

A SURVEY OF THE TEACHING OF JOURNALISM AND THE CONTENT
OF JOURNALISM COURSES IN THE SECONDARY
SCHOOLS OF OKLAHOMA

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OCT 27 1939

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Bachelor of Science in Education

University of Missouri

1930

Submitted to the School of Education
Oklahoma Agricultural and Mechanical College

In Partial Fulfillment of the Requirements

for the Degree of

MASTER OF SCIENCE

1939

OKLAHOMA
AGRICULTURAL & MECHANICAL COLLEGE
LIBRARY
OCT 27 1939

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PREFACE

The purpose of this study is to determine something definite concerning the status of journalism as taught in the secondary schools of Oklahoma. The study includes an investigation of both the teaching of the subject and the content of the course as offered in various high schools of the state.

It is the writer's hope that this report may provide something of a working basis for teachers and administrators interested in the field, and that it may help others who are interested in making further studies.

Nine years' teaching experience in journalism in secondary schools of Oklahoma has given the writer an active interest in the field, and has prompted him to make such a survey.

It has been the writer's opinion that the status of journalism in Oklahoma high schools is very diversified, especially since there is no state course of study for the subject. He has visioned each teacher as groping about to feel her way through the course and attempting to reach whatever objectives she may have set up for the course through the best use of talent and equipment available. He has heard that journalism is sometimes offered as a substitute for fourth year English, in some instances carrying English credit and again it is offered as credit in journalism; that sometimes it is offered as a substitute for other classes, in some instances being offered as a regular class, and again as a purely extra-curricular activity; that the training of teachers varies widely, and that many of them have been selected not on their qualifications as a teacher

of journalism, but have been merely assigned the journalistic work in connection with their other duties.

The writer has been particularly eager to learn what objectives are being set up for the course in high schools of Oklahoma, and how these objectives agree with those set up in other states and by leading journalists and educators. He has also become interested in the principal phases of the course as stressed by various instructors, and the general content of the average high school course. Qualifications, training, and experience of teachers and equipment and facilities found for teaching the subject and publishing a high school newspaper in the schools are also items of equal interest. The writer has not attempted to cover the various problems connected with the publication of the high school newspaper, but has centered his study upon the content and teaching of journalism courses.

Data for this report were gathered from a questionnaire, the writer's personal experience, his reading of five theses on the subject, and the study of a large number of journalism textbooks and magazine articles.

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CHAPTER I.

A REVIEW OF RELATED LITERATURE

Little or no research has been made as to the existing conditions in the secondary schools of Oklahoma in the teaching of journalism and the general content of journalism courses. Such study, in fact, is very limited in the United States as a whole, and considerable research is needed to determine the general status and present tendencies before any standardization of the journalism course can be expected.

Little information as to the extent of existence of journalism courses in the various states is available. The U. S. Bureau of Education records are incomplete. Washington is the only state having complete and accurate information as to the journalism courses offered in the State. A great majority of the state departments of education have little or no information at all.¹

Of the literature that has been written about high school journalism, little is objective and definite. Many of the magazine articles are interesting and stimulating, but stress for the most part the value of journalism in high school. The most helpful literature that has been written is in the form of theses. The state of California has apparently produced more theses in this field than any other single state.

Theses that the writer found to be especially helpful in the study of this problem are: (1) Harold L. Casidy, A Study of Journalism in California High Schools, Master's thesis, 1934, Stanford University library. (2) Ethel Strother Mitchell, Trends in Journalism Instruction in the Secondary Schools of California, Master's thesis, 1932, Stanford University library. (3)

1. Edward H. Redford, unpublished Master's Thesis, A Study of Journalism in Secondary Schools. Stanford University Library, 1932, Page 13.

Helen M. Reardon, A Comparative Study of Trends in the Teaching of Journalism in Three Cities of Northeastern Kansas, Master's thesis, 1934, University of Kansas library, (4) Edward H. Redford, A Study of Journalism in Secondary Schools, Master's thesis, 1932, Stanford University library.

The purpose of Cassidy's study was to determine the rating of journalism courses by high school principals and teachers of journalism in California high schools. The author gathered his data from a questionnaire, the reading of 32 magazine articles, and a study of five theses written on the subject of journalism.

Cassidy discovered from his questionnaire that the development of initiative and a sense of responsibility were rated as being the outstanding objectives of the journalism course in California high schools. From his review of magazine articles, the author determined that one of the outstanding characteristics of journalism is that students work for results, not grades.

Teachers who answered Cassidy's questionnaire regarded journalism as distinctly superior to English in almost every avenue of training, while principals regarded journalism as infinitely more valuable than other high school subjects when judged on the basis of general educational aims.

Cassidy found that the time spent by students on various leading phases of journalism was reported as follows: News gathering and news writing, 39 per cent; features, 8 per cent; editorials, 9 per cent; study of newspapers, 7 per cent. He found two outstanding difficulties with the teaching of journalism: Teachers do not have enough time, and they are inadequately prepared to teach journalism.

Ethel Strother Mitchell in her thesis, Trends in Journalism Instruction and Supervision in the Secondary Schools of California, discovered through a questionnaire that 79 per cent of the high schools in California have journalism courses included in their curricula, and 75 per cent of them have school newspapers. Only 37 per cent designated that they have rooms especially equipped for teaching journalism and sponsoring journalistic activities.

Mitchell's questionnaire revealed that the publication of the school paper is the most important and most popular objective in the teaching of journalism. Motivation in English ranked next, and higher standards in intelligent newspaper reading ranked third. Training for student contribution to town papers ranked fourth, arousing interest for further study of journalism in college came next, and training for the profession of journalism ranked last. Training for the printing trade, as an objective, was practically ignored.

Mitchell further discovered that in California high schools the most important mission of the school newspaper is to serve as a unifying factor within the school. The second objective is as a socializing agency in citizenship training, which was followed very closely by motivation for English composition.

It appeared from her study that the average teacher of journalism in the state of California is not so well trained for her profession. A little more than 25 per cent have had no college training whatsoever in the line they are teaching.

Helen M. Reardon, in her thesis, A Comparative Study of Trends in the Teaching of Journalism in Three Cities of

Northeastern Kansas, determined through a series of five tests that utility values, cultural values, and disciplinary values are acquired by students in three journalism classes which she studied in three high schools of Kansas. She concluded that the student who enrolls in journalism exercises his creative impulse to write, his scientific impulse to analyze and discover, and his critical impulse to discriminate in his estimate of newspapers, thus gaining a practical and fundamental knowledge of modern society.

The fourth thesis studied by the writer, Edward H. Redford's, A Study of Journalism in Secondary Schools of America, revealed that the status of journalism is greatly diversified in various cities throughout the United States.

Mr. Redford sent questionnaires to 241 schools; he received 151 replies, 78 of which were from journalism teachers. His purpose was to determine the general status of journalism courses in the secondary schools of the United States as to content and instruction.

He found that California, Washington, and several of the middle western states offer more journalism courses than do the other sections of the country, but that it is taught to some extent in a majority of all the states. The extreme south and northeast states are the only ones offering none, according to his questionnaire returns.

Mr. Redford also found that the common name for journalistic courses in high schools is "journalism", and that the majority of schools wherein it is taught offer it two semesters; that only a small proportion of the student enrollment is permitted

to take journalism, the admission to such classes being limited for the most part by achievement in English.

He discovered, from the teacher's standpoint, that many are dissatisfied with available textbooks for use in the courses, and that the majority, on the basis of college preparation, are not prepared to teach the subject, but that practically all those engaged in the work are enthusiastic about it.

Redford found that the per cent of journalism students going to college was determined as 50.9; the per cent continuing journalism in college was 21.1 per cent, and 2.95 per cent went directly into newspaper work.

The aims of the course varied, according to the questionnaire returns, but motivation of composition led, with exploration of the field a close second. Vocational training ranked third, and introduction to college work, fourth.

The following study of the status of journalism instruction and content in the secondary schools of Oklahoma may thus provide a basis of comparison with the results of similar studies in other states.

CHAPTER II
THE PRESENT STATUS OF JOURNALISM

The only records that have been compiled in the State of Oklahoma which reveal anything of the general status of journalism courses and instruction are in the form of the annual applications for high school accrediting, on file in the State Board of Education offices, Oklahoma City.

The writer found that these reports were not complete from the standpoint of journalism courses since such work was in some instances listed under the name of other departments, such as English or Commerce. For example, a course listed as English 9 in one school, the writer knew to be a course in journalistic writing.

The accrediting reports, however, do give a general picture of the status of journalism in high schools of the state as corroborated by the writer's questionnaire returns.

The reports for the school term 1936-37 (the latest files available when checked by the writer) show that 42 high schools in Oklahoma offer solid credit for a course or courses listed under the department of journalism. Thirty of these schools offered one unit of credit, nine schools offered one-half unit, two schools offered two units, and one school offered one and one-half units.

The total enrollment in journalism for the 1935-36 term was 743, while the enrollment for the 1936-37 term was 938, showing a gain of 195 students or 26.6 per cent gain in enrollment in a single year.

A total of 698 students finished the course for the 1935-36 term, while 46 or 6.177 per cent failed to make a passing grade.

In twenty-three schools the work was offered in grades eleven and twelve; eleven schools offered it in grades ten to twelve; one school in grades nine to twelve; six schools in grade twelve only, and one school in grades nine and ten.

Helen M. Reardon, in her thesis, Trends in Journalism Instruction in Three Cities of Northeastern Kansas, quotes from a report of the National Association of Journalism Advisers which reveals that at that time (1934) only seven states, Idaho, Indiana, Iowa, Missouri, North Dakota, Ohio, and Wyoming had a state course of study for Journalism. Three states, Kansas, Montana, and Nebraska, were reported to have journalism included in the English state course of study. California reported that the course was prepared by each school board and submitted to the state board. The writer of the present thesis was able to find no appropriate course of study in any state.

Several cities in states which as yet have no state course have adopted courses for their own schools. Among those who have reported their procedure to the National Society of Journalism Advisers are Little Rock, Ark., Los Angeles and Piedmont, Cal., Denver and Gunnison, Colo., Bridgeport, Conn., Chicago, Ill., Grand Rapids, Mich., Minneapolis, Minn., Omaha, Nebr., Portland, Ore., Lynchburg, Va., and Seattle, Wash.¹

With the general scarcity of state courses of Study for the

1. Helen M. Reardon, Trends in Journalism Instruction in Three High Schools of Northeastern Kansas, University of Kansas, unpublished Master's Thesis, Lawrence, Kansas, p.23.

subject, and such a diversified status of journalism throughout the United States, an inexperienced teacher of the subject might well become perplexed as to just what the aims of such a course should be.

The writer has studied carefully a number of objectives of the course as set up by prominent journalists and educators so that he might compare these with the principal objectives as given by teachers of the subject in high schools of Oklahoma. A number of the journalists quoted are authors of journalism textbooks commonly used in Oklahoma classes of high school journalism.

Grant M. Hyde, professor of journalism in the University of Wisconsin, says in the preface of his textbook, Journalistic Writing:²

Yet, in spite of all recent developments the author refuses to abandon the original idea behind the book -- that journalism in high school is primarily a project in motivated composition -- this book attempts to suggest the following as further purposes and by-products of greater educational values:

1. To provide an advanced composition course with sufficient stimulus to train any student to write English.
2. To arouse interest in current events -- since journalism is made up of them.
3. To develop greater interest in and knowledge of the community, its government, its industries, its personalities, and all its various aspects.
4. To utilize the character training that comes from careful fact-gathering -- an exercise of greater value than writing out of one's own head.
5. To encourage habits of accuracy and carefulness of detail which comes from working with printer's copy.
6. To train intelligent critics of the newspaper who will support the best aspects of modern journalism and discourage less worthy.
7. To give young people the habit of intelligent and discriminating newspaper reading that is necessary for better newspapers, better governments, and better

2. Grant M. Hyde, Journalistic Writing, pp. iii-iv.

community life. If a generation of children might be trained to demand the best newspapers and to make intelligent use of them, the American newspaper would be revolutionized.

The journalistic course should not replace any English course devoted to the study of literature or of the rudiments of English expression. It finds its proper place in the curriculum as an optional course in advanced composition supplanting perhaps one of the oral or written composition courses of the last two years. If properly conducted and if including sufficient carefully corrected work, it warrants credit as advanced English . . .

Journalistic writing in high school today (1929) is only fifteen years old. Its progress has been amazing; the quality attained in school papers is remarkable. The field presents unusual opportunities, now that the first few wavering steps are past. The new step should be greater standardization and effort to attain the educational respect that the work deserves. The problem in every teacher's mind is, "How can I keep the newspaper up to its present standard and yet find time to accomplish the larger things that should be done in the journalistic class?"³

William E. Otto, Shortridge High School, Indianapolis, Ind., and Mary E. Marye, formerly of the J. Sterling Morton High School, Cicero, Ill., in the preface to their new book, Journalism for High Schools, state:⁴

It is assumed that the high-school journalism course should not be vocational nor professional. To be sure it can give a glimpse into professional journalism which may start an occasional student on his life's career, but it should in no way encourage students to rush from high school into a newspaper office. Rather, the course should increase the student's sensitiveness to his social environment and offer him the high school paper as an organ for expression. Thus to encourage a student to express his ideas clearly and concisely is the fundamental aim of any high school course in journalism. Other objectives, such as improving ability to read newspapers intelligently and analytically or making students more aware of the active throbbing life, are secondary to the motivation of correct and clear expression.

3. Ibid, pp. x-xii.

4. Otto and Marye, Journalism for High Schools, p. 191.

Selden Carlyle Adams, Assistant Director, Division of Publications, The National Education Association, Washington, D.C., has this to say concerning the objectives of high school journalism:⁵

Journalism and News Writing are included in the high school curriculum, but not for the purpose of making newspaper men and women of high school boys and girls. That is the task of the university school of journalism. The effective high school course is one which gives its pupils an understanding of the public press and its function in promoting the welfare of the citizen. A large portion of the course does not concern itself with writing at all. It might better be known as instruction in "News Reading".

The first experiments in collegiate and high school training for journalism were little more than efforts to impart the manner and shop habits prevailing at the moment in the newspapers of the community. Newspapers said they could train youngsters more quickly in the manners and habits of the shop. The better type of school began to focus attention upon the mental training for its students, and gave less attention to the tricks of the trade and those manners quickly and easily acquired in the "shop" after graduation.⁶

Practicing editors insist upon liberalizing thought-provoking, classroom courses of all sorts. The journalist or newspaper man must above all be "generally educated". His intellectual experience must not differentiate him from mankind in general. He must think in terms of the generality of men, but with certain powers of perception greatly sharpened. The tasks of the journalist are: the assemblage and verification of news

5. Harrington and Harrington, Writing for Print, pp. iii-ix.

6. Burges Johnson, "Journalism, the Task and the Training," School and Society, xxxiii (March 21, 1931), 409.

facts; the discriminating selection of those facts of greatest interest and importance to a specific audience; and, above all, the interpretation of expert or special knowledge into terms understandable to the layman.⁷

It must be borne in mind that adequate training for journalism today means training for a much broader field than newspaper reporting. Training for the tasks of journalism obviously include a background of general culture and then special emphasis upon subjects such as modern history, the science of government, economics, sociology, and practical acquaintance with some language or languages other than our own. Accompanying these must be steady training in the use of English.⁸

The purpose of high school journalism is not to train newspaper workers. Only a few of the students will ever be journalists, and it is generally agreed that for these few the high school training is of little value. The course, then, should give something of value to the boys and girls who will go into the various professions and vocations -- to the average citizen. The press is a mighty force in shaping public opinion. Unless he has some way of learning, the average citizen will never realize the importance of its force. Unless he is given a peek at the inside workings, the press will continue to lead him blindly.

A survey of textbooks and periodicals shows that motivation of English -- the writing of stories to be published in the school newspaper -- is an outstanding purpose in journalism courses. The kind of work which constitutes journalism is one dealing with factual aspects of the contemporary scene and

7. Ibid, p. 413.

8. Ibid, p. 415.

9. J. E. Roop, "Journalism as a Social Science," High School Teacher, viii (1932), 153-4.

written for the layman or general reader. Within recent years this type of book has enjoyed considerable prestige in the United States. Factual articles and editorials in magazines compose an important field in journalism. In the reportorial and interpretative content of newspapers, -- exclusive of fiction, verse, and so-called amusement features -- we have the primary source of journalistic material.¹⁰

But the writing of factual articles -- news stories -- is not the all-important thing in high school journalism. Writing requires the use of English, but journalism is not an English subject entirely. Delinquency in reading is a matter of special importance to the social science department; that is why I believe journalism to be linked with social science as well as with the English department.

Officials continue to overlook the connection between high school journalism and social relations -- social science, if you will. They consider the course of value only in teaching a few bright boys and girls to write.¹¹

As the student grasps the principles of journalism, the venture satisfies not only the creative impulse to analyze and discover, and the critical impulse to discriminate in his estimate of daily papers. The by-products of the adventure are far-reaching; a stimulated interest in current events; ability to read the daily paper -- the record of living history, discrimination of good journalism from bad, consciousness of the community and its problems, habits of accuracy, punctuality, determination, leadership.¹²

10. Helen M. Readon, op. cit. p. 27.

11. J. E. Roop, op. cit., p. 152.

12. M. J. J. Wrinn, "Teaching Journalism in a Secondary School," Progressive Education VI (1929), 288.

CHAPTER III
THE METHOD OF STUDY
THE QUESTIONNAIRE

A large amount of the data used in the present study was gathered by means of a questionnaire inquiry. The writer found this method of collecting data very satisfactory in obtaining the information which he sought, and was well-pleased with the good spirit in which the responses were given.

The questionnaire is an important instrument in normative-survey research, being used to gather information from widely scattered sources. It is probably outranked in frequency of use only by the survey test. . . . If one considers all of the immediately practical studies which are made in educational field work (the operation of schools), it is reasonable to believe that testing and the use of questionnaires would together account for over half of the studies that are made. There is in these statements no thought of implying practical studies are to be classed as research; but in normative-survey studies, whether of research character or not, tests and questionnaires rank high in frequency of use.¹

The questionnaire used contained certain factual questions pertaining to conditions and practices in the instruction and content of journalism courses, and also asked for opinions which might be used to afford an insight into the attitudes of the recipients. An attempt was made to include only questions that the average teacher of journalism could answer readily, and that would, as a whole, arouse some interest in the problem. The questionnaire was condensed as much as possible so that answering would not be too great a task.

A letter stating the purpose of the study and explaining

1. Good, Barr, and Scates, The Methodology of Educational Research, p. 325.

the inquiry briefly was enclosed with each questionnaire. The complete questionnaire and letter will be found in the appendix of this study.

A total of 145 questionnaires were mailed to journalism advisers in Oklahoma high schools. An attempt was made to include all schools that showed some indication of having a course in journalism or offering some type of journalistic work. These were determined primarily by checking the high school newspaper exchange files of the Publications Department, Oklahoma A. and M. College, Stillwater; the Oklahoma Interscholastic Press Association, University of Oklahoma, Norman, exchange files of two high school newspapers, and the Annual Accrediting Reports of Oklahoma High Schools, in the State Board of Education offices, Oklahoma City.

Of the 145 questionnaires mailed, 88 or 60.7 per cent replied. This is considered a good percentage of returns for this method of inquiry. Of the 88 who replied, 44 stated that they had regular courses in journalism offered for solid credit, while 11 stated that journalistic work was either purely extra-curricular or carried on in connection with some other class.

The writer learned that teachers of journalism in the state were interested in such a study. Approximately 70 per cent of those answering requested that they be mailed the results of the study; 10 per cent added points or statements to the questionnaire, and volunteered to help with the study in any possible way, and 4 per cent wrote letters explaining their journalistic work in detail and commenting upon the study.

Five principal divisions were included in the questionnaire:

- (1) The Course in Journalism
- (2) Objectives of Journalism
- (3) Principal Phases of Journalism
- (4) Teacher Training and Experience
- (5) Equipment and Materials.

Under the first division, the Course in Journalism, the writer's aim was to obtain information concerning the general nature of the journalism course; what it is, for whom it exists, and briefly what it contains or does not contain. Under this section the writer inquired about the enrollment in journalism courses and the number of students failed during the preceding year. His purpose was to determine approximately how many students are pursuing such courses and what is the percentage of failures so that the work might be compared with other high school courses. The writer was particularly interested in the question asking for the per cent of journalism students entering college annually, the per cent taking up a study of journalism in college, and the per cent going directly into some field of journalism upon their graduation from high school. These factors must be adequately considered before a teacher can map out a successful course in journalism for her students since it would seem absurd to stress the vocational angle of the course as only a small per cent of students actually are going to enter the professional or vocational field of journalism. Textbooks and supplementary materials were also considered in this section of the questionnaire to determine the materials of

this nature that are being used in the state since these things will have much to do in shaping the course in journalism.

The second section of the questionnaire, Objectives of Journalism, was included in the study in an attempt to determine what aims are being set up for journalistic work by high school teachers, and to see to what extent these are standardized over the state. It was the author's purpose to compare the objectives set up by Oklahoma teachers with those set up by prominent national journalists and educators, and reach some definite conclusions concerning the objectives of the course and the actual work that is being offered students. Twelve objectives were listed for a rating by a scale of 1 to 5 in the order of their importance, and additional space was left for the recipient to add any other objectives that she might consider important.

The third part of the questionnaire, Phases of Journalism, was concerned definitely with the content of journalism courses offered in the secondary schools of Oklahoma. The writer's purpose was to determine what elements or phases of journalistic work are being stressed in the high schools, to compare these phases with the objectives set up for the course and with the phases considered important by outstanding journalists. Twenty-two different phases of journalistic work were listed in this division of the questionnaire, and the recipients were asked to rate these from 1 to 5 in the order of their importance.

Teacher Training and Experience was covered in the fourth division of the questionnaire. The writer here attempted to obtain an accurate picture of the status of teachers of journalism in Oklahoma high schools, their training, qualifications,

and experience. He attempted to determine if journalism teachers as a whole are being selected to teach journalism on their qualifications as journalists, or if they are merely being assigned journalistic work in connection with their other duties. Another factor was to determine if school boards and administrators believe journalistic activities are important enough to pay teachers an additional salary to sponsor such activities, and to give them extra time during the day's program to handle this work, or if they place these activities in the day's regular teaching load.

Finally, the writer included a short section on Equipment and Materials since he believes these things are next in importance to well-trained instructors. The writer attempted to determine how many high schools have specially equipped rooms for handling journalistic activities, and how many are attempting to carry on such activities in a regular class room without adequate equipment. The high school print shop and library facilities were also included in this section. The writer was interested in learning the approximate number of high school print shops in the state. He asked teachers to rate their library facilities as excellent, good, fair, or poor, since believes that adequate library facilities are of paramount importance to the successful course in journalism.

CHAPTER IV

RESULTS OF THE QUESTIONNAIRE

The average enrollment in fifty of the fifty-four high schools that reported some type of journalistic work was 562. Three schools reported an enrollment of over 2,000; two schools between 1,500 and 2,000; ten schools between 1,000 and 1,499; twenty-one schools between 500 and 999; fourteen schools reported an enrollment of less than 200, and four schools failed to give their enrollment.

The returns indicate that journalistic work is offered in high schools of all sizes in the state of Oklahoma, while those with an enrollment between 500 and 999 lead the field in the number of schools offering such work.

Forty-four of the questionnaires were answered by teachers, five by high school principals, four by superintendents, and one recipient failed to state his position. The principals and superintendents answering designated that they were in charge of the journalistic activities in their respective schools.

THE COURSE IN JOURNALISM

Forty schools reported that they offered separate courses in journalism carrying solid credit; ten schools offered the work as an extra-curricular activity, and four schools combined the work with English classes.

Thirty-eight schools called their course "Journalism", two schools labeled the course "News Writing", the work was offered under the name of an English course in four schools, and no name was given the work in the ten schools offering it as

extra-curricular activity. Six of the schools offering two units of work called their second-year course "Journalism II", one second-year class carried the name of their high school annual, while the remainder of schools reporting two years' work in journalism enrolled the students in "Journalism I" but offered them additional credit for working on the staff of the high school paper.

Thirty-one schools reported that they offered one unit of work in journalism, twelve schools reported they offered two units, and one school, one and one-half units. Ten of the schools did not offer courses in journalism.

Fifty schools reported a total enrollment of 1,156 students in journalistic activities, including both classes in journalism and extra-curricular work. This is an average of 23.1 students per school. In the forty-four schools offering regular classes in journalism, a total enrollment of 1,087 was reported for the 1938-39 term. The average class size was 24.7 students. The largest enrollment reported was 75 students, and the smallest enrollment was 10. Twelve schools reported enrollment between 30 and 40; sixteen between 20 and 29, and fifteen schools an enrollment of less than 20 students.

With the average total enrollment of the fifty schools 562, 4.12 per cent of the students in the fifty schools were engaged in journalistic activities during the 1938-39 term of school.

During the 1937-38 term of school, the enrollment in the fifty schools offering journalistic activities was reported as 1,040. The 1938-39 term showed a gain of 116 students in the enrollment, or 11.15- per cent gain. Four schools added

journalism to their course of study during the 1938-39 term, while two schools that offered the work in 1937-38 dropped it from their schedules for the 1938-39 term.

Compared with the total enrollment of students in journalism in the high schools of the state for the 1936-37 term, as found in the Annual Reports for High School Accrediting for that year, enrollment in the work has definitely increased. Forty-two schools listed in the accrediting reports as offering journalism courses in 1936-37 had a total enrollment of 938. With an enrollment of 1,087 students in classes of journalism during the 1938-39 term, according to the returns of the writer's questionnaire, an increase of 149 students, or 15.88 per cent gain over the 1936-37 term is indicated. Including the students engaged in extra-curricular journalism activities during the 1938-39 term, the gain over the class enrollment figures of the 1936-37 term is 218 students, or 23.24 per cent. The increase in class enrollment of the 1938-39 term over the 1935-36 term is 344 students, or 46.16 per cent. Including the students engaged in extra-curricular activities during the 1938-39 term, the gain over the class enrollment figures of the 1935-36 term is 413 students, or 55.59 per cent.

Of the 1,040 students enrolled in journalism classes during the 1938-39 term, 42, or 4.04 per cent, failed to make a passing grade. Not more than four students failed in any one school, and twenty schools reported no failures in journalism.

Thirty-two schools reported that they offered journalism courses in the eleventh and twelfth grades; two schools offered

the work in the twelfth grade only; four schools offered it in the tenth, eleventh, and twelfth grades; four junior high schools offered the work in the ninth grade, and two junior high schools in the eighth and ninth grades. Four schools, offering the work in the eleventh and twelfth grades, reported that it might be taken in the tenth grade by special permission. Of the ten schools offering the work as extra-curricular activity, six reported that the eleventh and twelfth grade students were eligible for journalistic work.

To the question, "Is a scholarship prerequisite required for students entering the journalism class?" twenty-six answered in the negative, and eighteen in the affirmative. Of those who commented on this question, eight stated that a "B" average or better was required in English, and one replied that work in the ninth and tenth grades in all subjects must be satisfactory.

Of the twenty-seven replies, sixteen teachers designated that there were no other prerequisites for the journalism course, three reported that three years of English were required with an average grade of "B", two stated that the teacher selected a limited group of students, and one reported the successful use of a teacher-student conference. Four teachers reported prerequisites only for staff members, who in each instance were required to have a "B" or higher average in English. One teacher reported the prerequisite as "good grammar and themes, dependable, and no discipline problem."

CONTENTS

Twenty-four schools indicated that their course in journalism contained a review of English grammar, while sixteen reported that this was not included as a part of their course. Four reported a "slight" review of grammar in the course. Eight schools that reported a review of grammar in their course stated that a definite number of weeks were given over to grammar each semester. Of the foregoing total four schools reported six weeks of grammar review each semester, while three schools said they offered a thorough grammar review during the course. One school spent the last nine weeks of the second semester in a college preparatory English review.

Schools which offered journalism as a substitute for fourth year English were those which reported the most extensive review of English grammar, while this element of the course was not stressed so much in schools offering journalism as an optional course but not as a substitute for any particular English course.

To the question, "Does your course include the study of newspapers?" thirty-eight answered in the affirmative and four in the negative. Two failed to answer this question. Twelve of the thirty-eight who included the study of newspapers designated that they had a regular time schedule in their course for making such a study, and six schools mentioned a review of various types of newspaper articles before the class at regular intervals.

Principal Phases

Twenty-two phases of journalistic work were listed in the questionnaire for a rating on the basis of 1 to 5 by the

teachers of the subject in the order of their importance according to the amount of class time given each. The replies were scored by the reverse order, 5-4-3-2-1, that is, 5 points for first, four for second, etc.

Teachers of journalism in Oklahoma high schools, according to the writer's questionnaire returns, stress the writing of news stories in their classes more than any other single element of the course. This phase, with a score of 186, received almost double the rating of any other single element of the course.

Writing headlines, writing feature stories, and writing editorials, three other important phases of any journalism course, each scored 94 points for a second-place rating on the questionnaire inquiry. Structure and style ranked next with a score of 92, while preparation of copy was fourth with a score of 90.

Other high-ranking phases of the course, and their respective scores were: copyreading and editing, 88; review of grammar, 88; interviewing, 87; make-up, 86; ethics of journalism, 85; proof-reading, 83; and newspaper reading, 60. One phase of the work, printing, was practically ignored with a score of only 6. The only schools to give this phase of the work any rating were a few which had printing classes and a print shop within their school. Specialized reporting scored 50, and terminology 48.

That the work of journalism classes in Oklahoma deals with the school newspaper as a leading publication of high schools was clearly revealed since the time spent on the school annual and other publications scored only 25.

The writer was somewhat surprised to learn that newspaper reading rated the comparatively low score of 60, especially since many teachers indicated in the questionnaire returns that this phase of the work was given regularly scheduled class time.

With the exception of the rating given newspaper reading, the writer's questionnaire returns on principal phases of the course in Oklahoma high schools compare favorably with results of other studies concerning journalism courses throughout the United States as a whole and in the various states.

Harold L. Casidy, for example, in his Study of Journalism in California High Schools found that 39 per cent of the class time in high school journalism classes of that state was spent on news gathering and news writing. Nine per cent was spent on editorials, eight per cent on features, and seven per cent on the study of newspapers. Only the leading phases are listed here.

Constant practice in news writing and news gathering, according to many writers of magazine articles on journalism and according to the several authors of journalism textbooks reviewed by the writer, is an indispensable element of the journalism course -- especially when the school newspaper is to be published as an outgrowth of the class.

The writer's questionnaire results definitely show that the average journalism course in the state treats the work primarily as news writing, and stresses those phases of the course which are closely connected with writing. Several teachers indicated that with a crowded schedule and lack of adequate equipment, and with the publication of a newspaper

apparently considered their first duty to the school, they were able to stress thoroughly only those phases of the course that would lead to the publication of some type of a newspaper. Needs of the students are undoubtedly made secondary to "getting the paper out on time."

The line chart on the following page gives a graphic picture of the amount of time spent in classes in Oklahoma high schools on the various phases of journalism. The score at the end of each line in parentheses is the total score of that particular phase, rated on the reverse order of five points for each first place rating, four for second, three for third, two for fourth, and one point for fifth place rating.

PRINCIPAL PHASES OF JOURNALISM*

1.	Ethics	XXXXXXXXXXXXXXXXXXXXXXXXXXXX	(85)
2.	Headlines.....	XXXXXXXXXXXXXXXXXXXXXXXXXXXX	(94)
3.	Make-up.....	XXXXXXXXXXXXXXXXXXXXXXXXXXXX	(86)
4.	Writing News Stories	XXXXXXXXXXXXXXXXXXXXXXXXXXXX XXXXXXXXXXXXXXXXXXXXXXXXXXXX	(186)
5.	Review of Grammar	XXXXXXXXXXXXXXXXXXXXXXXXXXXX	(88)
6.	Writing feature Stories	XXXXXXXXXXXXXXXXXXXXXXXXXXXX	(94)
7.	Writing Editorials	XXXXXXXXXXXXXXXXXXXXXXXXXXXX	(94)
8.	Structure and Style	XXXXXXXXXXXXXXXXXXXXXXXXXXXX	(92)
9.	School Annual & Other Publications.....	XXXXXXX	(25)
10.	Current Affairs ...	XXXXXXXXXXXXXXXXXXXXXXXXXXXX	(70)
11.	Newspaper Reading	XXXXXXXXXXXXXXXXXXXXXXXXXXXX	(60)
12.	Interviewing	XXXXXXXXXXXXXXXXXXXXXXXXXXXX	(87)
13.	Specialized Reporting	XXXXXXXXXXXXXXXXXXXX	(50)
14.	Terminology	XXXXXXXXXXXXXXXXXXXX	(48)
15.	Printing	XX	(6)
16.	Copyreading and Editing	XXXXXXXXXXXXXXXXXXXXXXXXXXXX	(38)
17.	Business Management	XXXXXXXXXXXXXXXXXXXX	(50)
18.	Proof Reading	XXXXXXXXXXXXXXXXXXXXXXXXXXXX	(83)
19.	Preparation of Copy	XXXXXXXXXXXXXXXXXXXXXXXXXXXX	(90)
20.	Qualifications of Journalist	XXXXXXXXXXXXXXXXXXXX	(42)
21.	History of Journalism	XXXXXXXXXXXXXXXXXXXX	(42)
22.	Organization of Staff	XXXXXXXXXXXX	(35)

*Lines show comparative value of phases of journalism according to the amount of time given in class to each phase. Rated by teachers of journalism in secondary schools of Oklahoma.

Teachers of Journalism in Oklahoma high schools, according to the writer's questionnaire returns, believe that the most important aim of the course is to encourage students to express their ideas clearly and concisely. Eighteen of the 54 teachers reporting rated this objective of the course first; it received eight second-place ratings; six, third-place; two, fourth-place, and eight, fifth-place ratings. In scoring the results by the reverse order, 5-4-3-2-1, this objective scored a total of 152 points, 22 points above the second-ranking objective.

The second most important objective of journalism in Oklahoma high schools was rated as publishing a school newspaper. This objective scored a total of 130 points. To encourage habits of accuracy and carefulness ranked third, followed closely by the objective to motivate English. Often listed as the first aim of the journalism course by authors of journalism textbooks and by authors of other surveys of journalistic work, motivation of English would have undoubtedly rated higher in the present study if it were not so closely related with the aim that placed first -- to encourage students to express their ideas clearly and concisely. One definite phase of English motivation would without question be to encourage the clear and concise expression of ideas.

Edward H. Redford, in his Study of Journalism in Secondary Schools, found that English composition motivation and exploration in the field of journalism was the chief aim of journalism courses in secondary schools of the United States. School publicity, and vocational training were listed as other chief

aims of the journalism class in Redford's study.

Harold L. Cassidy, in his Study of Journalism in California High Schools, found that three-fifths of the values of journalism reported have to do with the development of character, personality, habits, attitudes, and social values.

The publication of the school newspaper was found to be the most popular objective in the teaching of journalism in California high schools in the survey made by Ethel Strother Mitchell, and reported in her thesis, Trends of Journalistic Instruction and Supervision in the Secondary Schools of California. Motivation of English ranked second, higher standards in intelligent newspaper reading, third; training for student contribution to other newspapers, fourth; arousing an interest for further study of journalism in college ranked next, and training for the profession of journalism last.

The four high-ranking objectives found in the present study compare favorably with those found in the other surveys mentioned. The writer found that the aim, to teach students to read newspapers intelligently, however, scored a lower rating in the Oklahoma secondary schools than it is usually given through through other studies and by the authors of high school journalism textbooks. This objective, in the present study, rated fifth place with a total score of 100. The writer believes that teachers of journalism in high schools of Oklahoma have slighted this portion of the work in an attempt to fulfill the immediate aim of publishing the school newspaper.

The school attempts to teach everyone to read, but as a rule it makes no attempt to help them directly in the field which in later life they will do most of their reading ... the school newspaper can do something to help

people to know what to read, how to read, and what to believe.¹

Other high-ranking objectives found in the present study were: to widen interest in life and social environment, and to give students an understanding of the public press, both with a score of 94 points; to train for better character and citizen ship, 88 points; and to teach creative writing, 72 points.

Almost entirely ignored was the objective of contributing to town or city papers. This aim scored only 26 points. The results also indicated that high school journalism is not offered to create interest for further study of journalism in college, nor to train for entry into some field of journalism upon graduation from high school, as each of these objectives scored only 39 points. Aims of the course show definitely that the work in journalism in high school is non-vocational. Yet its contents would indicate that the student is permitted to explore his own interests and abilities, and is given a chance to explore the field of journalism through the publishing of the school paper.

Comparing the principal phases of the course, according to the amount of class time given to the various phases, and the objectives set up for the course, it is evident that the content of the average course of journalism in Oklahoma high schools is so composed and organized as to necessitate a class in news-writing. It stresses such additional phases as writing editorials, features, and headlines, along with preparation of

1. E. K. Fretwell, Extra-Curricular Activities, p. 305.

copy, interviewing, and copyreading and editing. The ultimate results are to teach students to express themselves clearly and concisely through such work that leads to the publication of the school newspaper.

Authors of journalism textbooks seldom list the school newspaper as a primary aim of the journalism course. Yet, when such a publication is an outgrowth of the journalism class, Oklahoma teachers have been only truthful in indicating that the publication of the paper must become a principal objective, even though other desirable aims must sometimes be sacrificed in order to publish the paper at regular intervals.

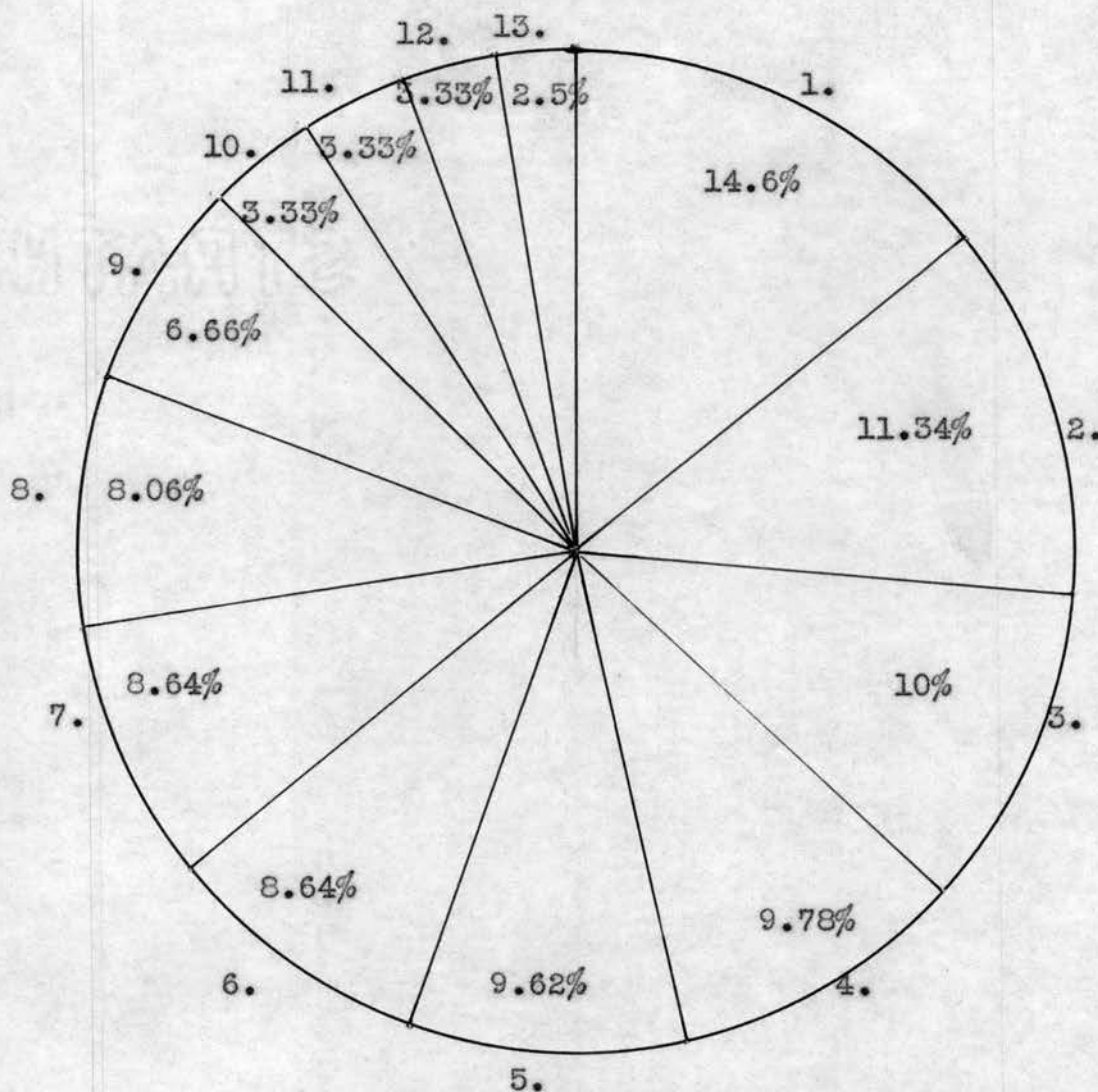
A table of the objectives of the journalism course, as listed in the questionnaire, appears on page 31. Teachers were asked to rate twelve objectives by a scale of 1 to 5, according to their importance. The reverse order was used in scoring the results, first place counting five points; second place, four points, etc. A few teachers listed miscellaneous objectives. These are listed under miscellaneous objectives in the table.

On the page following the table (page 32) will be found a circular chart illustrating the objectives of journalism as found in Oklahoma high schools. The objectives are listed clockwise in the order of their importance. The total rating given each objective, as shown in the first table on page 31, was changed to degrees and worked into a circular chart. In this chart the leading objective, to encourage students to express ideas concisely and clearly, is rated as 14.16 per cent, while the least important objective, to contribute to town or city newspapers, shows the smallest percentage with a total of only 2.5 per cent.

OBJECTIVES OF JOURNALISM

Objective	Rated 1	Rated 2	Rated 3	Rated 4	Rated 5	Total
A. Publish School Paper.....	16	4	6	2	2	130
B. Motivate English.	12	8	2	2	4	106
C. Contribute Town or City Newspapers . #	#	2	4	#	6	26
D. Create Interest, fur- ther study Journalism in College	2	4	4	#	1	39
E. Train for Entry into Some Field Journalism Upon Graduation from High School	4	2	3	#	2	39
F. Widen Interest in Life and Social Environment	10	6	2	6	2	94
G. Train for Better Character and Citi- zenship	14	2	2	1	2	88
H. Teach Creative Writing	8	8	#	#	#	72
I. Encourage Habits of Accuracy and Careful- ness	12	4	8	2	4	108
J. Give Students an Un- derstanding of Pub- lic Press	6	4	6	14	2	94
K. Encourage Students To express Ideas Clearly, Concisely	18	8	6	2	8	152
L. Teach Students to Read Newspapers Intelligently	8	4	8	10	#	100
M. Miscellaneous	3	4	#	3	2	39

OBJECTIVES OF JOURNALISM



1. Encourage students to express ideas clearly and concisely.
2. Publish school paper.
3. Encourage habits of accuracy and carefulness.
4. Motivate English.
5. Teach students to read newspapers intelligently.
6. Widen interest in life and social environment.
7. Give students understanding of public press.
8. Train for better character and citizenship.
9. Teach creative writing.
10. Create interest for further study of journalism in college.
11. Train for entry into some field of journalism upon graduation from high school.
12. Contribute to town or city papers.
13. Miscellaneous objectives.

Thirty instructors reported that they had no course of study for their course in high school journalism, while 12 designated that they had some type of a course of study. 27. 1939 schools did not answer this question. Three schools of the foregoing number said they were using courses of study from other states, two said they had a course of study combined with English, four have mapped out their own course of study, and three did not give the source of their course of study. An organized plan of contents and procedure for the courses was found lacking in fully three-fourths of the schools answering the questionnaires.

A large and diversified list of textbooks was reported in use in the journalism classes. A review of the contents of the most popular textbooks in use will be found in the appendix of this study.

Names of textbooks in use and their frequency of use were as follows:

Harrington and Harrington, Writing for Print, -- 16 schools.
 Otto and Marye, Journalism for High Schools, -- 12 schools.
 Hyde, Journalistic Writing, -- 10 schools.
 Mann, Student Editor, -- 2 schools.
 Reddick, Journalism and the School Paper, -- 2 schools.
 Spears, Lawshe, High School Journalism, -- 2 schools.
 McDougall, Interpretative Reporting, -- 1 school.

Twelve schools indicated that they used more than one textbook, and two reported a selection of library reference books took the place of a single text.

Twenty-seven instructors reported the use of workbooks and other supplementary materials in the course. Of the workbooks used, Orville Husted's, High School Journalism Workbook, proved by far the most popular. Sixteen schools reported the

use of this manual as a workbook in journalism. Roget's Theasaurus, was listed as a supplementary aid in six schools, Bonney's, Journalism Activity Book, was found in use in three schools. Greaver and Jones, Century Handbook of Writing, was listed by two schools, while other schools listed various workbooks on spelling and general English review.

Teachers of journalism in the secondary schools of Oklahoma estimated that 54.5 per cent of their students enter college annually. Of the 41 teachers answering this question, two estimated that between 99 and 100 per cent of their journalism students enter college. Both of these schools are located in college or university cities, a factor which would probably account for the high percentage going on to college. Five teachers reported that between 90 and 98 per cent of their students enter college, six between 75 and 90 per cent, thirteen between 50 and 75 per cent, fourteen between 25 and 50 per cent, and three below 25 per cent. The returns indicate that the percentage of journalism students who go on to college is high compared with the percentage of the entire high school body who enter college upon graduation.

The per cent of students taking up the study of journalism in college was given as 18 per cent. Twelve recipients of the questionnaire stated that they could not estimate an answer to this question. Of the 32 replying, six believed that 50 per cent of their students who go on to college take up a study of journalism. Six reported between 25 and 39 per cent, and eight below 5 per cent.

Only 30 recipients attempted to answer the question, "What per cent of your students go directly into some field of journalism upon their graduation from high school?" The average for the state was reported as only 1.1 per cent. Two schools reported 5 per cent, eight schools 2 per cent, 17 schools 1 per cent or less, and three schools none. The results of this question show definitely that the high school journalism course in Oklahoma is not considered of a vocational nature.

Of the 54 high schools reporting some type of journalistic work, 46 indicated they published a paper of some type. Four reported they published no paper, and four did not answer the question.

According to the returns, the first Oklahoma high school newspaper was established in 1906. It was a product of the Ardmore High School and was called the "Ardmorite." This newspaper suspended publication during the 1938-39 term of school. The Sand Springs Santonion was established in 1916, and the Lawton Tatler in 1919. Sixteen high school papers started between 1920 and 1925, eight between 1925 and 1929, ten between 1930 and 1934, and nine were started since 1934. It appears from the questionnaire returns that the period between 1920 and 1929 witnessed the greatest growth in high school publications in Oklahoma. This is in keeping with the national trend of school papers which started on an unprecedented growth about 1925 due to the widened program of activities for high schools.

Although some high schools have published a school newspaper continuously since before 1910, most of the development of high-school journalism has taken place since 1926.

One of the greatest reasons for this recent rapid growth is the modern tendency to broaden the activities of high-school students. The increased interest in athletic contests, clubs and organizations, school plays, debates, class activities, social activities, and community activities has created a definite need for a student newspaper.¹

Of the 48 high schools in the state which indicated they published a paper of some type, ten, or 20.8 per cent, reported that their paper was written, edited, and printed by students; twenty-two, or 40.6 per cent, said their paper was written and edited by students, but was printed commercially; eight, or 16.6 per cent reported that their paper was written and edited by students, but was printed as a part of a local daily or weekly paper, and eight, or 16.6 per cent, said their paper was written, edited and mimeographed by students.

Of the forty-three schools answering the question, "Do your students do any practical work on an outside newspaper?" thirteen replied in the affirmative and thirty in the negative. Those who answered in the affirmative indicated in each instance that at least a part of their students turned in school copy for local city papers. In three instances, the entire journalism class was reported to assist in the publication of a local paper at least once during each school year. Two schools indicated that one of their students was paid for writing copy for a local paper.

TEACHER TRAINING AND EXPERIENCE

Of 51 teachers reporting on their training and experience, 31 have A.B. degrees; 16, B.S. degrees; one, B.J. degree; and 13, M.A. degrees. Thirty-one of the undergraduate degrees were

1. Otto and Marye, Op. cit., p. 212.

earned in Oklahoma institutions, 14 from teachers colleges and 17 from state universities or colleges. Of the 13 teachers of journalism who hold Master's degrees, ten were granted by Oklahoma institutions.

English was by far the most common collegiate major held by Oklahoma teachers of high school journalism. A total of twenty-eight teachers gave this subject as their major. Education was listed as a major by four teachers, journalism by three, Spanish, one; English and Music, one; social studies and Latin, one; music, vocational education, English and journalism, one each. Nine did not answer.

Of 34 teachers reporting on their minor five teachers reported a minor in journalism, and four reported journalism and English combined as a minor field. Eight gave history as their minor, two a combination of English and history. Two teachers designated minors in Spanish, two in science, two in mathematics, three in education, three in English philology, and four in languages. One combination of journalism and economics was reported.

Eight teachers, or 15.68 per cent, reported that they have had no special college training in the field of journalism. Three teachers designated that they have earned the state journalism certificate. Eleven teachers who said they had no regular college courses in journalism reported experience on a college newspaper or yearbook. Three teachers reported from 25 to 45 semester hours in journalism, two from 12 to 24 hours, four between 5 and 11 hours, and six fewer than 5 hours. Since some teachers reported their work by number of courses rather

than semester hours, the results consequently were difficult to compile.

Sixteen teachers, or 29.69 per cent, reported that they had practical experience in the journalistic field. Their experience consisted of either working on the staff of a newspaper, or corresponding for some newspaper. Twelve reported actual commercial or professional journalism experience. Four of the teachers who designated no college work in journalism reported practical experience in the field. Sixteen teachers reported no actual experience. Fourteen did not answer.

In reply to the question, "Did you receive your present position primarily on your qualifications as a journalist or were you merely assigned journalism in connection with your other regular program?" thirteen teachers, or 24.07 per cent, believed they were merely assigned journalism in connection with their other duties, while ten, or 16.8 per cent, were quite certain they were elected on their qualifications as a journalist. Five reported that they were selected partially on account of their requirements as a journalist, twelve were not certain, and ten did not answer this question. One instructor responded by saying, "The journalism teacher worked his rabbit foot, and I got the class."

The average years of teaching experience of instructors in journalism in schools, regardless of location, was computed as 10.07. Thirty-two years was the longest teaching experience reported by any instructor. Six teachers have taught between 20 and 25 years, ten between 10 and 19 years, twelve between 5 and 9 years, and six fewer than five years. Only two teachers

designated that it was their first year of teaching experience. The remainder of the teachers were reticent about answering this question, and one replied good-humoredly that, "It is none of your business."

The average number of years experience as a journalism teacher was reported as 4.95. Eighteen years was the largest number of years experience reported. Three teachers reported nine years experience in journalism teaching; one, eleven years; four, five years; and twenty reported fewer than five years. Six teachers designated that the 1938-39 term was their first year to teach journalism. Only thirty-five answered this question.

The average number of years teaching experience in schools of Oklahoma was reported at 8.88. Twenty-three years was the longest span of service reported by any teacher. One teacher reported 21 years, and another 20 years of service in Oklahoma schools. Four reported between 15 and 19 years; twelve between 10 and 14 years; six between five and nine years, and ten fewer than five years experience in Oklahoma schools. The others did not answer the question.

The average years teaching experience in the school where now located was 6.34. One teacher reported 23 years service in the same school, and one reported 21 years. Eight teachers reported between 10 and 14 years work in the same school, fourteen between five and nine years, and eighteen fewer than five years in the school where now located. Five were teaching their first year in the school where they were employed. The remainder gave no answer.

Fourteen instructors, or 26 per cent, said they sponsored high school publications other than the school newspaper. Ten of the fourteen gave the yearbook as an additional publication, and one reported the handbook in addition to the newspaper and annual. Thirty teachers said they sponsored no additional publications.

Only two of the fifty-four teachers reporting said they were receiving any additional salary for sponsoring journalistic activities, and one of these indicated that this additional salary was to be abolished after the present school year. One teacher was receiving five per cent additional salary for her work in journalism, and the other was receiving three and one-half per cent. Another teacher remarked that in the past she had received 12 1/4 per cent additional salary for journalism activities, but was getting no additional remuneration at the present time. Most of the 48 teachers who said they received no additional salary were emphatic in answering the question, and in several instances teachers commented that they felt they deserved an additional salary for the hours spent outside of school on the work. Throughout the responses to the questionnaire, however, teachers took the inquiry in a good spirit, and showed that they were interested and enthusiastic about their work.

EQUIPMENT AND SUPPLIES

Seven instructors, or 12.9 per cent of those answering the questionnaire, reported a specially-equipped room for sponsoring journalistic activities; two reported ordinary classrooms with typing tables added; two replied "of a sort";

one said they used the school office, and twenty-eight, or 50.9- per cent, reported that they had no special equipment in a room for their journalistic activities. Fourteen teachers did not answer the question pertaining to the specially-equipped room. This failure to answer probably implied a negative answer in most instances.

Eleven schools reported that they had a school print shop, but two indicated that their shops were not well-equipped. Another reply said a print shop at an adjoining school was used. Thirty-two schools reported no print shop. Ten did not answer this question.

Three schools reported excellent library facilities; fifteen said their library facilities were good; eighteen reported fair facilities, and 16 rated their library facilities as poor. Two did not answer the question.

The three schools that reported excellent library facilities in each instance are in the larger cities of the state where the library facilities, both school and public, are considered excellent in all fields.

SUMMARY

The average enrollment in 54 high schools reporting some type of journalistic work was 562. Journalism is offered in high schools of all sizes in the State of Oklahoma, while those schools with an enrollment between 500 and 999 lead the field in the number of schools offering such work.

Forty schools offered separate courses in journalism carrying solid credit. Ten schools offered the work as an extra-curricular activity, and four schools combined the work with English classes.

"Journalism" was the common name for courses in journalistic instruction in the secondary schools of Oklahoma.

Thirty-eight schools offered one unit of work in journalism.

Twelve schools offered two units of work in journalism.

One school offered one and one-half units of work in journalism.

A total of 1,156 students were engaged in journalistic activities in fifty Oklahoma high schools during the 1938-39 term of school. The total enrollment in regular journalism classes was 1,087. Of the total enrollment of fifty schools reporting, 4.12- per cent of the students were engaged in journalism activities.

The 1938-39 term showed a gain of 11.15+ per cent in the enrollment of journalism courses over the preceding term, and a gain of 15.88 per cent over the 1936-37 term. The gain of the 1938-39 term over the 1935-36 term was 46.16 per cent.

Of the total students enrolled in journalism classes

during the 1938-39 term, 4.04 per cent failed to make a passing grade in the work.

Thirty-two schools offered journalism in the eleventh grade.

Two schools offered journalism in the twelfth grade only.

Four schools offered journalism in the tenth, eleventh, and twelfth grades.

Four schools offered journalism in the ninth grade.

One school offered journalism in the eighth and ninth grades.

Eighteen schools required a scholarship prerequisite for students entering the journalism class; twenty-six schools required no prerequisites in scholarship. No other general prerequisites were indicated.

Twenty-four schools included a review of English grammar in their journalism course; sixteen schools did not.

Thirty-eight schools included the study of newspapers in the course; four did not.

Writing news stories was rated the most popular phase of the high school journalism course, according to the amount of class time spent on the various phases. Writing headlines, writing editorials, and writing feature stories ranked second as principal phases of the course. Structure and style scored third; preparation of copy, fourth; copyreading and editing, fifth; and review of grammar, sixth.

The most important objective of the course was to encourage students to express their ideas clearly and concisely. Publishing a school paper ranked second; to encourage accuracy and carefulness, third; to motivate English, fourth; to read newspapers intelligently, fifth; and to widen interest in life and social environment, sixth.

Thirty schools, or 68.2- per cent, of the high schools have no course of study for journalism. Lack of an organized plan of content and procedure was evidenced in almost three-fourths of the secondary schools.

A large and diversified list of textbooks, workbooks, and other supplementary materials was found in the high schools.

The percentage of high school journalism students who later enter college was 54.5. The percentage of students of the high school journalism class who take up the study of journalism in college was 16. Only 1.1 per cent of the students went directly into some field of journalism upon their graduation from high school.

Forty-six schools published a paper of some type. The first Oklahoma high school newspaper was established in 1906. The period between 1920 and 1930 witnessed the greatest growth in the number of high school newspapers in Oklahoma.

Twenty and eight-tenths per cent of the newspapers were written, edited, and published by students; 40.6 per cent were written and edited by students, but were printed commercially; 16.6 per cent were written and edited by students, but appeared a part of the local daily or weekly; 16.6 per cent were written, edited, and mimeographed by students.

Twenty-one teachers of journalism had A.B. degrees; 16, B.S. degrees; one B.J. degree, and 13, M.A. degrees.

English was by far the most common major held by teachers of journalism. A wide variety of major and minor subjects was indicated.

Fifteen and sixty eight-one hundredths per cent of the teachers of journalism had no special college training in the field. Another 20.4 per cent of teachers had no regular college courses in journalism, but had worked on college newspapers or annuals. Twenty nine and six-tenths per cent of the teachers had practical experience in the journalistic field.

Twenty four and seven-hundredths per cent of the teachers believed they were merely assigned journalism in connection with their other school duties, while only 16.8 per cent were actually sure that they were selected on their qualifications as a journalist.

The average years of teaching experience of instructors in journalism in high schools was 10.07. The average number of years experience as a journalism teacher was 4.95. The average number of years teaching experience in schools of Oklahoma was 8.88. The average number of years teaching experience in the schools where now located was 6.34.

Twenty six per cent of the instructors said they sponsored school publications other than the newspaper.

Only two teachers in the state reported any additional salary for sponsoring journalistic activities.

Only 12.9 per cent of the schools had specially-equipped rooms for teaching journalism and sponsoring journalistic activities. There were eleven schools that had print shops.

Three schools reported excellent library facilities; 15, good facilities; 18, fair facilities, and 16, poor library facilities.

CONCLUSIONS

Students in the secondary schools of Oklahoma have shown a marked increase of interest in journalistic activities during the past four years, if comparative enrollment figures can be taken as a true medium of measuring interest.

Better work in high school journalism might be accomplished through the offering of two courses in the school, and in making more stringent prerequisites for the work.

There is a definite need for standardization of the work as to course content and the organization of work to be presented in the course. Nearly three-fourths of the instructors are teaching journalism without a course of study. The content of the courses is greatly diversified. Teachers need to devote more time to the study of newspapers so that the student will have a better understanding and appreciation of the modern paper. As teachers of journalism, we must look beyond the immediate aim of "getting the paper out on time." Cultural values must not be overlooked in journalistic work.

Standardization of textbooks is also needed, and at the same time the library facilities must be enriched and enlarged.

The high school course should not be treated from a vocational angle, as only 1.1 per cent of the journalism students in Oklahoma high schools enter some field of journalism upon their graduation from high school.

In the future, more teachers should receive better training for teaching journalism. Although teachers of the subject in

Oklahoma high schools are well-educated, many lack the specialized training that is demanded of the journalism teacher. Too many teachers have had no special training or too little special training in the field of journalism.

What some teachers lack in special training, they have made up to a certain extent through practical experience. The fact that teachers in the state have had practical experience, and the fact that journalism teachers are, as a whole, enthusiastic about their work are two redeeming features of the teaching of journalism courses in secondary schools of Oklahoma.

Teachers are too often selected for a journalism position not on their qualifications as a journalist, but merely in connection with their other teaching duties.

Teachers should be given more time for sponsoring journalism activities. Many have a heavy teaching load, and teach several various subjects during the day.

School boards consider the sponsoring of journalistic activities all a part of the day's work, and are not willing to pay teachers additional salaries for sponsoring such activities.

Journalism classes are expected to produce a good school newspaper, yet only 12.9 per cent of the Oklahoma secondary schools offering journalism activities have specially-equipped rooms for carrying on such work.

The journalism class should be taught as any laboratory course, with the school paper coming as an outgrowth of the laboratory experimentation.

The State of Oklahoma needs to standardize courses of journalism offered in secondary schools through the adoption of a state course of study. Both the objectives and principal phases of the courses are greatly diversified in the various schools of the state offering journalistic work.

The course of study should be so compiled and arranged as to take care of two important aims: to teach the correct methods of gathering and writing school news, and to assist the student in reading newspapers in an intelligent manner.

These aims will be realized through constant practice in newswriting and newsgathering, and through the reading of various types of newspapers and magazines so that the student will learn to recognize and appreciate articles which are worthwhile. A recognition or a "sense" of news -- another important phase of the work -- will also be gained through the reading of newspapers.

Closely connected with the gathering and writing of news must come such elements as headlines, editorials, features, and special stories. A definite division of the course of study must be given over to these phases.

News writing offers excellent practice in English composition. A review of the fundamentals of English grammar should find some place in the course of study. This is to be motivated and applied in a practical way through the actual writing for the school newspaper.

If there is only one class of journalism, and the school publication is to be an outgrowth of this class, it will be

necessary to include near the beginning of the course the study of problems connected with the publication of the high-school newspaper. This will include the study of organization of the staff, copyreading and editing, terminology, make-up, printing and proofreading, etc.

Where two years' of journalistic work are offered, a more detailed study of the technique of the course may be included, and such phases as ethics of journalism, qualifications of journalist, and history of journalism may occupy a larger portion of the class time. Constant practice in news gathering, news writing, and the reading of newspapers, should however be the "keynote" to any average course in high school journalism.

Lack of a carefully-developed course of study in journalism is found not only in Oklahoma but in practically all states. Of the six states that were reported to have courses of study for journalism in 1935, the writer of the present study found that the course of study was in 1939 under revision in two of these states, and had been suspended in two other states. Of the few state courses of study that have been compiled, it is thus evident that some of these have not fitted the needs of the students adequately.

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LETTER ACCOMPANYING QUESTIONNAIRE

Box 376,
Cushing, Oklahoma

Dear Adviser:

I am making a survey of the teaching and content of Journalism courses in the secondary schools of Oklahoma, and should like to ask you to help me by answering the enclosed questionnaire.

Since we have no state adopted course of study for Journalism, and most of us must choose our own plan for our work as we go along, I feel that the compiled results of such a survey will yield some valuable and practical information.

I realize the questionnaire problem has become somewhat of a nuisance during the past few years, but since it is the only method by which I will be able to reach all of you and gain the desired information, I am asking that you kindly and earnestly fill it out for me.

I shall therefore thank you very kindly for answering this promptly for me, and assure you that I appreciate your cooperation. If you should be interested in the results obtained, if you will indicate it as you return the questionnaire, I shall be glad to send you a copy of my findings. I shall also appreciate any opinions or criticisms concerning the questionnaire.

If your school does not offer work in Journalism or Newswriting in any manner, please indicate this and return the questionnaire to me anyway.

Yours very truly,

T. B. Swartz
Adviser, CUSHING OILER
Cushing High School
Cushing, Oklahoma

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THE QUESTIONNAIRE

1. Name of school _____ Location _____
 Enrollment _____ Member North Central _____
2. Person reporting _____ Position in school _____

THE COURSE IN JOURNALISM

1. Is journalism offered as a separate subject, or is it combined with some other subject, such as English? _____
2. What is the name of the journalism course? _____
3. Offered for solid credit, activity, extra-curricular? _____
4. How many units in journalism offered? _____
5. Present enrollment in journalism? _____
6. Enrollment last school year? _____
7. Number failed course last year? _____
8. In what grades is it offered? _____
9. Is there a scholarship prerequisite for students entering the journalism class? _____
10. Any other prerequisites? Please explain, if so. _____
11. Does your course contain a review of English Grammar? _____
12. Do you include the study of newspapers? _____
13. About what per cent of your journalism students enter college annually? _____
14. About what per cent take up a study of journalism in college? _____
15. About what per cent go directly into some field of journalism upon their graduation from high school? _____
16. Does your school have a course of study for journalism? _____
 (If so, I should be pleased to receive a copy to use in this study.)
17. Please list textbook used _____
18. Please list any workbooks or any other supplementary materials used. _____
19. Do your students publish a newspaper? _____
20. Name of paper _____
21. When was your school paper established? _____
22. If answer to 19 is "Yes", is your paper? (Please check x)
 A. written, edited and printed by students? _____
 B. Written and edited by students, but printed commercially? _____
 C. Written and edited by students, but printed as a part of the local daily or weekly paper? _____
 D. Written, edited, and mimeographed by students? _____
 E. Any other system? _____
23. Do your students do any practical work on any outside newspaper as a part of their journalism work? _____

APPENDIX

Questionnaire, continued.

OBJECTIVES OF JOURNALISM

1. Please rate by a scale of 1 to 5 (1 signifying most important, 2 next in importance, etc.) the aims or objectives which you attempt to carry out in courses of journalism.
- _____ Publish school paper.
 _____ Motivate English.
 _____ Contribute to town or city papers.
 _____ Create interest for further study of journalism in college.
 _____ Train for entry into some field of journalism upon graduation from high school.
 _____ Teach creative writing.
 _____ Widen interest in life and social environment.
 _____ Train for better character and citizenship.
 _____ Encourage habits of accuracy and carefulness.
 _____ Give students understanding of public press and its function in promoting the welfare of the citizen.
 _____ Encourage students to express ideas clearly and concisely.
 _____ Teach students to read newspapers intelligently.

Other aims: (Please list)

PRINCIPAL PHASES OF JOURNALISM

Please rate by scale of 1 to 5 these various phases of journalism, according to the amount of class time you give each.

_____ Ethics of journalism
 _____ Headlines
 _____ Make-up
 _____ Writing news stories
 _____ Review of grammar
 _____ Writing feature stories
 _____ Writing editorials
 _____ Structure and style
 _____ School annual and other publications
 _____ Current affairs
 _____ Newspaper reading
 _____ Interviewing

APPENDIX

Questionnaire, continued

_____ Specialized reporting
 _____ Terminology
 _____ Printing
 _____ Copyreading and editing
 _____ Business Management
 _____ Proof reading
 _____ Preparation of copy
 _____ Qualifications of journalist
 _____ History of journalism
 _____ Organization of staff

TEACHER TRAINING, EXPERIENCE

1. What degree do you hold? _____ What institution? _____
2. Your collegiate major? _____ Minor _____
3. What special college training have you had in journalism? _____
4. _____
What practical experience? _____
5. What subjects do you teach in addition to journalism? _____
6. Did you secure your present position primarily on your qualifications as a journalist, or were you merely assigned journalism in connection with your other regular program? _____
7. How many years of experience have you had as a teacher? _____
8. Teacher of journalism? _____ (Include this year.)
9. How many years in school where now located? _____
10. Do you sponsor publications other than the newspaper? _____
11. Do you receive any additional salary for sponsoring school publications? _____ If so, what per cent of regular salary? _____

EQUIPMENT AND MATERIALS

1. Do you have a specially equipped room for teaching journalism and sponsoring journalism activities? _____
2. Do you have a school print shop? _____
3. Do you consider your library facilities for journalism study: (Please check x)
 _____ Excellent
 _____ Good
 _____ Fair
 _____ Poor

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REPORT ON CONTENT FOR RECOMMENDED COURSES

National Committee on General Courses in Journalism

The view of journalistic courses in high school and junior college which is taken by leaders in journalistic education may be seen in the following declaration of the National Committee on General Courses in Journalism (1935): (published in Publishers' Auxiliary supplement, January 23, 1937.)

On a quantitative basis, junior college (non-professional) courses in journalism should be paced about twice as fast as high school courses. Reverse of this suggests quantity work in high school courses.

On a qualitative basis, junior college (non-professional) courses in journalism should be paced in such a way as to furnish material of greater mental resistance to students than do high school courses -- chance for somewhat finer correction of writing, insistence on better handling of harder assignments. Reverse of this suggests quality and difficulty of high school courses.

...the proper program for high schools should include not more than one half unit in journalistic writing to be taken at the same time as, or in place of, conventional junior or senior English, a semester course, or one half unit, in Interpretation of the News to count as civics, English, history, or journalism, and a service course with a maximum of one half unit for publication staff members, permitting registration and one fourth unit of credit each semester for two semesters, or equivalent, to count as English or journalism.

...is opposed to an "Introduction to Journalism" course in high schools (such as Journalism 1 for junior colleges), regarding such a course as taking too much time on one profession. It favors attention to journalism as a vocation in an "all vocations" course or guidance clinic and the use of time in other courses for tests in journalistic aptitude.

...favors introduction of the bulk of miscellaneous instruction into the service course for staff workers and opposes distinct courses in advertising management problems, editing, and similar subjects. The service course teaching should be done in staff meetings, personal conferences, and in supervision of the staff work on newspaper, annual and (or) magazine.

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...believes that students expecting to take the high school course in journalistic writing should be encouraged to learn typing.

...recognizes high school courses in printing which involve a unit or more of credit. Such work is largely the problem of the vocational high school. The committee does not encourage establishment of printing departments or units as an adjunct of publication work and journalism courses in general high schools.

...believes the high school program and the junior college program should be so worked out that students can take the high school courses for full credit (to count on graduation and admission to college), and that they can, thereafter, in college take any and all courses in journalism without being penalized in credit or excused because of having had work in high school.

Under the regulations of the National Committee on General Courses in Journalism the high school and junior college courses in journalism and journalistic writing take on a clearly defined character. Descriptions of courses, as outlined by the sub-committee, which made a special study of the high school courses, follow:

A Summary of Courses Recommended

High School Courses

Department of English (or Journalism)

Journalism 1 (or English). Open to high school juniors and seniors with approved records in writing courses. The course should take up the principal newspaper and magazine forms: news story, editorial, feature article, and advertising copy. The emphasis at all times should be on the correction of writing mistakes and on general values. Gathering of news and other material is in order but this should not reduce the amount of quality of writing required. This course may be taught independently of the student newspaper, in cooperation with the student newspaper, or as a part of the work on a student newspaper directed by the faculty member offering the course. In general the following course-time measures should be observed:

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one class period valued at same rate as a class period in literature or foreign language in high school; one laboratory period valued at the same rate as the same amount of time spent in science laboratory; one work room period on paper under a faculty member valued at same rate as practice periods in music or studio period in painting or drawing. Ordinarily this will mean a course meeting five times a week for class or laboratory period for one semester with one half unit of credit. The course may be taken in place of or in addition to regular senior English. The committee recommends that it be taken in addition to regular senior English where the student has the capacity to profit by both. Service course elements may be introduced in this course but should receive not more than a few hours of time; As a general rule students charged with special tasks on student publications can be given individual attention in connection with assignments and correction of their copy, or in the service course.

Time spent by the teacher in supervision of publication work, public relations, and publicity should count on the teaching work load.

The Cleveland Association of Teachers of Journalism, a pioneer organization, discussed, as long ago as at its meeting from February to June, 1923, the courses in newspaper writing that ought to exist in junior and senior high schools. The consensus of opinion was:¹

- (a) That the course of journalism be divided into two semesters and be listed in the prescribed English courses as English Composition -- journalistic writing. This will eliminate the difficulties often found when students apply for college entrance and entrance boards question them about credit for journalism.
- (b) That one half unit for each semester's work be given for the course; but that the first semester's credit be withheld until the student has completed the second semester's work, unless in the opinion of the teacher and the principal there is some special reason for crediting one semester's work.
- (c) That the course be called English composition, Journalistic Writing I, for the first semester's work; and Journalistic Writing II for the second semester.

1. E. K. Fretwell, op. cit., p. 325-26

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- (d) That the first semester's work include a review of the principles of composition and punctuation; and the study of the theory and practice of news writing.
- (e) That the second semester's work be the publication of the high-school newspaper and only students who have completed course I be permitted to enter course II; that these students, supervised by faculty advisers, carry on all the work connected with the editorial and business sides of the publication.
- (f) That teachers in charge of school publications be allowed school time for the work and that their teaching periods be reduced.
- (g) That the teacher of journalism in charge of the publication have no extra-curricular duties except the paper.
- (h) That his classes be two in addition to the journalism classes.
- (i) That he be given no home-room. That study hall work, if assigned him, take the place of a class.
- (j) That a teacher be appointed to supervise the business side of the paper and be allowed one teaching period a day for the work; that he work in conjunction with the teacher in charge of the editorial side of the paper and be responsible for the handling of all details in connection with business problems, including advertising, circulation, and cost of production.
- (k) That the editorial and business staff be named according to merit of candidates by advisers in charge of publications, approved by the principal of the school.
- (l) That definite duties be given each worker on the staff and that he be held strictly accountable for the execution of these duties.
- (m) That business and editorial advisers and staffs cooperate all the time in the work of publication.
- (n) That each student on the staff be required to keep a file of stories he has published to aid the teacher in determining grades.
- (o) That as far as possible work of publication be done as class work each day. That extra hours after school given to publication be credited as outside preparation similar to home work.

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- (p) That credit in the course be given to students in the course who contribute art work, time in soliciting and selling ads, collection of bills and for keeping accounts in connection with business side of paper, relative to advertising and circulation.
- (q) That it is necessary that there be a stated time when the staff meets and remains to write news.

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REVIEW OF JOURNALISM TEXTBOOKS COMMONLY USED IN OKLAHOMA
HIGH SCHOOLS

Review of Writing for Print, journalism text book written by Harry P. Harrington and Miss Evaline Harrington, D. C. Heath and Company, Revised, 1929.

- - -

Harry P. Harrington is director of the Medill School of Journalism at Northwestern University. Miss Evaline Harrington is a member of the department of English in West High School, Columbus, Ohio. In preparing their text, the authors sought the cooperation of teachers, pupils, and newspapermen; but the book is written from the standpoint of the sponsor of a high school publication. The book describes newspaper organization in order to acquaint the reader with the conditions under which newspaper work is done. The instruction in the details of the news-story forms is intended to give the rules and principles underlying the practice of the secondary school newspaper worker. It is a handbook containing typical examples -- culled from secondary publications -- of all kinds of newspaper work that he, the secondary school newspaper worker, is likely to be called upon to do during his secondary school newspaper experience.

The authors say in a Note About the New Edition that "Many things have happened to prove the essential soundness of views and methods advocated as useful allies in the teaching of composition in the schools."

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"Nearly every modernized school (secondary) now publishes a newspaper in which outlet is given for the publication of news, editorials, and special articles of outstanding worth. That writing for a newspaper generates interest and incentive there can be no doubt. A medium is furnished for the chronicling of observations, thoughts, and opinion, the most prized of human possessions. Students learn the value of their work, because it is seen and appreciated by their fellows in the form of printed information. The stories written about people they know and about actual situations and happenings within their own experience."

Table of Contents

Writing for Print, by Harrington and Harrington, Revised 1929.

Part I

Chapter I	Sampling the Newspaper
Chapter II	The Newspaper Office in Action
Chapter III	News Items for the School Paper
Chapter IV	Building the News story
Chapter V	Clubs, Classes, Community Projects
Chapter VI	"How Shall I Write It?"
Chapter VII	Entertainments, Speeches, Interviews
Chapter VIII	Football and Other Sports
Chapter IX	By-line Stories
Chapter X	Copyreading, Headlines, Make-up
Chapter XI	The Reporter's Use of Words
Chapter XII	The High School Editorial Page
Chapter XIII	Facts about Type and Printing
Chapter XIV	Writing Advertisements
Chapter XV	Problems of Business Management
Chapter XVI	Other Types of School Publications

Part II

Copy Desk Practice

Troublesome Words and Phrases

Dictionary of Common Newspaper Terms

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Part III

Chapter Assignments

Index.

A review of Journalism for High Schools, textbook in journalism written by William N. Otto and Mary E. Marye, Harcourt, Brace and Company, N. Y., 1934.

- - -

This book, one of the most popular textbooks of journalism for secondary schools today, is a revision of Mr. Otto's earlier book, Journalism for High Schools, published in 1926. Three new chapters were added in the writing of the new edition, The Story of American Journalism, Business Management and Advertising, and Judging the Results. The National Scholastic Press Association scoresheet is included in the last chapter of the book on Judging the Results.

Six chapters are devoted definitely to the high school newspaper. The book has been modified in such a way as to make it serve more readily those classes which must begin immediately the preparation and publication of a school newspaper.

The quality and variety of exercises have been increased. New, timely illustrations have been added. It is this element of the book that has probably given it so much popularity in secondary schools since its publication. The news stories, feature stories, editorials, illustrations, etc., which are used as examples, are timely and of much interest to high school students. A good variety of exercises follows each chapter.

In the preface of the book, the authors state that the aim

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of the textbook has been to limit the material and activities strictly to the high-school classroom. "It is assumed that the high-school journalism course should not be vocational or professional -- rather, the course should increase the student's sensitiveness to his social environment and offer him the school paper as an organ for expression. Thus, to encourage the student to express himself clearly and concisely is the fundamental purpose of any high-school course in Journalism."

Review of Journalistic Writing, Grant M. Hyde, Second Edition, 1929, D. Appleton and Company

- - -

Grant M. Hyde is professor of journalism in the University of Wisconsin. His book is of the handbook type presenting typical examples of all kinds of newspaper work from well-edited newspapers. More than that it presents an outline for the study of American newspapers -- a study aimed to show prospective citizens what their newspapers are made of and how they are made, what publication problems are and why they exist. The text includes newspaper sketches and research tasks. The technical problems of student publications are treated under fourteen topic heading in the last three chapters in the text.

He says in his preface: "Yet, in spite of all recent developments, the author refuses to abandon the original idea behind the book -- that journalism in high school is primarily a project in motivated composition."

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Table of Contents

Journalistic Writing, Grant M. Hyde, Second Edition, 1929,

D. Appleton Century Co.

- Part I Journalistic Writing
1. Starting the School Newspaper
 2. How to Read a Newspaper
 3. What is Journalistic Writing?
 4. How to Interest People
 5. Telling a Story
 6. Building Action-Stories
 7. Newspaper Paragraphs
 8. Human Interest Stories
 9. Stressing Human Interest
 10. Effective Sentences
 11. Describing a Scene
 12. Using Description in Stories
 13. Words Are Journalistic Tools
 14. Journalistic Expositions
 15. Making Exposition Clear
 16. Printer's Copy
 17. News Stories
 18. Pyramid News Stories
 19. Playing Up the Feature
 20. Reporting Public Addresses
 21. Writing Speech Reports
 22. The Verbatim Interview
 23. Meetings and Symposium Interviews
 24. News of Sports and Athletics
 25. News of Social Doings
 26. Obituary Articles
 27. Special Feature Stories
 28. Editorial Writing
 29. Editorial Page Debates
 30. Editorial Replies
 31. Reporting Dramas and Photoplays
 32. Writing About Musical Events
 33. Stories on New Books
 34. Publicity Writing
- Part II Student Newspapers and Magazines
- I Practical Problems of Publishing
 1. Various kinds of Publications
 2. Organization of Staff
 3. Financial and Business Problems
 4. Size, Type, and Make-up
 5. Systematic Newsgathering
 6. Editorial Shortcuts
 7. Faults to be Avoided

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II Preparing Copy for Print

1. Form of copy
2. Use of Style Sheet
3. Faults in Newswriting
4. Copy Editing
5. Type Directions and Guide-Lines
6. Headlines and Headings
7. Proofreading

III Style Sheet

Appendices

I Books on Journalism

II List of Representative
Newspapers

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Review of High School Journalism Workbook by Orval C. Husted, Published by the author, 1935.

- - -

This workbook, used extensively in Oklahoma high school classes of journalism, was compiled and published as a result of twenty years teaching experience by the author, Orval Husted, in the Sand Springs, Oklahoma High School. This manual has become increasingly popular in high schools of other states, and is now found in use in the secondary schools of practically all states.

The workbook is a compilation of projects, notes, string-book, and stylebook to be used, according to the author, "to motivate a course in high school newswriting."

Husted compiled the manual primarily from a number of mimeograph papers which he had written and collected gradually for use in teaching his journalism classes. The need for a detailed organized plan for news writing was seen by the author, and he compiled his successful materials into the form of the present workbook so that other teachers might profit from his results.

The workbook, according to the author, has two purposes: First, to assist the students to read newspapers and magazines more intelligently and to discriminate between articles which are worth reading and those which are not; second, to give him the correct methods of gathering and writing school news for the school and other newspapers.

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Table of Contents

High School Journalism Workbook, Orval Husted, 1935.

Journalistic Writing Compared with Literary Writing
News Writing Technique Differs
Sources of School News
Assembling Information Into a Story
How to Begin the Story
What Makes a Story Have News Value
Analysis of a News Story
Types of Writing
Newspaper Headlines
Faulty Heads to be Corrected
Freedom of the Press
A Style Book for the H. S. Newspaper Staff
Preparing Copy for Publication
Human Interest and Feature Stories
Why Not Write a Feature About --
Brisbane Lists Biggest News Stories
Handling the Latest Developments
Reading Over the Copy
Boiling It Down
Weeding out the Bromides
Some Common, but Troublesome Words
"Right Word" Test
Eliminating Typographical Errors
Putting the Humor Column Across
Skip It
Comment and Interpretation -- The Editorial
Spelling Lessons -- 20 Words a Week

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SUGGESTED REFERENCE BOOKS FOR HIGH SCHOOL JOURNALISM CLASSES*

- Bastian, George C., and Case, Leland D., Editing The Day's News. Chapters 2, 3, 4, 10, 12, 13, 16. The Macmillan Company, New York. 1932.
- Bleyer, Willard G., Newspaper Writing and Editing. Chapter 14. Houghton Mifflin Company, New York, 1913.
- Bleyer, Willard G., Newspaper Writing and Editing (Revised). Chapters 2, 3, 12, 13, 14. Houghton Mifflin Company, New York. 1932.
- Farley, B. M., What To Tell The People About The Public Schools. Read all of this book. Bureau of Publications, Teachers College, Columbia University (Contributions to Education, No. 355). New York City. 1929.
- Flint, L. H., The Editorial. Chapters 1, 4, 5, 10, 11. D. Appleton Century Company, New York. 1923.
- MacDougall, Curtis D., Reporting For Beginners. Chapters 1 through 8. The Macmillan Company, New York. 1932.
- Mott, George Fox, and others, An Outline Survey of Journalism. Chapters 3, 5, 6, 7, 8, 10, 23, 25, 26, 27, 32, 33. Barnes and Noble (College Outline Series), New York. 1937.

SUGGESTED JOURNALISM WORKBOOKS

- Bonney, W. C., Journalism Activity Book. Times-Journal Publishing Company (100 East Second Street), Oklahoma City, Okla.
- Greenawalt, Lambert, A Student's Journalism Laboratory. Thomas Nelson and Sons, New York. 1937.
- Husted, Orval C., High School Journalism Workbook. Write to author of publication at Sand Springs High School, Sand Springs, Oklahoma.

Suggested for sponsors of Mimeograph papers --

How to Plan and Publish a School Paper by The Mimeograph Process. A. B. Dick Company, Chicago, Illinois.

*Prepared by the Publications Department, Oklahoma A. and M. College, Stillwater, Oklahoma.

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