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The Status of Journalism in Kansas High Schools and Colleges

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THE STATUS OF JOURNALISM

IN

KANSAS HIGH SCHOOLS AND COLLEGES

being

A thesis presented to the Graduate Faculty
of the Fort Hays Kansas State College in
partial fulfillment of the requirements for
the Degree of Master of Science

by

Leland E. Heinze, B. S. in Education

Fort Hays Kansas State College

Date July 22, 1949

Approved Ralph E. Kodu
Major Professor

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Chairman Graduate Council

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DEDICATION

This thesis is dedicated to my patient and faithful wife, Audrey, and my daughter, Beth Lynne; to my parents who have made innumerable sacrifices for my education; and to my wife's parents whose thoughtful considerations are greatly appreciated.

INTRODUCTION

The scope of journalism is large; it includes many specialized fields in all parts of the world. However, since the field of newspaper journalism is predominate in Kansas, this survey will be confined to a study of newspaper journalism in high schools, colleges, and commercial newspapers in the state.

For several years, it has been the contention of the writer that journalism curriculums in most Kansas high schools and colleges have not kept abreast of the demands of newspaper publishers, both from the standpoint of practical experience and the quality of work required of students. A search for information and statistics to substantiate this contention revealed that no composite or conclusive data was available. Interviews with several Kansas newspaper publishers and journalism teachers seemed to indicate a definite need for detailed and extensive research in an attempt to find solutions to numerous problems involved in adjusting the journalism curriculums to meet the demands of newspaper publishers. This thesis is the result of such an attempt.

The main purposes of this survey are to compare the journalism curriculums in Kansas high schools and colleges with the requirements of Kansas newspaper publishers and their demand for trained journalists.

Subsequent, relative problems, which are taken into consideration in this survey, include a study of existing qualifications of journalism teachers. A comparison of school newspapers with commercial newspapers will be made regarding the problem of school newspapers

providing sufficient practical experience. A study of the college level of journalism curriculums also will be included.

A brief history of the early development of newspapers in Kansas and in Kansas schools is provided for the purpose of showing the progress which has been made. The tables and charts, in addition to substantiating the conclusions of the survey, are for the purpose of furnishing Kansas journalism teachers with pertinent statistics whereby they may compare the status of journalism in their respective schools. The prospective Kansas journalism teacher also may find the statistics to be beneficial.

Another related project, which will be concluded after this study is completed, is the initiation of some type of scholastic press organization in Western Kansas for the purpose of developing a better educational program in the field of journalism, especially at the secondary level.

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CHAPTER I

A BRIEF HISTORY OF JOURNALISM IN KANSAS

The first printing in Kansas, or the Indian territory which is now known as Kansas, was done in 1834 by Jotham Meeker, A Baptist missionary. The first manuscript was an Indian book.

In the introduction of his book, Jotham Meeker Pioneer Printer of Kansas, Douglas C. McMurtrie explains that the records kept by Jotham Meeker provide important details concerning the early history of this territory. The original of Meeker's personal journal, from which most of the facts for this book were obtained, is in the files of the Kansas State Historical Society. In his comments about the first printing done in this territory, McMurtrie says,

But this record has another and greater importance, for it provides a detailed and accurate account of the first printing in what is now the state of Kansas. In few instances do we have available contemporary evidence of these beginnings as satisfactory as that which we find in the personal journal of Jotham Meeker.¹

The following portion of McMurtrie's introduction is included to show the specific date of the first printing which was done in Kansas:

The first printing done by Meeker at Shawance deserves specific mention. . . . On January 4, 1834, Meeker was opening the boxes of type and laying his cases. . . . Ira D. Blanchard was the first of the missionaries of that time to

1. Douglas C. McMurtrie, Jotham Meeker Pioneer Printer of Kansas (Chicago: Encycourt Press, 1930), p. 9.

have the manuscript of an Indian book ready for the printer. It had been put in Meeker's hands on February 29, and on March 8th a proof impression of the first form was taken.²

The First Newspapers

The record of the first newspaper printed in this territory also is contained in this book. The following is an excerpt from the second chapter:

On September 5, 1854, "a Mr. Miller" came to Ottawa to negotiate for the purchase of the Meeker press, but it was too small for the newspaper which he had in mind. If Miller had bought it on September 5, it would not have been impossible for him to have brought out a paper which would have antedated the Leavenworth Herald of September 15, which became the Territory's first paper.³

A brief history of the early development of Kansas newspapers is included in "The Story of Kansas and Kansas Newspapers," a commencement address delivered at the University of Kansas, June 6, 1916, by Captain Henry King, editor of the St. Louis Globe Democrat at that time. Following are a few quotations from that address:

The first Kansas banner was a newspaper. It made its advent under an elm tree on the town site of Leavenworth, September 15, 1854. There was not yet a house to be seen nor any other definite sign of civilization. The situation presented only the aspect of primeval and uninterrupted nature. Never before had such a thing come to pass in such circumstances. It boldly challenged precedent and announced a new departure. For the first time the press manifested the pioneering instinct and proposed to lead and not to follow the course of progress--to become itself a part of the history of

2. Ibid., p. 36.

3. Ibid., pp. 41-42.

of settlement and development. Perhaps it was an accident; possibly it was an inspiration; certainly it was infused with the denoting significance of those choice and potent events which constitute the basis and the philosophy of history.

There was room for the criticism that the scheme of starting a newspaper before there was any news to print was illogical, fantastic, preposterous. But it was not then, and has never since been, so regarded in Kansas. The novelty of it was infectious. A second paper was soon established at Kickapoo. Early in 1855 two more appeared here at Lawrence. Others followed as new towns were founded. The printing press preceded all the usual agencies of society. It did not wait for the rudimentary clutter of things to be composed and organized. The spirit of adventure thrust it forward . . . and made it a symbol of conquest . . . and thus Kansas was signalized by a revelation that materially enlarged the scope and meaning of modern journalism.⁴

The rapid increase in the number of newspapers in the state also was mentioned by Captain King in his address. In his account of the increase from 1854 until 1870, he says,

. . . It was a busy time for newspapers. . . . Their number steadily increased, until in 1858 there were twenty-two of them. They pushed their way, with further accessions, through multiplied difficulties, to the day of rejoicing which marked the admission of Kansas to the Union, January 29, 1861. . . . The population of the state increased from 140,179 in 1865 to 362,307 in 1870, and the number of newspapers increased in the same time from 37 to 80.⁵

Although Captain King's comments which follow probably are exaggerated to some extent, they indicate that a precedent was set for the outstanding journalists who began their careers in Kansas. The following quotation from his address also states the approximate

4. William E. Connelley, History of Kansas Newspapers. (Topeka: Kansas State Printing Plant, 1916), p. 9.

5. Ibid., p. 12.

number of newspapers being published in the state in 1916:

Thus Kansas has been made a training school for journalists, and the whole country has derived advantage from its instruction. It has equipped men who have reflected credit upon the profession from the Atlantic to the Pacific. They are to be found everywhere. There is no better recommendation in the newspaper offices of other states than "formerly of Kansas." This means much at the present time when journalism is becoming, if not already, the greatest power in the system of modern civilization. Kansas now has newspapers in 395 of its towns, being surpassed in that respect by only seven other states. They aggregate over 700, and may safely challenge comparison of merits with those of any other state.⁶

The aggregate number of Kansas publications at present is slightly less than the 700 newspapers mentioned by Captain King in 1916. "The 1948 List of Kansas Newspapers and Periodicals shows the issues of 680 newspapers and periodicals being received regularly for filing."⁷ Of these 680 publications, approximately 377 are commercial newspapers.

As in 1916 when Captain King made the commencement address, several Kansas journalists--or journalists originally from Kansas--are today among the group of outstanding journalists of the United States and of the world. To mention only a few, there are Ben Hibbs, former journalism instructor at Fort Hays Kansas State College, who is at the present time editor of the Saturday Evening Post; Donald Doane, an

6. Ibid., pp. 17-19.

7. Kansas State Historical Society, A List of Kansas Newspapers and Periodicals (Topeka: Kansas State Printer, 1948), p. 2.

Associated Press Correspondent now stationed in Germany, who is an alumnus of Fort Hays State; the late William Allen White, renowned editor and publisher of the Emporia Gazette; and John Bird, a former resident of this locality, who is the present editor of the Country Gentleman. Each of these men began his career in newspaper work in Kansas.

The Development of Journalism in Kansas Schools

Accurate information concerning the early development of journalism in Kansas high schools and colleges is not available. The following letter from Kirke Mechem, Secretary of the Kansas State Historical Society, substantiates this statement.

I'm afraid our collections of school and college newspapers are not sufficiently complete to give the answers you want in your letter of May 23.

It is true that we have tried to secure copies of every school and college paper we've heard about through the years, but it also is true that many never found their way here. Even today, not all the schools consistently send their papers to us. Because our coverage has not been at all complete it is risky to attempt to say which was first, especially in the high school category. . . . Under separate cover I am mailing you a copy of our 1916 History of Kansas Newspapers which you may keep. It will show what Kansas publications were collected here up to that year.

.....

Our annual List of Kansas Newspapers is another publication which may be helpful. But again we must caution that the list is incomplete in the college and school publication fields.⁸

8. Kirke Mechem, Letter, Topeka, Kansas, May 25, 1949.

Only through detailed research in the 1916 History of Kansas Newspapers was it possible to determine to any extent the development of school newspapers in the state. In this history, the newspapers which were published in Kansas from 1854 to 1916 are listed by counties. As a consequence, it was necessary to check the entire book. Many publications listed were short-lived or have long since been discontinued, and very little information is available about them. Only those which were listed as school publications were used for the basis of the following history. Consequently, the information is not conclusive.

The Development of High School Newspapers in Kansas

The first high school publication on record is the High School Monitor, a short-lived publication which was published monthly at Manhattan from November 1873 to March 1874. Two monthly publications followed this in 1877. These were the School Galaxy, published at Marion from September 1877 until January 1878, and Our School Journal, published at Columbus from December 1877 to March 1878. Another monthly school publication, Our School Review, was founded at Neosho Falls in May of 1878, but it printed only one issue. No other high school publications are on record until 1882, and there never were more than four until 1894. All were monthly publications until that time.

In 1894, the first high school semi-monthly newspaper, the School Times, was published at Wellington until 1895. The largest number of high school publications on record at one time before 1900 is 11 monthlies in 1898. Approximately 10 monthly publications continued to

publish until 1910 when the total dropped to eight.

The first high school weekly in the Society's files is the High School Messenger which was founded in 1911 and was edited and published by the students of Wichita High School. Early history of the publication is unknown, the first issue in the Historical Society's files being Volume 19, Number 1. Only seven monthlies and two weeklies have been found in the files before 1916.

. . . Though some high schools may trace the beginnings of their journalism work to the years before the World War, it is primarily since 1920 that courses in journalism have become popular in high schools; and the greatest increase in the number of high schools offering journalism has come since about 1930.⁹

Although the above quotation makes a statement about high school journalism throughout the United States, what little information is available seems to indicate that the development of journalism in Kansas high schools probably paralleled that of the development in the United States. For the most part, these early school publications in Kansas seem to have been published by the students without much advice or instruction on the part of the teachers.

The Development of College Newspapers in Kansas

Newspapers in the college field date back to 1875 when two weekly publications were founded. The first one was the Industrialist, founded at Manhattan on April 24, and the second was the Kansas

9. DeWitt C. Reddick, Journalism and the School Paper (Boston: D. C. Heath and Company, 1938), p. iii.

University newspaper, the Kansas Collegiate, founded at Lawrence on October 26. The latter continued until 1879, while the Industrialist was published at irregular intervals until 1888. The largest number of college newspapers on record for any one year before 1916 was in 1896 when seven weeklies, one semi-monthly, seven monthlies, and one quarterly were published. None of these papers seem to have complete files in the Historical Society's library.

Those newspapers which are listed as having been published for several years are as follows. The weekly publications include the College Life, published by the College of Emporia from 1890 to 1913; the Bethany Messenger, founded by Bethany College at Lindsborg in 1892; and the Baker Orange, founded by Baker University at Baldwin in 1895. The one semi-monthly paper printed during that time was the Cooper Courier which was published by the students of Cooper College at Sterling from 1892 until 1916. A monthly publication, the Wesleyan Advance, was published in 1892 at Salina. A paper of the same name is being published at the present time, on a weekly basis, by the students of Kansas Wesleyan University.

Another college weekly which was founded during that period is the Kansas University Weekly, first published in 1895 at Lawrence. The name was changed to The Kansan in 1904. It was published tri-weekly in 1910, the first college newspaper in Kansas to publish that frequently. In 1912, it was changed to a daily, and it is the only college, daily newspaper in the state at the present time.

The Kansas State Collegian, founded in 1895 at Manhattan as the Students' Herald, became a semi-weekly newspaper in 1896. The name was changed to the Kansas Aggie in 1913 and to the Kansas State Collegian in 1914. It has been published tri-weekly for the past several years and will become a daily publication this fall. It will be the second college daily paper in the state.

Among the 680 newspapers and periodicals being filed by the Kansas State Historical Society at the present time, "92 are school or college."¹⁰

10. Kansas State Historical Society, A List of Kansas Newspapers and Periodicals (Topeka: Kansas State Printer, 1948), p. 2.

CHAPTER II

MAKING THE SURVEY

In order to obtain pertinent data from a representative group, the questionnaire method was used for this survey. A questionnaire and letter of explanation--together with a stamped, self-addressed envelope--were sent addressed to the "Journalism Teacher or School Newspaper Supervisor," in every high school and college listed in the Kansas Educational Directory.¹ A similiar letter and questionnaire were mailed to every newspaper publisher in the state whose name is listed in A List of Kansas Newspapers and Periodicals.²

The Scope of the Survey

Publications classified as religious, fraternal, labor, industrial, trade, and miscellaneous were not included in this survey because they were considered inappropriate to the study. Many of these have irregular or infrequent dates of publication, are published by persons who are not professional journalists, and do not contain advertising. A great many do not have their own printing establishments.

1. Kansas State Board of Education, Kansas' Educational Directory (Topeka: Kansas State Printer, 1948), pp. 14-97.

2. Kansas State Historical Society, A List of Kansas Newspapers and Periodicals (Topeka: Kansas State Printer, 1948), pp. 3-55.

The following is a composite list showing the number of newspapers under each classification:

The 1948 List of Kansas Newspapers and Periodicals shows the issues of 680 newspapers and periodicals being received regularly for filing. Of these, 57 are dailies, 1 triweekly, 13 semiweeklies, 384 weeklies, 1 three times monthly, 20 fortnightlies, 23 semimonthlies, 2 once every three weeks, 117 monthlies, 11 bimonthlies, 28 quarterlies, 19 occasional, 2 semiannuals, and 2 annuals coming from all the 105 counties. Of these 680 publications, 247 are listed as independent, 122 republican and 22 as democratic in politics; 92 are school or college, 37 religious, 22 fraternal, 7 labor, 7 local, 10 industrial, 14 trade, and 100 miscellaneous.

. . . Only two or three Kansas publishers fail to contribute their publications to the Society; otherwise this 1948 list is complete.³

Table I shown on the next page gives the total number of newspaper publishers in each class to whom questionnaires were sent and the number who answered. Return percentages also are included. A comparison of the figures in this table with the figures listed by the Kansas State Historical Society will indicate to what degree this survey includes a representative group of Kansas Newspaper publishers. The table also shows figures and percentages on high school and college journalism teachers who returned the questionnaires.

The questionnaire to Kansas newspaper publishers, a copy of which is included at the end of this chapter, was constructed to obtain pertinent data from every type newspaper in the state, from the small, "one man" weekly to the large daily. Questions asking the

3. Loc. cit.

TABLE I
 THE NUMBER OF QUESTIONNAIRES MAILED,
 THE NUMBER RETURNED,
 AND THE PERCENTAGES

Newspaper Classification	No. Mailed	No. Returned	% of Returns
Weeklies	309	158	51.13
Semiweeklies	11	5	45.45
Triweeklies	1	1	100.00
<u>Dailies</u>	<u>56</u>	<u>28</u>	<u>50.00</u>
Total	377	192	50.92
High School Classification			
Class "A"	345	184	53.33
Class "B"	138	95	68.84
<u>Class "C"</u>	<u>154</u>	<u>88</u>	<u>57.14</u>
Total	637	367	57.61
College Classification			
State Institutions	5	2	40.00
Private Institutions	14	4	28.57
Municipal Universities	2	1	50.00
Public Junior Colleges	13	4	30.73
<u>Two-Year Colleges</u>	<u>6</u>	<u>3</u>	<u>50.00</u>
Total	40	14	35.00
<u>Total Questionnaires</u>	<u>1054</u>	<u>573</u>	<u>54.47</u>

newspaper's name and town in which it is published provided information concerning the portions of Kansas covered by the returns. Facts about the frequency of publication, number of pages per issue, and other statistics on the newspaper's physical makeup were necessary for a comparison of school newspapers with commercial papers. The questions about press services and photoengraving provided additional information about the range of the newspaper's news coverage.

A major portion of the questionnaire was taken up by the questions on the number and type of employees, their main duties, and the qualifications required for each position. Data concerning the present supply of each type of employee--such as adequate, surplus, etc.--also was included. These questions were especially apropos to the correlation of the type of journalistic training required by publishers with the type of training included in school journalism curriculums.

The various newspaper skills listed at the bottom of the questionnaire enabled publishers to express, readily, their criticisms of journalism curriculums in the schools. A note at the bottom of the questionnaire inviting publishers to write additional comments and criticisms on the back brought forth considerable information which otherwise might have been omitted.

Questionnaires To Journalism Teachers

In the questionnaires sent to journalism teachers, a copy of which also is included at the end of this chapter, most questions asked for information to be used in correlation with information received from

publishers. Other questions were for the purpose of obtaining conclusive data concerning the status of journalism in Kansas schools.

Classification of each school was necessary for a comparison of journalism curriculums and teacher qualifications and teaching loads in schools coming under each classification.

Questions about courses, textbooks and authors, phases of journalism taught made possible a more detailed study of journalism curriculums. A comparison of total school enrollment with the number enrolled in journalism and the number of students who probably will continue in the field of journalism indicated whether or not journalism courses were justified. Questions regarding the qualifications required of students who wish to take journalism provided some indication of the academic standards required and the intelligence level of journalism students.

Other questions about qualifications of journalism teachers and the time each teacher spends teaching journalism were included to determine to what extent the courses of study are of value to the students. These are from the standpoint of the teacher's experience and the time allotted to the teacher for class preparation.

A list of newspaper skills, comparable to the list contained in the questionnaire to publishers, enabled the teacher to indicate what skills were being taught. This list also provided a uniform standard for measuring journalism curriculums in various schools, and a uniform means of comparing curriculum content with publishers' criticisms.

Data concerning the school newspaper was essential in determining the extent of which school newspapers provide practical training when compared with commercial newspapers and the experience desired by publishers.

In school situations where no school newspaper is published, some journalism classes contribute stories to the local paper. The question entitled "School News Printed in Local Newspaper" was included for such school situations. The question, "Journalism Work As an Activity," was added for those schools where students prepare a school paper for activity credit rather than for course credit. In some instances, both questions were applicable.

Only a portion of the school questionnaires contained the special question to schools in western Kansas concerning a scholastic press organization for this area.

In Map 1, shown at the end of this chapter, the counties shaded in red represent those from which publishers' questionnaires were received. Map 2 shows the counties in the state from which high school and college questionnaires were not received. In Map 3, the areas shaded in red indicates the portion of the state which was covered by the special question to schools in western Kansas. The counties shaded in green in Map 3 show the counties from which schools returned questionnaires and indicated that members of their journalism staff are interested in some type of scholastic press organization in this area. Approximately 90 per cent of those western Kansas high schools which teach journalism indicated that their journalism staffs are interested.

Dear Publisher:

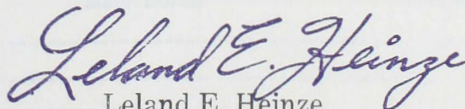
In your years of experience in "hiring and firing," you probably have cussed and discussed the training (or lack of training) of high school and college students who come to you for employment.

The purpose of the inclosed questionnaire is to get your ideas about the various types of training which are particularly in demand and the skills which you believe students do not acquire in their journalism training in school.

If high schools and colleges are to continue teaching journalism courses, it is my contention that they should stress the skills which newspaper editors and publishers desire their employees to have. I believe many journalism courses fall short in that respect and I plan to use the facts gathered from these questionnaires as a basis for a Master's degree thesis. A similar questionnaire is being sent to every high school and college in Kansas to determine what phases of journalism are taught and to compare publishers ideas as to what should be taught.

I can't offer special prizes for a prompt reply, but I will try to send a copy of the composite results to all publishers who return their questionnaires. Your cooperation will be greatly appreciated. A self-addressed, stamped envelope is inclosed for your convenience.

Very truly yours,



Leland E. Heinze
Department of Journalism

Questionnaire To Kansas Newspaper Publishers

 (Name of newspaper and name of town)

Please answer all of the following questions which are applicable to your newspaper and return questionnaire to:

 (Signature and position)

Leland E. Heinze, Journalism Department
 Fort Hays Kansas State College, Hays, Kansas

Please indicate how frequently your newspaper is published and fill in the blanks pertaining to the physical makeup of your newspaper.

() Daily. () Semi-weekly. () Weekly. Other -----(fill in if necessary)

-----Average number of pages per issue. -----Width of page. -----Length of page. -----No. columns on a page.

Auxiliary Press Services received (which)? () AP () UP () INS () Other-----

Do you have your own photoengraving plant? () Yes or () No.

EMPLOYEES:

-----Number of "front office" Employees.

In the blanks to the left of the following positions, indicate the number of persons employed in that position. (Mark "X" if duties are carried out by a person holding another position on your staff.)

To the right of the position, state briefly the main duties; list the qualifications required (schooling and experience); and circle the letters which are applicable in your case. CIRCLE:

"A" if you have an ADEQUATE number to fill that position.

"S" if there seems to be a SURPLUS number for that position.

"V" if you have a VACANCY for that position.

EDITORS—(List type such as Managing Editor, City Editor, Wire Editor, Make-up Editor, Others.)

No. of Persons	Position	Main Duties	Qualifications Required	Supply
-----	-----	-----	-----	A S V
-----	-----	-----	-----	A S V
-----	-----	-----	-----	A S V
-----	-----	-----	-----	A S V
-----	-----	-----	-----	A S V
-----	-----	-----	-----	A S V

REPORTERS—(List type such as general, social, sports, etc.)

No. of Persons	Position	Main Duties	Qualifications Required	Supply
-----	-----	-----	-----	A S V
-----	-----	-----	-----	A S V
-----	-----	-----	-----	A S V
-----	-----	-----	-----	A S V

ADVERTISING PERSONNEL—(List type such as Salesmen, Lay Out, Others.)

No. of Persons	Position	Main Duties	Qualifications Required	Supply
-----	-----	-----	-----	A S V
-----	-----	-----	-----	A S V
-----	-----	-----	-----	A S V
-----	-----	-----	-----	A S V
-----	-----	-----	-----	A S V

MISCELLANEOUS POSITIONS

No. of Persons	Position	Main Duties	Qualifications Required	Supply
-----	Copyreaders	-----	-----	A S V
-----	Proofreaders	-----	-----	A S V
-----	Rewriters	-----	-----	A S V
-----	Headline writers	-----	-----	A S V
-----	List other	-----	-----	A S V
-----	List other	-----	-----	A S V

From your experience in "hiring and firing" employees, in which of the following list of newspaper skills do you believe high school and college students LACK sufficient PRACTICAL EXPERIENCE?

CIRCLE: "H" for skills which you believe HIGH SCHOOL students lack.
 "C" for skills which you believe COLLEGE students lack.

Circle both if both are applicable or leave blanks if most students seem to acquire the skill in school.

Writing—	Reporting News of—	H C	Accidents	Others—	(Please List)
H C News Stories	H C Meetings	H C	Government	H C	-----
H C Feature Articles	H C Social Events	H C	Police	H C	-----
H C Editorials	H C Speeches	Interviewing—		H C	-----
H C Leads for Stories	H C Sports Events	H C	Techniques	H C	-----
H C Accuracy	H C Deaths	H C	Personality for	H C	-----
Desk Work—	H C Church Events	Printing—		H C	-----
H C Proofreading	H C Business	H C	Contacts with Back Shop	H C	-----
H C Copyreading	H C Industry	H C	General Knowledge of	H C	-----
H C Rewriting	H C Finance	Advertising—		H C	-----
H C Make-up Principles	H C Labor	H C	Preparing Copy	H C	-----
H C Headline Writing	H C Court	H C	Selling Ads	H C	-----

(Please use the back of this sheet for any other comments or suggestions you have to offer)

Dear Journalism Teacher (or school newspaper supervisor):

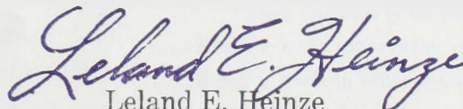
You probably have plenty of work to do without being bothered, but your duties are partially the reason for this letter and the inclosed questionnaire.

It is my contention that many teachers of journalism are over-worked and haven't the time to do a good job. In addition, I am interested in the status of journalism in Kansas high schools and colleges, and I plan to use the information for a Master's degree thesis. Your answers will help a great deal.

A similar questionnaire is being sent to Kansas newspaper publishers to get their ideas about what we should teach and what types of journalists are in demand.

I can't offer special prizes for a prompt reply, but I will try to send a copy of the composite results to all journalism teachers who return their questionnaires. Your cooperation will be appreciated. A self-addressed, stamped envelope is inclosed for your convenience.

Very truly yours,


Leland E. Heinze
Department of Journalism

Journalism Questionnaire

(To All High Schools and Colleges in Kansas)

Please answer the following questions and return the questionnaire to:

Leland E. Heinze
Journalism Department
Fort Hays Kansas State College
Hays, Kansas

General Information

Please check the classification of your school and list the number of boys and girls enrolled and the number of teachers.

Classification of School. () AA () A () B () C School Enrolment. ___Girls. ___Boys. ___Teachers.

Journalism Courses

Please list each of the journalism courses taught in your school, the textbook studied, what general phases of journalism are taught, and the class hours a week for each course. Fill in the blanks regarding the number of journalism students and the qualifications required.

1.	<div style="text-align: center;">(Name of Course)</div>	<div style="text-align: center;">(Textbook and Author)</div>
	<div style="text-align: center;">(Phases of Journalism Covered—Reporting, Writing, Etc.)</div>	<div style="text-align: center;">(Class Hours a Week)</div>
2.	<div style="text-align: center;">(Name of Course)</div>	<div style="text-align: center;">(Textbook and Author)</div>
	<div style="text-align: center;">(Phases of Journalism Covered—Reporting, Writing, Etc.)</div>	<div style="text-align: center;">(Class Hours a Week)</div>
3.	<div style="text-align: center;">(Name of Course)</div>	<div style="text-align: center;">(Textbook and Author)</div>
	<div style="text-align: center;">(Phases of Journalism Covered—Reporting, Writing, Etc.)</div>	<div style="text-align: center;">(Class Hours a Week)</div>

___ Total number enrolled in journalism. ___ Number who will probably continue in the field of journalism.

What are the qualifications required of a student who wishes to take journalism?

Check one: () None. () Sophomore. () Junior. () Senior. Please list below other qualifications (if any) such as a "B" grade average in English or a "C" grade average for all courses.

Journalism Teachers

Please list the college major and minor of each journalism teacher and indicate briefly what other experiences the teacher has had in the field of journalism. Fill in the number of hours the teacher spends a week carrying out each of the four duties.

1.	<div style="text-align: center;">(College Major)</div>	<div style="text-align: center;">(Minor)</div>	<div style="text-align: center;">(Other experience in the field of journalism)</div>
	___Hours a week teaching journalism.		___Hours a week supervising school paper.
	___Hours a week teaching other courses.		___Hours a week in other school activities.
2.	<div style="text-align: center;">(College Major)</div>	<div style="text-align: center;">(Minor)</div>	<div style="text-align: center;">(Other experience in the field of journalism)</div>
	___Hours a week teaching journalism.		___Hours a week supervising school paper.
	___Hours a week teaching other courses.		___Hours a week in other school activities.

Training of Students

Please fill in the blanks regarding the number of hours students spend a week hearing lecturers and preparing school paper.

Average number of hours journalism students spend a week:

___ Hearing lectures in class. ___ Preparing school paper in class. ___ Preparing school paper outside the classroom.

More

Indicate which of the following items the students learn in their journalism training.

CIRCLE: "E" for those in which students obtain actual EXPERIENCE.
 "S" for those which they merely study.

Circle both letters if both are applicable and leave blanks where items are not covered in the journalism work.

Writing—	E S Style Sheet Usage	E S Court	Printing—
E S News Stories	Reporting News of—	E S Accidents	E S Typesetting (Mechanical)
E S Feature Stories	E S Meetings	E S Government	E S Press Work Principles
E S Columns	E S Social Events	E S Police	E S Typesetting (Hand)
E S Editorials	E S Speeches	Interviewing—	E S Stereotyping
E S Leads for Stories	E S Sports Events	E S Techniques	E S Contacts with Print Shop
E S Radio News	E S Death (obituary)	E S Other Students	E S General Knowledge of Printing
Desk Work—	E S Church Events	E S Teachers	Miscellaneous—
E S Copyreading	E S Business	E S Townspeople	E S Circulation
E S Proofreading	E S Industry	Advertising—	E S Use of Pictures
E S Rewriting	E S Finances	E S Preparing Ad Copy	E S Photoengraving
E S Make-up Principles	E S Labor	E S Selling Advertising	E S Zinc Etching
E S Headline Writing	E S Theatre	E S Business Management	E S Mats and Mat Services
E S Typography	E S Farm		

Information about School Newspaper

Please indicate whether school paper is printed or mimeographed, who does the printing or mimeographing, and how often the paper is published. Write in the blanks listed "other" if your newspaper has a situation that is not covered in the lists below.

- () PRINTED. By: () School printing plant or () Local newspaper office. \$___ Cost of printing per issue.
- () MIMEOGRAPHED. By: () Journalism students. () Journalism teacher. () Commerce dept. Other_____
- () Daily () Weekly. () Semi-monthly. () Monthly. () Every six weeks. Other _____
- ___ No. of circulation. ___ No. of pages. ___ Width of page. ___ Length of page. ___ No. columns to page.
- What per cent of paper is advertising? () 75 () 50 () 25. Other____. \$___ Maximum and \$___ Minimum cost for one column inch of advertising. \$___ Subscription price to students per _____ (year, month, issue, or other.—Which?).
- How is entire cost of publishing financed? (Please list the total percentage from each source)
- ___ Per cent from department budget. ___ Per cent from paid subscriptions. ___ Per cent from advertising revenue.
- (List other sources and per cent) ___ Per cent from _____ ___ Per cent from _____ (Should total 100%)

Selection of Newspaper Staff

Please check those positions which are held by students and indicate they are elected or appointed, by whom, and what qualifications are required for the student to be eligible for the position.

Position	Elected or Appointed	By	Qualifications Required
() Editor-in-Chief	() ()	-----	-----
() Assistant Editor(s)	() ()	-----	-----
() Business Manager	() ()	-----	-----
() Other _____	() ()	-----	-----

School News Printed in Local Newspaper

() Check here if you have students write news for the local newspaper rather than printing a paper of your own. Please answer all of the above questions which are applicable in your case.

Journalism Work as an Activity

() Check here if students prepare the school paper as an activity rather than for course credit. Please answer all of the above questions which are applicable in your case.

(This portion of the questionnaire will be removed)

(Name of the teacher or the school will NOT be used in any way)

 School

 Signature

 Position

SPECIAL QUESTION TO SCHOOLS IN WESTERN KANSAS:

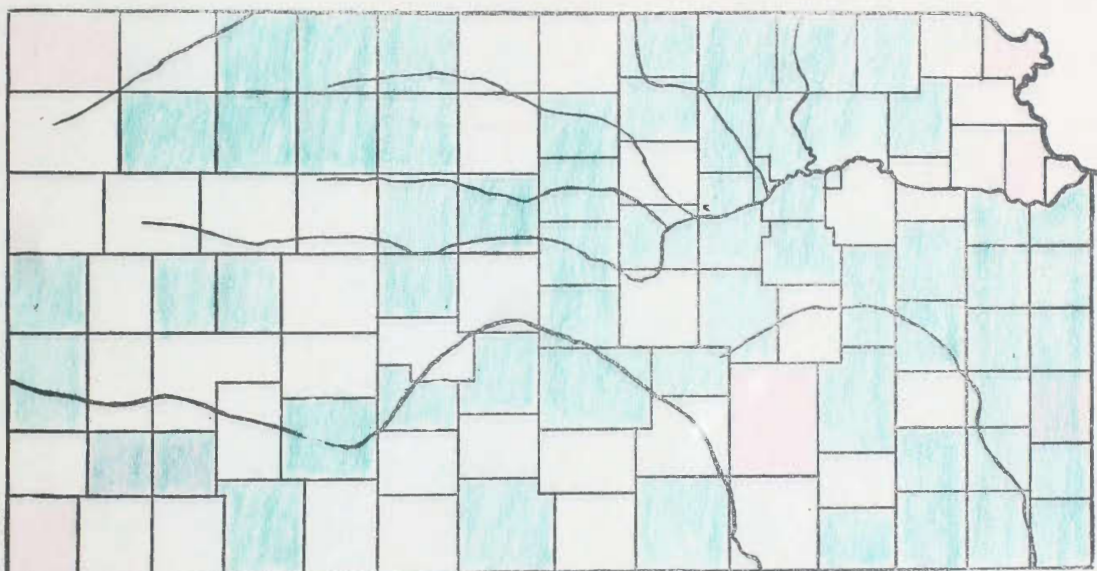
Would you be interested in becoming a member of a scholastic press club in this area for the purpose of exchanging ideas about school papers and teaching journalism?

() YES. () NO.

THANKS FOR YOUR COOPERATION!

MAP 1

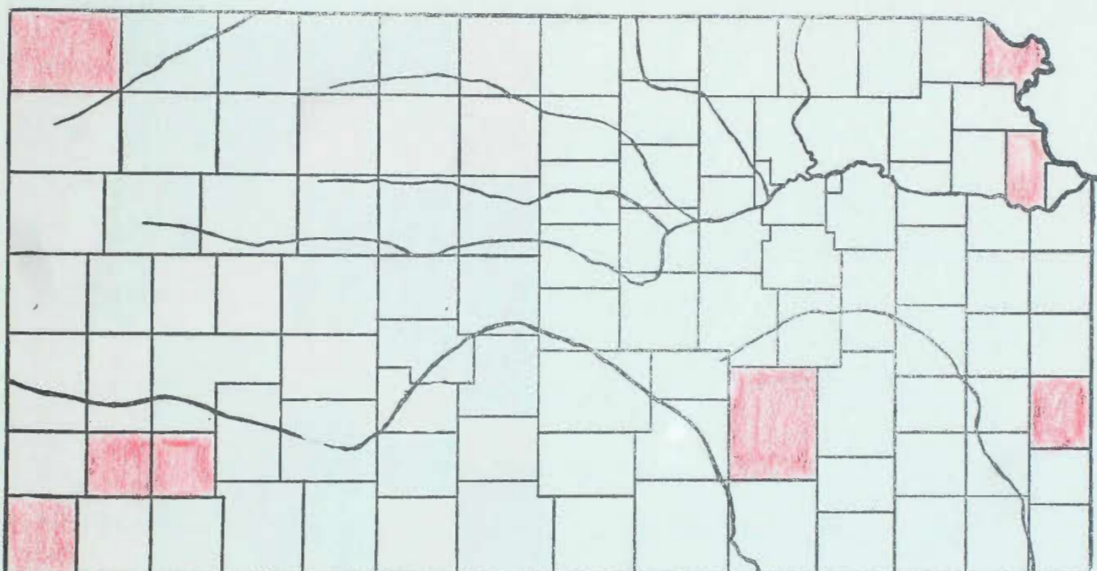
COUNTIES FROM WHICH PUBLISHERS' QUESTIONNAIRES WERE RECEIVED



The counties shaded in green represent those counties from which publishers' questionnaires were received.

MAP 2

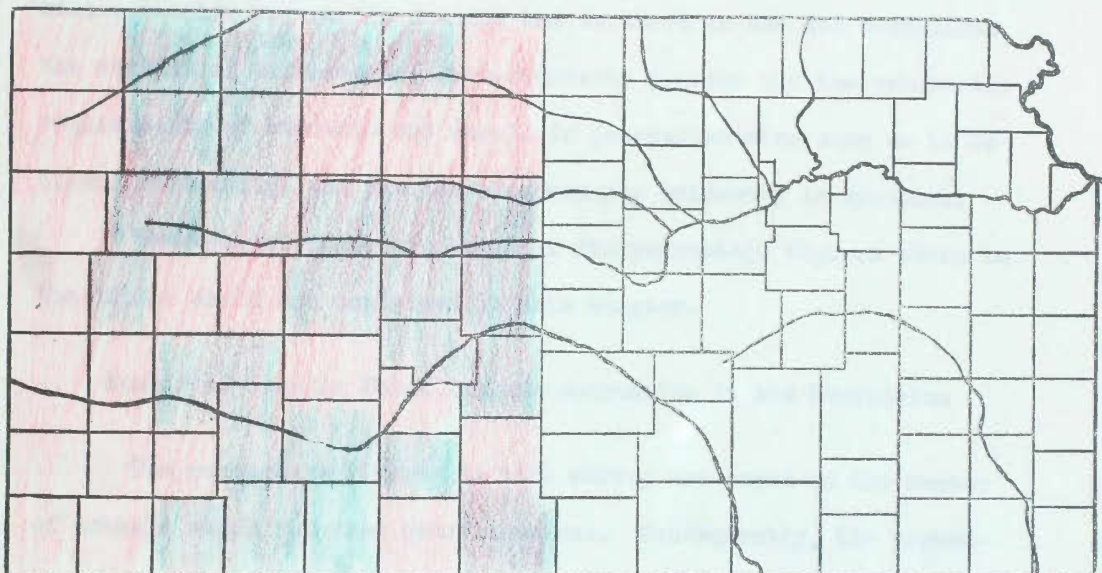
COUNTIES FROM WHICH NO SCHOOL QUESTIONNAIRES WERE RECEIVED



The counties shaded in red represent those counties from which no school questionnaires were received.

MAP 3

AREA OF KANSAS INCLUDED IN SPECIAL QUESTION ABOUT PRESS ORGANIZATION



The area shaded in red indicates the portion of the state which was included in the special question about a scholastic press organization. The counties shaded in green show the counties from which schools returned questionnaires and indicated interest in a scholastic press organization.

CHAPTER III

JOURNALISM AS PART OF THE SCHOOL CURRICULUM

It seems as though each high school superintendent or principal in Kansas has the power to decide whether or not journalism will be taught in his school and how many courses will be offered. The journalism teacher apparently decides the textbook to use and determines the content of each course. Pre-requisite courses and the scholastic requirements of students who enroll in journalism also seem to be decided arbitrarily, and the school newspaper evidently is optional.

These conclusions are based on the percentage figures shown in the tables which are contained in this chapter.

Number of Schools Which Include Journalism in the Curriculum

The percentage figures in this survey are based on the number of schools which returned questionnaires. Consequently, the percentage of questionnaires returned are included, in Tables II and III which follow, to show to what extent the other figures represent all of the Kansas schools in that class.

No attempt was made in these two tables to show how many journalism courses are being taught or the scope of the courses. These statistics are shown in other tables. The following figures include schools where journalism is taught as part of an English course or as an activity, as well as a regular course of study.

Number of High Schools Which Teach Journalism

The figures in Table II indicate that approximately one-half of all Kansas high schools teach some type of journalism.

TABLE II. NUMBER OF HIGH SCHOOLS WHICH TEACH JOURNALISM

High School Classification	Per Cent of Questionnaire Returns	No. Schools Which Teach Journalism	Per Cent Which Teach Journalism
Class "A"	53.33	93	51
Class "B"	68.84	58	61
Class "C"	57.14	31	35
Total	57.61	182	49

Number of Colleges Which Teach Journalism

All Colleges which returned questionnaires teach some type of journalism. The results are not as conclusive as the high school survey, however, because the returns represent only 35 per cent of all Kansas colleges.

The number of college publications which are at present received by the Kansas State Historical Society indicates that 56 per cent of the colleges teach journalism. Therefore, to make the figures in Table III more conclusive, a column has been added to show the Historical

Society's total figures and percentages on college publications.

TABLE III. COLLEGES WHICH TEACH JOURNALISM

College Classification	Per Cent Quest. Returned	Survey No. Teaching Journalism	No. Listed By Society	Per Cent Listed By Society
State	40.00	*2	5	100.00
Municipal	50.00	*1	2	100.00
Private	28.57	*4	10	71.42
Jr. Colleges	30.73	*4	5	37.56
Two-Yr. Colleges	50.00	*3	3	50.00
Total	35.00	*14	25	56.00

* The number of colleges which teach journalism according to the survey represents 100 per cent of all questionnaires returned.

Percentage of Students Enrolled in Journalism

Each journalism teacher was asked to list the total enrollment of the school, the total number of students enrolled in journalism, and the number of journalism students who probably will continue in the field of journalism. From these statistics, the percentage figures were compiled for Table IV which is shown in this chapter.

The data showing the percentages of students who probably will continue in the field merely represents the teachers' estimates. Results of the survey, however, show that approximately one student out of every 100 students enrolled in Kansas high schools and colleges is considering the field of journalism as a lifetime profession. Over five per cent of all high school and college students in the state are taking journalism courses, and over 18 per cent of those taking journalism courses probably will continue in that field.

Percentages of High School Students Taking Journalism

Enrollment figures for high schools show class "C" schools to have the larger percentage of journalism enrollment, and class "B" schools to have a larger percentage than class "A" schools. These are true also in the percentages of students from the entire enrollment who probably will continue in journalism. The figures for journalism students who will continue in the field differ considerably, with class "B" schools having the greater percentage in that category. From the questionnaires received, there seems to be no probable explanation for the class "B" schools having a greater percentage of students who probably will continue in the field of journalism.

Percentages of College Students Taking Journalism

A comparison of college percentages with those of high schools in Table IV shows college percentages higher in all categories. The largest increase is in the percentage of journalism students who probably will continue in journalism. College figures indicate that over 48 per cent of the students enrolled in journalism courses probably will make journalism their profession.

TABLE IV. PERCENTAGES OF STUDENTS TAKING JOURNALISM

Classification of Schools	Per Cent Taking Journalism	Per Cent of Journalism Students Who Will Continue In Journalism	Per Cent of All Students Who Will Continue In Journalism
High Schools			
Class "A"	4.66	10.45	0.48
Class "B"	6.66	19.00	1.26
Class "C"	<u>11.53</u>	<u>12.00</u>	<u>1.38</u>
All High Schools	5.11	11.25	1.02
<u>Colleges</u>	<u>6.47</u>	<u>48.43</u>	<u>3.13</u>
All Schools	5.29	18.30	0.98

Percentages of High School Courses and Class Hours

Table V, which is found on the following page, shows what percentage of the high schools teach each type of course. Courses are

listed according to the number of courses taught and the number of hours spent in class each week.

TABLE V. PERCENTAGES OF HIGH SCHOOLS TEACHING JOURNALISM COURSES ACCORDING TO NUMBER OF COURSES AND CLASS HOURS A WEEK

Class High School	With Eng. Course	As An Act.	No. 5-hr Courses			One 4-hr Course	One 3-hr Course	One 2-hr Course
			1	2	3			
"A"	6%	17%	53%	12%	4%	2%	4%	2%
"B"	9	57	33	00	00	00	1	00
"C"	13	56	28	00	00	00	3	00
All High Schools	8%	36%	43%	6%	2%	1%	3%	1%

Average Number of College Courses and Class Hours

College percentages are not included in Table V because of the great variation in the number of courses taught in colleges. The class hours a week also vary to a great extent.

The number of courses listed by each of the 14 colleges which returned questionnaires show an average of approximately five courses and an average of 15 class hours a week. These figures represent 35 per cent of the total number of colleges in Kansas.

A. Study of the Textbooks Used

Such a variation was found in the textbooks used for journalism, both in high schools and colleges, that it was impossible to compile any conclusive statistics, except for those schools which do not use a textbook. Among the high schools, 10 per cent of class "A", four per cent of class "B", and two per cent of the class "C" schools do not use a text. Four per cent of the colleges use no text in at least one course.

The 1949 Price List of Books Adopted and Approved for Use in Kansas Schools does not include a list of journalism textbooks.

CHAPTER IV

JOURNALISM TEACHERS

As in the case of journalism curriculums, there seems to be very few regulations governing the qualifications or experiences of a high school journalism teacher in Kansas. In most schools, it seems as though a journalism course is just an additional duty given to the English teacher or the commerce teacher. The writer personally knows of numerous instances where teachers with little or no experience in journalism were employed to supervise the school newspaper and teach courses in journalism. Several of these teachers have conferred with the writer and have asked for what they termed "one easy lesson in teaching journalism." The percentage figures in the tables found in this chapter seem to indicate that such situations exist in many Kansas high schools.

Included in this chapter are statistics regarding the qualifications of journalism teachers and the percentage figures on the teaching load of teachers.

Under teachers' qualifications is listed the percentage of journalism teachers having college majors and minors in the various fields of study. Journalism teachers' other experiences in the field of journalism also are taken into consideration.

In the portion of the chapter concerning the teaching load, this survey includes a study of the time a journalism teacher spends each week in journalism activities. This includes teaching journalism classes

and supervising the school newspaper. The time for teaching other courses and supervising other activities also is taken into consideration.

Percentages of Majors and Minors In Various Fields of Study

Table VI, found on the next page, gives an alphabetical list of numerous fields of study and shows the percentages of high school and college journalism teachers who have majored in each of the fields. Percentage figures for teachers in high schools are divided into class "A", "B", and "C" schools. No percentage of all high schools is included. A separated column to show the percentage of teachers who have Master's Degrees was not included because the percentage is negligible.

TABLE VI
 PERCENTAGES OF TEACHERS WITH MAJORS AND MINORS
 IN VARIOUS FIELDS OF STUDY

Field	High School Classification							
	Class A		Class B		Class C		College	
	Maj	Min	Maj	Min	Maj	Min	Maj	Min
Biology	0%	1%	0%	4%	5%	5%	0%	0%
Business Adm.	6	1	17	8	28	0	0	0
Chemistry	0	3	0	0	0	0	0	0
Economics	2	0	0	0	0	5	0	0
Education	2	5	8	0	0	12	0	7
English	61*	28	55	24	36	33	54*	0
History	6	5	3	8	5	7	0	8
Home Economics	1	0	14	0	0	0	0	0
Journalism	6	8	3	8	11	0	36*	29*
Languages	3	20	0	8	0	6	0	19
Mathematics	1	3	0	4	0	5	0	0
Physical Ed.	1	1	0	4	0	0	0	0
Pol. Science	1	1	0	0	5	0	0	26
Printing	1	0	0	0	0	0	10	0
Psychology	1	4	0	0	0	5	0	0
Social Science	6	15	0	14	6	11	0	11
Sociology	1	0	0	3	4	11	0	0
Speech	1	5	0	15	0	0	0	0

* Two per cent high school and ten per cent college teachers who have English majors also have M.A. degree in English. Ten per cent journalism majors are M.A. majors and ten per cent are minors.

Other Journalistic Experiences of Teachers

In addition to the major and minor question, each teacher was asked to make a brief statement about other experiences in the field of journalism. These statements vary from "none" to a considerable number of years of practical experience on newspaper staffs, all of which have been divided into eight categories. The category which shows the percentages of teachers who have had newspaper experience is broad in scope. No attempt was made to sub-divide it on the basis of years of experience or the type of experience. Consequently, the percentage figures shown in this category in Table VII includes all college and high school teachers who have had some newspaper experience other than with college or high school publications.

TABLE VII. PERCENTAGES OF TEACHERS WITH OTHER JOURNALISTIC EXPERIENCES

Class of School	No Other Expr.	Some Paper Expr.	College Paper Staff	Some Journ Courses	Free Lance Writing	Editor College Paper
Class "A"	39%	19%	21%	6%	4%	11%
Class "B"	58	10	15	5	2	10
Class "C"	60	25	5	5	0	5
—	—	—	—	—	—	—
All High Schools	43%	17%	18%	7%	4%	11%
Colleges	15	25	25	5	20	10

Teaching Load of Journalism Teachers

The average number of hours a journalism teacher spends a week in the various school duties, as shown in Table VIII on this page, represents the teachers' estimates, but it probably is as conclusive as can be obtained. It is doubtful that any teacher can record accurately the number of hours actually spent in carrying out school duties, especially duties dealing with extra-curricular activities.

The percentage of time each week which a journalism teacher uses for journalism activity was determined on the basis of the total weekly hours shown in the right-hand column of Table VIII.

TABLE VIII. AVERAGE TEACHING LOAD OF JOURNALISM TEACHERS

Class of School	Average Number of Hours a Week Teacher Spends			Tching Other Classes	In Other Actvs	Total Wkly Hours
	Tching Journ Classes	Supv of paper	Journ// % of Time			
Class "A"	5	5	30%	18	6	34
Class "B"	5	4	26%	17	8	34
Class "C"	4	4	25%	19	8	35
—	—	—	—	—	—	—
All High Schools	5	4	27%	18	7	34
Colleges	8	8	52%	6	9	31

CHAPTER V

THE TRAINING OF JOURNALISM STUDENTS

The importance of this chapter should not be underestimated because it represents the major part of the entire study which can be compared with newspaper publishers' criticisms and comments. Within the chapter is a survey of the number of hours a journalism student spends hearing lectures, preparing the school paper in class, and preparing the paper outside the classroom. This portion of the survey is for the purpose of determining to what extent students acquire practical training.

Also included for the purpose of determining the extent of practical training is a study of newspaper skills which are being taught in Kansas schools. It provides an excellent basis for comparison with the newspaper skills which most Kansas newspaper publishers believe to be lacking in the students they hire.

Students' Average Weekly Training Hours

Table IX, found on the following page, shows the average number of hours a week in which a journalism student receives training in that field. The types of training, such as lectures and newspaper preparation—and the average number of hours spent in each type—are shown also. A column also is included to show the weekly hours devoted to preparation of the newspaper outside the classroom.

TABLE IX. AVERAGE WEEKLY HOURS TRAINING RECEIVED

Class of School	Average Hours a Week Students Spend - - - - -				Total Weekly Hours
	Hearing Lectures In Class	Preparing Newspaper In Class	Preparing Newspaper Out of Class		
Class "A"	1.9	2.9	2.6		7.4
Class "B"	1.3	1.9	3.0		6.2
Class "C"	1.1	2.8	3.6		7.5
All High Schools	1.6	2.6	3.0		7.2
Colleges	2.9	2.1	3.0		8.0

Correlation of Newspaper Skills

The graphs shown at the end of this chapter are correlations of the newspaper skills taught in Kansas high schools and colleges with those skills which Kansas newspaper publishers believe to be lacking in the college and high school students they hire.

Graph 1 represents percentage figures of all high schools from which questionnaires were received. The red lines show the percentage of high schools in which the journalism students do not receive practical training in the newspaper skills listed. The black lines show the percentages of newspaper publishers who believe that high school students lack practical experience in those skills.

Graph 2 shows the same percentage figures on newspaper publishers, but it shows the percentages of high schools in each of the three classifications. The red lines represent the percentages of class "A" schools, those in green are percentages of class "B" schools, and the blue lines represent class "C" schools.

Graph 3 shows the percentage figures for all colleges from which questionnaires were received. The black lines represent the percentages of publishers, and the red lines show the percentage figures for colleges.

Graph 4 and 5 include some of the same percentages shown in Graph 1 and in Graph 3 but are for the purpose of facilitating comparisons of high school percentages with those of colleges. These additional graphs were necessary because all percentages could not be drawn on one graph.

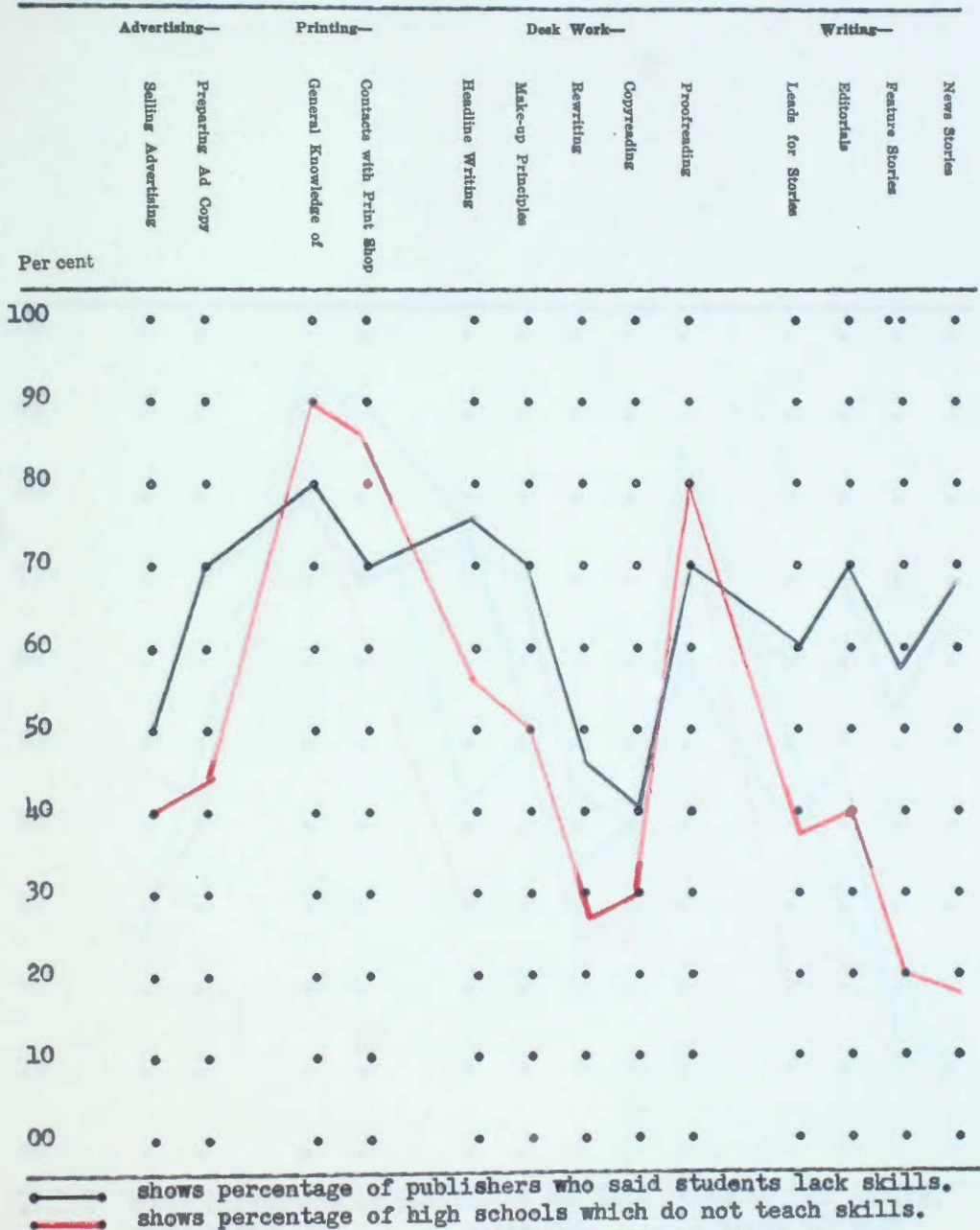
All figures in graphs 1, 2, and 3 seem to indicate that those skills which the greater percentage of Kansas schools do not teach are, for the most part, those skills which newspaper publishers believe to be lacking in the students they hire. The general knowledge of printing, for example, is the skill which the greatest number of high schools and colleges do not teach. That same skill is the one which the greatest number of publishers say are lacking in the students. This situation is substantiated more definitely by the remarks and criticisms which most publishers added to the questionnaires. Examples of these criticisms are included in Chapter VII.

These skills are considered mainly from the standpoint of practical experience. Journalism courses in which students merely study the skills apparently do not meet the demands of the publishers. It should be noted also that the publishers' criticisms in chapter VII place emphasis on practical experience.

Consequently, it seems logical that Kansas high schools and colleges should accept the responsibility of teaching the types of skills which the publishers demand.

GRAPH 1

CORRELATION OF NEWSPAPER SKILLS FOR ALL HIGH SCHOOLS



GRAPH 2

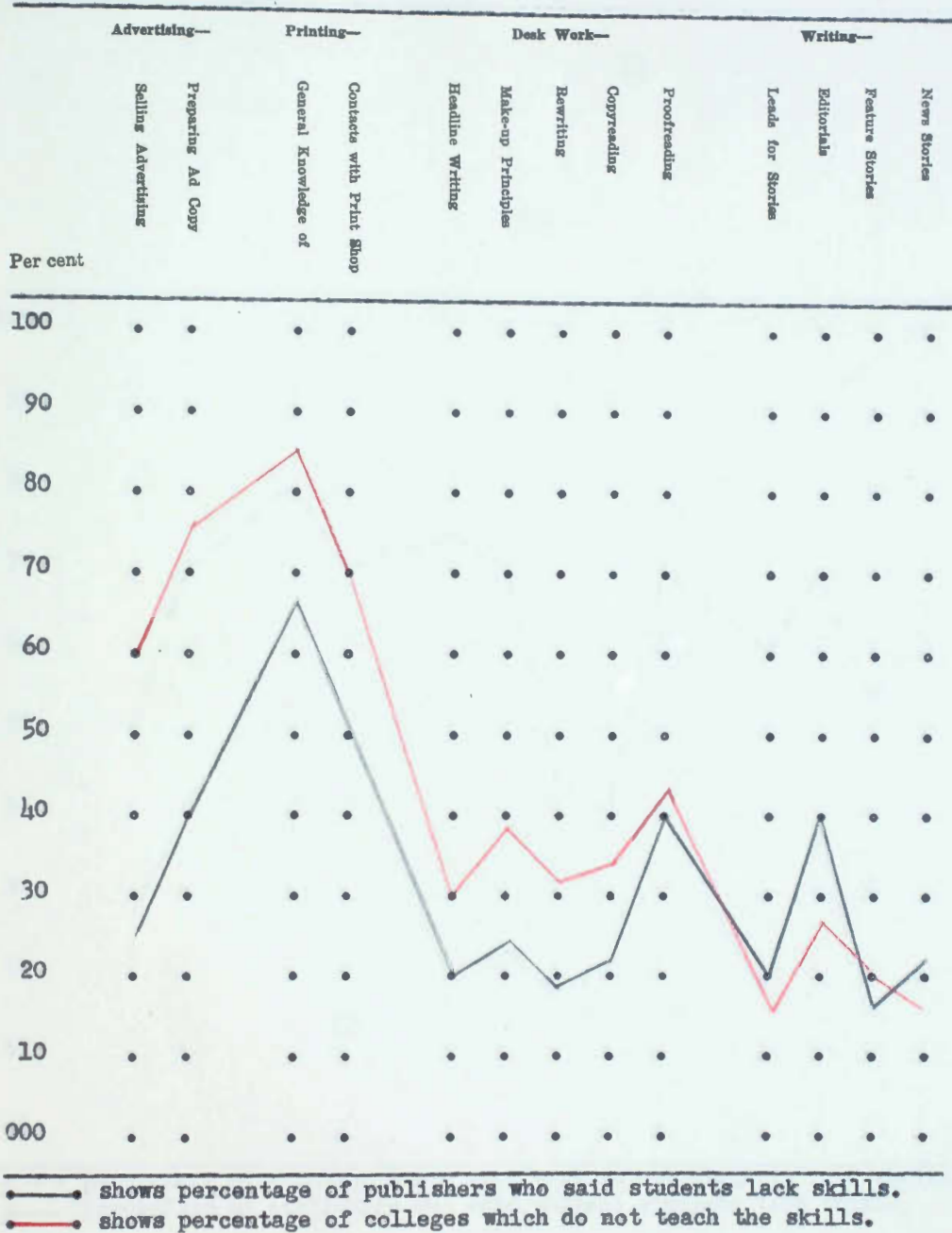
CORRELATION OF NEWSPAPER SKILLS FOR HIGH SCHOOLS IN EACH CLASS



—●— shows percentage of publishers who said students lack skills.
 ●— shows class "A", ●— class "B", ●— class "C" high schools which do not teach the skills.

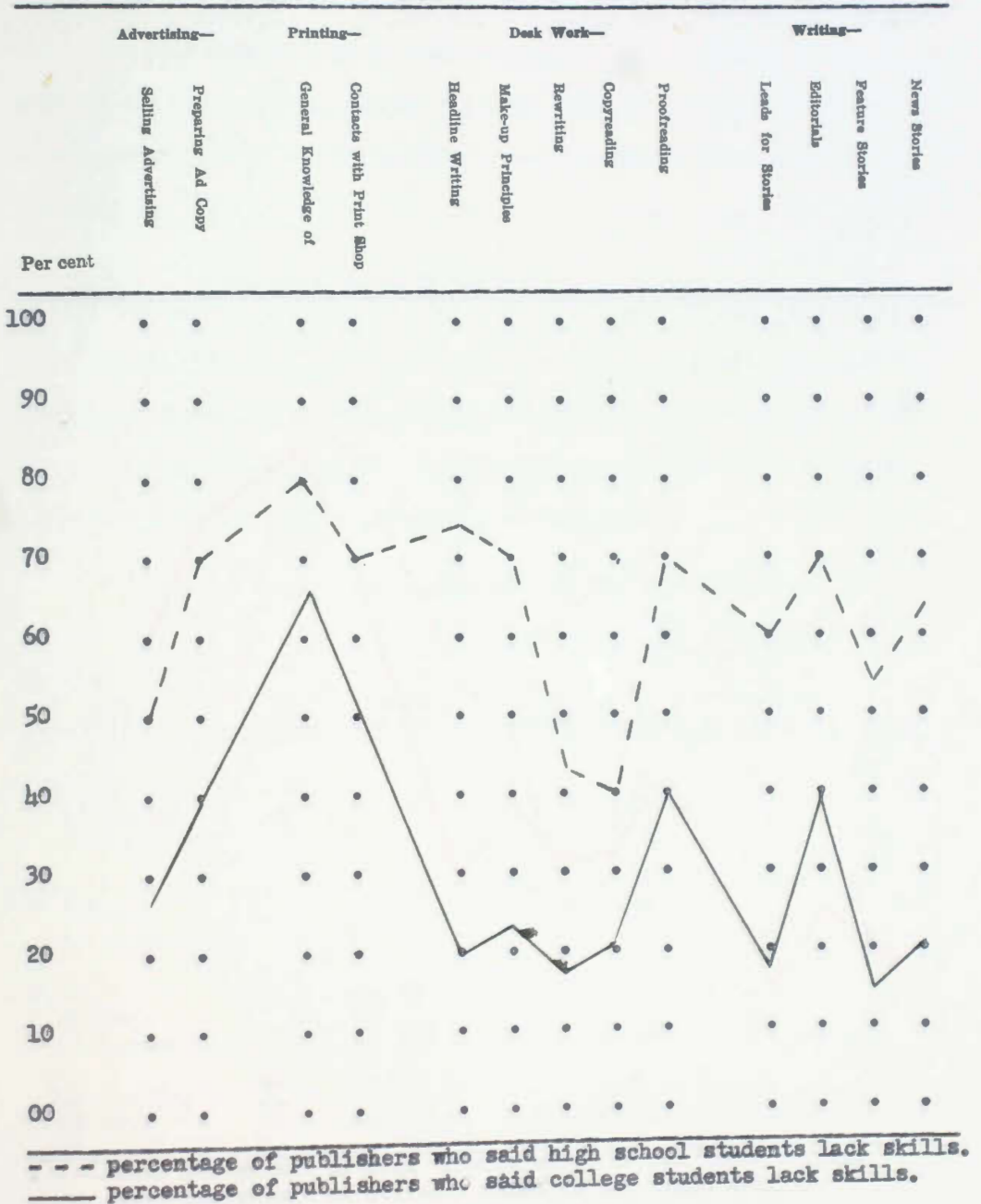
GRAPH 3

CORRELATION OF NEWSPAPER SKILLS FOR COLLEGES



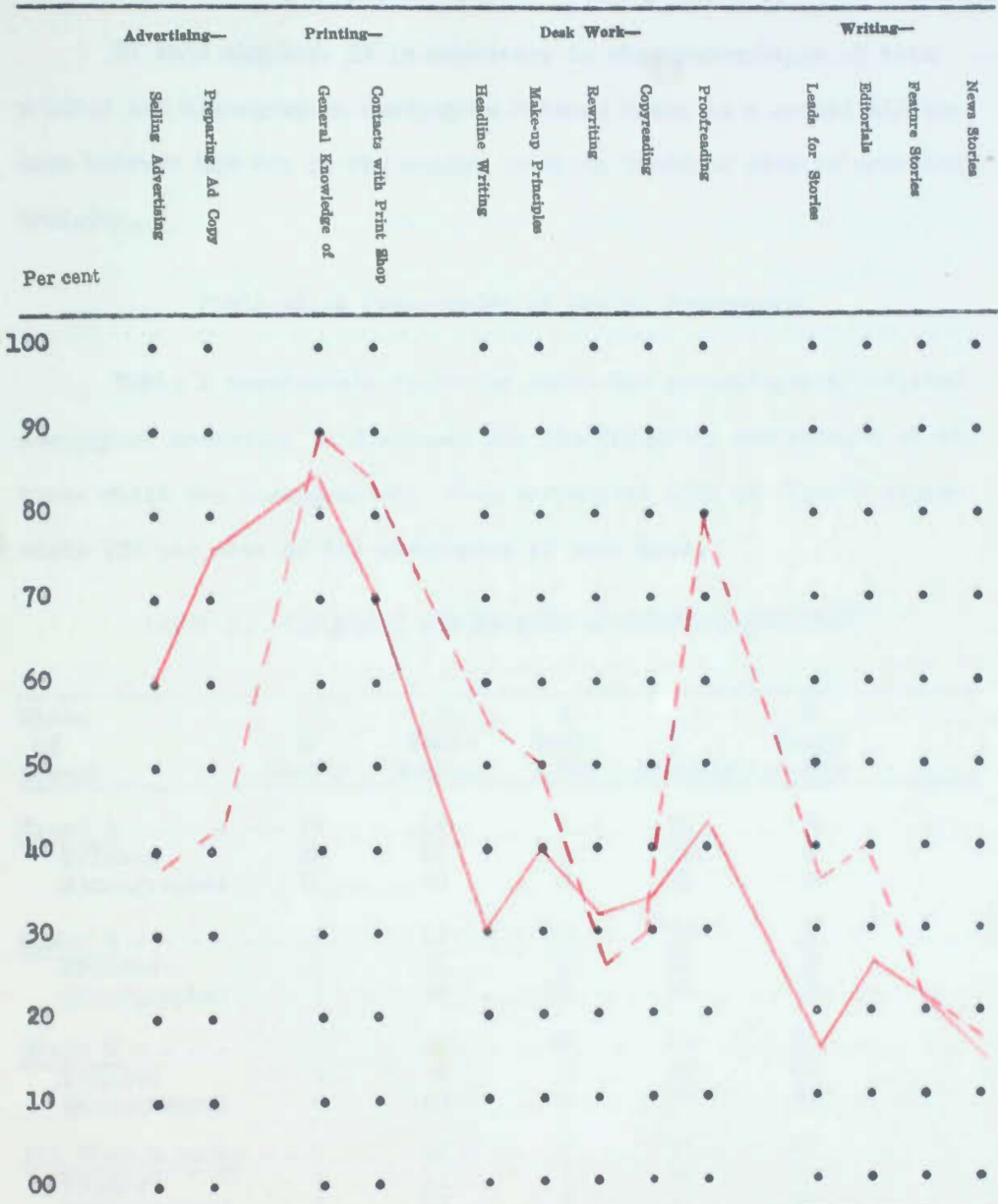
GRAPH 4

PUBLISHERS' CRITICISMS OF HIGH SCHOOLS COMPARED WITH COLLEGES



GRAPH 5

HIGH SCHOOL NEWSPAPER SKILLS COMPARED WITH COLLEGES



- - - shows percentage of high schools which do not teach skills.
 — shows percentage of colleges which do not teach skills.

CHAPTER VI

COMPARISONS OF PRINTED AND MIMEOGRAPHED SCHOOL NEWSPAPERS

In this chapter, it is necessary to show percentages of both printed and mimeographed newspapers because there is a marked difference between the two in the extent to which students receive practical training.

Publication Frequencies of School Newspapers

Table X immediately following shows the percentages of printed newspapers according to frequency and the frequency percentages of all those which are mimeographed. Each horizontal line of figures represents 100 per cent of the newspapers of that type.

TABLE X. FREQUENCY PERCENTAGES OF SCHOOL NEWSPAPERS

Class of School	% Weekly	% Semi- Monthly	% Every 3 Wks	% Monthly	% Every 6 Wks
Class A - - - - -	19	49	6	22	3
Printed	22	48	4	22	4
Mimeographed	16	50	8	23	3
Class B - - - - -	2	42	15	36	5
Printed	0	75	0	25	0
Mimeographed	3	38	16	38	5
Class C - - - - -	0	24	00	45	31
Printed	0	0	0	60	40
Mimeographed	0	48	0	30	22
All High Schools - -	7	43	5	33	12
Printed	7	41	1	36	15
Mimeographed	6	45	8	31	10
Colleges - - - - -	32	24	0	30	14
(100% Printed)					

The frequency with which the school newspaper is published seems to indicate, to some extent, the amount of actual training provided for the students. For example, it seems logical that a newspaper published weekly will give a student a greater amount of actual experience than a newspaper published monthly. The yearly average number of issues for a weekly school newspaper is approximately 20 while a monthly publication will average approximately eight issues a year. Consequently, newspapers published monthly or every six weeks do not seem practical to any great extent because the students do not spend enough time writing and actually preparing the paper.

Publication Frequencies for High Schools

In Table X, frequency figures for all high schools show a greater percentage of schools have semi-monthly publications, with the percentages of monthly publications slightly less. Figures for weeklies and other frequencies are much smaller. As a consequence, it appears that over half of all high school publications are not practical from the standpoint of frequency.

On this basis, the percentage of impractical newspapers increases from class "A" to class "C" schools in both the printed and mimeographed type newspaper. The reason for class "B" and "C" schools having less frequent publication dates than class "A" probably can be explained partially by Table V in Chapter III which shows that over 65 per cent of both class "B" and "C" high schools teach journalism as an activity

or include it with an English course. Only 23 of the class "A" schools teach journalism in this manner.

On the other hand, however, Table IX in Chapter V shows that the average number of hours students spend a week in journalism activity is comparable in all classes of schools. If this is the case, it seems that a school which publishes a paper monthly is wasting a considerable amount of time.

Another factor, which must be taken into consideration, is the number of students enrolled in journalism, but Table IV in Chapter III shows a greater percentage of students in class "B" and "C" schools than in class "A" schools are enrolled in journalism.

The average number of hours a week which the teacher spends in journalism activities also should be considered before coming to any definite conclusion. This may explain, partially, the reason for some school newspaper having less frequent dates of publication, but Table VIII in Chapter IV shows only a slight difference among schools of all classes.

When all these factors are considered, it would seem that many class "B" and "C" schools are not justified in limiting the school newspaper to a monthly publication, thereby providing insufficient experience for students.

Publication Frequencies for Colleges

The figures in Table X shown previously in this chapter indicate that a greater percentage of college newspapers are published weekly.

The percentage also is greater than the percentage of high school weeklies, but the percentage of monthly publications is comparable to that of high schools.

There seems to be less justification for the large percentage of colleges which publish monthly newspapers. Only three per cent of the colleges do not teach journalism courses, and all of that number indicate that journalism is taught as an activity. Among the colleges from which questionnaires were received, an average of five journalism courses totaling 15 hours a week was listed.

The average time which students spend in journalism activity also is greater than for high schools, and the time which the teacher uses for journalism activity is nearly double. The percentage of journalism enrollment in colleges is only slightly less than for high schools.

Consideration of all these factors seems to indicate that colleges which publish newspapers on a monthly basis, more so than high schools, are wasting time which could be used to provide more practical experience for students.

School Newspaper Advertising, Subscriptions, and Finances

The financial status of school newspapers also demands considerable study because of the practical training involved. The success of a commercial newspaper depends upon its advertising revenue. Consequently, it seems as though the practical experience obtained by journalism students is incomplete in schools where newspapers do not contain advertising.

Table XI which follows on the next page shows the percentage of school papers which contain advertising, and the average per cent of advertising contained in each issue. Also shown is the average charge of advertising and subscriptions as well as the percentage figures showing from what sources school newspapers are financed.

High School Newspaper Advertising

Figures in Table XI indicate that only one half of all high school newspapers contain advertising. Little difference is shown in the comparison of one class of school with another, but a comparison of the percentages of printed newspapers which contain advertising with those of the mimeographed papers indicate a considerable variation in favor of printed publications.

With regard to the approximate percentage of advertising run in each paper, the difference between printed and mimeographed publications is negligible. In connection with this, however, figures showing the maximum and minimum charge for one column inch of advertising seems to indicate that printed papers in nearly all cases have a higher rate. This probably can be attributed mainly to the fact that printed papers are more dependent upon advertising for a great percentage of their income. Mimeographed papers apparently are not as self sustaining and must depend to a large extent upon department appropriations and subscriptions.

Subscription prices are comparable in both types of publications. Consequently—considering the charge for advertising, the price of

TABLE XI
SCHOOL NEWSPAPER ADVERTISING, SUBSCRIPTIONS, AND FINANCES

Class of School	% of Papers Having Ads	% Ads Per Paper	Av Charge 1 Col Inch of Adv		Av Cost of Subscriptions Per Issue		Average Percentage of Publishing Costs Financed By			
			Max	Min	Yr	Issue	Dept.	Sub	Adv	Misc
Class A	54%	32%	52¢	40¢	81¢	4¢	35%	30%	34%	1%
Printed	85	32	56	44	93	5	25	17	53	5
Mimeograph	13	23	18	17	70	4	50	41	09	0
Class B	48	34	33	32	70	5	37	33	30	0
Printed	75	23	35	30	70	5	19	20	61	0
Mimeograph	54	36	33	32	69	5	36	31	33	0
Class C	58	34	73	61	65	8	51	19	30	0
Printed	100	35	88	88	67	5	10	34	56	0
Mimeograph	43	27	65	57	62	4	17	66	17	0
All High Schools	53	33	53	44	72	5	38	29	32	1
Printed	41	33	60	54	76	5	19	25	55	1
Mimeograph	36	31	39	35	67	5	33	44	23	0
Colleges	90	26	89	77	1.10	9	24	24	52	0

subscriptions, and the percentage of income obtained from advertising revenue—it appears that the total cost of printed publications is a great deal more than for mimeographed papers. The actual school costs in both cases, however, probably are approximately the same because of the additional advertising income which printed newspapers have.

From the standpoint of students obtaining practical experience in newspaper finances, the printed newspaper appears greatly superior. It would seem logical to assume that a school newspaper which is self-sustaining, or nearly so, provides practical experience which is comparable to actual, commercial newspaper experience.

College Newspaper Advertising

Percentage figures shown for college newspapers in Table XI seem self-explanatory if interpreted on the basis of the preceding paragraphs about high school newspaper advertising. All colleges from which questionnaires were received have printed newspapers, and Table XI shows that 90 per cent of those contain advertising. The average per cent of advertising in each issue is less than that of high schools, but the colleges' increased charge for one column inch of advertising and the higher subscription price probably will make the incomes of the two approximately equal. The advertising situations in most colleges seem to provide a more amiable type of practical training than do many similiar situations in high schools.

Comparative Sizes of School and Commercial Newspapers

The drawings in Figure 1 are included for the purpose of comparing the sizes of printed and mimeographed school newspapers with the sizes of commercial papers.

In each of the drawing, the portions shaded in red show the average size of newspapers, the green portions show the dimensions of the smallest paper recorded, and the blue areas show the sizes of the largest newspaper in schools which returned questionnaires. The vertical lines, in all cases, indicate the number of columns in each size newspaper.

The left-hand drawing represents high school and college newspapers which are printed, the center drawing represents commercial newspapers, and mimeographed school newspapers' sizes are shown on the right. In all drawing, one-eighth inch equals one inch of actual newspaper size.

Comparisons of Printed School Newspapers with Commercial Papers

This survey shows that 28 per cent of the high school papers are printed. All colleges from which questionnaires were received indicated that their newspapers are printed. The following data includes both high school and college newspapers.

Average printed school newspapers measure 12 by 17 inches and contain five columns, while the average commercial paper is 16 by 20 inches and has six columns. These average dimensions--including variations of not more than two inches, larger or smaller--represent over

60 per cent of the commercial papers and over 50 per cent of the printed high school and college papers. With the exception of the two opposite extremes shown in each drawing, the other variations are not different to any great extent from the average-sized school newspaper.

It is obvious from the drawing in Figure 1 that the size of most school newspapers which are printed is comparable to the average-sized commercial newspaper. Consequently, it would appear that a student who receives practical training in preparing a printed school newspaper should not find it difficult to prepare the average-sized commercial newspaper. The general principles are similar.

The columns on a page also are similar. A student may encounter the problem of changing from a newspaper with an odd number of columns to one which contain an even number, but he probably would make the adjustment quickly.

Other problems with which a student probably will be confronted in the transition from a school newspaper to a commercial paper are the differences in the type of headlines, changes in the general format, and other minor variations of style and technique. All of these, of course, also vary to a considerable degree among commercial papers, and any person who is trained in the general principles should be able to adapt himself readily.

Comparisons of Mimeographed School Newspapers with Commercial Papers

The other 72 per cent of the high school newspapers are produced on the mimeograph. These papers have only two sizes, $8\frac{1}{2}''$ by $11''$ and

8½" by 14", and over two-thirds of these are the small size. A comparison of mimeographed papers with the printed commercial papers shown in Figure 1 indicates that these two types have little in common. As a result, students who receive training in the preparation of such a mimeographed paper apparently gain little technical knowledge that will be of benefit to them in preparing a commercial newspaper.

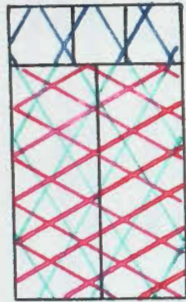
The only variation in the number of columns are two or three to a page. Consequently, from the standpoint of makeup alone, the experience acquired in preparing a mimeographed paper is not at all similar to that of a commercial newspaper. In addition, the variety of types available, the general arrangement of stories on a page, and numerous other technical phases of newspaper training are limited to such an extent that this type of training seems highly impractical.

Judging from the average amount of time each student spends a week preparing the school paper, as shown in Table IX in Chapter V, it would seem that many other activities could be pursued more advantageously than working on a mimeographed paper. Counting the words and spaces in a line in order to obtain even margins on both sides of the column, for example, is a laborious and time consuming process which provides very little practical training for commercial newspaper work.

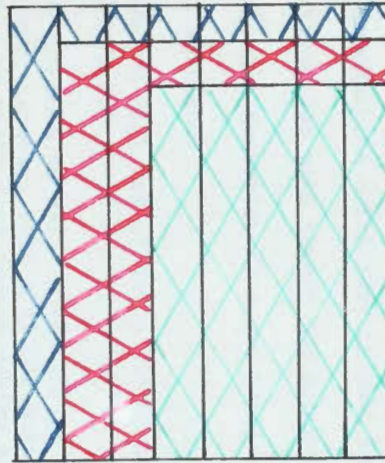
Considering all possibilities, the only apparent justification for producing such a paper, on the basis of practical training in journalism, is that students have the opportunity to learn to write and have the satisfaction of seeing their work reproduced.

FIGURE 1

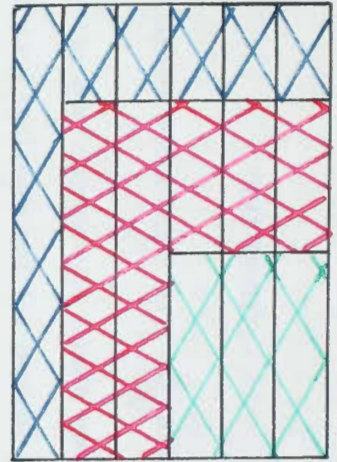
COMPARATIVE SIZES OF SCHOOL AND COMMERCIAL NEWSPAPERS



Mimeographed
School
Newspapers
Green- 7" x 10"
Red---12" x 17"
Blue--16" x 22"



Commercial Newspapers
Green--12½" x 18"
Red----16" x 20"
Blue---17½" x 22"



Printed School
Newspapers
Green--8½" x 11"
Red---8½" x 11"
Blue---8½" x 14"

SCALE: One-Eighth Inch Equals One Inch.

CHAPTER VII

NEWSPAPER PUBLISHERS' MAIN CRITICISMS

Included in the questionnaire to Kansas newspaper publishers was a request that each publisher use the back of the questionnaire to express any criticisms or suggestions which he considered pertinent. This chapter contains the criticisms which were most commonly expressed. All criticisms seem closely related, but each emphasizes a different opinion.

One of the predominate criticisms is that most journalism training in schools contains too much theory and not enough practical experience. The following quotation from one publisher seems to represent a majority of opinions:

Most college and high school journalistic courses are based on too much theory and too little practice.

We have had students to help in the office or do school writing. Believe, however, that a little actual work in a newspaper office is worth more toward making a good newspaper man than a lot of study from a book on journalism.

Another publisher, who recently was graduated from college with a major in journalism, makes the same criticism on the basis of his own shortcomings. He says,

My wife and I graduated from Kansas State College at Manhattan in 1947-48. We both majored in journalism.

I feel that college graduates, while well enough trained in text books, are not completely equipped with the practical knowledge of a newspaper.

Along with the criticism that journalism curriculums contain too much theory, most publishers are of the opinion that journalism students are becoming too specialized. This opinion is evident especially in the questionnaires returned by publishers of weekly newspapers because most weeklies have small reportorial staffs and, consequently, need persons who are more versatile. A typical example of such criticism is the publisher's comment which follows:

The big trouble today is that printing and publishing is getting to be more specialized which is fine for bigger business, but it looks like the smaller weeklies are doomed for it is rare for a college graduate to be able to go out and operate a weekly without a few years of practical experience. In other words, the college is furnishing excellent "book learning" and may be educating them in the right light, but it is causing the smaller businesses to have to fold up whenever an old-time editor dies.

Similar criticisms, but with more emphasis on the types of skills which are in demand, are exemplified by the following quotation. Many publishers should acquire these skills to supplement practical writing experience.

My personal opinion is that students in journalism schools are not interested in taking jobs in small towns and papers because the work requires them to be more versatile than their training.

I think that journalism students can not properly understand front office work unless they have a working knowledge of the mechanical processes. Some of the main points I have in mind are more experience with linotypes, more backshop experience, etc.

As I see it, the whole journalism course, in both high school and college, is set up to teach students to work on dailies. The field or reporting and editing is definitely overcrowded - and we all are crying for skilled operators, mechanics, make up men, job men, and anyone who knows what they

are doing in a weekly newspaper shop. If you guys really want to be practical, set up a shop and give the students training that they can use in the shop as well as in the front office.

Several publishers wrote personal letters and enclosed them with their questionnaires. The letter which follows is the essence of comments and criticisms which were covered.

I graduated from KU with a major in journalism, and when I started to work on a country weekly, I found myself woefully deficient in the needs. I had had too much theory of what is proper in journalism, and not enough of the realism that I meet everyday. My experience with college graduates leads me to believe that almost all journalism courses are pointed toward the metropolitan field, rather than the country field.

Now I know that theoretically journalism is supposed to be a profession, but in a newspaper, the size of which I operate, it is a trade as well, and therein the schools fail to prepare their students adequately.

I got out of school in 1931, and since I couldn't find a job, I leased a small weekly. I almost killed myself getting the thing out, and I spent more money learning what not to do in the small newspaper field than I had spent in school learning what to do in the metropolitan field.

If I were going to employ a journalism student, or if I were going to college, I would want to know the school offered a course in printing as well as the editorial side of country journalism. I would like to see every school of journalism offer such a course.

If you have gone this far, I hope you will be able to make something out of what I have singled out at the field of country journalism.

The versatile training acquired by some journalists is exemplified by the fact that a number of weekly newspapers in the state are "one-man" newspapers. The term "one man" refers to newspapers which are owned, edited, printed, and published by one individual. Three publishers who returned questionnaires stated that they did all the

work themselves, and several other newspapers in the state are known to be produced entirely by one person. Four publishers have only their wives to assist them. Most of them need additional employees but are unable to find anyone who is versatile enough to be of assistance.

Table I in Chapter II shows that there are 377 commercial publications in the state which are commercial newspapers, 309 of which are weekly publications. These figures should justify the publishers' contentions that high school and college journalism curriculums should provide the type of training that will prepare students for positions on weekly newspaper staffs.

A comparison of all curriculum data compiled in the preceding chapters with the needs of newspaper publishers seems to indicate that most Kansas schools do not provide adequate training in the field of journalism.

CHAPTER VIII

CONCLUSIONS

The progress of journalism in the state of Kansas, from the time the first material was printed in 1834, has been tremendous. From 1854, the year in which the first newspaper was printed, the number of newspapers and periodicals has increased to a total of 680 publications which are being received by the Kansas State Historical Society today. During that time, Kansas has trained many outstanding journalists who have gained recognition throughout the world. Although early records are incomplete, journalism in Kansas schools also has made great progress since the first school newspaper was published in 1873.

In spite of this tremendous progress, however, only about one-half of the high schools and colleges in the state teach journalism at the present time; and only 56 per cent of those high schools include a regular journalism course in their curriculums. The other 44 per cent include journalism as an activity or with an English course. This seems to indicate that considerable progress is yet to be made. In high schools and colleges which teach journalism, one student out of every 20 students enrolled is taking journalism, and one out of every 100 probably will continue in the field of journalism. Considering these facts, it seems that considerable progress is justified.

Other statistics obtained from this study, which show that Kansas schools also have not progressed as far as they should have in the field of journalism, are contained in the paragraphs which follow:

There are no state regulations governing the type or content of textbooks to be used in teaching journalism, and no textbooks are used in approximately five per cent of all journalism courses which are taught. Consequently, it seems logical that the State Board of Education should provide uniform regulations for all journalism curriculums and textbooks, the same as it has done in other fields of study.

The qualifications of most journalism teachers are inadequate. Only six per cent of the state's high school journalism teachers have majors or minors in journalism, and less than 35 per cent of those college teachers have journalism majors or minors. Among those high school teachers who do not have majors or minors in that field, 43 per cent have had no other journalistic experience. Nearly 15 per cent of those college teachers have had no other experience in journalism. State regulations seem to be needed to govern the qualifications of journalism teachers, and Kansas colleges apparently need more adequate courses to train students to become journalism teachers.

In the practical training acquired by students, those skills which most newspaper publishers believe are lacking in the students they hire are the same skills which the greater percentage of high schools and colleges do not teach. According to publishers' criticisms in that respect it seems that every journalism curriculum should include some practical training in printing, and all students should acquire training in numerous phases of newspaper journalism.

The data gathered in this survey also shows that a considerable percentage of school newspapers are inadequate from the standpoint of the practical experience which students acquire.

Considering frequency of publication, 40 per cent of all high school and college newspapers are published monthly or every six weeks, and, as a consequence, students who prepare these newspapers have less than nine issues a year in which to acquire practical newspaper training. There seems to be little justification for such infrequent publications because the data shows that students spend approximately the same amount of time preparing those publications as to the students who prepare weekly or semi-monthly newspapers.

Nearly half of the high school newspapers do not contain advertising, and students working on those papers do not acquire practical experience in that type of training. All but 10 per cent of the college newspapers contain advertising.

A school newspaper which finances a large percentage of its publication costs through advertising and subscriptions provides practical experience in newspaper financing which is comparable to commercial newspaper experience. The average high school paper, which contains advertising, finances 32 per cent of its publication costs from advertising revenue, 29 per cent from subscriptions, and 38 per cent from the school budget. The other one per cent is obtained from the supervision of concession stands and similiar projects. These figures show that the average paper finances 62 per cent of its entire publications costs, thereby providing considerable practical experience for students. The average collage paper which contains advertising meets 52 per cent of its publication costs through advertising, 24 per cent from subscriptions, and 24 per cent from the department budget.

On the basis of size, 72 per cent of the high school newspapers are mimeographed and are either $8\frac{1}{2}$ " by 11" or $8\frac{1}{2}$ " by 14" in size and do not compare favorably with the commercial papers of average size. As a consequence, journalism students who prepare mimeographed newspapers gain very little practical experience which is of benefit in preparing a commercial newspaper.

Nearly all college newspapers are printed and therefore provide students with more practical training than a large percentage of high school papers.

The composite results of this survey indicate that a large percentage of Kansas high schools include journalism curriculums which provide impractical experience in all phases of newspaper journalism.

Journalism curriculums at the college level, generally speaking, are more practical than those high school curriculums, but they also should provide more practical training in order to meet the demands of newspaper publishers.

It is the contention of this writer that there is no justification, in most high schools as well as a number of colleges, for including journalism curriculums in the future unless the content of the courses is revised considerably.

Possible Solutions to School Newspaper Problems

The writer realizes that many schools do not have the facilities and equipment with which to carry out more practical training curriculums nor the finances with which to purchase costly printing equipment.

However, new methods of duplication, which nearly every school can finance, now are on the market. Seemingly the most practical of these new methods is the Multigraph, which is made by the Multigraph-Addressograph Company, and which operates on the same principle as photo-offset printing. The Vari-Typer, another new machine similiar to the typewriter but with many more advantages, has been developed, and it seems to be especially adapted for use with the Multigraph. Similiar composing machines manufactured by other companies also are available.

These new methods of duplication seem to offer many advantages over the conventional methods and should provide a considerable saving to any school. Some of them are comparatively easy to operate, yet students can acquire considerable practical experience comparable to that of a commercial newspaper.

In addition, other fields of study have possibilities of providing more practical training when considered in relation to journalism and printing. Chemistry, for example, has a place in the production of offset printing plates, and photography is necessary. Art students can acquire practical training in preparing letterheads, programs, and other printing forms. English students can find practical application for lessons in grammar and written communication.

Captain Henry King's words, "Journalism is becoming, if it has not already become, the greatest power in the system of modern civilization," quoted on page four of this thesis, and the anonymous phrase, "Printing, the mother of progress," seem aprapos as a conclusion to this thesis.

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