	1	1
4	13	32	20	20	85	85
6	2	3	1	0	6	6
8	0	4	0	0	4	4
10	1	1	0	0	2	2
12	1	0	0	0	1	1

Four-page high school papers have always been the most popular and still are according to the data received for the above table. In fact, 85 out of the 100 schools produce four-page papers. All of the schools in the 1000 to 1499 and over 1500 groups issue four-page papers with the exception of one in the over 1500 group and this school states that it issues a one-page paper. Three schools in the 500 to 999 group issue an eight page paper. The papers indicating 10 and 12 pages are duplicated. Seven high schools state that they increase their number of pages from two to six pages per issue at special times during the year.

Finance

Certain questions dealing with the financial aspects of high school papers were included in the questionnaire. These questions endeavored to find out (1) the average cost of each issue, (2) how the financial records are kept by the individual schools, (3) whether the school paper is making a profit, (4) by what means the paper is primarily financed, and (5) what the journalism teachers think is the most ideal way to finance a school paper.

The total cost for each issue of the various school papers is contained in Table IV. No effort has been made to separate duplicated papers from printed ones, all replies from the questionnaire being placed in this table according to enrollment.

TABLE VI

Distribution of Schools with Printing Cost

Printing Cost	Below 500	500- 999	1000- 1499	Over 1500	Total	Per cent
\$ 0-\$ 9	5	8	2	1	16	17
10- 19	1	7	0	4	12	13
20- 29	3	9	2	5	19	21
30- 39	4	8	2	2	16	17
40- 49	3	7	3	6	19	21
Over \$49	1	7	1	1	10	11
Total	17	46	10	19	92	
Per cent	18	50	11	21		

The various costs have been itemized in \$10 units up to \$49. Wherever replies gave an exact figure it has been placed in the corresponding range group in the table. From the table it is evident that the majority of the school papers fall in a price range from \$20 to \$40. The two largest groups, each 21 per cent of the total, are in the \$20 to \$29 and the \$40 to \$49 group. There seems to be very little correlation between the size of school and the relative cost of the school paper. For example, four schools below 500 enrollment pay between \$30 and \$39 for their papers and three of these schools pay between \$40 and \$49. In schools over 1500 enrollment two fall within the \$30 to \$39 group and six in the \$40 to \$49 group, but there are also five that secure their papers for \$20 to \$29, and four that pay between \$10 and \$19. It can be assumed that most of the papers that pay less than \$9 an issue are either duplicated or printed in the school shop.

In the entire group of schools there were 10 that spent over \$49 an issue or 11 per cent of the total number. Seven of the ten are papers published by schools in the 500 to 999 group.

In order to find out what arrangements are made for keeping the financial records of the school papers question 6 was placed in the questionnaire.

TABLE VIII

Keeping of Financial Records for School Papers

Records kept by	Total	Per cent of Total
Comptrollers Office	31	26
Commercial Student	1	1
Journalism Class	15	13
Advertising Staff	3	2
Student Business Manager	35	29
Business Manager Sponsor	29	24
Other	6	5

The data received indicate that the majority of schools leave the financing in the hands of a student business manager. Some of these cases, however, include the comptroller's office which is second on the list with 31 schools. But 24 per cent of the total number of schools leave this financial work to the business-manager sponsor (teacher in charge of activity). Only three schools allow the advertising staff to handle the records and only one school permits a commercial student to do this work. The journalism class, and per-

haps the journalism teacher, has to handle the financial activities of the paper in 15 schools besides doing all the work of writing for the paper. It is true, however, that 29 per cent of the schools do have a student business manager. Twenty-four per cent of the schools indicate that the business-manager sponsor has charge of the financial activities of the paper. Six schools state that the financial records are kept by some other person or institution than those listed on the questionnaire. Considering the data as a whole it is quite clear the majority of schools take care of their financial problems through the comptroller's office, a student business manager, or a business-manager sponsor, or a combination of these three.

Question 7 was placed in the questionnaire to find out whether each school paper was making a profit, creating a deficit, or breaking even. Table IX shows clearly this situation in the schools returning questionnaires.

TABLE IX

Financial Standing of School Papers

Is your paper	Below 500	500- 999	1000- 1499	Over 1500	Total	Per cent
Making a profit	3	9	9	5	26	30
Creating a deficit	6	6	3	5	20	23
Breaking even	8	19	6	8	41	47
Total	17	34	18	18	87	
Per cent of total	19	39	21	21		

The data indicate that 30 per cent of all the schools make a profit on the school paper, 23 per cent create a deficit, and 47 per cent break even. The table shows that all of the schools regardless of enrollment make profits or create deficits and that it is not necessarily the large schools making profits and small ones creating deficits.

There are various means of financing a school paper, and question 8 was placed in the questionnaire to find answers to these various means. Table X itemizes the various methods used.

TABLE X
Methods of Financing High School Papers

Financed Primarily by	Below 500	500- 999	1000- 1499	Over 1500	Total	Per cent
Circulation	2	3	3	1	9	7
Advertising	10	20	10	6	46	38
Student Body Funds	5	18	8	13	44	37
Subscriptions	0	4	2	4	10	8
Other Means	1	7	4	0	12	10
Total	18	52	27	24	121	
Per cent of Total	15	43	22	20		

Ten schools in the lower enrollment bracket resort to advertising to pay for their paper, and 13 schools in the over 1500 enrollment group finance their papers through student body funds. Only seven per cent of the schools or nine schools were able to finance their papers through circulation. Eight per cent of the schools sell subscriptions to the paper and use this means to finance it. Twelve schools indicate

that they use other means than those listed on the questionnaire. Although the evidence is slight, it seems that a general statement may be made to the effect that the smaller schools are more inclined to resort to advertising to meet their financial obligations than are the larger schools.

TABLE XI

The Most Ideal Way to Finance a School Paper

Financed Primarily by	Below 500	500-999	1000-1499	Over 1500	Total	Per cent
Circulation	5	2	2	0	9	10
Advertising	2	6	4	0	12	12
Student Body Funds	7	19	15	12	53	56
Subscriptions	1	2	4	3	10	11
Other	1	7	1	1	10	11

Ten per cent indicate that circulation would be an ideal means of financing. Eleven per cent prefer individual subscriptions. The majority of the sponsors, or 56 per cent of those replying, feel that a school paper should be financed by student body funds. Comparing this result to Table X, 38 per cent of those replying say that their paper is financed by advertising. No doubt this shows a conflict between what has to be done in the particular situation and what the sponsor would like to do if he could adopt his own ideal means of financing.

Business Manager Sponsor

The teacher who sponsors a school paper must devote considerable time and effort to the project. In order to discover the responsibilities of the teacher in charge of the business management of high school newspapers and to determine what compensation in the way of reduced teaching load may be granted, certain questions covering these items have been placed in the questionnaire. Since this study is primarily interested in the financial side of school papers, the emphasis has been placed upon those teachers in charge of the business.

The information indicated in the following table shows the responsibilities of the business-manager sponsor as listed in question 9 of the questionnaire. Since many of the sponsors are responsible for more than one of the activities listed in the table more than one item was sometimes checked.

TABLE XII

Responsibilities of Business-Manager Sponsor

Sponsor responsible for	Below 500	500-999	1000-1499	Over 1500	Total	Per cent
Business Management	14	27	12	14	67	39
Journalism	11	16	12	8	47	27
Printing	6	13	4	0	23	13
Circulation	7	15	6	9	37	21
Total	38	71	34	31	174	
Per cent of Total	22	40	20	18		

Thirty-nine per cent of the responsibilities fall under business management; 27 per cent of them are in journalism; 21 per cent in circulation; and 13 per cent in printing. It will be noted that in the over 1500 enrollment group that no business-manager sponsor is responsible for printing, and only four are responsible for this item in the 1000 to 1499 group. According to these results in a great many schools the journalism teacher is also responsible for the business management.

In order to find out in what teaching field the business-manager sponsor is, question 10 was placed in the questionnaire. Table XIII shows the information received.

TABLE XIII

Teaching Field of Business-Manager Sponsor

Business-Manager Sponsor is a	Below 500	500-999	1000-1499	Over 1500	Total	Per cent
Commercial Teacher	2	6	0	5	13	14
Journalism Teacher	12	18	13	10	53	57
English Teacher	2	6	3	3	14	15
Other Teacher	1	8	1	3	13	14
Total	17	38	17	21	93	
Per cent of Total	18	41	18	23		

Only 14 per cent of the total number of schools have commercial teachers to carry the financial activities. In schools of the 1000 to 1500 group, however, not one commercial teacher is indicated. The replies show that 15 per cent of the business-manager sponsors are English teachers. Fourteen per cent of the schools indicate that another person or

teacher is responsible for the business activities. Fifty-seven per cent of the business-manager sponsors are journalism teachers. This holds true in all the enrollment groups. For example, 12 business-manager sponsors are journalism teachers in the below 500 group; 18 in the 500 to 999 group; 13 in the 1000 to 1499 group and 10 in the over 1500 group. Thus in all types of schools the journalism teacher is more often the one chosen to carry not only the load of journalism teaching and the responsibility of the stories, but he must also carry the burden of the financing.

Question 11 was placed in the questionnaire to find out what, if any, compensation is given to such sponsors by reducing their teaching load per day.

TABLE XIV

Adjustment of Teaching Load of Business-Manager Sponsor

School Enrollment	One Period	Two Periods	Other	Total	Per cent
Below 500	8	0	1	9	14
500-999	20	1	7	28	42
1000-1499	7	2	4	13	19
Over 1500	13	3	1	17	25
Total	48	6	13	67	
Per cent of Total	72	9	19		

In judging the data given in this table one must compare the information in Table XIII in which it was found that 57 per cent of the business-manager sponsors were journalism teachers and, therefore were carrying both the journalism and the financing for the paper. In Table XIV, 72 per cent

of the schools state that the teaching load of the sponsor is lessened by one period per day in order to allow the teacher this extra time to work on the school paper. Only nine per cent, however, of the schools indicate that their sponsors' loads were lessened by two periods per day. Nineteen per cent indicate that the sponsors receive other compensation. Three schools state that the business-manager sponsor is given no compensation of any kind.

Advertising Staff

The largest number of questions are devoted to the advertising staff and the problems of advertising. These questions in the questionnaire deal with the following points:

- (1) the number of members on the advertising staffs,
- (2) how the advertising staff is appointed,
- (3) the qualifications required for advertising staff membership,
- (4) the method used to train the advertising staff,
- (5) to what extent students receive compensation for advertising work,
- (6) the method used in collecting for advertising,
- (7) the advertising rate per column-inch and the contract rate per column-inch,
- (8) the percentage of the paper devoted to advertising,
- (9) the person responsible for laying out advertisements,
- (10) the annual income received from advertising,
- (11) whether plans are made to eliminate repetitive calls on advertisers,
- (12) the attitude of advertisers toward students,
- (13) the method used to follow up advertising,
- (14) the methods used

in supplying transportation for advertising calls, (15) the effect of war conditions on amount of advertising, and (16) the sponsors' personal comment on increasing, decreasing, or eliminating commercial advertising. The following tables indicate the replies made to all the above questions and items of interest are below.

The following table indicates the size of the advertising staff on school papers.

TABLE XV

Number of Members on Advertising Staffs of School Papers

School Enrollment	One	Two	More	Total	Per cent
Below 500	2	5	4	11	16
500-999	8	10	10	28	41
1000-1499	3	8	5	16	24
Over 1500	1	5	7	13	19
Total	14	28	26	68	
Per cent of Total	21	41	38		

Forty-one per cent of the schools indicate that their staffs consist of two members. Only 21 per cent have one member, or one student to handle the advertising work. Thirty-eight per cent of the schools, however, marked the item "other" on the questionnaire.

Table XVI shows how the advertising staff is appointed by the various schools as stated in question 13 of the questionnaire.

TABLE XVI

Methods of Appointing Advertising Staffs for School Papers

Appointed by	Below 500	500- 999	1000- 1499	Over 1500	Total	Per cent
Faculty Adviser	9	16	15	8	48	61
Editor	2	4	1	0	7	9
Students' Request	0	3	1	1	5	6
Teacher Recommendation	5	1	1	0	7	9
Student Business Manager	1	2	0	1	4	5
Other Ways	1	6	0	1	8	10
Total	18	32	18	11	79	
Per cent of Total	23	40	23	14		

In nine per cent of the schools the editor of the paper is given the responsibility of appointing the advertising staffs. In six per cent of the schools the advertising staffs are composed of students who request that type of work. In five schools the few students who want this experience are given the opportunity of requesting a position on the advertising staff. The advertising staff is chosen through the recommendation of the teacher in nine per cent of the schools. In these schools there are regular student business managers. In four of them or five per cent of the total the student business managers are given the responsibility of appointing their own advertising staffs to work under them. Ten per cent of the schools choose their staffs by other means. The replies to this question, as indicated in the above table, show very clearly that in the great majority of the schools the faculty adviser appoints the advertising staff.

The following table, based on question 14 of the questionnaire, shows the qualifications required for advertising staff membership.

TABLE XVII

Qualifications Usually Required for Advertising Staff Membership

Qualifications	Below 500	500- 999	1000- 1499	Over 1500	Total	Per cent
Senior	2	1	2	1	6	7
Member Journalism Class	5	16	7	6	34	42
Advertising Ability	6	11	9	4	30	36
Scholarship	1	1	0	3	5	6
Other	1	3	2	1	7	9
Total	15	32	20	15	82	
Per cent of Total	18	39	25	18		

Forty-two per cent of the schools give as a requirement for advertising staff membership that the student be a member of the journalism class. In 36 per cent of the schools the student must have advertising ability. In seven per cent of the schools it is required that such a student be a senior. In six per cent of the schools a high scholarship record is required for advertising staff membership. Nine per cent of the schools marked "other." The data in the above table indicate that the journalism class is tied up closely with the business activities of the school paper.

The methods used in training members of the advertising staff are indicated in Table XVIII.

TABLE XVIII

Methods Used in Training Advertising Staffs for
School Papers

Trained by	Below 500	500- 999	1000- 1499	Over 1500	Total	Per cent
No one	2	1	0	0	3	4
Business Manager	0	3	0	3	6	9
Advertising Teacher	1	2	2	1	6	9
Journalism Teacher	9	17	13	7	46	70
Field Trips	1	1	0	0	2	3
Talks by Advertisers	0	0	0	0	0	0
Other Ways	0	2	1	0	3	5
Total	13	26	16	11	66	

As indicated in the above table 70 per cent of the schools state that their journalism teachers train the members of the advertising staffs. Of the 66 replies received four per cent state that no one trains the advertising staff. Nine per cent of the schools state that the business manager trains the advertising staff. Three per cent of the schools indicate that they use field trips. None of the schools indicate that they use talks by advertising men as a means of teaching or training an advertising staff. From the table it is apparent that the journalism teacher has the largest responsibility in training the students both to write for the paper and to carry on the problems of business management.

The table below is based on question 16 in the questionnaire and indicates the type of compensation given by the various schools to their advertising staff members.

TABLE XIX

Compensation Received by Students on
Advertising Staff of School Paper

Compensation	Below 500	500- 999	1000- 1499	Over 1500	Total	Per cent
None	11	22	11	6	50	63
5 per cent	0	0	0	0	0	0
10 per cent	0	1	1	1	3	4
15 per cent	0	0	0	1	1	1
High School Credit	4	9	5	2	20	25
Other	1	1	2	1	5	7
Total	16	33	19	11	79	

The majority of the schools, 63 per cent, give no compensation of any kind to their advertising students. None of the schools give a commission of five per cent on advertising income, but four per cent of the schools grant a ten per cent commission, and one per cent grants a 15 per cent. High school credit is granted to advertising students by 25 per cent of the schools. Apparently most of these schools expect students to do this work as a part of their regular school work or as an interesting extra curriculum activity.

Table XX shows the results of making collections for advertising in school papers.

TABLE XX

Methods of Making Collections for Advertising

Collections made by	Below 500	500- 999	1000- 1499	Over 1500	Total	Per cent
Advertising Staff	6	15	6	3	30	42
Mail	2	3	4	5	14	20
Business Manager	4	13	6	2	25	35
Other	0	0	2	0	2	3
Total	12	31	18	10	71	

In 20 per cent of the schools collections are made by mail. In 35 per cent of the schools the student business manager assumes the responsibility of making these collections. The balance of the schools or in 42 per cent the advertising staff is responsible not only for securing advertisements, but is also responsible for collecting the amounts charged.

Table XXI has been divided into sections A, B, C, and deals with the general advertising contract rates, and the percentage of each paper devoted to advertising. These tables are the results of questions 18, 19, 20 in the questionnaire.

TABLE XXI-A

Distribution of Advertising Rates per Column-Inch

Rate	Below 500	500- 999	1000- 1499	Over 1500	Total	Average
10	0	1	0	0	1	
20	0	1	0	0	1	
25	2	5	1	1	9	
30	4	3	3	1	11	
35	1	7	1	0	9	
40	0	1	3	3	7	
45	0	2	1	1	4	
50	2	6	4	4	16	
55	0	1	0	0	1	
60	1	0	1	0	2	
65	0	0	1	0	1	
75	1	1	0	0	2	\$.40

TABLE XXI-B

Distribution of Advertising Contract Rates per Column-Inch

Rate	Below 500	500- 999	1000- 1499	Over 1500	Total	Average
10	0	1	0	0	1	
20	2	0	0	0	2	
25	0	3	2	1	6	
30	3	5	3	1	12	
35	0	4	2	2	8	
40	0	2	3	1	6	
45	0	1	0	3	4	
50	1	3	1	0	5	
55	0	1	0	0	1	
75	0	1	0	0	1	\$.36

TABLE XXI-C

Percentage of School Paper Devoted to Advertising

Percentage	Below 500	500- 999	1000- 1499	Over 1500	Total	Average Per cent
05	1	3	0	0	4	
10	0	2	2	1	5	
15	0	3	2	3	8	
20	4	7	1	4	16	
25	6	8	5	1	20	
30	0	4	1	0	5	
35	0	0	0	1	1	
40	0	0	1	0	1	
60	0	0	1	0	1	20-25

The ordinary advertising rate shows a wide distribution from 10 cents to 75 cents per column-inch. Sixteen papers of a total of 64 charge 50 cents per column-inch. Eleven papers charge 30 cents. Twenty-nine papers group themselves around 25, 35, 40, and 45 cents per column-inch. One paper went as low as 10 cents; one charges 20 cents; six papers charge from 55 to 75 cents. For all the papers the average is 40 cents per column-inch. The distribution seems to indicate no appreciable difference in rates charged among the papers of the different enrollment groups of schools.

In Table XXI-B a total of 45 schools indicate that they charge a different contract rate from that of their regular rate. Of the total of 64 schools, 19 of them do not charge a different rate for contracts. Twelve of these schools charge 30 cents, 8 charge 35 cents, and 6 charge 25 cents and 40 cents. The average charge for contract rates is 36 cents

per column-inch. Thus an over all picture would indicate that schools charge on the average four cents less per column-inch when advertisers sign contracts. Here again the distribution shows little variance among the various enrollment sizes of the schools.

Part C of Table XX shows the distribution of the amount of advertising per issue of the various school papers. Twenty schools indicate that 25 per cent of the paper is given to advertising. Sixteen schools state that they devote 20 per cent to advertising. Seventeen schools are fortunate enough to have from 15 per cent down to five per cent advertising. But eight schools find it necessary to devote 30 to 60 per cent of their papers to advertising. Of this latter group, one devoting 40 per cent and one devoting 60 per cent, are schools in the 1000 to 1499 group. The one school allowing 35 per cent for advertising is a school with an enrollment of over 1500. The conclusion can easily be drawn from this table that an average of 20 per cent to 25 per cent advertising space is the amount found applicable to the majority of the schools.

The following table shows the distribution of the groups having the responsibility of laying out the ads for the printer.

TABLE XXII

Groups Laying Out Advertisements for School Papers

Advertising laid out by	Below 500	500-999	1000-1499	Over 1500	Total	Per cent
Merchants	2	8	7	4	21	29
Advertising Class	0	0	0	1	1	1
Advertising Staff	6	13	11	4	34	47
Journalism Class	4	3	2	0	9	13
Other	1	4	0	2	7	10
Total	13	28	20	11	72	

The merchants prepare their advertising for 29 per cent of the schools and in 13 per cent of the schools the journalism class does this work. Only one school states that its advertising class makes the layouts, and this school is one of the over 1500 group. Thus in the majority of the schools, or 47 per cent of the total, the advertising staff not only secures the advertising, but is also responsible for laying out and preparing the ads for the printer.

Each school was requested in question 25 of the questionnaire to state what annual income it receives from advertising in the school paper. These amounts have been arranged separately in Table XXIII from the smallest income to the largest in each enrollment group.

TABLE XXIII

Annual Income Received from Advertising in School Paper

	Below 500	500- 999	1000- 1499	Over 1500
Range	\$30-\$750	\$50-\$1344	\$27-\$700	\$80-\$800
Mean	\$365	\$389	\$348	\$476
Mean of all groups	\$394			

The income derived from advertising ranges from \$27 to \$1,344 per year. The averages of the four enrollment groups show that the largest enrollment group has an income from advertising of \$100 more per year than the average for the smallest group. The enrollment range from 500 to 999 with an average of \$389 income is but slightly above the lowest group. The 1000 to 1499 group shows the lowest average of the four. The entire returns of all four groups show an average of \$394 per year and indicate that the high school papers do put considerable stress on advertising to make it pay for a large proportion of the cost of the paper.

The following table is made up of the simple affirmative and negative answers to question 26 of the questionnaire on eliminating repetitive calls on advertisers.

TABLE XXIV

Plan in Use to Eliminate Repetitive Calls on Advertisers

Eliminate Repetitive Calls	Under 500	500-999	1000-1499	Over 1500	Total	Per cent
Yes	9	18	14	10	41	75
No	4	7	1	2	14	25

Three-fourths of the schools have worked out some type of plan whereby they have eliminated repeating calls on advertisers. One-fourth or 25 per cent do nothing about this problem. It appears, then, that a definite program has been worked out in the majority of schools to eliminate the necessity of students going week after week to the same advertisers begging for an advertisement.

In order to find out how students are received by advertisers, the question, "Do advertisers receive students with interest or indifference?" was placed in the questionnaire. Table XXV shows the distribution of replies.

TABLE XXV

How Students Are Received by Advertisers

Students received with	Below 500	500-999	1000-1499	Over 1500	Total	Per cent
Interest	12	20	11	8	51	71
Indifference	4	8	6	3	21	29
Total	16	28	17	11	72	

Twenty-nine per cent of the schools feel that the advertisers receive their students with indifference. The above table shows that 71 per cent of the schools find that advertisers in general receive their students with interest in spite of the fact that the general comments of students and journalism instructors indicate that advertisers are not sympathetic with advertising in school papers.

The table below shows the distribution of the various methods used in following up advertising.

TABLE XXVI

Methods Used in Following Up High School Advertising

Advertising followed by	Under 500	500-999	1000-1499	Over 1500	Total	Per cent
Appreciation Letter	1	5	4	3	13	20
Personal Call	4	9	8	2	23	34
None	4	9	4	5	22	33
Other	2	3	1	3	9	13

Thirty-three per cent or $1/3$ of the schools have no method whatever in following up their advertising. Thirteen per cent of the schools state that they use other methods, the most frequent of which is to mail a copy of the newspaper to the advertiser. Twenty per cent of the schools note that they use a letter of appreciation to send out to all advertisers. Thirty-four per cent, however, make a personal call. Perhaps this method is the best because the personal contact

is more impressive than a letter, and there is more opportunity to keep the advertiser's good will and to encourage him to continue his advertising.

In order to find out how the problem of transportation is solved in the various schools question 29 was placed in the questionnaire.

TABLE XXVII

Means of Supplying Transportation for Advertising Calls

Transportation furnished by	Under 500	500-999	1000-1499	Over 1500	Total	Per cent
Sponsor	0	1	0	2	3	4
Journalism Teacher	0	0	1	0	1	2
Advertising Staff	2	7	6	2	17	26
Journalism Class	0	4	0	0	4	6
Public Transportation	0	1	4	4	9	14
No one	11	14	3	3	31	48
Total	13	27	14	11	65	

The replies received indicate that in four per cent of the schools the business-manager sponsor furnishes the transportation, and in two per cent the journalism teacher furnishes the transportation. Fourteen per cent of the schools make use of public transportation systems. Forty-eight per cent of the schools are so located that students do their soliciting by walking from advertiser to advertiser. Further, 26 per cent of the schools allow the members of the advertising staff to provide their own transportation, and in six per cent of the schools the members of the journalism class

provide their own transportation for this work. These figures indicate that 80 per cent of the schools throw the burden of transportation on the students doing this work.

Table XXVIII is based upon a question to determine what effect the war has had upon high school advertising. The four categories for answering question 30 of the questionnaire are whether advertising advanced, decreased, remained stationary, or ceased.

TABLE XXVIII

The Effect of War Conditions on the Amount of School Advertising

Advertising	Under 500	500-- 999	1000-- 1499	Over 1500	Total	Per cent
Advance	6	6	5	3	20	32
Decrease	3	7	5	0	15	24
Stationary	4	12	6	5	27	42
Cease	0	1	0	0	1	2
Total	13	26	16	8	63	

The war has caused 32 per cent of the school papers to increase their advertising. Only 24 per cent of the schools indicate a decrease in the amount of advertising. One school in the 500 to 999 group states that its advertising has entirely ceased. But in the majority, 42 per cent of the schools, the advertising remains stationary; that is, war conditions seem to have had no effect upon the volume of advertising or the amount received.

Table XXIX below shows the distribution of replies to the question dealing with whether the sponsor would like to see commercial advertising in his paper increased, decreased, or eliminated.

TABLE XXIX

Preference of Sponsors Regarding School Advertising

Advertising should be	Under 500	500-999	1000-1499	Over 1500	Total	Per cent
Decreased	0	6	2	2	10	20
Increased	4	8	9	2	23	46
Eliminated	4	9	0	4	17	34
Total	8	23	11	8	50	

Twenty per cent of the schools want to see the advertising decreased, and 34 per cent believe they would like to see the advertising eliminated. A number of schools indicate by write ins that they are satisfied with the present amount of advertising and wish neither to increase or decrease it. It is evident from the table that 46 per cent of the sponsors wish to increase their advertising, but 54 per cent wish to eliminate or decrease it. These particular replies are fairly well scattered over all the four enrollment groups, although the 1000 to 1499 group was in the great majority on this point.

Engravings and Photographs

An important item in the financing of a school paper is the cost of engravings and photographs, and to discover how this might be handled in the various schools two questions were inserted in the questionnaire which deal with (1) the methods used in obtaining cuts and pictures of advertising, and (2) by whom general photographs are taken.

Table XXX is supported by replies to question 22 and shows who furnishes such illustrative cuts or engravings for the various high school newspapers.

TABLE XXX

Groups Supplying Cuts or Pictures for
Advertising Purposes in School Paper

Cuts or Pictures Supplied by	Below 500	500- 999	1000- 1499	Over 1500	Total	Per cent
Advertisers	7	13	11	6	37	55
Newspaper	1	3	1	1	6	9
Print Shop	1	5	0	1	7	10
Other	4	5	5	3	17	26
Total	13	26	17	11	67	

In nine per cent of the schools the commercial newspaper furnishes illustrative material. In 10 per cent of the schools the print shop furnishes the cuts. Twenty-six per cent of the schools indicate some "other" means of furnishing cuts than those mentioned above. In the majority of these cases it seems from the "write ins" on the questions that

many schools subscribe to a cut or mat service. There remains 37 schools or 55 per cent of the total number in which the advertisers furnish their own illustrations. This majority number indicates that the principle advertisers are usually stores that have their own advertising manager who is responsible for the complete layouts of advertisements and preparation of illustrations.

Table XXXI indicates the various methods used in taking school pictures.

TABLE XXXI

Methods Used in Taking Pictures for the School Paper

Pictures taken by	Below 500	500- 999	1000- 1499	Over 1500	Total	Per cent
Student Photographer	5	19	14	12	50	61
Photography Teacher	3	9	4	1	17	21
Commercial Photographer	2	3	0	4	9	11
Newspaper	0	0	1	1	2	2
Other	0	1	3	0	4	5
Total	10	32	22	18	82	

Eleven per cent of the schools have to resort to a commercial photographer. In 21 per cent of the schools the pictures are taken by the photography teacher. The newspaper takes the pictures for two per cent of the schools. Fifty of the schools or 61 per cent of the schools have their own student photographer and if a school can train and use a student photographer and furnish the materials needed at cost it is much cheaper than hiring a commercial photographer.

Printing

Only one question was included in the questionnaire dealing with printing. Replies to this question show whether the paper is printed in a school shop or in a commercial or newspaper office.

The type of shop in which a school paper is produced forms the basis of Table XXXII. It has been divided into the following sections: school shop, newspaper office, job printer, commerce department, and "other" shop.

TABLE XXXII

Type of Shop in Which School Newspaper is Produced

Produced in	Below 500	500- 999	1000- 1499	Over 1500	Total	Per cent
School Shop	1	9	11	12	33	36
Newspaper Office	6	10	6	2	24	26
Job Printers	7	15	4	2	28	30
Commerce Department	3	2	0	0	5	5
Other	1	1	0	1	3	3

The majority of the schools or 36 per cent of those replying print their school papers in their own shops. Twenty-six per cent get their work done in newspaper offices, and thirty per cent by job printers. Therefore, it can be inferred that approximately 56 per cent of the schools do not have school print shops capable of producing their papers. Five per cent of the schools produce their papers in the commerce departments, undoubtedly by duplicating. Twelve out of the 17 schools in the over 500 group publish their papers in

their own print shop. Eleven out of the 21 schools in the 1000 to 1500 group have their own print shops. On the other hand, however, 25 of the 37 schools in the 500 to 999 group get their papers produced in either a newspaper office or by job printers. Only one school out of 18 in the below 500 group states that it is able to print its paper in its own shop. The table indicates clearly that the schools in the two larger enrollment groups are much more likely to have their own print shops than the schools in the two smaller groups.

CHAPTER IV

SUMMARY AND RECOMMENDATIONS

This study based upon a questionnaire has as its purpose the study of business management problems connected with high school newspapers. The list of schools contacted was obtained from the 1943-1944 California school directory, but due to the present emergency, the enrollment in some schools has decreased considerably; however, the returns from such schools were entered in the results of this study. One hundred nine usable questionnaires or 84 per cent of the total were returned and tabulated.

Possibly the greatest weakness found in the questionnaire was the fact that more than one item under one question was checked; however, this difficulty did not alter the results appreciably.

In general, circulation of high school papers was quite high, for 42 out of 85 schools indicate that their papers have a circulation among 75 per cent of the student body and 30 schools report a circulation of 100 per cent.

The majority of schools issued weekly papers; in fact, half of the schools fell in this group. A bi-monthly paper is issued by 24 out of the 99 schools. Fourteen schools stated that they issue bi-weekly papers. Some of these latter were weeklies before the war, but have now become bi-

weeklies. This apparent effect of the war is offset by the fact that the war has contributed to an increase in advertising among many schools and also to an increase in circulation.

The number of papers issued by each high school varies, as is expected, according to the enrollment except in a few cases. It is interesting to note that four papers in the below 500 group print more than 500 copies of each issue; one school prints 1300 copies. In the 500 to 999 enrollment group, eight schools print more than a thousand copies. Two schools print more than 1500 copies in the 1000 to 1499 group. Many of the schools issuing a greater number than their enrollment do so principally to send copies to former students in the armed services.

The most popular size is the four-page paper which is issued by 85 out of 100 schools. The cost of issuing the school paper varies considerably, according to the replies received. To some extent it depends upon whether the school has its own print shop or whether it has to hire its work done or whether the paper is duplicated. The four most frequent groups arrange themselves according to costs per issue as follows: the papers in 21 schools cost \$20 to \$29 an issue, in 21 schools \$40 to \$49, in 17 schools less than \$9, and in 17 schools between \$30 and \$39. These various groups are spread fairly evenly over the entire enrollment range, so

that it cannot be assumed that a paper costs conform to the enrollment of the school.

The business records of the school paper, involving a tremendous amount of work in most cases, are kept by the comptroller's office in 26 per cent of the schools, by the student business manager in 29 per cent, and by the business-manager sponsor in 24 per cent. There may be some overlapping in this case because in some schools the student is allowed to keep the records which he turns over to the comptroller who acts as an auditor and final adjuster. No doubt the business-manager sponsor also in some cases works in connection with the comptroller's office.

The question of profit and loss is an interesting one as indicated by the replies received, for it seems that 30 per cent of the schools make a profit and 23 per cent create a deficit. The remaining number say that they break even. Unfortunately, this question on the questionnaire was not precise enough to enable an analysis to be made as to why 23 per cent should create a deficit. The group that makes a profit does so largely through advertising. Those that show a deficit may not technically create a deficit, but may simply be financed through other funds which indicate that they are papers that do not go out to create a profit through bringing in money from advertising or other means. It is possible that some of these papers creating a deficit might

well follow the group which states that it breaks even. Perhaps most of the 47 per cent of those that break even do so because of certain funds allotted for the paper besides advertising income.

The two outstanding means used to finance school papers are advertising and student body funds. Thirty-eight per cent say that their papers are financed by advertising, and 37 per cent by student body money. These same schools, however, in expressing opinions on the best means of financing school papers, state that student body funds would be the most acceptable. Fifty-six per cent of the schools agree with this opinion. Only 13 per cent think that the best way is through advertising, and yet 38 per cent of the papers are, at the present time, financed through advertising. It is quite evident from returns on the questionnaires that the method desired by most instructors having charge of school papers would be to finance their papers through allotments from student body funds.

It was found that the business-manager sponsor often has more duties to perform in connection with the paper than the mere business aspects. Sometimes he is responsible for journalism teaching and editing the paper. Sometimes he has charge of the printing and circulation. In most cases his load is undoubtedly heavy. In 57 per cent of the schools the business-manager sponsor is also the journalism teacher.

In a few of the schools he is a commercial teacher, English teacher, or teacher of other subjects.

Because of the heavy load that the business-manager sponsor has, 48 per cent of the schools lessen his teaching day by one period. In some schools his load is lessened by two periods, and in other schools he is granted other types of compensation to make up for his extra work. Thus it can be stated that a manager who is assigned the responsibility of editing and managing a school paper should be given at least one extra free period per day.

The majority of the schools have two or more members on their advertising staffs. This staff in 61 per cent of the schools is appointed by the faculty adviser; that is, by the teacher in charge of journalism and management, the one who is best acquainted with these students. These staff members must meet certain qualifications, of which the two most important are to be a member of the journalism class and to possess advertising ability. After being chosen, the staff must be trained and this training in 70 per cent of the schools is done by an advertising teacher or in a special class in the commerce department. This latter method is used in only a few of the larger schools. As an incentive to the advertising staff, certain compensations are allotted to its members, principally in the form of high school credit. Twenty-five per cent of the schools do so. Only four schools give a commission on the advertising obtained. Sixty-three

per cent of the schools give their advertising staff members no compensation whatever.

Since collections of payment for advertising are more of a delicate nature than securing the advertising itself, it was found that a large number of the schools designate one student to do the collecting, usually the student business manager. However, in a large number of the schools, the advertising staff, as a group, is expected to make the collections. Collections are sometimes made by mail.

The results of the questionnaire indicate that the average rate charged for regular advertising is 40 cents per column-inch, and the average contract rate is 36 cents per column-inch. The majority of school papers devote from 20 per cent to 25 per cent of their space to advertising. Some go as low as five per cent and some as high as 60 per cent.

In 47 per cent of the schools the advertising staff is responsible for laying out the advertisements. In 29 per cent of the schools, the merchants themselves take this responsibility. It seems that the laying out of advertisements for the printer constitutes an excellent training for students, and staff members should be given more opportunity to do this type of work.

The income received from advertising ranges all the way from \$27 to \$1344 per year. The average income from advertising among all the schools involved is \$394 per year. Because so many schools are able to collect such large sums of

money from advertisers, this money becomes somewhat of a temptation to the administrators, and they look upon it as a natural consequence of a journalism course. They often feel that the paper is capable of making money for the student body and some papers have this burden laid upon them. It seems that a true picture of the situation would portray this money income as only a bi-product of the educational process and should have no effect whatever upon the administrations' attitude toward the paper.

Seventy-five per cent of the schools have made arrangements whereby repetitive calls on advertisers are eliminated, thus making it unnecessary for the students to visit the same merchants week after week to obtain advertising. Most merchants understand the nature of advertising in a high school paper and are willing to contribute their small share week after week without special prodding. Seventy-one per cent of the schools report that the merchants receive the students with interest, although 29 per cent say that their students are received with indifference.

The staffs of some schools follow up their advertising with letters of appreciation, but more of them make a personal call on the advertiser to assure him of their appreciation for his advertisements. However, 33 per cent make no effort to follow up their advertising.

Transportation is an important factor in obtaining advertising, especially if the school is located far from the

business center. Twenty-six of the schools say that the members of the advertising staff furnish their own transportation. Most of the schools, however, state that no one furnishes transportation, which implies that the students are responsible for their own traveling expenses.

A question was inserted in the questionnaire to determine what effect the war has on the amount of advertising. The results show that 42 per cent of the schools have no change in the amount of advertising. But as 24 per cent of the schools report a decrease, 32 per cent report an advance in advertising. These figures seem to indicate that as far as the war is concerned it has shown an advantageous effect on school advertising. Sponsors were asked for their personal opinions in regard to the amount of advertising in school papers. Forty-six per cent of those replying say that advertising should be increased, 20 per cent decreased, and 34 per cent would like to see advertising eliminated.

Photographs, pictures, and cuts for advertising are furnished in the majority of cases by the advertiser. Occasionally, however, the school uses a "mat" service to secure illustrations for ads. If photographs are taken for the school paper, the student photographer is responsible for all pictures in 61 per cent of the schools, and in 25 per cent of the schools the photography teacher takes the pictures.

Thirty-three schools publish their papers in their own school shops. Fifty-two schools have their papers printed in

either a newspaper office or a job printing shop. Eight of the schools issue duplicated papers. Here the number of schools having their own print shop is in relation to the enrollment, for more print shops are found in the larger schools.

Recommendations

Recommendations that may be made on the basis of this study are the following:

- (1) A high school should not attempt to reduce the size of its paper due solely to the war emergency.
- (2) All schools should strive for a circulation of 100 per cent.
- (3) No paper should take advertising for the sole purpose of making money.
- (4) A high school should not reduce the frequency of publication due to the war.
- (5) The frequency of publication should be weekly.
- (6) The comptroller should assume control of the finances and keep his own set of books.
- (7) A teacher should be given at least one period less teaching per day if he has charge of both the journalism and the business management.
- (8) Where possible, a school should establish its print shop and print its own paper.

(9) If advertising is to be a main consideration in the financing of a school paper then certainly students on the staff are entitled to school credit or a monetary return.

(10) It is recommended that schools finance their papers in the following order of preference: (1) school board subsidies, (2) student body funds, (3) advertising.

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THE QUESTIONNAIRE

A Study of the Business Management Problems of Newspapers
in the Larger High Schools of CaliforniaName _____
Faculty Sponsor of PaperName _____
High School

Number student enrollment _____ Principal _____

After reading this questionnaire, will you please place a check opposite the term which most nearly describes your situation, or fill in the blanks.

1. Approximately what per cent of the student body receives the school paper
 - a. 25%
 - b. 50%
 - c. 75%
 - d. 100%
2. Is your paper issued
 - a. daily?
 - b. weekly?
 - c. monthly?
 - d. bi-monthly?
 - e. other?
3. Approximately how many copies are printed in each issue?
4. How many pages are there in each issue? _____
number
5. What is the total cost of each issue
 - a. \$00 - \$ 9?
 - b. 10 - 19?
 - c. 20 - 29?
 - d. 30 - 39?
 - e. 40 - 49?
 - f. over?
6. Are your records kept by
 - a. comptroller's office?
 - b. commercial student?
 - c. journalism class?
 - d. advertising staff?
 - e. student business manager?
 - f. business-manager sponsor? (Teacher in charge of activity)

7. Is your paper
 - a. making a profit?
 - b. creating a deficit?
 - c. breaking even?

8. Is the paper financed primarily by (check one only)
 - a. circulation?
 - b. advertising?
 - c. student body funds?
 - d. individual subscriptions?
 - e. other?

9. Is the business-manager sponsor responsible for
 - a. business management?
 - b. journalism?
 - c. printing?
 - d. circulation?

10. Is the business-manager sponsor a (check one only)
 - a. commercial teacher?
 - b. journalism teacher?
 - c. English teacher?
 - d. other?

11. Is the teaching load of the sponsor lessened by paper activity
 - a. one period per day?
 - b. two periods per day?
 - c. other?

12. How many members are on the advertising staff
 - a. one?
 - b. two?
 - c. other?

13. Is your advertising staff appointed by (check one only)
 - a. faculty adviser?
 - b. editor?
 - c. student's request?
 - d. teacher recommendation?
 - e. student business manager?
 - f. other?

14. What qualification is usually required for advertising staff membership (check one only)
 - a. senior?
 - b. member of journalism class?
 - c. advertising ability
 - d. scholarship?
 - e. other?

15. Is the advertising staff trained by (check one only)
- a. no one?
 - b. business manager?
 - c. advertising teacher?
 - d. journalism teacher?
 - e. field trips?
 - f. talks by advertising men?
 - g. other ways?
16. Do students on advertising staff receive compensation
- a. none?
 - b. money percentage
 - (1) 5%?
 - (2) 10%?
 - (3) 15%?
 - c. other high school credit?
 - d. other?
17. Are your collections for advertising made by (check one only)
- a. advertising staff?
 - b. mail?
 - c. student business manager?
 - d. other?
18. What is your advertising rate per column-inch? _____
19. What is your advertising contract rate per column inch? _____
amount
20. Approximately what per cent of the paper is devoted to advertising? _____
amount
21. Who lays out advertisements (check one only)
- a. merchants?
 - b. advertising class?
 - c. advertising staff?
 - d. journalism class?
 - e. other?
22. Are cuts or pictures for advertising purposes supplied by (check one only)
- a. advertiser?
 - b. commercial newspaper?
 - c. print shop?
 - d. other?

23. Are pictures usually taken by (check one only)
- student photographer?
 - photography teacher?
 - commercial photographer?
 - newspaper?
 - other?
24. Is the school paper produced in the (check one only)
- school shop?
 - newspaper office?
 - job printers?
 - commerce department?
 - other?
25. Approximately what annual income is received from advertising? _____
amount
26. Is there a plan by which repetitive calls on advertisers are eliminated
- yes?
 - no?
27. Do advertisers receive students with
- interest?
 - indifference?
 - rudeness?
28. Does the school follow up the advertising by
- letter of appreciation?
 - personal call?
 - none?
 - other?
29. Is transportation for advertising calls supplied usually by (check one only)
- business-manager sponsor?
 - journalism teacher?
 - member of advertising staff?
 - member of journalism class?
 - public transportation?
 - no one?
30. Have war conditions caused the amount of school advertising received to
- advance?
 - decrease?
 - remain stationary?
 - cease?

31. Judging from your past experience would you like to see commercial advertising in your paper
- a. increased?
 - b. decreased?
 - c. eliminated?
32. Do you think the most ideal way to finance a school paper is by (check one only)
- a. circulation?
 - b. advertising?
 - c. student body funds?
 - d. individual subscriptions?
 - e. other?
33. Comments?

2590 Harkness Avenue
Sacramento, California
April 1, 1944

A survey is being conducted under the direction of Dr. R. J. Clinton of Oregon State College, of the business management problems facing the managers of the newspapers in the larger high schools of California. In order that we may intelligently complete our analysis, it is necessary that we secure some additional information. With this objective in mind a questionnaire has been prepared, a copy of which is enclosed.

The completed survey will undoubtedly be of interest to you and will be made available to you through a California publication.

We realize that you are occupied with many duties these tense days and we have, therefore, made this questionnaire as simple as possible. May we hope that you can grant us a few moments of your time to check it and return the completed questionnaire in the enclosed envelope?

Thank you very much for your assistance.

Very truly yours,

Ethel Rudesul

Enclosure

2590 Harkness Avenue
Sacramento, California
March 15, 1944

A few days ago a questionnaire regarding the business management problems of your high school newspaper was sent to you, but the completed questionnaire has not yet been returned.

Won't you help in this study by taking just a few minutes to fill in the duplicate copy that is enclosed. Thank you for your cooperation and assistance in returning the questionnaire promptly.

Very truly yours,

Ethel Rudesul

Enc. 1