A Study of the Status of the School Newspaper in the Utah High Schools

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A STUDY OF THE STATUS OF THE SCHOOL NEWSPAPER IN THE UTAH HIGH SCHOOLS

by

Laurence W. Jenkins

A thesis submitted in partial fulfillment of the requirements for the degree of

MASTER OF SCIENCE

in

EDUCATION

Utah State Agricultural College

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Approved:

__________________________
Major Professor

__________________________
For English Department

__________________________
Dean of the School

Chairman of Committee on Graduate Work
FOREWORD

This study of the newspaper in the high schools of the state of Utah came about as an answer to the author's own needs. Like many other school newspaper advisers, he had been asked by his principal to be responsible for the school publication, and not having had any previous experience, he wondered what other schools over the state were doing, and what sound educational principles would suggest. This thesis problem offered an excellent opportunity to find out.

Following the formulation of the problem, a reading program was outlined to discover the educational principles and a questionnaire prepared and sent to all the high schools in the state to determine the practices. It is from rather extensive reading in the field of high school journalism and the results of the questionnaire, together with a perusal of the newspapers themselves that have furnished the material for this thesis.

The author wishes herewith to acknowledge the valuable assistance given him by Dr. E. A. Jacobsen, Dean of the School of Education at Utah State Agricultural College, and Dr. King Hendricks of the English Department without whose encouragement and helpful suggestions this paper would never have been written. Greatful acknowledgment is also tendered the principals and newspaper advisers of the state who took from their valuable time to answer the questionnaire.

In attempting this study the author was aware that many problems were common to high school newspapers every where.
Campbell's national survey of high school journalism, completed recently and published in a recent issue of School Review, showed the following obstacles most frequently listed in 613 questionnaires: Few had adequate headquarters; few had adequate typewriters; and few had adequate books for teaching reference. Absence of visual aids were also listed as a handicap in a large majority of the questionnaires.

A study of eight states showed the following results: 269 advisers lacked typewriters, 207 lacked headquarters, 256 lacked cabinet space, 200 reported poor printing facilities, 383 reported insufficient time, 294 lacked funds, 149 complained of unsatisfactory schedules. Lack of correlation with the English department and journalism classes was a common complaint; lack of cooperation and evidence of enthusiasm on the part of classes, colleagues and communities, also showed up regularly in the questionnaire.

Gillespie found these difficulties in her Survey of Journalistic Practices in Small High Schools in the United States: insufficient time on the part of the staff, meeting the deadline, stale news, poor selection of material, poor writing, lack of interest of staff, limitation of commercial print shop, poor editing, disinterest of faculty, censorship, lack of cooperation with commercial students, lack of typewriters, small enrollment, no journalism class, inaccuracy in reporting, lack of dependability, cuts too expensive, difficulties in giving value to the advertiser, accuracy of measuring copy, narrow point of view, poorly written copy, poor typing, and problems of publication such as poor mimeographing. Too
many extra-curricular activities, limited funds, lack of interest in journalism, subjective point of view, poorly trained art editors, and too many commuting students also were in evidence.

These recommendations were made by one author for improvement in publications: (1) more uniformity in the size of the sheet—avoid the extremes of the very large or the very small paper—use a medium sized page and increase the number of pages to meet the needs of unusual issues; (2) small schools should strive to decrease the space devoted in their papers to advertising, the paper should be primarily a news paper for the publicity of school activities and interests and only secondarily a medium for the commercial interests of the community; (3) arrange and organize the subject matter of the papers—assign a place, a position, to each department and a feature section—convert one of the last pages into a sports page, and confine all athletic news to that page, conduct a humor column instead of scattered humorous items; (4) weekly papers may be so managed as to serve the purposes of newspaper and magazines, periodically—perhaps every fourth week—the paper may contain an extra sheet—the magazine section; (5) a faculty member who supervises the work should be responsible for each publication; (6) affiliation with, or memberships in, press associations stimulate the spirit of wholesome competition; (7) in order to be assured of the largest possible circulation, the subscription price should be reduced to a minimum determined, of course, by the frequency of publication and local conditions.
INTRODUCTION

Man has always been interested in what is taking place around him and has always maintained a deep curiosity in places and people distant from him. Before the advent of the printed page, the traveler bore news of distant lands. The bards and scopists of medieval Europe were purveyors of news as they travelled from castle to castle. These people early learned what have become, to a greater or lesser degree, the traditions of journalism: "first, arouse curiosity; second, satisfy curiosity; third, 'if you can't be accurate, be as accurate as you can;' fourth, above all, be interesting." The town crier in England and America fulfilled this need at a later date.

The earliest newspaper, called the Ching Pao, dates back to China about 700 A.D. The first regular daily paper appeared around 1457 in Germany, but was issued irregularly. It was not until 1498, that a regular newspaper was established, and two years later the first daily newspaper appeared in Frankfort, Germany.

The modern newspaper dates back to Elizabethan England. It first appeared around 1621, as a hand-written letter containing the gossip picked up in the taverns and streets of London and circulated to a few known subscribers. It continued in its printed form as a newsbook or sheet of intelligence—a purveyor of political gossip—in the face of much opposition and governmental persecution.

Toward the latter part of the seventeenth century the newsbook and newsletter gave way to the Gazette, which resembled more the newspaper of today.

The suppression of Cromwell and Charles II finally gave way before the end of the century, and the liberty of the press made possible the modern newspaper.2

The newsletter found its way to America about 1690, when Benjamin Harris, after having been sent away from England for writing too plainly concerning certain English officials, set up his Public Occurrences, Both Foreign and Domestick. This paper was short lived, for the governor of Massachusetts forbid its publication twenty-four hours after its initial opening.

The first regular paper was the Boston News-Letter, a weekly, established in 1704, by John Campbell. There followed the Boston Gazette and the American Weekly Mercury in 1719, the New England Courant in 1721, and the Pennsylvania Gazette established in 1729, by Benjamin Franklin and continued to the present as The Saturday Evening Post.3

Although America can claim no credit for the origination of the newspaper, certainly her influence has been felt in the development of its modern version. Page make-up, advertising, the terse headline, variety in contents, photography, the picture page, the large Sunday edition, together with the tabloid are some of the typical American developments in the modern newspaper.

3. Otto and Marye, Journalism for High Schools, Harcourt Brace & Co., Ch. 9, and Greenawalt, a Students' Journalism Laboratory. Thomas Nelson & Sons, New York, 1938, Ch. 2.
The newspaper has exerted a powerful force in the world either for good or for evil. It has promoted education throughout the world, since people everywhere have an urge to read for themselves the news of the day. The Cambridge History of English Literature says of these early newspapers:

"There was even a public ready for the news writer. Howell in his Familiar Letters tells that the ploughman, the cobbler and the porter would spare no effort to educate their children, and the records of the University of Cambridge show numerous instances of the sons of husbandmen being entered as students. Dr. Johnson characterized English common folk as more educated, politically, than the people of other countries, and this because of the popularity of newspapers."

Its persistent fight against suppression has made the newspaper a great influence in pointing out and correcting political corruptness. In waging its own fight for freedom, it has promoted and protected the other freedoms of our democracy. It has tended to unify public opinion and, in most cases, has promoted a better understanding between men and nations.

On the other hand, it has been used by ruthless individuals to spread false propaganda, to enslave mankind, and to promote misunderstanding.

In their efforts to fit the curriculum into life situations, it is little wonder that the schools should recognize the opportunities for education, advertisement, and self-expression in the newspaper. Edward H. Redford places the

first high school newspaper as early as 1830, but not much was done in this field before 1910, and its greatest growth has occurred since 1926.
PART I
REVIEW OF THE LITERATURE
AND A DISCUSSION OF THE CRITERIA IN SCHOOL NEWSPAPER PRODUCTION

It is not intended that this paper be an exhaustive study of journalism in the Utah high schools. It is intended that it open up the field and perhaps point the way for further study. Very little has been done, for instance, in the history of high school journalism in Utah. Very little has been done in this study on the appraisal of papers; only the most general observations have been made. A great deal has depended on the judgment of advisers, and advisers, like all other human beings, differ in point of view and understanding.

Following the introduction, which pointed out very briefly the growth of journalism and the opportunities it has presented to schools, this study contains a review of the literature brought together to formulate a set of criteria by which to evaluate, if possible, the practices in the high schools of the state of Utah. Following this, a summary of this set of criteria is provided and the problems of this study outlined.

1. In Utah the earliest reported school newspaper was begun in 1898. The next earliest date of beginning was 1912—three schools indicated this date. One paper began in 1913; two in 1915; one each in 1916, 1917, and 1919; and two began in 1920. Two schools reported their newspaper began in 1921 and 1923; two others in 1925; one each in 1926 and 1927; four in 1930; one each in 1933 and 1935. The largest number began in 1936. Seven schools claimed this birthday. Four papers had their beginning in 1937; two in 1938; two in 1939; and two had their beginning in 1940. Although 39 percent of these high school newspapers had their beginning prior to 1926, our greatest development has come since that time.
Next a discussion of the data gathered from the questionnaire attempts to give a picture of the practices in publishing the school newspaper in the state. Throughout this discussion attempts are made to evaluate these practices in the terms of these criteria.

The data for this paper were collected during 1941 and 1942. Since this time, the war has interfered, and it is quite possible, because of advanced costs, crowded curriculums, and the loss of many trained teachers, that publications have been considerably modified.

In this treatment of the newspaper in the high schools of the state of Utah, we shall first consider: What are the best practices according to authorities in the field, and to what extent do the practices in the high schools of the state conform.

A study of high school publications would, in any given region, reveal wide diversification. Some schools because of tradition publish only an annual, some publish only the newspaper with special editions at Christmas and graduation in place of the yearbook. Others publish both. In still other schools, in addition to the newspaper and the annual, the handbook and magazine are also published. In some, the newspaper is printed, while in others it is mimeographed. What then, are the best practices in this matter of publications?

Obviously there is no one practice to suit all conditions. The small school with meager facilities cannot hope to foster the extensive program of publications possible in the large high school with ideal facilities to carry its program.
Only the most general rules can be laid down to measure the practices in the high schools of the state. Against these rules must be weighed the size of school, number of teachers, available funds, time, talent, and qualifications of advisers.

The larger school, other things being equal, will have more money for equipment, and, publishing the paper on a larger scale, will effect economies which are not possible in the small school. The larger school will likewise permit wider selection in staffing the publications and providing advisers for them. Time for publishing will be largely what the principal will allow and may not necessarily be shorter in the small school.

First Principle

One Principle which it would seem to be safe to adopt is that the publications should fit the needs of the students, the school, and the community, and should be the result of a survey of all three.

Fretwell says of this type of publication:

"The present tendency is for each school to issue a newspaper and a handbook. At the present time, (1927) if a school, especially if it be a school west of the Allegheny Mountains, can have only one publication, it is usually a newspaper. The traditional annual, or yearbook, is strongly entrenched, but in some progressive schools it is giving way to a special edition of the school newspaper. The monthly magazine, part literary, part news, if it exists at all, is giving up its dual role and becoming either a newspaper, or if the school has a newspaper, a literary magazine."2

In answer to the question—what is the most practical school publication?—A. C. Cooper, after extensive research concludes: "the newspaper, because it has the wider circulation and gives the greater values."  

Harold Spears, in his study of present tendencies, and practices in publications, maintains that the present tendency is away from the annual and magazine and toward the newspaper and handbook. Special editions of the newspaper are replacing the annual.

Second Principle

Because of its universality of appeal; because of the wider opportunities for student participation; because of its ability to advertise the school; because of its potential possibilities in linking the school to the community, it would seem to be another principle of publications that the school newspaper is the most worthwhile publication for the high school to sponsor.

Third Principle

Shall this newspaper then be mimeographed or printed?

Again we may cite Fretwell:

"For those schools that mimeograph their paper of publish it in the town paper, (the cost is) practically nothing in money, but such schools lose the thrill, the adventure, of issuing a real paper."  

5. Fretwell. op. cit.
However, the mimeographed paper, because of its educational opportunities has much to recommend it. The opportunity to do a really correlated job throughout the entire process--gathering news, designing covers, illustrating, lettering, planning make up, stencilling, and mimeographing can hardly be equalled in the printed paper. Here again we may apply our first principle: That the paper be suited to the needs of the students, the school, and the community.

As Fretwell says, the cost is considerably less, although, by no means negligible.

Should this activity then, be extra-curricular or curricular? Galen Jones in his Extra Curricular Activities and the Curriculum differentiates between curriculum and extra-curriculum in the following manner:

"The regular curriculum in American secondary schools is, as McClelland observes, an organized series of courses of study consisting primarily of subject matter which, it is presumed, will achieve the outcomes sought by the school, adapted to classroom procedure and approved by school authorities. Further, that it be placed on the regular schedule and receive credit toward graduation. By definition, an extra-curricular activity is one which is not on the regular schedule, for which no credit leading toward graduation is given, and for which there is no prescribed course of study."6

In his study of student participation on the newspaper when conducted on an extra-curricular basis as compared with a curricular basis, he reports the following:

"It is clear, then, that secondary schools which have placed the newspaper on a curricular basis are, on the average, giving the experience of newspaper

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training to significantly larger proportions of their student groups than are those which still administer it as extra-curricular." 7

Jones further asserts that when the newspaper was introduced in the schools (mostly during the twenties), only one-fifth of the schools assigned it a place in the curriculum where in his study of 1934, one-half of the schools had assigned it a place in the curriculum.

Mary Ann Gillespie, in a study of 45 high schools having journalism classes, found that 24 published their papers as curricular activities; 14 as extra-curricular activities; and 7, both curricular and extra-curricular. 8

The conclusions of C. M. Hill and G. L. Snyder in a study of California school newspapers in 1930, also bear out the trend in favor of journalism as a curricular activity. These men say: "Journalism, coming into our schools as extra-curricular has now become curricular." 9

Fourth Principle

The testimony would seem to be in favor of giving the school newspaper curriculum status with a definite trend over the country in this direction.

What, then, should be the organization of this activity? How many should the staff include? What qualifications should be held to? By what method should they be chosen? What type of advisorship should be chosen and how many? What in general should be the nature of the supervision?

7. Ibid. p. 48.
If the newspaper is a genuine educational organ, then it would seem logical that the greatest number of students taking part would be the most desirable practice.

Some schools have taken this point of view to the extent that a new staff has produced each edition of the paper. Some others make it a relatively closed order, the advisor selecting the personnel and rather rigidly censoring the material to be printed. The first method, although it allows for wide participation, cannot but tend to sacrifice quality in the paper. The second method, at the other extreme, would realize a maximum of efficiency, but might allow for only a minimum of student participation.

In a discussion of the educational values of Journalism, the report of a commission of the National Council of the Teachers of English, 1935, has this to say:

"The high school news course presents a field of English expression paralleling life situations to an unusual degree, with ample room for adaptation to individual needs and differences. The news office furnishes a laboratory, the school newspaper a medium of expression, the students and the community an audience, school events and interests live subject matter. Thus, the newspaper enterprise comprises all the essential conditions of learning. The instructor makes learning faster and more certain by introducing information and principles of writing and editing at the time when the students realize their need. And the training goes beyond mere rhetoric and the mastery of language; the members of the newspaper staff, from cub reporter to editor, must exercise initiative, tact, accuracy, judgment, insight, and impartiality, as well as linguistic skills. Such a course deserves its increasing popularity."

Grant M. Hyde maintains:

"The benefits to be attained by a student publi-
cation are obvious; it is a great stimulus to eager student writing, it molds and develops school and college spirit, it increases community and public interest in the school, it gives excellent business and vocational training of a certain kind to students on the staff. Chief among these is the enthusiastic interest in writing that it fosters among students, and this should be kept constantly in the forefront."

E. K. Fretwell issues this challenge to the school newspaper:

"The school is an educational institution, and if the production of the paper is not a real educative experience for the group producing it, and to a lesser extent for the whole school, the paper has no place in the school."

Others have added their lists to the educational values of the high school newspaper.

From 209 responses to her questionnaire concerning values gained from publishing the newspaper, Miss Gillespie reports the following in the order of their listings:

"Motivation of English, independence and initiative, integration of school functions, better relations with community, better understanding of newspapers, business training, vocational training, accuracy in reporting news, cooperation, extra-curricular activity compensations, originality, socializing influences, interest in current reading, pleasure in achievement, voice of student opinion, conciseness in presenting facts, cultural values, more observant point of view, development of sportsmanship, ability to pierce below the surface of things."

Fifth Principle

From these studies we may conclude that there are very definite educational possibilities in the newspaper experience—that the publication of the newspaper should allow for the widest

participation without sacrificing too greatly the quality of the paper. There is also the possibility that too wide participation may scatter too thinly the experience to do anyone much good. Here again conditions at hand will have to determine what is the wisest course. Certainly a study of Journalism in which the fundamentals of newspaper writing and reading are taught should be conducted as either an independent class or as part of the English program. Most textbook companies have recognized this opportunity and have included fair courses in journalism in one of their high school series.

Sixth Principle

Perhaps no other activity offers so complete an opportunity for correlation with all departments. The English department participates most extensively by way of writing and proof reading the news editorials, features, and advertisements. Learning to read and evaluate the newspaper is also an important correlation with the English program. Typing copy, soliciting advertisement, and taking care of the bookkeeping and auditing can well be accomplished through the commercial department. The art department may well assume responsibility for the lettering, illustrating, and cartooning. To a lesser degree, other departments may participate in the school newspaper by contributing news and adding variety to the publication.

Seventh Principle

It is difficult to say what is the ideal staff organization, for here, again, conditions will decide the issue. But
in a study of 100 representative high schools of the nation by Otto and Marye, the following percentages were tabulated relative to the editorial staff: 13

<table>
<thead>
<tr>
<th>Position</th>
<th>Percentage of Schools Listing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managing Editor</td>
<td>18</td>
</tr>
<tr>
<td>Editor in Chief (with assistant)</td>
<td>54</td>
</tr>
<tr>
<td>One Editor in Chief (no assistant)</td>
<td>28</td>
</tr>
<tr>
<td>Two Editors having equal authority</td>
<td>6</td>
</tr>
<tr>
<td>Sports Editor</td>
<td>90</td>
</tr>
<tr>
<td>Assistant Sports Editor</td>
<td>19</td>
</tr>
<tr>
<td>Girl's Sports Editor</td>
<td>15</td>
</tr>
<tr>
<td>News Editor</td>
<td>41</td>
</tr>
<tr>
<td>Exchange Editor</td>
<td>58</td>
</tr>
<tr>
<td>Feature Editor</td>
<td>50</td>
</tr>
<tr>
<td>Literary Editor</td>
<td>23</td>
</tr>
<tr>
<td>Society Editor</td>
<td>20</td>
</tr>
<tr>
<td>Club Editor</td>
<td>9</td>
</tr>
<tr>
<td>Column Editor</td>
<td>25</td>
</tr>
<tr>
<td>Make-up Editor</td>
<td>16</td>
</tr>
<tr>
<td>Copy Editor</td>
<td>10</td>
</tr>
<tr>
<td>Head Writers</td>
<td>10</td>
</tr>
<tr>
<td>Proof Readers</td>
<td>10</td>
</tr>
<tr>
<td>Reporters</td>
<td>60</td>
</tr>
<tr>
<td>Typists</td>
<td>33</td>
</tr>
</tbody>
</table>

Larger schools will undoubtedly have larger staffs.

Cross and Carney assert:

"The staff should probably include with variations according to the size of school: a business manager, an advertising manager, a circulation manager, an editor, and the following assisting editors: associate, make up, news, sports, club, exchange, and feature, and a number of reporters and typists." 14

Eighth Principle

There are several methods by which this staff may be chosen. But since advisorship and general supervision figure prominently, it might be well to see what may be considered

good practice in these phases. E. K. Fretwell strongly advocates a Board of Publications to make the policies for all publication, to insure their cooperation and to prevent possible pirateeering of advertising, funds, or staff personnel.

"Such a board may be composed of the editors, business managers, and advisors of all publications, the head of the English department, the advisor of boys, the advisor of girls, the director of extracurricular activities, the president of the student council, and the principal or his representative."\textsuperscript{15}

**Ninth Principle**

It would seem only logical that a teacher trained in journalism in college, or one with considerable experience in newspaper work should be selected to supervise the publication.

McKown maintains:

"The sponsor, because of his experience and better judgment, acts as a councillor and advisor for the publication and not in anyway as a glorified editor or manager of it. Naturally, he should be a teacher who knows publications and the making of them, who has a good comprehension of purposes and values, and is one with whom they will cooperate."\textsuperscript{16}

According to Dr. Fretwell and others, the advisers will not number more than two, one for production of the paper, and the other for business supervisor. Oftener, one teacher will supervise both production and business ends of the paper.

There are several methods of selecting the staff, varying from appointment by the advisor to popular election by the student body. McKown lists three methods:

\textsuperscript{15} Fretwell. \textit{op.cit.} p. 108.
\textsuperscript{16} Harry McKown, \textit{Extra-Curricular Activities}. 
1. Popular election, which does not necessarily mean ability to do the work, and is too often colored with politics, personalities, and favoring of friends in the paper;

2. Election by classes—seniors taking the most important jobs, editor-in-chief, assistant editors, business manager and others, while juniors take the lesser positions; (this has more to recommend since the older students with more experience have the important positions.

3. Appointment by the Board of Publications in which students make applications which have the approval of from one to three teachers. McKown favors this last method since it allows for more careful choice and takes into account the qualifications of the applicants.17

A variation of the above plan three has considerable merit. In this plan, the eligibles are selected by an advisory committee—which could well be the board of publications—and then voted on by the student body. Otto and Marye make the following comment on this method:

"This method is the best because the students recognize the necessity of having a capable editor, still, if they have had some choice in selecting him, the editor, they feel closer to their paper."18

Neither of the above methods takes into account the journalism class which should supply the candidates for at least the major staff positions in a correlated program.

17. Ibid. p. 343.
Fretwell suggests:

"In those schools in which the paper grows out of the work in news, or newspaper writing, or journalism classes, the chief members of the staff, at least, come from present or past members of the course. Some schools make one term's work, frequently in the junior or the first half of the senior year, a prerequisite for the membership on the staff. There is a growing recognition of the necessity for all staff appointments to be made on a merit basis with a fairly strict system of promotions."19

**Tenth and Eleventh Principles**

Depending, then, on the policy of the school, and whether or not the school has a journalism class or its equivalent in the English program, the staff should grow out of the journalism class, or the class should be a prerequisite to membership. A merit system should, in any case be the basis for membership. A "B" average is required in some schools, and in others, applicants are given a writing test. Furthermore, a better feeling may be maintained and closer cooperation with the student body result, if they elect the officers from an eligible list.

**Twelfth Principle**

The number of issues per year should be determined by the needs of the school, the community, and the students. In some communities, not provided with community papers, the school may be the only source of community news. Here the school may serve a real community need by publishing (probably by mimeograph) a school-community paper once a week. Where the community has a local paper, school news of community interest may appear in each issue, and in the school paper

once in two weeks.

Miss Gillespie's study showed the typical mimeographed paper to be published weekly, whereas the average of all school papers showed that the typical paper appeared every two weeks.

In any case, the author feels that needs should be the primary consideration in determining the frequency of the school paper. Of course these needs cannot ignore practicalities such as funds, facilities, and talent.

Financing the school paper is the most difficult hurdle to take in the matter of publications. It is probably the reason why the paper appears monthly instead of weekly as the case may be; it is why the paper is mimeographed instead of printed; it may be the reason why the paper is two pages instead of four. There are several ways of raising the necessary funds for the publication. The most common are: first, and most widely used, advertising; second, school funds (student body allowance); third, board of education grant; fourth, student subscription.

Of course, any combination of methods may be used in financing the school paper, but by and large, one of these four plans will furnish the major portion of the funds and will in some measure indicate the light in which the paper is regarded by the administration. If the paper is regarded as a curricular offering, the board of education will vote money to provide the kind of paper it deems adequate. If it takes the place of an extra-curricular activity, student funds will be allocated for this purpose along with athletics, public
speaking and dramatics. If on the other hand, it is regarded as a step child, it may be forced to support itself by solicit- ing its own funds with or without an administrator's blessing.

The educational values cited in raising funds by solic- iting advertisements cannot be denied. Meeting the business men of the community, presenting arguments and sales talks, writing advertisements, planning advertising page makeup are all real educational undertakings. However, in altogether too many cases, the business men of the community consider the money they spend in this kind of advertising charity, and the ill will which is generated often times far outweighs the good which comes from it. Some schools put considerable pressure on business firms, such as, buy-from-those-firms-which-support-your-activities campaigns. This attitude amounts to more of a threat of boycott than a business transaction. Furthermore, the argument presenting the educational values of financing the school paper through advertising, carried to its logical conclusion, might well send athletics, dramatics, public speaking, and many other curricular and extra-curricular activities to the public for funds.

Again, it is altogether conceivable that such financial support more or less enslaves the school and prevents its being the free institution it is intended to be. Cross and Carney take this attitude;

"The question of how to finance the paper has always been difficult to answer. Many methods have been tried, but there is only one which has been ideally satisfactory. In a few schools, the admin- istration, feeling that the paper benefits not only the staff, but the whole school and community, sets aside in the budget each year, the amount necessary
to publish the paper. Through this action, the paper is elevated to the same high plane as athletics, while the staff can work in comparative modesty and seclusion, but none-the-less vigorously for the welfare of good old Windsor High. The athletes themselves come in for a large share—many times too large a share—of this newspaper sponsorship of good feeling and good citizenship."20

However this may be, if the paper is financed through the school budget, it becomes a truly educative factor; for it can no longer be dominated by the interests of a strong minority of students, but must cater to the needs and interests of the whole group.

Subscription may be another means of financing the school paper, but seldom, if ever, is it sufficient to furnish the necessary funds and may work against the democracy of the school—since all students may not be able to purchase the paper. The same complaint may be registered against the student body fee and incidentally against financing the school paper through the student body fee.

William McKinley states:

"The time is near at hand when the following questions must be answered and a new solution worked out: should all the students in the secondary schools pay a small fee to support the extra-curricular activities which are now in reality curricular? Or should a small percentage of students pay a large fee to support extra-curricular activities that benefit all students directly or indirectly? Or should school taxes be raised sufficiently to support the extra-curricular activities which are apparently so vital to the complete development of the student."21

Miss Gillespie's survey shows 38.2 percent are financed by advertising; 32.5 percent are financed by subscription; and 29 percent are divided among school board subsidies, activity tickets, benefits, fees, and revenue from concessions.22

The average journalism text assumes, however, that the newspaper will be financed through advertising and subscription and rightfully includes chapters on these phases.

Fretwell, in 1927, says: "There may be some real need of a subsidy in the early stages of the development of the paper, but, as a rule, the paper should be absolutely self supporting."23

Otto and Marye, in 1934, are a little less positive:

"While no definite answer can be given to the question whether or not a school paper should pay for itself, the following point is certain: If the school appropriates money to assist the paper, the definite appropriation should be made before the school year starts, so that the business staff can know exactly the funds they have. Then they can prepare a detailed budget for the year and make clear to all staff members the necessity for keeping expenditures within that budget.

"It is very bad training for a business staff to work with the understanding that their success or failure is immaterial because the school will pay the deficit at the end of the year. If there is to be assistance from the school or from other sources, that assistance should be exactly listed before the year starts, and the staff should work on the ironclad business principle that there will be no deficit at the end of the year."24

22. Mary A. Gillespie, op.cit.
Fretwell presents another point which cannot be ignored in any discussion of school newspaper finance. He says:

"Advertising in the school paper has been considered by some business men to be an act of charity. Some solicitors advertising for school papers have sold space instead of service and have based their sales talks on 'loyalty' to the school. Advertising must be on a sound business basis. The school that sends, or permits, pupils to 'beg' for advertising in its publications is alienating business men, lowering its own dignity, and destroying the self-respect of its 'beggars'."25

Thirteenth, Fourteenth, Fifteenth, and Sixteenth Principles

Because it makes a definite educational contribution to the school, because it meets a definite student, school, and community need, the school paper should at least be underwritten by the board of education. The board of publications should determine the kind of publication, the frequency of issuance, and the size of paper to be issued. However the paper is financed, a budget should be planned and that amount of money obtained. Any advertising should be strictly a business transaction according to established rates, and effort should be put forth to give the business man his money's worth. These funds should be audited regularly according to good business practice.

When, then, should the school newspaper contain, and in what proportions? What the paper contained will be governed largely by the philosophy of the advisory staff. If it is regarded as an outlet for the English department, essay, short story, poetry and lesson material may dominate the paper.

If, on the other hand, it is published for student consumption only and they are given what they like best, it may run to sports, society, and trivialities.

The position of the material, the amount of space allotted and the heading used will all reflect the general point of view of the adviser and staff.

Martin complains that secondary school newspapers are imitative of commercial journals, contain too much triviality and go in for "hokum", and place too much emphasis on athletics. He blames teachers of journalism, faculty advisers, the general level of high school administration and the low tone of American society. The purpose of these secondary school publications, he says, is not to boost schools and not to train journalists, but rather to afford a writing outlet, to give news of school events, to build school morale, and to make for school solidarity.26

McKown warns:

"Care must be taken not to overemphasize any one department. Athletics especially is likely to be overemphasized......The newspaper is not the laboratory of the English department. It may, however, be the laboratory of the department of journalism."27

He concedes, however, that short stories, poems and other literary material may be used sparingly. But the main purpose of the school newspaper, according to McKown, is to print the news.

Humor may be used principally for a filler. Another author has suggested a special page in the paper to be

27. McKown, op.cit. p. 333.
devoted to literary ventures.

Fretwell says:

"The newspaper can and in many schools does express the achievement, the life, the joy, the enthusiasm, and idealism of the school, not by a direct preaching on these subjects, but by a clear account of the manifestations of these qualities. To capture the temporary interest of a low grade of intelligence by accounts of physical or emotional violence is comparatively easy. However, this is not the field of the school newspaper. Here the newspaper in its selection of news not only guides, but reflects the spirit and quality of the school. Lesson compositions, essays, and short stories will probably kill any school newspaper. The increasing ability to be accurate, brief, and interesting is deserved for all who contribute to the school paper and these qualities must be employed in writing news and editorials on subjects of interest to the whole school or the newspaper will cease to have either subscribers or advertisers."28

Where the paper is supported by advertising, caution must also be taken to prevent too much space in the paper being devoted to this item. Otto and Marye suggest:

"Average space in high school papers devoted to advertising is about 21 percent of the total space in the papers. As much as 30 percent of the total space may be given to advertising without destroying the appearance or reading value of the paper. Not more than 35 percent should ever be used, and it is best to keep between 20 and 25 percent."29

Ruth C. Breiseth classifies the topics found in 125 school newspapers, with the percentage of space allotted each: advertisements 25.42 percent; athletics 12.19 percent; editorials 7.80 percent; personals--society 7.46 percent; local interests--miscellaneous 5.41 percent; humor 5.03 percent; clubs--organizations 4.96 percent;

literary attempts 4.89 percent; departments, feature section 4.76 percent; classnotes 4.12 percent; dramatics 3.44 percent; talks—programs 2.95 percent; staff lists 2.93 percent; faculty news 2.38 percent; contests 1.89 percent; music 1.53 percent; cartoons—pictures 1.45 percent; alumni notes 1.35 percent.30

Seventeenth Principle

The newspaper, then, should be first and essentially a newspaper; it should concern itself with printing the news of the entire school; it may provide an outlet for literary activities in a moderate degree, but it should be aimed at (as McKown says) "What will interest or concern the greatest number."31

SUMMARY OF CRITERIA

The Educational Possibilities of the School Newspaper

1. The publication should fit the needs of the students, the school, and the community, and should be the result of a continuing survey of all three.

2. The newspaper is the most worthwhile publication for the school to sponsor.

3. There are advantages in both the mimeographed paper and the printed paper, and local conditions will determine which is the better paper for the school to publish.

4. Opportunities for wider participation, and greater educational values seem to accrue where the paper is part of the curriculum.

5. A journalism class in the school assists greatly in preparing staff personnel and lifts the general tone of the paper.

6. The newspaper is peculiarly adapted to correlation with other departments in the school.

Organization of the School Newspaper Advisorship Staff

7. The number in the staff organization—managers, editors, and reporters—will vary according to the size of school, size of paper, and frequency of publication.

8. A board of publications to determine the policies and purposes of all publications and to insure their cooperation and mutual support is vital to a good program.

9. The advisor should be trained in the entire field of journalism and preferably be one who has had experience in college or community publications. He should be an
organizer and one who can cooperate with and inspire people.

10. The method of choosing personnel should insure qualified and capable members and at the same time should be democratic and make the students feel they have a part in the school publications program. It should be on a merit basis and provide for promotions.

11. The source of material for these positions of responsibility, other things being equal, should be the journalism class, since these people have had the training to qualify them.

12. The number of issues per year should be decided by the board of publications taking into consideration the needs of the students, the school, and the community.

Financing the School Paper

13. The method of financing the school paper will be determined by the point of view of the school and the attitude toward the publication taken by the administration, but greater educational values ensue if the board of education underwrites the funds to finance this activity.

14. A budget should be worked out each year to cover the costs of the paper and be adhered to strictly.

15. A system of accounting should be adopted and the books audited according to good business practices.

16. If the paper is supported by advertising, the advertising should be on a high plane and strictly on a business basis.
Contents and Coverage

17. The newspaper should print the news of the school. Its organization and purpose should insure a complete coverage of the school. No one department should be publicized to the exclusion of any other. A balance of news, sports, humor, feature, and editorial should be maintained.
PART II
PROBLEMS OF THIS STUDY

With the foregoing principles, problems, and suggestions for improvement as a motivator, I have set about to find out how Utah high schools conduct their school publications, to see how they compare with what authorities consider are good practices and to see how they compare with the prevailing practices over the nation, generally. I was interested, also to know how the size of schools affected the publications in Utah schools, and what trends the newspaper was taking over the state. For instance, are we going forward in school journalism? Are other publications crowding the newspaper out, or is the newspaper replacing other publications? Are the problems which confront advisors of newspapers over the national, generally, the same problems which confront advisors in Utah? And, finally, are the suggestions for improvement cited by authorities in the field applicable to the school newspapers in this state?

All these questions I have sought answers for in my study. To secure this information, a questionnaire (see Appendix I) was prepared and sent to 79 public high schools and 6 private schools in the state. These were mailed about January 15, 1942.

Assurance was given that no names would be divulged or comparisons made that would in any way tend to single out schools. The study was to be strictly objective in character. Over a period of about two and one-half months 72 per-
percent of the schools in the state returned questionnaires. This was considered sufficiently large to be representative of the practices in the state. The questionnaire included such questions as these: the size of school, the number of teachers and grades, the number and the kind of publications sponsored by the school, the kind of newspaper, the organization of the staff, and the method of selection, size and frequency of publication. A question, not very vital, but rather interesting, was one on the names of the school papers to determine the suggestions used in supplying titles in the state. An effort was made to determine the extent of correlation with other classes and departments in the school. As I have already stated, trends in journalism were sought to determine whether the newspaper was ascending in importance, or on the decline; whether efforts—conscientious efforts—were being put forth to improve the publication. The latter part of the questionnaire was devoted to problems of the school paper.
DISCUSSION OF THE DATA

Size of Schools

Size of school would seem to affect materially the character of the school paper. The size of the paper, the frequency of publication, the available talent—student and teacher—and financial support would all be dependent to a greater or lesser degree on the size of school. Therefore, one of the purposes of this study is to determine to what extent these factors do affect the paper.

In determining size of school, three questions were asked: (1) number of grades, (2) school population, and (3) number of teachers.

Fifty high schools responded to question (1) covering these three items, three returned questionnaires with the explanation that they were too small to sponsor a paper. Of the fifty, three reported 12 grades; 23 reported 6 grades; 3 reported 5 grades; 8 reported 4 grades; 11 reported 3 grades; and 2 reported 2 grades. In percentages, then 46 percent have 6 grades, 22 percent have 3 grades, 16 percent have 4 grades, 6 percent have 5 grades, 6 percent 12 grades, and 4 percent have 2 grades.

Table 1. Classification of High Schools according to number of grades.

<table>
<thead>
<tr>
<th>Number of Grades</th>
<th>Schools</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>6</td>
<td>23</td>
<td>46</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>3</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>
In number of students, 3 schools have less than 99 students; 7 schools have between 100 and 199 students; 11 have between 200 and 299; 7 have between 300 and 399; 5 have between 400 and 499; 4 have between 500 and 599; 3 have between 600 and 699; 3 have between 700 and 799; 3 have between 800 and 899; 9 have between 900 and 999; 4 have between 1000 and 1800 students. Dividing these schools into four groups for the purpose of comparing practices in small, medium small, medium, large and large schools, we have 21 schools, or 42 percent, under 300 population; we have 12 schools, or 24 percent, between 300 and 499 population; 13 schools, or 26 percent, between 500 and 999 population, and 4 schools, or 8 percent, 1000 or over.

Table 2. Classification of High Schools according to Population.

<table>
<thead>
<tr>
<th>Schools No. of Students</th>
<th>Schools Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 less than 99</td>
<td>21 small group</td>
</tr>
<tr>
<td>7 100-199</td>
<td>42 under 300</td>
</tr>
<tr>
<td>11 200-299</td>
<td></td>
</tr>
<tr>
<td>7 300-399</td>
<td>12 medium small</td>
</tr>
<tr>
<td>5 400-499</td>
<td>24 300-499</td>
</tr>
<tr>
<td>4 500-599</td>
<td>26 medium large</td>
</tr>
<tr>
<td>3 600-699</td>
<td></td>
</tr>
<tr>
<td>3 700-799</td>
<td>22 500-999</td>
</tr>
<tr>
<td>8 800-899</td>
<td></td>
</tr>
<tr>
<td>9 900-999</td>
<td></td>
</tr>
<tr>
<td>4 1000-1800</td>
<td>4 large 1000 and over</td>
</tr>
</tbody>
</table>

The number of teachers per school means very little except in comparison within these four groups mentioned;
however, it may mean something in terms of available time for publication supervision.

In the 21 small schools (schools under 300) only 20 were used in the tabulation because one private school indicated several of their teachers taught only part time. Of this group, then, the average school has a population of 176.1 and 8.2 teachers, or the average teacher load is 21.5 students. In the medium small group (300 to 499) 1 school failed to report the number of teachers, but, of the 11 schools remaining, the average population was 368.4 and 17.1 teachers per school, or an average of 21.55 students per teacher. In the medium large (500 to 999) 13 schools reporting, the average school population is 659.2 students and 25.5 teachers per school, or 25.9 students per teacher. In the large group, 1000 or over, of the 4 schools only 3 reported the number of teachers. The average school population is 1628.3 with 55.3 teachers, or 29.4 students per teacher.

Table 3. Relative size of 53 High Schools responding to the questionnaire.

<table>
<thead>
<tr>
<th>Size of School</th>
<th>0-299</th>
<th>300-499</th>
<th>500-999</th>
<th>1000-</th>
<th>Average Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Schools Studied</td>
<td>21</td>
<td>12</td>
<td>13</td>
<td>4</td>
<td>53</td>
</tr>
<tr>
<td>Percent of Total</td>
<td>43</td>
<td>24</td>
<td>26</td>
<td>8</td>
<td>100</td>
</tr>
<tr>
<td>Average No. of Grades</td>
<td>6.24</td>
<td>5.0</td>
<td>4.67</td>
<td>2.75</td>
<td>4.67</td>
</tr>
<tr>
<td>Average School Population</td>
<td>176.1</td>
<td>368.4</td>
<td>659.2</td>
<td>1628.3</td>
<td>708.0</td>
</tr>
<tr>
<td>Average No. Teachers</td>
<td>8.2</td>
<td>17.1</td>
<td>25.5</td>
<td>55.3</td>
<td>26.5</td>
</tr>
<tr>
<td>Average Students per Teacher</td>
<td>21.5</td>
<td>21.55</td>
<td>25.9</td>
<td>29.4</td>
<td>24.59</td>
</tr>
</tbody>
</table>
While the smallest number of students per teacher is in the schools under 500, this may not indicate that their teaching load is lighter. In the smaller school the teacher will undoubtedly have a greater number of preparations to make, since classes cannot be so conveniently grouped. It may also be necessary for the teacher to teach through the day without any free period. However, the smaller class may lighten the load considerably, and in the case of the journalism class, or any other class which sponsors the paper, the smaller number may be more conveniently used than the larger class.

I shall refer to these four groups frequently in this survey to compare practices in small, medium small, medium large and large schools.

Influence of Community Newspapers

My first principle stated that the school newspaper should serve the students, the school, and the community, and should be the result of a survey of all three. Certainly local newspaper service should be taken into consideration in planning a school newspaper. The community adequately served by a local newspaper does not look to the school newspaper for local advertisement. Whereas, the community without adequate service, may be served by the school very materially.

Fifty-two schools responded to this question. Thirty-one reported a local paper within two miles of the school. Five reported a paper between 7 and 15 miles of their schools.
Five reported a paper 20 to 50 miles distant. Four reported no local paper, but that their schools were performing this function. Seven others reported no local paper, but did not infer that their schools were meeting the situation.

Table 4. Access to community newspaper. Fifty-two schools reporting.

<table>
<thead>
<tr>
<th>Miles from School</th>
<th>0-2</th>
<th>7-15</th>
<th>20-50</th>
<th>no local paper school paper</th>
<th>no local paper school paper not fulfilling need meeting need</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Schools</td>
<td>31</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>7</td>
</tr>
</tbody>
</table>

Circulation of the 31 community papers ranges from 300 to 60,000—not many schools answered this question—only 18 out of 52. Regarding the area served by the paper, returns showed a range of one small community, one county, and three counties, to an entire region in the case of the Salt Lake Tribune. The cost of subscription to these papers was as follows: 17 charged $2.00 per year; 5 charged $2.50 per year; 1, $1.00; 3, $5.00; 2, $9.00; and 2 reported $12.00. The 5, 9, and 12 dollar papers are daily papers, whereas, the others are, in all probability, weekly editions.

Nature of School Publications

Regarding school publications (question III, Appendix) 47 of 56 reporting or submitting papers publish a newspaper; 4 reported a combination magazine and newspaper. Two reported an annual only. Three schools did not return the questionnaire, but submitted copies of their papers from which some information could be ascertained.
Three reported their school population so small they were unable to sponsor any publications. One of these indicated they had only recently discontinued their paper. More than 90 percent publish newspapers or combination newspapers and magazines. Thirty-three of 53 schools reporting publish an annual; four others reported "not regularly". Nearly 70 percent, then, publish an annual either regularly or irregularly. Eleven schools, or 20 percent, reported publication of a hand-book; only 4 reported a magazine. One school published bulletins, one yellbooks, and one Pep books.

**Nature of the School Newspaper in Utah High Schools**

The newspaper was considered the main publication by 44 of the 53 reporting publications. Four considered the combination newspaper and magazine their main publication; 2 listed the annual, and 3, no publication.
Table 5. Number of Utah schools reporting each type of school publication.

<table>
<thead>
<tr>
<th>No. of Schools in Survey</th>
<th>Schools</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual</td>
<td>53</td>
<td>37</td>
</tr>
<tr>
<td>Newspaper</td>
<td>56</td>
<td>47</td>
</tr>
<tr>
<td>Combination Newspaper and Magazine</td>
<td>56</td>
<td>4</td>
</tr>
<tr>
<td>Handbook</td>
<td>56</td>
<td>11</td>
</tr>
<tr>
<td>Magazine</td>
<td>56</td>
<td>4</td>
</tr>
<tr>
<td>Bulletins</td>
<td>56</td>
<td>1</td>
</tr>
<tr>
<td>Yellbooks or Pep Books</td>
<td>56</td>
<td>2</td>
</tr>
<tr>
<td>No Publication</td>
<td>56</td>
<td>3</td>
</tr>
<tr>
<td>Annual only</td>
<td>56</td>
<td>2</td>
</tr>
<tr>
<td>Schools Considering Newspaper the Main Publication</td>
<td>53</td>
<td>44</td>
</tr>
</tbody>
</table>

The newspaper or combination was considered by 92.4 percent their main publication. We may conclude, then, that the newspaper is the most important publication in Utah high schools. The annual is also very deeply intrenched in Utah high schools, while the handbook is not extensively published, as yet; other publications were so few as to be inconsequential.

It is interesting to note the predominating ideas in the names of newspapers. Fretwell says:

"The name, as Harrington points out, should be dignified, neat, and informing, and where
possible should be associated with the name of the school or town. It would seem important that this name should carry some permanent meaning—should not be obscured so that students years hence may not understand its significance."

Six of 51 papers used school colors, 8 used school emblems, 18 used the school name either in part, outright, or woven into the name.

Three clever names, in the author's opinion, are the Cedar Post, Cedar City High School; The Murray-Go-Round, Murray High School, and The Forcaster, American Fork. Seven schools used location, such as Hilltop High Lites, Hilltop News, and The Hilltop Echo. Two Broadcasters, two Clarions, and two Searchlights were in evidence. Others suggested newspaper qualities: such as Buzzer, Live Wire, Oracle, Arouser, Scripto. Community tradition in some cases suggested the newspaper name: for instance, Tale Twister, Round-Up, and Rattler. On the whole the names were "dignified, neat, and informing."

Of 51 schools issuing papers, 34 mimeograph them. One other indicated some issues were mimeographed. Not including this one, then, 66 2/3 percent were mimeographed. Seventeen of the 51, or 33 1/3 percent were printed. Twelve of the 17 used the local press, while 5 used the job printer to publish their paper. Surveyed according to size of school, 19 of 20 small schools (population under 300), 9 percent mimeograph; 3 of the 13 medium large schools (population 500 to 999), 23 percent mimeograph; none of the 4 large schools (population 1000 or over) mimeograph their newspapers.

Table 6. Fifty-one schools classified according to method of printing.

<table>
<thead>
<tr>
<th></th>
<th>Small</th>
<th>Medium Medium</th>
<th>Large</th>
<th>Large</th>
<th>No. of Schools</th>
<th>Percent Based on Reported All Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mimeographed Papers</td>
<td>19</td>
<td>10</td>
<td>3</td>
<td>0</td>
<td>34</td>
<td>66 2/3</td>
</tr>
<tr>
<td>Percentage Mimeographed</td>
<td>95</td>
<td>91</td>
<td>23</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Printed Papers</td>
<td>1</td>
<td>1</td>
<td>10</td>
<td>4</td>
<td>33 1/3</td>
<td></td>
</tr>
<tr>
<td>Percentage Printed</td>
<td>5</td>
<td>9</td>
<td>77</td>
<td>100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The reason for this shift toward the mimeographed paper is, of course, obvious—the cost is considerably less, but this item will be discussed a little later when the other elements which affect it have been considered. Size of paper, number of pages, frequency of publication, and number of copies per issue all affect the cost of the paper.

The dimensions of the mimeographed paper were confined to 8½ by 11, which is letter size, and 8½ by 14, legal size. Thirty-three of 34 used letter size, and only 1 used legal size. On the other hand, there was very little uniformity in the dimensions of the printed papers. They ranged from 10 x 13½ to 16½ x 19. In only 3 instances were there any uniformity; there were two papers 11 x 16; two, 12 x 16; and two, 10 x 13½.

As to number of pages, 10 of 34 mimeographed papers reported 8 pages. Three reported an average of 6 pages, and 1 combination newspaper and magazine reported 30 pages.
Excluding the 1 large paper, the average number of pages in all of the mimeographed papers was \(7\frac{1}{2}\). Including this one, the average would be 9 pages.

Sixteen of 17 printed papers reported 4 pages per issue. One reported 6 pages. Ninety-four percent of the printed papers print only 4 pages on the average. However, the Christmas edition in 3 other papers contained 6 pages.

Thirteen of 34 mimeographed papers reported 9 issues per year—one each month. Twelve schools reported 18 per year, or 2 each month. Two listed 6 issues, or one every 6 weeks, while 2 others have 4 issues per year. The largest number of issues reported by any school was 36; the smallest number was 2 per year. The average number of issues for all schools publishing the mimeographed paper is 12.5 per year.

Of the 17 printed papers, 8 published 9 issues (1 per month) during the school year. Three publish 6 issues (1 each 6 weeks). Two publish 12 issues, or 1 every 3 weeks. Two publish 18 issues, or 1 every 2 weeks; while 1 other reported 15 issues per year. The average for printed papers, then, is 10.3 issues per year.

The average for the small schools was 11.5 issues per year; for the medium small schools was 13.5 issues per year; for the medium large schools, 10.5, and for the large schools, 9 issues per school year.
Table 7. Comparative study showing dimensions, number of pages, and number of issues of mimeographed and printed papers.

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Mimeographed</th>
<th>Printed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Schools</td>
<td>%</td>
</tr>
<tr>
<td>8½ x 11</td>
<td>33</td>
<td>97</td>
</tr>
<tr>
<td>8½ x 14</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No. of Pages</th>
<th>Pages</th>
<th>Schools</th>
<th>%</th>
<th>Pages</th>
<th>Schools</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>10</td>
<td>71.4</td>
<td>4</td>
<td>16</td>
<td>94</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>3</td>
<td>21.4</td>
<td>6</td>
<td>1</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>1</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Average No. of Pages: 9, 4 plus

Average No. of Pages without the large one: 7½

<table>
<thead>
<tr>
<th>No. of Issues per Year</th>
<th>Issues</th>
<th>Schools</th>
<th>%</th>
<th>Issues</th>
<th>Schools</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>13</td>
<td>45</td>
<td>9</td>
<td>8</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>12</td>
<td>41</td>
<td>6</td>
<td>3</td>
<td>18.7</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td>7</td>
<td>12</td>
<td>2</td>
<td>12.5</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>7</td>
<td>18</td>
<td>2</td>
<td>12.5</td>
<td></td>
</tr>
</tbody>
</table>

Average No. of Issues per Year: 12.5, 100; 10.5, 100
Table 8. Average number of issues per year according to size of school.

<table>
<thead>
<tr>
<th>Size of School</th>
<th>No. of issues per year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small Schools (under 300)</td>
<td>11.5</td>
</tr>
<tr>
<td>Medium Small Schools (300-499)</td>
<td>13.5</td>
</tr>
<tr>
<td>Medium Large Schools (500-999)</td>
<td>10.5</td>
</tr>
<tr>
<td>Large Schools (1000 and over)</td>
<td>9</td>
</tr>
</tbody>
</table>

The number of copies per issue varied, of course, according to the school population; but my principal interest lay in how much the number of copies exceeded the school population, which would indicate in some way the number of exchanges with other schools and whether or not the entire school received the paper.

Fourteen of 48 schools reporting--nearly 30 percent--printed fewer copies than they reported school population. These deficiencies ranged from a few less to only one-fourth enough in the case of one school. Eight, or 16\(\frac{1}{2}\) percent, reported exactly enough. Twenty-six--54 percent--reported excess copies, ranging from 10 surplus copies to 1230. Apparently, then 46.5 percent of the 48 schools allowed for little or no exchanges with other schools, and nearly 30 percent did not figure on distributing copies to the entire school. Failure to conduct an exchange system overlooks an opportunity for improvement by comparison and suggestion, while to exclude members of the student body from participation in the newspaper activity violates a principle of democracy in our schools.
Table 9. Number of copies printed according to population.

<table>
<thead>
<tr>
<th></th>
<th>No. of Schools</th>
<th>Total Schools Reporting</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fewer Copies than Student Enrollment</td>
<td>14</td>
<td>48</td>
<td>30</td>
</tr>
<tr>
<td>Exactly Enough Copies to Cover Enrollment</td>
<td>8</td>
<td>48</td>
<td>16½</td>
</tr>
<tr>
<td>Excess Copies</td>
<td>26</td>
<td>48</td>
<td>54</td>
</tr>
</tbody>
</table>

Cost of the School Newspaper

To determine the average cost per issue, I multiplied the number of copies by the average number of pages and divided this product into the cost per issue to determine the cost per page. Figuring first the mimeographed papers, the average cost per page would be $0.002444; multiplied by 8, which was the average number of pages per copy, this would bring the average cost per copy to $0.0195. There were wide discrepancies between the reports made on the cost per issue, but by checking the average cost above against rather an accurate estimate of Weber High School's publication, which on an 8 page basis was $0.0176 per copy, I found rather a close correlation.

Since the average printed paper is four pages, I multiplied this number by the average number of copies reported by each school and divided this product into the total cost per issue to find the cost per page. I then averaged these to find the average cost per page of all the printed papers.
This was $0.0109, which multiplied by 4 (the average number of pages), gave $0.0436 which was the average cost per copy.

Table 10. Some other characteristics of the newspaper.

<table>
<thead>
<tr>
<th></th>
<th>Mimeographed</th>
<th>Printed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Dimensions</td>
<td>8½ x 11</td>
<td>no uniformity</td>
</tr>
<tr>
<td>Average No. of Pages</td>
<td>7½</td>
<td>4</td>
</tr>
<tr>
<td>Average No. of Issues per year</td>
<td>12.5</td>
<td>10.3</td>
</tr>
<tr>
<td>Cost per Copy</td>
<td>$0.0176</td>
<td>$0.0436</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Both Printed and</th>
<th>Total No. of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fewer</td>
<td>Enough</td>
</tr>
<tr>
<td>Average No. of Copies per Issue Compared to School Population</td>
<td>14</td>
<td>8</td>
</tr>
<tr>
<td>Percentage of above Comparisons</td>
<td>30</td>
<td>16½</td>
</tr>
</tbody>
</table>

Comparing the average cost per copy, the printed paper is 2.4 times as expensive as the mimeographed paper. This item perhaps more than any other accounts for the shift toward the mimeographed paper. Another reason for the shift may be the fact that regardless of the number of pages or copies printed, the cost of mimeographed paper remains relatively constant per page. Since stencils, ink, and paper account for the outlay, baring what little might be saved
by buying in larger quantities, the small school pays only for what is used, while the printed paper gives the larger school a decided advantage since additional copies tend to reduce the cost of each copy. Add to these two reasons the possibility of good salesmanship on the part of mimeograph companies plus a very much improved machine, and we have the reason for the change from printed papers to mimeographed papers in the state.

An important means for school advertisement is the community newspaper. Most high schools manage a column daily, weekly, or intermittently in which news of students and community interest is printed. Forty-one of the 51 schools answering the questionnaire submit news to the community newspaper. Ten reported one column, 7 reported one-half column, 5, one-fourth column, 13 reported news as needed, and 6 did not report the amount. As to frequency, 28 submitted news weekly; 2 submitted news daily, 1, 3 times per week, and 10 submitted whenever they had news of importance.
Table 11. School columns in the community newspaper.

<table>
<thead>
<tr>
<th>Schools Answering Questionnaire</th>
<th>51</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools Submitting News</td>
<td>41</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Amount of News</th>
<th>Total</th>
<th>1 Column</th>
<th>½ Column</th>
<th>¾ Column</th>
<th>Space as Needed</th>
<th>Report-Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Schools</td>
<td>41</td>
<td>10</td>
<td>7</td>
<td>5</td>
<td>13</td>
<td>6</td>
</tr>
</tbody>
</table>

Frequency of Appearance: Weekly, Daily, Alternately, Intermittently

| No. of Schools | 41 | 28 | 2 | 1 | 10 |

Nature of the Supervision

Since our principles recommended a board of publication to supervise all publications, an effort was made to determine how nearly Utah high school papers approached the ideal. Ten schools reported such a board. Four reported their principals as supervisors, while 32 stated the responsibility for publication rested with other persons or groups. Of these 32, 3 reported the English department, 26 reported advisor and staff, or advisor and editors, and 3 reported the journalism class and teacher. Only 22 percent of those answering this question have a board of publications to coordinate the activities of their various publications.
Table 12. Nature of the supervision.

<table>
<thead>
<tr>
<th>Type of Supervision</th>
<th>No. of Schools</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board of Supervision</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td>Principal as Supervisor</td>
<td>4</td>
<td>8.7</td>
</tr>
<tr>
<td>Other Persons or Groups</td>
<td>32</td>
<td>70</td>
</tr>
<tr>
<td>A. English Department</td>
<td>3</td>
<td>6.5</td>
</tr>
<tr>
<td>B. Advisor and Staff or Advisor and Editors</td>
<td>26</td>
<td>56</td>
</tr>
<tr>
<td>C. Journalism Class and Teacher</td>
<td>3</td>
<td>6.5</td>
</tr>
<tr>
<td>Total</td>
<td>46</td>
<td>100</td>
</tr>
</tbody>
</table>

It would seem that the schools with the largest number of publications would have most need of such a board. This, however, was not the case. A survey of the 11 schools having 3 or more publications showed only 1 had a board of publications; in 4 schools the principal acted as supervisor, while 6 reported the advisor and staff, or advisor and editors, held this responsibility.

Regarding the number of teacher advisors connect with the production of the paper, no definite ideal was set. Supposedly the larger paper, if dependent upon advertisement for support, would need two advisors—one to supervise production of the paper, and the other to look after the business end of the paper. The smaller paper, on the other hand, might get along with one advisor, particularly if the finance was handled through the student body or the board of education. Two schools in reply to this question named
four advisors, 3 schools named 3 advisors, 18 reported 2, and 26 reported 1. Fifty-three percent, then, have 1 advisor to oversee the entire process, while 47 percent have 2 or more.

Table 13. Number of advisors connected with the paper.

<table>
<thead>
<tr>
<th>No. of Schools</th>
<th>No. of Advisors</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>18</td>
<td>2</td>
<td>36.7</td>
</tr>
<tr>
<td>26</td>
<td>1</td>
<td>53</td>
</tr>
<tr>
<td>49</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

Segregated into groups—small, medium small, medium large, and large—12 small schools had one advisor, 7 had 2, and 1 had 4. Three medium small schools had 1 advisor; 5 had 2; 2 schools had 3; and 1 had 4. Of the medium large group—500 to 999—10 had 3. Three of the 4 large schools—1000 and over—had 2 advisors while 1 had 1 advisor.

It hardly follows as we would expect that the larger schools supported by advertising would have the greatest number of advisors, since the large and medium large groups do not contain the largest proportionate number of advisors. Only 6 of the 26 reporting 1 advisor had no advertising.

Staff Organization and Personnel

The organization of the staff may indicate the extent of coverage and variety of school news, the dispatch with
which the paper is conducted and the extent to which the paper attempts to conform to regular newspaper organization. As was pointed out in the discussion of principles, the larger school should be expected to need the more extensive staff of editors and reporters (Summary of Principles, No. 7.).

Returns from 50 schools showed 46 had an editor in chief, 34 had an associate editor, and 12 had one or more assistant editors--8 of these had both assistant and associate editors. Thirty-nine schools reported a business manager, although 12 of these had no advertising. Eleven schools reported an advertising manager; 10 reported a circulation manager. Forty-three reported a sports editor, and 20 reported an exchange editor. Two listed an alumni editor; 18 listed a society editor; 25 had a feature editor, and 25 had 1 or more art editors. Twelve schools listed "others" but did not specify what they consisted of. In the order in which they were mentioned most often they are: editor in chief, sports editor, business manager, associate editor, feature editor, art editor, exchange editor, society editor, assistant editors, advertising manager, circulation manager.

To determine whether the larger schools used the larger staffs, (exclusive of reporters), I figured the average number of editors for each group listed. The average number of editors for the small schools was 6.1; the average number for medium small schools was 5.4; for medium large schools, 6.2; and for the large schools, 5.2 editors.
Again the practice does not conform to the theory. As in the other activities, the goal in the school newspaper is to get the widest participation without letting the result suffer from inefficiency.

In order to ascertain the extent of participation in the newspaper, the number of reporters, artists, editors, typists and business students was sought. The largest number of reporters named by any school was 27; the smallest number was 4. The average number for all schools was 11 reporters. The average number of reporters in the small schools (under 300) was 9; the average number for the medium small group (300 to 499) was 10.2; for the medium large group (500 to 999) was 13.75; for the large schools (1000 and over) the average was 15.

Only 37 schools reported artists as part of their staff personnel. The greatest number of artists was 4; the smallest number was 1; the average number is 1.9 for all schools.

The largest number of editors was 11; the smallest number was 1 with an average for all schools of 3.8. The overall average was 3.9. The number of editors corresponds to the number given under staff organization. In the latter question the small schools listed an average of 6.1 editors; the medium small schools, 5.4; the medium large schools, 6.2; and for the large schools, 5.2. In checking question VIII, the small schools listed an average of 3.3 editors; the medium small schools, 2.54; the medium large schools, 5.36; and the large schools, 5.5 editors. These discrepancies seem confusing, but they can probably be accounted for in that the
small and medium small schools used one person in two or more positions. Furthermore, nearly 94 percent of the small and medium small schools mimeograph their paper, and art editors and mimeograph operators were included in question VII, whereas, in question VIII, artists were listed separately, and mimeograph operators, not being called for, were probably listed under some other heading, or left out altogether.

Typists ranged from 18 in one school to 1 in each of 3 schools. Because the schools under 500 mimeograph so extensively, typists should be expected to be in large numbers in these schools. A break-down into the 4 groups showed an average of 3.6 typists for the small schools; 3.8 for the medium small schools; 4.7 for the medium large schools, and 2.7 for the large schools. Except for 2 schools in the medium large group--one which listed 10 and the other 18--the average here was only 2.7, the same as for the large group. These 2 schools probably changed typists often or used part of a type class.

The business staff ranged from 7 in one school to 1 in each of 14 schools, with an average of 2.2. It hardly seemed necessary to break these figures down into groups of schools. However, an average for all participants in each group is important to this study since it will show whether the small schools or larger schools have the larger proportion of participants.

The average number of participants in the small schools was 18; in the medium small schools the average was 19; in the medium large schools, the average was 26.3; in the large schools,
twenty-eight. Taking the average population of each group, the percentage of participation in the small schools is 40 percent; in the medium small schools, 5.3 percent; in the medium large schools, 4 percent, and in the large schools, 1.9 percent.
Table 14. Staff personnel of fifty schools

<table>
<thead>
<tr>
<th>Position</th>
<th>No. of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Editor in Chief</td>
<td>46</td>
</tr>
<tr>
<td>Sports Editor</td>
<td>43</td>
</tr>
<tr>
<td>Business Manager</td>
<td>39</td>
</tr>
<tr>
<td>Associate Editor</td>
<td>34</td>
</tr>
<tr>
<td>Feature Editor</td>
<td>25</td>
</tr>
<tr>
<td>Art Editors</td>
<td>25</td>
</tr>
<tr>
<td>Exchange Editor</td>
<td>20</td>
</tr>
<tr>
<td>Society Editor</td>
<td>18</td>
</tr>
<tr>
<td>Assistant Editor</td>
<td>12</td>
</tr>
<tr>
<td>Others</td>
<td>12</td>
</tr>
<tr>
<td>Advertising Manager</td>
<td>11</td>
</tr>
<tr>
<td>Circulation Manager</td>
<td>10</td>
</tr>
<tr>
<td>Alumni Editor</td>
<td>2</td>
</tr>
</tbody>
</table>

Average number of editors according to size of school

<table>
<thead>
<tr>
<th></th>
<th>Small</th>
<th>Medium Small</th>
<th>Medium Large</th>
<th>Large</th>
<th>Over all Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average No. of Editors</td>
<td>6.1</td>
<td>5.4</td>
<td>6.2</td>
<td>5.2</td>
<td>5.7</td>
</tr>
<tr>
<td>Average No. of Reporters</td>
<td>9</td>
<td>10.2</td>
<td>13.75</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>Average No. of Artists</td>
<td>not broken down</td>
<td></td>
<td></td>
<td></td>
<td>1.9</td>
</tr>
<tr>
<td>Average No. of Typists</td>
<td>3.6</td>
<td>3.8</td>
<td>4.7</td>
<td>2.7</td>
<td>3.7</td>
</tr>
<tr>
<td>Average No. of Business Staff</td>
<td>not broken down</td>
<td></td>
<td></td>
<td></td>
<td>2.2</td>
</tr>
<tr>
<td>Average No. of Participants</td>
<td>18</td>
<td>19</td>
<td>26.3</td>
<td>28</td>
<td>22.8</td>
</tr>
<tr>
<td>Average Percentage of Participation</td>
<td>10</td>
<td>5.3</td>
<td>4</td>
<td>1.9</td>
<td>5.3</td>
</tr>
</tbody>
</table>
Method of Obtaining Staff

In an effort to determine the methods employed in Utah high schools in obtaining the newspaper staff, question number IX was worded to cover the usual methods—popular election, election by classes (seniors filling the more important positions and juniors the positions of lesser importance), appointment by board of publications, sponsor or others, merit system (i.e. writing test or average grade requirements) were all included in the questionnaire. However, there was little uniformity in the answers turned in. There were almost as many different ways of selecting the staff as there were schools. Nearly all of the 48 schools qualified their answers on the questionnaire. The journalism class furnished the main part of the staff in five schools. In 7 schools, the student council played a prominent part either by nominating the staff or by approving the members. Try-outs in the form of writing tests were reported in 4 schools, and a "B" grade average was required in 2 schools. In two other schools students were required to make applications.

However qualified, popular election, election by classes, and appointment comprised the means of selecting the staff. Although the details of conducting the election varied—usually in the group who approved the candidates—16 of the 48 schools reporting on this question elected the editors, or, in some cases, all except the reporters. In most cases some groups—either the journalism class, the student council, the faculty, the board of publications, or the advisor—approved the candidates before the election. In 28 schools
appointment was the means of selecting the staff. Here again the method of appointment and the details were qualified. In some cases the appointments were made by student council from a recommended list, in others, the advisor appointed, and in still others, the editor was named by the advisor and the former appointed the remainder of the staff. In 4 of the 48 schools, election by classes was the means of selecting the principals, and home rooms elected reporters.

Qualifications of Advisors

In 43 of 47 schools reporting, the newspaper advisor is an English teacher. Thirty-three of these 43, 76.7 percent, have had college training in journalism. Ten, or 23 percent, have had experience in their community papers, and 9 have had other experiences which contribute to their efficiency. One of these 9 listed authorship; two others listed experience on other high school papers. One was, or had been, a Tribune reporter; and one was a type teacher in addition to his college training in journalism. Nine advisors--19 percent--have had no training or previous experience in newspaper work. This means, of course, that 38 or 81 percent of Utah high school newspaper advisors have had either college training or previous experience in journalism.
Table 15. Qualifications of advisors.

<table>
<thead>
<tr>
<th>Advisor is an English Teacher</th>
<th>43</th>
<th>47</th>
<th>91</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Training in Journalism</td>
<td>33</td>
<td>47</td>
<td>70</td>
</tr>
<tr>
<td>Experience on Community Paper</td>
<td>10</td>
<td>47</td>
<td>21</td>
</tr>
<tr>
<td>Other Contributing Experience</td>
<td>9</td>
<td>47</td>
<td>19</td>
</tr>
<tr>
<td>Advisors having no Experience or Training</td>
<td>9</td>
<td>47</td>
<td>19</td>
</tr>
</tbody>
</table>

**Extra-Curricular or Curricular**

In the beginning of this study considerable was said about the publication of the newspaper as an extra-curricular activity, and integration with other classes in school. Since there is considerable variety of opinion as to what constitutes curricular and extra-curricular, it was thought unwise to ask the question outright. Therefore, I inquired whether the publication grew out of the journalism class, the English class, other classes, or if it were developed independent of classes. Forty-eight schools answered on this group of questions. Twenty-six checked only 1 of the 4; whereas 22 checked more than 1. Twenty schools indicated their paper grew out of the journalism classes; 17 indicated it did not grow out of the journalism classes, while in 3 it grew partly out of the journalism classes. Thirteen schools stated it was an outgrowth of the English classes;
in 8 it was partly an outgrowth of the English classes, and
in 6 it was not a part of the English department. Three
schools indicated the paper was an outgrowth of other classes.
Eleven maintained the publication independently of classes;
15 claimed it only partly independent and partly an outgrowth
of classes.

If we may assume that those schools which developed
their paper as an outgrowth of classes maintain it on a
curricular basis, and those which develop it independently
of classes maintain it on an extra-curricular basis, then,
22 schools out of 48, or 46 percent, conduct their paper as
a curricular activity. Eleven, or 23 percent, conduct it as
an extra-curricular activity, while 15, or 31 percent, con­
duct it partly as extra-curricular and partly as curricular.

<table>
<thead>
<tr>
<th>Schools giving paper</th>
<th>22</th>
<th>46%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curricular Status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schools giving Paper</td>
<td>11</td>
<td>23%</td>
</tr>
<tr>
<td>Extra-Curricular Status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schools giving Paper</td>
<td>15</td>
<td>31%</td>
</tr>
<tr>
<td>Partly Curricular Status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>48</td>
<td>100%</td>
</tr>
</tbody>
</table>

Financing the Paper

Advertising, student subscription, student body funds,
and board of education grants are the principal means of
financing school papers. Forty-nine schools responded to
this question. Two supported their paper by advertising,
entirely, while 25 supported their paper in part by advertising. None of the schools supported their paper entirely by student subscription, but 5 used this means to help support their papers. Student funds furnished the means for financing the paper in 17 schools, while 23 used this means as a subsidy. Boards of education furnished the entire support in 2 schools and subsidized the paper in 6 other schools. Dances, entertainments, and alumni subsidy furnished part of the funds in 3 other schools.

Thirty-four and seven-tenths percent use student funds entirely, while 47 percent use it to subsidize their papers. Only 4 percent of the newspapers in the state are supported by boards of education, and only 12 percent received partial assistance from this source.

Table 17. How the newspaper is financed in forty-nine schools.

<table>
<thead>
<tr>
<th>Method of Financing</th>
<th>No. of Schools</th>
<th>Percent of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertising</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Student Subscription</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Studentbody Funds</td>
<td>17</td>
<td>34.7</td>
</tr>
<tr>
<td>Board of Education Grant</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Dances, Alumni Subsidies, etc.</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Partly by Advertising</td>
<td>25</td>
<td>51</td>
</tr>
<tr>
<td>Partly by Student Subscription</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Partly Studentbody Funds</td>
<td>23</td>
<td>47</td>
</tr>
<tr>
<td>Partly by Board of Education</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Partly by Dances and Alumni</td>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>

Seventeen of 36 schools reported the business men in their communities considered the advertising they did in the school newspaper charity. Eleven communities considered this advertising a benefit, while 8 schools reported some
business men considered it a benefit and others looked upon it as charity. Forty-seven percent of the communities, then, considered the advertising in the school newspaper charity; 30 percent considered it a benefit to their businesses, and in 8 percent of the communities some business men considered the money they spent to advertise in the school paper a gift of charity while others looked upon it as a business proportion and a benefit.

Efforts to make Advertising Worthwhile

In order to determine the attitude of the schools toward the advertising they solicit for their papers, a question: What efforts are put forth to make advertising worthwhile? was asked and followed by three suggestions and one open suggestion. (question XIV, Appendix 1). Twenty-eight schools responded--the same 28 who listed advertising as part or all of their source of revenue. Eighteen asserted that their staffs wrote attractive ads for the business men who advertised in their paper. Eight wrote them sometimes, but not always. Two printed the ads that were handed them by the business men regardless of their quality. In 6 schools Buy-from-firms-which-support-your-school-paper campaigns were conducted to encourage (or may we say to frighten?) business men into buying advertising space. Three acknowledged they used this method at times; two other schools reported that they used other methods but didn't specify what they were. About 64 percent make an effort to make their advertising worthwhile; an additional 30 percent do make some
effort to be of service to their advertisers, while only 7 percent allow their advertising to go in without making it over. Thirty-two percent conducted campaigns regularly or irregularly to encourage their students to buy from the business men who bought advertising space.

Journalism Training

Twenty-three schools of 49 reporting have journalism classes. The highest percentage of students taking journalism from any school was 35 percent; the lowest percentage was 2 percent. The average percentage of students taking journalism is 7.73 percent of the entire school population. Broken down into groups, the percentage of schools in each group having journalism classes is as follows: in the small schools, 30 percent have journalism classes; in the medium small group, 37 percent; in the medium large group, 77 percent, and in the large schools, 75 percent have journalism classes. Lack of teachers and a full program may account for fewer classes in the small and medium small schools.

In 27 schools, newspaper appreciation—learning to read and understand the newspaper—is a part of the English program; four other schools reported some appreciation was taught, while 14 schools indicated there was no such place in their English program. Sixty percent of the schools reporting make provision for teaching the use of the newspaper. Twenty-two of these schools reserved a place in their regular English program for newspaper writing; 5 others made some provision for this training, while 18 made no such provision.
Efforts to Improve Publications

In addition to journalism training by way of journalism classes and English classes, there are other means of improvement. Membership in national or state organizations and attendance at national, state, regional, or local conferences should indicate something of the effort of the school to improve its publication. Of 45 schools reporting, only 7 were members of any association--National Scholastic Press Association, Quill and Scroll, etc., 4 others had been but were not any more. Thirty-four were not members of any such organization nor had ever been. Fifteen had entered their paper at some time or other in a contest, state, national, regional, or local. Thirty had not.

Thirty-two schools attended state, local, or regional conferences last year; one had attended other years, but did not attend last year. Twelve had never attended. Seven indicated study groups, a perusal of other school newspapers and criticisms from local newspapers.
Table 18. Showing provision for journalism training.

<table>
<thead>
<tr>
<th>Percentage of Students Taking Journalism</th>
<th>Highest %</th>
<th>Lowest %</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>35%</td>
<td>2%</td>
<td>7.73%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Schools Having Journalism Classes</th>
<th>Small</th>
<th>Medium</th>
<th>Medium</th>
<th>Large</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>30%</td>
<td>36%</td>
<td>77%</td>
<td>75%</td>
</tr>
</tbody>
</table>

- Percentage of Schools Teaching Newspaper Appreciation in English Program: 60%
- Percentage of Schools Teaching Newspaper Writing in English Program: 60%
- Membership in Professional Organization: 15.5%
- Entered Paper in Contests: 33%
- Attended Journalism Conferences: 73.3%
- Study Groups: 15%

Question XIX attempted to find out how completely all departments in the school were covered. Forty-five schools responded, 39 of which listed class reporters; 10 listed homeroom reporters; 37, club reporters; 21, department reporters; 34, activities reporters; 22, student council reporters; and 16, office reporters. Four other schools reported all phases of school covered, but did not indicate which of the above were especially covered. However, because these schools did not report regular reporters for these phases of school life, may not necessarily mean they are not covered.
In only two schools was credit allowed aside from the journalism class.

**Trends in the Newspaper**

In an effort to determine what trends the newspaper was taking, question XXI called for proposed or recent changes. Five sub-questions attempted to find out what expansions of the paper had been made recently or were proposed in the near future. Forty-five schools responded to these questions. Thirteen schools planned to add more pages to their paper. Five proposed larger dimensions; fifteen proposed more issues per year. Twelve looked forward to an increased circulation while six anticipated other changes of an expansive nature.

On the other hand some schools proposed or had recently undertaken changes of a contractive nature. Five schools anticipated fewer pages; one, smaller dimensions, while five proposed fewer issues. Two schools expected a smaller circulation, whereas, one proposed other changes toward contraction. These answers would indicate that, on the whole, the school newspaper is expanding over the state. Fifty-one proposals for expanding the paper as compared to 14 proposals to contract the paper in one way or another.

Fifteen schools have recently changed, or propose soon to change, their method of production from printing to mimeographing, while 4 propose to change from mimeographing to printing. Fourteen schools are going to inaugurate, or have recently inaugurated, journalism classes, while 10 anticipate affiliation with national or state associations. Twelve
propose to attend conferences not now attended. One school listed a study club; one other more careful selection of editors. One school is beginning this year a system of tryouts for places on the staff, while one school is looking forward to starting a mid-year class in journalism. Here again is rather a healthy outlook for the school newspaper provided war conditions do not upset the plans of these schools.
Table 19. Trends in the newspaper.

<table>
<thead>
<tr>
<th>Proposals</th>
<th>No. of Schools</th>
<th>Total Schools</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add more pages</td>
<td>13</td>
<td>45</td>
<td>29</td>
</tr>
<tr>
<td>Larger Dimensions</td>
<td>5</td>
<td>45</td>
<td>11</td>
</tr>
<tr>
<td>More Issues per Year</td>
<td>15</td>
<td>45</td>
<td>33</td>
</tr>
<tr>
<td>Increased Circulation</td>
<td>12</td>
<td>45</td>
<td>26.7</td>
</tr>
<tr>
<td>Other Expansive Changes</td>
<td>6</td>
<td>45</td>
<td>13.3</td>
</tr>
<tr>
<td><strong>Total Expansions</strong></td>
<td></td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>Fewer Pages</td>
<td>5</td>
<td>45</td>
<td>11</td>
</tr>
<tr>
<td>Smaller Dimensions</td>
<td>1</td>
<td>45</td>
<td>2.2</td>
</tr>
<tr>
<td>Fewer Issues</td>
<td>5</td>
<td>45</td>
<td>11</td>
</tr>
<tr>
<td>Smaller Circulation</td>
<td>2</td>
<td>45</td>
<td>4.4</td>
</tr>
<tr>
<td>Other Contractive Changes</td>
<td>1</td>
<td>45</td>
<td>2.2</td>
</tr>
<tr>
<td><strong>Total Contractions</strong></td>
<td></td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Other Changes Recent or Proposed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>From printed to mimeographed</td>
<td>15</td>
<td>45</td>
<td>33</td>
</tr>
<tr>
<td>From mimeographed to printed</td>
<td>4</td>
<td>45</td>
<td>8.8</td>
</tr>
<tr>
<td>Inaugurating Journalism Classes</td>
<td>14</td>
<td>45</td>
<td>31</td>
</tr>
<tr>
<td>Affiliation with National or State Associations</td>
<td>10</td>
<td>45</td>
<td>22.3</td>
</tr>
<tr>
<td>Attend Conferences not before Attended</td>
<td>12</td>
<td>45</td>
<td>26.7</td>
</tr>
<tr>
<td>Study Club</td>
<td>1</td>
<td>45</td>
<td>2.2</td>
</tr>
<tr>
<td>More Careful Election of Editors</td>
<td>1</td>
<td>45</td>
<td>2.2</td>
</tr>
<tr>
<td>Tryouts for Staff Positions</td>
<td>1</td>
<td>45</td>
<td>2.2</td>
</tr>
<tr>
<td>A Mid-Year Class in Journalism</td>
<td>1</td>
<td>45</td>
<td>2.2</td>
</tr>
</tbody>
</table>
In my discussion of principles, I quoted at some length the problems listed by supervisors of school papers. Those problems and others of my own making were included in question XXII. The answers to these questions would indicate the feeling of the advisors with regard to the adequacy of their school situation in these problems of the newspaper. Thirty-three regarded their student participation adequate, while 15 deemed it inadequate. Forty-two thought that the feeling of freedom on the part of students to write was adequate; 7 thought this feeling of freedom inadequate. Thirty felt that their integration with the English department was adequate; 16 thought not. Twenty-four considered their integration with the journalism classes adequate; 21 thought it inadequate. Experienced supervision was thought adequate by 35 schools; 10 felt their supervision was inadequate. Trained supervision was adequate in 30 schools while 15 felt they were handicapped by lack of trained supervision. Thirty-five considered the support on the part of the students adequate, while 12 considered this support inadequate. Thirty-two reported adequate in the matter of faculty support, 11 considered their faculty support below par.

Nineteen rated their paper adequate according to their understanding of the standards of journalism; 10 rated their paper below standard. (Quite a number hesitated to say what they felt on this question.) Economic support was deemed adequate by 28 schools, while 17 considered it inadequate. Facilities for publishing the paper were considered ade-
quate by 23; another 23 felt their facilities for publish-
ing their paper were inadequate. Freedom from outside
interference was the least problem of all. Only 3 considered
their situation inadequate, while 41 thought themselves unhamp-
ered by outside interference. Twenty advisors felt that
they were given adequate free time to publish the paper,
while 28 complained that not enough free time was allowed
the advisor. Eighteen advisors felt that adequate time was
allowed the staff; whereas 30 thought that not enough school
time was allowed the staff.
Table 20. Frequency of occurrences of problems of advisors in Utah high schools.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Adequate</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student Participation</td>
<td>33</td>
<td>15</td>
</tr>
<tr>
<td>2. Feeling of Freedom on the part of Students to Write</td>
<td>42</td>
<td>7</td>
</tr>
<tr>
<td>3. Integration with English Department</td>
<td>30</td>
<td>16</td>
</tr>
<tr>
<td>4. Integration with Journalism Classes</td>
<td>24</td>
<td>21</td>
</tr>
<tr>
<td>5. Integration with Other Departments</td>
<td>20</td>
<td>23</td>
</tr>
<tr>
<td>6. Experiences Supervision</td>
<td>35</td>
<td>10</td>
</tr>
<tr>
<td>7. Trained Supervision</td>
<td>30</td>
<td>15</td>
</tr>
<tr>
<td>8. Support on part of Students</td>
<td>35</td>
<td>12</td>
</tr>
<tr>
<td>9. Faculty Support</td>
<td>32</td>
<td>11</td>
</tr>
<tr>
<td>10. Self-Rating of paper</td>
<td>19</td>
<td>10</td>
</tr>
<tr>
<td>According to Standards of Journalism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Economic Support</td>
<td>28</td>
<td>17</td>
</tr>
<tr>
<td>12. Facilities for Publishing Paper</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>13. Freedom from Outside Interference</td>
<td>41</td>
<td>3</td>
</tr>
<tr>
<td>14. Free Time for Advisorship</td>
<td>20</td>
<td>28</td>
</tr>
<tr>
<td>15. Free Time Allowed Staff</td>
<td>18</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total Answers</strong></td>
<td><strong>430</strong></td>
<td><strong>241</strong></td>
</tr>
</tbody>
</table>
The total answers were well on the side of adequate—430 to 241. The greatest inadequacies came in integrating the newspaper with English, journalism, and other classes; also in economic support, facilities for publication, and free school time allowed for advisor and staff.

The Typical High School Newspaper

The typical high school in Utah has a population less than 500 and has an average teacher load of 21.5 students. Its community is served with a local paper within two miles of the school. This paper is published weekly and costs $2.00 per year.

The typical school publishes a newspaper and an annual. This newspaper is mimeographed, and appears 12 times per year, and consists of 8 pages. Enough copies are printed to furnish the students, with a very few excess copies to allow for exchanges. This paper costs a little less than two cents per copy and is paid for largely through student funds with the remainder collected from advertising.

This paper is supervised by an English teacher who has had college training in journalism. It has a staff consisting of an editor, an associate editor, a business manager, a sports editor, a feature editor, an exchange editor and an art editor.

In addition, the average paper has 11 reporters and 3 or 4 typists. Nearly 8 percent of the school population in this typical school participate in the production of the school paper. The staff for this typical paper is appointed
by the advisor and the student council from a recommended or volunteer list.

The typical school has a journalism class or gives some place for the teaching of newspaper writing and reading in the English program. This staff attends journalism conferences or conducts study clubs in an effort to improve its publication. Class reporters, club reporters, department reporters, activities reporters, and student council reporters make a coverage of the school. Credit is not allowed for work on the school paper other than in English or Journalism classes.

The typical newspaper staff plans to expand its paper in one way or another, either by way of adding more pages, more issues per year, or an increased circulation. The chief problems of this staff are facilities sufficient to publish the paper, free time for the advisor and staff, and integration with the journalism class and other departments in the school.
CONCLUSIONS

Opinions gathered from the writings of several persons competent to make pronouncements on the subject have yielded several guiding principles with regard to policies and practices in the publication of high school papers. These principles, if viewed as tentative and flexible, may serve as criteria in terms of which current practices may be evaluated.

General characteristics of policy on which authorities are in accord are: flexibility in policy and practices sufficient to adapt to variation in school population and community interests, wide student participation, articulation with school curriculum and activities, trained leadership, selection of participants on the basis of merits, democracy in policy determination, sound business practices in financing the project, content of the paper broad enough in scope to cover all phases of school activity.

A comparison of practices in publication of school papers in the high schools of Utah with these criteria indicate several areas in which conformity is very close:

1. A review of the literature in the field of high school journalism has shown that there is sufficient agreement among authorities to justify a set of criteria.

2. The newspaper is the most important publication in 91 percent of the schools.

3. In method of printing, size of paper, number of pages, and frequency of publication the school
newspapers of Utah showed wide variations in harmony with variation in size and type of high schools. Generally speaking, the high school paper meets the needs of the students and the school.

4. Staff personnel and advisors seem adequate to meet the needs of their papers.

5. In form and appearance, in freedom from errors, the printed papers were better than the general run of the mimeographed papers.

6. There is greater prevalence of printed papers in medium size and larger schools. Mimeographed papers predominate in smaller schools.

7. Popular election of editorial staff with advisors' and, in some cases, student council approval gave the students of the whole school a feeling of belonging.

8. The advisors in 81 percent of the schools were trained for their jobs either by way of experience or college training or both.

9. Curriculum status was given the publication in the majority of schools.

10. In spite of the fact that 48 percent of the communities consider it charity, advertising is used entirely or in part to support 51 percent of the school newspapers.

11. Ninety-four percent of schools which advertise make some effort to give their customers their money's worth.
12. Training in journalism receives some attention in most of the schools, but journalism is being taught more consistently in the larger schools.

13. Reported practice and a perusal of the papers indicate in almost all cases rather a complete coverage of the school and a balance of news.

14. In nearly all schools, efforts are being made to improve the publication.

15. The trend in the school newspaper is, on the whole, forward. Schools have an interest in improving their publication.

Areas in which Utah high schools are much less in accord with the established criteria are:

1. Only 22 percent of the schools had a board of publications.

2. Boards of education support or underwrite the school paper in only 16 percent of the schools.

3. There are evidences of lack of good business practice in handling the finances of the school newspaper, principally in auditing and budgeting.

4. Less than 50 percent of the schools in Utah have journalism classes.
APPENDIX I

PRACTICES AND EVALUATIONS OF THE UTAH HIGH SCHOOLS WITH RESPECT TO THEIR PUBLICATIONS

QUESTIONNAIRE

School__________________________ Date________________

I. Fill in the following information relative to the size of your school:

A. Number of grades________________
B. School population________________
C. Number of teachers______________

II. Answer the following questions concerning your local newspaper:

A. Where is it published?____________
B. How far distant from your school?______
C. Give circulation (if possible)____________
D. How wide an area does it serve?____________
E. Cost of subscription__________________

III. Check any of the following publications your school sponsors:

A. Newspaper____________________
B. Handbook______________
C. Annual____________________
D. Magazine______________
E. Combination magazine and newspaper________
F. Others____________________

IV. What is the nature of your main publication?____________

A. Newspaper______________
B. Magazine______________
C. Combination magazine and newspaper________
(If your publication resembles either of the above, answer the following questions about it:

1. What is the name of your paper?____________
2. What are the dimensions?________
3. How many pages?______________
4. How often is it published?____________
5. How is it printed?______________
   a. Mimeograph________
   b. School's Printing press____
   c. Local Newspaper press____
   d. Job printer____________
   e. If not, where?________
6. How many copies are printed per issue?________
7. What is the cost per issue?____________

D. School news in connection with the community newspaper.
   1. What amount of space is regularly allotted you?______
      a. pages____________
      b. columns__________

1. What is the name of your paper?____________
2. What are the dimensions?________
3. How many pages?______________
4. How often is it published?____________
5. How is it printed?______________
   a. Mimeograph________
   b. School's Printing press____
   c. Local Newspaper press____
   d. Job printer____________
   e. If not, where?________
6. How many copies are printed per issue?________
7. What is the cost per issue?____________

D. School news in connection with the community newspaper.
   1. What amount of space is regularly allotted you?______
      a. pages____________
      b. columns__________
2. How often does your news appear in the local paper?
   a. daily
   b. weekly
   c. intermittently

V. Answer the following questions concerning the history of your publication:
   A. Age of school (not necessarily meaning age of building)
   B. Date of beginning of newspaper. (Actual or approximate.)

VI. What is the nature of the Supervision?
   A. Does the responsibility for the publications rest
      1. With the Principal? (____________)
      2. With a Board of Publications? (__________)
      3. With any other person or group? (__________)
   B. How many teacher sponsors are connected with:
      1. Production of paper?__________
      2. Business supervision of paper__________
         (If the same sponsor is responsible for both produc­
         tion and business supervision, list opposite "1")

VII. The following list contains almost all the possibilities in a staff organization. Check those officers that you have on your staff and list any others. If one person holds more than one position, check him only once.

Credit (for use after item XX)

A. Editor-in-chief
B. Associate editor
C. Assistant editors
D. Business manager
E. Advertising manager
F. Circulation manager
G. Auditors
H. Sports editor
I. Exchange editor
J. Alumni editor
K. Society editor
L. Feature editor
M. Art editor
N. Others

VIII. Indicate the approximate number of students participating.
   A. Reporters
   B. Artists
   C. Editors
   D. Typists
   E. Business

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IX. Which of the following methods are employed in obtaining staff members:
A. Popular election?
B. Election by classes?
   (i.e. the most important positions to Seniors, next most important to Juniors, etc.)
C. Appointment
   a. By Board of Publications?
   b. By sponsor or other group?
D. Writing test?
E. Describe any other method

X. What qualifications does the production faculty advisor possess?
A. Is he a member of the English faculty?
B. Has he had Journalistic training in college?
C. Has he had experience on community newspaper?
D. State any other experience which he possesses

XI. To what extent is your paper an outgrowth of classwork?
A. Does it grow out of the journalism classes?
B. Does it grow out of the English classes?
C. Does it grow out of other classes?
D. Is it developed independently of class work?

XII. Which of the following methods do you employ to finance your publication:
A. Advertising?
B. Student subscription?
C. Student body funds?
D. Board of Education grant?
E. Other?

XIII. What is the attitude of your community in general toward purchasing advertising?
A. Do they consider it charity?
B. Do they consider it a benefit?

XIV. What efforts are put forth to make this advertising worthwhile:
A. Staff writes attractive adds?
B. Company writes add and they are printed regardless?
C. "Buy from those firms which support your paper" campaigns?
D. Any other procedure?

XV. What percentage of the students take journalism?

XVI. Is newspaper appreciation a part of your English program?

XVII. Is newspaper writing a part of your English program?
XVIII. What effort is being made to improve your publication?
A. Is your school a member of any national organization, such as:
   1. Quill and Scroll?
   2. Central Interscholastic Press Association?
   3. Others?

B. Has your publication been entered in any contests?
   1. National?
   2. State?
   3. Local?
   4. College?
   5. Regional?
   6. Others?

C. Has your staff attended any conferences for the furtherance of high school publications?
   1. National?
   2. State?
   3. Local?
   4. College?
   5. Regional?

D. Any other efforts at improvement?

XIX. To what extent is your publication an expression of the entire school?
A. Do you have:
   1. Class reporters?
   2. Home room reporters?
   3. Club reporters?
   4. Activities reporters?
   5. Department reporters?
   6. Student council reporters?
   7. Office reporters?

XX. Are students allowed school credit for work on the publication? (refer to item VII and indicate which officers receive credit and how much.)

XXI. Check any of the following changes you propose making, or changes you have made recently, in your publication:
A. Expansion; such as,
   1. More pages?
   2. Larger dimensions?
   3. More issues per year?
   4. Larger circulation?
   5. Others?

B. Contraction; such as,
   1. Fewer pages?
   2. Smaller dimensions?
   3. Fewer issues?
   4. Smaller circulation?
   5. Others?
C. Method of Printing:
1. Mimeograph
2. Printing

D. Improvements in quality; such as,
1. Journalism classes?
2. Affiliation with national, local, state associations?
3. Attend conferences not attended in the past?
4. Others?

Remarks: ______________________________________________________

XXI. Check the practice of the school "adequate" or "inadequate" as to these aspects:

| A. Participation on the part of the student body? | Adequate | Inadequate |
| B. Feeling of freedom on the part of students to write. | |
| C. Integration with English Department? | |
| D. Integration with Journalism classes? | |
| E. Integration with all departments? | |
| F. Experienced Supervision? | |
| G. Trained Supervision? | |
| H. Support on the part of students? | |
| I. Support on the part of faculty? | |
| J. Support on the part of students? | |
| K. Production, adjudged by standards of journalism? | |
| L. Business management or economic support? | |
| M. Facilities for publication? | |
| N. Freedom from outside interference? | |
| O. Free school time allowed advisor? | |
| P. Free school time allowed staff? | |