A SURVEY OF AWARD-WINNING HIGH SCHOOL
NEWSPAPERS IN TEXAS

THESIS

Presented to the Graduate Council of the
North Texas State University in Partial
Fulfillment of the Requirements

For the Degree of

MASTER OF ARTS

By

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Denton, Texas
May, 1980

This study identified the common characteristics of the adviser, the journalism program, and the newspaper of the high schools consistently winning awards.

The purposes of this study were to identify the award-winning newspapers, to examine and describe the characteristics and elements (those rated by ILPC) of the newspapers, the attitudes and opinions of the principals, the qualifications, the attitudes, and the opinions of the advisers.

Based on the results, there was no pattern that indicates a given high school newspaper will receive awards.
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CHAPTER I

INTRODUCTION

As more and more attention is directed toward education in public schools, teachers, principals, and administrators are seeking means by which to improve and enrich the quality of learning. Existing programs are scrutinized, and pressure is exerted upon all educators to help develop every student to his highest potential. Extensive pressure is applied in the basics: reading, writing, arithmetic. Since journalism encompasses two of three of these areas, journalism programs throughout the United States are being examined. Instructors and principals alike realize the importance of the role of journalism in the high school.

The first student publication, The Students' Gazette, was handwritten by the students of William Penn Charter School in Philadelphia in 1777. The first printed school paper of which there is a copy is The Literary Journal, published by the Latin School in Boston, dated 1829. However, this was not the first issue because an article in the paper explained that it was being launched because of similar, successful publications (2, p. 9).
Edgar G. Johnston and Roland C. Faunce said, "No school activity has a longer and more respectable tradition than the field of publications" (4, p. 171). Charles R. O'Malley, director of the Columbia Scholastic Press Association, said 25,000 newspapers and news magazines were published in high schools in 1975 (2, p. 9).

The expanding number of high school publications can be attributed to the fact that principals and administrators are discovering numerous benefits that can be derived from a journalism program. An award-winning newspaper can do many things for the school. Above all, one of the most effective public relations instruments a school has is its newspaper (13, p. 6). Harold Spears and C. H. Lawshe, Jr., explained that the newspaper is a reflection of the school and they listed thirteen functions of the school paper to aid the school:

1. To educate the community as to the work of the school
2. To publish school news
3. To create and express school opinion
4. To capitalize the achievements of the school
5. To act as a means of unifying the school
6. To express the idealism and reflect the spirit of the school
7. To encourage and stimulate worth-while activities
8. To aid in developing right standards of conduct
9. To promote understanding of other schools
10. To provide an outlet for student suggestions for the betterment of the school
11. To develop better interschool relationships
12. To increase school spirit
13. To promote co-operation between parents and school (10, p. 8)
The newspaper can benefit the student. In a later book published by Spears, he listed nine ways the application of journalism will train the student. They are:

1. To practice clear, concise, and accurate written expression
2. To apply your skills in composition to functional purposes
3. To organize your thinking
4. To distinguish fact from propaganda, truth from hearsay
5. To exercise initiative, ingenuity, and good judgment
6. To increase your poise, tact, and self-confidence
7. To utilize your talent through a worthy outlet
8. To develop an understanding of the true significance of journalism and a free press
9. To explore journalism as a possible career

(15, p. 10)

The high school student publication is a service to the community. It aids in establishing communication between the community and the school by informing parents. The publication informs the parents about the school system, its operation, and student activities (9, pp. 149-151).

DeWitt C. Reddick explained that the primary purpose of the high school newspaper is to serve as the eyes of the reader by reflecting the activities of the school. He said the high school paper is an instrument of education, educating students, parents, and faculty members connected with the school. "The school paper should be very exact in maintaining a high standard of correctness in grammar, punctuation, and principles of expression" (12, p. 9).
Good high school newspapers are important in order to fulfill their functions and purposes (13, p. 11). Only when the staff of the school paper works hard at putting out a publication that is a credit to the school will the administration and the community consider the school paper important (11, p. 29).

It is imperative that the staff produce a good newspaper. Willis C. Tucker listed thirty-nine reasons why a good paper is an important student activity. He listed reasons concerning the school and the students, and concluded, "The school newspaper aids all other student activities through news and editorials that stimulate attendance and participation" (16, p. 11).

Society is demanding better education for every student, especially in the basics. In this area, newspapers can be used to show students that good grammar is useful and to improve their appreciation of literature (10, p. xiii). Spears and Lawshe said, "Student media rank among the most effective of educational tools. They offer experiences unsurpassed in the school program..." (1, p. 4).

Awards are important to every school because they are the grading system used by the community. High school newspapers must be real works of journalism and the staff must aim for the highest standards to be an award-winning newspaper (3, p. 246). Any newspaper placing low in competition must take "drastic action" (2, p. 13). One such competition
is conducted by the Texas University Interscholastic League Press Conference (ILPC).

Any high school in the state is eligible for ILPC membership, but membership is optional (5, p. 6). Approximately 470 high schools belonged to ILPC during the 1978-79 school year. This is a little less than 50 per cent of the high schools in Texas. Over 90 per cent of the schools that are members sent in newspapers for ratings and awards (6).

For competition, each school must pay the ILPC membership fee before December of the school year and mail the newspapers to the ILPC office before February to receive ratings and awards. The ratings are based on the first issue published after the opening of the school year in the fall, the last three issues published before the deadline, and one other issue chosen by the staff or adviser.

The high school papers are grouped according to method of publication (mimeographed, printed, or page in community newspaper), and by enrollment (average membership for last four grades). High schools publishing a page in the community newspaper are rated in one group, regardless of enrollment. Papers publishing fewer than five issues by the deadline will, upon request, be rated on those actually published (5, p. 62).

Within each group, certificates of rating are given in four categories: Award of Distinguished Merit, to the outstanding papers; Award of Achievement, to papers just short
of the first category; Award of Honor, to papers of high
caliber showing continued excellence throughout the school
year; and, Award of Merit, to papers making a contribution
to the school by maintaining a basic level of journalistic
quality (5, p. 63).

Ratings and awards are sent to the schools in March
after being judged by professional journalists. The judges
assign points to each area of the rating sheet. The areas
and maximum number of points that can be awarded for each
are as follows: Layout, 40 points; Headlines, 20; News
stories and Coverage, 50; Features, 35; Editorials, 30;
Sports news and Features and Coverage, 35; Columns and Re-
views and Literary Material, 25; Art work and Cartoons,
staff prepared, 15; Photography, 35; Special Services to
school, 15; Masthead and Nameplate, 10; Cutlines or captions,
10; Overall impressions, 30; and Advertising, 10 bonus points;
and Gossip, deduct 10 points (8, pp. 1-2).

Administrators, advisers, principals, and students are
all seeking ways to improve the high school journalism pro-
gram. There is a need to examine the award-winning news-
paper, the adviser, the principal, and the environment in
which the newspaper is produced.
Statement of the Problem

Many sources are available to the high school adviser and principal instructing students in the professional methods of designing a page, writing a story, selling and designing advertising, and designing a journalism course. No source describes the characteristics of award-winning newspapers in Texas. The problem of this study was to identify the common characteristics of the community, the adviser, the journalism program, and the newspaper of the high schools consistently winning newspaper awards in Texas.

Purpose of the Study

The purposes of this study were (a) to identify the award-winning high school newspapers, (b) to examine and describe the characteristics of the location of the high schools producing the award-winning newspapers, (c) to examine the characteristics and elements (those rated by ILPC) of the newspapers, (d) to examine the attitudes and the opinions of the principals, and (e) to examine the qualifications, the attitudes, and the opinions of the advisers.

Questions

To carry out the purposes of this thesis, and to solve the problems, questions were answered:

1. Are award-winning high school newspapers found only in large cities and on large campuses?
2. Do the advisers of the award-winning newspapers have a degree and professional experience in journalism?

3. Do the principals and advisers agree on the importance of the journalism program and newspaper?

4. Do the advisers receive special compensations?

5. Do the principals and advisers confer at least twice a year?

6. Do the high schools of the award-winning newspapers offer for credit at least one journalism class?

7. Do the high schools of the award-winning newspapers have principals who support the newspaper?

8. Do the award-winning newspapers allocate the proper amount of space for the elements listed on the ILPC rating sheet?

9. Do the principals and advisers agree on what material should be and should not be printed?

10. Do the principals and advisers of the award-winning newspapers agree on how much editorial control is needed?

11. Do award-winning high school newspapers have common characteristics?

Review of Literature

*Journalism Abstracts, Journalism Quarterly, periodicals, books, and all possible sources have been exhaustively*
reviewed, and there are no studies of this exact nature. Alan Scott, associate professor of the School of Journalism at the University of Texas in 1955, wrote and published *Secondary School Journalism: Current Practices and Trends in Texas High Schools* in October, 1955. Most of this book deals with historical aspects of high school journalism.

Scott used several tables to describe the journalism curriculum in high schools in Texas. The average class enrollment in journalism courses in 1954 was from 17 to 33 (14, p. 31). In summation of the class topics discussed, the author stated, "High school students are at least being exposed to the more important aspects of the field of journalism" (14, p. 33). Scott pointed to two areas that were neglected, journalistic vocations and social aspects of the communications system (14, pp. 32-33).

Scott stated that the bi-monthly newspaper was most prevalent, and the newspapers were subsidized by the high school or by organizations associated with the high school (14, p. 39).

Of twenty courses taken by instructors for college credit, eighteen were equally represented. Two courses, Newspaper Promotion and Photography, were mentioned only once, partially because few colleges offered such courses at the time the book was published (14, pp. 36-37).
The author does not indicate which advisers or newspapers were questioned or how many were included in his survey. Characteristics of the newspapers and attitudes of the principals and advisers were not indicated.

In an unpublished master's thesis, Madolyn Hollingsworth examined twelve Illinois public high schools which consistently produced award-winning newspapers. She found that a majority of the schools producing the award-winning publications were large, suburban schools offering a broad selection of courses including journalism courses (7, p. 37).

The principals were found to believe that the newspaper should be part of the school curriculum or among the school's extracurricular activities, and that it is important for the school to have a newspaper (7, p. 49). Based on questionnaire responses, 36 per cent of the principals said they would deny publication of inappropriate material, obscene or libelous material. Opinions varied concerning the amount of freedom that should be given to the students (7, pp. 45-47).

Among the advisers of the award-winning newspapers, 88 per cent had education beyond a bachelor's degree, and the average newspaper adviser had more than fifteen years of teaching experience (7, p. 74). The advisers were selective in choosing the staff members who were consistently above average students scholastically (7, p. 75).
Scott's book and Hollingworth's thesis were the only two complete studies that were similar to this survey. Various other sources discussed some of the desirable characteristics of a high school principal, adviser, and newspaper.

Justification

Texas high school administrators, advisers, principals, and students are seeking ways to improve the high school journalism program because they are being pressured to show accountability. Since journalism is an elective at the high school level, justification is necessary for survival. Since a successful program stands a greater chance of remaining operational, all journalism teachers and newspaper advisers could benefit from this survey. This survey provides a description of the characteristics of the successful program.

Definition of Terms

Five copies of the high school newspaper are submitted to the state ILPC office every February and are critiqued by professional journalists. Points are assigned to different areas of production and the newspapers that receive the largest total number of points receive one of four awards. The awards listed in order of importance are for Distinguished Merit, Achievement, Honor, and Merit. An
award-winning newspaper is one that receives any of the four awards for five consecutive years.

The adviser is the person employed by the school district who is responsible for the high school newspaper.

Limitations of the Study

High school newspapers are submitted to the ILPC office on a voluntary basis. All newspapers in Texas high schools may not be represented; therefore, all of the possible award-winning newspapers may not be included. This study was limited to high school newspapers which were submitted to the ILPC office and won awards for five years.

This survey depended entirely upon the voluntary responses of the principals and the advisers.

No comparison was made of the award-winning newspaper with the nonaward-winning newspaper.

Yearbooks and junior high publications were omitted from this study in order to emphasize the high school paper. Yearbooks were omitted because, at the high school level, they provide only a limited amount of journalism training (2).

Methodology

Two questionnaires were mailed -- one to the principal and one to the sponsor -- to each high school in Texas having an award-winning newspaper. Eighty five newspapers
qualified for this survey: sixty-one printed, nineteen mimeographed, and five pages in community newspapers. To qualify, the high school papers received any of the four awards given by ILPC for five consecutive years.

An introductory letter and a self-addressed, stamped envelope were enclosed with the questionnaires. After two weeks, another letter was mailed to encourage the principals and advisers who did not respond after the first mailing to return their questionnaires.

Returned questionnaires were tabulated according to the responses. Percentages were determined to describe the characteristics of each area.

The questionnaire sent to the principal included questions about the high school indicating the population of the city, size of enrollment, and financial backing allocated from the school budget to the journalism department.

The questionnaire sent to the adviser included questions about the number of journalism classes offered, and the number of students enrolled, and requested a description of each course. The adviser was asked the methods of selecting staff members, a brief description of staff members, the hours required for publication, publication problems, frequency of publication, percentage of each element in the newspaper, number of pages, size of paper, circulation, amount and source of financial income of the newspaper. Education,
teaching experience, professional journalism experience, experience as an adviser, adviser turnover, salary, acquisition of journalism sponsorship, and membership in journalism organizations indicated the adviser's qualifications.

Both questionnaires included questions to indicate the opinions of the principal and the adviser toward high school journalism. They were asked their opinions of the primary function of high school journalism, the value of journalism, the value and role of the newspaper in the high school, the extent of censorship exercised over the staff, protection of sources allowed, subjects allowed and not allowed, editorial freedom, and support given by the adviser and the principal to the students and the newspaper.

Organization of the Thesis

The thesis is organized into four chapters: Chapter I, introduction; Chapter II, description of the high schools, and advisers, the newspapers, and the journalism programs; Chapter III, description and comparison of the principals' attitudes to the advisers' attitudes; and Chapter IV, summary and conclusions.
CHAPTER BIBLIOGRAPHY


6. Hawthorne, Bobby, Director of Interscholastic League Press Conference, Austin, Texas, April 18, 1979, Telephone interview.


CHAPTER II


The characteristics of the high school, the adviser, the newspaper, and the journalism program affect the quality of the award-winning high school newspaper. For this reason it is logical to identify the important characteristics of each. Chapter II will describe the characteristics as tabulated from the questionnaires.

Of the eighty-five high school principals and advisers included in the survey, seventy-eight principals (91.7 per cent) responded, and eighty advisers (94.1 per cent) responded.

Description of the High Schools

Award-winning newspapers are in cities of various sizes. Most of the newspapers (73 per cent) are found in small cities or rural areas. Eleven high schools (14.1 per cent) are in large cities with 250,000 or more residents; ten high schools (12.8 per cent) are in medium cities with 50,000 to 249,999 residents; twenty-four high schools (30.7 per cent) are in small cities with 10,000 to 49,999 residents; and thirty-three high schools (42.3 per cent) are in rural areas with fewer than 10,000 residents.
The total enrollment of the high schools producing award-winning newspapers varies. Nearly half of the high schools (47.4 per cent) have a total enrollment of up to 1,000 students. Some high schools (40.9 per cent) have a total enrollment from 1,000 to 2,000 students and 11.5 per cent of the high schools have more than 2,000 students.

A majority of the high schools (53.2 per cent) are members of at least one press association other than ILPC. Of the eighty high schools represented by the advisers, 46.7 per cent hold no other membership, 26.6 per cent are members of one association other than ILPC, and 26.6 per cent are members of two or more associations other than ILPC. The associations in which the high schools have memberships are Texas High School Press Association, Columbia Scholastic Press Association, Quill and Scroll, Southwest Scholastic Press Association, Panhandle High School Press Association, Texas Gulf Coast Press Association, and National Scholastic Press Association.

Description of the Advisers

All of the advisers of award-winning newspapers hold a bachelor's degree, but less than half have a journalism major or minor. Twenty advisers (25 per cent) have a major in journalism, and eleven advisers (13.7 per cent) have a minor in journalism.
Many advisers (60 per cent) do not have a master's degree. Of the thirty-two advisers with a master's degree, eight (25 per cent) have a major in journalism and six (18.7 per cent) have a minor in journalism.

Although many advisers do not hold journalism degrees, most do have college hours in journalism. Sixty-seven advisers (83.7 per cent) have college hours in journalism and thirteen (16.3 per cent) have no college hours in journalism. Thirty advisers of the sixty-seven who have college hours in journalism have up to twenty-four college hours; thirty-three advisers have from twenty-five to fifty hours, and four advisers have more than fifty hours of credit in journalism.

A majority of the advisers of award-winning newspapers do not have professional experience. Sixty-seven advisers (71.3 per cent) do not have professional experience and twenty-three advisers (28.7 per cent) have professional experience related to journalism other than teaching. The duration of professional experience ranges from three months to fourteen years. Fourteen advisers have up to five years' experience, five advisers have from six to ten years' experience, three advisers have from eleven to fourteen years' experience, and one adviser did not indicate the number of years. All twenty-three advisers worked on a newspaper or in a radio or television station.
The number of years that the majority of advisers of award-winning newspapers have been advising and the years they have been advising at their present school is from one to ten years. A majority of the advisers (71.2 per cent) have been advising from one to ten years, 18.7 per cent of the advisers have been advising from eleven to twenty years, and 10 per cent have been advising from twenty-one to thirty-five years. A majority of the advisers (77.5 per cent) have been advising from one to ten years at their present school, 18.7 per cent have been advising from eleven to twenty years, and 3.7 per cent have been advising from twenty-one to thirty-five years.

A majority of the advisers do not belong to any association for faculty advisers. Of the advisers, 68.8 per cent do not hold memberships and 31.2 per cent do hold memberships. Of the advisers holding memberships, 64 per cent hold memberships in Texas Association of Journalism Directors, 56 per cent hold memberships in Journalism Education Association, and 20 per cent hold memberships in both.

When they were hired, 65 per cent of the advisers were hired to advise, 24.7 per cent of the advisers were told to or were asked to advise, and 10 per cent of the advisers asked to advise.

The majority of the advisers (61.1 per cent) do not receive a special salary increment as the newspaper adviser.
The yearly amount above the standard teaching salary ranges from $150 to $800 for the 38.8 per cent of the advisers who receive an increment.

Though they do not receive a special salary increment, 52.5 per cent of the advisers receive one or more other special compensations. The compensations include fewer duties or classes, a special work period, an advising assistant, an assistant for routine work (such as grading papers), a special office or equipment, and an annual student teacher. One adviser said the class size was restricted to fifteen students and another adviser said he receives a ten and one-half month contract.

Advisers spend time after regular school hours working on the newspaper. Of the advisers who responded, 87.5 per cent do spend time after regular school hours working on the newspaper and 12.5 per cent of the advisers do not. They spend from seven hours and thirty minutes to seventeen hours and thirty minutes each per month.

All of the advisers of award-winning Texas newspapers face some of the problems listed on Page 5, Question 18 of the questionnaire. Table 1 shows the results in percentages.

The areas that are seldom or never a problem for the advisers are personnel for the staff, personality conflicts between staff members, personality conflicts between staff
TABLE I

PERCENTAGE OF NEWSPAPER ADVISER RESPONSES
TO FREQUENCY OF PROBLEMS

<table>
<thead>
<tr>
<th>Problem</th>
<th>Never</th>
<th>Seldom</th>
<th>Frequently</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel for the staff</td>
<td>16.6</td>
<td>56.4</td>
<td>19.2</td>
<td>7.6</td>
</tr>
<tr>
<td>Personality conflicts between staff members</td>
<td>6.2</td>
<td>67.5</td>
<td>22.5</td>
<td>3.7</td>
</tr>
<tr>
<td>Personality conflicts between staff members</td>
<td>7.5</td>
<td>85.0</td>
<td>7.5</td>
<td>0.0</td>
</tr>
<tr>
<td>and adviser</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What to print</td>
<td>16.2</td>
<td>70.0</td>
<td>13.7</td>
<td>0.0</td>
</tr>
<tr>
<td>What not to print</td>
<td>11.2</td>
<td>83.7</td>
<td>3.7</td>
<td>1.2</td>
</tr>
<tr>
<td>Instruction (if there is no class)</td>
<td>20.9</td>
<td>34.8</td>
<td>32.5</td>
<td>11.6</td>
</tr>
<tr>
<td>Making the school important</td>
<td>31.2</td>
<td>48.7</td>
<td>16.2</td>
<td>3.7</td>
</tr>
<tr>
<td>Making deadlines important</td>
<td>12.5</td>
<td>25.0</td>
<td>46.2</td>
<td>16.2</td>
</tr>
<tr>
<td>Working with the administration</td>
<td>35.0</td>
<td>57.5</td>
<td>6.2</td>
<td>1.2</td>
</tr>
<tr>
<td>Lack of facilities</td>
<td>37.5</td>
<td>31.2</td>
<td>21.2</td>
<td>10.0</td>
</tr>
<tr>
<td>Teacher work load</td>
<td>13.7</td>
<td>35.0</td>
<td>21.2</td>
<td>30.0</td>
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</table>
members and adviser, what to print, what not to print, making the school important, working with the administration, and a lack of facilities. The areas that are frequently or always a problem for the advisers are making deadlines important and the teacher work load.

Description of the Newspapers

Many of the newspapers (57.5 per cent) are published twice monthly, 22.5 per cent are published monthly, 11.2 per cent are published weekly, 8.7 per cent are published every three weeks, five times during the school year, or irregularly, and none is published twice weekly or daily.

Staff members of award-winning newspapers are selected by the advisers. A majority of the advisers (63.7 per cent) said the staffs are selected by the adviser alone; 17.5 per cent, by the adviser and retiring staff, 5 per cent, by the adviser and retiring editor; and none, by the retiring staff or editor. Other advisers (16.2 per cent) combine the adviser and retiring staff choices with an academic criteria, and adviser and retiring editor with signing up for the journalism class. A few staffs consist of students who sign up for the journalism class, the adviser and incoming editor select the staff, or students are selected from written application, by the counselor, or by the student body.
To be a staff member of the Texas high school award-winning newspapers, some of the students are required to maintain an academic average and/or complete a beginning journalism course. Some high schools (46.2 per cent) require an academic average to be a staff member; 48.7 per cent require completion of a beginning journalism course; 30 per cent require proving ability on a trial basis; 28.7 per cent require volunteering; and 25 per cent have other requirements. Other requirements include completion of a typing course, faculty recommendation, enrollment in a journalism class, a written application, adviser approval, and/or a certain student classification.

Advisers were asked to mark adjectives that best described the majority of the staff members. The advisers say their staff members have favorable characteristics. Most of the advisers (65 per cent) said their staff members are interested and 68.7 per cent said their staff members are friendly and personable. Academically, 60.2 per cent of the staffs are above average, and 96.1 per cent of the staffs work well as a team. In reference to the writing ability of the staffs, 56.5 per cent are average. Of the staffs, 75.5 per cent are self-motivated.

Most of the Texas high school award-winning newspapers (93.7 per cent) are produced during a regular class period; 5 per cent are produced after regular school hours and 1.2 per cent are produced during a study period.
The percentage of space allocated for each element of an award-winning newspaper varies, as shown in Table II. Editorials, sports news/features, art work/cartoons, and calendar of events/special announcements are allocated the space suggested by the ILPC rating sheet. According to the ILPC rating sheet, news stories should receive 20 per cent of the newspaper space. Of the newspapers, 49.9 per cent allow from 16 to 25 per cent of space for the news stories. Features should receive 14 per cent of space and 39.3 per cent of the Texas award-winning newspapers allow from 11 to 20 per cent of space. Editorials should receive 12 per cent of the space and 56 per cent allow from 6 to 16 per cent. Sports news/features should receive 14 per cent of newspaper space and 52.9 per cent allow from 11 to 20 per cent of the space. Columns/reviews/literary material should receive 10 per cent and 34.8 per cent of the newspapers allow 6 to 15 per cent of their space. Art work/cartoons should receive 6 per cent of the space and 72.6 per cent of the newspapers allow from 1 to 10 per cent of their space. Photography should receive 14 per cent of the newspaper and 22.6 per cent of the newspapers allow 11 to 20 per cent of their space for pictures. Calendar of events/special announcements should receive 6 per cent of the space and 51.4 per cent of the newspapers allow from 1 to 10 per cent of the space. Advertising should receive 4 per cent of the newspaper's space and 13.5 per cent of the newspapers allow from 1 to 10 per cent of
TABLE II

PERCENTAGE OF NEWSPAPER SPACE ALLOCATED FOR EACH ELEMENT

<table>
<thead>
<tr>
<th>Element</th>
<th>1 to 5</th>
<th>6 to 10</th>
<th>11 to 15</th>
<th>16 to 20</th>
<th>21 to 25</th>
<th>26 to 50</th>
<th>More than 50</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>News stories</td>
<td>0.0</td>
<td>7.0</td>
<td>13.6</td>
<td>27.2</td>
<td>22.7</td>
<td>25.7</td>
<td>3.0</td>
<td>0.0</td>
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<td>Feature Stories</td>
<td>15.1</td>
<td>34.8</td>
<td>21.2</td>
<td>18.1</td>
<td>9.0</td>
<td>1.5</td>
<td>0.0</td>
<td>0.0</td>
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<tr>
<td>Editorials</td>
<td>34.8</td>
<td>40.9</td>
<td>15.1</td>
<td>6.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>3.0</td>
</tr>
<tr>
<td>Sports news/Features</td>
<td>1.5</td>
<td>12.1</td>
<td>24.2</td>
<td>28.7</td>
<td>18.1</td>
<td>13.6</td>
<td>0.0</td>
<td>1.5</td>
</tr>
<tr>
<td>Columns/reviews/literary material</td>
<td>37.8</td>
<td>22.7</td>
<td>12.1</td>
<td>3.0</td>
<td>1.5</td>
<td>0.0</td>
<td>0.0</td>
<td>22.7</td>
</tr>
<tr>
<td>Art work/cartoons</td>
<td>59.0</td>
<td>13.6</td>
<td>1.5</td>
<td>0.0</td>
<td>1.5</td>
<td>0.0</td>
<td>0.0</td>
<td>24.2</td>
</tr>
<tr>
<td>Photography</td>
<td>16.6</td>
<td>39.3</td>
<td>13.6</td>
<td>9.0</td>
<td>7.5</td>
<td>0.0</td>
<td>0.0</td>
<td>13.6</td>
</tr>
<tr>
<td>Calendar of events/special announcements</td>
<td>48.4</td>
<td>3.0</td>
<td>3.0</td>
<td>1.5</td>
<td>1.5</td>
<td>0.0</td>
<td>0.0</td>
<td>42.4</td>
</tr>
<tr>
<td>Advertising</td>
<td>7.5</td>
<td>6.0</td>
<td>4.5</td>
<td>15.1</td>
<td>18.1</td>
<td>15.1</td>
<td>0.0</td>
<td>33.3</td>
</tr>
</tbody>
</table>
their space. Five advisers answered this question under "other." One adviser said, "Try to give coverage to all"; one adviser said the elements are "balanced," and three advisers said, "This varies each issue."

The number of copies of Texas award-winning newspapers printed per issue ranges from seventy to 3,000 copies. The mean number of copies printed per issue is 887. Of the advisers, 40.7 per cent have up to 500 copies of each issue printed, 28.9 per cent have 501 to 1,000 copies printed, 15.7 per cent have 1,001 to 1,500 copies printed, and 14.3 per cent have more than 1,500 copies printed.

Many of the award-winning high school newspapers are from six to eight pages. Some newspapers (48.6 per cent) contain from six to eight pages, 28.6 per cent contain from one to four pages, 14.9 per cent contain from ten to twelve pages, and 6.1 per cent contain sixteen or more pages.

The physical size of most of the newspapers is tabloid; 90 per cent of the newspapers are 8 inches by 10 inches to 11 inches by 17 inches, and 10 per cent are 14 inches by 17 inches or larger.

The total financial income of the newspapers is sufficient for producing 65.3 per cent of the award-winning newspapers. It is not sufficient for 34.6 per cent of the newspapers.
There are six sources of revenue for the newspapers: school board subsidy, high school budget, class or club subsidy, sale of advertising, sale of subscriptions and/or direct copy sale, and fund-raising projects. Advertising sales subsidizes 68.7 per cent of the newspapers, 52.5 per cent are supported by the sale of subscriptions and/or direct copy sale, 42.5 per cent receive financial support from the high school budget, 27.5 per cent are subsidized by the school board, 20 per cent are funded from special fund-raising efforts, and 5 per cent receive class or club subsidy. Some of the newspapers (2.5 per cent) are published free to the high school by the community newspaper. One source provides financial support to 26.2 per cent of the newspapers and 73.8 per cent receive support from two to five sources.

Most of the high school principals of award-winning newspapers (93.9 per cent) confer with newspaper advisers. A majority of the principals (62.1 per cent) confer once a week or "when needed," 21.2 per cent confer with advisers monthly, and 10.7 per cent confer once each semester, annually, daily, three times a year, rarely, or twice a week. Of the 6 per cent of principals who do not confer with advisers, three said they do not because they completely trust the adviser. One principal said he does not because the paper does not carry controversial material.
Description of the Journalism Programs

The principals were asked if the school curriculum contained any journalism courses: 93.5 per cent of the principals answered yes and 6.4 per cent answered no. Of the schools offering journalism courses, 75.2 per cent offer courses that can be taken from two to three years, 15 per cent offer courses for four years, and 9.5 per cent for one year.

Many of the high schools offering journalism courses (78 per cent) have prerequisites for students enrolling in a beginning journalism course. A majority of the schools with prerequisites (98.2 per cent) require the student to be at least a freshman, 26.3 per cent require at least a C in English, and 12.2 per cent of the schools require at least a C overall average. A few schools (19.1 per cent) require acceptance by application, teacher approval, or the ability to type.

Most of the high schools offering advanced journalism courses (87.8 per cent) have prerequisites for enrollment. Of the schools with prerequisites, 72.4 per cent require completion of a beginning journalism course, 65.5 per cent require students to be at least a sophomore, 20.6 per cent require teacher approval, 15.5 per cent require at least a C in English, 10.3 per cent of the schools require at least a C overall average, and 3.4 per cent require the ability to type.
Introduction to journalism, advanced journalism, and newspaper production are offered by most of the high schools for credit, the classes are electives, and none is required for graduation. Introduction to journalism is offered by 87.6 per cent of the schools for credit and by 2.7 per cent without credit. Advanced journalism is offered by 72.6 per cent of the schools for credit and by 1.3 per cent without credit. Newspaper production is offered by 69.8 per cent of the schools for credit and by 5.4 per cent without credit. Photography is offered by 5.4 per cent of the schools and credit is given. All of the journalism classes are electives and none is required for graduation.

Most of the advisers (91.6 per cent) of award-winning newspapers teach from one to five classes of journalism a day. Of the advisers teaching journalism, 72.7 per cent teach introduction to journalism. Of the advisers teaching an introductory course, 37.5 per cent have two class periods and 62.5 per cent have one class period. There are twenty to thirty students in 56.2 per cent of the advisers' introductory journalism classes.

Of the advisers teaching journalism, 37.8 per cent teach an advanced journalism course. Of these advisers, 88 per cent have one class period and 12 per cent have two class periods. The mean enrollment is sixteen students, and 56 per cent of the advisers have from eleven to twenty-one students
in each class. More than half (63.6 per cent) of the advisers teach a newspaper production class. Of these advisers, 95.2 per cent have one class period and 4.7 per cent have two class periods. The mean enrollment is fifteen students and 52.3 per cent of the advisers have from ten to twenty students in each class. Photography or a third year journalism course is taught by 12.1 per cent of the advisers. One class period is designated for these courses at each school.

The high school principals of award-winning newspapers were asked to describe the source of financial income for the journalism classes' program. A majority of the programs are financed by the high school budget. Of the principals, 46.1 per cent listed only one source, 38.6 per cent of the principals listed more than one source, and 15.3 per cent of the principals listed no sources. Of the programs represented by the principals, 60.6 per cent are included in the high school budget, 45.5 per cent receive school board subsidy, 27.2 per cent are supported from the sale of advertising, 19.6 per cent are supported from the sale of subscriptions and/or direct copy sale of the newspaper, and 10.6 per cent receive financial support from special fund-raising efforts.
CHAPTER III

ATTITUDES AND OPINIONS

Description of the Attitudes and Opinions of the High School Principal

Most of the principals of award-winning newspapers agree that the paper should be a part of the learning experience in the high school curriculum. Almost all of the principals (95.3 per cent) agree and 1.5 per cent disagree.

Most principals do not think that students should be required to take one credit of journalism; 84.5 per cent of the principals disagree and 4.5 per cent agree.

Principals disagree with the statement that the newspaper should be an extracurricular activity. Many of the principals (55.7 per cent) disagree and 29.7 per cent agree.

Most of the principals of award-winning newspapers believe that it is important for the school to have a newspaper; 94.8 per cent of the principals agree and 1.2 per cent disagree.

All but one principal disagree with the statement that high school students should be able to print anything that they want in their school newspaper; 98.6 per cent of the
principals disagree and none agrees. One principal neither agrees or disagrees.

**TABLE III**

PERCENTAGE OF PRINCIPAL RESPONSES TO ATTITUDE AND OPINION STATEMENTS

<table>
<thead>
<tr>
<th>Statement from Questionnaire</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither or disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>. The paper should be part of the learning experience in the school curriculum.</td>
<td>53.8</td>
<td>41.5</td>
<td>3.0</td>
<td>1.5</td>
<td>0.0</td>
</tr>
<tr>
<td>. Students should be required to take one credit of journalism.</td>
<td>3.0</td>
<td>1.5</td>
<td>10.7</td>
<td>58.4</td>
<td>26.1</td>
</tr>
<tr>
<td>0. The newspaper should be an extracurricular activity.</td>
<td>9.0</td>
<td>20.7</td>
<td>14.2</td>
<td>42.8</td>
<td>12.9</td>
</tr>
<tr>
<td>1. It is important for the school to have a newspaper</td>
<td>60.2</td>
<td>34.6</td>
<td>3.8</td>
<td>1.2</td>
<td>0.0</td>
</tr>
<tr>
<td>2. High school students should be able to print anything that they want in their school newspaper.</td>
<td>0.0</td>
<td>0.0</td>
<td>1.2</td>
<td>44.1</td>
<td>54.5</td>
</tr>
<tr>
<td>3. High school students should be able to print anything that they want in their school paper except for obscene or libelous material.</td>
<td>2.6</td>
<td>21.0</td>
<td>3.9</td>
<td>39.4</td>
<td>32.8</td>
</tr>
<tr>
<td>4. High school principals should support the journalism program as they do the other academic programs.</td>
<td>58.9</td>
<td>37.1</td>
<td>2.5</td>
<td>1.2</td>
<td>0.0</td>
</tr>
</tbody>
</table>
Table III continued

<table>
<thead>
<tr>
<th>Statement from Questionnaire</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree or disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. High school principals should trust the adviser to censor inappropriate material.</td>
<td>40.2</td>
<td>53.2</td>
<td>3.8</td>
<td>2.5</td>
<td>0.0</td>
</tr>
<tr>
<td>6. Criticism of school personnel or policies never should be allowed in the high school newspaper.</td>
<td>25.6</td>
<td>23.0</td>
<td>11.5</td>
<td>34.6</td>
<td>5.1</td>
</tr>
<tr>
<td>7. The principal should support the newspaper adviser.</td>
<td>55.8</td>
<td>40.2</td>
<td>3.8</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>8. The newspaper adviser should support the principal.</td>
<td>54.4</td>
<td>35.4</td>
<td>10.1</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>9. The principal should support the newspaper staff.</td>
<td>47.4</td>
<td>42.3</td>
<td>10.2</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>10. Student reporters should not be required to divulge their sources of information to the principal.</td>
<td>11.6</td>
<td>20.7</td>
<td>25.9</td>
<td>29.8</td>
<td>11.6</td>
</tr>
<tr>
<td>11. Student reporters should not be required to divulge their sources to the adviser.</td>
<td>5.1</td>
<td>11.6</td>
<td>19.4</td>
<td>41.5</td>
<td>22.0</td>
</tr>
</tbody>
</table>

Number 13 states, "High school students should be able to print anything that they want in their school paper except for obscene or libelous material." The principals (72.2 per cent) disagree and 23.6 per cent agree.
High school principals of award-winning newspapers should support the journalism program as they do other academic programs; 96 per cent of the principals agree with this statement, and 1.2 per cent disagree.

Most principals (93.4 per cent) agree that they should trust the adviser to censor inappropriate material; 2.5 per cent of the principals disagree.

Considering the statement "Criticism of school personnel or policies never should be allowed in the high school newspaper," 48.6 per cent agree and 39.7 per cent disagree.

Most of the principals (96 per cent) agree that they should support the newspaper adviser. None disagrees.

Principals agree that the newspaper adviser should support the principal. Most of the principals (89.9 per cent) agree and none disagrees.

Principals of award-winning newspapers agree that they should support the newspaper staff. Most of the principals (89.7 per cent) agree and none disagrees.

Number 20 states, "Student reporters should not be required to divulge their source of information to the principal." Of the high school principals, 41.4 per cent disagree, 32.3 per cent agree, and 25.9 per cent neither agree or disagree.

Most principals disagree that student reporters should not be required to divulge their source to the adviser;
63.5 per cent of the principals disagree and 16.7 per cent of the principals agree.

Principals were asked what is inappropriate to print in the high school newspaper. Some principals (37.8 per cent) said that obscene or libelous material is inappropriate and 30.3 per cent said criticism of school personnel or students is inappropriate. Many principals (19.6 per cent) listed material of bad taste as inappropriate, 18.1 per cent listed unsubstantiated, unjust or one-sided stories, and 13.6 per cent listed stories that are detrimental to the school or that disrupt the educational process. A total of 25.5 per cent of the principals listed stories with malicious intent and controversial material to stir interest, gossip, anything not meeting journalism standards, anything that is negative about the school or a student, and discipline hearings or crime by students.

Question 23 asked the principals what measures, if any, they would take to prevent inappropriate material from being printed in the newspaper. The largest percent (34.8 per cent) of the principals said that the adviser, if selected properly, would take care of any inappropriate material; 12 per cent of the principals would edit the material or use their authority to stop it, and 13.6 per cent said they would confer with the staff, adviser, parent,
or the student who wrote the story. A total of 28.5 per cent of the principals said they would tell the adviser not to print the material, get a new adviser, not let the paper be distributed, stop production, do whatever necessary, provide guidelines, cut off the newspaper's funds, or secure board action.

Principals of award-winning newspapers were asked to state the main purpose of the high school newspaper. The principals (66.6 per cent) said the newspaper should act as a communication medium for the school or inform the student body and community of campus activities, 21.2 per cent said it should educate, 15.1 per cent listed the newspaper as an opportunity for the high school student to get experience in publishing a school newspaper or for learning journalism procedures, and 19.6 per cent said it is training for journalism careers. A total of 18 per cent of the principals said the newspaper should promote unity of the school, boost school spirit, discipline, or serve as an outlet for writing news and feelings.

Question 25 asked the principals under what conditions they would abolish the journalism program; 30.2 per cent of the principals said they would not abolish the program, and that no conditions would cause them to abolish the program. Inadequate financial support would bring an end to 9 per cent of the programs, 7.5 per cent of the principals said they
would change the adviser rather than the program, 7.5 per cent of the principals would abolish the program if students became disinterested, and 7.5 per cent said they would if the newspaper took a negative course and ceased to be an asset to the school. A total of 29.2 per cent of the principals said the program would be abolished if the newspaper became detrimental to the school, if there was reckless printing of unchecked rumors, if qualified and competent advisers were not available, if the staff or adviser became uncooperative, if the principal could not control the content, if the sponsor could not get the students to follow guidelines and policies, or if the newspaper disrupted the learning environment.

Other Comments by the Principals

At the end of the principal's questionnaire, space was left for comments. The comments are as follows:

These 4 questions (Questions 22 through 25) make for interesting thesis material, but good journalism programs shouldn't have to address themselves to this type of negativism. This is shades of 1968-71.

We have the best sponsor in the USA and basically responsible student citizens.

I believe there are two main keys to the success of any program. First, you must have a good teacher—ours is excellent—Second, you must have good hard working students—we have them. All students need guidance and the paper is no different than the Annual, Valedictorian speech, and etc. The teacher or adviser must know what is going on in his/her program for success. Our teacher knows, that is why we have very few problems.
The secret to a great school newspaper is the selection of a proper adviser.

Glad to be of help. I'm very profound in what I believe about the paper.

Your questions seem to be negative--some major questions. A school cannot be negative; therefore, a reflection of the students--a school newspaper--must be positive. A school is to educate and instruct. Journalism is a part of the school. Anyone can criticize. A few teach.

Description of the Attitudes and Opinions of the High School Adviser

Most of the advisers of award-winning newspapers (97.2 per cent) agree that the paper should be a part of the learning experience in the school curriculum, and 1.3 per cent disagree.

Most advisers do not think that students should be required to take one credit of journalism. According to the survey, 64.8 per cent disagree and 14.8 per cent agree.

Advisers do not think the newspaper should be an extracurricular activity. Most of the advisers (84.9 per cent) do not think that it should be an extracurricular activity and 8.1 per cent think it should be an extracurricular activity.

The adviser, like the principal, believes it is important for the school to have a newspaper. All of the advisers agree.

Advisers disagree with the statement that high school students should be able to print anything that they want in their school newspaper; 86.2 per cent of the advisers disagree and 8.1 per cent agree.
<table>
<thead>
<tr>
<th>Statement from Questionnaire</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree or disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. The paper should be part of the learning experience in the school curriculum.</td>
<td>74.3</td>
<td>22.9</td>
<td>1.3</td>
<td>1.3</td>
<td>0.0</td>
</tr>
<tr>
<td>20. Students should be required to take one credit of journalism.</td>
<td>9.4</td>
<td>5.4</td>
<td>20.2</td>
<td>48.6</td>
<td>16.2</td>
</tr>
<tr>
<td>21. The newspaper should be an extracurricular activity.</td>
<td>1.3</td>
<td>6.8</td>
<td>6.8</td>
<td>35.6</td>
<td>49.3</td>
</tr>
<tr>
<td>22. It is important for the school to have a newspaper.</td>
<td>82.4</td>
<td>17.5</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>23. High school students should be able to print anything that they want in their school paper.</td>
<td>1.3</td>
<td>6.8</td>
<td>5.4</td>
<td>46.5</td>
<td>39.7</td>
</tr>
<tr>
<td>24. High school students should be able to print anything that they want in their school paper except for obscene or libelous material.</td>
<td>16.4</td>
<td>28.7</td>
<td>4.1</td>
<td>34.2</td>
<td>16.4</td>
</tr>
<tr>
<td>25. High school principals should support the journalism program as they do the other academic programs.</td>
<td>72.9</td>
<td>25.6</td>
<td>0.0</td>
<td>1.3</td>
<td>0.0</td>
</tr>
</tbody>
</table>
Table IV continued

<table>
<thead>
<tr>
<th>Statement from Questionnaire</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree or disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>26. High school principals should trust the adviser to censor inappropriate material.</td>
<td>60.8</td>
<td>32.4</td>
<td>4.0</td>
<td>1.3</td>
<td>1.3</td>
</tr>
<tr>
<td>27. Criticism of school personnel or policies never should be allowed in the high school paper.</td>
<td>6.8</td>
<td>9.5</td>
<td>23.2</td>
<td>38.3</td>
<td>21.9</td>
</tr>
<tr>
<td>28. The principal should support the newspaper adviser.</td>
<td>59.4</td>
<td>35.1</td>
<td>5.4</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>29. The newspaper adviser should support the principal.</td>
<td>45.9</td>
<td>37.8</td>
<td>13.5</td>
<td>2.7</td>
<td>0.0</td>
</tr>
<tr>
<td>30. The principal should support the newspaper staff.</td>
<td>51.2</td>
<td>38.7</td>
<td>10.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>31. Student reporters should not be required to divulge their source of information to the principal.</td>
<td>21.5</td>
<td>25.3</td>
<td>25.3</td>
<td>22.7</td>
<td>5.0</td>
</tr>
<tr>
<td>32. Student reporters should not be required to divulge their source to the adviser.</td>
<td>10.0</td>
<td>12.5</td>
<td>16.2</td>
<td>43.7</td>
<td>17.5</td>
</tr>
</tbody>
</table>

Responding to the statement "High school students should be able to print anything that they want in their school paper except for obscene or libelous material,"
50.6 per cent of the advisers disagree, 4.1 per cent neither agree or disagree, and 45.1 per cent agree.

Advisers think that principals should support the journalism program as they do the other academic programs. Most of the advisers (98.5 per cent) agree with this statement and 1.3 per cent disagree.

Most advisers of award-winning newspapers agree that principals should trust the adviser to censor inappropriate material; 93.2 per cent of the advisers agree and 2.6 per cent disagree.

A majority of the advisers disagree with the statement, "Criticism of school personnel or policies never should be allowed in the high school newspaper;" 60.2 per cent of the advisers disagree and 16.3 per cent agree.

A large majority of the advisers (94.5 per cent) agree that the principal should support the newspaper adviser. None disagrees.

Advisers agree that they should support the principal. Most of the advisers (83.7 per cent) agree and 2.7 per cent disagree.

Advisers of high school award-winning newspapers think that principals should support the newspaper staff; 89.9 per cent agree and none disagrees.

Concerning the statement, "Student reporters should not be required to divulge their source of information to the
principal," 46.8 per cent of the advisers agree, 25.3 per cent neither agree or disagree, and 27.5 per cent disagree.

Over half of the advisers disagree that student reporters should not be required to divulge their source to the adviser; 61.2 per cent disagree and 22.5 per cent agree.

Question 33 asked advisers what is inappropriate to print in the high school newspaper; 57.5 per cent said that obscene and/or libelous material is inappropriate and 50 per cent named gossip as inappropriate. Many of the advisers (38.8 per cent) named criticism of school personnel or students as inappropriate, 27.7 per cent named material of bad taste, and 11.1 per cent named unsubstantiated, unjust or one-sided stories. Stories that are detrimental to the school or that disrupt the educational process, stories with malicious intent and controversial material to stir interest, anything not meeting journalism standards, anything that is negative about the school or a student, discipline hearings or crime by students, or political information about the city were listed by a total of 31.6 per cent of the advisers.

Most of the advisers (81.9 per cent) of Texas award-winning newspapers said the main purpose of the high school newspaper is to act as a communication medium for the school or to inform the student body and community of campus activities. Many advisers listed other purposes: 33.3 per cent
said the purpose is to provide an opportunity for high school students to get experience in publishing a school newspaper or learning journalism procedures, 30.5 per cent said it is to entertain, educate, and inform, 20.8 per cent said it is an outlet for writing news and feelings, 16.6 per cent said the newspaper is to present a positive picture of the high school or act as a public relation tool, 8.3 per cent said the purpose is to promote unity of the school, 4.1 per cent said the newspaper is to boost school spirit, and 4.1 per cent said the newspaper should keep school history.

Question 35 asked the advisers to state what measures, if any, they would take to prevent inappropriate material from being printed in the newspaper. A majority of advisers (61.1 per cent) listed censoring or using their authority to stop the article and 50 per cent listed conferring with the staff, principal, parents, or the student who wrote the story. 26 per cent of the advisers said they would tell the student to write a new story or rewrite the inappropriate one; they would not distribute the newspaper; there is no problem; they would do whatever necessary; they do not know; or they would fail the student or have him removed from the class.
Other Comments by the Advisers

At the end of the adviser's questionnaire, space was left for comments. The comments are as follows:

Several times I have found the administration is downright scared of the student press. I hope advisers will soon see their role as educating the administration as well as the student.

I feel that no course in a school this size, or probably any other, offers the opportunities that putting out a newspaper offers. It is a real world, adult endeavor.

I have never kept anything from printing that the editors wanted to print. Many times an inexperienced journalist gets emotionally involved in an issue. This defies all journalistic principles. If a student is taught and guided properly, there shouldn't be a major problem. By the way, my staffers have printed opinions totally opposite of my personal beliefs. But that's the only way a free press can succeed.

Some of my students kid me that I run the paper. I may be somewhat strong-minded, but I welcome initiative, zeal, attitudes of students who can back up their stands, even which I personally disagree.

I do believe high school students still need some guidance. Their opinions are not always acceptable unless there is some discussion and questioning first. I would not consider questionable information without knowing reliability of source. High school students are not always mature enough to judge.

The school newspaper here was "censored" prior to my taking it over...the school principal read it word for word and okayed-or rejected-articles before they were printed. I do not think I could operate under that restriction, and I haven't had to so far. My first two or three years were tough, but in the past five or six we have been free from such close supervision and are pretty well left alone. I do stress rights and responsibility to my students, and that as long as we are fair and factual and relevant we will be allowed to "do our thing" without interference. Our principal (the one who did the censoring
is no longer here—and neither is the superintendent who ordered him to do it) is very cooperative, and we have established a very good working relationship among staffers, adviser and principal.

I have been faced with this problem (preventing inappropriate material) and talking with the staff is not always enough, but I realize that the students have the legal right to print what they choose.

A winning newspaper staff is basically made up of the same characteristics as a winning football team, basketball team, or any other successful endeavor. The staff is dedicated, hard working, receptive to constructive criticism, never accepts second-best effort, and has a "pocketful" of pride.

The Cypress has won the Award of Distinguished Merit in Journalism for the past 24 consecutive years. It was named Tops in Division in Texas 13 times during the last 17 years, and was named Top High School Newspaper in Texas in 1976. Staffers won 14 individual achievement award medals in statewide competition this year. The Cypress is produced bi-weekly in the student print shop. In addition to the 12 pages, it contains at least 15 photographs—two are always produced in full color. All the work, including color separations, is done by the students.

I'm an old fashioned guy who believes in discipline and good taste in our high school newspaper as well as our yearbook. Everybody yaks about freedom of the press these days—but I hear little about responsibility of the press. My antiquated ideals must work. We have the largest high school newspaper in Texas page-wise, we put out a total of 200 pages this year, several of them in four colors and others in duotone. We also bought our own Compugraphic typesetting and headline equipment this year, at no cost whatever to taxpayers. We financed the whole shootin' match through advertising sales. That's free enterprise in action.

Probably if we were rating our press freedom situation on a scale of 1 to 10 for Texas schools, we'd have to give our school 9 or 9-1/2. We get our wrists slapped sometimes, but mostly we are pretty free to do what we want.

Journalism teachers in Texas are grossly under paid. Comparing our salaries with those of the typical coach is disgusting.
We insist that any material in the feature or editorial comment line be thoroughly researched and documented. Staff members respect good reporting, and, as a result, are willing to do their homework. In turn, the administration has come to respect them and their rights of fair comment.

For the first two years, I simply trained and advised. We normally took Honor (third rating in ILPC). This year I pushed as hard as I could. We went from twice monthly to weekly. I edited and copy read instead of having students do those tasks. I assigned; I dummied; I insisted on perfection. We took a first. These students are not highly competitive, but I am.

We do not have any problems at this time with rebels or left wing groups. In our city there is a high school who published an underground newspaper and distributed it on their campus. In it they shot down the school system, administration, faculty. This was only last week. I think we will be seeing more of this in the future with more attacks being made on the public schools by underground newspapers.

First of all, let me mention some adjectives that I would not have checked off about my 1979 staff: curious, enterprising, crusading, aware. I have been blessed with several highly intelligent, responsible students this year. They are very good writers and they are very conscientious about the newspaper, but they are definitely not budding journalists. It's been several years since I've had the kind of 'live wire' who might rock the boat, and when I have had, we've always been able to reach an accommodation, even if the question involved the principal, and on almost all occasions, the story has been run. (The only exception I can recall involved a 'creative literature' page with a poem that the principal thought presented a one-sided view on a racial question with nothing to balance it out. I thought he was right. The 'creative' idea was hasty and ill advised.)

As for the question of supporting each other, each case may have different circumstances. How far should the adviser go to support a principal's decision that he feels is arbitrary, unfair, unwise? How far should a principal go to support an adviser who negligently lets students publish a story that is incorrect? How
far should a principal go to support a staff that maliciously publishes an attack on someone, with information that may be true but is not a matter of legitimate public concern?

My stand on 'freedom of the student press' is this: The First Amendment should not apply completely to a high school writer or editor. (My husband is a newspaper columnist. He does not have full 'First Amendment' rights, nor does his managing editor. The publisher of the newspaper, like it or not, has the final say in what the paper should or should not print.) However, the teaching of journalism requires that student journalists have free access to all lawful information and the freedom to research, write about, and print information and opinions on all matters of interest to students, however controversial they may be. To deny students these rights, and thereby deny them of the responsibility of dealing with subjects of major concern, is to emaculate the teaching of journalism. Further, it is a violation of my academic freedom and the academic freedom of my students.

Our community is still a very conservative one, and our newspaper staffs so far have believed in the 'good taste' thing. We have had no trouble in this area.

I try to do lots of things that have become traditional with the paper: a birthday cake for the paper on Feb. 14, lots of parties, field trips, anything to make it desirable to be a staff member.

My biggest problem is my course load (photo-journalism, yearbook and newspaper). Any combination of the two is plenty, but all three are killers demanding an excessive amount of time.

My staff is a good staff. However, we have been plagued by poor typesetters and a messy run of the paper. We finally were able to change printers and this has helped.

Counselors are also a problem. The two women see no need for a student to take journalism. Math and music are more important. My students have fought this since my arrival. I too have gone to bat for this. My principal supports the program but is not always in agreement with what we print.

Journalism sponsors need a period besides a class just to check stories, a lab. Especially a mimeo paper like we have. We work very hard.
Comparison of the Attitudes and Opinions of the Principals and Advisers

Principals and advisers of Texas high school award-winning newspapers have common attitudes and opinions concerning the newspaper and the journalism program, as shown in Appendices A, B, and C. They agree that journalism is important enough to be included in the school curriculum, but as an elective subject. They strongly believe that the newspaper is important to the school.

Principals and advisers think that limitations should be imposed upon what the student is allowed to print in the newspaper. These limitations should go beyond obstructing obscene or libelous material.

Both strongly agree that high school principals should support the journalism program as they do the other academic programs. Both agree, the advisers strongly, that the principal should trust the adviser to edit inappropriate material.

There is some disagreement concerning criticism of school personnel or policies. Advisers believe that this criticism should be allowed and a large per cent (48.6 per cent) of the principals think it should never be allowed.

Both faculty members strongly agree that the principal should support the newspaper adviser. Principals strongly agree that the adviser should support the principal and
advisers agree, 45.9 per cent strongly. A large majority of both agree that the principal should support the newspaper staff.

There is no clear majority of principals or advisers concerning student reporters divulging a source of information to the principal. Principals and advisers do agree that student reporters should be required to divulge a source to the adviser.

Obscene or libelous material is considered inappropriate by both the principals and advisers. The main purpose of the newspaper is to act as a communication tool. Principals depend upon advisers to prevent inappropriate material from being printed and advisers edit or hold conferences for prevention.
CHAPTER IV

SUMMARY AND CONCLUSIONS

Summary

It was the problem of this study to identify the common characteristics of the high school, the adviser, the journalism program, and the newspaper of the high schools consistently winning newspaper awards in Texas. These newspapers won one of four ILPC awards for five years. Two questionnaires were mailed -- one to the principal and one to the adviser -- to each of the eighty-five high schools in Texas having an award-winning newspaper. Of the principals and advisers included in the survey, seventy-eight principals (91.7 per cent) responded, and eighty advisers (94.1 per cent) responded.

Question One: "Are award-winning high school newspapers found only in large cities and on large campuses?"

Survey data indicated that 73 percent of the newspapers were found in rural areas and in cities of fewer than 50,000 residents.

Question Two: "Do the advisers of award-winning newspapers have a degree and professional experience in journalism?"
Although they are producing award-winning newspapers, most of the advisers do not appear to be qualified to teach journalism because 58.8 per cent of the advisers do not have a degree with a major or minor in journalism, 72.2 per cent of the advisers do not have professional experience, and 68.8 per cent of the advisers do not hold membership in an association for faculty advisers. Most of the advisers (83.7 per cent) do have college hours in journalism.

Question Three: "Do the principals and advisers agree on the importance of the journalism program and newspaper?"

The journalism program is important to the advisers because 65 per cent were hired to advise and 77.5 per cent have remained for as many as ten years. The program is important to the principals as they would not consider abolishing the program except under extreme conditions. Over 90 per cent of the advisers and the principals believe that the newspaper is important to the school and should be included in the school curriculum. They see the newspaper as a communication tool for the school and the community. The principals confer with advisers which indicates the importance of journalism.

Question Four: "Do the advisers receive special compensations?"
Many advisers (61.1 per cent) said they do not receive a special salary increment, but 52.5 per cent do receive some special compensation; such as fewer duties, for time spent after regular school hours working on the newspaper. Since the advisers do not receive special salaries, it can be assumed that the administration allocating salaries for the school faculty does not view the adviser's job as anything more than a regular classroom teacher's job.

Question Five: "Do the principals and advisers confer at least twice a year?"

The high school principal confers with the adviser on an irregular basis, but most (93.9 per cent) confer at least twice a year.

Question Six: "Do the high schools of the award-winning newspapers offer for credit at least one journalism class?"

Most of the high schools (93.5 per cent) offer journalism courses as a part of the curriculum and 75.2 per cent of the high schools offer journalism courses that can be taken for two or three years. These classes are electives and credit is given for successful completion. A beginning journalism class is offered at 87.6 per cent of the high schools, advanced journalism at 72.6 per cent of the schools, and newspaper production at 69.8 per cent
of the schools. The beginning journalism class size ranges from twenty to thirty students, advanced journalism ranges from eleven to twenty-one students, and the newspaper production class ranges from ten to twenty students. Substantial interest seems to exist at the schools among students and faculty to warrant journalism classes. The classes are significant to the production of a quality newspaper.

Question Seven: "Do the high schools of the award-winning newspapers have principals who support the newspaper?"

The support of principals appears to be important to award-winning newspapers; 96 per cent of the principals agreed that they should support the newspaper adviser, 89.7 per cent of the principals agreed they should support the newspaper staff, and 96 per cent agreed they should support the journalism program.

Question Eight: "Do the award-winning newspapers allocate the proper amount of space for the elements listed on the ILPC rating sheet?"

Four of nine of the elements are allocated the space suggested by the rating sheet. The four elements are editorials, sports news/features, art work/cartoons, and calendar of events/special announcements.
Question Nine: "Do the principals and advisers agree on what material should be and should not be printed?"

Principals and advisers do not always agree on what material should be and should not be printed. Obscene and libelous material are considered inappropriate by the principals and advisers, but opinions differ concerning criticism of personnel or policies; 60.2 per cent of the advisers believe this criticism should be allowed and 48.6 per cent of the principals think it should never be allowed. Principals and advisers believe students should not be allowed to print just anything they want in their school paper.

Question Ten: "Do the principals and advisers of award-winning newspapers agree on how much editorial control is needed?"

Advisers and principals do not agree on editorial control. About 93 per cent of the principals and advisers agree the principal should allow the adviser to edit inappropriate material, and the principal does rely on the adviser to do so. The adviser will edit the material or hold conferences to prevent it. Sources should be divulged to advisers, according to 63.5 per cent of the principals and 61.2 per cent of the advisers, but they
do not agree concerning student reporters divulging their source of information to the principal. Principals and advisers agree that limitations should be imposed upon what the student is allowed to print. The adviser and principal seem to think that high school students are too young to have complete freedom and they need some guidance.

Question Eleven: "Do award-winning high school newspapers have common characteristics?"

The typical award-winning Texas high school newspaper is produced in a small city or rural area at a high school that holds membership in ILPC and at least one other press association. The typical newspaper is tabloid and it is published twice monthly during a regular class period. Advertising sales provide a sufficient amount of financial income for the typical paper.

The typical adviser of a Texas award-winning high school newspaper has a bachelor's degree and college hours in journalism. The adviser has been advising at his present school up to ten years. The adviser was hired to advise and receives special compensation other than salary increments. The typical adviser spends time after regular school hours producing the newspaper.

The typical staff is selected by the adviser alone and must meet established prerequisites. The staff works well as a team and has favorable characteristics.
The typical principal of an award-winning newspaper confers with the adviser on an irregular basis.

The typical journalism program offers classes for two to three years. Introduction to journalism, advanced journalism, and newspaper production are offered for credit. The classes have prerequisites and they are electives. There are one to five classes of journalism a day and one of the classes is a newspaper production class. The program is included in the high school budget.

The typical principal and adviser agree the newspaper should be part of the school curriculum, but students should not be required to take journalism. The principal and adviser agree it is important for the school to have a newspaper. They agree that students should not be allowed to print just anything in the paper and that the adviser should edit inappropriate material. They agree that the principal should support the journalism program, the adviser, and the staff. The typical principal and adviser agree the newspaper adviser should support the principal. They agree students should be required to divulge the source of information to the adviser.
Conclusion

To evaluate the results, the following criteria were established: 90 to 100 per cent response indicates the characteristic is essential, 70 to 89 per cent response indicates the characteristic is needed, 51 to 69 per cent response indicates the characteristic is helpful, and 50 per cent or below is not necessary.

In order to produce a Texas high school award-winning newspaper, it is essential that (a) the adviser have a bachelor's degree, (b) the principal confers with the adviser, (c) staff members work well as a team, (d) prerequisites exist for being a staff member, (e) the newspaper is tabloid in size, (f) the newspaper is produced during a regular school class period, (g) the high school offer journalism classes, (h) the classes are elective, (i) there is one to five classes of journalism a day.

It is essential that principals and advisers believe that (a) the newspaper should be part of the school curriculum, (b) the newspaper is important to the school, (c) the principal should support the journalism program, (d) the principal should trust the adviser to censor inappropriate material, and (e) the principal should support the newspaper adviser. It is essential that the high school principal believe that the student should not be allowed to print just anything in the school paper.
In order to produce award-winning newspapers, schools need (a) advisers with college hours in journalism, (b) advisers who have been advising at the present school for up to ten years, (c) advisers that are willing to spend time after regular school hours producing the newspaper, (d) to be in small cities or rural areas (e) journalism classes for two to three years, (f) introduction to journalism and advanced journalism courses for credit, and (g) prerequisites for journalism courses.

The principal and adviser of a high school wishing to have an award-winning newspaper need to believe the newspaper adviser should support the principal and the principal should support the newspaper staff. The principal seeking an award-winning newspaper needs to believe that controls should be extended over more than just obscene or libelous material and the student should not be required to take journalism. Advisers need to believe that the newspaper should not be an extracurricular activity and students should not be allowed to print just anything they want in their newspaper.

It would be helpful for high schools wishing to produce an award-winning newspaper in Texas to (a) be a member of at least one press association, (b) employ advisers that hold membership in a faculty association, (c) hire the adviser to advise, (d) give the adviser special compensation other than
salary increments, (e) publish the newspaper twice monthly, (f) have sufficient financial income from advertising sales for the newspaper, (g) have staff members selected by the adviser alone, (h) have staff members with favorable characteristics, (i) offer newspaper production for credit, (j) have the adviser teach one newspaper production class a day, and (k) include the journalism program in the high school budget.

It would be helpful for the principal to believe that the newspaper should not be an extracurricular activity. It would be helpful for the principal and adviser to believe that student reporters should reveal sources to the adviser. It would be helpful for the adviser to believe that students should not be required to take journalism and that the students should be allowed to criticize school personnel or policies.

This survey indicated that there are no basic underlying reasons why some high schools in Texas have award-winning newspapers and some do not. The survey indicated that it is not necessary for a school wishing to have an award-winning newspaper to be large, that it is not necessary for the adviser to have professional experience or to receive a special salary increment, that it is not necessary for the newspaper space to be divided as suggested by the ILPC rating sheet.
Based on the results of this survey, there is no pattern of characteristics that indicate a given high school newspaper will receive awards.

Recommendations for Further Study

A study of Texas high school newspapers that are not award-winners could be beneficial. Such a study could compare the results with this study.

A study similar to this one could be done with high school award-winning yearbooks.

A study could acquire a detailed description of the high school journalism courses taught in Texas schools. This study might reveal educational processes that lead to award-winning newspapers.

A study could examine the elements in Texas high school newspapers. Space allocation and elements included could reveal a guide for producing award-winning newspapers.

A study could compare award-winning newspaper staffs to staffs of newspapers that are not award-winners. Their aptitude in journalism, educational background, and personalities could be compared.
APPENDIX A

PERCENTAGES OF PRINCIPAL'S AND ADVISER'S RESPONSES
NAMING INAPPROPRIATE MATERIAL

<table>
<thead>
<tr>
<th>Inappropriate material</th>
<th>Principal</th>
<th>Adviser</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obscene or libelous</td>
<td>37.8</td>
<td>57.8</td>
</tr>
<tr>
<td>Detrimental to the school or disrupting educational process</td>
<td>13.6</td>
<td>4.1</td>
</tr>
<tr>
<td>Gossip</td>
<td>7.5</td>
<td>50.0</td>
</tr>
<tr>
<td>Unsubstantiated stories or unjust, one-sided stories</td>
<td>18.1</td>
<td>11.1</td>
</tr>
<tr>
<td>Stories with malicious intent and controversial material to stir interest</td>
<td>7.5</td>
<td>6.9</td>
</tr>
<tr>
<td>Criticism of personnel or students</td>
<td>30.3</td>
<td>38.8</td>
</tr>
<tr>
<td>Discipline hearings or crime by students</td>
<td>1.5</td>
<td>6.9</td>
</tr>
<tr>
<td>Material of bad taste</td>
<td>19.6</td>
<td>27.7</td>
</tr>
<tr>
<td>Anything not meeting journalism standards</td>
<td>4.5</td>
<td>6.9</td>
</tr>
<tr>
<td>Anything negative about the school or students</td>
<td>4.5</td>
<td>5.5</td>
</tr>
<tr>
<td>Political information (Town)</td>
<td>0.0</td>
<td>1.3</td>
</tr>
</tbody>
</table>
APPENDIX B

PERCENTAGES OF PRINCIPAL'S AND ADVISER'S RESPONSES

NAMING MEASURES THEY COULD TAKE TO PREVENT

INAPPROPRIATE MATERIAL FROM BEING PRINTED

<table>
<thead>
<tr>
<th>Measures they would take</th>
<th>Principal</th>
<th>Adviser</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adviser, if selected properly, will take care of it</td>
<td>34.8</td>
<td>0.0</td>
</tr>
<tr>
<td>Tell adviser not to print</td>
<td>6.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Get new adviser</td>
<td>4.5</td>
<td>0.0</td>
</tr>
<tr>
<td>Stop production</td>
<td>7.5</td>
<td>0.0</td>
</tr>
<tr>
<td>Whatever necessary</td>
<td>1.5</td>
<td>2.7</td>
</tr>
<tr>
<td>Censor, use authority to stop it</td>
<td>12.0</td>
<td>61.1</td>
</tr>
<tr>
<td>Would not distribute the paper</td>
<td>3.0</td>
<td>5.5</td>
</tr>
<tr>
<td>Confer with staff, adviser, principal, parents, student who wrote story</td>
<td>13.6</td>
<td>50.0</td>
</tr>
<tr>
<td>Provide guidelines</td>
<td>3.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Cut off funds</td>
<td>1.5</td>
<td>0.0</td>
</tr>
<tr>
<td>Secure board action</td>
<td>1.5</td>
<td>0.0</td>
</tr>
<tr>
<td>Tell to write new story or rewrite</td>
<td>0.0</td>
<td>6.9</td>
</tr>
<tr>
<td>No problem</td>
<td>0.0</td>
<td>6.9</td>
</tr>
<tr>
<td>Fail the student or have him removed</td>
<td>0.0</td>
<td>2.7</td>
</tr>
<tr>
<td>Do not know</td>
<td>0.0</td>
<td>1.3</td>
</tr>
</tbody>
</table>
APPENDIX C

PERCENTAGES OF PRINCIPAL'S AND ADVISER'S RESPONSES

NAMING THE MAIN PURPOSE OF THE NEWSPAPERS

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Principal</th>
<th>Adviser</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication medium for school or to inform student body and community of campus activities.</td>
<td>66.6</td>
<td>81.9</td>
</tr>
<tr>
<td>Opportunity for high school student to get experience publishing a school newspaper, learn journalism procedures</td>
<td>15.1</td>
<td>33.3</td>
</tr>
<tr>
<td>To educate</td>
<td>21.2</td>
<td>0.0</td>
</tr>
<tr>
<td>Training for journalism career</td>
<td>19.6</td>
<td>0.0</td>
</tr>
<tr>
<td>Promote unity of the school</td>
<td>7.5</td>
<td>8.3</td>
</tr>
<tr>
<td>Discipline</td>
<td>1.5</td>
<td>0.0</td>
</tr>
<tr>
<td>Boost school spirit</td>
<td>7.5</td>
<td>4.1</td>
</tr>
<tr>
<td>Outlet for writing news and feelings</td>
<td>1.5</td>
<td>20.8</td>
</tr>
<tr>
<td>To entertain, educate, and inform</td>
<td>0.0</td>
<td>30.5</td>
</tr>
<tr>
<td>Keep school history</td>
<td>0.0</td>
<td>4.1</td>
</tr>
<tr>
<td>Present a positive picture of the high school, public relations tool</td>
<td>0.0</td>
<td>16.6</td>
</tr>
</tbody>
</table>
May, 1979

Dear Sir:

CONGRATULATIONS! Your high school newspaper is one of the few top award-winning publications in Texas.

I am a high school newspaper adviser and I am working on my master's thesis in journalism. I hope to—with your help—discover some of the common characteristics of award-winning high school newspapers and the people and elements of the environment affecting the papers. Information from you would be very helpful to me, and to others seeking to improve their newspapers.

Enclosed you will find a questionnaire designed to attain these characteristics. It has been designed to take only 10 minutes of your time as I realize you have a busy schedule.

Your response is essential to the completion of my thesis. Please help by filling out the enclosed questionnaire and returning it in the self-addressed, stamped envelope.

I will be happy to send you a summary of the results if you will indicate a forwarding address on the questionnaire.

Thank you very much for your assistance.

Yours truly,

Kathy Scattergood

65
Questionnaire for the Principal

PART I: Please mark an X in the appropriate space or give a short answer.

1. Where is your high school located?
   - Large city, 250,000 or more
   - Medium city, 50,000 to 249,999
   - Small city, 10,000 to 49,999
   - Rural area, less than 10,000

2. What is the total enrollment at your high school?
   - Less than 500
   - 500 to 999
   - 1,000 to 1,499
   - 1,500 to 2,000
   - More than 2,000

3. Please indicate the source of the finances for the high school newspaper and journalism program by marking each area that provides money for their operation.

<table>
<thead>
<tr>
<th>Journalism classes/ program</th>
<th>Newspaper</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School board subsidy</td>
</tr>
<tr>
<td></td>
<td>High school budget</td>
</tr>
<tr>
<td></td>
<td>Class or club subsidy</td>
</tr>
<tr>
<td></td>
<td>PTA subsidy</td>
</tr>
<tr>
<td></td>
<td>Sale of advertising</td>
</tr>
<tr>
<td></td>
<td>Sale of subscriptions and/or direct copy sale</td>
</tr>
<tr>
<td></td>
<td>Special fund raising efforts</td>
</tr>
<tr>
<td></td>
<td>Other, please specify:</td>
</tr>
</tbody>
</table>
4. Are there any journalism courses in your school curriculum?
   ___yes
   ___no     If no, go on to question 5.

a. For how long may a student enroll in journalism?
   ___ 4 years    ___ 1 year    ___ 6 weeks
   ___ 3 years    ___ 2 semesters ___ Other, please specify:
   ___ 2 years    ___ 1 semester

b. What are the prerequisites for the journalism course(s)?

   Beginning Journalism:                      Advanced Journalism:
   ___ Must be a freshman                      ___ Must be a sophomore
   ___ Must be a sophomore                     ___ Must be a junior
   ___ Must be a junior                        ___ Must be a senior
   ___ Must be a senior                        ___ Must have at least a C overall average
   ___ Must have at least a C overall average  ___ Must have at least a C in English
   ___ Must have at least a C in English       ___ Completion of a beginning journalism class
   ___ No prerequisites                        ___ No prerequisites
   ___ Other, please specify:                 ___ Other, please specify:

c. What courses are included in the curriculum and how much credit is given for each?

   Credit   No credit
   ___       ___ Introduction to journalism
   ___       ___ Advanced journalism
   ___       ___ Newspaper production
   ___       ___ Other, please specify:

d. Are the journalism courses electives?    ___yes
                                            ___no
e. Are there any journalism courses that are required for graduation?  ____yes  ____no
If yes, please explain:

5. Do you ever confer with the adviser?  ____yes  ____no
a. If yes, how often?  ____Monthly
   ____Once each semester
   ____Once a week
   ____Annually
   ____Other, please specify:
b. If no, why?  ____I completely trust our adviser.
   ____Our paper does not carry controversial material.
   ____Other, please specify:

6. Is the school budget allocation sufficient for the production of the newspaper?  ____yes  ____no

7. Is the school budget allocation sufficient for the journalism program?  ____yes  ____no

PART II: Please evaluate the following statements by marking an X in the appropriate space. Skip those that do not apply.

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree or disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. The paper should be part of the learning experience in the school curriculum.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>Strongly agree</td>
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<td>Neither agree or disagree</td>
<td>Disagree</td>
<td>Strongly disagree</td>
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<td>The newspaper adviser should support the principal.</td>
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</table>
20. Student reporters should not be required to divulge their source of information to the principal.  

<table>
<thead>
<tr>
<th>Strongly agree</th>
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<th>Neither agree or disagree</th>
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21. Student reporters should not be required to divulge their source to the adviser.  

<table>
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<tr>
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<th>Neither agree or disagree</th>
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PART III: Please answer the following questions in the space provided.

22. What do you think is inappropriate to print in the high school newspaper?

23. Please state what measures, if any, you would take to prevent inappropriate material from being printed in the newspaper.

24. What do you think is the main purpose of the high school newspaper?

25. Under what conditions would you abolish the high school newspaper and/or journalism program?

THANK YOU VERY MUCH. If you wish to add other comments, please do do here.
APPENDIX E

May, 1979

Dear Adviser,

CONGRATULATIONS! Your high school newspaper is one of the few top award-winning publications in Texas.

Now that the ILPC convention and UIL contests have ended for us this year, I hope you were as successful as your past record.

I am also a high school newspaper adviser and I am working on my master's thesis in journalism at North Texas State University. I hope to--with your help--discover some of the common characteristics of award-winning high school newspapers and the people and elements of the environment affecting the papers. Information from you would be very helpful to me in the completion of my thesis, and helpful to others seeking to improve their newspapers.

Enclosed you will find a questionnaire designed to attain these characteristics. It has been designed to take only 10 minutes of your time as I realize you have a busy schedule.

Your response is essential to the completion of my thesis. Please help by filling out the enclosed questionnaire and returning it in the self-addressed, stamped envelope.

I will be happy to send you a summary of the results if you will indicate a forwarding address on the questionnaire.

Thank you very much for your assistance.

Yours truly,

Kathy Scattergood
Questionnaire for the Adviser

PART I: Please mark an X in the appropriate space or give a short answer.

1. What is your background? Please mark all those that apply.

___ B. or B.S. Major ___________ Minor ___________

___ M.A. or M.S. ____________________________

___ Ph.D. ____________________________

___ Emergency certificate ____________________________

___ Other, please specify: ____________________________

___ Professional experience ______ number of years

________ number of months

In what capacity? ______________________________________

2. How many college hours of credit do you have in journalism? ______

3. How did you become a newspaper adviser at your present school?

___ I asked to advise.

___ I was told to advise.

___ I was asked to advise.

___ I was hired to advise.

___ Other, please specify:

4. a. How many years, including the 1978-79 school year, have you served as the adviser at your present school? __________

b. How many total years have you served as a newspaper adviser prior to coming to this school? __________

c. How many years have you served at this school as the only adviser? __________
5. What journalism courses do you teach, how many class periods of each, and how many students completed each course during the 1978-79 school year?

<table>
<thead>
<tr>
<th>Class periods</th>
<th>Number of students</th>
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<tbody>
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<td>_____________</td>
<td>_____________</td>
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<tr>
<th>Introduction to journalism</th>
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<tr>
<th>Advanced journalism</th>
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<td>_____________</td>
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<tr>
<th>Newspaper production</th>
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<tr>
<th>Other, please specify:</th>
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<td>_____________</td>
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</table>

6. Is there a special salary increment for the newspaper adviser?

   ____ yes  ____ no

   a. If yes, what is the yearly amount above the standard teaching salary given at your school?

   ______

   b. Please mark any other special compensations the adviser receives.

     ____ Number of classes reduced from _____ to _____

     ____ Number of duties reduced from ______ to ______

     ____ Special work period during the school day

     ____ Advising assistant provided

     ____ Assistant for routine work (grading papers, etc.)

     ____ Special office, equipment or other

     ____ Student teacher assigned yearly

     ____ Other, please specify: _____________

7. Is your school a member of any school press association?

   ____ yes  ____ no

   If yes, please name (them): ____________________________
8. Do you belong to any national association of faculty advisers' organizations?  ____ yes  ____ no
If yes, please name (them). __________________________________________________________

9. How often is your school paper published?
   ____ Monthly  ____ Twice weekly
   ____ Twice monthly  ____ Daily
   ____ Weekly  ____ Other, please specify:

10. Staff member selection:
   a. Who selects them?
      ____ Adviser alone
      ____ Adviser and retiring staff
      ____ Retiring staff
      ____ Retiring editor
      ____ Adviser and retiring editor
      ____ Other, please specify:
   b. What are the requirements for being a staff member?
      ____ Academic average (please specify) ____________________________
      ____ Completion of a beginning journalism course
      ____ Volunteering
      ____ Passing a test
      ____ Proving ability on a trial basis
      ____ Other, please specify:

11. Is the total financial income of the newspaper sufficient for producing the newspaper?  ____ yes  ____ no
12. Please mark an X by the adjectives that best describe the majority of the staff members.

   ___ Industrious                   ___ Academically above average
   ___ Creative                     ___ Academically average
   ___ Motivated                   ___ Academically below average
   ___ Dedicated                   ___ Work well as a team
   ___ Interested                 ___ Don't work well as a team
   ___ Glory seekers               ___ Above average writers
   ___ Friendly and personable    ___ Average writers
   ___ Take criticism well         ___ Below average writers
   ___ Strive for the best        ___ Self-motivated
   ___ Apathetic                  ___ Not self-motivated

   ___ Other, please specify:

13. a. When is the newspaper produced?

   ___ During a regular class
   ___ After regular school hours
   ___ During a study period
   ___ Other, please specify:

14. What percentage of space is allowed in the newspaper for each of the following areas?

   Percent                        Percent
   ___ News stories               ___ Art work/cartoons
   ___ Features                   ___ Photography
   ___ Editorials                 ___ Calendar of events/special announcements
   ___ Sports news/features       ___ Advertising
   ___ Columns/reviews/literary material ___ Other:
15. How many pages are included in the average issue of your newspaper?

16. What is the physical size of your paper?

17. What is the average number of copies printed per issue?

18. Please mark how often you face the following problems.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Never</th>
<th>Seldom</th>
<th>Frequently</th>
<th>Always</th>
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<tbody>
<tr>
<td>Personnel for the staff</td>
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<tr>
<td>Personality conflicts between staff members</td>
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<tr>
<td>Personality conflicts between staff members and adviser</td>
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<tr>
<td>What to print</td>
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<tr>
<td>What not to print</td>
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<tr>
<td>Instruction (if there is no class)</td>
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<tr>
<td>Making the school important</td>
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<td>Making deadlines important</td>
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<td>Working with the administration</td>
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<td>Lack of facilities</td>
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<td>Teacher work load</td>
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<td>Other, please specify:</td>
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PART III: Please answer the following in the space provided.

33. What do you think is inappropriate to print in the high school newspaper?

34. What do you think is the main purpose of the high school newspaper?

35. Please state what measures, if any, you would take to prevent inappropriate material from being printed in the newspaper.

THANK YOU VERY MUCH. If you wish to add other comments, please do so here.
May, 1979

Dear Sir:

I'm sure you have had a successful year and I hope you will have an enjoyable summer.

So far the response to my survey concerning high school newspapers in Texas has been good. However, I have not received your response, and I would like to include your opinions, ideas, and information about your newspaper.

I must have a 90 per cent response to complete my thesis. Won't you please take 10 minutes of your time to complete the enclosed questionnaire? A self-addressed stamped envelope is included for your convenience.

If you have already completed a questionnaire, thank you very much.

Your cooperation is greatly appreciated.

Sincerely,

Kathy Scattergood
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