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A Survey of Public High School Journalism Departments in the State of Washington

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A SURVEY OF PUBLIC HIGH SCHOOL JOURNALISM DEPARTMENTS
IN THE STATE OF WASHINGTON

A Thesis
Presented to
the Graduate Faculty
Central Washington College of Education

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
James Wesley Scott
August 1959

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James Wesley Scott
August 1959

APPROVED FOR THE GRADUATE FACULTY

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

Major newspapers are becoming aware of the fact that it is becoming necessary to resort to high school graduates to partially fill the vacancies that exist in the journalism field today. Since the college graduates in journalism are being absorbed into many fields other than newspaper work, public schools and colleges are not training enough students to meet the vocational demands of newspaper publishers.

I. THE PROBLEM

Statement of the problem. It was the purpose of this survey to (1) determine the emphasis and value currently being placed upon the teaching of the subject of journalism and the number of recent graduates from the high schools in the State of Washington who plan to continue their work or study in the field of journalism. To investigate (2) the educational training, journalism teaching experience, and teaching duties and assignments of the journalism teacher or newspaper adviser in regard to a high school journalism program in the State of Washington. To obtain (3) information regarding financing procedures, printing processes and publication practices

utilized by high school journalism departments. Also, (4) to ascertain the current emphasis being placed upon the newspaper by high school principals as an instrument of school-community relations.

Importance of the study. This study has been made to seek information of the present status of the teaching of journalism in the State of Washington and to provide data and statistical figures which can be used as a basis for improving the teaching of journalism. It can well illustrate the need and number of qualified persons to enter the journalism teaching field prior to anticipating any increase in the number of journalism graduates from the high schools in the state.

The study will provide information concerning the value being placed upon journalism as a course in the high school, and the types and kinds of facilities available to teachers in the field. It will give the type of printing processes used, the background of the teachers teaching journalism, the organization of journalism staffs, and the number of students currently participating in high school journalism programs.

Data given may be utilized for curriculum improvement in the high schools and teacher training institutions of the state. It will provide a basis for a guide for

introducing the more practical aspects of journalism to prospective teachers in the journalism field.

II. DEFINITIONS OF TERMS USED

Journalism department. The term journalism department will include the courses offered, the facilities available, the advisory personnel, the type of news services rendered, and the financial aspects of operating and printing a school newspaper in a high school.

Newswriting. A one or two semester course dealing with the writing fundamentals of journalism.

Newspaper staff. The members of the school who are enrolled in journalism and are directly responsible for gathering news, editing copy, and putting out the school newspaper. The students are usually the advanced students representing the editorial staff.

Enrollment groups. The questionnaire returns were divided into four groups according to school enrollment and data was presented in tables and copy by reference to groups. Group I includes schools with not more than 100 students; Group II, 100-500 students; Group III, 500-1000 students; and Group IV, 1000 or more students.

Adviser-instructor. Teacher employed as instructor of journalism classes and adviser of newspaper staff.

Activity. An extra-curricular or allied activity

of the high school program and not considered scheduled within the school day as a class or class period.

Letterpress. A term given to a flat-bed printing press using metal type set by hand or by linotype machine, or a rotary press using metal cast plates.

Off-set printing. A lithographic process of printing from a flat surface in which the impression is first received by a rubber surfaced cylinder, from which it is transferred to the paper.

CHAPTER II

REVIEW OF THE LITERATURE

The critical need for graduate journalists has come to the attention of newspapermen over the nation and some publicity has been given toward the problem in organizational and professional magazines. Since the magazines often reach only those persons who are vitally concerned and directly associated with journalism, the shortage of graduate journalists on the high school and college level may not be apparent to persons outside the profession. Views of those concerned with educating and employing journalists are, however, giving stress to the existing shortage of journalists.

I. LITERATURE ON THE PRESENT NEED FOR JOURNALISTS

A well known Washington newspaperman, J. M. McClelland, Jr., editor and publisher of the Longview (Wash.) Daily News, explains his views quite well on the present shortage of journalists.

A fellow publisher called and said he needed an editor. Not just an ordinary editor, but a really top-flight man. The job would pay maybe \$15,000 a year to start. Could I recommend anyone?

I promised to give the request some thought

and come up with some recommendations. The more I thought the more I realized how few such top-flight men I knew. In the end I could recommend only one.

This illustrates how much room there is at the top these days in the newspaper business. That there are not more good people available for the top jobs these days is due partly at least to the fact that more good students did not go into journalism 10, 15, and 20 years ago.

This situation will be perpetuated if more able high school students do not decide to make journalism a career and if, after making that decision and graduating from a recognized journalism school, they do not go into newspaper journalism.

Right now there is such a shortage of newspaper journalists that publishers and editors are conferring with journalism educators on ways and means of increasing the output of journalism school graduates. This creates a good situation for young people starting a career. For if the demand is greater than the supply, the price goes up. In this case the "price" is salaries. Publishers are realizing that one reason jobs are hard to fill is because opportunities in other fields have been more lucrative. They are offering better pay.

As a result it is no longer true that newspapermen are traditionally poorly paid. Starting pay may not be what it is for graduate engineers and other specialists so much in demand in industry, but a comparison of what a journalism graduate is earning three or four years out of college will stand comparison with the earnings of graduates in just about any other field (1).

As a result of a recent survey prompted by the manpower shortage in journalism, Clifford F. Weigle, Professor and Associate Executive Head, Department of Communications and Journalism, at Stanford University, it was found that a group of California high school advisers

were underestimating journalism as a career for boys and had a preponderance of girls on publication staffs. Interviews with college freshmen who edited high school papers indicated only 10 per cent might go into professional journalistic work.

High school journalism advisers and student journalists can help solve a problem that is worrying American newspaper publishers from coast to coast. The problem is that not nearly enough able young men are going into journalism as a career. The undergraduate enrollment in journalism schools has been declining at the same time that the schools report from five to ten jobs for every graduate they have available. The American Newspaper Publishers Association has issued for high school students a booklet, "Career Opportunities in the Daily Newspaper Business," in an effort to interest more recruits. Anxious publishers' groups in various states have been appointing special committees to see what might be done.

How high school advisers and journalism students can help is indicated by the findings of two studies of high school journalism made at Stanford University. In the first study, questionnaires were filled out by journalism advisers at 116 Central California high schools. In the second study, interviewers questioned a group of college freshmen who had been high school editors. Here are some of the things that were discovered: (See the appendix for the results of this study which cannot be quoted in full at this point--Page 76.)

If the future strength of journalism does depend to a large degree on an increased supply of able young journalists, what, specifically, can be done at the high school level to get more boys interested? In the first place, high school journalism should reverse the trend indicated by these studies toward being a "girls' activity." Students and teachers should try to make the journalism class and the newspaper staff places

in which neither sex dominates. Boys should not be penalized in the staff appointments because they are not quite so mature as girls at high school age. In the second place, students and advisers should have up-to-date and accurate vocational information about journalism. The boy with aptitude, who gets a solid educational and adequate professional training, will not find that jobs in journalism are hard to get, insecure, or underpaid. He will find that by tradition journalism is considered a man's job, and that many more men than women are employed as reporters and editors (2).

The demand for young journalists is not only a concern of the publishers on the west coast, but also a nation wide critical problem of publishers and has come to the attention of one of the publishers of a leading magazine.

A recent article in the press section of Time magazine points out the critical need for journalism graduates in the United States.

At one time, newspapers were able to supply their staffs with high school graduates, training them on the job. But today most newspapers insist on college graduates, and college graduates in journalism are far fewer than available jobs.

Time says the shortage is caused by competition for graduating journalism majors among radio, magazines, industrial house organs, and other media which demand training in journalism. One journalism school reported that of 40 graduates only 16 were going to work for newspapers--the rest were taking jobs in allied fields.

Although the statistics that Time quotes should bring consternation to the newspaper industry, they should have no such effect on the high school senior contemplating a career in journalism. His choice of jobs has never been broader, and he has the satisfaction of knowing that there will be plenty of interested newspapers competing

for his services against the stiff competition being offered in the allied fields (3).

The apparent problems of the high schools will be to prepare a more positive program to attract enthusiastic students who are being driven away from journalism as a result of misunderstandings and misconceptions of the actual worth of journalism; not only by advisers but by students as well.

II. REVIEW OF LITERATURE ON TEACHERS

COMING INTO WASHINGTON

In 1954 a report was made from the Washington State Board of Education Department in which were listed the fields of preparation of Washington teacher education graduates of that year.

In the field of journalism there were two men and one woman who completed preparation to teach in journalism. Of the persons who entered high school teaching positions in Washington in September, 1954 and who did not teach anywhere during the 1953-54 school year, there were no journalism teachers beginning the teaching of journalism in the state as a major assignment. However, there were 12 teachers who taught journalism as a major assignment who were prepared in other fields; Commerce 3; English 5; Speech 1; and Social Studies 3. Of the 116 English teachers who began, only two taught journalism as a minor assignment (4).

It is quite evident that there are not nearly enough qualified journalism teachers going into the teaching field in the State of Washington. If the trend

continues in the small percentage that it has, it is quite possible that other teachers, partially prepared in this field will alleviate the critical shortage until more teachers can be encouraged to prepare themselves for journalism teaching.

CHAPTER III

I. METHODS AND MATERIALS USED IN THE SURVEY

After checking with the University of Washington Department of Journalism, it was found that only two studies of this nature had been made within that state during the past three years. One was made by Gerald Varner, journalism adviser, at Fort Vancouver High School, Vancouver, Washington, which was a field study made only on first class school districts in connection with graduate course work. It was completed in 1957 and was used as a comparative study and guide for improving the local district journalism program.

Another study made by Joseph Berst, journalism adviser at South Kitsap High School in Port Orchard, Washington, in 1958, was not available for making any comparative study with this survey.

The methods and materials used were chosen in order to gain as much information as accurately and as quickly as possible to make the survey as current a report as could be given regarding the journalism program in the State of Washington.

The questionnaire. The purpose of the questionnaire was to obtain information regarding the present

practices and procedures used by the journalism departments within the state. The two-page mimeographed questionnaire was sent out to the principals of each of the certified high schools in the state, regardless of the class size of the school. Some of the schools, however, were on temporary certification because of low enrollment figures. Private and Catholic schools were not included in the survey.

The questionnaire included 38 questions that would furnish the most information concerning a journalism department; those questions which would give sufficient valid information for the survey. The questions in the questionnaire were divided into four areas; Curriculum; Adviser; Printing and financing; and the Principal and public relations.

Each questionnaire was accompanied with a self-addressed envelope. The questionnaire was mailed to the principal of the high school questioned rather than to the school newspaper adviser. It was felt that the principal would have sufficient knowledge of the total school program, the journalism department, and the educational background of the adviser to complete the questions with a minimum amount of handling and routing, once the questionnaire was received. Also, some questions pertained to the opinion of the principal. However, a notation was made on

the questionnaire for those principals new to their positions, to consult with the journalism adviser for specific information.

The letter of transmittal. The letter was attached to the questionnaire and the self-addressed envelope before mailing. It explained the reason for the questionnaire, its purpose, and what the survey was attempting to accomplish.

The follow-up card. For those schools that did not respond to the first letter by failure to return the questionnaire, were sent a second notice by postcard in which reminded and thanked the principals for any immediate consideration in completing the questionnaire.

Mailing list of schools. High schools receiving questionnaires are listed in the appendix by county, name of high school, and the town in which located, as they are listed in the state directory.

The letter of transmittal and the questionnaire were mailed on October 25, 1958. It was felt that prior to receiving the questionnaire, principals would have had some opportunity to get acquainted with the school journalism program. Follow-up cards were mailed at a later date after sufficient questionnaires were not received.

CHAPTER IV

THE QUESTIONNAIRE RESULTS

In order to better utilize the finding of the survey, the content of the results has been divided into four subject areas for discussion: The Journalism Program; Qualifications and Duties of the Adviser-instructor; Printing and Financing the School Newspaper; and the Principal and Public Relations.

Classification of results. The findings of each of the four areas will be presented in terms of total school students enrollment with a breakdown of enrollments into four groups. The groups will include the very small high school with 0-100 students enrolled. The second group will include those schools with 100-500 students enrolled. Group three will list those schools having an enrollment of 500-1000 students. All schools with 1000 or more students enrolled will be included in group four of the total school enrollment data given in the tables used throughout the study.

By dividing the schools according to the enrollment, it was felt that a much more comparative study could be made than by listing the findings according to school districts, since many districts within the same classification

vary greatly in the kind of high school journalism program offered.

Included in the data presented will be the resultant material taken from 202 questionnaires returned from 273 certified high schools in the State of Washington during the 1958-59 school year.

Twenty-five high schools indicated that they were not offering a program in journalism and did not print or publish a high school newspaper. Of the remaining 177 high schools having a school newspaper, 32 schools were included in Group I with less than 100 students enrolled. Included in Group II were 87 high schools with enrollments of 100-500 students. Group III lists 32 schools with 500-1000 students enrolled, and Group IV includes data from 30 high schools with 1000 or more students enrolled.

I. THE JOURNALISM PROGRAM

The data, with regard to the inclusion of a journalism program within a high school, will vary according to the facilities of the school and the teaching staff available in proportion to the number of students enrolled, as will be shown in the following survey results.

Journalism as a class or school activity. Only 36 high schools within the state have indicated that their

journalism courses or newspaper staff work are considered as a school activity as shown in Part 1 of TABLE I on page 24. It is more evident in the small school where more than one-half of the high schools in Group I considered journalism as an activity. Only one school with student enrollment over 500 considered journalism or the school newspaper as an activity, restricting wholly the activity consideration to the smaller schools. Three-fourths of the schools in Group II scheduled journalism as a class, while it is indicated that the majority of schools over 500 enrollment include a class period for journalism. Students attending larger schools would have an opportunity for some phase of journalism as 138 schools revealed.

Graduation and elective credits. As shown in Part 2 of TABLE I on page 24, all groups offer elective or graduation credits for journalism when it is scheduled as a class, but only four schools allowed any credit when the course was considered an activity. Most schools offer from two to eight credits or semesters of work, either toward graduation or as an elective, depending upon a three or four-year school program. It is shown in Groups III and IV that many schools allow credits either toward graduation or as electives, which would allow a greater

opportunity in student scheduling of journalism courses. Only 97 schools allowed elective credits while 115 schools thought journalism worthy enough for graduation credits, when scheduled as a class.

Semesters of journalism offered. From two to eight semesters of journalism are offered by high schools in the state in course and staff scheduling, as is indicated in Part 3 of TABLE I on page 24. Although many schools allow as many as eight credits for elective and graduation credits, only six schools actually offer or schedule classes for eight semesters. This indicates that journalism classes may be repeated for credit at the discretion of the adviser or by other consent, as several schools allow students to continue with staff work over and above semester offerings, providing the students remain in good standing.

In Part 3 is indicated that 29 schools offer no journalism other than as an activity or combined with English or another course in school. Line three shows that 72 schools offer two semesters of journalism and 46 schools reported offering four semesters of work. Eleven schools offer three semesters of journalism. Students in 129 schools would be given the opportunity to take from two to four semesters of journalism.

Data indicates that high schools within the state are making journalism education available to students and that the greatest opportunity is in the larger schools.

Junior high journalism. As an introduction to journalism, it was reported that students from 40 high schools had had an opportunity to take journalism while in junior high school, as is shown in Part 4 of TABLE I on page 24. One-half of the students in Group IV could have taken junior high journalism, while three-fourths of those in Group III had the opportunity. Only two in Group I and 14 in Group II included school programs offering junior high journalism. The majority of schools did not make the journalism offering as 124 reported the absence of junior high opportunities.

Prerequisites for journalism. Data indicates that even though journalism courses are offered in high school, all students are not given the opportunity to enroll, for reason of certain course prerequisites. As shown in Part 1 of TABLE II on page 25 are the most common prerequisites mentioned in the survey. Seventy-five schools have no prerequisites of any nature. Seventy-two schools base the entry to journalism upon an English grade. Those schools reporting on the grade prerequisite required at least a "C" or 2.0 grade and ranging upward to a "B" or a 3.0

grade average. It is indicated that almost as many schools require a grade point average for admittance to journalism work as there are that require no prerequisites.

Other factors included at least two years of English, or a recommendation from an English instructor, one to two years of typing, strong interest in the field of journalism, enrollment as a college prep student, or permission of class adviser. Of the 18 schools reporting other prerequisite factors, none listed junior high journalism experience necessary before enrolling in high school classes, but grade standing in school was a factor given some consideration, whether it be sophomore, junior, or senior. All the given prerequisites would tend to restrict many students from taking journalism, but would in turn upgrade the journalism program and encourage more capable and qualified students to join school newspaper staffs.

Decrease in enrollment and classes. With an annual increase of students in high school, the data of this survey indicates that there has been a decrease in the number of students currently enrolled in journalism courses. In Part 2 of TABLE II on page 25, 20 schools reporting had noticed a decrease in enrollment and 11 schools had

actually dropped journalism courses this year. There was a slight drop indicated in all groups under enrollment and classes.

The decrease in enrollment may be a result of increased prerequisites, scheduling problems to include a broader foreign language, science and mathematics program, or lack of enthusiasm for journalism by students and advisers. These factors, combined with financing problems, dominated the replies of schools having no school newspaper this year or were discontinuing their journalism program. One school in Group II and one in Group IV stated that courses will be dropped at their respective schools during the next school year. Only one high school reported that journalism had been added to the schedule this year for credit. Junior-senior high schools that have only sophomores and juniors at the present, could upon initiating a journalism program for seniors, offset some of the decreases in journalism enrollment and classes, but not at a substantial rate to curb the trend given by the figures in TABLE II.

Boys and girls on newspaper staffs. With the present shortage of men in the field of journalism, it appears that the situation will continue according to data compiled showing the number of boys and girls currently

working on news and editorial staffs of high school newspapers within the State of Washington as is shown in Part 3 of TABLE II on page 25. In all enrollment groups it is indicated that the girls outnumber the boys with only a total of 676 boys competing with 1,446 girls for staff positions on high school newspapers. The total number of boys and girls, 2,122, shows that a desirable number of students are receiving the training in high school to prepare them for journalism work. Other data indicated that there were 2,475 students enrolled in newswriting this year, many of which are also working as staff members while receiving some instruction in newswriting and are partially included in the findings in TABLE II, as many of the smaller high schools combine newswriting and staff periods. The data shows that 110 high schools did incorporate the two classes, which does not permit the most desirable teaching situation. Of the schools reporting, 121 revealed that newswriting was taught at a time other than when the staff met.

Graduates continuing in journalism. High school journalism graduates of 1958, who planned to major or teach in journalism, totaled only 86 as shown in Part 4 of TABLE II on page 25, while 36 were presently working full or part time in some phase of journalism. Of the 122

graduates in the two groups continuing in journalism, would represent less than six per cent of the 2,122 students currently working on news staffs.

Textbooks currently being used. In the teaching of newswriting and journalism staff work, 28 high schools reported that no textbook was being used. Nine schools reported that several or many assorted journalism texts were used as supplemental materials in teaching. Given in TABLE III on page 26 are the journalism textbooks listed as being used in the high schools of the State of Washington and the number of schools using each text.

TABLE I

THE PRESENT STATUS OF JOURNALISM IN THE CURRICULUM
OF CERTIFIED HIGH SCHOOLS IN THE
STATE OF WASHINGTON

Enrollment groups	I	II	III	IV	Totals	
Part 1. <u>Placement of journalism</u>						
Journalism as a class	13	68	28	29	138	
Journalism as an activity	17	18	1	0	36	
Part 2. <u>Credit allowed as class</u>						
Credits toward graduation	11	53	22	29	115	
Credits allowed as elective	17	39	20	21	97	
<u>Credits as an activity</u>						
Credits toward graduation	1	3	0	0	4	
Credits allowed as elective	1	3	0	0	4	
Part 3. <u>Semesters of journalism offered</u>						
	0	12	16	1	0	29
	1	1	1	0	0	2
	2	10	45	13	4	72
	3	0	1	0	10	11
	4	5	20	8	13	46
	5	0	0	0	0	0
	6	1	2	5	3	11
	7	0	0	0	0	0
	8	2	4	0	0	6
Part 4. <u>Junior high journalism</u>						
Journalism offered	2	14	10	14	40	
Journalism not offered	28	67	14	15	124	

TABLE II

JOURNALISM PREREQUISITES, STUDENTS PARTICIPATING
ON JOURNALISM STAFFS AND GRADUATES PLANNING
A CAREER IN JOURNALISM

<u>Enrollment groups</u>	I	II	III	IV	Totals
Part 1. <u>Journalism prerequisites</u>					
None	16	39	11	9	75
English grade	7	29	16	20	72
Other factors	7	9	1	1	18
Part 2. <u>Class and student decrease</u>					
Enrollment decrease	3	8	3	6	20
No enrollment decrease	22	65	21	19	127
Decrease in classes	2	5	2	2	11
No decrease in classes	19	65	21	26	131
Part 3. <u>Students on news staffs</u>					
Number of boys	78	317	100	181	676
Number of girls	165	575	286	420	1,446
Part 4. <u>Planning journalism as a career</u>					
College major or teaching	2	29	15	40	86
Working full or part time	1	10	11	14	36

TABLE III

TITLES AND AUTHORS OF TEXTBOOKS CURRENTLY BEING USED
 IN HIGH SCHOOL JOURNALISM DEPARTMENTS
 IN THE STATE OF WASHINGTON

Textbooks and Authors	Frequency of Use
High School Journalism Spears and Lawshe	35
Modern Journalism Carl G. Miller	23
Experiences in Journalism Muligan-Kildow	15
High School Journalism Workbook Orval C. Husted	10
Journalism and the School Paper DeWitt C. Reddick	5
Journalism and Student Publications McGuire and Spong	3
Scholastic Journalism English and Hach	2
Elements of Journalism Mary Wrinn	1
Journalism for High School William N. Otto	1
Headlines and By-lines Otto and Finney	1
Today's Journalism for Today's Schools J. K. Agnew	1
A. B. Dick Pamphlets	1

II. QUALIFICATIONS AND DUTIES OF THE ADVISER-TEACHER

In determining the qualifications, duties and many responsibilities of a journalism adviser, data has been compiled to give evidence of current practices and procedures being followed with respect to the adviser and the high school journalism program in the State of Washington during the 1958-59 school year.

Journalism assignments. It is evident that very few high schools within the state employ a teacher to teach fulltime in the field of journalism, consequently, many advisory positions in the schools are filled with teachers teaching in other areas. The advisership may be an assigned activity or class that the adviser has volunteered to accept as a choice between several activities, or the advisership may be part of the teaching schedule mutually agreed upon by the teacher and the employing administrator. Or, extra pay allowance may be given for assuming the advisership and staff instruction of journalism.

In Part 1 of TABLE IV on page 40 is shown the number of advisers who were assigned or volunteered for teaching and advisory positions within the state during

the 1958-59 school year. Some adviserships include only newspaper staff supervision, and not class instruction. As shown in line one, there are 131 teachers or advisers that were assigned the journalism position while only 47 teachers had mutually agreed to accept the advisership or volunteered for the duty. As shown in Group I, 26 assignments of the 32 were made which indicates that the journalism program is closely combined with a teaching combination of other courses. In Group II four-fifths of the positions were assigned, and three-fifths of the positions in Groups III and IV were assigned. There is evidence given whereby advisers in the larger high schools are given more opportunities of choice in regard to the acceptance or rejections of sponsorship of the school newspaper. Teachers having the interest and enthusiasm for a journalism program of their choice would in turn attract students to the journalism program. However, it appears that the volunteers are in the minority with only 47 advisers in this category.

Practical experience. The qualifications and practical journalism experience of teachers and advisers placed in journalism positions varies greatly according to data given in Part 2 of TABLE IV on page 37 in which 91 advisers have had some type of practical journalism

experience, while 82 advisers are reported to have had no practical experience of any kind in their teacher preparation. In Group I less than one-half of the advisers have had any practical experience and in Group II the majority shows no practical experience, while in Groups III and IV the majority of advisers have had practical experience. Considered as practical experience was actual professional work in the field of journalism or preparation or staff work in school.

Advising experience. Not all schools within the state are able to obtain experienced persons to fill the annual vacancies of journalism positions as indicated in Part 3 of TABLE IV on page 40 which shows that 39 advisers have had no previous experience. Twenty-four have had from five to ten years as an adviser. In the Totals column of lines four and five shows that 25 advisers have had more than 10 years experience. Group IV shows that the larger schools have the fewest inexperienced advisers and also includes those advisers with the most experience. Advisers in the Totals column of lines one and two includes 122 advisers with less than five years experience, while three, four, and five total only 49 advisers with more than five years experience. This would indicate that many teachers forego the advisership for other duties after

five or less year's experience.

Teaching experience. Some 73 teachers now teaching journalism as a course in connection with the advisership have had no previous journalism teaching experience, while only slightly more, 79, have at some previous time taught journalism, as is shown in Part 4 of TABLE IV on page 40. Of the advisers in Group I, less than one-half have had previous teaching experience and 12 have not. In column two, again fewer teachers have had experience as 39 are beginners while only 34 are experienced. In column three slightly over one-half of the advisers have had previous experience, while twice as many in column four list previous experience. It is indicated that a higher percentage of teachers in the larger schools with more than 1000 students enrolled are new in their positions this year.

Adviser preparation and teaching assignments. It appears that many high school administrators within the state have compensated for the lack of trained teachers in journalism by selecting advisers who are teaching all or partially in the English or secretarial science and commercial fields, as will be indicated by data of TABLES V, VI, VII, and VIII. In data given in the fourth part of this chapter under Printing and Financing, it will be shown that the greatest number of schools reporting have

a mimeographed newspaper which is printed in the commercial department where the machines for typing and printing the paper are available. Consequently, the publishing of a newspaper by the students utilizes the skills and techniques taught by the commercial teacher as well as giving meaningful purpose to the writing done either in an English class or during a journalism period.

Of the teachers now advising school newspapers or teaching journalism, the college major and minors and present teaching assignments of each are given in the discussion of the following enrollment groups. Teachers teaching all or partially in English were included as an English assignment, even though other classes taught might have been in the teacher's major or minor areas.

In TABLE V on page 41 are given the majors and minors and present teaching assignments of all advisers of schools reporting in Group I with less than 100 students enrolled. Thirty of the 32 schools of this group indicated that an English or commercial teacher was advising the school newspaper. Among those schools listing English and commercial assignments, eight were teaching in both fields. Two advisers were teaching fulltime in the social science field. Eighteen of the advisers had either a major or minor in English and six teachers had a commercial or secretarial science major. Only four advisers had

a minor in journalism. It appears that the advisership appointments made by administrators of schools in Group I included advisers who were teaching in subject areas closely related to journalism.

In TABLE VI on page 42 are given the background preparation and teaching assignments of all advisers of schools reporting in Group II with 100-500 students enrolled. Data is comparable with that of Group I with an increase in journalism training indicated as one major and ten minors are shown. Of the advisers in Group II, 29 had English majors and 24 had minors in English. Of the 28 commercial teachers advising in Group II, 23 had commercial majors and five and commercial minors. Seventy-nine of the 87 high schools reporting reveals that advisers were teaching journalism in conjunction with their assignments. Six advisers were teaching in other areas as a major teaching assignment, but did not state that they were teaching courses in journalism. Of the six, two were in social studies, two in industrial arts, and one each in music and remedial reading.

In TABLE VII on page 43 is data presenting the majors and minors and present teaching assignments of the advisers of 28 high schools reporting in Group III with 500-1000 students enrolled. Three journalism majors and seven minors are advising and teaching partially as their

assignment in conjunction with other subject areas. The figures in column three indicate the areas in which the teachers are teaching in conjunction with the teaching of journalism. Nineteen advisers are teaching English, three are teaching commercial, and one each in history, science, physical education, Latin and oral reading. Teachers teaching English and journalism may teach in at least two other subject areas, either in a major or minor field.

Data of schools reporting in Group IV with 1000 or more students enrolled is given in TABLE VIII on page 44. Three advisers were teaching full time in journalism while as many as eight advisers had majors and five had minors in journalism. Thirteen advisers had English majors and eight had an English minor. Eighteen advisers were teaching English classes and journalism. Four speech teachers were teaching speech and journalism. Two majors and four speech minors were included among the advisers. One music, one commercial, and one administrator-teacher were teaching journalism with their other assignments. Two advisers were teaching full time in history, and acting only in an advisory capacity to the news staff.

Only in Group IV was there evidence of full time utilization of journalism instructors with the journalism program. In all groups, data revealed that the majority of advisers were teaching in subject areas related to

journalism.

Teaching schedule. Journalism advisers may be a part of the teaching staff or act partially in an administrative capacity in the high schools within the state. With the many duties involved with the journalism staff and publication of the school newspaper, it is a frequent practice among schools to reduce the advisers teaching load. In Part 1 of TABLE IX on page 45 is shown the class teaching loads that newspaper advisers carry in addition to advising the school newspaper.

In Group I there is indication that the majority of teachers teach five or more classes. In Group II most of the teachers teach four or five classes, as is also indicated for Group III. In the larger schools shown in Group IV, is revealed that most advisers teach from two to four classes other than their advising duties. The majority of teachers teach either four or five classes as line four and five give a combined total of 121 in the Totals column. It is revealed that more of the adviser's time is allowed for journalism duties in the high schools with larger enrollments where the teachers carry a lighter teaching load.

Activities sponsored. Less time can be given to the journalism program if the advisers have to sponsor

several other activities in conjunction with the extra work involved with the newspaper. In Part 2 of TABLE IX on page 45 is shown that 48 teachers are relieved of all assignments with other activities, while 75 advisers have at least one other activity to sponsor. Thirty-six of the advisers carry at least two other activities with the journalism program. Only 14 teachers carry as many as three other activities. Advisers working in high schools with less than 500 students enrolled, sponsor the greatest number of activities as is shown in Group I and II.

Release time allowed. The area of public information is often the duty of the high school adviser in conjunction with his teaching assignment. Data shows that some schools give release time from teaching duties for writing and reporting school news and advising the school newspaper.

The number of advisers in each enrollment group receiving release time is shown in Part 3 of TABLE IX on page 45. Data reveals that only 53 teachers are allowed release time. One-half of the schools reporting in Group III were given release time, and almost one-half of those listed in Group IV. About one-third of the schools in Groups I and II reported release time given. Over two-thirds of the schools gave no release time specifically

for extra duties performed.

Extra pay received. If release time is not always granted to journalism advisers, some extra pay allowances are scheduled by many districts for extra duties performed with publicity and school newspaper publication work. The number of advisers receiving extra compensation and the dollar range of allowances made, are given in Part 4 of TABLE IX on page 45. In the data presented, slightly more than one-third of the schools make any extra allowance as 61 schools do and 112 do not. Extra pay ranged from \$75 to \$100 for Group I and from \$50 to \$200 for schools in Group II. Group III showed a higher maximum with a range of \$75 to \$266 for schools with 500-1000 students enrolled. With a low of \$100 increasing to \$466, schools in Group IV showed a substantial payment for the adviser. In Group III, one-half of the advisers received extra pay and one-fourth of the advisers in Group II are made an allowance. Three-fourths of the advisers in Group IV receive additional pay.

School news releases. Informing the public of school events is largely the responsibility of the high school newspaper adviser as shown in Part 1 of TABLE X on page 46 in which 128 high school advisers assume the duty, while 31 advisers are not obligated with the responsibility.

In Group IV all advisers except one held the responsibility for school news releases. In Group I, three-fourths of the advisers performed the task while more than one-half of the advisers in Groups II and III were responsible for releases.

Approval of news releases. Even though many of the advisers are responsible for news releases, whether written by himself or by students, administrative school members often request approval of the releases. As data shows in Part 2 of TABLE X on page 46, 37 schools indicated that news releases are always approved. As shown in line two, 77 advisers sometimes check approval, while 35 schools reported that the adviser is given the entire responsibility and is never checked.

Selection of editors. An important factor in establishing good student-adviser relations within the high school journalism staff, is the selection of capable student leadership to head the staff. It is not only the responsibility of the adviser to teach and advise, but to delegate responsibility to staff editors and other members of the journalism department. If the adviser has no voice in the selection of an Editor-in-chief for the staff, the newspaper and journalism program could be jeopardized by poor leadership, disinterest, and loss of members.

Of the methods used within the state to select an Editor-in-chief, the appointment by the adviser is the most common method as is shown in Part 3 of TABLE X on page 46. Data shows that 100 editors are appointed by advisers, 39 are elected by students of the high school, and 24 are nominated and voted upon by newspaper staff members and approved by an adviser. Six schools reported editor appointment by a faculty committee of which the journalism adviser was a member.

Term of editorship. Data given in Part 4 of TABLE X on page 46 shows that the selections of Editor-in-chiefs for high school newspapers are made on a semester and yearly basis. More than two-thirds, or 112 of the high schools reporting, appoint editors for one year, while 52 schools elect on the semester basis. In Group I, one-fifth of the schools elect each semester. As shown in Group II, one-fourth of the schools appoint by semester. Also, one-fourth of the schools reporting in Group III use the semester system. Two-thirds of the schools in Group IV use a semester term. Three schools in Group II, not listed in TABLE X, used a rotation system whereby the Editor-in-chief was appointed for a two-month period.

Press conferences. Attending state press conferences and participating in the programs is a stimulus

toward professional growth for the students as well as the adviser. In Part 5 of TABLE X on page 46 includes data on the attendance of press conferences by high school advisers and staffs within the State of Washington. In line one, 101 schools indicated that they regularly send delegates to press conferences, while 33 schools are not represented by delegates. Seven schools indicated that delegates sometimes attend. About one-half of the schools in Groups I and II send delegates, and the majority of schools in Groups III and IV send an annual delegation of journalists to press conferences.

TABLE IV
 EDUCATIONAL TRAINING AND EXPERIENCE OF
 JOURNALISM ADVISERS IN THE
 STATE OF WASHINGTON

Enrollment groups	I	II	III	IV	Totals
Part 1. <u>Journalism assignments</u>					
Advisers assigned	26	69	17	19	131
Advisers volunteered	6	17	12	12	47
Part 2. <u>Practical experience</u>					
No practical experience	17	49	12	4	82
Some practical experience	15	35	16	25	91
Part 3. <u>Advising experience</u>					
No advising experience	9	21	6	3	39
1-5 years as adviser	13	44	13	13	83
5-10 years as adviser	4	13	1	6	24
10-15 years as adviser	3	5	2	3	13
15 or more years	1	1	5	5	12
Part 4. <u>Teaching experience</u>					
No teaching experience	12	39	12	10	73
1-5 years teaching	8	29	11	9	57
5-10 years teaching	1	4	1	5	11
10-15 years teaching	1	1	2	2	6
15 or more years	0	0	1	4	5

TABLE V

MAJORS AND MINORS OF JOURNALISM ADVISERS AND
THEIR PRESENT TEACHING ASSIGNMENTS
IN WASHINGTON STATE HIGH SCHOOLS

(GROUP I)

Subject	Major	Minor	Assignment
Agriculture Ed.	1	0	
Art	1	3	
Business Adm.	2	0	
Commercial	6	0	9
Economics	3	1	
Education	3	6	
English	7	11	21
History	2	2	
Home Economics	4	2	
Journalism	0	4	
Mathematics	1	0	
Science	1	5	
Social Science	1	3	2
Speech	0	1	

TABLE VI
 MAJORS AND MINORS OF JOURNALISM ADVISERS AND
 THEIR PRESENT TEACHING ASSIGNMENTS
 IN WASHINGTON STATE HIGH SCHOOLS
 (GROUP II)

Subject	Major	Minor	Assignment
Art	1	0	
Business Adm.	5	1	
Commercial	23	5	34
Economics	1	7	
Education	0	3	
English	29	24	45
Geogrpahy	0	4	
History	4	8	
Home Economics	1	7	
Industrial Arts	1	1	1
Journalism	1	10	
Languages	1	10	
Library	1	0	1
Literature	1	0	
Music	2	4	
Physical Ed.	2	2	
Psychology	0	1	
Science	1	4	
Social Science	8	14	
Speech	1	4	

TABLE VII

MAJORS AND MINORS OF JOURNALISM ADVISERS AND
THEIR PRESENT TEACHING ASSIGNMENTS
IN WASHINGTON STATE HIGH SCHOOLS

(GROUP III)

Subject	Major	Minor	Assignment
Art	2	0	
Business Adm.	0	1	
Commercial	1	2	3
Economics	1	0	
Education	0	5	
English	12	8	19
History	1	2	1
Journalism	3	7	
Latin	0	1	1
Literature	0	1	
Oral Reading	0	1	1
Philosophy	0	2	
Physical Ed.	0	1	1
Psychology	3	3	
Science	1	1	1
Social Science	1	8	1
Speech	2	4	

TABLE VIII
 MAJORS AND MINORS OF JOURNALISM ADVISERS AND
 THEIR PRESENT TEACHING ASSIGNMENTS
 IN WASHINGTON STATE HIGH SCHOOLS
 (GROUP IV)

Subject	Major	Minor	Assignment
Administration	0	0	1
Art	0	1	
Commercial	1	1	1
Economics	0	1	
Education	1	3	
English	13	8	18
History	1	7	2
Journalism	8	5	3
Latin	1	0	
Literature	1	1	
Mathematics	0	1	
Music	1	0	1
Physical Ed.	1	0	
Science	0	1	
Social Science	0	6	
Speech	2	4	4

TABLE IX

ALLOWANCES FOR RELEASE TIME AND EXTRA PAY
FOR TEACHING LOADS AND THE SPONSORING
OF SCHOOL ACTIVITIES

Enrollment groups	I	II	III	IV	Totals
Part 1. <u>Teaching schedule</u>					
Other classes taught	0	0	0	3	3
	1	0	3	1	4
	2	1	1	4	3
	3	1	6	2	5
	4	5	30	14	11
	5	17	37	6	1
	6	8	8	0	0
	7	1	1	1	0
					3
Part 2. <u>Activities sponsored</u>					
Number of other activities sponsored by adviser	0	6	21	7	14
	1	12	41	15	7
	2	10	19	2	5
	3	4	5	2	3
					14
Part 3. <u>Release time allowed</u>					
Time given for extra work	9	22	9	13	53
Time not given	24	65	18	16	123
Part 4. <u>Extra pay received</u>					
Extra pay received	2	23	14	22	61
Extra pay not received	30	60	14	8	112
Amount of extra pay and range in each group	\$75-\$100	\$50-\$200	\$75-\$266	\$100-\$466	

TABLE X
 PROCEDURES FOLLOWED IN HANDLING RELATED
 DUTIES OF THE JOURNALISM ADVISER

Enrollment groups	I	II	III	IV	Totals
Part 1. <u>School news releases</u>					
Adviser's responsibility	21	69	19	19	128
Not a responsibility	7	15	8	1	31
Part 2. <u>Approval of news releases</u>					
Always checked for approval	10	22	4	1	37
Sometimes checked	15	36	12	14	77
Never checked for approval	5	16	7	7	35
Part 3. <u>Selection of editors</u>					
Appointed by adviser	13	50	16	21	100
Elected by students	11	21	4	3	39
Chosen by adviser and staff	2	9	7	6	24
Faculty committee appoints	3	3	0	0	6
Part 4. <u>Term of editorship</u>					
One semester	6	21	7	18	52
One year	23	58	20	11	112
Part 5. <u>Press conferences</u>					
Schools attending	12	43	20	26	101
Schools not attending	20	35	6	2	63
Sometimes attend	0	4	2	1	7

III. PRINTING AND FINANCING

The success of a journalism program will depend upon the administration's consideration of the educational values derived from student participation in writing and publishing school news. Financing methods and the availability of physical facilities will determine the publication procedures adopted by each school. The frequency of publication is sometimes dependent upon administrative policy or upon the enthusiasm and ability of the adviser and students in editing and printing the school news.

Frequency of publication. In Part 1 of TABLE XI on page 54 is shown the frequency of publication of high school newspapers in the State of Washington within each enrollment group.

Data indicates that the most common publication schedule used is the semi-monthly with 103 schools publishing a newspaper every two weeks. A monthly schedule of publication was reported by 37 high schools, and 22 schools indicated the printing of a weekly newspaper. Six schools indicated that no schedule was followed, as three high schools published a newspaper every third week. Two schools put out a newspaper twice a week and a single school reported printing a paper three times a week. More than one-half of the high schools in Group I published a

monthly newspaper while one-third of the group was on a semi-monthly schedule. In Group II there were 14 schools on a weekly schedule and 14 schools on a monthly schedule, with more than one-half of the schools on a semi-monthly schedule, as 51 high schools reported. More than two-thirds of the schools in Group III followed a semi-monthly schedule with only five shown with a monthly publication. More than two-thirds of the schools in Group IV were on a semi-monthly schedule, and five schools reported weekly editions. There were no monthly publications scheduled for Group IV as the larger schools showed a trend toward more frequent publication periods.

Printing processes used. The availability of the printing facilities for the school newspapers determine the limitations for publication and printing practices within the high school.

The most common printing or duplicating processes used in the high schools in the State of Washington are the ditto, mimeograph, letterpress, and off-set methods. In Part 2 of TABLE XI on page 54 is given the number of schools that used each method of duplicating or printing. The most frequently used is the mimeograph process as 100 schools have reported. Forty-five schools used the commercial shop letterpress method and 23 schools used the

liquid duplicating machine for printing a school paper. Twenty-nine of the 31 schools reporting in Group I used the mimeograph duplicator and two used the ditto process. In Group II three schools used ditto, 68 used mimeograph, nine used letterpress, and four used off-set processes. No schools in Group II and IV used the ditto duplicator and only three in the two groups printed a mimeograph paper. In Group II there were 17 schools using commercial letterpress and nine schools using the school or commercial off-set printing. In enrollment Group IV, only one school used mimeograph, 19 used letterpress, and 10 used the off-set process. It is indicated that the greater portion of schools in Groups I and II are restricted to the ditto and mimeograph duplicating process, while schools in Group III and IV use chiefly the letterpress and off-set methods.

Location of newspaper printing facilities. Often a problem for high school journalists is meeting deadlines of the printshop or being unable to print the paper from lack of access to duplicating machines. By having the duplicating and printing equipment at hand, reduces many of the problems of publishing a newspaper. In Part 3 of TABLE XI on page 54 shows that 11 school papers are printed in the school office, 63 in the commercial

department, 37 in the news staff room, five in the school or district print shop, and 58 are printed in commercial shops. All but one of the newspapers in Group I were printed within the high school. Only 13 in Group II were printed outside the high school building. Two-thirds of the newspapers in Group III were printed commercially and 25 of the 30 schools reporting in Group IV had used commercial print shops for printing the school newspaper.

Increase of commercial costs to schools. Some high schools within the state have an annual printing contract agreement for printing a given number of copies of each issue of the newspaper throughout the school year. The contracts may be verbal or in writing. Given in Part 4 of TABLE XI on page 54 are the number of schools in each enrollment group having printing contracts. Also in Part 4 is shown the schools indicating an increase in printing costs during the past year. Of the 31 schools having printing contracts, 25 indicated that there had been an increase in costs. No school in Group I had contracts. Schools in enrollment Group II indicated an increase of three to 20 per cent in costs. Group III includes a five to 29 per cent increase and Group IV shows from two to 40 per cent increase in costs over last year.

The increase cost factor for printing could cause

high schools to discontinue publishing school newspapers commercially. There is currently a trend toward more use of the off-set printing process, which can increase the use of photographs and also get reduced rates in printing. Three of the high schools reporting indicated that it was necessary to shift from letterpress to off-set this year to cut printing costs.

Financing high school newspapers. School budgeting practices will determine the methods by which school newspapers are financed. If no allowance from a district budget is made for financing a high school newspaper, then some means of support is worked out between the journalism adviser and principal, or business manager. The methods of financing currently being used by high schools within the state are given in Parts 1 through 5 on TABLE XII on page 55.

It is indicated in Part 1 that the majority of schools rely upon advertising in the school newspaper to partially support the expense of publication. Eight schools financed all expenses from advertising. Forty-nine schools used advertising and student activity card funds for financing the paper. Six schools used advertising, student activity funds, and subscriptions as a means of support. Seven schools carried advertising, sold

activity cards, and received some money from the district school budget. Advertising, activity funds, and other sources were used by five schools, Only advertising and subscriptions furnished money for six schools and seven schools used advertising and received support from the district budget for financing the paper.

Twenty-three schools received all funds for support from the sale of activity cards and three schools used only student funds and income from student subscriptions. Six schools depended upon activity card funds and the district budget allowance, while only two schools used funds from activity card sales, subscriptions, and district budget receipts.

School newspapers of seven schools were supported wholly from student subscriptions. Two used subscriptions and district budget funds as support, and only three schools depended upon subscriptions and other means of support. As shown in Group I and II of Part 4, a total of 32 schools relied entirely upon school district budgets for money, while no support was given for the schools in enrollment Groups III and IV from district sources. Only two schools listed in Part 5 found other methods for raising funds for the support of the school newspaper. News staffs frequently sponsor dances, work and operate concessions at school events, or perform some community

service to raise funds for newspaper expenses.

TABLE XI
 PRINTING AND PUBLICATION PROCEDURES OF
 HIGH SCHOOL NEWSPAPERS IN THE
 STATE OF WASHINGTON

Enrollment groups	I	II	III	IV	Totals
Part 1. <u>Frequency of publication</u>					
Weekly	1	14	2	5	22
Bi-weekly	0	1	1	0	2
Tri-weekly	0	0	0	1	1
Semi-monthly	9	51	20	23	103
Every third week	2	1	0	0	3
Monthly	18	14	5	0	37
Unscheduled	2	3	0	1	6
Part 2. <u>Printing processes used</u>					
Ditto	2	3	0	0	5
Mimeograph	29	68	2	1	100
Letterpress	0	9	17	19	45
Offset	0	4	9	10	23
Part 3. <u>Location of newspaper printing facilities</u>					
School office	3	7	1	0	11
Commercial department	19	41	2	1	63
News staff room	9	23	4	1	37
School or district shop	0	0	2	3	5
Commercial print shop	1	13	19	25	58
Part 4. <u>Increase of commercial costs to schools</u>					
Schools having contracts	0	5	12	14	31
Schools not having contracts	0	8	7	13	28
Increase in printing costs	0	5	7	13	25
No increase in printing	0	8	11	11	30
Per cent of increase	-				
	3	to	20		
		5	to	29	
			2	to	40

TABLE XII

METHODS OF FINANCING HIGH SCHOOL NEWSPAPERS
IN THE STATE OF WASHINGTON

Enrollment groups	I	II	III	IV	Totals
Part 1. <u>Advertising</u>					
Advertising only	1	4	0	3	8
Adver., Student Act. Card	1	17	11	20	49
Adver., SAC, and Subscrip.	0	1	4	1	6
Adver., SAC, Subsc., Budget	0	1	0	0	1
Adver., SAC, and Budget	1	3	2	1	7
Adver., SAC, Other sources	0	1	3	1	5
Adver., and Subscriptions	2	2	0	2	6
Adver., Subsc., and Budget	0	1	0	0	1
Adver., and Dist. Budget	2	4	1	0	7
Advertising and Other	0	0	1	0	1
Part 2. <u>Student Activity Cards</u>					
Student Activity Card only	5	13	3	2	23
SAC and Subscription	2	0	0	1	3
SAC and Dist. Budget	0	5	1	0	6
SAC, Subsc., and Budget	1	1	0	0	2
Part 3. <u>Student Subscriptions</u>					
Subscriptions only	2	5	0	0	7
Subscrip. and Dist. Budget	1	1	0	0	2
Subscriptions and other	1	1	1	0	3
Part 4. <u>District Budget</u>					
District Budget only	10	22	0	0	32
Part 5. <u>Other Financing</u>					
Funds from other sources	1	1	0	0	2

IV.. THE PRINCIPAL AND PUBLIC RELATIONS

The high school newspaper is often the only means by which the school curriculum is conveyed throughout the school year to the parents and citizens of the community. The school program is of interest to the entire community, and should adequately be presented with timely and accurate news of student achievement and functions of the school. The high school principals should take into consideration the many functions of the journalism program and provide the facilities and materials necessary to enable the maximum utilization of the resources of the adviser and students in presenting the school program to the public.

Adequate facilities. In the opinion of the high school principals reporting in this survey, more than one-half indicated that they considered the facilities in their schools inadequate for the journalism students. In Part I of TABLE XIII on page 59 is shown that 18 high schools in Group I, 42 in Group II, 16 in Group III, and 18 in Group IV reported inadequate facilities. A total of 74 schools considered the present facilities satisfactory for their school program. Less than one-half of the schools in enrollment Groups I and II have reported favorable conditions, while less than two-fifths of the schools in Group

III and IV indicated that their facilities were adequate. It is indicated that the majority of high schools in the state do not have adequate facilities for a good journalism program.

District publications. The value of an informative and timely high school newspaper increases with the absence of other publications disseminating school information. Included in Part 2 of TABLE XIII on page 59 are the number of schools which indicated no other district school publication except the paper. Seventy-one schools reported that there were other district publication besides the high school newspaper, while 97 schools indicated that the high school newspaper was the only district publication. In enrollment Groups I and II, 79 high schools are without any other district publication and 18 schools in Groups III and IV publish nothing but a high school newspaper. Thirty-four schools in Groups I and II and 37 schools in Groups III and IV do have other district publications.

School-community relations. In evaluating the present contributions to school-community relations being made by high school newspapers, 139 principals indicated that they felt that the school newspaper could do more to improve school-community relations. As shown in Part 3 of

TABLE XIII on page 59, 32 principals felt that improvement was needed in schools in Group I. The majority of schools in Group II, 72, felt that the newspaper could do more. More than three-fourths of the principals reporting in Group II felt that their school newspaper could improve and three-fourths of the principals in enrollment Group IV indicated that some improvement of school-community relations could be made through better utilization of the school newspaper.

TABLE XIII

EVALUATION OF FACILITIES AND THE SCHOOL NEWSPAPER IN
 SCHOOL-COMMUNITY RELATIONS MADE BY PRINCIPALS
 OF WASHINGTON STATE HIGH SCHOOLS

Enrollment groups	I	II	III	IV	Totals
Part 1. <u>Adequate facilities</u>					
Adequate facilities	14	40	10	10	74
Inadequate facilities	18	42	16	18	94
Part 2. <u>District publications</u>					
District publications other than the high school paper	7	27	17	20	71
No district publications other than the high school paper	24	55	10	8	97
Part 3. <u>School-community relations</u>					
School newspaper could do more to improve school-community relations	28	72	20	19	139
School newspaper is doing an adequate job with school-community relations	3	10	6	6	25

CHAPTER V

I. SUMMARY AND CONCLUSIONS

The purpose of this study was to obtain an understanding of the current practices and procedures now in effect in the high school journalism programs throughout the State of Washington and to provide data for educators on the present status of the journalism departments for curriculum study and improvement.

Of the 273 questionnaires mailed to the certified high schools in this study, 204 questionnaires were returned or 74.7 per cent of the questionnaires mailed. Two of the questionnaires that were returned were invalid, and 25 schools were without a school newspaper or journalism program of any kind. A total of 177 valid questionnaires were used as a basis for this study.

THE REVIEW

Since journalism courses are not generally a required subject in high schools within the state, administrators can easily place journalism on an extra-curricular status if scheduling and funds provide a problem. If journalism cannot be worked into a schedule and the class time and teacher's services are needed elsewhere, the

newspaper can be published by interested students outside of regularly scheduled classes, or partially in conjunction with another course. With the journalism program on an optional basis with local administrative units, it can give way to programs deemed more vital to the high school curriculum.

This can be evidenced by the fact that 11 high schools indicated that journalism classes had been eliminated from the curriculum, while only one high school stated that a journalism course had been added to the high school curriculum this year as a result of the more recent emphasis upon broadening the science and mathematics programs at the high school level.

Combined with the flexible status of journalism within the curriculum, many schools have established some form of basic prerequisites for entry into journalism classes. With the existence of the present prerequisites, such as required English grade averages, class standing in school, typing ability, or special recommendation by teachers or counselors, it would tend to reduce the number of students eligible to take journalism, even though classified as an elective course. Advisers, when given the authority, can in turn make their journalism courses "priority" courses, rather than electives. Of the schools reporting, 43.6 per cent required at least a "C" or 2.0

grade average, while 19.7 per cent included other factors for course entry for a total of 63.3 per cent of the high schools considering prerequisites.

Students able to meet the prerequisites and the standards set up by school administrators and journalism advisers, may forego the journalism opportunity to include a more comprehensive study of English, foreign language, science, or mathematics in order to meet the course requirements for college entrance. This would further lessen the number of eligible students to enroll in journalism courses, and allow fewer electives for the upper classmen, and as a result, would find students serving for a limited term on the journalism staff.

While 11 schools indicated a decrease in classes offered in journalism, 20 schools reported a noticeable decrease in student enrollment. With fewer students in journalism at a time when the total high school enrollments are increasing, it is not very probable that there will be any noticeable increase in the number of students going into journalism as a career, if fewer students are trained at the high school level.

Only 122 students graduating in 1958 from high schools within the state are working full or part time, or plan to major or teach in journalism. This number represents less than six per cent of the 2,122 students

presently working on newspaper staffs, which is a smaller number than last year. In proportion, the percentage may tend to decrease with fewer students going into the field of journalism each year.

Although local administrators apparently are utilizing the educational and background experience of teachers in making their selections of newspaper advisers, there is evidence of the need for more qualified journalism instructors.

Of the teachers presently advising high school newspapers, only 6.8 per cent majored in journalism in college, while only 14.9 per cent had at least a minor in journalism. English majors have filled 34.4 per cent of the advisory positions while 20.1 per cent of the advisers have at least an English minor. A total of the percentages indicates that 76.2 per cent of the advisers have either a major or minor in English or journalism field. Only 52.4 per cent of advisers this year have had any practical journalism experience and 61.1 per cent have at some time previously taught journalism. At the present, 22.8 per cent of the advisers have not previously been journalism advisers and a total of 75.7 per cent of the advisers have had five or less years of experience as advisers.

It is indicated that advisers forego the advisership

in many cases for reasons not determined in the study results. Thus, the turnover in advisers alone, places a high percentage of new advisers each year in charge of the school newspaper and presents a new experience to the teacher as well as to the students, which if continued, allows a minimum of continuity in the journalism program.

Inadequate physical facilities may be a determining factor in the term of an advisership, or the over-all success of a journalism program. Fifty-four principals from Washington State high schools felt that the present facilities were inadequate for their journalism program.

With the present flexibility of journalism in the schedule of the high school curriculum, the prerequisite stipulations outlined by numerous schools, a shortage of trained journalists, and a need for better physical facilities for journalism departments, an increased effort will be necessary on the part of high school administrators of the state to maintain the present program of journalism.

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APPENDIX A
LETTER OF TRANSMITTAL

P. O. Box 178
Ellensburg, Wn.
October 21, 1958

Dear Sir:

The attached questionnaire is being sent to each of the High School Principals in the State of Washington to discover the journalism curriculum, how it functions, the methods used, and its place in the curriculum. From this data an attempt will be made to make recommendations for improvements in the journalism education curriculum.

This questionnaire is being requested as partial fulfillment for a Master's Degree from the Central Washington College of Education this fall.

As soon as my survey is completed, I would be happy to send the results to you or your adviser in journalism, if you make the indication on the last item of the questionnaire.

Your cooperation in completing and returning the questionnaire at an early date will be greatly appreciated.

Sincerely,

James W. Scott

Enclosures: II

APPENDIX B
FOLLOW-UP CARD

April 15, 1959

Dear Principal:

Earlier this year a thesis questionnaire was mailed to your school seeking information regarding your school journalism program.

If the questionnaire is still at hand, could you or your journalism adviser, if possible, complete and return it at earliest convenient date.

Thanking you,

James W. Scott

APPENDIX C
THESIS QUESTIONNAIRE
MAILED OCTOBER 25, 1958

THESIS QUESTIONNAIRE

In some cases where principals are new to the school and district, they may want to confer with the journalism adviser for some answers.

1. Name of school _____ High School, _____ Wn.
2. Present high school enrollment _____. 3-year _____ or 4-year high _____.
3. Class school district _____ class. Is there a local newspaper? Yes ___ No ___.
4. Do you have a school paper this year? Yes ___ No _____. If not, why was it discontinued? (No adviser, finances, scheduling, etc.) Explain briefly.

If you have no school newspaper, return questionnaire without completion in the enclosed envelope at the earliest possible date.

Curriculum:

5. Is journalism a scheduled class or an after school activity? Class ___ Activity ___.
 6. How many semesters of journalism does your school offer? (Including newswriting, news and editorial staff.) 1 2 3 4 5 6 7 8
 7. How many credits may be taken toward graduation _____? As elective _____.
 8. Do students have an opportunity to take journalism in junior high? Yes ___ No ___.
 9. Is there a prerequisite to journalism courses? Junior high experience _____, English grade average _____, No prerequisites _____, Other factors _____.
 10. How many students presently enrolled in newswriting _____.
 11. Is newswriting taught the same period as the staff meets? Yes ___ No ___.
 12. Are staff editors elected for one semester _____ one year _____ or longer _____?
 13. How are staff editors selected? Appointed by adviser _____ Elected by students _____ Chosen by faculty committee _____, Other methods: Explain _____
-

14. What journalism text is currently being used?
Name _____ Author _____.
15. Has the recent emphasis on science and mathematics decreased the enrollment in journalism classes? Yes ___ No ___. Were any journalism electives dropped from the curriculum this year? Yes ___ No ___.
16. How many of last year's graduates who entered college plan to major in or teach journalism _____? How many of last year's graduates are working part time or full time in journalism fields _____?

Adviser:

17. Has the adviser had practical experience in journalism? Yes ___ No ___.
18. How many years experience as adviser to a newspaper has the present adviser had _____? Previous years teaching journalism _____.
19. What was the adviser's major in college _____? Minors _____.
20. In what subject areas is the adviser now teaching? _____
21. Was the adviser assigned the sponsorship of the school paper as part of the teaching schedule or did the teacher volunteer for the duty? Assigned _____ Volunteered _____.
22. Number of other classes the adviser teaches _____.
Number of other activities the adviser sponsors _____.
23. Is the journalism adviser allowed a free period during the day for the extra work involved with the newspaper or public information? Yes ___ 1 2 3 ___ No ___.
24. Does your school send delegates and adviser to annual press conferences? Yes ___ No ___.
25. Are news releases handled by the adviser? Yes ___ No ___. Are the releases censored or approved first by an administrative staff member or principal? Always _____ Sometimes _____ Never _____.

Printing and Financing:

26. How often is your newspaper published? Weekly _____ Semi-Monthly _____ Monthly _____, or unscheduled _____ Other _____.
27. What is the page size of your school paper? ___ x ___ inches in size. Approximate number of pages per issue _____. Approximate cost per issue \$ _____.
28. What type of printing process is used to print your newspaper? Ditto _____ Mimeograph _____ Letterpress _____ or Off-set _____.

29. Where is the actual printing done? School office _____
 Commercial department _____ News staff room _____
 School print shop _____ Commercial print shop _____.
30. If commercially printed, do you have an annual printing contract? Yes ___ No ___. Has there been a price increase over last year's printing cost? Yes ___ No ___. What is the approximate percentage of increase _____?
31. By what method is your school paper financed? Advertising _____%, Activity cards _____%, Subscriptions _____%, District budget _____%, Other means _____%.
32. By what method are printed papers distributed to the students? Free to each student _____ Given to Student Activity card holders only _____ Sold on a subscription basis _____ Sold per copy at _____ cents each. Other _____ Explain briefly: _____.
33. Does your school offer classes in printing or graphic arts? Yes ___ No ___.

Principal and Public Relations.

34. Is the school newspaper the only district school publication? Yes ___ No ___.
35. Do you think that the school newspaper could do more to promote better school-community relations? Yes ___ No ___.
36. Do you feel that your school journalism department has adequate facilities? Yes ___ No ___.
37. What do you consider your school is most lacking in regard to your school journalism program? Comment briefly.
38. Please send me a copy of the results of this survey. Yes ___ No ___.

APPENDIX D
STANFORD PROFESSOR'S SURVEY

STANFORD PROFESSOR'S SURVEY SHOWS

BOY-SHORTAGE ON STAFFS

The following information gives the results of the mentioned study on page seven made at the Journalism department at Stanford University regarding interviews with students and advisers in the field of journalism. Here are some things that were discovered:

In these California high schools journalism is pretty much a "woman's world." Girls outnumber boys two-to-one in classes and on newspaper staffs. Girls outnumber boys in 85 per cent of the schools. Girls hold even more top staff positions than their numerical superiority would justify. Furthermore, both the advisers and the college freshmen who have been editors, think that at high school age girls are more dependable than boys, are more interested in journalism, and are better writers. One-third of the advisers think that in recent years there has been a decline in interest in journalism among boys. A fourth of the advisers believe that fewer boys are considering journalism as a career. A little over a fifth of the advisers even think that in their schools journalism has come to be regarded among students as a "girl's activity." This hardly adds up to an atmosphere that would encourage more boys to get interested in journalism careers!

The college ex-editors rank high school teachers as by far their most important single source of impressions about journalism as a career. If this is true, it is important to know how high school advisers evaluate journalism as a career. The California advisers indicated by their replies that they think it is more difficult than it really is to get newspaper editorial jobs. (Almost half the men teachers and two-thirds of the women believe it is difficult to get a job.) Sixty per cent of the advisers think experienced metropolitan newspapermen get lower pay than is actually the case, while only ten per cent overestimate the pay scale.

Advisers rate journalism as far below law and engineering in the financial rewards offered able young men. Advisers rank journalism below teaching, government work, law, and engineering in the degree of security offered. Actually, many editors would argue that a boy with aptitude and interest in journalism could probably count on as much financial reward and security in journalism as in one of the other fields for which he had less aptitude.

The high school freshmen, who liked and who were successful editors of high school newspapers or yearbooks, or both, reflect similarly unfavorable attitudes to journalism as a career. They rank it lower in financial

rewards and security than some of the other fields.

APPENDIX E
COMMENTS BY PRINCIPALS AND ADVISERS

SUGGESTIONS AND COMMENTS TAKEN FROM THE QUESTIONNAIRE
IN REGARD TO WHAT PRINCIPALS AND ADVISERS
CONSIDERED LACKING IN THEIR
JOURNALISM PROGRAMS

Group I

1. Class time for teaching journalism.
2. We need a scheduled class.
3. We have a small school so our program is adequate for those students wishing to participate.
4. Not enough money to handle any program adequately.
5. Small school and same students take part in too many activities.
6. Time to learn about better writing and better organization of a paper. As it is our paper is used by the commercial department as a means of teaching mimeographing with a 20-minute period weekly devoted to planning the paper, making the assignments and criticizing the issues that have been completed. All writing is done outside school as an activity.
7. More time to do a better job.
8. No journalism class--school too small with too few teachers--senior class handles paper.
9. Room for journalism so that we do not need to interfere with the commercial classes to use the equipment.
10. Since this is my first year of teaching and my methods and standards vary from the previous teacher, it is difficult for me to say. Before it was just putting out the paper. I'm trying to incorporate newswriting etc. through the use of pamphlets and evaluating other papers we receive through exchange.
11. Because the school is so small, it is hard to get enough good students into journalism.

12. A good journalism course.
13. Students with layout and design ability, art ability.
14. Separate room for journalism program.
15. Students are required to take journalism. Many have no interest in news gathering or in writing articles which results in too much dead wood. However, due to our small enrollment we probably could not put out a paper at all if not handled as now is. Nearly all students arrive by bus which precludes after school work.
16. The school is small--building is inadequate therefore no space for machines--teacher cannot devote enough time to program.
17. Journalism should be scheduled so that more students could take the course.
18. More space and more students.
19. I believe the program is quite adequate for a school of our size.
20. Need better duplicating machine.
21. A good mimeo machine.
22. I would like to have a period when I could give instructions to the whole group instead of snatching moments to give them on the fly. I instituted the journalism to give our brighter students a chance to express themselves. So, actually they carry this on in addition to their class work. They are from all high school--from four different English classes.
23. Should have class and teacher or adviser should have free period to use for proofreading and correcting.
24. School is small. Program permits journalism once every two years.
25. Any advisers we have had are not familiar with the operation of machines such as Mimeo.
26. I'm not well enough versed to make this comment.

27. We need a school period for work on school paper.
28. Number of students to participate. The same few do nearly everything in school--also an actual journalism period for teaching writing.

Group II

1. Room and equipment. Are building a new building with better facilities.
2. Physical facilities (typewriter, etc.) Time.
3. Second-year class.
4. Better facilities.
5. Needs a separate journalism class.
6. Sufficient time--we need a class period--rather than hit and miss as we do.
7. Our paper is published by advanced typing class.
8. Teacher who is prepared with a background in journalism.
9. Lack of quipment.
10. No prerequisite newswriting course.
11. If money were available to have paper printed--use pictures in paper.
12. Lack of time for adviser to efficiently supervise and correct articles, finished stencils and printing of the paper.
13. Room of their own and adviser with more time and journalism background.
14. It is difficult to teach a journalism class that must also put out a paper twice a month. There should be a separate period for this.
15. Facilities.
16. Complete facilities--typewriters--mimeoscope most lacking items.

17. Press room.
18. A separate class period aside from the period used to work on the paper in which the adviser may work with beginning newswriting students.
19. The journalism class should be under direction of English department, with the responsibility for reproduction given to commercial teacher. There should be a minimum of 10 students in the class in order to put out a paper every two weeks.
20. Lack of time and interest of students.
21. I believe our journalism class is adequate for our size school and the importance of the subject.
22. Personnel-time-money.
23. A good textbook.
24. Requiring students to have certain prerequisites such as English and Typing.
25. More space for work, such as tables and separate room for it.
26. Facilities.
27. A prerequisite course in journalism. At present newswriting is taught very ineffectively as a totally inexperienced group is required to get the paper out almost immediately in the fall.
28. Time and space.
29. A course in journalism as a prerequisite.
30. Time and equipment and interest on the part of the adviser.
31. We could very nicely use another half teacher in commercial or journalism studies.
32. Need for a broader program--special articles on school and its function.
33. Students.
34. Physical facilities for working on a paper.

35. Adequate for the size of school.
36. Program is fine--no extreme inadequacies.
37. We are happy with it.
38. Experience of individual students.
39. Organization so that students can take some type of journalism before their junior year in school.
40. Trained supervisor.
41. All facilities are not centered in one room.
42. Time--However, in a small school it is hard to work in a journalism class.
43. Lack of funds for books and materials.
44. Need some recently published textbooks.
45. Teacher free to teach a journalism class.
46. Time--good typist with extra time.
47. Writing is elective--and we have difficulty getting articles in on time. The office practice class does the typing and mimeograph work.
48. Time--getting the right students interested.
49. Teacher--Separate room--money.
50. Needs student time better scheduled.
51. Facilities--room.
52. Class can be catch all for students with no aptitude for or interest in journalism. They may choose course as easier of two electives, or as only subject available to them. But course isn't offered yearly. Will drop it next year to take another typing class.
53. Is functioning very soundly.
54. Class in journalism.

55. An opportunity for all staff members to be a member of the journalism class. We would prefer to print our own paper but different instructors have felt differently about it and we have had commercial printing as a result.
56. A place set up separately to print either a ditto, or mimeograph school paper.
57. Adequate financing. Prestige among students. Not enough boys on the staff.
58. Typewriters, training for photography, INTEREST in journalism. (Facilities, adviser)
59. Small press.
60. The number of students who are interested enough in journalism. The class is a hard working group and many do not wish to work so hard, so they do not sign up for journalism.
61. Room in which to work--also graphic arts setup.
62. Proper physical space--also college preparation schedule creates pressures that cause a high turn-over of students in the program.
63. Classroom space.
64. Necessary student staff to both edit and publish paper at school. Typing stencils for a mimeographed paper is the major problem.

Group III

1. Facilities--equipment for printing own paper.
2. Planning time for the adviser.
3. Should have own workroom--should have newswriting as separate class and have class for publishing--should separate paper and annual.
4. We should have a separate course for training instead of having two groups meeting during the same hour for two different purposes.

5. Work stations need a variety of equipment for best results.
6. Sufficient funds to make the use of pictures possible. As it is, we can only use three or four per year.
7. A separate publications room.
8. I feel we are lacking nothing of an essential nature.
9. Facilities--time--cooperation--tolerance.
10. Time.
11. More typewriters (have only one)--journalism reference library--new textbooks (would use Miller's "Modern Journalism")--would like newswriting class on junior level next year.
12. Adequate classroom space.
13. Space, equipment, finance.
14. A room for journalism only equipped with typewriters and other equipment.
15. Student interest. We hope to remedy this with a new instructor we have this year.
16. Good students interested.
17. The counselor frankly admits that the journalism class has been a dumping ground for students in need of elective credits--there are no minimum standards.
18. Time for teacher--equipment--space to work.
19. From the physical side I would say an adequate printing press. However, school edits and finishes annual completely on their own.
20. Teacher time.
21. Academic emphasis has definitely affected the number of students who could be enrolled in program. Particularly the best qualified students are enrolled in solids and have no time left for this type of course leaving only those students with lower ability

and little originality and creativity.

22. Genuine interest in program is low.

Group IV

1. We would like a printed paper but costs and other factors prevent our having one at present. Competition for capable students is a pressing factor.
2. Office--more typewriters--good storage space.
3. More typewriters--permanent journalism room--\$150 extra for the adviser as pay for extra time put in after school.
4. No--we have two periods a day for the paper and give a credit. There is good faculty cooperation and a closely supervised and motivated program.
5. A central "news" office that no other classes use during the day. A place where news people could come during study halls to work on the paper.
6. Facilities--probably as good a paper as there is in the state, but the worst facilities with which to work.
7. Needs improved quarters.
8. Better journalism classroom.
9. The need for a photo lab. for the annual made it necessary to convert the editor's and adviser's office into a darkroom. The editors are now crammed into a corner or forced into hallways some periods of the day, also old type desks should be replaced by tables and a copy desk of the semi-horseshoe type.
10. Student interest.
11. Photography equipment.
12. Continuity of personnel. For some years we have changed instructors so frequently that no on-going program could be developed.
13. Need more money.

14. We need an office in which staff members may work without interfering with my classes. Moreover, I feel we need more recognition of the inestimable values to the participants in publishing a newspaper.
15. Journalism I class to prepare students for staff work.
16. It seems to be functioning pretty well.
17. Need more type-setting equipment.
18. We have no central agency for news gathering. Each school organization acts independently and news must be "drawn" out by the members of the journalism class.

MAILING LIST OF THE ACCREDITED HIGH SCHOOLS
IN THE STATE OF WASHINGTON

ADAMS COUNTY

Lind High School
Lind, Washington

Othello High School
Othello, Washington

Ritzville High School
Ritzville, Washington

Washtucna High School
Washtucna, Washington

ASOTIN COUNTY

Anatona High School
Anatona, Washington

Asotin High School
Asotin, Washington

Clarkston High School
Clarkston, Washington

BENTON COUNTY

Columbia High School
Richland, Washington

Kennewick High School
Kennewick, Washington

Kiona-Benton High School
Benton City, Washington

Prosser High School
Prosser, Washington

River View High School
Route 1, Kennewick, Wn.

CHELAN COUNTY

Cashmere High School
Cashmere, Washington

Dryden-Peshastin High
Dryden, Washington

Entiat High School
Entiat, Washington

Leavenworth High School
Leavenworth, Washington

Manson High School
Manson, Washington

Wenatchee High School
Wenatchee, Washington

CLALLAM COUNTY

Clallam Bay High School
Clallam Bay, Washington

Neah Bay High School
Neah Bay, Washington

Crescent High School
Joyce, Washington

Port Angeles High School
Port Angeles, Washington

Quillayute High School
Forks, Washington

CLARK COUNTY

Battle Ground High School
Battle Ground, Washington

Camas High School
Camas, Washington

Evergreen High School
Route 1, Vancouver, Wn.

La Center High School
La Center, Washington

Ridgefield High School
Ridgefield, Washington

Fort Vancouver High
Vancouver, Washington

Hudson's Bay High
Vancouver, Washington

Washougal High School
Washougal, Washington

COLUMBIA COUNTY

Dayton High School
Dayton, Washington

COWLITZ COUNTY

Castle Rock High School
Castle Rock, Washington

Kalama High School
Kalama, Washington

Kelso High School
Kelso, Washington

R. A. Long High School
Longview, Washington

Mark Morris High School
Longview, Washington

Toutle Lake High School
Toutle Lake, Washington

Woodland High School
Woodland, Washington

DOUGLAS COUNTY

Bridgeport High School
Bridgeport, Washington

Eastmont High School
E. Wenatchee, Washington

Mansfield High School
Mansfield, Washington

Waterville High School
Waterville, Washington

FERRY COUNTY

Curlew High School
Curlew, Washington

Inchelium High School
Inchelium, Washington

Republic High School
Republic, Washington

FRANKLIN COUNTY

Connell High School
Connell, Washington

Kahlotus High School
Kahlotus, Washington

Pasco High School
Pasco, Washington

GARFIELD COUNTY

Pomeroy High School
Pomeroy, Washington

GRANT COUNTY

Coulee City High School
Coulee City, Washington

Ephrata High School
Ephrata, Washington

Grand Coulee High School
Grand Coulee, Washington

Hartline High School
Hartline, Washington

Marlin High School
Marlin, Washington

Moses Lake High School
Moses Lake, Washington

Soap Lake High School
Soap Lake, Washington

Quincy High School
Quincy, Washington

Warden High School
Warden, Washington

Wilson Creek High School
Wilson Creek, Washington

GRAYS HARBOR COUNTY

Elma High School
Elma, Washington

Hoquiam High School
Hoquiam, Washington

J. M. Weatherwax High
Aberdeen, Washington

Moclips High School
Moclips, Washington

Montesano High School
Montesano, Washington

Oakville High School
Oakville, Washington

Ocosta High School
Star Route
Aberdeen, Washington

Quinault High School
Quinault, Washington

Wiskkah High School
Route 1, Aberdeen, Wn.

ISLAND COUNTY

Chimacum High School
Chimacum, Washington

Port Townsend High School
Port Townsend, Washington

Quilcene High School
Quilcene, Washington

JEFFERSON COUNTY

Coupeville High School
Coupeville, Washington

Oak Harbor High School
Oak Harbor, Washington

Langley High School
Langley, Washington

KING COUNTY

Auburn High School
Auburn, Washington

Bellevue High School
Bellevue, Washington

Bothell High School
Bothell, Washington

Enumclaw High School
Enumclaw, Washington

Federal Way High School
Redondo, Washington

Foster High School
South Seattle 88, Wn.

Highline High School
Seattle 88, Washington

Issaquah High School
Issaquah, Washington

Kent-Meridian High
Kent, Washington

Lake Washington High
Kirkland, Washington

Mount Si High School
Snoqualmie, Washington

Evergreen High School
Seattle 66, Washington

Lester High School
Lester, Washington

Tolt High School
Carnation, Washington

Mercer Island High
Mercer Island, Wn.

Ballard High School
Seattle 7, Washington

Cleveland High School
Seattle 8, Washington

Edison Technical School
Seattle 22, Washington

Franklin High School
Seattle 44, Washington

Garfield High School
Seattle 22, Washington

Lincoln High School
Seattle 3, Washington

Queen Anne High School
Seattle 9, Washington

Roosevelt High School
Seattle 5, Washington

Sealth High School
Seattle, Washington

West Seattle High School
Seattle 6, Washington

Shoreline High School
Seattle 55, Washington

Skykomish High School
Skykomish, Washington

Tahoma High School
Maple Valley, Washington

Vashon Island High
Burton, Washington

KITSAP COUNTY

Bainbridge Island High
Winslow, Washington

Central Kitsap High
Silverdale, Washington

East High School
Bremerton, Washington

North Kitsap High
Paulsbo, Washington

South Kitsap High
Port Orchard, Washington

West High School
Bremerton, Washington

KITTITAS COUNTY

Cle Elum High School
Cle Elum, Washington

Easton High School
Easton, Washington

Ellensburg High School
Ellensburg, Washington

Kittitas High School
Kittitas, Washington

Thorp High School
Thorp, Washington

KLICKITAT COUNTY

Bickleton High School
Bickleton, Washington

Columbia High School
White Salmon, Washington

Glenwood High School
Glenwood, Washington

Goldendale High School
Goldendale, Washington

Klickitat High School
Klickitat, Washington

Lyle High School
Lyle, Washington

Trout Lake High School
Trout Lake, Washington

Wishram High School
Wishram, Washington

LEWIS COUNTY

Adna High School
Adna, Washington

Boistfort High School
Klamber, Washington

Centralia High School
Centralia, Washington

Chehalis High School
Chehalis, Washington

Morton High School
Morton, Washington

Mossyrock High School
Mossyrock, Washington

Napavine High School
Napavine, Washington

Onalaska High School
Onalaska, Washington

Pe Ell High School
Pe Ell, Washington

Randle High School
Randle, Washington

Toledo High School
Toledo, Washington

Winlock High School
Winlock, Washington

LINCOLN COUNTY

Almira High School
Almira, Washington

Creston High School
Creston, Washington

Davenport High School
Davenport, Washington

Harrington High School
Harrington, Washington

Odessa High School
Odessa, Washington

Reardon High School
Reardon, Washington

Sprague High School
Sprague, Washington

Wilbur High School
Wilbur, Washington

MASON COUNTY

Irene S. Reed High
Shelton, Washington

Mary M. Knight High
Elma, Washington

OKANOGAN COUNTY

Brewster High School
Brewster, Washington

Coulee Dam High
Coulee Dam, Washington

Molson High School
Molson, Washington

Okanogan High School
Okanogan, Washington

Omak High School
Omak, Washington

Oroville High School
Oroville, Washington

Pateros High School
Pateros, Washington

Tonasket High School
Tonasket, Washington

Twisp High School
Twisp, Washington

Winthrop High School
Winthrop, Washington

PACIFIC COUNTY

Ilwaco High School
Ilwaco, Washington

Naselle High School
Naselle, Washington

North River High School
Brooklyn, Washington

Raymond High School
Raymond, Washington

South Bend High School
South Bend, Washington

Valley High School
Menlo, Washington

PEND OREILLE COUNTY

Cusick High School
Cusick, Washington

Ione High School
Ione, Washington

Metaline Falls High
Metaline Falls, Wn.

Newport High School
Newport, Washington

PIERCE COUNTY

Bethel High School
Spanaway, Washington

Clover Park High
Tacoma, Washington

Eatonville High School
Eatonville, Washington

Fife High School
Fife, Washington

Franklin Pierce High
Parkland, Washington

Orting High School
Orting, Washington

Peninsula High School
Gig Harbor, Washington

Puyallup High School
Puyallup, Washington

Sumner High School
Sumner, Washington

Lincoln High School
Tacoma 8, Washington

Stadium High School
Tacoma 3, Washington

White River High School
Buckley, Washington

SAN JUAN COUNTY

Friday Harbor High School
Friday Harbor, Washington

Lopez Island High School
Lopez Island, Washington

Nellie S. Milton High
East Sound, Washington

SKAGIT COUNTY

Anacortes High School
Anacortes, Washington

Burlington-Edison High
Burlington, Washington

Concrete High School
Concrete, Washington

La Conner High School
La Conner, Washington

Mt. Vernon High School
Mt. Vernon, Washington

Sedro-Wooley High School
Sedro-Wooley, Washington

SKAMANIA COUNTY

Stevenson High School
Stevenson, Washington

SNOHOMISH COUNTY

Arlington High School
Arlington, Washington

Lincoln High School
Darrington, Washington

Edmonds High School
Edmonds, Washington

Granite Falls High School
Granite Falls, Washington

Lake Stevens High School
Lake Stevens, Washington

Marysville High School
Marysville, Washington

Monroe High School
Monroe, Washington

Snohomish High School
Snohomish, Washington

Sultan Union High School
Sultan, Washington

Twin City High School
Stanwood, Washington

SPOKANE COUNTY

Central Valley High
Greenacres, Washington

Cheney High School
Cheney, Washington

Deer Park High School
Deer Park, Washington

Fairfield High School
Fairfield, Washington

Lindbergh High School
Valleyford, Washington

Rockford High School
Rockford, Washington

Mead High School
Mead, Washington

Medical Lake High School
Medical Lake, Washington

Otis Orchards High School
Otis Orchards, Washington

Riverside High School
Milan, Washington

Spangle High School
Spangle, Washington

Lewis and Clark High
Spokane 4, Washington

North Central High School
Spokane 27, Washington

J. R. Rogers High School
Spokane 27, Washington

Shadle Park High School
Spokane 13, Washington

West Valley High School
Millwood, Washington

STEVENS COUNTY

Chewelah High School
Chewelah, Washington

Columbia Union High
Hunters, Washington

Colville High School
Colville, Washington

Kettle Falls High School
Kettle Falls, Washington

Marcus Union High School
Marcus, Washington

Northport Union High
Northport, Washington

Mary Walker High School
Springdale, Washington

Valley High School
Valley, Washington

Wellpinit High School
Wellpinit, Washington

THURSTON COUNTY

Olympia High School
Olympia, Washington

North Thurston High
Lacey, Washington

Rainier High School
Rainier, Washington

Rochester High School
Rochester, Washington

Tenino High School
Tenino, Washington

Yelm High School
Yelm, Washington

WAHKIAKUM COUNTY

Cathlamet High School
Cathlamet, Washington

WALLA WALLA COUNTY

Columbia High School
Burbank, Washington

Prescott, Washington
Prescott, Washington

Touchet High School
Touchet, Washington

Waitsburg High School
Waitsburg, Washington

Walla Walla High School
Walla Walla, Washington

WHATCOM COUNTY

Bellingham High School
Bellingham, Washington

Blaine High School
Blaine, Washington

Ferndale High School
Ferndale, Washington

Lynden High School
Lynden, Washington

Meridian High School
Bellingham, Washington

Mount Baker High School
Deming, Washington

Nooksack High School
Sumas, Washington

WHITMAN COUNTY

Colfax High School
Colfax, Washington

Colton High School
Colton, Washington

Endicott High School
Endicott, Washington

Garfield High School
Garfield, Washington

La Crosse High School
La Crosse, Washington

La Mont High School
La Mont, Washington

Oakdale High School
Oakdale, Washington

Palouse High School
Palouse, Washington

Pullman High School
Pullman, Washington

Rosalia High School
Rosalia, Washington

St. John High School
St. John, Washington

Tekoa High School
Tekoa, Washington

YAKIMA COUNTY

Grandview High School
Grandview, Washington

Granger High School
Granger, Washington

Highland High School
Cowieche, Washington

Mabton High School
Mabton, Washington

Moxee High School
Moxee, Washington

Naches Valley High School
Naches, Washington

Selah High School
Selah, Washington

Sunnyside High School
Sunnyside, Washington

Toppenish High School
Toppenish, Washington

Wapato High School
Wapato, Washington

A. C. Davis High School
Yakima, Washington

West Valley High School
Yakima, Washington

Eisenhower High School
Yakima, Washington

Zillah High School
Zillah, Washington