


AN ABSTRACT OF THE THESIS OF

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~~NEWSPAPERS THROUGH AN ANALYSIS OF THEIR CONTENTS~~-----

Abstract Approved: 

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Among the extracurricular activities that have assumed places of considerable importance in many high school programs during the last score or more of years has been the high school newspaper. Both early and more recent years have produced many discussions concerning the contributions made by the whole extracurricular program toward furthering the cardinal principles of education and some of these have related, pro and con, the values of the high school newspaper. The primary purposes of this thesis are (a) an examination of the values claimed as possible for school newspapers by writers on this subject, and (b) the extent to which they are being fulfilled in the high school newspapers of the State of Oregon as shown by an analysis of the news content of sixty issues of these papers involving thirty-seven different school newspapers published in Oregon during the school year, 1940-1941.

The analysis included the number of column inches devoted in these newspapers to subjects other than advertisements, the percentage of the whole number of these column inches given to some of the major subjects individually, and -- wherever it was found -- the editorializing of this news in the "comment" columns of the papers or efforts to develop attitudes among the pupils in the news stories in contrast with "straight news" reporting. This analysis has been supplemented by the compilation of the answers of 131 high school principals in the State of Oregon on a five-question questionnaire which dealt with their ideas concerning the main functions of high school newspapers. The only weighting in this analysis of the importance or the value attached to the news or the comment by the newspapers was the inclusion with each news item of the heading appearing with it, but the number of column inches devoted to the different classifications was in itself a weighting.

The analysis showed that the newspapers used in the study devoted more than fifty per cent of their content -- other than advertisements -- to subject matter of interest to the whole student bodies of the high schools which they represent and that space was given equally in these newspapers to sports and to other pupil activities, each of these receiving about twenty per cent of the whole content studied. The

analysis for attitudes expressed or fostered in these newspapers showed that about twenty per cent of all of the material studied gave emphasis to desirable or permissible attitudes.

Returns from the questionnaire to the principals showed that they recognize the values of the high school newspapers, although their ideas vary -- as do those of the writers on this subject -- as to the best uses of the paper.

On the whole the newspapers studied were found to be very satisfactory and to be making the contributions which are desired from them in furthering the purposes of secondary education.



A STUDY OF THE EDUCATIONAL VALUES OF  
HIGH SCHOOL NEWSPAPERS THROUGH AN  
ANALYSIS OF THEIR CONTENTS

by

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CHAPTER I

INTRODUCTION

Extracurricular activities have been established in the majority of the high schools of the United States about a quarter of a century although their origins go back more than a century (63). An examination of the extent to which they have fulfilled the frequently enthusiastic claims concerning the values to be derived from them in the writings of their early proponents would seem to be in order. Even a brief study of this field shows much of confusion and of cross currents of thought. The many papers written over the last twenty or more years about the safeguarding of the finances of these extracurricular activities and the methods of managing and conserving the funds derived from them have shown that these finances require careful and continuous supervision if they are to serve as constructive forces rather than sources of injurious training in carelessness or outright misappropriation. The sometimes heated papers which have been read and the controversies that have occurred in meetings involving high school athletics have been numerous. The refusal of pupils to participate in the extracurricular activities of some of the schools, even in the club programs except under

compulsion, raises questions of the effectiveness of these activities and the ways in which they are actually being managed. The rejections of occasional pupils of offers of membership in high school honor societies because, rightly or wrongly, they believe these societies to be wrong in principle or particular chapters to be mismanaged shows that everything in this whole field of extracurricular or pupil self-activities is not as auspicious as it might be. The difficulties mentioned are only a very few of the problems arising out of this whole subject, but it is generally conceded that the values of these activities exceed the difficulties to such an extent that only rarely is their abandonment advocated.

Around the end of the last century, the public schools -- especially the high schools -- established the principle of assuming the control of what were then really extracurricular or extramural activities and making them parts of the school program. One of the principal reasons for this was the protection of the athletes from the unfortunate influences that frequently surrounded players on the "town teams" and to control the attendants of school games who were from the rowdier elements of both the town and the school populations. Another reason, growing out of the new college and university practices and developing from Pestalozzi's ideas, was the giving to the pupils of more and broader experiences through participation in and

management of their own extended activities. The latter has been the more frequently stated reason behind the whole activities program in the published papers and books, but many people remember the first as a strongly influential factor.

Among these extracurricular activities that have assumed places of considerable importance in many high school programs has been the high school newspaper. This may be printed or mimeographed within the school plant itself, or printed or mimeographed by commercial plants. These school newspapers may appear intermittently, monthly, semi-monthly, weekly, or daily for five days a week. They may have been, and are, used to serve many purposes, such as the carrying of announcements from the superintendent's or the principal's office and explanations of school programs and policies, announcements of pupil affairs, literary and poetic efforts of the pupils, humor and alleged humor, or straight news about the school as a whole and its staff and pupils, or bits of all of these and other things. These newspapers have been edited by principals, teachers, individual pupils, committees of pupils, or even whole classes with and without the supervision and censorship of teachers. The high school newspaper has been financed by voluntary subscriptions, compulsory subscriptions, donations from citizens or the school board, or from advertisements; or from combinations of these. The stated purposes and aims



that should be used as guides for these newspapers have been many and varied. The newspapers actually produced in high schools have been praised and condemned.

The primary purposes of this thesis are (a) an examination of the values claimed as possible for school newspapers by writers on this subject from a study of papers and books which discuss the strengths and weaknesses of high school newspapers in actual practice, and (b) the extent to which these are being fulfilled in the high school newspapers of Oregon as shown by an analysis of the news content or the news-and-comment content of sixty issues of these newspapers involving thirty-seven different school newspapers published in Oregon during the school year, 1940-1941. This analysis includes the number of column inches devoted to the different subjects mentioned, other than advertisements, the percentage of the whole number of column inches given to material other than advertising, and -- wherever it was found -- the editorializing of this news or the development of attitudes among the pupils in contrast with straight news reporting. This analysis has been supplemented by a compilation of the answers of 131 high school principals on a five-question questionnaire which dealt with their ideas concerning the main functions of high school newspapers. From such a study as this, the effectiveness of the high school newspaper as an educational instrument can be opened for further study.

This thesis has not considered many of the facets of high school publications as a whole. It does not contain any of the large amount of material published about high school yearbooks or handbooks. It has omitted all except the barest reference to courses and texts in journalism in high schools, the organization of high school newspaper staffs, the supervision or censorship of the newspaper by a member of the teaching staff, the construction of newspaper stylebooks, the printing or other means of producing these newspapers, the financial management of the high school newspaper, the securing and the writing of advertising, the topic of propaganda, journalism contests, and score cards for the rating of these newspapers. It has not dealt with college, junior high school, or elementary school newspapers except as these are implicated in some idea of value to the study of high school newspapers. In the analysis of the news content of Oregon high school papers, only printed papers were studied because mimeographed papers do not lend themselves to measurement in terms of column inches and their form and content are so flexible that analysis itself is most difficult.

In spite of the many large fields of knowledge about publications which have been omitted, this thesis should offer some conclusions about the educational values of high school newspapers that will be of worth to all persons working on or with such newspapers. It should show not

only what the workers on these newspapers are doing but what they might do to improve these papers and cause them to yield greater educational values to the pupils of the high schools. In a small way, this thesis should offer to the high schools the same values that impartial surveys of commercial newspapers furnish to the owners of these papers.

The second chapter of this thesis contains summaries of much of the material which has been written about the high school newspaper and its purposes, strengths, and limitations; but is restricted to the subjects outlined in the second chapter or others closely related to these.



## CHAPTER II

### A REVIEW OF THE PUBLISHED PURPOSES AND ACCOMPLISHMENTS YIELDED BY HIGH SCHOOL NEWSPAPERS

What are the principal objectives of an extracurricular program and the values actually obtainable from it? Surely, they should conform to and support the advancement of the cardinal principles of education. These principles are: the command of the fundamental processes, the development of ethical character, the promotion of good citizenship, the fostering of improved health habits, the encouragement of worthy home membership, the advancement of worthy use of leisure time, and the elevation of vocational preparation. Study of the extracurricular program shows that almost all of them can, and frequently do, aid in furthering these cardinal principles of education; and, in addition, offer the best media for their presentation in many cases. Numerous examples could easily be cited, but a few are: citizenship training through pupil self-government, promotion of better health through a vitalized physical education and play program, improvement of the worthy use of leisure time through wholesome club activities.

"There is no finer expression of citizenship than teamwork (96:p.5). The ability to work together, play together, keep together, with common interests is worthy

of efforts at attainment. The club, the team, the council, the staff, and so on, all call for togetherness. Extracurricular activities aid in the promotion of morale. Since the first World War, the idea of morale has been written about more and more. The success of most extracurricular activities depends upon morale and, making an activity a success, morale is achieved. This, in turn, offers many opportunities for leadership; and there is a greater demand for and need of constructive leadership today than for many years. The moral leader of today finds his best tools, not in preaching at pupils of high school age, but in teaching through moral activities. Extracurricular activities frequently help to make schools attractive places, and decrease school mortality." There are many other values that have been of utmost importance to individual pupils in many instances.

"As the high school (96:p.16) has advanced along democratic lines and the idea of creating a school consciousness has spread, the promotion of school publications and of the art of publicity within schools has developed. The very fact that schools are striving for democratic principles in education makes any legitimate means of publicity a forward step toward common understanding of education and, let it be hoped, an increase in social intelligence."

## AIMS AND PURPOSES OF HIGH SCHOOL NEWSPAPER WORK

"High school journalism (119:iii) may be said to be coming of age. The beginnings of journalism work in some high schools may be traced to the days before the first World War, as shown by early published articles, but it is primarily since 1920 that courses in journalism have become usual in high schools. It is since 1930 that the greatest increase in the number of high schools offering journalism has been made. When first introduced into high schools, the journalism course was an adjunct to and generally part of the English courses and used primarily to encourage and train students interested in writing."

Three distinct stages are discernible in the evolution of the course in journalism as offered in high schools. "When superintendents and principals (119:iii) began to recognize that the school paper, published as a laboratory project for the journalism course, was an excellent medium for building school spirit and publicizing the school among parents and townspeople, high school journalism entered its second stage: imitation of professional journalism. News stories in the school paper were molded into the rigid inverted pyramid form of the professional news story. Editorials became serious and explanatory and often long. The journalism teacher

encouraged his or her student writers to use professional newspaper writing as models. In this stage much of the spontaneity and exuberance of life were squeezed from the writings of high school journalism students."

"High school journalism (119:iii) has progressed gradually into a third stage. Retaining many of the characteristics of professional journalism, it has nevertheless modified some of those characteristics and has evolved some forms that are distinctive to high school. Such an evolution has been essential in order that the high school paper may continue to flourish. In at least four phases of journalistic writing, specialized forms have been developed to fit the needs of the high school readers and to bring the best results to the high school writers."

"Creative writing (119:iv) began to disappear from the school paper until the pendulum swung too far toward professional rather than cultural objectives. Realizing the importance of using the school paper and, to a limited extent, the journalism course to stimulate creative writing, some journalism teachers have been pioneering in the use of new forms of creative writing which will have sufficient brevity and contain sufficient 'punch' to be suitable to the school paper."

"Another field (119:iv) in which high school journalism has had to evolve its own forms is that of



editorial writing. The 'preachy' editorials that characterized the first stage of the school paper and the dully explanatory editorials that came in with the imitation of professional journalism were unsatisfactory. Student readers ignored them so much that some school papers discontinued printing editorials. Many teachers experimented with new forms which would hold the attention of high school readers and would still get over a lesson. From these experiments have been evolved forms of editorials that have considerable popularity and are effective in their purpose."

"From the beginning (119:iv) of school papers, humor columns and gossip columns have been popular and have, at times, threatened to run away with the paper. How should these columns be written? How can a teacher stimulate students into becoming good columnists? What kind of material should be included and what omitted? Through the years, little attempt has been made to crystallize rules for column writing; yet the column has evolved as a distinctive unit."

"Life in the average school (118:iv,v) is a reflection of the activities of exuberant, lusty youth. Why then should not the news stories reflect this spirit? Probably the majority of news stories should be treated in the manner of professional news stories; yet a good proportion of the news, dealing with events of a lively

nature, may be treated in a more informal manner. Thus high school teachers of journalism, pioneering in their field, have come to an increased use of feature leads for news stories. On what kinds of stories should such leads be used? How should they be written? An overuse of such leads would be detrimental; therefore lines must be drawn, standards set. The feature lead has evolved as a distinctive unit of school journalism."

"High school journalism (119:v) is coming of age. It is a distinctive field of journalism, just as the daily newspaper and the weekly newspaper constitute distinctive fields. The three fields have many principles in common; yet each, if it is best to serve its readers, must work out a few forms peculiar to itself."

Schutte and Lincoln (133) reviewed the aims and objectives of high school newspapers as set forth by Allen (4), Fretwell (57), McKown (93), Roemer and Allen (122), Terry (150), and others as follows:

- "a. to develop a direct, forceful style in writing;
- b. to develop correctness in spelling, punctuation, use of grammar, and diction;
- c. to serve as a means of correlating the work of the various courses in school;
- d. to provide a means of correlating the work of the various courses and departments;

- e. to facilitate vocational training and vocational education;
- f. to develop such desirable character traits as responsibility, critical judgment, punctuality, group coöperation, and honesty;
- g. to serve as a drive or motive to master definitely the content of courses in the curriculum, since a high degree of accuracy is demanded in newspaper articles;
- h. to serve as an instrument to enhance social solidarity within the school and between the school and the community;
- i. to provide an effective medium of communication for professional and other material for the school authorities;
- j. to serve as an agency for the development of a taste for better newspapers;
- k. to serve as an agency to render more effective vocational and educational guidance."

In almost any statement concerning the function of the high school newspaper will be found some expression of the idea that the paper should be effective in expressing and directing pupil opinion and, at times, even community opinion. It is the commonest medium through which the pupils may express themselves and through which their opinions may be directed and crystallized (143:420).

Spears and Lawshe take a somewhat less "professional" view of the functions of the high school newspaper, but a somewhat more idealistic one. These are (143:455):

"Aids to the School

- a. to educate the community as to the work of the school;
- b. to publish school news;
- c. to create and express school opinion;
- d. to capitalize the achievements of the school;
- e. to act as a means of unifying the school;
- f. to express the idealism and reflect the spirit of the school;
- g. to encourage and stimulate worth-while activities;
- h. to aid in developing right standards of conduct;
- i. to promote understanding of other schools;
- j. to provide an outlet for pupils' suggestions for the betterment of the school;
- k. to develop better interschool relationships;
- l. to increase school spirit;
- m. to promote coöperation between parents and the school."

"Aids to the Pupil

- a. to provide an opportunity for interesting writing;
- b. to give the pupils an opportunity to learn how to read newspapers;



- c. to act as a stimulus to better work;
- d. to develop pupils' powers of observation and discrimination concerning the relative merits of news articles;
- e. to serve as an outlet and motivation for journalistic writing;
- f. to offer training in organization, business methods, commercial art, salesmanship, book-keeping, and business management;
- g. to develop qualities of coöperation, tact, accuracy, tolerance, responsibility, initiative, and leadership."

Reddick (119:9) writes that 'probably the primary function of the school paper is to serve as the eyes of the reader and to reflect the activities of the school. The high school paper is an instrument of education. It affords a training ground for pupils interested in newspaper work. It encourages creative writing on the part of pupils who wish to do this kind of work. It educates the average pupil in the resources of his school and in its needs. The school paper educates the fathers and mothers of the community by informing them of the school system and its operation. The school paper should be very exact in maintaining a high standard of correctness in grammar, punctuation, and principles of expression.'

Through its humor columns (119:9), its "dope" columns,

and its features the school paper serves as an entertainer of the school readers. Originality finds its play in these columns; and the pupils are drawn closer together through having something in common at which to laugh.

"The school (119:9) is the community that must be served by the school paper. The school paper may serve in promoting community spirit. Especially in large schools is it hard to weld the pupils closely together on matters that concern the school; and the school paper is one of the most valuable agencies for bringing about this unity of spirit. Some of the objectives that the school newspaper staff members may set for themselves in the promotion of school or community spirit are:

- a. to stimulate pride in school buildings and grounds and a willingness on the part of the pupils to keep them clean;
- b. to aid in creating a willingness on the part of the pupils to coöperate with the teachers in maintaining quiet in study halls and classes;
- c. to commend good scholarship on the part of leading pupils in such a way as to stimulate others to imitate these pupils;
- d. to arouse pupil interest in projects that are for the benefit of the school, such as school plays, Parents' Day, Christmas pageant, election of the best all-round boy or girl,

exhibits of various departments;

- e. to emphasize the work of various departments within the school and thus encourage a pride on the parts of pupils in their work;
- f. to acquaint the pupils with the activities of their school so that they will be better citizens of that school community.

In other ways, too, the school paper must serve as a weapon to fight any harmful influences that make their ways into the student body. Cheating, lying, stealing, discourtesy, poor sportsmanship, selfishness -- these and other traits are contagious; and the influence of the newspaper ought to be steadily against them (119:10)."

Thus the school newspaper serves the purposes in its school community that the town paper serves in its community.

Meyer (96:201) expresses much the same ideas, but with a little more of explanation: "Public Opinion. The type of publicity determines, to a large degree, the public opinion of the student body. Through the pages of the school publications comes an opportunity to unify school citizenship and cultivate a wholesome school spirit. There is also the negative opportunity offered of creating dissension. Proper leadership is obviously essential.

"Student Expression. Often teachers and administrators neglect to sound out pupil opinion or allow it to be

expressed." This is not democratic procedure or, generally, wise administration.

"Wholesome Material. Most pupils are consumers of publicity. This gives the newspaper leadership a challenge to provide proper material for consumption. Here are opportunities to present authentic news to school, parents, and community. If the school accomplishes the worthwhile and has something valuable to tell, it should be published. It is in no sense of boasting that the good is advertised. In fact, the school should be held responsible for the spreading of constructive publicity. It is true that, as we understand school situations, we find the least trouble. A school giving its constituency wholesome publicity makes education progress more easily and reduces problems to a minimum (96:202)."

"Intelligent Reading. Good school newspapers provide opportunities for teaching intelligent reading of newspapers and magazines. Several recent studies show the need of this training (62).

"Opportunity for Activity. Always pupils who find interest in this type of activity.

"Worthwhile Events Advertised. Through the high school newspaper worthwhile events find expression. Outstanding school enterprises are advertised. Concrete pupil opinions are created and presented. Athletic events, club activities, social functions, school growth, literary



contributions, current topics, classroom procedures, and many other forms of school life find avenues of expression.

"Vocational Values. Often classes in journalism add to concrete methods of vocational procedure. Some schools have printing plants and do their own work. In matters of advertising, circulation, forms, materials, photography, reporting, and the like, opportunities are abundant.

"Other Values. There are other values which may be enumerated, such as **records** of the history of the school, as an integrating factor for the pupils, the fostering of cordial relations with neighboring schools, and others (96:202)."

Meyer (96:207) goes on to state "There is no high school too small to undertake the publication of a school newspaper. The values to the individual pupils, the teachers, the school, and the community far outweigh any obstacles. It is not necessary to have a paper equal to the best in size, editions, advertisers, and the like. The idea is to start something, see that it is good and, if it meets the demands of interested news consumers, it will be a success. Obtaining this will no doubt lead on to larger fields of activity and expression."

Thomas (154:473) lists most of the foregoing aims and purposes as applicable to elementary school newspapers. He warns of the danger of aims and styles in the newspaper which may come to dominate not only the writers

on the paper but its readers as well. 'The chief value of the elementary school newspaper lies in the material which the children write for the paper in connection with their regular school work. A composition which is printed because of its excellence helps to raise the standards for composition work and also presents actual school work to parents. Original drawings and illustrations help to explain the purposes of art work in the schools. Reports of interesting school events which are written by children for children also serve to increase the understanding of the school by parents. Many of the items in the elementary school newspaper should be of general community interest. Every school paper might well devote one page or one section of each issue to articles about the community. Events in any school community are of as great concern to the school as they are to the group that participates.'

The "Student Journalist's Calendar" (13) lists the purposes of the school newspaper as: (a) to inform pupils, faculty, and alumni of your institution's many activities and achievements, (b) to unify its many departments, and (c) to interpret your school to the community.

Miller and Charles (101:136) present most of the foregoing aims and purposes, but stress especially the personality development which school newspaper work furnishes to the workers. They emphasize also the training

of newspaper readers. "The educators (101:141) of the nation occupy the key position for creating a great group of readers among whom the trivial, the salacious, and the sensational will be regarded as offensive and harmful. High-minded newspaper workers -- and they are just as numerous, proportionately, as high-minded educators -- will rejoice in the growth of such a group. Their delight will be akin to that of the teacher who has pupils mentally alert, morally sound, eager, and responsive after having had a class in which the dull and unresponsive predominated. It is interesting and enlightening to try to visualize the effect on America during the next generation if every high school in the nation set itself the task of trying to have every graduate a discriminating reader of the public press."

Dale (42) says much the same thing. "Unless we are able to produce a high school graduate who can read the daily newspaper with discrimination and insight, we are not fulfilling our obligation to those who support the schools." "The attainment of such a goal rests not only upon the teachers in our schools, but also upon parents and upon the newspapers themselves. Democracy will never be threatened if the American public learns to read newspapers intelligently (42)."

Savidge and Horn (129:6) gave a list of eight objectives for high school journalistic work which concern

themselves mostly with the ability of readers to evaluate what appears in the press, but involves the importance of writing as well. Ewalt (51) states that school papers do have a beneficial influence on school mores, deriving this belief from a questionnaire study. Branner (24) expressed the belief that high school journalism is worthwhile. He based this on interviews with a considerable number of high school girls. Sherwood (136) has published a list of the outcomes of high school journalism courses, similar to those already given. White (160) has stated a list of the services of high school newspapers. The first (160) of these is service to its readers. Bowmar (22) has published a list of seven reasons why publications are valuable, but they are similar to McKown's. He (22) has written also: "Lately school publications have taken on a new dignity. Their improved status is due almost entirely to the attempt to define their policies and clarify their functions."

Stratton (147) emphasized the school newspaper as a medium of information within the school and as a correspondent for the community newspaper. He (147) warns, however: "The school newspaper can do a fine job in selling the school to the students, and it generally does, especially with those who are responsible. Many more papers extend their spheres and try to sell the parents on the schools, too. This they do well; sometimes so well they cramp the



student appeal. But the school paper that is too much a house organ for parents is encroaching on another field."

Stratton (147) goes on to state: "But modern high school journalism still presents a far from completely rounded picture. There still exists a great deal of confusion as to aims and purposes; standards are not yet uniform. There is still a great deal of whacking and trimming of courses to make them satisfy the idiosyncrasies of particular school programs."

"Some (147) of the ideology is still blurred. Instructors who were content to include the work as a part of the English program are disturbed when they note that others are claiming it as social science. High school journalism, as such, defies classification, and it is hard for many a secondary school administration to swallow the fact that it does not fit into any of the convenient educational patterns."

"Teachers emphasizing the social science relationships will slight the compositional aspects (147). Those using the work as a medium for expression and training in language tools may neglect study of current community and national problems as reflected in the press of today. However, one encouraging principle has been accepted by most teachers; namely, that the modern high school course should not receive vocational stress. It is a medium for encouraging interest in expression and for reading

development rather than a training course for pupils who expect to go into newspaper work. The latter is properly the task of the professional journalism school. With speech, drama, and music, high school journalism remains on the educational fringe."

Hyde (81:128), in 1928, stated: "After more than eleven years of experimentation, high school journalism is still chaotic and unstandardized, the hobby of the individual teacher, although something called 'journalism' has been added to more than 1,000 high schools. The publicity value of the school paper gave it momentum, but it also endangers its direction. The very showiness of the thing is its chief fascination and its greatest danger to the pupil."

Duff has published a somewhat ironical but far from superficial estimate of the high school newspaper, and adds to it some sound advice to high school journalists. "There are many reasons (47:284) for publishing a school paper, but on examination it will usually be found that the paper is published in order to publish a paper. Someone expects it. It is one of the things-to-do, is it not? It is never really a news paper, except in those great behemoth high schools where ten thousand teachers and students labor and toil like so many ants, and nobody, not the principal nor even the editor of the school paper, knows more than a part of what is going on or what these

activities signify."

"I (47:284) am not thinking of the paper in a great over-grown institution like that, but rather of the thousands of little papers, printed by hand or mimeographed or run off on a gelatin duplicator. From a broad view, educationally, these are more important. But it is not always for positive reasons that they are important. The school paper is important because it has come to be a sacred cow, a necessary token of Progress and of Modern Methods. It is published in most instances because nobody dares not to publish a school paper. It is published because we do not stop to consider what may be the alternatives."

'When activities (47:284) become formalized, they are no longer pupil activities in the sense in which we have been using the term. It is a wise faculty that can prevent its activity program from becoming a sanctified set of rituals.' "Why not suspend publication of the school paper whenever it becomes a chore? It is certain to become a chore; and there are many other ways of getting the values that the paper gets even when it is living up to its best potentialities."

"If and when you publish a school paper (47:284), resolve to take as much liberty as you need to take with the established conventions -- change the form, or organization, the contents to fit some sensible purposes

you see clearly. Don't try to be The New York Times, and don't have anything to do with the several school press associations that are merely ballyhoo for some school of journalism and have no standards whatever that must apply to your paper. Stay out of their contests, where everybody wins a medal or a ribbon -- the contest and the conference that goes with it are promoted for the advertising the school of journalism gets for itself."

"How many school papers (47:284) will stand even superficial inspection? Commonly, the most popular feature is the keyhole column, made up of inanities and personal references that sometimes offend and at best do not deserve the cost in money or effort that their publication requires. The sports department is usually a poor imitation of the worst Jabberwock written by sports-writers for the local newspapers. Once in a while space is allowed for an item of a distinct literary quality, but the conventional school paper is badly written, thrown together, and indifferently received. It is a small wonder that most papers, after the initial spurt, become a form of torture for most of the persons who are obliged to meet the deadline."

A second article by Hyde, one of the most vigorous critics of journalism instruction as carried on in the high schools in 1928, probably reflects better than any other available the development of journalism courses and of



newspapers in high schools during the twelve years between 1928 and 1941. Hyde (82) has written, in 1941: "It is barely twenty years since the student newspaper appeared generally in the high schools. To be sure, student literary magazines and illustrated year books date much earlier, but the first student publications of newspaper type were seen about 1917-19. The remarkable growth of this project in these short years is evidenced by the fact, seen in recent state surveys, that scarcely a high school now can be found that does not have some kind of regular news publication, whether printed, mimeographed, or in the form of a student-written column in the village newspaper. The value of the project is established by the fact that it has survived a ten-year period of depression-economy which has weeded out most of the school 'frills'."

"As might be expected (82), the rise of the high school newspaper brought with it a movement for some form of classroom treatment of the kind of writing published in the student newspaper. This classroom project has not had, during these twenty years, such a sustained and well-directed progress as the newspaper itself. Starting out bravely in a few high schools, in the early 1920's, it wandered off into various by-paths and at times was almost obliterated -- largely through lack of trained teachers and through lack of a clear educational objective.

During the last half dozen years, however, the classroom project appears to be undergoing a revival and is again worthy of discussion. One might almost prophesy an interesting future for it -- providing school administrations gain a clearer idea of its functions."

"One serious obstacle (§2) met by the classroom project was that, early in its development, some overly-ambitious teachers tried to divert it into a vocational trend. They were inspired by visions of sending their graduates out into newspaper jobs. Fortunately, this trend has largely disappeared. It is now widely realized that such secondary vocational training is not desired either by the newspaper or by the young people themselves -- that no such motivation can justify classroom journalistic work for young people in their 'teens'. Probably we may thank the depression for ending this ill-advised trend and clearing the field for a more justifiable motivation. But what shall this better motivation be? That is a problem which is facing, not only secondary school administrators and teachers, but also the university faculty members who are assisting in training high school teachers."

"Speaking as one (§2) who has been conducting training courses for high school publication supervisors and journalistic teachers since 1920, the author has necessarily given a great deal of thought to this basic question of

motivation and has reached several definite conclusions about it: (a) Such classes have no vocational or professional function, except as they may supply some career guidance. (b) Such classes should not be called 'Journalism,' since that word has in the last thirty years come to apply only to professional training on the university level which involves much background education to supplement specialized technical courses. Some new name, such as 'journalistic writing' should be developed. (c) The most justifiable basic activity for such high school classes is that of motivated composition -- advanced English writing courses whose interest is built on the familiar content of current newspaper or magazine. (d) A valuable secondary activity for such classes is systematic reading and analysis of the newspaper as a social force, with the goal of developing in the high school population greater discrimination to be carried into adult years. (e) For either of these projects, trained teachers are needed -- not teachers trained in newspaper offices where the interest is in marketing news as a commodity, nor in the English department where the fundamental interest is in literature, but in schools of journalism which, through thirty-five years of experiment, are beginning to learn something of the pedagogy of journalism teaching, which is, of course, a new kind of pedagogy in our generation. (f) The problem of the proper relationship between such

journalistic writing classes and the student newspaper is yet to be solved in most high schools. There is no educational justification for a class project largely devoted to the extracurricular activity of producing a student newspaper; nor is it good administration not to find a way to make available to the student newspaper the training provided in such a writing class. There are now hopeful signs that these relationships are being evolved. (g) The newest and most pressing project related to either the student newspaper or the journalistic class is that of school public relations, and it is to be hoped that administrators will have the good sense to turn to specially-trained journalism teachers for aid in solving their public relations problems."

"The development of journalistic activities (82) in the high schools during the past twenty years has been well-nigh amazing, and one is justified in taking an optimistic view of the future of the project."

Kitch (85) also gives a critical evaluation of the aims of high school journalism courses and newspapers as they have developed over the last forty or more years. "In the beginning, the journalism class was a sugar-coated course in English composition."

"The educators (85) shortly after the turn of the century figured they had discovered a sure-fire method of making students like to write themes. But the young folks



soon caught on. A theme by any other name had just as many thorns. Journalism simply didn't last as a substitute for a formal course in grammar." "When the propaedeutic sugar-coating wore off, the 'vocational era' came along. Journalism students were offered work in that subject as an actual entry to reporters' jobs after graduation. But when the World War ended and veteran newspaper men were two-pence-a-pound, that rosy dream also curled up its petals and drooped.

"Modern high school journalism (85), however, adopted the most promising parts of the two first phases; and, using them as a couple of foundation blocks in the cellar, has gone ahead to build an up-to-date superstructure of its own."

Most modern high school courses in newspaper work attempt to do three things:

First (85), they try to teach the students to be intelligent and appreciative newspaper readers. If we've been spending four high school years teaching young folk to read books, why not spend a year or two teaching them to read intelligently the material they're most likely to read anyway? Why not teach the future newspaper public to distinguish between a well-written story and a sloppy one? To identify clever writing and appreciate it? To differentiate between fact and desperate fancy, accuracy and wishful thinking, worthwhile material and glossy guff?

Why not produce subscribers who properly evaluate the paper as a whole? Who turn to the editor's laboriously polished editorials as well as to the comics? Who have learned to be educated and informed as well as entertained? Who have learned to use the whole paper -- page by page -- and use it well?"

"As a second objective (85), these modern courses adopt the vocational angle with reservations. Instead of trying to hang a high school diploma above every newspaper typewriter, however, they offer vocational work solely as an exploratory project. The high school journalist does study newspaper vocations; but nowadays such work is usually a prelude to possible future specialization in some university or college. Practically never is it a direct introduction to an actual job immediately upon high school graduation. High school journalism weeds out most of the romanticists who are after a police card and a thrill. Those who are serious about journalism as a vocation generally go on to higher training."

"The journalism student (85) today learns to be a 'newspaper friend' in at least three respects: (a) He learns to be good ol' 'constant reader'; (b) by learning to write in newspaper style, he becomes a much better corresponding secretary for some club or civic organization; and (c) by learning to appreciate what is news and what is not, he is taught to call the proper editor of his

favorite paper when newsworthy events transpire in his neighborhood."

#### ADDITIONAL LIMITATIONS AND QUALIFICATIONS ON HIGH SCHOOL NEWSPAPERS

Butts (29) has stated that high school journalism should receive more attention than it has because it fulfills all of the aims of education; while Brownlee (27) has written that the journalism course should be more than a composition course. Miller and Charles (101) also have stated that high school newspapers fulfill the broad educational values as well as serving as a publicity medium within the school and the community. Campbell (32) has stated that the high school newspaper is a dynamic force in the school community as well as training the newspaper staff to gather, interpret, and write news and the other pupils to receive timely, interesting, and significant news and comment on school life. He (32) warned that the newspaper should serve the needs of all of the pupils rather than being just a bulletin to serve the principal. In addition (32), high school journalism should not try to make boys and girls into newspapermen overnight.

In another article, Campbell (33) has written: "There are more than twenty thousand high schools in the United States, but nineteen thousand of them either ignore or go through the motions of providing student publications

and journalism courses. Meanwhile, tens of thousands of boys and girls are denied the educative experiences these activities afford."

"With this deplorable state of affairs (33), The National Survey of High School Journalism is greatly concerned. Begun last spring (1937) with the coöperation of the National Association of Journalism Directors, the National Scholastic Press Association, the Quill and Scroll Society, and other regional and national organizations, it was undertaken to do more than gather data about present conditions. It was instituted to help point the way to greatly needed improvements."

'Experience in these journalism courses and activities (33) should help boys and girls to gather and present significant information objectively. In an democracy, true patriotism requires a scientific attitude as well as social vision and moral courage. Citizens with civic conscience and civic consciousness can do nothing unless they have scientifically-gathered data upon which to act.'

"To present significant information objectively (33), boys and girls must be able to communicate simply, clearly, and effectively in written English. This involves more than 'motivating' composition, so seldom tried in stereotyped English courses, for composition for composition's sake has little justification. A limited number of high school students should be encouraged to write creatively."



"High school journalistic (33) experiences are unusually effective, also, in promoting the personality adjustment and character development so essential to good citizenship. Let those who tut-tut and pooh-pooh this objective, talk with any successful sponsor. He will recall instance after instance in which students while working on publications became more dependable, alert, trustworthy, tolerant, tactful, considerate, punctual, efficient, energetic, and courageous."

In an issue of the Magazine of the Chicago Association of Commerce devoted entirely to an account of the activities of the Chicago High schools, one may find (5) the following statements:

"The high school weekly is a growth (5). Not more than five or six years ago most high schools were publishing monthly magazines of a decidedly inferior nature. They contained short stories, limited in scope and stilted in manner. They were books which were decidedly difficult to read; the purchasers were moved to buy them because of 'school spirit' and a curiosity as to whose names might be attached to time-worn and bedraggled jokes. Some of these magazines contained departments of merit -- in some instances these departments live as traditions in the weekly of today. Nearly all of these monthly magazines have given precedent to weekly newspapers. There are few high schools of any size in Chicago and elsewhere that do

not publish a weekly paper which supports itself."

"What brought about the great change is a question (5). Nevertheless, it has come, and the school house organs published today received justified acclaim from their subscribers. The students are doing the work; the editors are carrying the burdens on their own shoulders; the faculty advisers remain within the boundaries suggested by their titles. The papers are, as a rule, well printed, the make-up pleasing, the policy well defined and the humor, while usually of a personal nature, neither caustic nor silly."

Before one might be tempted to enter too lightly upon plans for launching a high school newspaper, however, he should study this material which is taken from Reavis (117).

"Despite the great possibilities for good in student publications, there are inherent dangers which can be averted only through wise sponsorship. It is the purpose of this discussion to provide a body of experience for the guidance of inexperienced administrative officers and sponsors, who are likely to make serious errors in the supervision of student publications unless they are adequately informed regarding the practices which make for failure and success."

"Before a student body (117) should be allowed to embark on a program of publications, the following questions

of policy should be settled by the administrative office and faculty:

- "a. The need for a school publication should be canvassed and the character of the publication to be attempted should be determined in accordance with the school's needs.
- "b. Some person of the adult personnel of the school, capable and willing to assume the responsibility of directing the project, must be secured for sponsor. The success of the paper depends upon this key-official. If he allows material from the student body to go into print uncensored, the value of the paper to the school may be entirely lost, and the morale of the school may be seriously impaired. He must direct the efforts of the enthusiastic contributors and hold them responsible for worthy standards of attainment. To maintain high standards of workmanship without checking the originality and destroying the spontaneity of the youthful contributors is a task that requires considerable tact and rare skill in constructive criticism.
- "c. Competent students for staff positions must be available.
- "d. The ability to sustain effort to carry the project

through must be in sight.

"e. Careful budget any plans must be worked out."

"The functions of the newspaper (117) are entirely different from those of the annual and monthly publications. It should give the 'news'. Unless one has been accustomed to a school newspaper, it might be thought that there is no demand for a publication of this character. This doubt can be best set at rest by one who has become accustomed to a school newspaper, and has been deprived of it. It is surprising to see the amount of good wholesome news that can be produced by a school in a week's time. This news may include announcements and statements from the administrative office, the whole round of school happenings, and editorial comment on timely topics of school concern."

"The influence of such a publication in a school can hardly be evaluated (117:145). In addition to keeping the school community fully informed on all matters of importance within the school, it helps to unify the various activities of the student body, keeps alive the interest of the students in the ideals of the school, and plays an important part in the development of school spirit and opinion."

Some of the specific suggestions on the newspaper itself stated by Reavis (117) are:

"a. More uniformity in the size of the sheet would be desirable. Avoid the extremes -- the very



large or the very small sheet. Use a medium-sized page, and increase the number of pages to meet the needs of unusual issues.

- "b. Small schools especially should strive to decrease the space devoted in their papers to advertisements. The paper should be primarily a newspaper for the publicity of school activities and interest and only secondarily a medium for the commercial interests of the community.
- "c. Arrange and organize the subject matter of the papers. Assign a place, a position, to each department and feature section. Convert one of the last pages into a sport page, and confine all athletic news to that page. Conduct a humor column instead of the scattered humorous items.
- "d. Weekly papers may be so managed as to serve the purposes of newspapers and literary magazines. Periodically -- perhaps every fourth week -- the paper may contain an extra sheet -- the magazine section.
- "e. A faculty member who supervises the work should be responsible for each school publication. This person may do much to raise the standard of humorous notes and departments, and should

definitely guard against, for his paper, the personal joke that is poignant.

"f. Affiliations with, or memberships in, press associations or organizations stimulate the spirit of wholesome competition.

"g. In order to be assured of the largest circulation possible, the subscription price should be reduced to a minimum determined by the frequency of publication and local conditions."

Not all writers on the relationship of the supervisor of the school newspaper to the staff of the paper agree with Reavis' (117:145) position. Redford (120) has expressed his opinion that the responsibility should be placed on the staff itself rather than on the supervisors, after making a rather extensive study of censorship practices by advisers. Dunham (49) would have censorship replaced by direct newspaper staff responsibility for what it selects for publication, but he would have the lesson driven home to the staff that democracy is not the same as unrestricted individualism. From the study of an eight-page survey questionnaire sponsored by a nation-wide group of high school journalism organizations, Campbell (34) has written: 'The work of these sponsors is outlined in their answers to the questionnaire. In addition to various non-journalistic activities, they teach journalism courses, sponsor publications, and supervise school publicity. In

the more modern courses they consider not only journalistic techniques involved in producing the school paper, but also current events, propaganda, and the newspaper's social responsibilities. They guide boys and girls engaged in the editorial and business management of newspapers and yearbooks, magazines and handbooks. They interpret the educational program by supervising news releases and other promotional activities." Campbell's report shows no schools having publications without faculty supervisors.

Young (163) has reported two schools that do not print their school newspapers but post copies on the bulletin boards. Duff (47:285) has also written:

"Before newspapers, before magazines and periodicals in general, the familiar form for printed publications was the broadside. It was sometimes called 'broadsheet'. It was a large sheet printed on one side only. The earlier ones contained only one item, a poem, for instance, frequently a ballad of the popular type dealing with some topic of popular interest. These are distinguished examples of the printing art, and the beauty of the type and composition enhance the paragraphs or stanzas presented, as the music of a song enhances the lyrics.

"Assuredly the broadside (47:285) could be adapted in many ways for our use in school, and it may be the alternative we are looking for. It is so much more flexible than a periodical, yet it would serve even better

than the paper serves to encourage good writing, for each broadside would dignify and individualize the item published. Artistic embellishment would be possible if the beauty of fine typography were not embellishment enough. The school print shop (every school should have one) could handle these broadsides more easily than it could print a paper. Mimeograph, photo-offset, and many other familiar processes could be used where printing facilities are wanting. The broadside idea is worthy of extensive trials, to supplement the school paper if not to replace it."

Rose (126) has told of one school in which the so-called school newspaper is read over the school's loud-speaker system twice a week. An anonymous writer (8) also has an account of a so-called school paper which was not published but was read at an assembly every other Friday. While these two gave rather glowing accounts of the satisfactoriness of this method, Reavis (117:145) states flatly that: "Announcements from the assembly platform can not cover the scope of information that should be imparted to the students, and gossip and rumor can never take the place of well written school news. There is undoubtedly a place in the medium high school for a small daily, weekly, or bi-weekly paper devoted exclusively to school news. Such a publication might well be modeled after the best public newspapers of the day. It



should be written by the student body, edited and managed by students, and supervised by a faculty adviser."

Reavis (117) makes the additional statement that "high school newspapers are now self-sustaining and no longer need administrative financial nurture and encouragement."

Davis (43) has published an article telling of the methods used in publishing what is believed to be the first high school newspaper representing all of the high schools in a fairly large city in Oklahoma. The writer of this thesis doubts the effectiveness of such a plan.

Harral (69) gives suggestions for getting the names of more pupils into the high school newspaper. It is a journalistic axiom that 'names have kept more than one rural newspaper going.' It is also true that a frequent weakness of high school and even college and university newspapers has been the frequent repetition of a few names and the omission of almost all others. When this has been protested, the rather reasonable answer has been that when these others do something newsworthy their names will be given space. A rebuttal to this, also rather reasonable, is that frequently clannishness and ignorance of things occurring outside of the limited circles known to the newspaper center have entered into the situation.

Mitchell (102) has advocated a school clipping bureau as an additional service of the journalism students. This bureau would, according to his plan, clip articles from the

daily newspapers and distribute them to teachers who might find them useful for reading to their classes or posting on the classroom bulletin boards. Ronshaugen (124) has published a description of the way in which an extensive school news bureau was believed to serve the needs of one high school better than a school newspaper. In a way, the news clippings served the same functions as a newspaper even though the external form was different.

The relationship of English and of "journalese" has been discussed by the brilliant British educator, Sir John Adams. In discussing the carry-over from university newspaper practice to high school newspaper practice, he (2) has written: "It is doubtful whether the (high school) teacher of English should regard as an advantage or disadvantage the fact that the school newspaper is now often produced actually on the school premises."

"Now in the schools of journalism (2) the faculty lay themselves out to cover the whole field, which naturally includes the actual art of writing for the press. With this, at first sight, there can be no objection, and if the teaching is confined to adults who are in actual training for journalism, it may be regarded as actually praiseworthy. Rightly or wrongly, American newspapers have adopted a certain style of writing, and if young men and women are being prepared to write for American papers, it is right that they should get the training that

will enable them to meet the demands of the situation for which they are preparing. But unfortunately the position is not quite so simple as that. Those who take up journalism as a part of their course at the university are not all on their way to a journalistic life. Many of them take up the subject as in indirect training in English. This would be all to the good if journalistic English were the same as the English set before university students as a model. Nothing could be better for a student of English than the opportunity of applying his pen to work that would afterward appear in print. It would give him just that incentive that he needs; for mere exercise-writing is as unpalatable at the university stage as it is in the high school. Unfortunately, newspaper English is not what is usually recognized as the standard type. Not only is the actual English different from what may be called 'book-English' in vocabulary and structure, but the underlying form is radically different."

"Let it be understood (2) that the teacher of English has no quarrel with the journalist for adopting that kind of literary structure that best suits his needs. The duty of the school, and of the 'letters' side of the university, is to get students to acquire a mastery of the language as such, soul and all. By and by, when they are at home in their mother-tongue as it ought to be known, the acquirement of the tadpole form is a matter of a few

days. What a pity to spoil a good training in English for the sake of anticipating by a week or two the power of meeting the legitimate demands of the great journalistic machine! Let us get out of the ordinary school magazine or newspaper all the stimulus we can in the way of purposive effort, but let us not jeopardize the literary souls of our youngsters by practicing them in what they will do all the better in the future for having avoided at their growing state."

Hollis (78) as far back as 1901, has made a case for the opposite point of view. He believes that the newspaper style just suits the boy who does not like rhetoric. He has added: "But will not the reporter's style spoil the boy's literary taste (78)? The answer is simple. The average boy hasn't any literary taste to spoil. Not one out of thousand will ever become a producer of literature. Teachers are too apt to think that because they enjoy Emerson and Tennyson that the high school boy does also -- or ought to -- and we arrange his work in English on the basis of what we think he ought to enjoy." "The time is ripe (78) for the educators of the country to step in and give the (journalistic) movement now in progress direction and effectiveness."

The school newspaper is a splendid advertisement for the school. "Like the great college annuals (78), the high school newspapers are the only 'official' publications



emanating from the school that many people meet with, and they take them as being broadly representative of the school. While it is regrettable that the high school newspaper table of contents represents everything else but the serious and regular work of the school, this can be corrected without serious strain." Hollis found the editorials in the school newspapers to be flippant; he thought appeals for the support of athletics to be flamboyant; and he considered the locals, personals, reporter's gossip, et cetera to be of a kind "which wound or flatters in nearly every line the vanities of half the school". He thought the social items gave a wrong idea of the amount of time spent in dancing and made the high school appear as a place of frivolity. "This kind of newspaper (78) is restricted to no one state or section of the country; in Massachusetts and New York as well as in Wisconsin and Minnesota, the same general characteristics obtain."

Duff (47:371) has another cause of complaint. He has written: "For those of us who are teachers, not journalists, the matter of form is of much less importance than substance. A school paper is a house organ, but if it is to be justified on educational grounds it must belong to the students to a larger degree than to the staff, or the sponsor, or the job printer who, in most cases, gets it out." "The best school papers published

today are the mimeographed ones. They cannot be bent so easily to some single arbitrary standard of excellence set by teachers in courses in journalism. Mimeographed papers are more frequently the work of the children, and preserve the verve, the zest, the tang of life in the schools they represent."

"There is no reason (47:371) why printed papers should not be equally free from artificial, stilted standards. The test of a public high school is not the degree in which its paper conforms to such standards; the school is not set up to publish papers but to educate boys and girls. As often as these journalistic standards spoil a school paper by making it a self-conscious imitation of some other school paper, the educational uses of the paper are perverted."

"One should (47:371) overhaul the form and the style of the paper every year or so and when interest wanes suspend the paper until a new tide of interest refloats it. The habit of keeping up with the Joneses makes us reluctant to suspend in our schools some activity that is thriving in the high school across the way. It is too bad if there are schools where students go through the motions of publishing a school paper for no better reason than to satisfy the principal, or to entertain a teacher who has had two courses in 'journalism', or to serve, unwittingly, as a part of the publicity come-on for the

high-powered schools of journalism!"

Felts (55) not only condemns the usual "humor" in the high school newspaper, but publishes a comprehensive list of "do's" and "don't's" for the guidance high school journalistic workers in the employment of humor.

Crosman (40) has told of what he thinks can be done with the ethics of high school newspapers in specific ways after an opening general statement. "An ideal high school newspaper, then, would be like rare men you and I know -- men of fine physique, great intellectual attainments, and high moral and ethical standards, who dress neatly, who present a cheerful countenance to the world, who live rightly, who would not stoop to a mean act which might hurt someone, who strive always to be helpful to others, who try to make the world a little better." As one example from his list, Crosman (40) has written: "Praise generously. . . . distinctive achievements of individual students and faculty members, especially achievements attained under physical or other handicaps, thus gaining the name of being kindly, appreciative, and encouraging."

A study of the aims and functions and of the qualifications and limitations of high school newspapers shows many currents and cross-currents of thought. Such a study may remind one of the knight in "Don Quixote" who dashed out of his castle and rode madly off in all directions. Nevertheless, the annoyance in the situation may really lie

in the attempts of many of the writers to bring all of the others to their way of thinking rather than in the lack of uniformity of thought itself.

THE USE OF THE HIGH SCHOOL NEWSPAPER  
AS A MEDIUM OF PUBLICITY AND INFORMATION:

A. To the Superintendent and Principal

Here again there is much of confusion and conflict. Popham (114) has stated the case for school publicity well, but it is doubtful that the schools have utilized this instrument which is ready at hand either fully or wisely.

"Call it publicity, call it public relations, call it 'selling the school to the public'--there are few activities more important to the welfare of the school than interpreting the work of the public schools to the students, parents, and taxpayers. The public schools, like modern business organizations, are looking to their public relations, endeavoring to earn and keep the good will of the public."

"Administrators are beginning (114) to realize that the public has a right to know more about one of its most expensive investments, the public school. They are coming to realize too, that only the well-informed friends of the school can defend it against its critics. As America pays its national defense bill, school budgets may be threatened at the expense of the welfare of the students



and teachers. If the public schools are to hold their own in the scramble for tax money, the taxpayer must be convinced that the schools are worth the price he has to pay. Thus, it is up to the school newspaper and the organized publicity bureau to show taxpayers that they are getting something more for their money than just 'fads and frills'. To this end, the newspaper readers must have a true -- and interesting -- picture of the everyday life of the school, a report of departmental activities, as well as extracurricular ones. True, such information must be presented in a lively, interesting manner, frequently in feature style. The utmost care must be taken to find news, not to write mere propaganda. The stories must be so interesting that they will be read and enjoyed by students and parents alike."

"The school paper (114) must be a news paper -- something more than a mere joke or gossip sheet. The going may be a bit difficult at first in schools that have been unaccustomed to this type of news, and the student readers cannot be blamed for 'kicking' if the departmental news is not made newsy and readable, with an abundance of names and humorous incidents. But they will not doubt eventually come to like this newsier type of paper that tells them many interesting things they never knew before, that gives them a true picture of the entire school. In this way the school paper can strengthen school spirit by making students

proud of the achievements of their teachers and fellow students."

Michael (97) has written: "In addition to these generally accepted values, the school paper in the hands of a skillful and farsighted principal can be used to further such purely administrative problems as:

- a. the improvement of instruction
- b. raising the morale of the school
- c. launching and developing school projects
- d. And by subtly disseminating school propaganda, materially aid in selling not only the school, its activities, and policies, but also the individual teachers to pupils, parents, and friends, as well as other taxpayers in the community."

"Frequently articles (97) on comparative test results, tardy and attendance records, short story contests, honor challenges, and honor rolls can be used to great advantage not only in securing greater cooperation but in raising the standards of accomplishment of both teachers and pupils."

"The school paper (97) can be used to play an important role in helping create a wholesome school spirit, developing and maintaining morale, as well as supporting the best traditions of the school -- always playing up the good news features and emphasizing the desirable phases of pupil,

class, and school life while playing down or ignoring undesirable features." Michael believed that the school newspaper should not print articles on promiscuous spitting in the building for example, but that the principal should use a campaign of slogans such as "Clean up" or "Girls pick up paper more quickly than boys."

"A careful study (97) of secondary school newspapers tends to create the opinion that in more than one community senior and junior high school principals are not ignoring the opportunity to use the columns of their paper for the express purpose of combating unfavorable school propaganda found in the public press of the community."

Lovejoy (89) has listed suggestions for steps which the school administration can take to assure the publication of a school paper which will eliminate criticisms of education and give the community a better understanding of what is going on in the schools. Meckel (95) has expressed the thought that the school newspaper can be used as a coördinating medium that transcends departmental lines and one that helps in the integration of the educational processes. Ryan (127) would have the school newspapers directly under the control of the superintendent but in the hands of a trained supervisor "whose salary would be paid from the savings to the school". On the other hand, Campbell (32) has issued a plea for a school newspaper whose function would be that of serving the needs

of all of the pupils rather than being just a bulletin for the principal's use; and Hammargren (67) has advanced an argument for the abolition of school newspapers altogether on the ground that they take advertising and, therefore, money away from the town papers. Neither of these latter points of view seems to present very serious difficulties, especially when one considers that the National Education Association (6) has sponsored school publicity projects in the high school newspapers of the nation because they are held to be of such great value to the schools and the communities.

#### B. Publicity Within the School Itself

"High school newspapers (32) that cover the news accurately and objectively, fairly and faithfully, completely and constructively, are good house organs. To succeed they must really be student publications -- publications prepared by students for students, with a competent adviser as guide, not a boss."

"Not a week passes (32) but what at least one department or another has a project it wishes the newspaper to publicize. The dramatics department produces plays, the music department presents operettas, the art department sponsors exhibits, the physical education department promotes athletic contests, the social-science department supports drives, and all these activities must be brought



to the attention of the newspaper readers. The commercial newspaper considers it enough to report events. The high school newspaper assumes a share of the responsibility for the success of activities."

"Featuring the significant developments (32) within the school is not all that the high school newspaper may be asked to do, for there are routines and services which also must be explained to students and teachers alike."

"Changes in official policies (32) of the administration may be interpreted by students if the principal is wise enough to take the editors into his confidence. Trial registration in the spring, conferences for personal guidance, books added to the library, may be ignored by some publications unaware of this important phase of their work. Principals should not make student publications serve as official bulletins, however, for then they cease to be student publications, they cease to be good house organs, and cease to have worthwhile educational value."

"Good school spirit is seldom developed (32) by preaching about it in editorial columns, but it can be improved if the newspaper puts first things first. If sports receive too much attention, why not develop a long-range policy to shift the emphasis?"

"Every teacher (32), student, and staff member is worth at least one human interest story. Each one feels happier and more important if his fellow student appreciate

his abilities and experiences."

"While the stimulus (117) to vital English work may be regarded as the most important result of publications in a modern secondary school, the impetus given to school spirit, pride, and loyalty is a close second. Through the columns of the paper, ideals and sentiments may be developed that will raise the general tone of the school."

"Another value (117) of the school paper not to be overlooked is the increase in the efficiency of the school through the opportunity provided for regular communication between faculty, student body, and parents. Important announcements, information regarding school policies, significant changes of any kind, and school or departmental progress can be placed before the school community in such form that proper assimilation of such matters can be made by every person concerned. As a result, school opinion can be more easily and quickly crystallized and school solidarity promoted through the influence of the high school press."

"In all middle sized (117) and large high schools there is need for a medium of communication between school community, student body, faculty, and administrative office. Announcements from the assembly platform cannot cover the scope of the information that should be imparted to the students, and gossip can never take the place of well written news. There is undoubtedly a place in the

modern high school for a small weekly paper devoted exclusively to school news. Such a publication might well be modeled after the very best public newspapers of today. It should be written by the student body and censored by a faculty adviser."

"The influence (117) of such a publication in a school can hardly be evaluated. In addition to keeping the school community fully informed on all matters of importance within the school, it helps to unify the various activities of the student body, keeps alive the interest of the students in the ideals of the school, and plays an important part in the development of school spirit and opinion."

Michael (97) has written: "The newspaper performs the most important function of any of the student publications because of the frequency with which it appears and because of the many opportunities it offers for student expression of opinion or report on questions that vitally touch the daily life and experiences of children in school."

Miller (100:35) has written at some length of the advantages of a school newspaper over a school magazine from his point of view. "A newspaper that is intimately in touch with everything happening in a school can be made more of a force for intelligent leadership, both in the school and in the community, than a magazine whose editorial staff is more likely to be chosen for its literary

and artistic talent then for its practical ability."

'The newspaper, handbook, magazine, and annual (150:189) are the most important of the school publications. A marked increase in the popularity of the newspaper and the handbook is apparent. If only one publication can be sustained, the tendency is to select the newspaper on account of its greater social and educational significance."

'In the school (150:189) as in the community the primary function of the newspaper is the promotion of social solidarity. By giving the entire student-body a periodical review of the news of the school, the newspaper places in their hands a body of common knowledge that gives rise to feelings of group consciousness. Solidarity is promoted further by providing a forum for the discussion of the problems of the student-body, and of extending the influence of the student leaders, and for the promulgation of constructive ideals with reference to scholarship, sportsmanship, and courtesy. No less valuable for purposes of social cohesion is the enjoyment in common of such pleasures as those of the humor columns, short stories, and diverting accounts of plays and athletic sports?"

Hoffman (77:244) has written: "Since the paper is a community developer -- its own school is its community -- it endeavors to promote the leading events and to boost all worthwhile enterprises. It may do this by giving all the developments from week to week, with a final 'smash' one



page one of the last issue before the event takes place. Boosting treatment seems entirely proper for the opening game of each major sport (football, basketball, baseball, etc.), opera, school plays, class banquet or similar social affair, carnival, or all-school festival."

Batchelder, a librarian (17), has written: "The best medium for the dissemination of information and suggestions which the librarian wishes to place before the whole student body is the school paper, and no other type of publicity can compare with it. By taking advantage of all phases of the school paper and playing up the interesting and significant features of her library, the school librarian has a chance to keep before her public all aspects of the work, and in this manner she will reach pupils who would otherwise never receive the library message."

Schneider (131) has advocated the publicizing of all of the social events of the school in the school newspaper, having found that a column on social events and other school functions not only increased the interest in these events but increased the interest of the pupils in the newspaper itself. Chandler (36) has stated that the school newspaper should interpret the school to the teachers and the pupils as well as to the homes.

Sherwood (136) has stated two services of the school newspaper in this connection. First, 'let us give school

publications a place in our high schools because they create men of worthy ideals. At first thought it would appear that work on a school paper primarily prepared one for a vocation, that of a journalist. It is not so; it is a kind of education that creates men who devote themselves to the service of their community. The staff become searchers for the best. They want it for their school and their community. And most important of all, they want it for themselves. Their very work ultimately directs them to the best in thought and speech -- to the best in ideals. In this way, selfishness drops out and service comes in. High school papers furnish an opportunity for youth to learn the art of meeting responsibility.'

'A second service (136) rendered by student publications is to make a permanent record of the school. This is the particular function of the newspaper and the annual. In fact, a historian in after years could not write a satisfactory history of a school without access to the files of its paper and annual.'

'Another reason for giving pupil publications (136) a place in our high schools is that they are powerful agents in bringing all of the forces of the school and community together for united action. They unite all interests, unify the school and at the time this service is performed furnish an avenue for the expression of opinion. Every pupil from freshman to senior reads the

school publications. The faculty are as interested as any pupil. An alumni column attracts the graduate of other years. The advertisers check up, and parents read of the achievements of their own children.'

A somewhat grandiloquent writer (6) but one who had the germ of an excellent idea has written: "The future of American schools rests with those who are enrolled as students in these institutions today. If each student is graduated with a profound sense of the significance of education for the individual and for society, continued progress for the schools is assured." "Home rooms, assemblies, clubs, school publications, and other extracurriculum activities (6) offer excellent opportunities to help students to a better understanding of the institution devoted to enriching their lives. The high school newspaper is particularly well adapted to this purpose. In its columns, students can express their own ideals and seek guidance in the formation of their own opinions. The effectiveness of the school paper extends beyond the school walls as most schools circulate their publications to the homes. Because of the great possibilities of this medium of interpretation, the Bureau of Publications of the National Education Association has undertaken to encourage high school publications by appropriate recognition of excellent work in the different departments of these newspapers, such as cartoons and

editorials.

### C. Publicity Outside of the School

Terry (150:190) has emphasized the importance of the school newspaper outside of the school in the promotion of helpful attitudes toward the school on the part of the community. Because it has to compete with other institutions for the support which it needs, the school must emulate the practice of successful businesses and furnish the public with a continuous stream of publicity. Surprisingly little recognition has been given to the possibilities of the school newspaper in this respect. It is virtually a moving picture of the attractive life of the student body, much of which is genuine "news" to the public. It approaches the people through their great interest in their children. Little, if any, expense is entailed. Practically any concise information which administrative officers desire to put out can be handled without interfering with the usefulness of the paper, for the reporters are glad to include the administrative offices in their rounds and it is highly desirable for these intelligent boys and girls to learn to use their pens in the service of the community.

"Publicity (138), efficient and understanding, is available for a school system through the medium of the school newspaper. The paper can touch vitally the life of



every pupil in the system. Its message is accepted without question in the homes of the school patrons; it can carry the story of the school and its ideas to other members of the community."

"A paper (97), to be of greatest value to a school, should appeal to pupils and to parents and be read by townspeople of the community as well. This tends to bring about a closer relationship between the community and the school. To render a service that will make the needs and the interests of the school articulate necessitates an understanding of the school, its organizations, and its problems."

"School publications (127) are by their nature adapted for school and educational publicity. Publications should give a cross section of the school life and to them parents can go to find out personally what their children are doing."

"Publicity (127) of a sort is bound to come from publications. It may be constructive or it may be destructive; it cannot be neutral. Superintendents should strive to build up a constructive, cumulative system of publicity through scientific handling of all mediums. Such an arrangement does not mean full censorship. Too much faculty control means a faculty publication."

Callihan (30) believed that 'too many schoolmen fail to realize how this vital force in secondary education --

scholastic journalism -- can be utilized in meeting a vital need -- the need for educational publicity. Only one-third of the schools have definitely recognized publicity bureaus or staffs. Although authorities strongly endorse the practice of using journalism students as valuable aids in carrying on effective school publicity programs, more than one-third of the schools which offer journalism are failing to use these trained students in publicity work.'

Stratton (147) has stated his belief that the high school journalism department should be a public relations bureau to get news about the schools into the dailies. Chandler (36) believed that the school newspaper should interpret the school to the homes. Slemons (138) advanced the argument that the school newspaper deserves a place in the school budget because of its excellent school publicity value. Neblick (106) stated that the school newspaper is the most important school publicity agent in the whole community. MacCreary (91) went so far as to state that the school newspaper is, or ought to be, published for the parents by the pupils. Lovejoy (89) has published a list of suggestions for the better use of the school paper as a publicity agent in the community; and Starkey (144) made an attempt to evaluate high school newspapers and annuals as media for the dissemination of information about high schools to the public. Smith (140)

has expressed the opinion that the school paper's chief responsibility is to the school and the community rather than to the pupils alone.

#### D. School Publicity as a Special Section of a Commercial Newspaper

A large number of articles have been written advocating the publication of a section of a commercial newspaper by the high school pupils rather than the publication of their own paper. This has its advantages and its disadvantages. An advantage is that the school news is laid before the public. A disadvantage is that the pupils are deprived of much of the work of preparing a paper which is their own paper and published for readers of their own ages.

Dowler (45) has given what he believes to be the advantages of a page in a community daily over a school mimeographed publication. Ryan (128) has published a description of the way in which a high school newspaper became a page in a city newspaper; and an anonymous writer (11) has printed a discussion, pro and con, of this same situation. Adams (3) predicted about ten years ago that the time would come when the school page will be a regular part of all city dailies. While there is much school news in many city papers, his prediction is not yet a commonplace. Beck (18), Thayer (152), and

Boren (21) have made suggestions of such a page, and the latter listed some methods of handling such a page. Thalheimer (151) recommended a page in the city dailies to be composed, edited, and made up by high school pupils. Harrington (70) gave a list of advantages of such a page and the names of newspapers carrying such pages at the time at which he published his article. It would be interesting to know what number of them still publish such pages of school news. Hawkins (73) and Humphrey (80) gave arguments for such a page. An anonymous writer (12) told of the way in which a high school paper solved its financial difficulties through the publication of its news as a page in a city paper.

Trew (155) has given a list of suggestions for organizing an English class for the furnishing of news for a section in a town newspaper. Noel (108) has given an account of the way in which a high school freshman English class sponsored a city-wide clean up campaign while studying journalism. Lee (88) has told of a town in which high school pupils are paid regular space rates by the local newspaper for all of the news which they write which is printed. McIntyre (92) wrote an account of the preparation of a history of the local schools and of an alumni directory by the high school pupils in a town of 150,000 population and of its publication in a local newspaper. Fawcett (53) has told of the editing and



publication by the high school pupils of the only local paper in a small community.

### PERSONAL AND PERSONALITY VALUES FROM JOURNALISTIC WORK IN HIGH SCHOOL

These values were given a great deal of attention in the early writings on extracurricular activities, including the school newspaper. These improved personality values may be derived from the work on the newspapers or come about in the whole school population as one of the effects of a constructive and interesting school paper. The latter has already been given considerable attention in this thesis under the heading, "Publicity Within the School Itself," although it will receive some additional attention within this section.

For the high school newspaper workers themselves: "Right off the reel, then, (100), we must toss away the notion that there is no sense in working on a school publication unless one is planning to become some sort of writer or editor or advertising executive. For if there's any profession that stands at the threshold of other professions it is journalism. No matter what you do in later life you'll have to use words. Whether you become a doctor or mechanic, a farmer or an aviator, an explorer or an antique dealer, you'll have to meet and talk with people. Sooner or later, the time will come when you will want to

communicate."

Journalism (100) is the art of communication, the art of expressing yourself -- and working in journalism cannot fail to teach you something of this art, to impart something of the power of the printed word. An accountant is surely a better accountant for having learned the mathematics of words as well as of figures. The better lawyer has learned the logic of words; the better salesman their persuasiveness. Everyone is better off for having learned the means of contact with other men."

"Remember, too, (100) that in the general run of your school work it is you on your own. The world outside is different -- there no man works alone. In one way or another he must coöperate with his fellow beings. In any event, it will give you these two things; knowledge of the power of words, and the knack of working with others."

Writing about the opportunities and the satisfactions of her work with a high school newspaper sponsor, Zander (164) has made the following somewhat idyllic contribution. "The journalism laboratory and publication office is one of the few places where the student has an opportunity for some individual guidance. Supervised by a teacher equipped by training and temperament for the task, journalistic activities provide a variety of tasks suited to many personalities and abilities, with an almost unlimited opportunity for individual growth. Freedom from the arti-

ficial restraints of the academic classroom, together with the knowledge that he is engaged in a real task that will bear tangible fruit -- fruit that will be judged not only by the teacher but by the whole community -- provides for the student a greater incentive to achievement than any system of marking or honors. Here is real competition, here is an opportunity to demonstrate responsibility, to exercise executive powers, to share in a limited measure the adventure, the challenges, and the successes of the adult world."

"In the publication office (164) the play of personality upon personality becomes a vital part of the educative process. This is a coöperative enterprise, in which the success of the whole depends on the efforts of each member of the group, in which each must learn to work peaceably with other members of the community, regardless of differences of background, family, or beliefs."

"In this situation (164), the teacher finds unsurpassed opportunities to guide the individual, to develop his capacities to the utmost, to train character, in short to educate the whole man. The publication sponsor works closely with the staff, correcting, counseling, praising, but he does not remove responsibility from the shoulders of the students. Rather, he watches constantly to see that each takes the full measure of responsibility of which he is capable, leading him to develop sound standards and

stimulating him to further effort with frequent suggestions, but requiring him always to make his own decisions and to abide by the consequences."

"In these days of stress, (164) the journalism teacher has an unparalleled privilege in that he deals with living materials -- men's thoughts and acts as they are shaped by current conditions and as they in turn shape the events of tomorrow. Here is opportunity not only to trace current history, but to teach young people to understand the forces which help us to make up our minds about the problems facing the power of the press and the responsibility that goes with the exercise of such power, whether it be in the limited field of the school community or in the adult world."

"To the publication sponsor (164) belongs the joy of seeing many a student who felt himself a failure suddenly catch the gleam and, with his eyes on a new vision, go forward, falteringly at first but with gradually steadying steps toward real achievement. To the publications sponsor belongs the comfort of oft-repeated assurances from former staff members that their staff work was their most meaningful experience in school, that learning to understand other people and to work with them has been of greatest value in their adult life, that the training in poise, in responsibility and in pride in workmanship has stood them in good stead in their various vocations."



"To the journalism teacher (164) belongs the satisfaction of opening the eyes of countless boys and girls to the realities of the world in which they live, and of contributing in some measure to the development of an alert and responsible citizenry in a world which needs it."

In one of the earlier articles, written in 1910, Abbott (1) has stated as his purpose "to make clear why, in the writer's opinion, this journalistic activity is a vital force for good, to show how it reacts on the editors and on the school, and how it can be helped by the friendly coöperation of some interested teacher."

"After some years of experiment and observation, I (1) am confident that school journalism affects in more important ways than at first appear both the editors and the school as a whole. The editors gain a medium for the expression of literary and artistic talent and of opinion on school topics. They gain influence in the school, of a kind frequently monopolized by the athlete. They gain definite training in writing for a market, under the sharp criticism of their mates: and incidentally a good deal of technical knowledge of typography, pasting-up, proof-reading, and the like. They gain -- what literary young folks are apt to need -- the power to work in groups instead of individually. They gain in responsibility, from the necessity of fulfilling regularly recurring obligations

to subscribers and advertisers: business obligations, for which the ever-ready 'excuse' is no substitute. And they experience from these opportunities and responsibilities the kind of appeal that we teachers find so difficult to put before the clever but self-satisfied pupil; an appeal to rise above the dead level of mediocrity. Mediocrity cannot run a good school paper; neither can lazy cleverness. A journal that is worth a 'gentleman's mark of C' is not worth a dollar a year. The realization of this blunt truth, through the effective discipline of his co-editors, has been the making of more than one boy who was content to slide through school on his wits. And for the school at large the paper does as much or more. It stimulates and vitalizes composition work; it distributes news; it keeps a permanent record not only of events, but of legislation, such as the charters of various societies; it stimulates the activity of these societies, by their anticipation of 'what the paper will say', it binds alumni to the school; and, if conducted with frankness and public spirit, it often reveals to the principal tendencies in student thought and opinion that are worth his consideration and may help to shape his policies."

Huff (79) has written in a similar vein of his work with a revolving newspaper staff in high school.

"Journalism in high school, I have found, is not only attractive to the students but also a strong socializing

agency. The companionship developed in the class is equaled only in athletics, where 'team work' is the motto. The journalism students are sufferers together when something in the paper meets the disfavor of its readers, and they are champions together when the school paper wins first in the yearly interscholastic press association contests."

"The organization of the class (79) into a regular staff which changes every two weeks has a stimulating effect upon the students. Each child is eager for the time to come when he can be 'city editor' and with that much coveted place in view, he fills the offices of society, alumni, joke, and athletic editors with the greatest care, for he reasons that the city editor must know all about the staff positions in order to be most efficient. The city editor in turn learns to keep accurate records and to judge carefully the news before he sends it up to the news director, who has the final decision on what is suitable to be typewritten for publication in the paper."

"The 'Press Association', which I (79) started as an honorary organization, has served a splendid purpose in keeping up the enthusiasm of the class members. To become a member of this association, each young journalist must have printed in the paper, just as he wrote them, five columns of news, or six hundred and fifty lines. In order

to make the determination of the eligibility easy, each student must keep a notebook of the clippings of the articles he has in the paper. If a student 'makes the Press Association', he is excused from writing a term paper in the course."

"Since nothing (79) has been said about officers, the editor, the managing editor, and the news director, it would seem that they gain little from the class. As a matter of fact, they fit into the organization so closely that it is difficult to realize that each one gains a knowledge and independence that comes from his particular duties. They learn not only how to judge news values, but how to make plans and see that others execute them. They learn not only to judge the other journalism students as to their amiability and position as good fellows but to calculate accurately the working power of each person. Diplomacy and tact enter into their editors' vocabularies as aids to business and success, rather than a means of 'working the teacher'. To them is given the privilege of seeing the school as a whole in all its working capacity, and to them the principal, and the superintendent, as well as I, look for the best, truest, and clearest presentation of the school and its activities."

"The benefits derived (79) from the work by the individual students are indeed surprising. The timid girls and bashful boys learn to approach people in polite,



respectful, and sometimes clever interviews. Moreover they discover how to deal with human nature, for the journalism class is no place for those who need pampering. If any reporters has failed in an interview that another reporter succeeds in getting, the one who fails soon learns to look at himself and say, 'I did not go at it in the right way', rather than to complain, 'That wasn't fair', as some often do in regular English work. His failure has been too evident for him not to see it. The 'cliques' are broken up. Girls of one crowd can be found working enthusiastically with girls of another group to get the story in and get it well written. They learn to cooperate, and above all, to do things on time. They do not expect printers to wait for late work; besides, if one person is late, someone else will have his story and he loses a chance to make the Press Association. While much freedom is given in the classroom, the students are too busy to think of overstepping. They are people who have a business to push on to success. Incidentally they learn oral expression in interviews, and sentence structure and spelling in written work, and have found a definite use for the English language."

McKown (93:300) has written: "The school newspaper is probably the most important of the four types of school publications. Its function is to carry the news of the school. It can unify the school and foster school spirit,

encourage school enterprises, influence school opinion, and serve as a medium of expression better than any other publication." "The publication (93:296) does offer splendid opportunity for self-expression, and while this is not its most important value, it is one which must not be overlooked. The pupils develop qualities of cooperation, tact, accuracy, tolerance, responsibility, initiative, and leadership. Getting out the publications furnishes a surprising array of splendid opportunities for the development of these qualities. In fact, the staff is a small democratic organization in itself. While the training a publication affords those who get it out could not alone justify it, these smaller values, may, nevertheless, be mentioned after the more important values to the school at large have been discussed."

"Publications (93:298) foster cordial relations among schools: they record the history of the school: and they advertise the school. This is perhaps a value of minor importance, but some schools have really been 'made' because of the advertising they have received from their publications. Advertising leads to inquiries and write-ups, and these spur the school on to greater achievements."

Through the Character Education Institution of Washington, D.C., in 1914, a business man offered a prize of \$5000 for the best children's code of morals. William J. Hutchins, president of Berea college, won. The winning

code was composed of eleven laws. These were (93:197):

- "1. The Law of Self-Control.
2. The Law of Good Health.
3. The law of Kindness.
4. The Law of Sportmanship.
5. The Law of Self Reliance.
6. The Law of Duty.
7. The Law of Reliability.
8. The Law of Truth.
9. The Law of Good Workmanship.
10. The Law of Teamwork.
11. The Law of Loyalty."

McKown (93:203) also told of the plan used at one time by Lincoln School, of Teachers' College, Columbia University. The pupils balloted for the best citizens in their school. The qualifications had been formulated through discussions of the whole school. These were:

(a) honesty; (b) pride in the appearance of the school; (c) followership; (d) courtesy; (e) loyalty; (f) sportmanship; (g) fellowship; (h) leadership; (i) sense of economic value; (j) obedience; and (k) trustworthiness.

Both of the above lists of traits can be given great impetus by the school newspaper, and put into practice through work on the school paper.

## THE VOCATIONAL VALUES OF HIGH SCHOOL JOURNALISTIC WORK

Whether or not high school journalism should be looked upon solely as prevocational, as vocational, or just as general all-round training is an argued point among the writers on this subject. Gallup (59) had the following to say about the prevocational training offered by high school newspaper work. "Perhaps there once was a time when a man could step into a job in U.S. journalism -- and expect to make a career of it -- with no more equipment than a good eye and a stubby lead pencil. I doubt it, but perhaps there was. Anyway, it takes something more nowadays. So far as I have observed in more than a decade of working with all sorts of newspaper and magazine people, most of the people who get top jobs -- or any kind of a job -- in journalism today are those who have managed to get a little more experience than the next fellow before they knocked on the door. It's a type of experience that can't begin too soon."

"Time after time the man (59) who moves up to the city desk at thirty, and on to a correspondent's job or an editor's job at thirty-five, has been the editor or sub-editor of his college paper (or on a small paper in his own town); was plugging away at 'journalism' in high school two or three years before that."

"Ten years ago when I was teaching journalism (59)



and acting as secretary of Quill and Scroll Society, I decided that high school journalism had a real place in the curriculum. And since that time I've found that a remarkably high proportion of young men and women who have come to work with the American Institute of Public Opinion have tucked away some high school journalism en route. It's no shibboleth with me. I don't ask prospective employees if they studied journalism in high school. But it comes out later -- after the fellow's been hired.

"There's a real reason, I think (59), why boys and girls who get training in journalism while they're still in their teens have the edge on the others. To a very great extent, words are the raw materials of civilized life. This is still a 'verbal' society, and it is getting more 'verbal' every day -- despite the development of the picture magazines. The young boy or girl who has put what he sees into words -- words that somebody else can understand and want to read -- has gotten himself about a forty-yard start on a large section of his fellows."

"Probably a good many youngsters (59) who take journalism will never use it professionally, but nothing I can think of at this moment -- apart from what we like to call character education -- seems more desirable to me in any kind of occupation than the newspaperman's laconic motto: 'Accuracy'. As far as I can see, this is merely another word for 'objectivity' or 'finding the facts'."

Miller and Charles (101:142) have written: "The theory and practice in newswriting and journalism obtained in the high school paper project are not primarily vocational in purpose. Of a group of thirty young persons on the staff of the school paper, it may be that two or three at most will enter upon journalism as a means of livelihood. The vocational aspect is but incidental."

"To the majority of pupils on the staff (101:142), the experience is vocational in the sense in which the school itself is vocational. It gives ever-increasing contacts with the thoughts and achievements of others and so helps pupils to find themselves. This phase of newspaper work, whether in school or on a city daily, is worth the attention of the vocational guidance people. If a survey were to be made of men and women prominent in public life, law, finance, and business, it would be discovered that not an inconsiderable number of them formerly were newspaper reporters or editors. Probably most of them liked newspaper work well enough; but through it, as a result of the innumerable contacts it affords with interests and problems in other fields, they discovered something they liked better."

"The high-school newspaper (101:143) gives to those pupils on its staff, and to its readers also, to a less degree, contacts with school activities which otherwise they might not have. Through these, their perspectives of

education and of life may undergo changes of far-reaching importance."

"Newspaper men (33) no longer need frown on high school journalism courses and student publications. These journalistic activities are preapred not to train boys and girls to become journalists, but to provide other opportunities for desirable growth and development. This is the verdict of the National Survey of High School Journalism completed recently at Northwestern University."

"There is no place in high school for vocation training in journalism (33) according to teachers and principals, superintendents of public instruction and head of schools of journalism, leaders in education, and boys and girls. Answering questionnaires raising this question, only about one-sixth of the 613 teachers in forty-eight states attempted to justify vocational training. Their courses of study, textbooks, and classroom materials show that very few teachers attempt to provide specialized journalistic instruction. But curricular and extra-curricular activities in journalism are worthwhile, according to this national survey."

"Journalism activities should be encouraged in every high school (33), according to the national survey, for adolescents as well as adults will be encouraged to read newspapers more critically yet with a greater appreciation. At the same time a realistic rather than a romantic approach to journalistic vocations will discourage boys and girls who

want the glamour but not the hard work involved in newspaper work."

"No boy or girl (110) should today try to break into journalism right out of high school unless he is willing to be condemned to the routine jobs at the bottom of the ladder at low pay for the rest of his life. My advice to any boy or girl looking forward to a career in journalism is to go to college. Get a good broad education with special emphasis on English and the social sciences. Then put on top of that a sound professional training in a good school of journalism. Journalism is a field that appeals to many because of its supposed romance and adventure. There is little of that. For most it means hard work and continued study. Few people get rich in journalism, but it is work that is interesting and satisfying."

As far back as 1928, Hyde (81:128) wrote: "The easiest thing for the high school journalistic class to do has been to treat the pupils as prospective newspaper men and to give them a smattering of disrelated newspaper technique. That point of view is faulty for the following reasons:

"The modern newspaper, if it is to serve the public properly, should be written and edited by men of higher education -- college graduates. Newspaper craft is becoming convinced of this. Educators must coöperate with this laudable movement and must do nothing to encourage boys to



rush from high school into petty newspaper work without further education. It is not fair to the boy. It is pitching him into a blind alley. The high school class may train him to do routine reporting and to run errands for the city editor, but it cannot prepare him to rise in the profession."

"The day is passing (81:128) when boys and printers' devils may grow into managing editors. Every tendency is toward raising standards and educational qualifications so as to recruit trained workers rather than underpaid 'kid' reporters. The high school lacks the facilities. Three-fourths to four-fifths of a university journalistic course is made up of advanced economics, history, political science, sociology, labor history, criminology, and other subjects, many of which are not offered below the junior year in college. The journalistic courses exist largely to correlate these with newspaper problems. The high school boy is too immature to profit by the training. The University of Wisconsin has reorganized her School of Journalism, requiring two years of collegiate work for entrance requirements. The average high school teacher is not properly trained for the work. If a university school of journalism demands five years of newspaper work and special university work as a minimum qualification for the instructor -- there is legitimacy in the question as to the fitness of a journalism teacher for the high school who

has never served a day in a publication office and has never given journalism any special study."

"Journalism as a high school course (§1:128) should meet certain requirements if it is to be awarded a permanent place in the regular curriculum. It must make a definite contribution to the pupil's life if it is to deserve high school credits. It must offer something of educational value to the average pupil who does not intend to enter the journalistic profession. Journalism must show more than a school newspaper, which is after all, only another extracurricular activity, like baseball or debating. The mere fact that the teacher of the course is also publication advisor does not justify the labor-saving scheme of producing the newspaper on class time. Not one worker in ten is looking toward a newspaper career. Not one in ten considers the high school paper as anything more than an interesting activity. Less than ten per cent of the freshmen entering schools of journalism report that they studied that subject in high school or worked on a school paper."

"The final aim (§1:132) of the journalistic course should be the sorting over of the youthful aspirants. Those unfit for a journalistic career should be dissuaded from going on in the advanced courses in college and the ten per cent who show some promise should be encouraged to follow journalism seriously. There is probably no reason why the

journalistic class should not train the workers for the (school) newspaper or should not serve as a nucleus of the staff. But the class must not monopolize the newspaper, neither should the newspaper monopolize the class. The journalistic course must have a larger purpose than the school paper; the paper must be an activity open to the entire school. The school paper sprang into prominence because it was a medium of advertisement, but many schools are beginning to take a saner view of the matter. In the future, the paper will continue as a school activity, probably, and so it should, but it will step out of the limelight and permit the revival of the literary magazine which publishes the non-journalistic writing of the school. It will no longer monopolize the class journalistic writing, and the class may return to its proper function, education."

McKown (93:297) has written: "Moreover it is foolishness to say that this high school journalistic work fits a student for a journalistic career. It would be just as true to say that participation in a couple of plays is a training for a dramatic career, or that the work in the algebra class is a training for a teaching career. Where the publication is used as a laboratory for courses on journalism, such a claim has much more to commend it. However, if the publication cannot be justified as being valuable to the school, it cannot be justified at all. The main purpose of any publication is not to honor the writer

but to please and to educate the reader."

Campbell (34) found that "there was one objective -- an objective approved by only one-sixth of the 613 high school teachers answering an eight-page questionnaire -- of which no head of a school or department of journalism approved. This was the suggestion that such activities might prepare boys and girls to earn a living on a newspaper upon leaving high school. Approximately one-fifth of the 306 principals also coöperating in this study believed in this form of vocational training."

Olson (110) wrote of the high school journalism course: "Let's keep it a writing course, preferably in our English departments. Let's not give these students an idea that they are getting professional training -- or we'll be flooding the lower ranks of our profession with high school boys and girls who have just enough of a smattering of technical knowledge to get jobs -- and yet who are inadequately prepared for the serious demands of the newspaper profession."

"The newspaper business (110) is overcrowded at the bottom with poorly paid people who have not the equipment and background to work up out of these ruts. Don't let your high school students plunge directly into this field unless you want to condemn them to stay in these poorly paid ruts at the bottom. If you have any students who really have the stuff to make the grade in newspaper work, urge them to go



on to college or university to get the kind of education they will need if they want to get anywhere in this newspaper business. We have too many applicants now and our job in the next few years must be one of careful weeding and selection of those whom we feel capable of profiting from professional training."

Newspapers (81:133) are not conspicuous by their scarcity nor are newspaper jobs noted for their remuneration. Yet in spite of these two apparent drawbacks, more and more high schools were (in 1928) offering courses in journalism which are purely vocational in content. The over-crowding of the profession is undesirable but merely incidental to the menace an improperly trained newspaper personnel is to the nation. For that reason professional journalism is no more justifiable in the high school curriculum than dentistry or medicine would be. While the latter care for the public health, nature also does a great deal to preserve and restore the human body but she contributes little toward a healthy public opinion, made or destroyed by newspapers. "Hyde does not contend that high schools should not teach good writing, either literary or journalistic. He believes that they should, but that the professional training in journalism should be left to institutions of higher learning. The high school journalistic course can make its greatest educational contribution to the community by teaching good English composition and by training intelligent readers rather than

by turning out \$25 a week 'kid' reporters."

Paine (112) believed differently about the vocational possibilities of high school journalism. He wrote: "I think it is true that we know so far only one stimulus sufficient to insure growth in creative writing, and that is the 'feel' of the audience (or 'optience') in the back of the writer's mind. Without the audience factor as motivation, effort soon degenerates into sterile, non-social fantasy. The journalism class responsible for the school paper (which should be a stepping-stone to 'outside' papers and magazines), a class treated by the teacher with the respect he ordinarily accord his equals, is so far our best answer to the problem of motivation in composition and of positive cultural growth through written composition."

Miller (99), himself the adviser of a high school newspaper in a large and aggressively energetic high school, wrote, in 1937: "The university professors, whose special task is to teach vocational journalism commonly say that the high school course should be non-vocational. This is very natural of them. It shows that they are looking after their own interests quite faithfully. A number of high school teachers who have been, or still are, under the spell of the university professors also declare that high school journalism should be non-vocational. I think that teaching high school journalism apart from the vocational aspect is about as natural as encouraging young men to court young

women without thoughts of matrimony. Very few are capable of it; just, as I believe, very few high school students are capable of learning the elements of journalism without taking a serious view of journalism as a possible vocation. My point of view is that our principle needs qualifying."

"The report of the National Education Association committee on the place and influence of vocational education recommended: "That a dynamic program of vocational education be developed for secondary schools (Journal of the N. E. A., March, 1937, p. 71). Following this principle, administrators will, of course, introduce more courses that train for given vocations. They will change the point of view of many present courses in order to give students guidance and training in the vocations to which the courses are naturally associated."

"What will they (99) do to high school journalism? Well, I think they will give it a vocational turn if it has none now. It seems to me they should insist on two vocational aspects to the high school course: one, to see that the courses give genuine and accurate guidance to the various careers offered under the broad term, journalism; and, two, to make certain that the skills and knowledge taught are positively useful to students who will eventually find themselves in the journalistic vocations."

"All high school students (99) naturally are concerned about what their life work is to be. If their journalism

teacher can help those who appear to be fitted for journalism by discussing the career honestly, he is doing a high type of educational service. However, he can't do this without a certain vocational slant."

"Many of the high school students (99) accept a certain vocation for the time being because for the time they believe with enthusiasm that they have found their chosen field. Under that temporary but valuable illusion, they learn a great deal because their belief motivates their educational activity. Because the author of this article, while in high school, believed that he would be a detective some day, he learned many things that are useful to him at present -- deductive reasoning, for example."

That all is not as amicable between the college and university schools of journalism on the one hand and the high school teachers of journalism on the other is further attested by Duff's (48) paper, in which he wrote: "In a world flowering with hokum, there is no more palpable hokum than that of the several schools of journalism that get a lot of free advertising by organizing a conference of editors and sponsors of school papers. To attend the conference, the staff just join the association, with dues. In return, their paper will be given a medal, or at least a blue ribbon, which is offered to the folks back home as evidence of something or other. If anybody stops to count up how many awards are given out, it is apparent at once that the



whole enterprise is only a build-up for the college that collects the membership dues."

Even if this were cleared up, Duff (48) still would not like newspaper contests because: "A school paper is a school paper, and the blood of life goes out of it as soon as its sponsor or staff get contest-conscious and try to copy the make-up of the New York Times, or whatever journalistic paragon is set up for the school papers to copy."

Nonetheless, the trend in the majority of high school journalism courses is to make them non-vocational, at least upon high school graduation.

#### HIGH SCHOOL JOURNALISM AND NEWSPAPER WORK IN RELATION TO OTHER COURSES, EXCEPT ENGLISH

In this era of the "core curriculum", when so many teachers seek to have their courses made the core, it is not surprising that teachers of high school journalism should have been affected by the movement. Many of the writers about the high school newspaper are quite moderate in their positions, however. Brownlee (27), for example, merely suggests that high school journalism and newspaper work be given an equal academic rating with other subjects; while O'Neill (111) suggests that the high school newspaper has made a permanent place for itself because of its contributions to the aims of education. Armstrong (14)

notes the relation of the high school newspaper to all other subjects. Mitchell (102) and Ronshaugen (124) have suggested that the high school journalism class serve as a clipping bureau to supply articles from the daily papers to the various teachers for their use on bulletin boards or as something akin to "current events", thus gaining a view of the whole school.

Michael (97) would have the school newspaper serve as a part of the guidance set-up; and Miller (99) would have the pupils who made "journeys" as a part of the guidance plan write these up for publications in the school on the town paper.

Sherrill (135) planned a course in newswriting for boys in agriculture classes in order that they might serve better as Future Farmers of America reporters. Kurtzworth (87) believed that making a place for art work in the school newspaper might lead to better work in the art classes. Smith (141) told of a junior high school that published its own creative arts magazine. An anonymous writer (10) told of the way in which a school newspaper of a school commercial club. "W.T.B." (162) told of the considerable assistance of the school newspaper to the health education program through the favorable publicity given. Denvir (44) gave an account of his plan of having the pupils in the history classes write fictional newspaper stories of historical events.

Brady (23), Schreiber (132), and an anonymous writer (7) pointed out the many connections between the preparation of newspapers and the study of Latin, and gave accounts of class journals published in Latin. Mullen (103) gave an account of a regular newspaper issued by a high school mathematics club. Feldstein (54) and Janovsky (83) did for the modern foreign languages much the same as Brady and Schreiber above did for Latin. Pred (115) told of a weekly bulletin written in French and prepared with the assistance of the advanced pupils in French. Theobald (153) gave an account of a Spanish newspaper edited and published by the pupils in one high school. Wackman (158) and an anonymous writer (9) showed how the school printing course and the journalism course supplemented each other and made the work of each other more vital.

The writers on the relationships that can be established between high school journalism and the social subjects have written more extensively than the writers on the other subjects. Blackwell (20) wrote of a new textbook which stressed the "social integration" of journalism and appreciation of the newspaper and its place in society. Burger (28) and Calvert (31) wrote along similar lines. Church and Hudson (27) described a combination journalism and social science course given in a high school in Honolulu; and Ballard (15) told how a high school journalism class became a course -- which makes

one wonder about names and definitions. Farman (52) and Roop (125) would have a great deal of community of interest in the two courses, also. Sheffield (134) and Durant (50) would employ the high school and other newspapers very extensively in the teaching of citizenship; while Grumette (64) would have the journalism class a course in critical thinking in the whole field of citizenship and of personality and would make it a required course for all pupils.

Without doubt, many of the above ideas would be useful if well carried out. The next section has to do with the relationship of journalism and the high school newspaper to English and the English courses.

#### HIGH SCHOOL JOURNALISM AND NEWSPAPER WORK IN RELATION TO ENGLISH AND THE ENGLISH CLASSES

Ever since the beginning of high school journalistic efforts, doubts have been held about its effects upon the training in English which it affords. In the discussion of these effects, there has frequently been more heat than light.

Frank (56), who had long experience on newspapers, magazines, and in a university, wrote:

"And don't allow anyone to convince you that journalism must be a cheap and shoddy thing because it deals with the ephemeral happenings of the day; don't fall into the



shallow snobbery that the man of letters sometimes displays toward the man of journalism."

"Journalism (56) is not cheap and shoddy save in the hands of cheap and shoddy journalists. To the job of reporting for the yellowest of the yellow press you can bring the scholar's culture, the scientist's accuracy, and the poet's beauty, provided only that you achieve a writing technique that makes what you write simple and clear and intelligible to the man in the street."

"Making things intelligible (56) to the man in the street does not mean writing down to him; it means becoming a better writer. There is nothing shoddy about making intelligence intelligible. Much that passes for 'deep' thought is only 'muddy' writing. There is no reason why accuracy should be unreadable. There is no reason why beauty should be walled about by an absurd vocabulary that ordinary mortals cannot penetrate. An idea that cannot be written out clearly has not been thought out clearly."

Hyde (82:133), a journalism teacher, has given his point of view in the following quotation.

"Many journalism teachers fear 'journalese,' the slang, the faulty grammar, and the skimpy and strained diction of some papers. There are plenty of newspapers written in correct English, and journalese serves as a good contrast. Journalese is not to be encouraged and the

ordinary rules of grammar and rhetoric hold in all English courses. Style is a personal attribute and paragraphing has become a more or less arbitrary thing. Terseness and simplicity, found in good newspapers, is not bad English and should not conflict with anyone's idea of pure language."

Stenius (144) has given an account of the reasons that high school journalism and public speaking got out of the hands of the English teachers. He divided the blame among the English teachers, the school as a whole, and the powerful high school press associations -- which he believes to have a baneful influence on the high school newspapers.

Adams (2), as has been noted earlier in this chapter, did not approve of high school newspapers. He believed magazines which published the pupils' literary efforts to be more suitable. "My position may be made clear by a consideration of the meaning attached in newspaper offices to the word 'story'. The exigencies of the newspaper office demand that the story shall be constructed in a particular way, and this way is not a good one for young students, though it is no doubt a thoroughly convenient one for a newspaper office.

"The man who makes up the newspaper has a very strenuous time of it. He seldom knows beforehand what space is going to be at his disposal for any particular kind of news in each issue. Therefore, what his soul

hungers for is a kind of 'copy' that can be cut down and hacked about to suit the needs of each page. Accordingly, he has established a new style of story-writing that may conveniently be called the 'sausage' method. It consists in writing the story so that it may be cut off in convenient lengths, according to the needs of the issue for which it was prepared. The story lies before the sub-editor as the roll of stuffed meat lies before the sausage merchant. Each of them can cut off just the amount that the situation demands. To be sure, the sausage man has the advantage, since he can begin cutting at either end, whereas the sub-editor's cutting is limited; he must begin at the beginning. Under these conditions it is clear that the story must be written in a very special way, and the interesting thing is that all schools of journalism are busy teaching just how this 'sausagery' may be artistically prepared."

"To the capable teacher of English (2) the disadvantage of all this is obvious. He is well aware that there is no harm in beginning a paragraph with a broad generalization and filling up the rest with an elaboration of that generalization. There are excellent examples of this in our most admired writers. But there is no justification of the rapid tailing-off in the matter of interest. The newspaper story runs down like a clock. A real article has a beginning, a middle, and an end. It is no tadpole,

all head and tail. The end is as important as the beginning; often more so. In any case the article is a whole, a unity, something with a spirit running through it; a soul."

"For this reason (2) the old-fashioned school magazine is better for our young people than the up-to-date sheets that copy professional methods. The objection to the school-of-journalism training is that it discourages form, and encourages laziness as the story advances. The window-dressing effect of putting everything in the first few sentences is radically vicious as a matter of good English writing. The tadpole arrangement is sometimes defended because it encourages young people to condense their matter and avoid verbosity. Teachers of English are willing to sacrifice almost anything to secure terseness, vigor, economy of words -- anything in fact, except the soul of the whole composition, which is exactly the price demanded of the literary sausage-makers. If it were a matter of condensing each story into a paragraph of a standard size, say two hundred words, the training involved would be an excellent one, and the results could be of the most artistic kind; but the preparation of living thoughts in such a way that they may be butchered in the way most convenient for the maker-up of newspaper pages is too loathsome to be considered without resentment by anyone who loves his mother-tongue."



Bartlett (16) takes a conciliatory position between that of Adams and his more vigorous opponents. "Most English teachers agree with Sir John (Adams) that professional training in journalism is out of place in the high school; yet they would contend, on the other hand, doubtless, that the high school newspaper is coming to be an important educational project."

"The possibilities of amateur high school journalism (16) may be regarded from three points of view -- business, social, and, for the lack of a better word, literary. A good paper is honest, it furnishes accurate up-to-date news to a reading public, it expresses genuine public opinion, and it can handle its advertising and circulation on a business-like basis. Quite as vital a service of the school paper is performed in linking the life of the school with the home and the community. Furthermore, the literary values of high school journalism, though lowly, are not to be despised. The 'tadpole form', which Sir John Adams so deplures, is not an absolute essential of newswriting, but merely a convenience devised to meet the space demands of the public press. It certainly does not need to be developed by high school writers. On the other hand, the simplest sort of journalistic training teaches the boy or girl the prime importance of accuracy first, last, and always. It leads to a direct, forceful style, compactness in sentence

structure, correctness in spelling and punctuation, exactness and concreteness in word usage." At least, it should.

Murphy (104) has been quoted at some length.

"Is the old-fashioned school magazine better for composition training than the up-to-date school newspaper. John Adams thinks so, but he limits his comparison to those school newspapers that copy professional methods intact. Since such school papers constitute less than ten per cent of those now published, it is hardly adequate to base the comparison of the newspaper and magazine on such an idea."

"It is fortunate (104) indeed that the school newspaper and magazine should be made the basis for a comparison which seems to imply that only the most fit may survive. As a matter of fact, both the high-school paper and magazine are doing excellent work, and both deserve encouragement and specially prepared teachers as advisers."

"For some years (104) teachers took it for granted that there was some sort of holy or intrinsic value in the essay as a method of teaching sentence and paragraph structure in high schools and colleges, and they frowned upon the news-story form as something which would destroy the student's ability to write in a connected and logical manner. If the essay is the one proper form for the teaching of writing, then the most accurate and exacting

of all forms of writing becomes improper. Students should not be permitted to write verse because it calls for the use of the poetic form of writing. They should not be allowed to write dialogue because it follows the dramatic form. And yet many students have got their greatest lessons in writing from verse- and play-writing."

"The high-school student (104) is in need of training in writing, in the use of words and symbols. He is in need, also, of a device to stimulate his thinking to the point where he will have something to say and the desire to say it. The essay method frequently fails because of the difficulty in motivating the student. In that sense it fails because it does not get the student to do his best work; he does not care to write. And strangely enough the system of training which uses the narrative and descriptive and expository elements in the time-honored way has produced few great writers. It has produced few writers of even mediocre ability. It has even failed to bring the students as a whole to any high level in the use of the language."

"Thus the fields (104) of journalistic and imaginative writing both depend, in analysis, upon experience. Teachers have been satisfied with second-hand experience in the past. A student who could hand back to the instructor some of the phrases and thoughts gleaned from the reading of a book invariably made a high grade. News-

paper-writing makes this kind of rehash unsatisfactory because it does not tell the story. The only correct writing in response to a news assignment is that which portrays exactly the event or information gleaned from first-hand or outside news sources. The student cannot make up the material at his convenience. He must go to the proper place, record accurately the proper statements, the picture of the proper place, the exact narrative of the event. His imagination is called on to do the really imaginative thing, to picture a thing within limits. Far from making a student lazy, it penalizes and discourages the student who is sluggish. The sluggish one can take an essay assignment and write his article without leaving the room; the alert student who takes the news assignment must go to several places to get the story, must come back and write it, and then get the story to a certain place without fail by a certain time. And in so doing, he accumulates real and valuable experiences."

"But, the critic will say, (104) the news-story form spoils the story; the 'sausage' method spoils the paragraphing. A news story is not spoiled by the news-story form. It is the essay that is spoiled. The paragraphs of a news-story made according to the 'sausage' method are not spoiled. It is the essay paragraphs that are spoiled."

"The whole matter (104) is settled when the teacher



decides that the essay has a form and the news article has a form and that both may have merits of their own. There is nothing wrong grammatically, rhetorically, or from a literary point of view with the news-story form. News stories may be literature of the first class and still retain the 'tadpole' and 'sausage' arrangement."

"Students in high school (104) can be taught the news form in a modified way. They can be taught to put the important news at the beginning of the story without trying to crowd all of the W's (who, what, when, et cetera) in one sentence. They can be taught to write newspaper information in sentences of varying length and without having emphasis placed on short paragraphs. They can be taught to allow for cutting by keeping the material in order of diminishing importance and without being urged to write the story to fit the 'sausage' prescription. With these modifications the news-story form can be taught without danger so far as spoiling the imagined style of high-school students is concerned, and it may be instrumental in helping them develop a style and experience background and a real love of writing."

Caverly (35) has written in much the same vein. Only a short quotation will be presented here. "I do not say that pupils should not be taught to write literary English, but they should learn that there are other forms of English just as important and, for the most of them, far

more practical. What most people need is to know how to obtain and organize ideas, and how to express them clearly in as few words as possible."

Hollis (78) has made a point for good journalistic English as well as, probably unconsciously, dealing a blow to the practice of trying to teach "fine writing" in high school English classes. He mentions the "shall and will bogie" and the frequently conflicting opinions of the "experts" about the proper use of "farther" and "further". He believed that writing after models from Burke and Macauley was time wasted.

That there need be no conflict between the newspaper and the other forms of writing was shown by the account of Lee (88) which told of a plan whereby pupils competed in writing themes, essays, and verse. The best of these were printed in the term paper, with the writers' names attached. Prizes were furnished by the paper for the best of the writings which were printed. Ragan (116) also had what appears to be an excellent idea. Under her direction, the staff of the school paper surveyed the place of English in the high school by sending out questionnaires to the townspeople to find out which things in their high school English had been most valuable to them.

Olson (110) has come to the defense of journalism courses in high school "in vitalizing English instruction, in motivating an interest in creative writing, in teaching

students to write clear, simple, and effective English. Writing news stories or feature stories is so much more interesting than writing abstract themes. Yet while these students are having their fun, they are learning to think straight and to write effectively; they are learning to gather, verify, evaluate, and interpret significant information. But more important than any of these is the opportunity which journalism offers to teach students how to read their press intelligently."

One of the claims for high school newspaper work that is met over and over again is that it motivates the pupil in their other English work. Driggs (46) and Goldman (60), for example, present an argument for using the school newspaper for this purpose. Granville (61) told how the English classes of one school motivated their writing by writing for the school newspaper. Guilfoil (65) did the same thing, and made a plea for harmony between the journalism and other English work rather than antagonism. Sullivan (148, 149) discussed high school journalism as a motivational force for all English work; while Wrinn (161) emphasized the importance of the supplementary values that accompany journalistic work, such as, knowledge of news forms, composing and typing letters on business subjects, making telephone calls properly, et cetera.

Harrington (70), Van Kleeck (157), Sleezer (137), and Harvey (72) all emphasized the development of journalism

from English and asked that a close relationship between the two be maintained. Many writers have shown that this can be done successfully by having done it. Clark (38) has told of the way that an English class assumed the responsibility for publishing the monthly school magazine and then studied newspapers and magazines to learn the techniques. Miller (100-a) found the interview technique of journalism useful in the study of oral English and the study of journalistic methods valuable in the study of magazines.

A large number of writers would have the high school newspaper written by the English classes, while others would not. Granville (61) has told of the motivation of the work in English through having the pupils write for the school newspaper and, when the regular newspaper staff became weary of their load, he had each of the various English classes get out one issue of the paper each year. Neumann (107) told of the way a sophomore English class metamorphosed into a journalism class. Miller (100-a) would have journalistic techniques and newswriting taught right in the English classes. Patterson (113) has told of English classes in one school that edit the school newspaper, with the journalism adviser serving as chief copyreader. Stolper (146) worked out a newspaper study unit for an English class. Out of this developed a class newspaper published by the offset process. Hartley (76)



expressed his belief that each English class should get out a newspaper instead of the school having a school newspaper published by a small staff. Hanna (68) has written of a newspaper "project" of a senior class in English in which different pupils held the different positions on the staff for each issue although pupils could "work up" by special effort, as well. Browning (26) has written of a plan in which, by rotating the editing and writing of the school paper among all of the English classes, each of the pupils had a chance to work on at least one issue of the school paper. Cummings (41) also advocated giving more pupils experience on the school paper and held that the paper existed for the pupils rather than for its own sake. Turner (156) advocated the use of more pupils on the newspaper staff by having something from each pupil even though it might be poorly written. Smith (139) would have all pupils write for the school paper rather than having a limited and specialized staff. To all of this, Krichevsky (86) disagreed and desired that 'at least one semester of journalistic training precede any work on the newspaper in order that the newspaper might bear some semblance of journalistic style.' Reichard (121) was in favor of an all-school newspaper as opposed to a classroom literary paper.

Hinkley (76) gave an account of the furnishing of local news to the local paper. "Theme writing (76) was

jolted out of its rut, and what that means can be fully appreciated only by those who have sadly travelled with it in the rut." Two classes competed for a prize for the most and the best news, and finally got out an issue of the paper. Neumann (107) also told of the members of the English classes furnishing country "locals" to a nearby city newspaper, and Guin (66) related an account of an English class which took over the work of a "local reporter" and received pay for it.

Fawcett (53) has gone about the whole distance with his article, but it sounds practicable. The pupils were not only responsible for editing the paper, but for its financing. "A country newspaper, edited by the students of a rural high school under the direction of the English department is one of the newest of modern projects in English. The Elmdale Rural High School, of Elmdale, Kansas, has published such a paper for three years, and the plan has grown more popular each year."

"Such a publication (53) has a number of advantages over the usual high-school paper. In the first place, it is a better means of motivating English than the ordinary high-school paper, especially in the small school, because its scope is wider. Students' interests are broadened because they find new and interesting things to write about. They watch eagerly to catch any stray bit of news for the paper. They notice new buildings,

visitors, strangers, public gatherings and church affairs."

"Through the community paper (53) the school immediately and directly serves the community. The common criticism, that high-school English does not function in the lives of the students, can be answered easily by a project of this kind. The high-school paper furnishes news of the high school only, but births, marriages, deaths, social and church affairs, community locals, and accidents all find a place in the community paper. Whatever may be of interest to a number of people in any part of the district is faithfully chronicled by the young reporters.

"Mistakes in print (53) under the public eye mean so much more than they do when they are red-linked on a theme page. Yes, the English teacher does shut her eyes deliberately, sometimes, to the fact that the student editor has overlooked mistakes."

A study of this section should show that English and journalism should be supporting and companion subjects rather than either trying to increase its stature by tearing down the other.

## JOURNALISM A CURRICULAR OR EXTRACURRICULAR ACTIVITY?

Reavis, among others, supports journalism and classifies it as an extracurricular activity. "Of the numerous extracurricular activities (117) in the modern high school, none seems to appeal more strongly to pupils than publications. School publications are regarded in the school community in virtually the same light as the press. Not only do pupils want publications, but they are showing everywhere that they can justify by results the time, effort, and cost of this type of extra-class activity in the school." Since Wedemeyer (159) would award school letters to the members of the newspaper staff, it would seem that he would wish to maintain the extracurricular status of the publication of the newspaper.

McAndless, with a somewhat historical approach, gives arguments on both sides of the question. "Since publication work (90) adhered closely to the established criteria for extracurriculum activities, it was pigeonholed early, and it threatens to remain there. Some may say: 'Why should it not? It is an extension of the normal curriculum activity of the English department. It gives incentive to the classroom experiences. It develops in the child initiative, independence, self-reliance, critical thinking, cooperativeness, and mental and emotional



stability. It makes a definite contribution to school spirit and school morale. It favorably affects the relationship between the school and its constituency -- Mr. John Q. Public. Therefore, why is publication work not a highly commendable extracurriculum activity? The answer is, of course, that it is. But it should be more. It should be curriculum or at least co-curriculum."

"It would appear (90) that at least fifty per cent of the paper staffs in secondary schools today engage in the publication activity without regard for credit. The per cent of students interested probably runs as high as nine per cent of the nation's secondary-school enrolment. Judged by those who represent their schools in national and state press association meetings, most of the nine per cent would fall in the upper quartile of their respective classes. Should not these students secure credit for their publication work? Would it not be better for the English teacher to have the publication course regularly scheduled on his program? Certainly it requires much more of his time than his other instructional duties. Perhaps, however, curricularization might have the wrong psychological effect. Since many students do it well now just for the fun of it, it might be a mistake to put the activity on a credit-earning basis. Of course, there is another angle to the case. The hours they devote so religiously to this non-credit earning enterprise are

sometimes subtracted from the required credit-earning. This often arouses the ire of the completely academic-minded teacher."

"It is my belief (90) that school publications are as fine a type of activity as any found in the modern schools. However, since they have been shown to be so intimately related to the English curriculum, and so vitally affianced to the objectives of the complete educative program, it seems reasonable to suggest, or, perhaps better, to hope that the publication activities now fifty per cent extracurricular be made curricular as quickly as possible. It makes no difference when this day comes, thru years of depression, of normalcy, or of boom, the school publication will stand on its own as an enterprise of value as thousands of them have succeeded in doing during this last phenomenal fifteen-year period."

Hill and Snyder also discuss the historical aspect of the journalism course as a curricular or extracurricular activity.

"So strongly (75) were the traditional subjects entrenched as a completely adequate high-school curriculum that, when the new conception of education as social adjustment demanded socializing activities, the new activities were admitted perforce but were grudgingly given the title of 'extra-curriculum activities'. The implied dualism is unfortunate. Fundamentally, the

curriculum and the extra-curriculum have the same goal, and, as each increases in excellence, they tend to approach each other or even to coalesce. Indeed by this process various subjects have entered into the curriculum, not as interlopers, but as integral parts of the rich program that now provides for the varied and vigorous life in the modern high school."

One of the first (75) of the extra-curriculum subjects which gradually worked its way into the curriculum was a brief course in newswriting, which as a regular subject was given the name of journalism. The way in which this subject developed and the organization of its courses offer an excellent illustration of the integration of the curriculum and the extra-curriculum.

"Although the majority (75) of secondary schools have maintained certain activities of a journalistic nature for approximately thirty-five years, not until recently was the field defined into secondary-course units and included in the curriculum as an accredited subject. Courses in journalism have been included in the curriculum side by side with the old accepted courses in science, mathematics, and the rest; and they occupy a place of acknowledged importance in secondary education."

Fretwell would have the high school newspaper work a curricular activity.

"As the paper (58) tends to become more a product of

a planned curricular activity, many advantages at once appear; better training in writing, in editing, and in business management; better continuing supervision; and more whole school support. A constructive policy for a longer-time period is possible, which can include development of a Publications Board to plan a coördinated program for all the school publications. Probably most of us who have been champions of school papers favor bringing the newspaper into the curriculum."

"There may be a danger (58) of curricularizing the school paper to its death. It is not a necessary danger, as an increasing number of successful curricular papers demonstrate. Just the same, however, the danger may exist. The staff must organize, rather than be organized, so that it has definite responsibilities. Pupil interest is still in news -- news of the school. The paper, as the writer has expressed in another connection, must 'express the achievement, the life, the joy, the enthusiasm, and the idealism of the school'. Writers on the curriculum usually insist that the school's curriculum consist of all the educative experiences provided by the school. Yet probably most school papers would die if they depended for their life on the expressed interest that curriculum writers have shown in the school paper."

"Any administrative (58) or curricular planning that makes the journalism class 'just another class in English'



tends to kill the paper. Fortunately, the interest of the pupils and the enthusiasm and ability of teacher-sponsors of school newspapers are preserving and developing the zest, the life, the fun that newspaper editors have demonstrated for at least a century. The newspaper in coming into the curriculum can aid the school mightily with its vigor, adventure, and high vitality."

The National Committee on General Courses in Journalism (105) recommends that:

"The proper program for high schools should include not more than one half unit in journalistic writing to be taken at the same time as, or in place of, conventional senior English, a semester course, or one half unit, in 'Interpretation of the News' to count as civics, English, history, or journalism, and a service course with a maximum of one-half unit for publication staff members, permitting registration and one-fourth unit of credit each semester for two semesters, or equivalent, to count as English or journalism." The Committee "is opposed to an 'Introduction to Journalism' course in high schools (such as Journalism I for junior colleges), regarding such a course as taking too much time on one profession. It favors attention to journalism as a vocation in an 'all vocations' course or guidance clinic and the use of time in other courses for tests in journalistic aptitude."

This seems to sum up the situation as it is regarded

at the present time as well as it can be done.

#### HISTORICAL STUDIES OF HIGH SCHOOL NEWSPAPERS

"When James Gordon Bennett was founding (109) his 'Herald' along the lines of the Penny papers of England and preparing to defy the newspaper customs of the United States of that day, a society, determined to bring the recalcitrant members to terms, selected education as the means of social control, and journalism education was born. General Robert E. Lee, president of Washington College (now Washington and Lee University) receives credit for establishing the first collegiate course in journalism education."

"The newspaper (84:79) was one of the earliest activities in the public high school. Other studies report the finding of the printed newspaper as early as 1849. Of the schools sampled in this study, the senior high school of Holyoke, Massachusetts, reports a printed paper first published in 1870. On the basis of this study, however, it would appear that the majority of schools did not produce newspapers until after the World War. The newspaper was introduced as an extracurricular activity in one-fifth of the schools. Subsequently a number of schools changed it from an extra-curricular to a curricular status until, at present, slightly more than one-half of the schools have the newspaper as a regular curricular

offering. Judging from the past trend and from the opinions of principals as to the most desirable status of the newspaper, there is reason to predict that senior high schools will increasingly offer journalism as a regular subject in the curriculum, but that many schools will, in addition, continue some phases of newspaper activities in an extra-curricular club."

Grizzell (63:337) has published a history of school newspapers. "An investigation, although superficial in character, has revealed that the early New England high schools provided for considerable participation of students in the so-called extra-curricular activities. The most prominent activities provided for were student government, rhetorical exercises, debating, the lyceum or literary society, the high school paper, and athletics."

"One of the most significant activities of the early high school was that of the high school paper. A number of schools have preserved bound volumes of manuscript papers, prepared to be read before the school at regular intervals. The best examples of such are the two papers edited by the Girls' High School of Portland (Maine) from 1851 to 1863. One was called 'The Constellation' and the other 'The Aspirant'. The two papers were acknowledged rivals and served as a medium of expression of school opinion as well as the presentation of choice bits of poetry, essays, jokes, and school news. The final stage

in high school journalism -- the printing and distribution of copies was not practiced generally. The high schools of Hartford, Worcester and Boston (Latin School) were probably the earliest to attempt such a project.

'The Students' Manual', the earliest paper of the kind examined in this study, was published by certain students of the Boston Latin School in 1851." Hertzler (74) has published a list and description of eleven newspapers published in the secondary schools of New England before 1875. While many, if not all, of these early secondary school newspapers were published by individual pupils as private enterprises, they were at least tolerated and possibly encouraged by the school authorities.

#### ANALYTICAL STUDIES OF THE CONTENTS OF HIGH SCHOOL NEWSPAPERS

Rohrbach (123:205) examined the school papers of 121 secondary schools, with two or more copies from each school, to observe the outcomes of their journalistic effort. Their aims were:

"to mould a school esprit de corps,  
to afford practice in journalism, and  
to establish or maintain contacts with the  
alumni, the community, and with other  
secondary schools."

Their contents were divided among the following topics



(123:206) according to TABLE I:

TABLE I  
Analysis of High School Newspaper Contents

"Per Cent of Space	Edi- torial	Advertise- ments	Ath- letics	Humor	Nonath- letic Ac- tivities
0-4.9	13		8	32	5
5-9.9	42	4		24	12
10-14.9	39	4	12	12	23
15-19.9	17	20	19	15	37
20-24.9	2	4	13	4	21
25-29.9	1	37	36	9	9
30-34.9		13	4	3	
35-39.9		20	5		1
40-44.9					2
45-49.9		4			
50-54.9		7	3		"

An abstract of Scamman's (130) thesis on Ohio high school newspapers showed that on the average one-fourth of the space was occupied by advertising, next came athletics, and the remainder of the paper was about equally divided among the other school activities.

Coe (39), in his thesis on high school newspapers in thirty-one states, found that:

"Athletics are regarded (39:91) as the most important of the pupil activities as shown by the fact that 13.45 per cent of the total space is devoted to such news. The division of the space into boys' and girls' athletics reveals the fact that 11.91 per cent of the space was devoted to boys' athletics and 1.54 per cent to girls'

athletics. The possible reason on the one hand is that in many schools girls do not engage in interscholastic or in intra-mural athletics and on the other hand much emphasis has been placed on boys' athletics both by local school authorities and by state athletic associations."

Three subject-matter divisions (39:91) consume 37.99 per cent of the total space in the papers, namely advertisements, boys' athletics, and girls' athletics. It is significant that the other twenty divisions of material utilize only 62.01 per cent of the total space, ranging from 6.54 per cent for 'feature sections' to .73 per cent for 'general interest'. Purely extra-curriculum activities such as boys' athletics, girls' athletics, music, dramatics, contests, class notes, subject-matter clubs, assemblies, non-subject-matter clubs and class notes together utilize 34.63 per cent of the space. Items pertaining to interests outside of school, such as general interests, alumni news, faculty news, exchanges, use 4.93 per cent of the total space. And those which have their basis in literary and composition work, such as creative literary efforts, humor, editorials and features use 20.38 per cent, and the mechanical features such as staffs and cartoons and pictures use 5.78 per cent of the space.

"Frequency of publication (39:92) and the size of school were determining factors in the degree of emphasis placed upon certain features of the papers. Especially

noticeable was the emphasis placed upon 'creative literary efforts' by the monthly papers. This can probably be explained by the fact that schools with monthly papers are not likely to publish magazines and hence use the newspapers as a medium for literary efforts. Also, it was noticeable that as the size of the school increased the greater was the number of extra-curriculum activities treated."

Breiset's (25) classification of subjects, made from a study of 125 secondary school publications showed the following distribution of space:

TABLE II

## Breiset's Classification of Topics

Topic	% of whole newspaper
1. Advertisements	25.42
2. Athletics	12.19
3. Editorials	7.80
4. Personals, society	7.46
5. Local interests, miscellaneous	5.41
6. Humor	5.03
7. Clubs, organizations	4.96
8. Literary attempts	4.89
9. Departments, feature sections	4.76
10. Class notes	4.12
11. Dramatics	3.44
12. Talks, programs	2.95
13. Staff lists	2.93
14. Faculty news	2.38
15. Contests	1.89
16. Music	1.53
17. Cartoons, pictures	1.45
18. Alumni notes	1.35

Snyder (142) made an analysis of fifteen issues of a school paper which was distributed free to each of the 1400 homes in the school district, and found the amounts of space given to each of the topics appearing regularly in the paper. These accounted for 80 per cent of the space in each issue. The distribution is shown in TABLE III below.

TABLE III

## Amounts of Space Given to Topics

Topic	% of Space
Advertisements	23
Pictures and cuts	8.9
Senior high school athletics	8.1
Humor	7.7
Sputs's bulletin	6.6
Editorials	5.3
School clubs	5.0
"Old Mariner" column	4.0
Library news	3.1
"Sport Sparks"	2.7
"Guess Who" poems	1.7
Junior high school athletics	1.6
Honor roll and society	1.4
Interclass athletics	.9

For purposes of comparison, a distribution of the contents of a typical daily commercial newspaper, taken from Reddick (119:4) is shown below in TABLE IV.



TABLE IV

## Contents of a Typical Commercial Daily Newspaper

Topic	% of Space
News (other than sports)	25
Advertisements	50
Sports	10
Editorials	5
Entertainment (features, columns, comics, fiction)	10

"In high school papers, the amount of advertising is considerable less, usually from twenty-five to forty per cent only."

Schutte and Lincoln made an analytical study of the contents of high school newspapers and found that:

"Twenty-five subject-matter divisions (133) were selected as representative of the material published in the school newspaper. In no case were all the subject-matter divisions found in a paper. Advertisements, athletics, and literary attempts of pupils consume the greatest average per cent of space, 17.97%, 14.5%, and 9.35% respectively. Local interests, exchanges, special weeks, and guidance consume the least space in all papers, with a total average per cent of 2.45%, 1.13%, 3.35%, and 1.99% respectively. The private secondary

school papers give only an average of 5.2% and 3.3% of space to faculty news, departments, and features."

"Advertisements (133) tend to appear on the last page of all the papers. If advertising is extensive, some appears on the second and third pages. The range of materials advertised is extensive, much of which could by no stretch of the imagination make an appeal to the high school student. The athletic advertisement is almost uniformly placed on the third page of all the four-page papers and near the last page in all others. Football, basketball, and baseball give the greatest emphasis."

"The regularity of mention of clubs and organizations is indicative of pronounced interest in these organizations. Cartoons are rare in all the papers, while pictures are found rather frequently of pupils participating in some important event. The editorials generally appear on the second page of the papers and deal with school spirit, scholarship, and local conditions frequently. Outstanding departmental innovations and novel and unique arrangements of various phases of school interests are grouped under departments and features. School activities of the faculty appear most frequently under faculty news. Articles of a guidance nature are conspicuous by their absence in all the papers. The humorous sections of the paper are representative of high school pupils' interests and ideas of the ludicrous. Romantic relations of pupils and

teacher-pupil 'boners' are most representative. Very few articles of local interest are found. In spite of the theoretical trend to eliminate literary attempts from the newspapers in the secondary schools, this subject matter division has a rank of third place in average per cent of space. Pupils attaining eminence in athletics, scholastic, and artistic phases of school activities tend to receive special attention in the newspaper reports. A small amount of space is devoted to special weeks in the public secondary school papers only."

"Conclusions and Summary. (133) -- (1) Less space should be devoted to

- (a) Advertising,
  - (b) Athletics, and
  - (c) Mention of particular types of pupils, as the athletic and the official groups. Here a more democratic attitude ought well be adopted.
- (2) A greater per cent of space could well be given to
- (a) alumni news and activities,
  - (b) pictures and items of meritorious work,
  - (c) creative work,
  - (d) departmental news and items,
  - (e) editorials,
  - (f) faculty news and items,
  - (g) educational and vocational guidance,
  - (h) community interests,

- (1) scholarship and other worth-while achievements.
- (3) The type of humor could well be improved upon.
- (4) Better means of financing the school paper should be devised. Too much is now done by advertising.
- (5) A more definite policy as to sponsorship of the school paper might well be worked out.
- (6) Greater care should be exercised in selecting the name of the paper.
- (7) School newspapers tend to have a loftier tone than that of the general newspaper. In this respect the school should seek to elevate the public in its desires.
- (8) More definite use should be made of the school paper to educate the American public as to the aims, policies, and aspirations of the school."

#### READER INTEREST IN HIGH SCHOOL NEWSPAPERS

Bennett, among others, has made a careful study of reader interest in the contents of high school newspapers. He used McKown's list (93:311-319) of content classifications in a survey of eighteen western Pennsylvania high schools. Each subject (19) had four columns after it -- "Read, Re-read, Interested, and Very Much Interested." The pupils were asked to indicate whether they read the advertisements and what types of advertisements interested



them. Two hundred pupils in each school were selected at random -- twenty-five boys and twenty-five girls from each class. The data resulting from Bennett's study (19) are presented below.

TABLE V

Average Percentages of Replies Indicating Four Degrees of Interest in Various Types of Material in High School Papers.

Type of Material	Read	Re-read	Inter-ested	Very Much Interested
Humor	91	28	44	28
Athletics	83	21	30	21
Personals	82	18	33	18
Illustrations	80	12	27	13
Social News	79	15	35	15
News Stories	79	13	25	13
Feature stories	75	17	28	16
Correspondence	74	16	27	16
Alumni notes	74	11	22	11
Exchanges	69	11	22	11
Editorials	68	11	20	11
Useful information	64	10	18	10
Fiction	63	11	22	11

Snyder made a similar study on reader interest, but of parents as well as pupils, and found his results to be different from those of Bennett (19), doubtless due to the different setting and plan of his study. His data (142) made the following conclusions evident:

- "1. The honor roll is the most widely read feature appearing regularly in the paper.
2. Humor, which ranked first with pupils, was in second place with all groups.

3. Pictures and cuts ranked third in popularity.

The cuts used were common linoleum cuts and were made by the pupils.

4. The 'Old Mariner' column, a humorous and philosophical column written by a pupil, ranked fourth.

5. News concerning the activities of the school clubs ranked fifth.

6. The fact that the athletic news ranked sixth is not surprising because the paper appeared weekly and, as a result, the athletic news was either a week old or a week ahead of time when published. The policy of the paper was to place the emphasis on the preview type of athletic news whenever possible.

7. The superintendent's bulletin, written by the superintendent to appeal to adults, ranked seventh. This column dealt with the administrative problems and policies of the school. It was the only material in the paper not written and edited by the pupils. The data show that this feature is an exceptionally effective method of placing this type of school news before parents, patrons, and teachers provided some plan of distribution is followed which places the paper in the hands of

these groups.

8. Editorials, which ranked eighth, made a poor showing. They were written by pupils to appeal to pupils, however.
9. The library news ranked ninth. This material appealed most strongly to the parents, patrons, and teachers. The library is a public library located in the school building. The purpose of the library news is to inform members of the community about new and interesting books.
10. As is usually the case, it was found that the pupils were not particularly interested in advertising matter. However, it was discovered that the parents in this community rather consistently read the advertisements in the school paper. This finding definitely removes the advertising in the 'Mariner' from the so-called 'charity advertising' class."

While Bennett's (19) summary and implications are long, they have been included because the writer believes them to be valuable.

- "1. Humor ranked the highest for every class and for both sexes. The other types of material that were most often read were athletic news, personals, illustrations, social news, and

news stories, in the order named.

2. The types of material that were read the least often were exchanges, useful information, and fiction, in the order named.
3. For obvious reasons the upper-class men read more of the alumni notes than did the freshmen.
4. The replies of the girls indicated that they were more interested than the boys in all the material published except athletic notes. The boys read more athletic news and showed more interest in this type of material than did the girls. The differences in the percentages of the replies of the girls and the boys indicating that they reread the various types of material and found them very interesting were not significant.
5. In the case of athletic news, personnels, illustrations, news stories, social news, feature stories, editorials, and exchanges, the differences found among the different classes were not significant.
6. Pupils read and showed a greater interest in present and future events than in past events.
7. Feature stories proved very effective in arousing interest in high-school plays, concerts, operettas, et cetera."



"Editorials (19) rank low in the tabulations. The purpose of this type of material is to interpret the news of the day, but apparently this aim is lost sight of if we may judge by the 'preachy' editorials usually published. The use of constructive, expository, 'boosting,' and similar types of editorials should increase the attractiveness of this little-read column."

"Much of the 'filler' found in the papers (19), judged by the extent to which it is read, is useless. Probably too much poorly selected material is included."

"The exchanges (19) are also uninteresting to the readers, probably because most of this material consists in comments designed for the attention of the staff members of the publications of other schools. Doubtless if the exchanges consisted in short, interesting stories about the other schools and their activities, this material would be much more attractive."

"While it is not assumed that (19), because most of the pupils read and are interested in particular types of material, the publication of such material is therefore completely justified or that, because few pupils read and are interested in certain other types of material, such material is of less importance, yet it is logical to infer that interest -- or lack of it -- is a most important element in the formation of the policy of a school paper. Further, an attitude of the sponsor or the staff members

that 'the readers do not know what is best for them' is inadvisable."

PUBLICATIONS FOR AND ABOUT  
HIGH SCHOOL NEWSPAPERS AND  
JOURNALISM CLASSES

While many warnings have been issued about the importance of high school sponsors leaving the control of the newspapers in the hands of the pupils, the press associations of high school papers have not felt themselves to be bound by their own dicta. The following magazines are published for high school journalists and their sponsors:

"The Scholastic Editor"

"The School Journalist"

"The School Press Review"

"The Student Leader" (which absorbed Vitalized Journalism).

The writer of this thesis believes that any attempts to summarize the large amount of often contradictory material in this chapter would only make longer a chapter that is already too long. She has omitted numerous articles because they were unavailable or because they presented only duplications of ideas that had already been presented in this chapter several times or presented these ideas as they were found to apply to limited areas, frequently states. However, the writer has attempted to cover all

of the most important ideas in the field of her thesis.

The third chapter of this thesis presents an analysis of the contents of sixty high school papers, printed in the State of Oregon, and of the replies to a five-question questionnaire from 131 high school principals in Oregon.

## CHAPTER III

### AN ANALYSIS OF THE CONTENTS OF SIXTY HIGH SCHOOL NEWSPAPERS

As the present study constitutes a consideration of the educational values claimed as possible for high school newspapers, it was felt that no better means of securing information about these could be found than an analysis of the contents of high school newspapers themselves. It was decided to limit the analysis to high school newspapers in the State of Oregon. As all of the high school newspapers of the State would have provided too great a mass of material for analysis, the writer felt that a fair sampling of such papers would give substantially the same results. Since some high school newspapers are printed and others are produced by mechanical duplication, apparently with no relation to the size of the school, only printed newspapers were used for the study. The printed papers have the advantage of being more measurable in terms of column inches and the arrangement of the material contained in the various printed papers makes it more readily analyzable. Even then, analysis of content is a difficult task because so many articles are on the borders of two or more classifications or topics.

The "news and comment" contents of sixty issues of newspapers published by the pupils of thirty-seven high



schools during the school year, 1940-1941, were analyzed. Of these newspapers, twenty-one were published fortnightly, five monthly, two tri-weekly, eight weekly, and one paper was a daily, published five days a week.

Enrollments of the schools whose papers were included in the analysis range in numbers from 129, the smallest, to 2716, the largest. Sixteen of the schools had fewer than 500 students enrolled and twenty-eight had fewer than 1000.

This analysis of the newspapers was supplemented by a compilation of responses from 131 Oregon high school principals on a five-question questionnaire which dealt with their ideas concerning the main functions of high school newspapers. The questionnaires were sent to 256 high school principals, the intention of the writer being to reach the individuals directly in charge of all of the high schools of the state. Responses were received from 131, or about fifty-one per cent.

The analysis of the newspapers studied included the number of column inches devoted to material other than advertising and such other routine material as the name-plate and the masthead. None of these items was brought back into the picture at any time in the analysis and they are not considered in the final totals and percentages. The column inch was taken as from one-and-seven-eighths to two-and-one-fourth inches in width and one linear inch

in depth. The size of the type used, influencing the number of letters to a line, was not taken into account, as this would have thrown the analysis into higher mathematics. The measurements of the lengths of articles were taken to the nearest one-eighth inch.

Included in the material analyzed were the two general classifications (a) comment and (b) news. The comment classification was made to include such material as editorials, special columns containing opinions of the editor, sports comment columns, and other columns devoted to statements of fact and expressions of opinion by the principal, members of the teaching staff, and letters to the editor. It also includes poetry, humor, exchanges, and other special columns discussing books, motion pictures, and fashions. "Filler" also was consigned to the comment classification and embraces bits of worthwhile or worthless information used to chink in any "hole" at the foot of a column, contributions from the English department in the form of written work by the pupils, and crossword puzzles and their answers. "Cuts" used to illustrate comment material were also included in this classification.

The news classification embraced straight news about the school as a whole and its staff and pupils, clubs and other organizations, athletics, music, dramatics, social events, personal news items about faculty, pupils,

former pupils and alumni, and the gossip or "dirt" column. It also included feature stories based upon news incidents, and cuts illustrating all of these.

The only weighting in this analysis of the importance or the value attached to the news or the comment by the newspapers was the inclusion with each news item of the headline appearing with it -- for example, the banner headline, as well as smaller headline (if one was present) accompanying the news story concerning a football game or a school play was measured and included with the number of inches for that particular news story. This practice was followed because it was felt that any other attempted weighting on the basis of importance according to a front page position or inside or back page position would produce misleading results, since the allocation of position in the newspaper varies with the policy of each individual newspaper. As an illustration, it was found that some papers placed sports news on the sports page only, even though this material included the account of a football game which probably was the school's most important news event of the week. The writer believed, also, that other usual reader values do not apply to high school newspapers because their contents are read and re-read by the pupils, according to their individual special interests, without regard to the page on which this material appears. This was shown to be the case by Bennett (19).

A portion of the material in the comment classification was further analyzed with regard to any attitudes that might have been expressed. This analysis extended to editorials; letters to the editor; sports comment columns; other columns devoted to statements of facts and expressions of opinion by the principal, members of the teaching staff, or others; and to fashions, poetry, and material about movies and books; humor; exchanges; and filler. In the main, this analysis concerned either ethical or unethical qualities expressed or implied in the opinions or attitudes shown, including the following: (a) respect for property; (b) respect for authority; (c) citizenship; (d) character development; (e) desire for an education; (f) sportsmanship; (g) patriotism; (h) school spirit; (i) winning at any price; (j) comment with no particular "slant" but dealing with factual material, such as statements, explanations, or interpretation of school regulations and evaluation of the strength of teams or particular players; (k) humor; and (l) nature. Material in the news classification was analyzed in somewhat the same manner to determine whether or not the writer had (a) used a strictly objective point of view without "slant" or (b) had imparted to the news story any of the following attitudes: an appreciative or "boosting" tone; a discernible attitude of school pride; an emphasis on sportsmanship; or an indication of a desire to win at any



price.

In the analysis, each of the sixty newspapers was studied as a unit and its material evaluated and charted on an individual sheet. When more than one paper from any one school was included, the practice was followed of selecting issues published at different seasons of the school year to obtain as much variety as possible in subject matter, particularly sports. Totals from the individual sheets were gathered on a single large chart on which the numerous subject matter and treatment headings were listed. "Grand totals" were then made, and percentages were computed.

The newspapers used for the analysis were, largely by accident of their collection, scattered, according to months, as follows: September, sixteen; October, eleven; January, one; February, one; March, thirteen; April, eleven; and May, seven.

No attempt was made to determine the ways in which the newspapers themselves were edited by the individual schools; whether or not the newspaper was a curricular or an extracurricular activity, or both; or whether or not supervision or censorship was provided for the various news staffs. Neither did the writer gather information as to whether or not the schools represented by the newspapers used in this analysis offered courses in journalism or "journalistic writing". The advertising carried in

these newspapers was not studied except to the extent that its total amount in terms of column inches was measured and this total subtracted from the total amount of the space in the newspaper -- less the nameplate and the masthead -- as a check with which to compare the sum of the measurements of all of the other material. No information was sought as to the methods of financing the papers. Furthermore, the analysis, as well as the questionnaire to the principals, excluded consideration of all high school publications other than newspapers.

The writer is well aware that in a study as objective as this one, it cannot be hoped to determine to what extent the high school newspaper contributes toward the development or the direction of desirable attitudes and opinions in either its pupil readers or in the readers in the larger community outside of the school. This writer, therefore, did not make any attempt to show whether or not these high school newspapers were effective as instruments of enhancing the school solidarity of their schools; for arousing pupil interest in projects that were for the benefit of the schools; for providing a means of correlating courses and departments; increasing pride in school buildings and grounds; making pupil readers better citizens in their school communities; fighting harmful influences such as cheating, discourtesy, and poor sportsmanship within the school; or "educating"

the larger community outside of the school. Neither did the writer attempt to find out whether or not values or benefits actually accrued to the pupils who worked on the high school newspapers; whether the activity afforded stimulus for their improved or more forceful use of written communication or acted as a spur to better work in other school subjects; whether or to what extent training might have been **afforded** for newswriting as a vocation or toward a taste for better newspapers; or whether the newspaper work developed habits of evaluation and accuracy in the statement of facts. Furthermore, the writer did not attempt to study whether such high school writers were benefited by enhancement or inculcation of such desirable character traits as responsibility, punctuality, group coöperation, honesty, tact, tolerance, initiative, and leadership -- all of which have been claimed by some writers as possible or probable outcomes of journalistic activity in the high schools. The writer, however, did attempt to observe and to record the ways in which these high school newspapers treated their news and comment material, both as to the amount of space, which is an indication of emphasis, given to the various news and opinion topics and, to the limited degree of which the writer is capable, to observe and to record attitudes expressed or implied in this news and comment. In other words, the writer has attempted to discover what high school

news writers are doing with their newspaper space. Some light other than that of the actual performance of the high school newspaper has been shed upon the matter of aims and objectives by the responses of the principals to the questionnaire.

It should be stated that, in many instances, analysis of attitudes expressed or implied in the news and comment in the papers studied was made arbitrarily since the question arose frequently whether the material should be classified as expressive of citizenship, school spirit, or character development when all of these, and, sometimes, others were present in a single item. Whenever a short article seemed to embrace **equally** more than one such quality, an arbitrary classification was made. However, if one editorial or one piece of comment in separate paragraphs or segments expressed or implied more than one of the attitudes under analysis, the segments were charted separately. The writer realizes, too, that in some instances her evaluations, in all probability, might not have been given by another person working with the same material.

Through the supplementary questionnaire directed to the high school principals of the State, an attempt was made to determine their attitudes toward the functions and aims of high school newspapers. As already stated, slightly more than half responded to the questionnaire. Some of them simply wrote "yes" or "no" where one of these con-



stituted a complete answer; some answered one or two questions and ignored the rest; others abandoned the questionnaire and responded with letters, which, although expressive of their attitudes toward high school newspapers and their functions and aims, did not always directly answer the questions asked. For this reason, the total numbers of answers differ on the various questions.

The letter or questionnaire to the principals asked the following questions:

"Will you tell me at your first convenience what you, as the principal of the ..... High School, would strive for in the content of an ideal high school paper? I should like to have your views on both news and editorial matter, e.g.,

"1. Should the paper's principal purpose be to give the news of the school to members of the student body and their parents?

"2. Do you feel that the high school paper should especially foster sportsmanship?

"3. In your opinion, should the newspaper make an effort to further character training, respect for property, respect for authority, desire for an education, or guidance?

"4. Should it promote the vocational and personnel aspects of the school?

"5. If the paper should undertake to promote one of

these or more, what method would you consider most advisable for such promotion?"

In response to these questions, the writer secured what she considers a fair sampling of the opinions of the high school principals of Oregon about the educational values of high school newspapers. In response to an invitation to the principals for them to express their views on high school newspapers as freely as they liked, some of the principals volunteered statements of values which they believed to arise from high school journalistic activities. Such of this material as is deemed of interest or as pertinent to the present study will be included.

#### RESULTS OF THE ANALYSIS

In the following tables will be found the distributions of space given to various subject matter topics in the news items and to various topics classified under "comment" to show, in terms of column inches, the emphasis given to these topics and the amounts of space in which ethical qualities are either implied in the news items or are treated as desirable values by the commentators. These tables will also show, as far as possible, the totals and percentages related to these topics and their space measurements.

## MAJOR DISTRIBUTION OF MATERIAL ANALYZED

TABLE VI, below, shows that a total of 17,156 column inches of newspaper space (excluding advertising) were analyzed in this study. Of this total, the major portion, amounting to 12,800 and 1/4 inches or 74.6 per cent, was news material; while 4,150 and 5/8 inches made up the comment division. A classification called "news of other schools" was provided to care for space devoted in a few of the papers to news from a grade school or junior high school in the same city and, in the case of the Benson Polytechnic High School of Portland, to the Girls Polytechnic School. The content of this classification was not further analyzed, but was lumped with news and was evaluated for attitude as "no slant". This classification contained 205 and 1/8 column inches. The total of the advertising, which, as has been explained, was not studied, was 5,237 column inches.

TABLE VI  
Major Distribution of Material Analyzed.

Classification	No. Inches	% of Total Space Studied
News	12,800 1/4	74.6
Comment	4,150 5/8	24.1
News of other schools in same system	<u>205 1/8</u>	<u>1.1</u>
Totals	17,156	99.8

DISTRIBUTION OF SUBJECT MATTER IN THE  
COMMENT CLASSIFICATION BY TOPICS

In TABLE VII and in other tables immediately following will be presented the analysis of the comment material. The first of the ten divisions in TABLE VII includes the treatment of ethical qualities as such or in connection with school affairs. In the news analysis, these affairs were classed as "all school". Of the total of 1,148 and 3/8 inches of editorials found in the papers, 1,023 and 1/8 inches are included in the first division of TABLE VII. Comment on matters of all-school interest, such as student body meetings, conduct in the hall-ways, safe driving, student politics, and others, fell naturally



into this division. When the comment was related to sports or to any other school activity, it was classified under the corresponding subject matter division under its analytical heading.

The sports columnists contributed largely to the inches grouped in the second division of this table. As will be shown in a later table, much of this and other "comment" material was factual or evaluative. Even when it lacked any particular "slant", it was strictly comment material because it expressed the writer's opinions and was presented as opinion. This somewhat ambiguous condition prevails also with fashions, books, movies, filler, and exchanges. It is particularly applicable to the sports page, however, where such comment is customarily labeled "dope". In this study it was found that 253 and 1/2 inches of a total of 650 and 5/8 inches of comment relating to sports were devoted to factual material. This is a usual contribution of the sports writer who has a wide knowledge of sports and the previous performances of various teams and individual players and who writes as an authority. School activities other than sports are less amenable to this type of comment.

The small amount of space given to exchanges, more than half of this material being anecdotes, indicates that the newspaper staffs, although they may be using other high school papers to glean good ideas to adopt in their own

publications, are not passing on to their own readers the news of other schools. Such information, in the opinions of some writers on the subject of high school journalism, gives valuable knowledge of interests and activities of other student bodies.

The division called "fun" is composed of anecdotes and "funny" quips which originated in the school itself -- or not credited to sources elsewhere -- and cuts or cartoons. It does not include more substantial comment material with a "slant" toward humor, included in this table in "all-school" comment; or "funny" poetry; or "fun" obtained from exchanges; or that in "filler". Each of these other divisions shows its own complete total. A later discussion will deal with the total of all humor and "fun" material found in the papers. The writer arbitrarily classified the "dirt" or gossip chatter, which was found to be a part of the large majority of the newspapers, with news material rather than with humor. While such gossip is patently comment, it is likewise one of the chief agencies of increasing the spread of personal mention in the paper's columns and it was for this reason alone that it was classified as news rather than as comment and analyzed alongside other phases of personal mention.

Each of the subject matter divisions in this table includes the cuts used to illustrate it, as well as the printed word.

TABLE VII  
Distribution of Comment Subject Matter

Classification	No. Inches	Per cent
"All-school"	1,857 3/8	44.7
Comment		
Sports	630 5/8	15.1
Football	255-----6.1	
Baseball	29 7/8----- .7	
Basketball	144 1/4-----3.4	
Track	58 1/8-----1.4	
Others	143 3/8-----3.4	
Activities other than Sports	82 1/4	1.9
Fashions	109 1/8	2.6
Poetry	270 5/8	6.5
Movies	49 1/4	1.1
Books	63 3/8	1.5
Fun*	701 7/8	16.9
Filler and syndicated features	323 7/8	7.8
Exchanges	61 1/4	1.4
Totals	4,150 5/8	99.5

\*Fun is anecdotes and "funny" quips, including cuts, which originate in the school itself or not credited to sources elsewhere. It does not include humor expressed in more substantial comment or the "fun" in poetry, exchanges, or filler.

ANALYSIS OF ALL COMMENT MATERIAL BY PERSONALITY  
OR ETHICAL TRAITS OR AS STRAIGHT NEWS

The evaluation of comment material, without reference to its subject matter or source, as shown in TABLE VIII below, reveals that school spirit was the trait most advocated by the high school newspapers. Citizenship was second among values emphasized -- with character training, desire for an education, and patriotism receiving somewhat smaller but still substantial shares of space.

Sportsmanship found little emphasis in the comment content, but this fact alone is not significant. This will be shown later in this discussion when the treatment of sports as a whole is studied. While it is not the view of the writer that sportsmanship or its opposite may be expressed only in connection with sports, it is believed that the attitudes of winning at any price or of true sportsmanship are probably more readily expressed in the written or oral discussions of a contest than in any other relation. With this thought in mind, it seems advisable to state here that the news treatments of games, as well as of other news incidents, is markedly objective in the papers studied. Furthermore, it will be observed in the table under discussion that the attitude of winning at any price received such a small share of inches as to be almost omitted.



Respect for authority was the only ethical quality which received practically no emphasis. In the one instance in which respect for authority was mentioned, it was the authority of the school bus driver which had been flaunted. The editor deplored the incident and suggested that pupils who were noisy on the school bus and inclined to attract attention by childish antics should quiet down upon the request of the driver. Even in this instance, as has been mentioned, other values, such as general good character and citizenship, are probably involved.

Straight comment, already discussed, is the presentation of information without the expression of any of the various attitudes.

Patriotism may have received more attention in the year 1940-1941 than it would have had during another school year when the world was not at war. Under this heading are patriotic comments of writers, display of the song, "God Bless America", patriotic poetry, and the pledge of allegiance to the American flag.

Desire for an education, while expressed to an appreciable extent on the broad plane the classification seems to embody in this study, came to light also in admonitions to the pupils to study in preparation for impending examinations. This may leave some question as to whether or not the emphasis was strictly on the desirability

ity of an education, but it would seem to the writer to belong here more properly than under any other classification made.

The humor section of this table should be explained, since it does not contain the total of humor in all of the forms of its expression found in the study. The classification of the gossip or "dirt" columns with news, rather than with comment, already has been explained. The total of humor in this table represents all of the humor and "fun" in the comment classification except cartoons and cuts which the papers used to illustrate "fun" material. These amounted to almost the whole total of all of the cuts used to illustrate comment material. In many instances, the cuts had been hand-carved from linoleum or wood. The total of all of the cuts which accompanied comment material is shown in a division of its own.

TABLE VIII

Analysis of All Comment Material as Straight  
News or by Personality Traits

Attitude	No. Inches	Per cent
Straight Comment	798 1/8	19.2
Citizenship	382	9.2
School spirit	1,060 3/8	25.6
Character training	161 3/4	3.8
Desire for an education	148 1/2	3.5
Patriotism	133 3/4	3.2
Sportsmanship	60	1.4
Respect for property	56	1.3
Respect for authority	2 3/4	.06
Winning	16 1/2	.39
Nature	37 5/8	.9
Humor	825 5/8	19.9
Cuts	287 1/4	6.9
Syndicated filler	<u>180 3/8</u>	<u>4.3</u>
Totals	4,150 5/8	99.6

## SOURCES OF COMMENT MATERIAL

The editor is shown to be the principal commentator in the high school newspaper in the analysis of sources of comment in TABLE IX. The division "other writers", includes sports commentators, funsters, poets, and other columnists -- chiefly those who wrote about fashions, motion pictures, and books. Editorials were found in all except two of the papers included in the sampling. "Cuts", again, constitutes the total of all cuts in the comment classification.

TABLE IX  
Sources of Comment Material

Source	No. Inches	Per cent
Editor	1,163 $\frac{3}{8}$	28.0
Letters to the editor	148 $\frac{3}{4}$	3.5
Principal	108 $\frac{1}{8}$	2.7
Teachers	21 $\frac{3}{4}$	.5
Other writers	2,058 $\frac{3}{4}$	49.3
Filler	121	2.9
Exchanges	61 $\frac{1}{4}$	1.5
Cuts	287 $\frac{1}{4}$	6.9
Syndicated filler	<u>180 <math>\frac{3}{8}</math></u>	<u>4.3</u>
Totals	4,150 $\frac{5}{8}$	99.6



## ANALYSIS OF EDITORIALS

Comment by the editors has been divided into editorials and editor's columns, the editorials being by far the larger division. The degree of the editors' emphasis on the various ethical qualities is shown below in TABLE X.

TABLE X  
Analysis of Editorials

Attitude	No. Inches	Per cent
Straight comment	26 1/4	2.2
Citizenship	231 3/8	20.1
School spirit	457 7/8	39.9
Respect for property	56	4.9
Respect for authority	2 3/4	.2
Desire for education	89 5/8	7.9
Character training	147 1/2	12.9
Patriotism	69 5/8	6.0
Sportsmanship	38 3/4	3.3
Humor	18 5/8	1.6
Winning	<u>10</u>	<u>.8</u>
Totals	1,148 3/8	99.8

School spirit received the greatest share of their attention, as is to be expected, and citizenship appears in

second place of importance. Only a small amount of the editor's opinion was clearly expository either in the editorials or, as may be seen in TABLE XI in the editor's columns.

#### ANALYSIS OF EDITOR'S COLUMNS

As will be recalled, some of the writers reviewed in Chapter II advocated the use of the editor's column as a means by which the editor of the school paper might increase his influence as an interpreter of the school news and of school situations. This analysis showed that only fifteen inches of space in this sampling of newspapers were utilized for the purpose.

Such a negligible bit of the comment of editors placed emphasis on winning at any price that the item appears to be unintentional and might be accounted for either as a slip of the editorial pen or of censorial vigilance. While the editors had little to say in behalf of respect for property, respect for authority, or sportsmanship, they also took little occasion to write in a humorous vein. The majority of the editorials commented on happenings within the school, on single incidents, or on some objective of the whole school program. They pointed to worthy undertakings and showed the advisability of pupil support for these; they dealt with values of various student activities and they deplored poor facilities for athletics and

inadequate stage equipment, usually with suggestions for ready improvement; they advocated correct pupil conduct; and, almost without exception, fostered the best attitudes. Much of this material was decidedly in a "preachy" vein or constituted a direct challenge to the pupils. Such comment, however, had the saving virtue of being timely and this writer, at least, believes that it would be read by most of the readers of the papers. Few editorials dealt with controversial issues and none struck out for reform of administrative policies.

A selection of editorial headings may convey an idea of the gist of this portion of the comment material. Such captions as the following, taken from the papers themselves, are typical: "Strong As Its Leaders", "Financing Student Body Activities", "Let's Make the Honor Society", "Do We Appreciate Pep Assemblies?", "High School Democracy", "Practical Jokes Not Funny", "Letters For the Hockey Players", "Support For the Junior Play", "School Traditions", "Clubs Demand Dependability", "Do You Boo?", "Washington and Lincoln", "Thanks to the Administration", "Fire Drills Bad", "Are you Guilty?", and "Our Flag".

The editors of high school papers appear to function as interpreters of the school to the pupils in the schools and, perhaps to readers in the larger community outside the school. Whether this has the effect, as some writers on the subject say it has, of strengthening school

solidarity cannot be determined by the present objective study. Neither can a conclusion be reached as to whether these editorials succeeded in improving the conduct of pupils or in elevating their attitudes.

TABLE XI  
Analysis of Editor's Columns

Attitude	No. Inches	Per cent
School spirit	6 1/4	41.6
Humor	<u>8 3/4</u>	<u>58.3</u>
Totals	15	99.9

#### ANALYSIS OF LETTERS TO THE EDITOR

Provision for airing views by others than regular contributors to the newspapers was found rather generally in the sampling of high school newspapers through the traditional allotment of space to "Letters to the Editor". This privilege was exercised to some extent in TABLE XII below. It may be seen that the opinion expressed corresponded to that of other commentators in its attitudes, but with greatly increased emphasis on citizenship.

The writer found that few of these letters opposed the expressed views of the editor or other featured columnists, but were inclined to bring to attention matters



which apparently had not received editorial attention, or, in the estimation of the letter-writer, adequate treatment. Actually, it is not to be expected that the content of the "Letters to the Editor" columns in these papers would be argumentative in nature, owing to the mildness of the editorial tone and the avoidance of controversial subject matter on the parts of the editors.

TABLE XII  
Analysis of Letters to the Editor

Attitude	No. Inches	Per cent
Straight comment	11 1/4	7.5
Citizenship	68 3/8	46.0
School spirit	62 5/8	42.1
Desire for education	4 1/4	2.8
Humor	<u>2 1/4</u>	<u>1.5</u>
Totals	148 6/8	99.9

#### ANALYSIS OF PRINCIPALS' AND TEACHERS' COMMENT

A column called "Principal Points", appearing in several of the newspapers in the sampling, afforded the opportunity for the principal to speak directly to the pupils and the community through the printed page. An analysis of the comment of the principals and the

teachers is shown in TABLE XIII and TABLE XIV below. The teachers wrote in a few articles under their own by-lines.

Attitudes favoring citizenship, school spirit, desire for education, character training, and patriotism, expressed by the principals, and the fostering of a desire for education by the teachers contain no element of surprise. The significance lies in the meager amount of space used by the chief of the teaching staff and by the teachers for the expression of their opinions. The question, of course, is whether the principals and the teachers simply are neglecting to seize their opportunity to use the school paper to promote the objectives of secondary education or whether they are using the school paper to further their aims while remaining out of print themselves. This point is yet another on which the writer of the present analysis is not qualified to speak conclusively, although the answers of principals to the questionnaire do shed some light on their performance in this regard.

TABLE XIII  
Analysis of Principals' Comment

Attitude	No. Inches	Per cent
Citizenship	33 1/4	30.7
School spirit	59 1/8	54.5
Desire for education	3	2.7
Character training	5 1/2	5.0
Patriotism	<u>7 1/4</u>	<u>6.7</u>
Totals	108 1/8	99.6

TABLE XIV  
Analysis of Teachers' Comment

Attitude	No. Inches	Per cent
Desire for education	<u>21 3/4</u>	<u>100.00</u>
Totals	21 3/4	100.00

#### ANALYSIS OF OTHER COMMENT MATERIAL

The opinions of the columnists and commentators other than those already dealt with are analyzed in

TABLE XV. Humorous and expository matter, lacking in slant, either for or against the ethical qualities, comprises more than fifty per cent of their offerings. When opinions were expressed, however, they leaned more heavily toward school spirit than to any other one of the several desirable attitudes. Only slight emphasis was given to winning at any price. Factual comment of sports columnists accounts for a considerable part of the "Straight comment" shown.

The twelfth division, syndicated filler, includes the cross-word puzzles and the quizzes to test knowledge on popular subjects, which were used by a few of the papers, probably to enhance their entertainment value.

Sportsmanship	21 1/2	7.7
Winning	6 1/2	2.2
Humor	796	29.3
Nature	77 5/8	2.8
Quizzes	842 1/4	30.6
Syndicated filler	100 3/4	3.6
Totals	2,708 5/8	99.6



TABLE XV

Analysis of Comment Material Other Than Comment  
By Editors, Principals, Teachers, and in  
Letters to the Editor

Attitude	No. Inches	Per cent
Straight comment	760 5/8	28.0
Citizenship	49	1.8
School spirit	474 1/2	17.5
Desire for education	29 7/8	1.1
Character training	8 3/4	.3
Patriotism	56 7/8	2.1
Sportsmanship	21 1/4	.7
Winning	6 1/2	.2
Humor	796	29.3
Nature	37 5/8	1.4
Cuts	287 1/4	10.6
Syndicated filler	<u>180 3/8</u>	<u>6.6</u>
Totals	2,708 5/8	99.6

## SUMMARY OF COMMENT MATERIAL

Examination of the comment material found in the sampling of Oregon high school newspapers shows that:

1. Of the total of column inches included in the study, twenty-four per cent were devoted to opinion or "comment" content.
2. Nineteen per cent of the space given to comment was utilized in an expository manner for the recital of facts and "background" material rather than fostering attitudes, much of this being the "dope" element of the sports comment.
3. "Fun" which originated in the school themselves or was taken from exchanges or was used as filler constituted the major part of the humor in the comment classification of this study.
4. Little space was used for exchange material from other high schools, and a large portion of that which was used was anecdotes and other "fun", rather than information about what other schools were doing.
5. Forty-four per cent of the comment space was given to material which was school-wide in its subject matter interest.
6. Sports received far more comment than nonathletic pupil activities and football was the major subject in sports comment.

7. While about a sixth of the total space given to illustrations found in the newspapers in this sampling was used to add interest to comment material, almost all of these were related to the "fun" items in the papers rather than to developing of any of the desirable character traits by means of laughs.

8. More space was given to comments of the editor than to any other one commentator.

9. The papers, almost without exception, had editorial columns.

10. Principals and teachers used very little space in these high school newspapers.

11. The privilege of expressing their own opinions in "Letters to the Editor" was exercised only to a small extent by members of the high school student bodies.

12. Syndicated filler was used in a few of the newspapers although it had no relationship to school affairs or school interests.

13. School spirit was emphasized in terms of column inches beyond all other desirable personality traits.

14. Citizenship received second most emphasis among the desirable traits and respect for authority and respect for property received little obvious emphasis.

15. Sportsmanship received little comment attention.

16. The attitude of winning at any price was present in only an extremely minor degree.

## ANALYSIS OF NEWS CONTENT

The major part of the high school newspaper column inches analyzed in the present study are found in the news classification. The purpose of this section of the analysis is to study the relative emphasis given in these high school newspapers to the various major types of school news and to observe the treatment given to this news by the news writers.

The news coverage of these high school newspapers is rather strictly limited to news originating within the school itself and to events directly concerning the school and all or part of its student body and its teaching personnel. Few high school newspapers reach into the community outside the school for news, although one principal who responded to the questionnaire reported that his high school publishes a paper which serve the community as well as the school. No paper which did this was included in the sampling.

DISTRIBUTION OF THE NEWS SPACE ACCORDING  
TO SUBJECT MATTER.

The news content of the papers used in this study is grouped into several major types of subject matter in TABLE XVI. Further details will be shown of the content of the fifth division, "sports"; and the sixth division,



"other activities", in later tables. The amount of space devoted by some of the high school newspapers to other schools in the same system is shown in the seventh section. It is not further analyzed, except that its total number of inches is included with the total number of inches for straight or "no slant" news.

The first, second, third, and fourth divisions of TABLE XVI should be considered together as "all-school" news. The first includes the space devoted to headlined news stories of interest to all of the pupils in the school, and, in many instances, of importance to all of them. It includes both straight news stories and news feature stories, the latter being entertainingly-written accounts of news incidents. The fourth division gives the total number of inches used in the gossip or "dirt" columns. This could have been classified as comment material but was somewhat arbitrarily classed with news because one of its functions is that of increasing the amount of personal mention in the papers' columns.

High school newspapers apparently share with small town newspapers the aim of using the names of as many members of the community in the paper as possible. For the high school paper, the community is the school itself. Its devices for achieving its aim are personal items which give brief bits of news information about members of the student body and teaching staff, the gossip column, and

"personality" stories just as small town papers approximate achievement of their aim to use many names by printing personal items relating to the comings, goings, and trivial "doings" of members of the towns' populations. Columns containing such matter usually are headed "Brevities", or "Personals", but they might as well be captioned "Gossip". High school newspapers frankly label their gossip columns as such. The content of the high school newspaper's gossip column differs from that of the small town paper's brevity column chiefly in that it places emphasis on the boy and girl angle. In this regard, the high school column is comparable to gossipy personal news of motion picture stars and other celebrities, temporarily in the spotlight, printed in both small town and city newspapers alike.

TABLE XVI

## Distribution of News According to Subject Matter

Subject	No. Inches	Per cent
All-school news	4,802 $\frac{3}{8}$	36.9
Alumni news	302	2.3
Personals and personalities	1,129	8.6
Gossip or "dirt"	732 $\frac{1}{4}$	5.6
Sports	2,652 $\frac{3}{8}$	20.3
Other activities	3,192 $\frac{1}{4}$	24.5
Other schools in same system	<u>205 <math>\frac{1}{8}</math></u>	<u>1.5</u>
Totals	13,005 $\frac{3}{8}$	99.7

Most of the paper included in the sampling for this analysis had gossip columns. A few did not have them. Principals who answered the questionnaire volunteered some of their opinions on gossip columns, as will be shown later, and writers on high school journalism whose comments were reviewed in Chapter II both favored them and disapproved of them, depending on the way in which they were handled.

Personals, society items, and "personalities" are included in the third division of TABLE XVI. The "personality" type of story, the writer believes to be without a counterpart in weekly or daily newspapers out-

side of high schools except to temporary celebrities, especially queens of this or that -- of whom there are so many. Such a story is devoted to presenting information about an individual student without "news excuse". The story usually tells how long its subject has lived in the town, where he lived before that, what his student activities are, what he does with his vacations, and even -- on occasions -- his favorite food, flower, and color. The intention of the papers probably is to give "write ups" to as many students as possible sometime during the school year, but it savours of the "celebrity" story and human interest.

Alumni news, found in the second division, includes news of alumni both in small personal items and in headlined news stories. Its classification separately from the first and third sections thus reduced the number of column inches in those two sections jointly by as much as its total of column inches.

The first section, "all-school news", contains all of the space given to news of interest to the whole school, and all-school news feature stories are a part of its total. News stories of student body affairs, assemblies, improvements to the buildings and grounds, the total number of pupils registered in the schools, faculty members added, faculty members leaving, vacations of teachers and principals, all-school receptions and open houses, members



of honor rolls, pupils going into service with the National guard, as well as those of many other subjects, are deemed "all-school" news. In addition, this division contains news stories which might be said to interpret the school to the pupils; for instance, news of new courses, speakers appearing before certain classes in the schools, current projects in English and other departments, field trips taken by class groups, news from the office of the principal, and news of alumni.

#### ANALYSIS OF NEWS TREATMENT

The news content of the papers studied was analyzed to determine whether the writers had used an objective point of view without "slanting" the story, that is, without intruding their own opinions, enthusiasms, convictions, or prejudices into it. When a story was strictly objective it was classified as "no slant". Separate classifications were made for news to which the writers had imparted an attitude of boosting, a discernible tone of school pride, an emphasis on sportsmanship, or an indication of the desire to win at any price. TABLE XVII, which follows, shows the distribution of the news content under these headings. It should be noted that the classification last mentioned, that of winning at any price, does not appear. It was dropped because no single news story or portion of one in this sampling of high school

newspapers evidenced that attitude. Only when one of the attitudes or slants was present in the story itself was the story considered expressive of that quality. That is, the study did not attempt to determine why it was that such a story found its way into print; but noted only its presence. For instance, a story about a club meeting may have been used to stimulate interest in that activity or a story about the success of an alumnus printed to promote desire for an education, the slant could be noted if it were clear, but the present objective study could not determine motives underlying the printing of any "straight" news item. The amount of space or emphasis accorded to certain divisions of subject matter, however, should be an indication of what these newspapers deem to be worthy or unworthy of consideration in their pages. The statements of the principals who answered the questionnaire also gave some information on the aims and objectives of the news and other stories.

Straight news and feature stories received the largest share of space in this part of the analysis. For the purposes of the analysis, gossip columns and personality stories were included with feature stories while personal items and alumni news were included with straight news.

Little explanation is necessary for the second, third, and fourth divisions of TABLE XVII. By "pride" is meant an attitude of "strutting", either inherent in the news

items or openly expressed; for instance, a story with the headline "Our Alumni Do Succeed" was material for the "pride" classification. Enthusiastic treatment of a coming school event, with the discernible attitude of promoting pupil participation in it, was called boosting. Sportsmanship, present as a discernible attitude in an extremely minor degree, consisted of speaking a good word, not factual, in behalf of the opposing faction; for instance, the following statement about the rival team in the story of a football contest was deemed by this writer to indicate an attitude of sportsmanship: "The Bulldogs probably would have made a better showing if the men could have had some rest after their trip".

It should be stated that there is no way to measure the extent to which a sincere spirit of sportsmanship entered into all of the stories of sports and other contests presented in strictly objective manner. The writer, however, is convinced that accurate objective treatment gives truer evidence that the desired attitude is in operation among pupil writers than a statement of opinion such as that quoted above. The objective news story of a contest deals in a strictly factual way with a news incident in which enthusiasm was rampant, telling the story without indication of home-team bias or of leniency in judging the performance of the rivals. Of course, the accuracy of presentation of what appear to be

facts cannot be judged by one who was not on the sidelines. Had an attempt been made by the writer to extend the sportsmanship category to no-slant or straight news, which obviously she could not do for the purposes of this analysis, the space devoted to "sportsmanship" would have been greatly increased.

TABLE XVII  
Analysis of News Treatment

Treatment	No. Inches	Per cent
Straight news--no slant	9,151 $\frac{3}{4}$	70.3
Straight news--pride	265 $\frac{1}{2}$	2.0
Straight news--boosting	433 $\frac{5}{8}$	3.3
Straight news--sportsmanship	13 $\frac{1}{4}$	.1
Feature stories	1,990 $\frac{7}{8}$	15.3
Cuts	888 $\frac{7}{8}$	6.8
Calendars	196 $\frac{3}{8}$	1.5
Ears	<u>65 <math>\frac{1}{8}</math></u>	<u>.5</u>
Totals	13,005 $\frac{3}{8}$	99.8

#### DISTRIBUTION OF SPORTS NEWS

Twenty per cent of the news content under analysis was devoted to sports, as shown in TABLE XVI. The manner in which this space was distributed among the various



sports may be seen in TABLE XVIII. Football received twice as much emphasis as any other single sport and as much emphasis as basketball, baseball, and track combined.

The space included in the fifth division, "all other sports", was given to a large number of minor sports including the following: golf, tennis, soccer, fencing, wrestling, skiing, archery, volleyball, softball, hockey, speedball, swimming, boxing, rifle marksmanship, table tennis, tumbling, and badminton.

TABLE XVIII  
Distribution of Sports News

Sport	No. Inches	Per Cent
Football	1,088 3/4	41.2
Basketball	519 1/2	19.6
Baseball	301	11.3
Track	288 7/8	10.9
All other sports	<u>444 1/4</u>	<u>16.8</u>
Totals	2,642 3/8	99.8

Boys sports received far greater attention than girls sports, as may be seen in TABLE XIX, probably, not only because the newspapers considered them of greater interest but because there is more activity in them, as well as more of them.

TABLE XIX  
Distribution of Boys and Girls Sports

Sex	No. Inches	Per cent
Boys	2,543 1/2	96.2
Girls	<u>99 7/8</u>	<u>3.7</u>
Totals	2,642 3/8	99.8

DISTRIBUTION OF THE SPACE GIVEN TO CLUBS AND  
ACTIVITIES OTHER THAN SPORTS

In TABLE XX is shown the way in which the twenty-four per cent of the total news content devoted to clubs and activities other than sports was distributed. Little comment probably is necessary here, except in explanation of some of the divisions. The first division shows the amount of space devoted to the news about clubs or activities in general rather than about any specific club or activity. Dramatic activities, included in the third division, are limited to all school dramatics, while class plays are included in the ninth division with the other class activities. For this reason the exact emphasis on dramatics is not shown. The seventh division shows the space given to all music news within the schools, including the space given to glee clubs as well as that given to all-school operettas and other music events.

The science grouping cares for activities of clubs called Science Clubs, Catalyst Clubs, Aero, and Radio Clubs. The social science division includes history, current events, and international relations clubs. The space allotted to the FFA, 4-H, and Forestry Clubs was grouped in the sixth division. Arts and crafts are arbitrarily thrown together in the eighth division because, combined, they receive only thirty-one and three eighths inches of news space. In reality, however, they are unlike. The Art Club (visual art), received six and one fourth inches of space, the Architectural Club, two and one fourth inches, and the rest of the allotment was distributed among the following drafts clubs: the machinists, electric, and vocational clubs, and the FCA and FCO, the members of which were referred to as "crafts-men" in the papers themselves.

Welfare and social groups, in the twelfth division, include the Girl Scouts, Sea Scouts, Girl Reserves, Hi-Y, Tri-Y, Campfire, DeMolay, and Rainbow groups. Space given to news of publications and their staffs, the thirteenth division, was divided among the high school newspaper, the year book, and the handbook. Out-of-school organizations, such as the Parent-Teachers Association, the Dads' Clubs, the Alum Club, and the Schoolmasters Club received the space recorded in the sixteenth division. The space shown in the nineteenth division, listed as

"unclassified", was that given to organizations whose Greek letter names or specially made-up names had no meanings for the writer and whose purposes were not shown in the news accounts which mentioned them.

Special consideration probably should be given to the eighteenth division, which includes a rather large amount of space distributed among organizations which were out-of-doors or athletic in nature. Since these activities were those of clubs, the writer felt that truer results would be obtained in this study by listing them with the clubs rather than with the sports. At no place in the analysis was this space distributed with that allotted to sports. Clubs included here are: Rowing, Swimming, Archery, Badminton, Pingpong, Rifle, Riding, Hiking, Fishing, Junior Sportsmen, Pack Club, Euk Club, and Sacajawea Club. While an attempt was made to determine whether an activity such as swimming reported in the news columns was in reality an all-school sports activity or a club activity limited to club members, it is probable that there was considerable overlapping. For this reason, space listed in the sports division may contain some of the inches which should have gone into the athletics clubs division and vice versa if the participants had been known. The ninth division also contains space given to accounts of Pep and Booster clubs and to clubs named Athletic Clubs. The club classifications in TABLE XX follow, in general,



those of Rohrbach in "Non-Athletic Student Activities in the Secondary School" (123:3,4).

TABLE XX

Distribution of Clubs and Activities Other Than Sports

Club or Activity	No. Inches	Per cent
General club news	63 3/8	1.9
Debate and oratory	63	1.9
Dramatics	145 1/8	4.5
Language and literature	26 7/8	.8
Science	40 3/4	1.3
Social Science	39 5/8	1.2
Agricultural	145 3/4	4.5
Music	479 1/4	15.3
Arts and crafts	31 3/8	.9
Class activities	750 3/8	23.5
Traffic, police, fire	38 3/8	1.2
Boys and girls leagues	283 1/2	8.9
Welfare and social	206	6.5
Publications	313 1/8	9.8
Hobby	21 1/4	.6
Honor organizations	115 1/4	3.6
Out-of-school	101 1/4	3.1
Home-making	22 5/8	.6
Out-of-door and athletic, "athletic" and pep	273 2/8	8.6
Unclassified	<u>32 1/8</u>	<u>1.0</u>
Totals	3,192 1/4	99.7

## SUMMARY OF NEWS MATERIAL

Examination of the material designated as news in this sampling of Oregon high school newspapers shows that:

1. These papers gave three times as much space to news as to comment, although it must be remembered that in this study the gossip or "dirt" columns were somewhat arbitrarily classed with news.
2. The newspapers dealt almost wholly with news about the schools themselves and the teacher and the pupil personnel.
3. More space was given in the news columns to activities other than sports than to sports, thus evening up the balance between the two -- since sports received more comment space than non-sports activities -- ; and resulting in an almost equal division of space in the whole of the material under analysis between sports and non-sports activities.
4. Gossip or "dirt" columns were a part of almost every paper included in the sampling.
5. Through three devices -- gossip columns, personal items, and personality stories -- the newspapers had means at hand for using the names of many pupils in their columns; but the writer questions the desirability of such "personality stories" unless such stories search out fairly obscure pupils as well as student leaders.

6. Matters of all-school interest constituted a larger share of the news space than any other kind of news; and this space, combined with comment which was all-school in its scope, received more than half of all of the space included in the analysis.

7. More than half of the total space given to news and to comment in these newspapers was factually treated, and without expression of attitudes.

8. A representative amount of the all-school material was treated entertainingly as news feature stories.

9. Only twenty and seven-tenths per cent of all of the news and comment material gave emphasis to desirable or permissible attitudes.

10. Sportsmanship received little obvious emphasis, either in the comment or the news space.

11. The attitude of winning at any price, the only undesirable attitude detected, constituted only .09 per cent of the whole newspaper content under analysis, that is, the whole space except that devoted to advertising, the nameplate, and the masthead.

12. Most of the cuts in these newspapers were related to the news events carried.

13. Football received more space than any other sport or any nonathletic activity in the total of the news as well as in the comment content.

14. Among nonathletic activities, both music and

dramatics were well represented in the per cent of news content devoted to them, and these publications did not give an unwarranted amount of space to themselves or to other publications, such as the yearbook or the school handbook.

#### ANALYSIS OF COMBINED NEWS AND COMMENT CONTENT

A study will now be made of the distribution of the combined news and comment content of this sampling of high school newspapers to show the way that these papers apportioned their total space emphasis to major subject matter classifications. In addition, the analysis of the whole content from the angle of attitudes inherent, expressed, or advocated in the stories listed under these classifications and the amount of space emphasis given to each of these classifications will be shown.

#### DISTRIBUTION OF COMBINED NEWS AND COMMENT SPACE ACCORDING TO MAJOR SUBJECT MATTER CLASSIFICATIONS

The amounts of space given to matters of all-school interest, to sports, and to activities other than sports, are shown in TABLE XXI. Each of these major classifications is here complete, in that the sum of its total space emphasis, including news, comment, and cuts, is shown. Minor classifications, including exchanges, filler, fashions, movies, and books, are undistributed and are grouped in



the sixteenth division of the table.

This table shows that more than half of all the space analyzed was devoted to matters of general interest to, or of special consequence to, the whole student bodies of the high schools. Almost exactly equal amounts of emphasis were accorded to sports and to school activities other than sports -- practically nineteen per cent in both cases. Football received greater emphasis than any other single activity.

Humor classification in this table shows all of the humor in the papers except comment material with a "humor" slant. When this space, amounting to 154 and 1/2 inches, is added, it shows the sum of all humor -- cuts, "fun" originating in the school and not credited to its source elsewhere (as shown in TABLE VII), the "fun" from poetry, exchanges, and "filler", as well as the space devoted to the more substantial comment material with a "slant" toward humor -- to be 1,098 and 1/4 inches. Poetry, in the fifteenth division, represents only the poetry which remained after humor jingles had been allocated to the humor classification.

TABLE XXI

Distribution of Combined News and Comment  
According to Subject Matter

Subject	No. Inches	Per cent
All-school news and		
all-school comment	6,659 3/4	38.9
Alumni news	302	All-sch-ool 51.5%
Personals and personalities	1,129	
Gossip or "dirt"	732 1/4	
Football	1,343 3/4	7.8
Basketball	663 3/4	Sports 19%
Baseball	330 7/8	
Track	347	
All other sports	587 5/8	
*Class activities	754 1/8	Activities other than Sports 18.9%
*Dramatics	145 1/8	
Music	504 7/8	
All other activities	1,870 3/8	

TABLE XXI  
(Continued)

Subject	No. Inches	Per cent
*Humor	943 3/4	5.5
Poetry (minus humor)	99 1/4	.6
*Remaining material, not distributed	<u>741 1/2</u>	<u>4.3</u>
Totals	17,156	99.8

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\*"Class activities" includes class plays; all other dramatic news is included in "dramatics."

\* Includes all "fun" and humor material, except comment with a "humor" slant.

\* Includes exchanges and filler except portions of these distributed here with humor, and fashions, movies and books.

## ANALYSIS OF COMBINED NEWS AND COMMENT TREATMENTS

A composite table of personality or "slant" treatments accorded the whole news and comment content of the high school newspapers studied is shown in TABLE XXII. Cuts are not included with these various treatments, which deal only with the printed word. The total space given to cuts appears in the sixteenth division of this table.

Most of the news and comment treatments do not merge but remain as separate items, as may be seen in the table, since they are considered by the writer as typical either of the permissible slant which may be given to a straight news story or of the attitude which may be taken by a columnist, commentator, or editor of the newspaper. Factual material in both comment and news content is combined, however, and its total shows that it received more than half of the space emphasis in this sampling of newspapers. The news feature story space might reasonably be combined with the factual content, since material so classified differed from straight news only in that it was written with the intention of being entertaining as well as for the purpose of presenting facts. It should be stated, however, that the feature story classification here includes the content of the gossip columns and of "personality" stories, which have been discussed previously. Sportsmanship, shown as the seventh division, includes



the expression of that attitude in both the comment and the news classifications.

Combinations of the news and comment classifications given in the third through the fourteenth divisions, comprising permissible and desirable attitudes, show that these attitudes received emphasis equaling twenty per cent of the whole news and comment space. Winning, the only undesirable attitude detected, received .09 per cent of the whole newspaper content under analysis, and was found only in the comment material.

TABLE XXII

## Analysis of Combined News and Comment Treatments

Treatment	No. Inches	Per cent
No slant -- factual -- news and comment	9,949 7/8	57.9
News feature stories	1,990 7/8	11.6
Straight news -- pride	265 1/2	1.5
Straight news -- boosting	433 5/8	2.5
Comment -- citizenship	382	2.2
Comment -- school spirit	1,060 3/8	6.2
Sportsmanship -- news and comment	73 1/4	.4
Comment -- character train- ing	161 3/4	.9
Comment -- desire for education	148 1/2	.8
Comment -- patriotism	133 3/4	.8
Comment -- respect for property	56	.3
Comment -- respect for authority	2 3/4	.01
Comment -- nature	37 5/8	.2
Comment -- humor	825 5/8	4.8
Comment -- winning	16 1/2	.09
Cuts -- news and comment	1,176 1/8	6.9
Calendars	196 3/8	1.1
Ears	65 1/8	.3
Syndicated features	<u>180 3/8</u>	<u>1.0</u>
Totals	17,156	99.5

## RESULTS OF THE QUESTIONNAIRE PART OF THE STUDY

In the following tables will be given the results obtained from the questionnaire sent to the high school principals, asking their ideas concerning the main functions of high school newspapers. One hundred thirty one responses were received and, so far as possible, these have been tabulated to show totals and percentages of "yes" and "no" answers. The totals of answers differ in the various tables because not all of the principals answered all of the questions. Supplemental statements made by the principals in giving their answers will be listed beneath each table.

Some principals wrote letters concerning their ideas about high school newspapers instead of answering the questionnaire. Their letters were interesting but they did not always give direct answers to the questions as stated in the questionnaire. Some of this material will be presented following the last of the tables.

The fourth of the five questions appeared to be generally misunderstood and brought irrelevant answers. For that reason the question and the answers to it have been excluded from the study. The question was "Should it (the ideal high school newspaper) promote the vocational and personnel aspects of the school?" The desired sort of answer would have given the idea of each principal on

whether activity on the high school newspaper is or should be pre-vocational. Misinterpretation of the fourth question might have influenced some of the answers to the fifth question, but it is felt that such harm, if any, was slight enough to be overlooked.

The first of the five questions in the questionnaire was: "1. Should the paper's principal function be to give the news of the school to pupils and their parents?"

The responses of principals to this first question are shown in TABLE XXIII. As might have been expected, the principals do not agree on the main function of the high school paper. In their supplemental statements, which follow TABLE XXIII, the ideas offered show as wide a variety of ideas as those of the writers whose treatments of this theme were reviewed in the second chapter of the present study. These statements have been grouped when more than one principal expressed the same idea, thus losing some of the original wording but avoiding duplication as far as possible.



TABLE XXIII

## Responses of Principals to the First Question

Response	No. Answers	Per cent
Yes	86	67.1
No	<u>42</u>	<u>32.8</u>
Totals	128	99.9

The comments of the principals who answered "yes" were:

"And to the rest of the community	7
Just one of the purposes	2
And businessmen	1
Should educate parents as to what the school is attempting to do	1
Also serves as an entertainer	1
Also medium of self-expression, editorials, fun, public opinion	1
Publishing a newspaper is an education itself but should be secondary to its news values	1
Through preparing paper and giving news, the students get many benefits	1
Should take place in school life that real paper does in adult life	1
And to give students practice and incentive for writing	1

Statements added to the "no" answers follow:

Everyone in a little high school already knows the news	8
Purpose is secondary	4
Purpose but not main purpose	4
Journalism training and the development that goes with it	4
To stir students' self-expression and initiative	2
Only incidental	1
Minor	1
Values received by students in preparing paper	1

Interpret various phases of school life	
to parents of students and other citizens	
of the community	1
Stimulate interest and pride in the	
school	1
Should bring the whole community closer	
together	1
Builds school spirit	1
Inevitable but not chief purpose	1
Should further betterment of school life	1
Develop students' writing ability."	1

The second of the five questions in the questionnaire was: "2. Should the high school paper especially foster sportsmanship?"

The principals who answered the second question showed more agreement in their attitudes than they evidenced in their answers to the first question. All except nine expected the high school newspaper to foster sportsmanship. Their answers are tabulated in TABLE XXIV. As may be seen in the list of additional comments, a number of those who want the paper to further sportsmanship are also concerned with the way that it should be done to bring about the best results.

TABLE XXIV

## Responses of Principals to the Second Question

Response	No. Answers	Per cent
Yes	111	92.5
No	<u>9</u>	<u>7.5</u>
Totals	120	100.0

The comments of the principals who responded in the affirmative to the second question were:

"Editorially	13
Paper will reflect it through tone of articles	3
Without preaching	3
Never moralize	1
If need is present	1
As one of its objectives	1
Better done on athletic field	1
Do not emphasize	1
To some extent"	1

The additional or qualifying statements of the principals answering with a "no" were:

"Should be imparted by coaching	1
Only insofar as to hold those interested in sports under its unfluence	1
Too much space devoted to sports	1
Not possible to develop sportsmanship vicariously in any amount	1
Not any more than manners and conduct"	1

The third question of the five in the questionnaire was: "3. Should the newspaper make an effort to further character training, respect for property, respect for authority, desire for an education, or guidance?"

This question was asked in an attempt to find out whether or not the high school principals expected their newspapers to support the objectives of secondary education by developing in their pupil readers certain ethical character qualities and by helping to train the pupils for better citizenship. The writer considers that this question strikes right at the heart of the whole question of the educational values of the high school newspaper.

TABLE XXW

## Responses of the Principals to the Third Question

Response	No. Answers	Per cent
Yes	118	96.7
No	<u>4</u>	<u>3.2</u>
Totals	122	99.5

The reservations of the principals in their affirmative replies to the third question are shown in the appended comment, which follows:

"Editorially	17
Indirectly	6
Don't preach	3
Whole paper should contribute	3
Indirectly; not acquired by reading	1
First aim of paper	1
Fuse paper with school work to make pupils read all of it	1



Use round about expressions and indirect hints	1
Character training and respect for authority	1
Respect for property and authority	1
All but desire for education and guidance	1
Respect for property, authority, and desire for education	1
Character training	1

Answers to the third question totaled 122, indicating that only nine of the principals responding to the questionnaire did not give an answer to this question. Only four of the principals replying went on record to the effect that they did not recognize the educational possibilities of the high school newspapers, although some who answered affirmatively did not affirm all of the objectives as stated in the question. One who answered "no" added, "Do this in classes". A second would "mould student opinion" and also said that the paper should "serve as a laboratory for English classes".

The fourth question contained in the questionnaire was: "4. Should it (the high school newspaper) promote the vocational and personnel aspects of the school?"

This question, intended to be related to the vocational aspects of the high school newspaper was, quite reasonably, misinterpreted by the principals replying. It caused so much confusion and the answers showed so many interpretations of the question that the answers were omitted from this study for the reasons given. The fifth

question asked in the questionnaire was: "5. If a paper should undertake to promote one of these or more, what method would you consider most advisable for such promotion?" The writer purposely stated the question in this way to encourage the expression of the whole concept of each principal as to the values of the high school newspaper in the program of secondary education. Only eighty-three replies were given, but this is not surprising because much more time and thought were involved in formulating an answer of the "essay" type to this question than were involved in setting down simple "yes" or "no" responses to the other queries. Each reply to the fifth question naturally stemmed from the principal's answers to the earlier questions or sprang from reservations which the principal had made at the time he had answered the other questions.

Some effort has been made at grouping the material according to the aims and objectives for the high school newspaper which the principals had in mind when they gave their responses, but there naturally is considerable overlapping, as similar methods might be employed by different principals to attain different goals. The answers given in TABLE XXVI employ the original wordings except in instances where replies were so nearly alike that they could be grouped and totaled without a change of the essential ideas.

TABLE XXVI

Methods Advocated by the Principals for  
Improvement of the High School  
Papers

Method	Number
<b>A: In presenting the news</b>	
Supervision and guidance	2
Regular staff meetings and at least one assembly each semester devoted to school paper	1
Advisor should stimulate	1
Responsibility on students' shoulders	1
Organized staff with a promotion system and an advisor	1
Let students do the work under an advisor, paper to improve as students do	1
Well-written stories, pictures, features	1
Well-written articles, cartoons, etc.	1
Main objective is giving the news; paper's objectives are as broad as human interests and values	1
Include the whole school, not just events which happened and are already forgotten or bright sayings of dumb students	1
No aspect of school should be over-emphasized	1
<b>B: In furthering the development of ethical qualities in pupil readers</b>	
Must come from staff	2
Determine policy through staff meetings; let students be as independent as as possible	1
Set up policy, encourage student criticism; students assume the responsibility	1
Expression by students; their point of view	1
Student-written material directed to students is most valuable medium of school's self-criticism	1
In promoting anything in the paper I try to get student editorials and comment on the subject	1
Policies explained to editor and staff, then job is turned over to them with occasional check-ups	1

Through student expression and opinion	1
All through student-written editorials	1
Use student views; have advisors keep them constructive	1
Student editorials and wise leadership by advisors and other teachers	1
Get students with desired attitudes to do the writing	1
By carrying series of articles	1
News coverage and editorials	5
Feature stories and editorials	1
Emphasize originality in worthy activities	1
Editorials and favorable news items	1
By way article is written	1
Editorial columns and stories bearing on the point	1
Editorial policy	3
Foster worthy activities with constructive stories	1
Letters to the editor	1
Repetition	1
Articles	1
Good editorials	1
Propaganda	1
Through editorial columns	1
Carry a column edited by the principal and dedicated to current school problems	1
By its attitude and by bringing recognition to those who have done the things desired -- not by preaching	1
Objective to stress most should be determined by the particular needs of the school at a particular time	1
Through articles written by most popular pupils	1
Select faculty members 100 percent in sympathy	1
A campaign of editorials and feature stories can promote nearly any idea we wish to sponsor	1
Attempt to further desirable traits through the editorials and by comments by teachers	1
Editorials and news articles, biographies of great men, articles on graduates' success	1
Do not use a method that will give students the idea they are being preached to	1
Editorials, feature articles, faculty contributions	1



Use of editorials, reports from other schools, experiences of graduates	1
Members of faculty might write articles or editorials at request of staff	1
Through propaganda by writing and talking about the particular subject. Get as many to write and take part as possible	1
Paper must carry something of philosophy of the school work through editorials, but most effective work probably is done through other items in the paper	1
Try not to make any one feature more prominent than others	1
Sincerely and carefully written articles and well-chosen excerpts from the pens or mouths of people of other times	1
Through careful selection of news material and by thoughtful editorial writing. Students will resent being preached to, either through printed word or orally	1
Suitable cuts, feature columns, student officers' column, series of editorials. Criticism can be overdone; must be accomplished by praise for good acts	1
To justify its existence a good school paper should do more than record current events	1
Leave it alone	1
Basic principle should be highest welfare of the school community, honesty and sincerity of purpose, respect for opinions of parents, teachers, and students	1
Sermons must not loom as a reason for publishing the paper. The paper must try to build a respect for, and pride in, the student body and its members	1
C: In developing abilities and desired qualities in the pupils who work on the high school papers.	
Through student expression and opinion; even if this is wrong, it is better than dictated ideas	1
Responsibility on students' shoulders	1
Careful supervision of competent instructors and pupil assumption of responsibility	1
Editorial matter should be free from oppressive restrictions; give students all the authority they can take	1

Let students do the work under an	
advisor, paper to improve as they do	1
Contributions from all	1
Editorial contest in English classes	1
Give all students a chance to contribute	1
Connect with English classes	1
Give everyone recognition	1
Discuss matters in social science	
classes, student body meetings, etc.,	
and have editorials on these discussions	1
Main thing -- wholesome activity for many	
students	1
Give vocational opportunities on the	
paper by equalizing the work	1

Faults of the high school newspaper, rather than its educational values, were uppermost in the thoughts of a few of the principals who responded to the questionnaire with letters. The writer feels that these criticisms are of interest and value in the study and will present them in the following paragraphs:

"In my brief experience with school papers I have found some desirable and more undesirable features. The paper does give some students a real opportunity for creative work; it serves to advertise the various athletic events; it gives recognition to the athletic hero, but usually to his detriment; it interprets the school to the community but our school system is surely doomed if it is not far more efficient than this means of interpretation. I may be wrong -- but honestly speaking -- our school papers have never been good. I have yet to see

one put out without glaring errors. Surely a school paper could contribute toward a striving for perfection and thus serve its purpose in a re-vitalized educational scheme."

"The news value of the high school paper is questionable. The picture of the school it would give to parents and patrons of the school is too easily distorted by the advisor or staff to be valid and too often papers reflect the views of only a small group of students or a teacher."

"I am unable to tell my aims clearly. I think too many schools put out papers for the sake of doing something or because it has been the traditional thing to do. Supervision of a paper often required a lot of work and so many times it is thrust on an already overworked instructor..... When I have questioned the objectives of such an effort, I have received the reply, 'Why, we have always put out a paper'. Most of the staff members did very little work on the paper, but they were always present when the photographer took the picture for the year book."

"The chief difficulty with papers is to keep out gossip and other items which seem to



be of extreme interest to the student body but whose worth is questionable."

"I think a school paper should stimulate the development of character, respect for property, and authority, and a desire for continued education. However, a little survey I made among upper class students leads me to think we will have to stimulate them through the jokes and gossip columns or else eliminate these as, in practically 75 per cent of the survey, jokes or gossip led the parade in order of reading and interest."

Other very practical comments from the letters, written by the principals and selected by this writer for their interest and value are

"The primary value is in the skills, training, and experience received by those students who work on the staff. As a newspaper, the average high school paper cannot rate high because of its infrequent publication."

"In putting forth my view as to what a newspaper should contain I am not overlooking the fact that the paper to be popular must also contain a certain amount of humor and special features dealing with student life."

"We say that first of all we want the paper



to present a picture of school life. This would include first of all getting the school news in the paper. But, besides the news, we print 'wise cracks' and a considerable amount of what the faculty thinks is mushy drivel. However the students like it and read it eagerly. It appears to be a part of the rather complex composite of school life."

"The ideal high school paper records news, entertains with bright feature stories and timely interview, leads in promoting the general welfare of the school and its students, gives credit to individual effort and achievement, and strives to maintain the confidence of its readers -- at the same time working to win state and national honors which are tangible rewards to the staff for hard work."

"Its purpose is to vitalize the school work and sell the school to the patrons and community, as well as offer a practical means of self-expression for the student body."

"In our community there is no commercial weekly, so the school paper should include some community news."

"We are often criticized because of maintaining a rather conservative paper, one whose

joke and personal column is carefully censored. Our community is rather 'touchy' and, rightly so, does not relish some of the usual personals even though the students like them and complain bitterly because they find other schools allowing a 'dirt' column."

"In a small high school, the use and purpose of the paper is in the activity itself. The fundamental purpose is to teach the students who have charge of its publication."

"In this small school I am of the opinion that mere conveying of news through the school paper is of little or no value. We consider the primary purpose of our paper to be that of cooperation and solidifying of school spirit (not for athletic teams), along with any socializing benefits we might secure."

"A multitude of names and bits of gossip of little interest to anyone save the party named should be avoided. The department of athletics deserves attention but should never overshadow the other interests of the paper."

"We have found that students are much more careful with their themes, written work, etc., when there is a possibility of their work being published in the annual or school paper."

"The paper should give students an opportunity to formulate ideas on subjects which are of common concern and then to express these ideas in writing."

"To me, the school paper should be an educational project, just as much a part of the regular school work as English, mathematics, or science. I believe that much can be learned from the paper and perhaps the greatest lesson that can be learned from it is the lesson of 'responsibility'. The 'getting' of the paper out on time, making it a financial success, the thinking up of new ideas, the English practice they obtain, the creative art, the practice in typing, etc."

"Our paper has been our most gratifying activity. Our success has developed a pride in good work and a desire for improvement. It is my personal opinion that many schools do poor work on their papers because they have provided no particular time for it, but have used it as a by-product of the class in journalism."

## CHAPTER IV

### SUMMARY OF THE STUDY

In summarizing the material in this thesis, the writer found that there were many currents and cross-currents of belief about the best functions of the high school newspaper. As evidences of this, a few of the issues presented in the second chapter of this study will be summarized.

Those who want journalism as a part of the English program are unhappy when others claim it for any other department; those who want to keep it within the formal school program are reluctant to grant that it operates for the greatest good of the pupils as an extracurricular activity. Some who esteem it for motivating written expression do not visualize its possibilities for character development; and some -- the most notable, Sir John Adams -- fear the destruction of the literary standards of the pupils through journalistic writing. Some advocate strict sponsorship for the newspaper activity to guide it in any of a number of directions; others would make it an experience in self-instruction; and yet others would have no paper at all, rather than one produced because somebody expects it. Uniformity of ideas as to the aims and purposes of the high school newspaper is lacking, but almost all are agreed that it provides a valuable educational instrument for the pupils and for the principals and superintendents in getting information



about the schools before the pupils and the community.

The high school newspaper is recognized as a medium of publicity and information. Here again there is disagreement about the best goals as well as about the best methods of attaining them. Emphasis is variously placed on the high school paper as the interpreter of the school to the pupils, as the best avenue through which to "educate" the public to an understanding of the school's program, and as an organ through which the superintendent and principal should make their educational purposes known. It seems to the writer to be doubtful that school administrators have utilized the high school newspaper in any one or all of these regards either fully or, always, wisely.

Much has been written, both practically and rather idealistically, about the personal and personality values which may be derived from journalistic activities. The writer is convinced that this is the phase of the high school newspaper activity which should receive the most stress, rather than that of using high school newswriting as preparation for newswriting as a vocation. The trend in the majority of high school courses was shown to be prevocational, that is leading to further training beyond the high school graduation rather than directly into a job upon graduation from high school.

The correct relationship between the high school

newspaper and the journalism course on the one hand and the English classes on the other is as yet poorly defined. A study of the material offered on the subject shows that journalism and English should be supporting and companion subjects rather than antagonistic or competing subjects.

Discussions of the values of the high school newspaper as a curricular subject and as an extracurricular subject show that, with skillful handling, the spontaneity of the pupil publication may be preserved at the same time that the greatest values are derived from it as a part of the regular curriculum. Probably a course in journalistic writing should be a part of the curriculum, and the newspaper an extracurricular activity.

Historical studies show that the high school newspaper had its beginning as early as 1849, and that it was one of the most significant activities of the early high school. The survival and the present vigor of the high school newspaper indicate that, whether it will be as a curricular or an extracurricular activity, it will remain in the program of the secondary schools.

The analysis of sixty high school newspapers from the State of Oregon by the writer has shown that they are placing their emphasis on subject matter of interest to all of the pupils in the schools which they serve rather than stressing any particular activities out of proportion to the others.

Space in the newspapers was given equally to sports and to news of pupil activities.

About one-fifth of all of the news and comment material included in these newspapers gave emphasis to desirable or permissible attitudes.

Material from exchanges printed in these high school papers consisted chiefly of jokes and other "fun" material. The papers probably could increase their value to their readers by using more news of what the other high schools are doing.

A sufficient number of devices are utilized by the papers to give mention to many or all of the pupils, if they are wisely used. Prevalence of the "personality story" indicates that possibly too much emphasis is being given to a few "select" pupils rather than calling attention to the less prominent students by means of news stories about them, even when their achievements are not strictly newsworthy.

Humor could be used effectively more often by the editors and other commentators, as well as by the cartoonists, as a means of developing desirable pupil attitudes.

It appears to the writer that more letters to the editor should be encouraged in order to give voice to the constructive opinions of the whole student body, although an objective study such as this cannot determine whether increased expression is needed or not.



It is possible that the high school newspaper's news sections are too much like those of the commercial newspapers, but the training in writing fact without the intrusion of personal opinion is valuable training.

The returns from the questionnaire to the principals showed that they were familiar with all or almost all of the ideas concerning the functions of the high school newspaper. In their comments and letters, however, they showed about as many different points of view as may be found in the second chapter of this thesis -- even to the abolition of the high school newspaper as a frivolous and useless pupil activity.

On the whole, these high school newspapers are believed by the writer to be very satisfactory and, in spite of Duff's comments on journalism contests, the writer knows that many of these newspapers from the Oregon high schools have received meritorious ratings from the high school press associations and journalism contests, out of the State as well as in.



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