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A study of the status of high school newspapers in the Virginia public schools

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**A STUDY OF THE STATUS OF HIGH SCHOOL
NEWSPAPERS IN THE VIRGINIA
PUBLIC SCHOOLS**

**A Thesis
Presented to
the Graduate Faculty of
The University of Richmond**

**In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education**

**by
Joyce Still Gibson**

August 1961

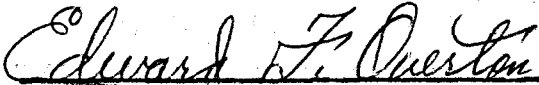
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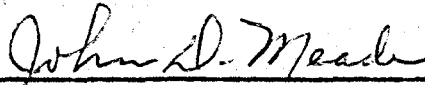
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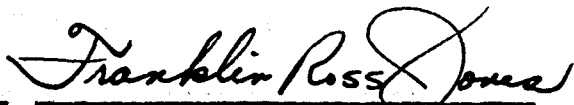
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CHAPTER I

A BRIEF SURVEY OF THE HISTORY OF HIGH SCHOOL JOURNALISM IN THE UNITED STATES AND IN THE STATE OF VIRGINIA

The school newspaper dates back over one hundred years, and it is now regarded as one of the most important activities of the modern high school.

I. THE PROBLEM

Statement of the Purpose

The purpose of this study is (1) to present a brief history of journalism in the United States and in Virginia, (2) to acquaint the reader with various publications associations and the services they render, and (3) to present the status of high school newspapers in the Virginia public high schools in 1961.

The writer will, in no way, attempt to discuss the technical aspects of the actual publication of a paper, but will concentrate instead upon trying to show the status of the newspaper in the various high schools of the state. The major point of emphasis will be to show the role of the adviser. Also to be discussed are the financial problems of the papers, the teaching of journalism as a regular class, and the relationship of state papers with the national publications associations.

Importance of the Study

The newspaper is not only a means of communication for students and parents, but it is also a means of informing the public about the school. As will be seen, the popularity of the high school newspaper has become overwhelming, and educators are now trying to determine its proper place in the curriculum. By presenting the conditions as they exist today and discussing comments and suggestions from newspaper advisers, it is hoped that, through this study, some progress will be made toward developing an awareness of some of the needs for improvement of conditions and thus lead to the publication of better papers.

Methods and Procedures

The information presented in this work was obtained by (1) the High School Newspaper Questionnaire which the investigator sent to all newspaper advisers in the state of Virginia (as listed by the Virginia High School League Leaquer, 1960), (2) correspondence with publications associations officials, and (3) historical investigation.

Definitions of Terms Used

Virginia High School League Classifications. Frequently used terms referring to Virginia High School League groupings,

based on enrollment, are as follows: Group I-A (more than 1000);¹ Group I-B (600-1000); Group II (200-600); and Group III (fewer than 200). Eighth grade enrollment is not included in the figures given.

Curricular status. Time for work on the newspaper is a part of the regular daily schedule.

Extra-curricular status. The newspaper work must be done after school.

II. FIRST HIGH SCHOOL NEWSPAPERS IN THE UNITED STATES

It has been said that, "Perhaps no school activity has a longer and more respectable tradition than the field of publications."² For over a century newspapers have flourished, for many years without benefit of curricular status and with little help from the faculty. Early records show that in 1777 the Penn Charter School of Philadelphia was publishing the Student's Gazette.³ In 1851, The Aspirant and The Constellation in the Girls' High School, Portland, Maine, and The Effort of the secondary school

¹ A school that was a member of Group I-A prior to June 22, 1959, (when grouping was revised) was given the privilege of remaining in this group if it wished to do so because of geographical location.

² Edgar G. Johnson and Roland C. Faunce, Student Activities in Secondary Schools (New York: Roland Press, 1952), p. 171.

³ Ibid.

of Hartford, Connecticut, originated. In 1859, The High School Thesaurus was founded in Worcester, Massachusetts.⁴ In 1870, Senior High School, Holyoke, Massachusetts, published its first paper. Some of these early papers were written in manuscript by the students themselves.⁵

In April, 1934, Dr. Galen Jones sent questionnaires to five hundred high school principals selected from directories of the regional accrediting associations, Patterson's Educational Directory, directories of state departments of education and the directories of the Department of Secondary School Principals of the National Education Association. Dr. Jones made an effort to secure data from schools of different sizes throughout the country. However, the more earnest effort was placed upon studying schools of a size that would admit of greater flexibility in administering extra-curricular activities and on schools that were known to have had an active and long-standing interest in extra-curricular activities.⁶

Two hundred and sixty-nine schools replied, and of this number one hundred and seventy-nine answered the question concerning the founding dates of the school newspaper. The responses are as follows:

⁴Harold Spears and C. H. Lawshe, High School Journalism (New York: Macmillan Company, 1960), p. 6.

⁵Galen Jones, Extra-Curricular Activities in Relation to the Curriculum (New York: Teachers College, Columbia University, 1935), p. 79.

⁶Ibid., p. 7.

<u>Founding Dates</u>	<u>Number of Institutions</u>
1870-1874	1
1885-1889	1
1890-1894	2
1895-1899	2
1900-1904	8
1905-1909	8
1910-1914	14
1915-1919	30
1920-1924	57
1925-1929	28
1930-1934	28

Though Dr. Jones' study does not list specific schools, the increased rapidity with which the papers began is noted. Another pertinent fact is that in 1934, two hundred and forty-three (243) of the two hundred and sixty-nine (269) schools (or 90.3 per cent) had newspapers. At the time of the newspaper's introduction into these two hundred and forty-three high schools, only fifty papers (20.6 per cent) had curricular status, while one hundred and ninety-three (193) or 79.4 per cent had extra-curricular status. However, at the time of the survey, seventy-three (37.8 per cent) of the papers had changed from extra-curricular to curricular status.

Only four of the papers had been discontinued. The persistence of these student papers and the thousands of others which have developed in secondary schools across the land may be regarded as evidence of the interest which students feel in their own publication. As other probable evidence of this fact, a national survey of 1941 discovered "5,000 really good secondary school newspapers..."⁷

⁷Ibid., p. 8.

III. FIRST HIGH SCHOOL NEWSPAPERS PUBLISHED IN VIRGINIA

Based on the results of The High School Newspaper Questionnaire which was sent to all Virginia high schools which have newspapers, it was found that The Beacon which was founded in 1920 at Newport News High School and The Student of Woodrow Wilson High School (Portsmouth) are the oldest known high school newspapers in Virginia. The Student was first published in magazine form and dates back as early as the 1900's.

The Wa-Co-Hi-Lights of Warren County High School followed in 1921. In 1923 the first edition of The Chatterbox appeared at George Washington High School in Danville. Although school officials are unable to make a positive statement, they believe with reasonable certainty that The Spotlight of James Monroe High School (Fredericksburg) also appeared in 1923.

The Citizen of Whitmell High School in Pittsylvania County was the first paper to be published in a Group II high school in the state. This appeared in 1924. Another Group II school began publishing a paper about 1925. This was Woodlawn High School which published The Reminder.

The year 1926 brought newspapers to two Group I-A schools; Maury High School in Norfolk published The Maury News and Bristol Virginia High School published The Little Virginian. Blacksburg school officials indicate that the Tattle Tale was founded before

1928, but they are unable to name an exact date. The Monocle of John Marshall High School in Richmond was established in 1929. The Acorn of Radford High School is said to have appeared sometime near the year 1930. The Pepergram of Culpeper County High School and The Double Echo of Damascus High School were both founded in 1930. The following year the students of Thomas Jefferson High School in Richmond began publishing The Jeffersonian.

The rapid growth of the high school newspaper in Virginia, as well as all over the United States, between the years of 1920 and 1940, was not accidental. The educational values of the project, once recognized, caused the movement to spread rapidly. Half of the school newspapers that exist today had their origin during that twenty year period. This growth has come because student journalism presents a field of worthwhile endeavor that is alive and stimulating, one in which students can see themselves develop through meaningful educational activities. Writing stories that are good enough to print, selling advertising that will bring a financial return to the merchant, and meeting the responsibilities that mean cooperation in getting each issue out on time are typical of the endeavors that mark journalism as valuable to the curriculum.⁸

IV. FUNCTIONS OF THE SCHOOL PAPER

In some schools the staff of the paper and the adviser have worked out the functions of the paper itself, and have posted them

⁸Spears and Lawshe, op. cit., p. 7.

in the newsroom as a guide. A typical example follows:

Aids to 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.

Aids to the Pupil

1. To provide an opportunity for interesting writing.
2. To give students the opportunity to learn how to read newspapers.
3. To act as a stimulus to better work.
4. To develop students' powers of observation and discrimination concerning relative merits of news articles.
5. To serve as an outlet and motivation for journalistic writing.
6. To offer training in organization, business methods, commercial art, salesmanship, bookkeeping, and business management.
7. To develop qualities of co-operation, tact, accuracy, tolerance, responsibility, initiative, and leadership.⁹

V. FOUNDING OF PRESS ASSOCIATIONS

The founding of three national press associations has given valuable encouragement to scholastic journalists. They publish

⁹ Ibid., p. 8.

three press magazines which are subscribed to by 20,000 and read by perhaps another 200,000 student reporters. Reinforced with two active national associations of newswriting teachers, and supported annually by well over 5,000 member schools, these three overlapping organizations stand as a continuous influence for better student journalism. They have served in this capacity for years, and much of the constant progress of the school press has been due to their influence. Beginning on a modest scale, their offices have expanded with the phenomenal increase of student publications.¹⁰

The National Scholastic Press Association (NSPA) was founded April 22, 1921, at the University of Wisconsin in Madison by 126 editors and faculty advisers of school publications and adopted the name Central Inter-Scholastic Press Association. When Professor E. Maxim Johnson, instrumental in its founding, moved to the University of Minnesota as head of the department of journalism in the fall of 1926, the Association headquarters were likewise moved, and have remained there since. In March 1928 the name was changed to National Scholastic Press Association because of the expansion of membership into all the states.¹¹

The Columbia Scholastic Press Association (CSPA) was organized at Columbia University in the fall of 1924, as an outgrowth

¹⁰ Ibid., p. 375.

¹¹ Ibid.

of several annual gatherings of secondary-school publications in the New York metropolitan area. The first contest for newspapers was held in 1925 with 179 entries, and the first convention held that year attracted 308 delegates. Today the CSPA convention draws over 4,200 delegates and well over 1300 publications are entered for rating.¹²

Quill and Scroll (Q&S), the international honorary society for high school journalists was organized April 10, 1926, by a group of high school advisers for the purpose of rewarding and encouraging individual achievement in journalism and creative writing.¹³

While NSPA and CSPA have featured critical service for school publications, Quill and Scroll has been interested primarily in recognizing the work of the individual student journalist. Besides promoting individual endeavor and supplying practical publication information, the organization sponsors criticisms of manuscripts, helps in the organization of state press associations, and endeavors to acquaint school officials and the public with the value of high school journalism.¹⁴

Founded in 1925, the Southern Interscholastic Press Association (SIPA) is sponsored by the Lee Memorial Journalism

¹²Ibid.

¹³Ibid.

¹⁴Ibid.

Foundation (Lexington, Virginia) to extend to the high schools and preparatory schools of the South the high idealism for Southern journalism which moved Robert E. Lee, when he was president of Washington College (now Washington and Lee University, Lexington, Virginia) to introduce the first collegiate training for journalism anywhere in the world.¹⁵

Through SIPA, the Lee Memorial Journalism Foundation, made possible by the vision of General Lee and material assistance of Southern editors and publishers, unites scholastic journalists from the Southern states and the District of Columbia in a common organization.

The first convention of SIPA was held on April 5-6, 1926. Conventions were held annually until 1942, when travel restrictions and other wartime difficulties caused the suspension of activities until the 1946-47 school year. The attendance at SIPA conventions grew so rapidly that convention officials have had to limit the number of representatives a school may send.

Working closely with SIPA in coordinating judging of newspapers is the Virginia High School League (VHSL) which is an organization of the public high schools of the state. It is under the sponsorship of the Division of Extension and General Studies of the University of Virginia. The League seeks to encourage

¹⁵Southern Interscholastic Press Association, Program, (April 27, 1961), p. 49.

student participation in desirable school activities by conducting or supporting programs of inter-school competitions in these fields.

The League originated as a student activity of the Washington and Jefferson Societies at the University of Virginia and began sponsoring activities in local high schools in 1913. Membership in the League increased so rapidly that it became necessary to assign greater responsibility for the conduct of League affairs to the Extension Division which had guided the organization from its inception.

By 1926 it had become apparent that it was desirable to vest the legislative responsibilities of the League in the representatives of member high schools. In 1946 the League was again reorganized and the name changed from The Virginia High School Literary and Athletic League to The Virginia High School League to suggest a wider field of League interests. The reorganization attracted additional members, and in the 1960-61 school year, all three and four year state public high schools were members of the League.¹⁶

The first year that newspapers were entered in a Virginia High School League Contest was 1924, and in 1961, forty-nine

¹⁶ Division of Extension and General Services, Virginia High School League Handbook, XXXVIII, No. 4 (August, 1960), preface.

schools participated. The purpose of the Publications Contest is to encourage schools to produce publications as a part of their activities program, and to assist the sponsors and editorial staffs of school publications in improving the quality of their product.

The most recent boost to Virginia journalists is the University of Richmond High School Newspaper Clinic which is sponsored jointly by the University of Richmond and Richmond Newspapers, Incorporated. The clinic was organized in 1958 and was held at Thomas Jefferson High School for two years; it moved to the campus of the University of Richmond in 1960 when its scope was broadened.

Mr. Joseph C. Nettles of the University of Richmond is Director of the High School Newspaper Clinic, and he is assisted by members of the local chapter of Pi Delta Epsilon, honorary journalism fraternity. Students from seventy state high schools attended the 1960 Clinic.

An effort is currently being made to organize two regional press associations, the Tidewater Press Association and the Peninsula Scholastic Press Association.

VI. SUMMARY

When the Penn Charter School published the first high school newspaper in the United States, The Student's Gazette in 1777, a new phase in education was begun. Since that date the rapidity with which the high school newspaper has increased is significant. The period between 1920 and 1940 was one of marked journalistic activity. High school journalism had its beginning in Virginia in

1920 when The Beacon of Newport News High School and The Student of Woodrow Wilson High School in Portsmouth were founded. Other high schools in the state then began to publish papers and now there are two hundred and six high school newspapers in Virginia. As an aid to the individual student, the school and the community, the high school newspaper is now a generally accepted part of the educational program.

The founding of National Scholastic Press Association (1921), Columbia Scholastic Press Association (1924), Southern Inter-scholastic Press Association (1925), and Quill and Scroll (1926) has contributed vitally to the encouragement of student journalism. The founding of the Publications Contest sponsored by the Virginia High School League (1924) and the University of Richmond High School Newspaper Clinic (1958) has given additional support to high school journalism in the state of Virginia.

CHAPTER II

THE ROLE OF THE ADVISER

To be editor of the school newspaper is a position coveted by many a high school student, but to be the adviser of the paper is not always a position coveted by members of the faculty. Instead it is deadlines to meet, advertisements to sell, subscription campaigns to sponsor, pictures to take, copy to read, conventions to attend, plus classes to teach and homerooms to supervise.

A questionnaire was sent to all high school newspaper advisers in the state, and a tabulation of the number responding (by group and district) will be found in Table I which also indicates the number of state schools not having newspapers. (Table V which will be found in the Appendix indicates specific schools which did or did not respond.) Chapter II will show how the status of the adviser and of the newspaper varies in high schools throughout the state. No attempt will be made to picture the role each adviser plays, but a composite picture of representative examples will be given.

In spite of the many problems connected with being a newspaper sponsor, eighty-three of the 118 advisers replying to the questionnaire (or 70.34 per cent) said they felt the satisfaction of the end product was worth the time and effort expended. Eleven felt the paper was not worthwhile; twelve said, "sometimes," and twelve others failed to comment.

TABLE I

16

NUMBER OF QUESTIONNAIRES RETURNED BY GROUP AND DISTRICT

GROUP	DISTRICT	QR	QNR	NP
I-A	Eastern	10	2	1
	Central	7	3	1
	Northern	8	7	0
	Western	5	1	0
	Southwest	5	2	1
	Subtotal	35	15	3
I-B	Battlefield	6	0	0
	Blue Ridge	5	3	0
	Lonesome Pine	0	2	9
	New River	5	3	2
	Northwestern	3	1	2
	Valley	3	2	2
	Subtotal	22	11	15
II*	1	7	2	6
	2	4	6	3
	3	5	5	2
	4	7	3	2
	5	3	2	1
	6	4	2	2
	7	6	8	4
	8	2	3	3
	9	1	3	2
	10	1	7	3
	Subtotal	40	41	28
III*	A	2	2	2
	C	3	1	3
	E	1	4	5
	F	2	3	2
	J	4	1	1
	N	2	2	2
	O	2	2	3
	Q	3	1	1
	R	0	1	4
S	2	4	5	
	Subtotal	21	21	28
	TOTAL	118	88	74

Total questionnaires sent -- 206.

QR--Questionnaire returned.

QNR--Questionnaire not returned.

NP--No newspaper for 1960-61 school year.

*In Group II the districts are numbered; in Group III they are lettered rather than assigned names as in Group I-A and Group I-B.

I. OTHER RESPONSIBILITIES OF NEWSPAPER SPONSORS

The sponsors of some high school newspapers in Virginia have positions envied by others in the field--teaching two classes of journalism, sponsoring the paper and receiving extra pay for sponsorship. Others, however, have a homeroom, sponsor the senior class and Future Business Leaders of America, teach five classes of 150 students and then stay after school to get the paper to press.

Group I-A

In Group I-A schools the newspaper sponsors are teachers of English and journalism, English and history, or in some cases they combine English and counseling. They teach an average of 4.1 classes, and the average student load is 103. (See Table VII in the Appendix.) Sixty-five per cent of these advisers have homerooms, while thirty-five per cent do not have this responsibility. One-third of them do not have other extra-curricular demands, while another third sponsor Quill and Scroll. The remaining third have additional duties which include sponsoring such activities as the National Honor Society, the Student Cooperative Association, yearbook, magazine, senior class, Thespians, Y-Teens, Chess Club, Future Teachers of America or Riding Club.

The percentage of Group I-A sponsors who must be in charge of both the business and literary staffs of the paper is 72.76.

The remaining 27.24 per cent are the literary sponsors only, with other teachers in charge of the business staffs. Of the latter group, three advisers indicated that they also have assistants for the literary staff. Seven of the advisers in this group stated that they served in this capacity by virtue of contract, while twenty-seven indicated that the principals had appointed them as sponsors.

Group I-B

In Group I-B schools, the average newspaper adviser teaches 4.09 classes to 111 students. (See Table VII in the Appendix.) All except four of the twenty-two sponsors who replied teach English in combination with another subject (usually history, journalism, or a foreign language). One of those four teaches history and government and is a guidance counselor; one teaches typing and shorthand; the third is a librarian who also teaches journalism; and the fourth is an Industrial Cooperative Training Coordinator.

In this group, all the sponsors are responsible for both the literary and business staffs with no assistance from other faculty members. Seventeen advisers are appointed by the principal, and one is appointed by the superintendent. Three are under contract to sponsor the paper, while one is chosen by student vote.

Group II

In beginning a discussion of Group II schools, it is especially significant to note the subjects taught by newspaper

advisers. Twelve teach English in combination with journalism and speech, or in combination with a foreign language; while sixteen teach subjects in the field of business education. Four teach history and geography or history and a foreign language, while the remaining nine are librarians, counselors, assistant principals and mathematics teachers.

The large Group I-A and I-B schools are better able to finance extra-curricular activities, and they have printed papers, either letterpress or offset. As has already been pointed out, the sponsors of these papers are usually teachers of English and journalism, and it would seem as if high literary quality is the primary concern.

In Group II schools 39.02 per cent of the advisers are business teachers. In these schools the newspapers are mimeographed.

The Group II teachers conduct an average of 4.82 classes daily to an average load of 87.4 students. (See Table VII, Appendix.) Eighty per cent of them have homerooms; on the other hand, forty-five per cent have no other duties of sponsorship. As was observed in the subjects taught by Group II teachers, it is again noted that the range of extra-curricular activities sponsored is wide and varied. Four teachers sponsor the Future Business Leaders of America, while others are busy with forensics, National Honor Society, basketball, yearbook, Quill and Scroll, Beta Club, or the sophomore class.

With only one exception, it is the practice in Group II schools for the adviser to be in charge of both the business and literary staffs. Four advisers indicated that they have assistants.

One adviser volunteered for the job; one was elected by student vote; while in another school it is the practice for the editor to select the faculty adviser. Two sponsors in Group II schools are under contract to sponsor the paper. Again the majority of the advisers (87.5 per cent) are appointed by the principal.

Group III

As may be expected, because of the small enrollments in Group III schools, the newspaper advisers teach a wide variety of subjects ranging from agriculture to English and journalism. In one instance the adviser is the principal who also teaches a class of geography. The average number of classes taught is 4.6, while the average number of students per teacher is 87.9. (See Table VII, Appendix.) One-fifth of these teachers are relieved of homeroom duties, and one-fourth sponsor no additional activities. The other three-fourths sponsor Quill and Scroll, Glee Club, year-book, Beta Club, Latin Club, Monogram Club, Distributive Education Club, forensics, or cheerleaders.

All Group III teachers are responsible for both the literary and business activities of the paper, but as will be discussed in

Chapter V, there is little work to be done by the business staffs because of the mimeographed papers and consequent low budgets.

Sixty-five per cent of the advisers indicated that they had been appointed by their principals. Fifteen per cent were chosen by student vote; five per cent volunteered; five per cent inherited the duty as Beta Club sponsor (the Beta Club publishes the paper), and five per cent are under contract. The remaining five per cent failed to answer the question.

II. TENURE OF ADVISERS

The mortality rate of newspaper advisers seems high indeed. As will be seen in Figure 1, the highest number (twenty-nine) of advisers has been confronted with the task only one year. Mr. Bruce Neill of James Monroe High School in Fredericksburg tops the list with twenty-three years of experience. Mr. Neill is school treasurer and teaches Industrial Cooperative Training to one class of thirty-five students. He indicated that he had sufficient time during the school day for work on the newspaper which is published as a page in the local paper, The Free-Lance Star.

Mr. Neill's closest contender for top honors is Mrs. Obra R. Simpson of Garden High School, Oakwood. Mrs. Simpson who has been adviser for seventeen years teaches four classes (English, Journalism, Spanish I and II) and has sixty-seven students. She has a homeroom and also sponsors the Student Cooperative Association, Hi-Y, and

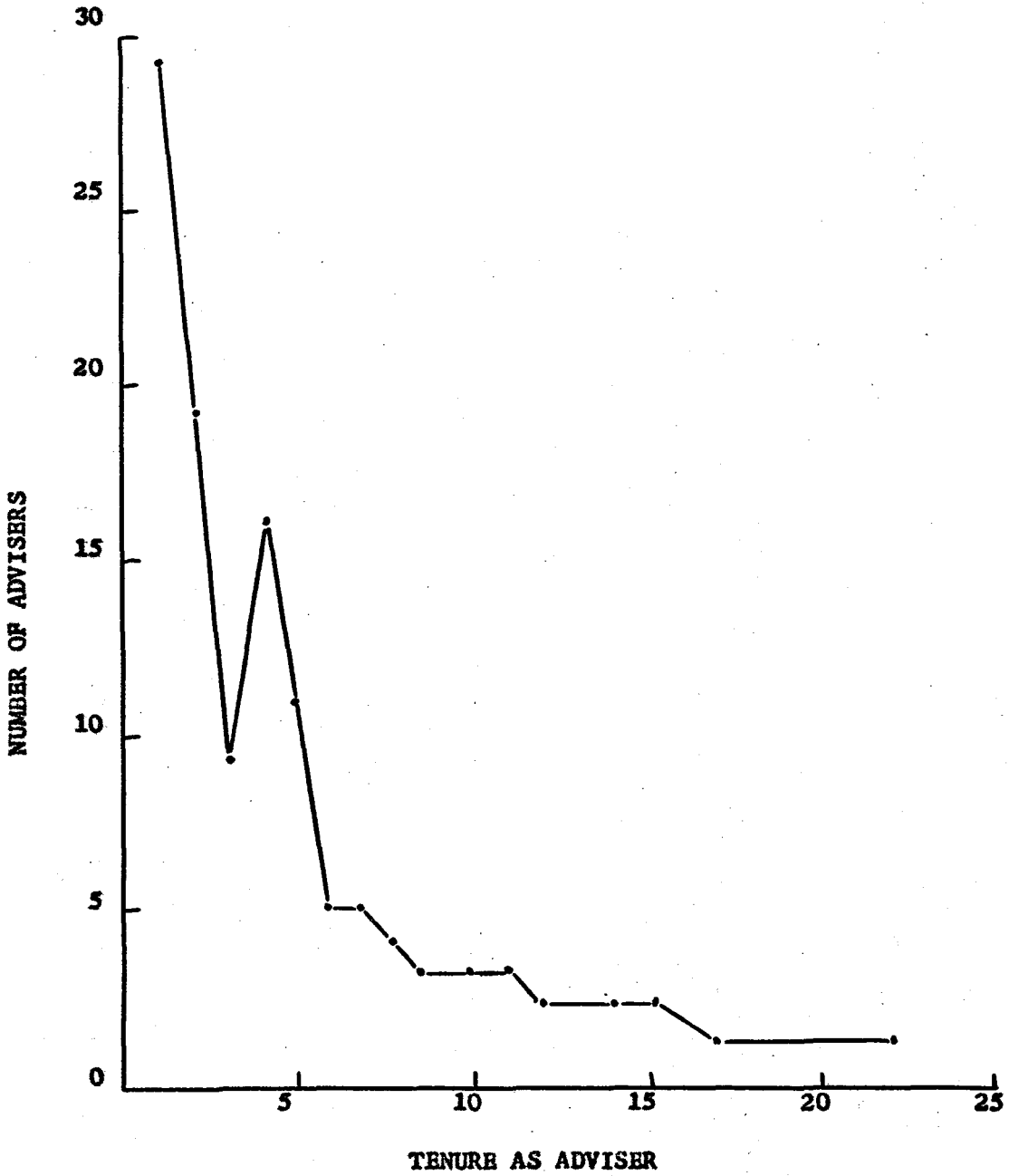


FIGURE 1
DISTRIBUTION OF NEWSPAPER ADVISERS ACCORDING
TO LENGTH OF SERVICE

yearbook. Mrs. Simpson's paper, The Gardener, is a mimeographed one, and she says that in addition to work done in journalism class, the staff often needs to meet after school.

III. V.E.A. STUDY, "EXTRA PAY FOR EXTRA DUTIES"

Money is usually a matter of interest to teachers. In a study, "Extra Pay for Extra Duties," made by the Virginia Education Association in 1959, it was found that fourteen school divisions (eight counties and six cities) provide extra pay for non-athletic duties. (Eighty-seven of 115 school divisions reported on their practices concerning extra pay for extra duties.) Five divisions reported extra pay for the sponsorship of the newspaper. The range of amount paid was from \$100 to \$350, with the average amount being \$238.

Fairfax County pays \$350; Norfolk, \$100; Falls Church, \$300, and this division also pays \$250 for typing for all publications.

There were interesting statements from the following school districts reporting.

Bath:

Non-athletic activities are done largely on school time during activities period.

Giles:

While there is no supplement provided (for non-athletic activities), there is release time provided during the school day to perform some of these duties.

Pittsylvania:

We presently supplement salaries of teachers handling yearbook, newspaper, dramatics, forensics, amount varying from \$100 to \$300. We are considering discontinuing this type of supplement since other extra-curricular duties require extra time. Present system creates some friction among teachers. Considering requiring one major extra-curricular assignment for each teacher as a part of the regular contract.

Bristol:

We do not provide extra pay for extra duties. "We consider duties a part of curriculum requirements, therefore time is provided in the schedule for these teachers. All members of the personnel are 'teachers.'"

Harrisonburg:

Time is allowed in the daily regular schedule for supervision of non-athletic activities.

Williamsburg-James City:

In my judgment it is a very questionable practice to pay extra salaries for additional duties of a teacher unless those duties are very specifically set down and made clear not only to the individual who undertakes them but to other teachers as well. I would hate to see the teaching profession go in a wholesale way, into payment for extra duties, many of which certainly can be construed as a part of the professional obligation of teachers. I would much rather see an effort placed on a general increase in salaries.

In addition to the information secured from the VEA study, the High School Newspaper Questionnaire revealed other facts concerning compensation for the sponsorship of newspapers. (The facts will be presented by Virginia High School League groupings in order for comparisons to be made.)

IV. ADDITIONAL INFORMATION FROM QUESTIONNAIRES

Other I-A divisions which provide extra pay are Arlington, Danville, Fairfax, Halifax County, Lynchburg, Petersburg, Roanoke, and Tazewell. The divisions allowing released time during the school day are Arlington, Bristol, Chesterfield County, Danville, Fairfax, Falls Church, Gate City, Halifax County, Henrico County, Newport News, Richmond, and Roanoke. Portsmouth and Suffolk were the only divisions which indicated that the newspaper was purely an extra-curricular activity to be done after school.

The only additional sponsors of papers in Group I-B schools to indicate that they received extra remuneration were the ones in Albemarle and Henry counties. Released time is granted to sponsors in Bassett, Culpeper County, Franklin County, Henry County, Loudoun County, Martinsville, Stafford County and Spotsylvania County. In the remainder, (i.e., over half) of I-B schools, the paper is considered an extra-curricular activity.

Amherst County and Portsmouth are the only divisions not already discussed which provide remuneration for advisers in Group II schools. Teachers at high schools in Williamsburg, Skipwith, Woodlawn, and Oakwood have released time for journalistic activities. This leaves more than three-fourths of the Group II teachers who sponsor papers to stay after school to get the work done.

The only advisers in Group III schools to receive extra pay are those teaching in Pittsylvania County. Not one indicated that a newspaper period was a part of the daily schedule.

V. SUMMARY

Instead of being a coveted position, the job of the newspaper sponsor is, in many schools, one to avoid because of the great amount of work involved. Despite the inherent duties of sponsorship, 70.34 per cent of the advisers responding to the High School Newspaper Questionnaire expressed the feeling that the satisfaction of the end product was worth the time and effort expended.

There is a wide range of difference in the status of newspaper advisers in various schools throughout the state. Generally, the large schools that publish printed papers provide released time during the day for the adviser to work with staff members, while in the small schools the work must be done after school.

It is also significant to note that in the large schools the advisers are usually English and journalism teachers, while in the small schools which have mimeographed papers, the business teachers are chosen as advisers.

Few teachers remain newspaper sponsors for any length of time; twenty-nine reported that they were serving in this capacity for the first year. One of the most common complaints of advisers is that they are not paid for extra duties, while athletic coaches are. Only nineteen school divisions in the state provide extra remuneration for newspaper sponsors.

CHAPTER III

COURSES IN JOURNALISM IN VIRGINIA HIGH SCHOOLS

As indicated in preceeding chapters, journalistic activities in the nation's high schools have increased rapidly through the years and are now integral parts of the educational program. One of the inherent problems of this rapid increase is the lack of instruction in journalism and the lack of qualified teachers in the field.

Obtaining qualified and interested people to teach journalism and sponsor the paper is one of the major problems of teacher recruitment. A sample survey of placement offices shows the demand for journalism teachers and newspaper sponsors far exceeds the supply. One office reported that each qualified graduate had an average of 35 job opportunities.¹⁷

I. SCHOOLS TEACHING JOURNALISM

As a prelude to a discussion of journalism instruction in Virginia public high schools, Table II lists the schools offering journalism, and indications are made as to whether this is a separate course or offered as a part of a regular English class.

Table II shows that sixty-seven high schools in the state offer instruction in journalism, sixty-two as a separate course and five as a unit in a regular English class. Totals by group are as follows: I-A, 35; I-B, 8; II, 14; III, 10. Following this basic information, there will be a discussion of the various viewpoints on the importance of journalism in the curriculum.

¹⁷William Hartman, "Sponsoring School Papers, Whose Job Is It?" Overview. I (April, 1960), 44.

TABLE II

VIRGINIA HIGH SCHOOLS OFFERING INSTRUCTION IN JOURNALISM

GROUP	DISTRICT	SCHOOL
I-A	Eastern	Churchland
		Craddock
		Great Bridge
		Maury
		Newport News
		Norview Senior
		Princess Anne
		Warwick
		Woodrow Wilson
		Central
	*George Wythe	
	Hermitage	
	Highland Springs	
	Manchester	
	*Petersburg	
	Northern	*Thomas Jefferson
		Annandale
		Fairfax
		Falls Church
		Francis C. Hammond
Groveton		
James Madison		
J. B. B. Stuart		
Lee		
McLean		
Wakefield		
Washington-Lee		
Yorktown		
Western	B. C. Glass	
	George Washington	
	*Halifax County	
	Jefferson Senior	
	William Fleming	
Southwest	Graham	
	Tazewell	

TABLE II (Continued)

GROUP	DISTRICT	SCHOOL
I-B	Battlefield	Stafford
	Blue Ridge	Covington Drewry Mason Fieldale John D. Bassett
	Lonesome Pine	-----
	New River	-----
	Northwestern	James Wood
	Valley	Albemarle Natural Bridge
II#	1	Deep Creek James Blair
	2	-----
	3	Crewe Park View
	4	Amherst County Dan River Whitmell
	5	-----
	6	-----
	7	Castlewood Garden Haysi Honaker John S. Battle Lebanon
	8	-----
	9	-----
	10	Central

TABLE II (Continued)

GROUP	DISTRICT	SCHOOL
III	A	-----
	C	-----
	B	Middlesex
	F	-----
	J	Big Island Montvale
	N	Craigsville Middle River North River Spottswood
	O	-----
	Q	Chatham Spring Garden
	R	-----
	S	Willis

* Indicates schools teaching journalism as part of regular English class, not as a separate class.

In Group II the districts are numbered; in Group III they are lettered rather than assigned names as in Group I-A and Group I-B.

A master's thesis, "A Study of Student Publications in the White Accredited Secondary Public Schools in Virginia," written by Mr. Carl Alvin Cooper in 1931 at the University of Virginia revealed that only ten schools in the state offered instruction in journalism. Compared with the sixty-seven schools offering the subject in 1961, one can see that even though the problem of including journalism in the curriculum of schools which have newspapers has not been completely solved, much progress has been made.

Publishing a good school newspaper is the aim of all the classes in journalism. Though the method of procedure may vary from one school to another, the basic intent is still the same. In a majority of the high schools in Virginia, the students in journalism class learn by experience, i.e., they, as a class, are responsible for the publication of the newspaper. However, in a few of the larger schools where the program is highly organized, (George Washington High School in Danville, for example), the students take the elective journalism class in the tenth grade and learn the fundamentals of reporting and news writing, gathering and writing feature material, composing headlines, copy editing, and proof reading. Then the following year they are qualified to take over the responsibilities of publication.

II. COMMENTS FROM TEACHERS REGARDING NEED FOR JOURNALISM CLASSES

Many comments from advisers were received on the High School Newspaper Questionnaire. Some representative ones follow.

"I believe a journalism class is the answer to a high school publication. I taught few of the staff members and constantly had to seek members out and prod them into activity," commented one sponsor.

"...the biggest lack is a journalism class. Getting out a paper, even only a monthly, has its headaches..."

"Our biggest problem is the fact that we have no journalism class, and it is almost impossible for the sponsor to meet with the entire staff at any time,"

A similar reply came from a Norfolk teacher, "Our greatest problem is the lack of a journalism class,"

The hopeful comment from an Orange County sponsor was, "Please send me the results of this study. Perhaps I can use it to help bring about a journalism class in our school."

"A class in journalism would certainly improve the content of the paper or the other advisor be an English major. As it is, both commercial teachers are sponsors, selected mainly because of typing ability." This was a typical reply from some of the teachers in smaller schools.

"Having no journalism class is a problem," agreed a sponsor in a military area.

Another adviser expressed his feelings by saying, "The competitive work of journalism classes meeting during the day would be ideal."

"Problems--need for a journalism class to prepare interested juniors; need for an adviser qualified in journalism."

III. NEED FOR QUALIFIED JOURNALISM TEACHERS AND NEWSPAPER ADVISERS

The last quotation points directly to one of the most serious problems in the field of high school journalism today. How can students be instructed correctly and prepared to publish a paper of high merit if the advisers themselves are not qualified for the responsibility?

It is apparent that colleges and universities are preparing few students to qualify as journalism teachers and newspaper advisers.

In colleges of education a minimum number of students who major in English take enough journalism to meet certification requirements. One college of education with an enrollment of 4,000 students seldom has more than two or three graduates annually with sufficient background to do the work. Colleges of journalism have contributed little to solve the teacher shortage because most of their graduates expect to become practicing journalists.¹⁸

The 1961 Virginia certification requirements for teachers of journalism are as follows: a teacher who has twenty-four semester hours' credit in English, including Advanced English Grammar, needs only six semester hours' credit in journalism to be certified in that field. If the teacher has fewer than twenty-four semester hours' credit in English, twelve semester hours' credit in journalism

¹⁸Ibid.

is required for certification. This may be regarded as evidence of the fact that, by including journalism in certification requirements, the State Board of Education has recognized the need for qualified journalism teachers and newspaper sponsors.

Advisers themselves are the first to recognize their shortcomings. Many have a deep interest in newspaper work and a strong desire to improve, while many others are filling the place of adviser because they were "drafted."

"I believe the biggest problem in high school publications today is unqualified sponsors," remarked the newspaper adviser in one of Virginia's largest schools.

The adviser whom many in the state regard as an expert feels that she deserves a rest and is leaving her present position to go to another state and a new job. Her comment was, "Aside from the fact a dedicated person is needed to sponsor the paper, there are no major problems at _____."

A typical comment was, "I have never had a course in journalism nor any association with journalistic work."

Echoing the same sentiment is the adviser who said, "I began sponsoring the _____ with a big problem--no previous training in journalism. I had to teach myself first, then the students."

One sponsor hopefully stated, "We hope to offer journalism as a course next year if a qualified teacher can be found."

This situation is not unique in Virginia. Mr. William Hartman, a former high school journalism teacher and newspaper sponsor, conducted a survey in 1959 among 432 high school journalism teachers throughout the nation, and he reports that the picture is doleful.

Mr. Hartman found that respondents to his questionnaire recognize that many of their compatriots masquerade unwillingly and, perhaps, unwittingly as journalism teachers and paper sponsors.

A West Virginia teacher corroborates this point by writing:

I have returned to my hometown to live. The superintendent of schools had some vacancies he couldn't fill and prevailed upon me to help. I majored in home economics and minored in English in college and that is what I am teaching, but in addition I am the newspaper sponsor. My only qualification for journalism, if it can be considered that, was staff membership on the school paper. I can teach home economics students the right ingredients and methods to use in producing a tasty, eye-appealing dish, but for the life of me I don't have the recipe for sponsoring a good paper.¹⁹

Now that the problem is recognized and the need is felt, the logical question is, "What can be done to improve the situation?"

A list of recommendations made by Mr. Hartman is as follows:

1. Urge college and high school counselors to guide superior students into journalism courses. This experience may stimulate capable young men and women to become journalism teachers and sponsors of publications.

¹⁹ Ibid.

2. Urge colleges and universities to prepare more journalism teachers.
3. Upgrade current high school journalism programs and introduce courses in schools that do not offer journalism.
4. Provide additional reimbursement or reduce class load of publications sponsors.
5. Give the newspaper status and make membership on the staff an honor.
6. Utilize the critical services of the rating agencies, but also ask professional journalists, English teachers and writers to consult with students and evaluate the paper.²⁰

III. SUMMARY

Instruction in journalism is now offered in sixty-seven schools of the state. However, this is a small figure in comparison with the number of schools publishing newspapers. Advisers state that lack of a journalism class is a major handicap to improving publications. Another serious problem is the fact that the advisers themselves are not qualified for the responsibility of newspaper sponsorship.

No high school principal would ask his typing teacher to meet the boys interested in playing football for a half hour after school one day a week and then send these same boys on the field to compete against an experienced team. By the same token, no unqualified teacher should be asked to attempt to train a group of

²⁰
Ibid., p. 45.

students to publish a newspaper without even the benefits of a journalism class or a regular staff period during the day. Football is a seasonal sport, but the newspaper is not. It is a means of self-expression and communication for the student body throughout the school year. While the newspaper is such a popular part of the school program, it seems that now is the time for administrators to recognize the educational values of journalism and give it the place it deserves in the curriculum.

CHAPTER IV

MEMBERSHIP IN PRESS ASSOCIATIONS

The primary purposes of national press associations are:

- (1) to provide critical analysis of newspapers of member schools;
- (2) to supply publication aids such as style books; (3) to maintain a loan service of outstanding student publications; (4) to extend help to state and regional scholastic press associations;
- (5) to make annual awards to top publications in order to create a feeling of competition and thus a continuous effort to improve;
- (6) to reward outstanding high school journalists by the presentation of medals; (7) to provide meeting places where high school journalists can discuss their problems and ideas and get instruction from experts in the field.

This chapter will show the relationship of various Virginia high schools with the publications associations discussed in Chapter I. They are the National Scholastic Press Association, Columbia Scholastic Press Association, Southern Interscholastic Press Association, and Quill and Scroll. The schools that participate in the Newspaper Division of the Publications Contest sponsored by the Virginia High School League will also be indicated. The question of the validity and consistency of awards made by the publications associations will be discussed.

Table III is a statistical summary of Table VI which will be found in the Appendix. It will be noted that the greater

percentage of membership in press associations is concentrated in Group I-A schools. Thirteen schools in the state are members of NSPA--Group I-A, 11; I-B, 1; II, 1; III, 0. Distribution of twenty-nine CSPA memberships is I-A, 20; I-B, 3; II, 3; III, 3. Ninety-three state schools belong to S.F.P.A.: I-A, 36; I-B, 21; II, 30; III, 6. Sixty-six memberships in Quill and Scroll are distributed as follows: I-A, 36; I-B, 11; II, 14; III, 5. The number of schools entering the Publications Contest of the Virginia High School League are I-A, 20; I-B, 9; II, 15; and III, 5.

This same information is presented graphically in Figures 2 and 3.

I. AWARDS RECEIVED BY MEMBER SCHOOLS

Ratings and awards given by various publications associations may be viewed many ways. First of all, they serve as a source of inspiration for the winners. One adviser, in discussing his greatest rewards, wrote, "This is our first year as a school. Yet we managed to get out an issue the first day. We won two top national awards. The judges' comment from CSPA was, 'You'll have to perform miracles to improve on this first year publication.'"

Other advisers, in general comments, said that one thing which made all the effort worthwhile was the pride of having received a top award. One sponsor commented enthusiastically, "One of the best ways to improve the newspaper is to attend SIPA."

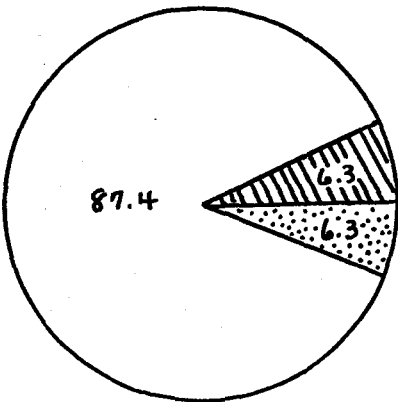
TABLE III

MEMBERSHIP IN PUBLICATIONS ASSOCIATIONS BY GROUP AND DISTRICT

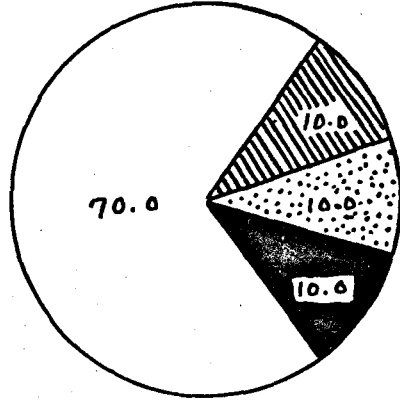
GROUP	DISTRICT	N/P	NSPA	CSPA	SIPA	Q&S	VHSL
I-A	Eastern	12	3	4	7	8	3
	Central	10	3	6	10	8	6
	Northern	15	5	6	10	11	4
	Western	6	0	4	6	6	4
	Southwest	7	0	0	3	3	3
	Subtotal	50	11	20	36	36	20
I-B	Battlefield	6	0	1	4	3	2
	Blue Ridge	8	0	1	6	2	3
	Lonesome Pine	2	0	0	0	0	0
	New River	8	0	1	5	1	3
	Northwestern	4	1	0	3	3	1
	Valley	5	0	0	3	2	0
	Subtotal	33	1	3	21	11	9
II*	1	9	1	0	3	2	0
	2	10	0	0	6	2	2
	3	10	0	0	6	3	4
	4	10	0	2	6	2	1
	5	5	0	0	2	0	1
	6	6	0	1	2	1	2
	7	14	0	0	5	3	2
	8	5	0	0	0	0	0
	9	4	0	0	0	0	1
	10	8	0	0	0	1	2
	Subtotal	81	1	3	30	14	15
III*	A	4	0	0	0	0	0
	C	4	0	0	0	0	0
	E	5	0	0	0	0	0
	F	5	0	0	0	0	0
	J	5	0	0	0	0	0
	N	4	0	1	1	0	1
	O	4	0	0	1	1	0
	Q	4	0	2	3	2	3
	R	1	0	0	0	0	0
S	6	0	0	1	2	1	
	Subtotal	42	0	3	6	5	5
TOTALS		206	13	29	93	66	49

N/P--Number of newspapers per district
 NSPA--National Scholastic Press Association
 CSPA--Columbia Scholastic Press Association
 SIPA--Southern Interscholastic Press Association
 Q&S--Quill and Scroll Honor Society
 VHSL--Virginia High School League

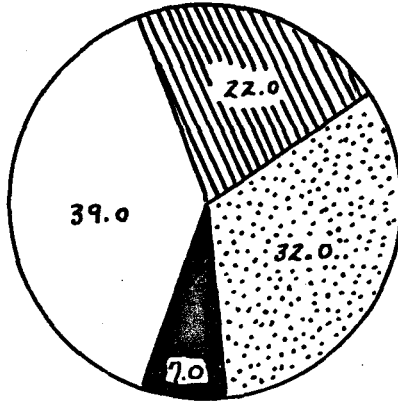
*In Group II the districts are numbered; in Group III they are lettered rather than assigned names as in Group I-A and Group I-B.



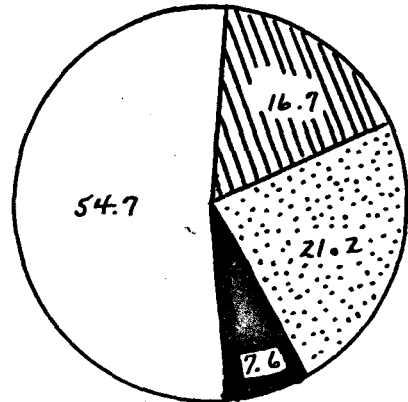
NSPA



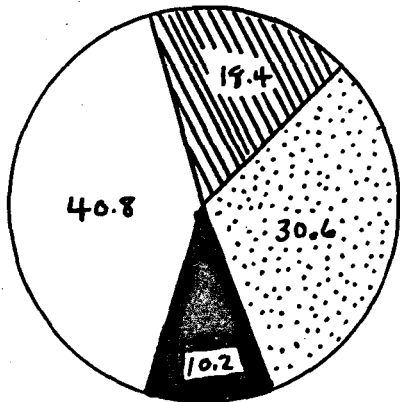
CSPA



SIPA



Q&S



VHSL

FIGURE 2

PERCENTAGE OF PRESS ASSOCIATION MEMBERSHIPS
IN THE STATE OF VIRGINIA, BY GROUP



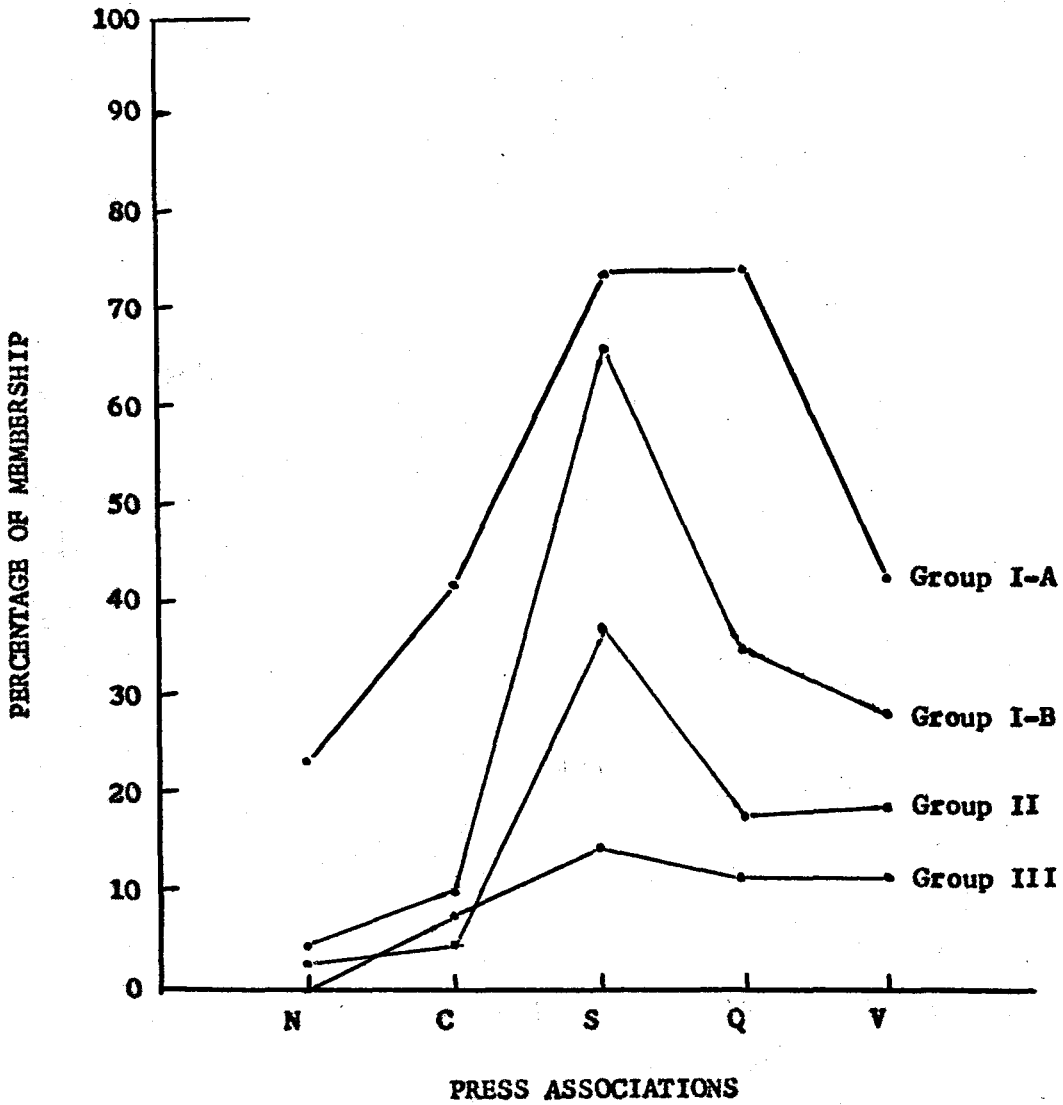


FIGURE 3

DISTRIBUTION OF PRESS ASSOCIATION MEMBERSHIP
BY PERCENTAGE WITHIN THE GROUP

N - NSPA

S - SIPA

Q - Q&S

C - CSPA

V - VHSL

One of the greatest services the press associations and newspaper clinics render is to give students new ideas and to inspire them to render better service.

On the other hand, some sponsors and staff members become discouraged when their paper receives low ratings. When asked if she and her staff felt that the end product was worth the time and effort expended, an adviser replied, "We did until after SIPA."

Another adviser expressed his feelings by saying, "Everyone seems to be SIPA centered instead of keeping the students' interests in mind."

This brings up an interesting point: since SIPA is for the purpose of promoting good journalism, is it not the responsibility of the adviser to guide his staff members to appreciate and want the best rather than to feel that the students' desires are in conflict with the accepted procedures.

Although these sentiments were not expressed directly by Virginia advisers, it is pertinent to note that in Mr. Hartman's study he found many sponsors who feel that the rating given the paper does not necessarily reflect the quality of the publication. A sponsor in a Texas high school commented:

We sponsors know some of our colleagues spend an inordinate amount of time on the evaluated issues and even write some of the stories and headlines. Probably these faculty 'supervised' papers will receive a higher rating than those that are entirely the work of students. I presume it all depends upon one's philosophy, but as far as I am concerned

the paper belongs to the students and should be written and put together by them with a modicum of supervision by the teacher.¹⁹

II. MEANING, VALIDITY, AND CONSISTENCY OF AWARDS

No one can make an accurate statement as to whether ratings given reflect the true quality of the papers, because any judgment of quality is, to a certain extent, subjective. The style which appeals to one judge may be offensive to another. There are many technical elements by which any paper can be judged as good or bad, but preferences for styles of make-up vary considerably.

The publications associations which employ a panel of judges arrive at what is considered a more valid rating than those which employ a single judge for a group of papers. A precaution which should be taken by associations in employing judges is that they select individuals who are familiar with all phases of newspaper work. One judge at a 1961 convention stated, "I am an editorial writer and know very little about make-up." However, this same person had assumed the responsibility of being the sole judge of a group of thirty-five papers and rating them. When she was questioned about some of the ratings she gave, she stated, "You must remember that this is one person's opinion. Don't pay too much attention to it. Remember that next year you may get another judge whose

¹⁹ Ibid., p. 44.

opinions will be entirely different and your rating will change."

These people who are far removed from the high school scene apparently do not understand how much the ratings mean to the adviser and staff and how eagerly the school administration and fellow students are awaiting the decision of the judges.

A major complaint of many teachers is the credence administrators place on ratings given their publications by various agencies which send news stories about the paper's rating to commercial newspapers in the area. The sponsors claim that the news story can create havoc in the school and community if the rating is low or if a school's name is not mentioned. Some schools in the area may not be members of the agency's group and consequently are not mentioned. However, school patrons do not know this and ask, "What's wrong with our school paper?"²⁰

In order to show the consistency or the inconsistency of awards given, examples of certain school papers will be cited. Some of these schools were selected for discussion because of readily apparent consistencies or inconsistencies, and others were chosen at random.

Interpretations of the ratings given by the various associations are as follows:

NSPA--All American Pacemaker, All American, First class
Second class, Third class, Fourth class

²⁰Ibid.

CSPA--Medalist, I, II, III

Quill and Scroll--Callup Award, International Honor Award,
First place, Second place, Third place

SIPA--Trophy winner, First place award, Honor award,
Achievement award

VHSL--Winner, Distinguished, Superior, Creditable

One noteworthy example of consistency in ratings received is The Sentry of Yorktown High School in Arlington. The first issue of this paper appeared on the opening day of school in 1960-61. Earlier in the chapter the adviser was quoted in relating the comments of the CSPA judges, "You'll have to perform miracles to improve on this first year publication." The Sentry was the trophy winner for its group at SIPA and also received the All-American rating from NSPA.

The 1961 SIPA trophy winner for newspapers published by offset printing went to The Pepergram of Culpeper High School. For many years this same paper has received the First class rating in NSPA competition. The Pepergram was also the winner in group competition in the VHSL Publications Contest for 1960-61.

Another interesting example to cite is The Calland-Aire of Callands High School, a Group III school in Pittsylvania County. This publication was the winner in group competition in the VHSL. It also received a Medalist rating from CSPA. However, the same paper received an achievement award at SIPA.

Another example of inconsistency of awards is The Chatterbox of George Washington High School in Danville. This paper has received the Virginia High School League Trophy for the past three years; however, in 1961 the rating dropped to Superior. For more than twenty years CSPA has given the Medalist rating to The Chatterbox. The paper has been rated by NSPA as All-American for many years and has also received the Gallup Award and International Honor Award from Quill and Scroll. At the 1961 SIPA convention The Chatterbox was named winner of the Scholastic Press Award of the Virginia Press Association (meaning that it was considered the top paper in the state), while in group competition the judge placed the paper in the Achievement award group.

Another problem encountered at press conferences is that many of the judges and speakers are professional writers who give excellent advice and suggestions but who, at the same time, do not fully understand the problems of student journalists. As advisers cringe, these professionals advocate that a high school newspaper is the voice of the students and not of the administration. Little do they realize that administrative officials do not always appreciate discussion of and criticism of school policies and procedures.

III. SUMMARY

The various press associations perform invaluable services for the member schools by making suggestions for improvement, by

furnishing publications aids and by providing a meeting place where student journalists can discuss their problems and ideas and get advice from professionals. Although the same publication may receive five different ratings from five different associations, the advisers, staff members, and administrators must remember that opinions vary. They should also weigh the advice given, adapt it to the local situation and endeavor to have a better newspaper in the future. Press associations can do their part toward better relations with the schools by adopting the practice of having a committee, rather than an individual, judge the papers entered for competition.

CHAPTER V

THE NEWSPAPER AS A BUSINESS ENTERPRISE

The newspaper in any high school is not merely a journalistic undertaking--it is also a business enterprise. In order for the paper to be published and distributed, there must be some way of financing the endeavor.

The purpose of this chapter is to present a picture of some of the business activities of the newspaper staff. Brief mention will be made of the circulation of the paper, as an indication of its popularity in different schools. It will be significant to note that the budgets fall into two distinct categories--the very low budget of the small mimeographed papers and the large budgets of the papers which are printed commercially. Also to be discussed are the items included in a typical high school newspaper budget and the money-making projects which the staffs undertake in order to finance the paper.

I. CIRCULATION

One indication of the success or popularity of the newspaper in any high school is the circulation of the paper among the students. Figure 4 shows the percentage of circulation of the paper in proportion to the enrollment in ninety-three high schools of the state. On the remaining twenty-five questionnaires returned, the

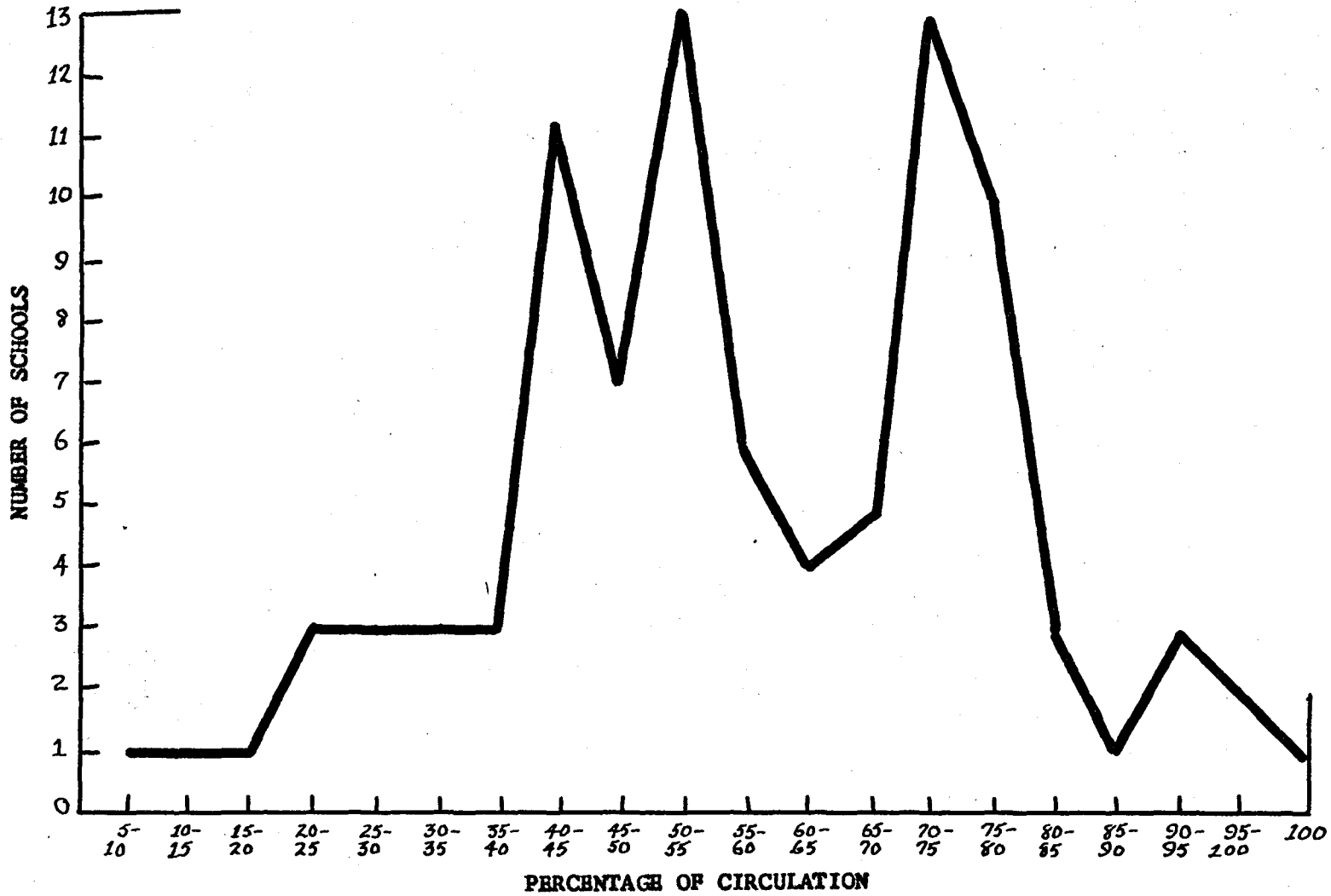


FIGURE 4

FREQUENCY OF CIRCULATION PERCENTAGE, BASED ON THE RATIO OF CIRCULATION TO ENROLLMENT IN NINETY-THREE OF THE ONE HUNDRED AND EIGHTEEN SCHOOLS STUDIED

question was either left blank, or for some reason the information given was unusable. (For example, several schools in the Fredericksburg area have the paper published as a page in The Free-Lance Star, a commercial newspaper.)

Only one school in the state reported a one hundred per cent circulation. This is Martinsville High School where the paper is distributed free to all students. (The staff receives subsidies from concessions at athletic events and also from the school board.) There is no significant difference in the percentage of circulation in the large and small schools.

The price of a single issue ranges from five to fifteen cents, and the frequency of publication ranges from once every six weeks to once every week. While the majority of the schools in the state publish a paper monthly, the tendency is for the greater frequency to be found in the larger schools.

One factor stressed by advisers is the importance of regularity of publication. If the paper does not appear at the expected time, the subscribers tend to be displeased and lose interest. Many advisers also indicated an interest in greater frequency of publication because on many occasions the news is old before it reaches the students. However, greater frequency would mean more work for adviser and staff and would also create a need for additional funds.

One adviser commented, "It is my belief that a school paper should appear at least once every two weeks to be really newsworthy. I think that this is our greatest problem--the student body does not have the opportunity to look forward to the paper's appearance."

The high school newspaper reaches not only the members of the student body and the faculty, but copies of the publication are mailed to advertisers and to junior high schools in the area. It is a custom, especially in the larger high schools with printed papers, to exchange complimentary copies with other schools within the state and in other states.

II. BUDGETS

As shown in Table IV the average budget of high school newspapers in Virginia ranges from \$5,000 to less than \$50. This is compared with the 1931 range, as listed by Mr. Carl Alvin Cooper in an unpublished thesis at the University of Virginia, which was from \$2,000 to less than \$199.99. Fourteen sponsors indicated no fixed budget. The school pays bills and collects the receipts. Twenty schools reported subsidies from either the school board or the general fund of the school. These subsidies range from two-thirds to one-tenth of the entire budget. One school indicated a receipt of contributions from professional men in the locality.

TABLE IV

RANGE OF NEWSPAPER BUDGETS IN NINETY-FOUR VIRGINIA HIGH SCHOOLS

Budget Range	Group				Total	Per cent
	I-A	I-B	II	III		
\$5000 or more	1				1	1.1%
4500-4999	1				1	1.1
4000-4499	2				2	2.1
3500-3999	3				3	3.2
3000-3499	3				3	3.2
2500-2999	1				1	1.1
2000-2499	5	2			7	7.4
1500-1999	3	1	3		7	7.4
1000-1499	6	6	1	2	15	16.0
500-999	4	9	6	1	20	21.2
500 or less	3	2	18	11	34	36.2

PART II

RANGE OF NEWSPAPER BUDGETS FOR THE SCHOOLS

IN THE \$500 OR LESS CATEGORY

\$ 400-499	1		3		4	11.8%
300-399		1	1		2	5.9
200-299	1				1	2.9
100-199		1	7		8	23.5
100 or less*	1		7	11	19	55.9

*It is significant to note that of this group, fourteen newspapers have budgets of less than \$50, I-A: 1; I-B: 0; II: 4; III: 9.

III. MONEY-MAKING PROJECTS

The largest sources of income are receipts from subscriptions and from advertising. Twenty-four sponsors replied that the members of their staffs engaged in money-making projects. The most common projects were bake sales, concessions at athletic events, and dances. One school redeems Blue Horse wrappers; another publishes a student directory; another handles the sale of school portraits. Two schools sponsor contests--Bunny Girl (Queen of the Easter season) and Ideal Girl contest. One enterprising staff, in addition to its three other projects, takes over operation of a local department store for a day and shares in the profits.

There are two different philosophies among advisers as to the organization of the staff. Some maintain that the business and literary staffs should be separate, while others feel that the members of the literary staff should also be expected to solicit advertisements and aid in the money-making projects undertaken. Regardless of the existing policy in the school, there always seems to be the problem of balancing the budget.

"We have difficulty raising the money to finance our paper. Ads, circulation, and candy sales this year did not enable us to publish our expected number of issues," commented one adviser.

Several other advisers listed lack of funds as their major problem. A like sentiment was expressed by a compatriot, "Our

greatest problem this year has been one of a financial nature due to what we basically consider a decline of interest in the newspaper by the student body."

"Money is a big problem, naturally. We have to rely on advertisements too much. Our paper is overloaded with ads." This expresses a problem faced by many sponsors--advertising finances the paper, but nobody wants to buy an ad sheet.

The schools which have mimeographed or duplicated newspapers have very few items in the budget. These consist mainly of stencils, paper, duplicator fluid, and staples. The schools which have printed papers have more expenses. The largest item in the budget is printing; the next is photography and engraving. Other items included are postage, stationery, typing paper, small office supplies (pencils, staples, rulers, scissors, etc.), dues to publication associations, and convention trips. It is the general policy for the newspaper funds to pay convention expenses for the adviser, but the practice of paying expenses for student delegates varies.

IV. SUMMARY

Even though the publication of a newspaper is viewed primarily as a journalistic endeavor, it is also a business enterprise. In order to finance the paper, money must be raised. The newspapers

in twenty schools of the state receive subsidies from the school board or the general fund of the school, but the remaining newspapers have to be self-supporting. This is done through the subscription sales, advertising and money-making projects such as sponsorship of dances and bake sales. The money is used to pay the costs of printing, engraving, photography, postage, and convention trips. Budgets of high school newspapers in Virginia vary from \$5,000 to less than \$50, with a correlation between high budget and large enrollment--low budget and low enrollment.

The popularity of the paper can be judged by the circulation within the school. The percentage of student subscribers varies from one hundred per cent to eight per cent. There is no difference in the range of circulation percentage among the schools in the four groups.

CHAPTER VI

RELATIONSHIP OF THE ADVISER WITH OTHERS IN THE SCHOOL

The degree of success one attains in any endeavor is determined largely by his relationships with his associates and by their co-operation. No newspaper adviser can perform the duties of supervision without assistance; he must have the co-operation of his staff members, fellow teachers and administrators.

The purpose of this chapter is to show the relationship of the adviser with these three different groups of people. Included in the discussion of the relationship of the sponsor with staff members will be a summary of the criteria used for the selection of these students. In addition, some of the problems encountered in publications work and some of the rewards which compensate for them will be cited.

I. NEWSPAPER STAFF MEMBERS

Unless an adviser has good staff members, his efforts are in vain. In order to be assured of having conscientious and capable workers, most advisers set up certain criteria for the selection of staff members. First of all, the student must express an interest in publications work by enrolling in journalism class, making written application to the adviser, or by interview. Before this student is placed on the staff, the majority of schools

require that he have an above average academic record. Then, in seventy-five per cent of the schools the final choice of applicants is made by the adviser alone or by the adviser in co-operation with current staff members.

Only seven schools in the state indicated that staff members were chosen by student vote, and the consensus is that this is not at all a good method. It becomes a popularity contest, and many times the most capable people are not chosen. One adviser indicated that the editor elected by the students was forced to resign.

Before students are accepted as members of the staff, some sponsors give all applicants a journalism test, and others ask applicants to write news or feature stories and then choose the best. In other instances, the adviser is aided in her choice by other English teachers who recommend outstanding students in their classes.

One adviser was very specific in listing the criteria in selecting staff members. She wrote, "Only seniors may take journalism. A student must request the course, must have had one year of typewriting (generally) and be acceptable to me."

In a few schools, a class (usually junior or senior) or a club is responsible for the publication of the paper. It is the general practice for the newspaper staff to include representatives

from all classes in school, and the advisers agree that this is the desired practice. If a student becomes a member of the staff in the ninth or tenth grade, he can learn the many things about the publication of the paper and be a real asset; however, if the sponsor must train an entirely new staff each year, with no nucleus of experienced members, the effort is not so rewarding.

One adviser complained, "Students who are good enough to be on publications are in everything else." However, other advisers voiced pride in the fact that the best students in school made up their staffs.

Several sponsors reported difficulty with students who failed to follow through with responsibility they had accepted and with students who were continually late in turning in assignments.

II. OTHER TEACHERS

Unless they are, or have been, associated with publications work, faculty members can create many problems for the newspaper adviser. They have no concept of the amount of work which goes into the paper, and instead of appreciating the effort, they are prone to criticize every error. One teacher met an adviser in the cafeteria with the remark, "The paper was very nice. I found a misspelled word."

Another disgruntled individual asked all her classes who was on the newspaper staff and then proceeded to voice her complaints.

Many problems are created by the fact that faculty members do not seem to realize that a student paper cannot publish the news as quickly as the local daily. Little do they know that it takes from ten days to two weeks to get the paper from staff to printer to subscriber. Instead they furiously demand, "Why wasn't _____ in the paper Friday? I gave you the information Wednesday."

Many teachers feel that they must make the front page each month and that whatever they are engaged in is the most newsworthy item in the school. Also some of these same teachers do not understand why the staff does not print, in the February issue, the results of a contest held in October, since they turned in the story in January.

However, there is another side to this picture. Many advisers indicated that their greatest rewards were the co-operation of faculty and administration, the eagerness and appreciation with which the paper was received, and the words of praise.

III. ADMINISTRATION

Even though most administrators feel that journalism is a worthwhile endeavor, some still consider it a "frill." In 1931, when Mr. Carl Alvin Cooper of the University of Virginia did

research in the field of student publications in Virginia, he found that eighty per cent of the principals felt that the newspaper was worth the time and cost to produce it. According to Mr. Cooper, the following are the values of the newspaper as expressed by principals reporting:

- A medium for publicity
- Better school spirit, morale, loyalty
- Practical business experience
- Motivates work in English classes
- Fosters community interest
- Provides opportunity for creative work
- Valuable for literary training
- Serves to advertise school
- Coordination of school work
- Experience in writing and journalism
- Training in typing
- Record of literary contributions
- Promotes originality

IV. SPECIFIC PROBLEMS OF ADVISERS

Several advisers felt that their biggest problem was lack of communication with the printer who was, in one instance, as much as fifty miles from the school. Other advisers stated that a major problem was the lack of an adequate place to work.

Many sponsors expressed the feeling that they were under constant pressure; there were so many things to be done and so little time to devote to the task. Each one felt that great improvements could be made if only the time were available.

V. REWARDS OF WORK

Even though advisers complained of problems, most of the comments about the job indicated real enthusiasm. Some representative comments were as follows:

"Publishing a paper the students can't wait to read."

"My greatest reward is helping to give the students something they want, and in achieving recognition for the work they do."

"One of our greatest joys is to get the paper from the printer and see our 'brainchild' that we have labored over so long, actually become something worthwhile."

"The greatest reward is feeling that the job is needed by the school. Ours, and we do not say this boastfully, is the best paper in the county. This should be so, for the other high schools do not have journalism classes."

"The reward for me as teacher is seeing the staff develop pride in a job well-done; acquire a sense of the importance of the newspaper as a communications media, and learn something of the newspaper style. It is tremendous fun to work with our staff."

"Returning students have told me that they had found the writing in journalism most helpful in college."

"The pleasure of watching some pupils each year learn to write intelligently, to meet and work with people, and to accept responsibility."

"The friendliness, the warmth, the fun the staff seems to get out of working on a paper that is purely extra-curricular."

"Greatest Reward--Seeing students realize the meaning of responsibility and seeing students work for something more important to them than a grade. A gem I'll always prize is this statement by a second year student--'You know Mrs. _____, we really use what we learned in journalism class last year. Don't we?' Could it be that this half-question, half-statement will lead the student to a realization that learning is for life? I hope so. That's reward enough."

VI. SUMMARY

There are various criteria used in the selection of newspaper staff members, but the majority of Virginia high schools follow the same general procedure. The student expresses a desire to work on the staff; if his grades are above average, he is considered an applicant; then the adviser and current staff members, sometimes with the help of other English teachers, make the final choice.

Because of a lack of understanding of high school journalism, some faculty members and administrators criticize the newspaper unjustly and thus create problems for the adviser and staff. However, the majority of the school personnel is co-operative and appreciative.

Though advisers may complain about the various problems they encounter, generally they voice wholehearted enthusiasm for newspaper work.

CHAPTER VII

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

Since the first high school newspaper, the Student's Gazette, was published by the Penn Charter School of Philadelphia in 1777, the interest in scholastic journalism has steadily increased. The first high school newspapers in Virginia were founded in 1920. These were The Beacon of Newport News High School and The Student of Woodrow Wilson High School in Portsmouth. Most of the existing high school newspapers in Virginia today were founded between 1920 and 1940. This is consistent with the nationwide trend. Some of these papers which began as extra-curricular activities have gained curricular status.

National press associations (National Scholastic Press Association, Columbia Scholastic Press Association, Quill and Scroll), in addition to regional associations and clinics (Southern Interscholastic Press Association, Virginia High School League, and University of Richmond High School Newspaper Clinic), have given guidance and encouragement to high school journalists. The press associations not only offer critical services and ratings, but they also provide meeting places where advisers and staff members can exchange ideas and seek professional advice.

Though the ratings given by different associations to the same paper are not necessarily consistent, advisers, staff members, and administrators should remember the subjective element which exists in any judgment of quality. As seen in Table III and Figures 2 and 3, the greater percentage of membership in the various associations is concentrated in the larger high schools.

There is a wide range of difference in the status of newspaper advisers in the various schools of the state. Generally, in Groups I-A and I-B, the newspaper advisers are teachers of English and journalism, while in Groups II and III, many of them teach subjects in the field of business education. The reason for the latter fact seems to be that since the smaller schools have mimeographed or duplicated publications, teachers who are in a position to supervise typewriting are chosen as sponsors. In Group I-A schools there is the greater incidence of extra pay for duties of sponsorship and released time provided during the day for work on the newspaper.

Two major problems facing high school journalism today are the need for journalism to be taught in more high schools and the need for well-trained journalism teachers and newspaper sponsors. This situation is not unique in Virginia. Recent research has indicated that the same problem exists throughout the United States.

The popularity of the newspaper within the school is indicated largely by the percentage of students subscribing to it. In

Virginia high schools these percentages, based on enrollment figures, vary from eight per cent to one hundred per cent, with the most commonly occurring percentages of circulation being in the fifty to fifty-five per cent range and in the seventy to seventy-five per cent range.

The budgets of state high school newspapers range from less than \$50.00 to \$5,000. The large budgets occur in large high schools where the paper is printed, while schools with budgets of less than \$100.00 have mimeographed papers. Twenty high schools newspapers in the state receive subsidies from either the local school board or from the general fund of the school, but the remainder of the staffs have to finance the paper. The money is raised through advertising, subscription sales, and various money-making projects such as dances and bake sales.

Advisers agree that the preferred method of selecting staff members is to have interested students express their desires to participate, consider those with above-average academic records as applicants, and then the advisers and current staff members make the final choice. The concensus is that students chosen in this manner prove to be conscientious and dependable workers.

The majority of administrators endorse the newspaper as being a valuable part of the school program. However, some still feel that it is a "frill." Most of the other teachers appreciate

the newspaper, but because of a lack of understanding of journalistic procedures, some teachers unjustly criticize the efforts of the newspaper staff.

II. CONCLUSIONS

Based on research and study of the problem, the investigator has arrived at the following conclusions:

1. The high school newspaper is a worthwhile endeavor.
2. National, state, regional, and local press associations render valuable services to high school newspaper staffs.
3. Newspaper sponsors in Group I-A and Group I-B schools generally receive more recognition from administrators in that they are given more time during the school day to supervise journalistic activities than the sponsors in Group II and Group III schools.
4. Instruction in journalism is necessary in order to have a good high school newspaper.
5. The majority of high school newspaper sponsors in Virginia feel that they are not qualified for the responsibility.
6. The percentage of circulation, based on enrollment, is indicative of the popularity of a high school paper.
7. Staff members selected by the sponsor are usually better qualified and will do better work than those elected by vote of the student body.

III. RECOMMENDATIONS

Evidence has been presented to substantiate the fact that sponsoring a high school newspaper is a responsibility which requires

a thorough and accurate knowledge of journalistic procedures and sufficient time to instruct students in the application of these procedures. Based on the evidence presented, the following recommendations are hereby made:

1. High school newspaper advisers should receive extra pay for sponsorship, or each sponsor should have at least one period during the school day to work with members of the staff.
2. Journalism should be taught in all high schools that have newspapers.
3. Faculty members should be informed about journalistic procedures in the school so that they will then be better able to co-operate with the newspaper staff.
4. Extension courses offered by colleges and universities in the state would make it possible for newspaper advisers to become better qualified for the responsibility.

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APPENDIX

TABLE V

QUESTIONNAIRES SENT AND RESPONSES RECEIVED

BY GROUP, DISTRICT, AND SCHOOL

NAME OF HIGH SCHOOL	ADDRESS	QR	QNR
GROUP I-A			
<u>Eastern District</u>			
Churchland	Churchland	X	
Cradock	Portsmouth	X	
Granby	Norfolk	X	
Great Bridge	Norfolk	X	
Hampton	Hampton		X
Maury	Norfolk	X	
Newport News	Newport News	X	
Norview	Norfolk	X	
Princess Anne	Lynnhaven		X
Suffolk	Suffolk	X	
Norview	Newport News	X	
Woodrow Wilson	Portsmouth	X	
<u>Central District</u>			
Douglas S. Freeman	Richmond	X	
George Wythe	Richmond	X	
Hermitage	Richmond		X
Highland Springs	Highland Springs	X	
John Marshall	Richmond		X
Lane	Charlottesville		X
Manchester	Richmond	X	
Petersburg	Petersburg	X	
Thomas Dale	Chester	X	
Thomas Jefferson	Richmond	X	
<u>Northern District</u>			
Annandale	Annandale		X
Fairfax	Fairfax	X	
Falls Church	Falls Church		X
Francis C. Hammond	Alexandria		X

TABLE V (Continued)

<u>NAMB OF HIGH SCHOOL</u>	<u>ADDRESS</u>	<u>QR</u>	<u>CNR</u>
GROUP I-A (Cont'd)			
<u>Northern District (Cont'd)</u>			
George Washington	Alexandria		X
Groveton	Alexandria		X
James Madison	Vienna	X	
J.B.B. Stuart	Falls Church	X	
Lee	Springfield	X	
McLean	McLean	X	
Mt. Vernon	Alexandria		X
Osborn	Manassas		X
Wakefield	Arlington		X
Washington-Lee	Arlington	X	
Yorktown	Arlington	X	
<u>Western District</u>			
Andrew Lewis	Salem		X
E.C. Glass	Lynchburg	X	
George Washington	Danville	X	
Halifax County	South Boston	X	
Jefferson Senior	Roanoke	X	
William Fleming	Roanoke	X	
<u>Southwest District</u>			
Gate City	Gate City	X	
Graham	Bluefield	X	
Grundy	Grundy		X
Marion	Marion		X
R.B. Worthy	Saltville	X	
Tazewell	Tazewell	X	
Virginia	Bristol	X	
GROUP I-B			
<u>Battlefield District</u>			
Culpeper County	Culpeper	X	
Gar-Field	Woodbridge	X	
James Monroe	Fredericksburg	X	
Orange County	Orange	X	
Spotsylvania	Spotsylvania	X	
Stafford	Falmouth	X	

TABLE V (Continued)

NAME OF HIGH SCHOOL	ADDRESS	QR	QVR
GROUP I-B (Cont'd)			
<u>Blue Ridge District</u>			
Cave Spring	Roanoke		X
Covington	Covington		X
Drewry Mason	Ridgeway	X	
Fieldale	Fieldale	X	
Franklin County	Rocky Mount	X	
John D. Bassett	Bassett	X	
Martinsville	Martinsville	X	
William Byrd	Vinton		X
<u>Lonesome Pine District</u>			
Burton	Norton		X
Pound	Pound		X
<u>New River District</u>			
Blacksburg	Blacksburg	X	
Christiansburg	Christiansburg	X	
Dublin	Dublin		X
Galax	Galax	X	
George Wythe	Wytheville		X
Hillsville	Hillsville	X	
Pearisburg	Pearisburg		X
Radford	Radford	X	
<u>Northwestern District</u>			
George Mason	Falls Church	X	
James Wood	Winchester		X
Loudoun County	Leesburg	X	
Warren County	Front Royal	X	
<u>Valley District</u>			
Albemarle	Charlottesville	X	
Harrisonburg	Harrisonburg		X
Lexington	Lexington		X
Natural Bridge	Natural Bridge	X	
Parry McCluer	Buena Vista	X	

TABLE V (Continued)

NAME OF HIGH SCHOOL	ADDRESS	QR	QNR
GROUP II			
<u>District 1</u>			
Deep Creek	Portsmouth	X	
Gloucester	Gloucester	X	
James Blair	Williamsburg	X	
Poquoson	Poquoson		X
Prince George	Prince George	X	
Smithfield	Smithfield	X	
Virginia Beach	Virginia Beach		X
Whaleyville	Whaleyville	X	
York	Yorktown	X	
<u>District 2</u>			
Fluvanna	Carysbrook		X
Huguenot	Richmond	X	
King George	King George		X
Lee-Davis	Ellerson		X
Louisa County	Mineral	X	
Madison County	Madison	X	
Midlothian	Midlothian		X
Patrick Henry	Ashland		X
Powhatan	Powhatan	X	
Varina	Richmond		X
<u>District 3</u>			
Blackstone	Blackstone	X	
Bluestone	Skipwith	X	
Brunswick	Lawrenceville	X	
Buckingham Central	Buckingham	X	
Crewe	Crewe		X
Cumberland	Cumberland C. H.		X
Greensville County	Emporia		X
Kenbridge	Kenbridge		X
Park View	South Hill		X
Randolph Henry	Charlotte C. H.	X	

TABLE V (Continued)

NAME OF HIGH SCHOOL	ADDRESS	CR	QNR
GROUP II (Cont'd)			
<u>District 4</u>			
Altavista	Altavista	X	
Amherst County	Amherst		X
Appomattox	Appomattox		X
Brookville	Lynchburg	X	
Brosville	Danville		X
Gretna	Ringgold	X	
Nelson County	Lovington	X	
Rustburg	Rustburg	X	
Whitmell	Dry Fork	X	
William Campbell	Naruna	X	
<u>District 5</u>			
Central	Low Moor	X	
Clifton Forge	Clifton Forge	X	
James River	Buchanan	X	
V.S.D.B.	Staunton		X
Wilson Memorial	Fishersville		X
<u>District 6</u>			
Bedford	Bedford		X
Floyd	Floyd		X
Ft. Chiswell	Wytheville	X	
Independence	Independence	X	
Pembroke	Pembroke	X	
Woodlawn	Woodlawn	X	
<u>District 7</u>			
Abingdon	Abingdon	X	
Castlewood	Castlewood	X	
Chilhowie	Chilhowie		X
Cleveland	Cleveland		X
Damascus	Damascus	X	
Garden	Oakwood	X	
Haysi	Haysi		X
John S. Battle	Bristol	X	
Lebanon	Lebanon	X	
Patrick Henry	Emory		X
Pocahontas	Pocahontas		X
Rich Valley	Saltville		X
Saint Paul	Saint Paul		X
Sugar Grove	Sugar Grove		X

TABLE V (Continued)

NAME OF HIGH SCHOOL	ADDRESS	QR	QNR
GROUP II (Cont'd)			
<u>District 8</u>			
Blackwater	Blackwater	X	
Dungannon	Dungannon		X
Keokee	Keokee		X
Rye Cove	Clinchport		X
Thomas Walker	Ewing	X	
<u>District 9</u>			
Brentsville District	Nokesville	X	
Cedar Lee	Bealeton		X
Marshall	Warrenton		X
Warrenton	Warrenton		X
<u>District 10</u>			
Broadway	Broadway		X
Clark County	Berryville		X
Blkton	Blkton		X
Luray	Luray		X
Montevideo	Penn Laird		X
Stonewall Jackson	Mt. Jackson		X
Strasburg	Strasburg		X
Turner Ashby	Dayton	X	
GROUP III			
<u>District A</u>			
Atlantic	Oak Hall		X
Chincoteague	Chincoteague		X
Onancock	Onancock	X	
Parksley	Parksley	X	
<u>District C</u>			
Dinwiddie	Dinwiddie	X	
Midway	Church Road	X	
Surry County	Surry	X	
Wakefield	Wakefield		X

TABLE V (Continued)

NAME OF HIGH SCHOOL	ADDRESS	QR	QNR
GROUP III (Cont'd)			
<u>District B</u>			
Caroline	Bowling Green	X	
King William	King William		X
Marriott	St. Stephens Ch.		X
Mathews	Mathews		X
West Point	West Point		X
<u>District F</u>			
Farnham	Sharps		X
Lancaster	Kilmarnock	X	
Tappahannock	Tappahannock	X	
Warsaw	Warsaw		X
Washington & Lee	Montross		X
<u>District J</u>			
Big Island	Lynchburg		X
Madison Heights	Madison Heights	X	
Moneta	Moneta	X	
Montvale	Montvale	X	
Stewartsville	Goodview	X	
<u>District N</u>			
Churchville	Churchville		X
Craigsville	Craigsville	X	
Middle River	Weyers Cave		X
Spottswood	Spottswood	X	
<u>District O</u>			
Dunlap	Covington		X
Fairfield	Fairfield	X	
Millboro	Millboro		X
Valley	Hot Springs	X	

TABLE V (Continued)

NAME OF HIGH SCHOOL	ADDRESS	QR	QNR
GROUP III (Cont'd)			
<u>District Q</u>			
Callands	Callands	X	
Chatham	Chatham	X	
Renan	Gretna		X
Spring Garden	Chatham	X	
<u>District R</u>			
Blue Ridge	Ararat		X
<u>District S</u>			
Alleghany District	Shawsville		X
Auburn	Riner		X
Bland	Bland		X
Newport	Newport	X	
Rocky Gap	Rocky Gap		X
Willis	Willis	X	
	TOTALS	118	88

QR - Questionnaire returned.

QNR - Questionnaire not returned.

Schools having no newspaper were omitted from the table.

Total questionnaires sent - 206.

In Group II the districts are numbered; in Group III they are lettered rather than assigned names as in Group I-A and Group I-B.

TABLE VI

MEMBERSHIP IN PUBLICATIONS ASSOCIATIONS

BY GROUP, DISTRICT, AND SCHOOL

NAME OF HIGH SCHOOL	NSPA	CSPA	SIPA	Q&S	VHSL
GROUP I-A					
<u>Eastern District</u>					
Churchland				X	X
Cradock			X	X	X
Granby	X	X	X	X	
Great Bridge					
Hampton			X		
Mauzy				X	
Newport News	X	X			
Norview	X	X	X	X	X
Princess Anne					
Suffolk			X	X	
Warwick			X	X	
Woodrow Wilson		X	X	X	
<u>Central District</u>					
Douglas S. Freeman	X	X	X	X	X
George Wythe	X		X	X	X
Hermitage		X	X	X	
Highland Springs		X	X	X	
John Marshall		X	X	X	X
Lane			X		X
Manchester		X	X	X	X
Petersburg			X		
Thomas Dale			X	X	X
Thomas Jefferson	X	X	X	X	
<u>Northern District</u>					
Annandale			X	X	X
Fairfax	X	X	X	X	
Falls Church		X	X	X	
Francis C. Hammond			X	X	
George Washington	X			X	

TABLE VI (Continued)

NAME OF HIGH SCHOOL	NSPA	CSPA	SIPA	Q&S	VHSL
GROUP I-A (Cont'd)					
<u>Northern District (Cont'd)</u>					
Groveton			X		
James Madison	X	X	X	X	X
J. B. B. Stuart Lee					
McLean	X		X	X	X
Mt. Vernon	X		X	X	
Osborn				X	
Wakefield		X		X	
Washington-Lee	X	X	X	X	X
Yorktown	X	X	X		
<u>Western District</u>					
Andrew Lewis			X	X	
B. C. Glass		X	X	X	X
George Washington	X	X	X	X	X
Halifax County		X	X	X	X
Jefferson Senior		X	X	X	X
William Fleming			X	X	
<u>Southwest District</u>					
Gate City					
Graham					
Grundy				X	
Marion			X		X
R. B. Worthy			X		
Tazewell				X	X
Virginia			X	X	X
GROUP I-B					
<u>Battlefield District</u>					
Culpeper County			X	X	X
Gar-Field			X		
James Monroe					
Orange County		X	X		X
Spotsylvania				X	
Stafford			X	X	

TABLE VI (Continued)

NAME OF HIGH SCHOOL	NSPA	CSPA	SIPA	Q&S	VHSL
GROUP I-B (Cont'd)					
<u>Blue Ridge District</u>					
Cave Spring			X		
Covington				X	
Drewry Mason		X	X		X
Fieldale					
Franklin County			X		
John D. Bassett			X		X
Martinsville			X	X	X
William Byrd			X		
<u>Lonesome Pine District</u>					
Burton					
Pound					
<u>New River District</u>					
Blacksburg			X	X	X
Christiansburg			X		
Dublin					X
Galax			X		
George Wythe			X		
Hillsville		X			
Pearisburg					
Radford			X		X
<u>Northwestern District</u>					
George Mason			X	X	
James Wood			X		X
Loudoun County	X		X	X	
Warren County				X	
<u>Valley District</u>					
Albemarle			X	X	
Harrisonburg				X	
Lexington			X		
Natural Bridge			X		
Parry McCluer			X		

TABLE VI (Continued)

NAME OF HIGH SCHOOL	NSPA	CSPA	SIPA	Q&S	VHSL
GROUP II					
<u>District 1</u>					
Deep Creek					
Gloucester					
James Blair	X		X		
Poquoson					
Prince George			X		
Smithfield			X	X	
Virginia Beach				X	
Whaleyville					
York					
<u>District 2</u>					
Fluvanna					X
Huguenot			X		
King George					
Lee-Davis			X	X	X
Louisa County			X		
Madison County					
Midlothian			X		
Patrick Henry			X		
Powhatan					
Varina			X	X	
<u>District 3</u>					
Blackstone			X	X	X
Bluestone			X		
Brunswick			X	X	
Buckingham Central			X		
Crewe			X		X
Cumberland					
Greensville County			X		X
Kenbridge					
Park View					
Randolph Henry				X	X

TABLE VI (Continued)

NAME OF HIGH SCHOOL	NSPA	CSPA	SIPA	C&S	VHSL
GROUP II (Cont'd)					
<u>District 4</u>					
Altavista			X		
Amherst County		X	X	X	
Appomattox					
Brookville					
Brosville			X		
Gretna					
Nelson County					
Rustburg			X		
Whitmell	X		X	X	
William Campbell			X		
<u>District 5</u>					
Central					
Clifton Forge			X		X
James River			X		
V.S.D.B.					
Wilson Memorial					
<u>District 6</u>					
Bedford			X		X
Floyd	X		X		X
Ft. Chiswell					
Independence				X	
Pembroke					
Woodlawn					
<u>District 7</u>					
Abingdon			X		
Castlewood			X		
Chilhowie					
Cleveland					
Damascus					
Garden			X		X
Haysi				X	
John S. Battle				X	
Lebanon			X		
Patrick Henry					

TABLE VI (Continued)

NAME OF HIGH SCHOOL	NSPA	CSPA	SIPA	Q&S	VHSL
GROUP II (Cont'd)					
<u>District 7 (Cont'd)</u>					
Pocahontas				X	
Rich Valley			X		X
Saint Paul					
Sugar Grove					
<u>District 8</u>					
Blackwater					
Dungannon					
Keokee					
Rye Cove					
Thomas Walker					
<u>District 9</u>					
Brentsville District					
Cedar Lee					
Marshall					
Warrenton					X
<u>District 10</u>					
Broadway					X
Clark County				X	
Elkton					
Luray					
Montevideo					
Stonewall Jackson					
Strasburg					X
Turner-Ashby					
GROUP III					
<u>District A</u>					
Atlantic					
Chincoteague					
Onancock					
Parksley					

TABLE VI (Continued)

NAME OF HIGH SCHOOL	NSPA	CSPA	SIPA	C&S	VHSL
GROUP III (Cont'd)					
<u>District C</u>					
Dinwiddie					
Midway					
Surry County					
Wakefield					
<u>District B</u>					
Caroline					
King William					
Marriott					
Mathews					
West Point					
<u>District F</u>					
Farnham					
Lancaster					
Tappahannock					
Warsaw					
Washington & Lee					
<u>District J</u>					
Big Island					
Madison Heights					
Moneta					
Montvale					
Stewartsville					
<u>District N</u>					
Churchville					
Craigsville					
Middle River					
Spottswood			X	X	X

TABLE VI (Continued)

NAME OF HIGH SCHOOL	NSPA	CSPA	SIPA	Q&S	VHSL
GROUP III (Cont'd)					
<u>District O</u>					
Dunlap					
Fairfield			X		
Millboro					
Valley				X	
<u>District Q</u>					
Callands		X	X	X	X
Chatham		X	X	X	X
Renan					
Spring Garden			X		X
<u>District R</u>					
Blue Ridge					
<u>District S</u>					
Alleghany District					
Auburn					
Bland					
Newport					
Rocky Gap				X	
Willis			X	X	X
TOTALS	13	29	93	66	49

Total Questionnaires Sent - 206

In Group II the districts are numbered; in Group III the districts are lettered rather than assigned names as in Group I-A and Group I-B.

TABLE VII

NUMBER OF CLASSES AND STUDENTS TAUGHT BY NEWSPAPER ADVISERS,
LISTED BY GROUP AND DISTRICT

Group	District	Number of advisers	Number of classes	Number of students	Average class load	Average student load
I-A	Eastern	9	40	1044		
	Central	6	20	477		
	Northern	8	33	839		
	Western	5	14	422		
	Southwest	5	21	612		
Group Subtotals		33	128	3394	4.1	103
I-B	Battlefield	6	25	741		
	Blue Ridge	5	22	593		
	New River	5	20	630		
	Northwestern	3	12	260		
	Valley	3	11	207		
Group Subtotals		22	90	2431	4.09	111
II	1	6	28	610		
	2	3	14	180		
	3	5	25	519		
	4	8	35	564		
	5	3	17	326		
	6	4	22	249		
	7	6	27	570		
	8	2	10	219		
	9	1	6	66		
	10	1	4	124		
Group Subtotals		39	188	3407	4.82	87.4

TABLE VII (Continued)

Group	District	Number of advisers	Number of classes	Number of students	Average class load	Average student load
III	A	2	11	198		
	C	3	14	256		
	B	1	5	44		
	F	2	9	227		
	J	4	22	481		
	N	2	10	161		
	O	2	6	160		
	Q	3	11	230		
	R	-	-	-		
	S	2	9	88		
Group Subtotal		21	97	1845	4.6	87.9

In Group II the districts are numbered; in Group III they are lettered rather than assigned names as in Group I-A and Group I-B.

HIGH SCHOOL NEWSPAPER QUESTIONNAIRE

- I. Name of school _____ Enrollment _____
 Name of newspaper _____ Circulation _____
 Frequency of publication _____ Yearly subscription rate _____
 Date of founding of paper _____
- II. Name of faculty adviser completing questionnaire _____
 Subject(s) taught by adviser _____
 Number of classes taught _____ Total students _____ Do you have a
 homeroom? _____
 Other organizations sponsored _____
 Are there other newspaper advisers? _____ If so, how many? _____
 Are you the literary adviser _____ business adviser _____ both _____?
 How is adviser chosen? Appointment by principal _____ contract
 _____ student vote _____ other _____ How long have
 you been adviser? _____ Is your work as adviser considered
 primarily an extra-curricular activity _____ or a duty for
 which you receive remuneration _____?
 Do you have sufficient time during the school day for this
 work _____ or does it have to be done after school _____?
 Do you and your staff feel that the satisfaction of the end
 product is worth the time and effort expended? _____
- III. Does your school offer courses in journalism? _____ If so,
 is the newspaper a direct outgrowth of these classes? _____
 Are these courses electives _____ substitutes for English classes
 _____ or units in English _____?

IV. What criteria are used in selecting staff members? Interest

Minimum grade average election by student body

appointment by adviser and staff Other

Size of your staff Classes represented:

12 11 10 9

V. To what state, regional, and/or national publications associations does your paper belong? _____

What awards have been received, and when? _____

VI. What is the approximate operating budget of the newspaper?

What per cent of this amount must be earned by the paper itself? What per cent is provided for in the regular school budget? What other ways does your staff have for raising funds? _____

VII. Do you know of graduates who were active in newspaper work in your high school and have pursued careers in journalism?

If so, how many? _____

VIII. Please use the back of this page to make additional comments as to your biggest problems, your greatest rewards, your suggestions for improvement of student publications, or to request the result of this study.

VITA

Joyce Still Gibson, daughter of Mr. and Mrs. Harold James Still of Cascade, Virginia, was born December 19, 1935. She received her diploma from Brosville High School in Pittsylvania County in June, 1952. The following fall she entered Averett College in Danville, Virginia. After graduating from Averett and receiving the Liberal Arts Diploma in June, 1954, she entered Westhampton College of the University of Richmond where she received the Bachelor of Arts degree with a major in English.

After her graduation from the University of Richmond in June, 1956, she began work as Assistant to the Dean of Averett College. In September, 1957, she began teaching English at George Washington High School in Danville, Virginia. She began her graduate work at the University of Richmond in June, 1958.

Following her marriage in June, 1960, to Harold David Gibson of Norton, Virginia, she began teaching English at George Wythe High School in Richmond, Virginia. She is a member of the Virginia Education Association, the American Association of University Women, and Kappa Delta Pi Education Fraternity.