

South Dakota State University

Open PRAIRIE: Open Public Research Access Institutional Repository and Information Exchange

Electronic Theses and Dissertations

1969

The Status of Journalism in North Dakota High Schools

Neil Rae McFadgen

Follow this and additional works at: <https://openprairie.sdstate.edu/etd>

Recommended Citation

McFadgen, Neil Rae, "The Status of Journalism in North Dakota High Schools" (1969). *Electronic Theses and Dissertations*. 3574.

<https://openprairie.sdstate.edu/etd/3574>

This Thesis - Open Access is brought to you for free and open access by Open PRAIRIE: Open Public Research Access Institutional Repository and Information Exchange. It has been accepted for inclusion in Electronic Theses and Dissertations by an authorized administrator of Open PRAIRIE: Open Public Research Access Institutional Repository and Information Exchange. For more information, please contact michael.biondo@sdstate.edu.

THE STATUS OF JOURNALISM IN
NORTH DAKOTA HIGH SCHOOLS

BY

NEIL RAE McFADGEN

A thesis submitted
in partial fulfillment of the requirements for the degree
Master of Science, Major in Journalism,
South Dakota State University
1969

SOUTH DAKOTA STATE UNIVERSITY LIBRARY

THE STATUS OF JOURNALISM IN
NORTH DAKOTA HIGH SCHOOLS

This thesis is approved as a creditable and independent investigation by a candidate for the degree, Master of Science, and is acceptable as meeting the thesis requirements for this degree, but without implying that the conclusions reached by the candidate are necessarily the conclusions of the major department.

Scott Phillips
Thesis Adviser

5-16-69
Date

Scott Phillips
Head, Journalism and Mass
Communication Department

5-16-69
Date

ACKNOWLEDGEMENTS

I wish to express my gratitude to my adviser, Dr. George H. Phillips, Head of the Department of Journalism and Mass Communication, for his guidance, encouragement, and suggestions which contributed to the completion of this study.

I also wish to thank the secondary school principals, publications advisers, and journalism teachers throughout the State of North Dakota whose cooperation made this study possible.

NRM

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Review of the Literature	5
Objectives of the Study	13
II. METHODOLOGY	14
III. FINDINGS	17
Background of Adviser	17
College Training	24
Practical Journalism Experience	30
Related Factors	32
Journalism Program	38
Newspaper Objectives	44
Financing the School Paper	53
Staff Selection	64
IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS .	70
Summary	70
Procedure	70
Major Findings	71

TABLE OF CONTENTS (continued)

Chapter	Page
Conclusions	74
Recommendations	76
V. BIBLIOGRAPHY	78
VI. APPENDIX A	82
Journalism Courses Offered For Credit In North Dakota High Schools.	82
List Of North Dakota High Schools Responding Who Publish School Newspapers	86
List Of North Dakota High Schools Responding Who Do Not Publish School Newspapers	105
VII. APPENDIX B	108
Letter of Transmittal	108
Questionnaire	109
Follow-up-Letter	112

LIST OF TABLES

Table	Page
1. Distribution Of Newspaper Advisers In North Dakota High Schools According To Major Teaching Field	25
2. Distribution Of Newspaper Advisers In North Dakota High Schools According To Other Majors	26
3. Distribution Of Newspaper Advisers In North Dakota High Schools According To Other Minors	27, 28
4. Distribution Of Newspaper Advisers In North Dakota High Schools According To Undergraduate Journalism Credits	29
5. Distribution Of Newspaper Advisers In North Dakota High Schools According To Graduate Journalism Credits	30
6. Distribution Of Newspaper Advisers In North Dakota High Schools According To Professional Experience	31
7. Distribution Of Newspaper Advisers In North Dakota High Schools According To College Publications Experience	32
8. Distribution Of Newspaper Advisers In North Dakota High Schools According To Course Loads	33
9. Distribution Of Newspaper Advisers In North Dakota High Schools Who Receive Extra Pay For Duties	34

LIST OF TABLES (continued)

Table	Page
10. Distribution Of Newspaper Advisers In North Dakota High Schools According To Amount Of Released Time Granted For Publication Duties	35
11. Distribution Of North Dakota High Schools Offering Journalism Courses For Credit	42
12. Distribution Of North Dakota High School Newspapers According To Rating Of Objectives	51
13. Distribution Of North Dakota High Schools According To Methods Of Financing The School Newspaper	58
14. Distribution Of North Dakota High School Newspapers According To Frequency Of Publication	63
15. Distribution Of North Dakota High School Newspapers According To Methods Of Staff Selection	67, 68

CHAPTER I

INTRODUCTION

With the mass media exerting a tremendous influence on our day-to-day living, scholastic journalism with its emphasis on mass communication becomes a vital part of any high school curriculum.

Career literature written about opportunities in journalism strives to motivate the high school student to consider professional journalism as his life's work. Even though the percentage of high school students who have been active in journalism functions and then elect professional journalism as a career has been small in the past, there has been a decided increase in the college journalism enrollments since the year 1951. According to the Newspaper Fund, sponsored by the Wall Street Journal, 19,229 young people were majoring in journalism careers in 1965 as opposed to 8,769 in 1951. The fact remains that whether the high school students make the decision to pursue a professional career in journalism or not, they continue as consumers of the mass media after graduation from high school. As they assume their role in adult living, they become more cognizant of the media which reflect the American way of life. With this in mind,

it seems necessary to be aware of what the journalism program should entail when one is thinking of the high school programs, professional journalism and journalism as offered in teacher-training institutions.

For nearly two centuries some form of journalistic activity has existed in the secondary school. In an article appearing in the September 14, 1968 issue of the Saturday Review, Hillier Krieghbaum states:

School journals are among the oldest of American publications going back to 1777, less than a year after the Declaration of Independence was signed in Philadelphia and less than a century after the first newspaper appeared in Boston in 1690. Although no copy exists of the initial issue, which was dated June, 1777, one of the issues put out during the fall of that year still survives. It is a neatly hand-written copy called The Students' Gazette and was prepared by the students of the William Penn Charter School in Philadelphia. In contrast to some of the conventional publications of today that are reluctant about coverage beyond the strict limits of their schoolyards, this earliest known issue refers in its first paragraph to "the many Disturbances which have arisen in this State". Thus the tradition for broad-beam coverage is old, indeed. (23:143)

The Literary Journal, the earliest surviving printed high school paper, was published by the Latin School in Boston. The date of the paper was May 9, 1829. It would seem that this was not the first printed school publication because an article in the first issue of The Literary Journal stated that the students were launching their paper due to the success of papers in other schools. (23:143)

It was on January 22, 1948, that about seven hundred alumni and students gathered at Shortridge High School, Indianapolis, Indiana, for the purpose of attending a reception and banquet at the school, honoring

the fiftieth anniversary of continuous publication of the Shortridge Daily Echo. At that time the Echo was recognized as being one of the four high school dailies in existence. In addition, it held the unique position of being the world's oldest high school daily newspaper. In 1948, according to the National Scholastic Press Association, the only other high school dailies were the Chatterbox of George Washington High School, Danville, Virginia; the Crane Tech Chronicle, Crane Technical High School, Chicago, Illinois; and the Daily Pinion of Hawaii.

Earlier publications which preceded the Echo were the Dawn, a monthly publication, and the Annual. These two appeared in 1893 and they constituted the first publications of Indianapolis High School, which is now known as Shortridge High School. Later publications were the Silent Spectator, in 1896, and the Comet, in the same year. The Silent Spectator was a four-page paper published every two weeks while the Comet was published weekly.

The first issue of the Daily Echo appeared on the scene September 26, 1898. At that time there were about one thousand students enrolled and the paper was distributed to them free of charge. Following this, the school board, on December 16, 1898, granted \$250 for the purchase of a press for the high school. In 1948, the Shortridge Daily Echo was still being printed in the school's own print shop. (18:316-317).

It was in 1912 that the first known class in high school journalism was instituted in Salina, Kansas. After this the movement became widespread in the 1920's. This was apparently the result of an effort to motivate students in English composition and to broaden the curriculum beyond the traditional classical subjects.

In the 1930's and 1940's high school journalism came of age when school boards, superintendents and principals noted its educational value. (16:389-390)

Evidence points to the contention that scholastic journalism can no longer be called the unwanted reject of education.

Four points support the statement that high school programs have improved greatly, and continue to do so.

1. Teachers are better prepared.
2. Curriculum is being strengthened.
3. Libraries are more complete.
4. Students are more industrious. (31:4)

Emery, Ault and Agee point out that, "The best estimates are that approximately 45,000 senior and junior high school publications--newspapers, magazines and yearbooks--are being issued regularly. More than 1,000,000 students work on these publications, which cost collectively around \$36,000,000 a year." (16:389)

In North Dakota 216 or 88 percent of the 247 schools returning the questionnaire publish a student newspaper.

Review of the Literature

Much of the literature dealing with the role of journalism in the educational program has been published in the form of textbooks, articles in professional journals, pamphlets, workbooks and periodicals. Most of this literature stresses the need for upgrading journalism programs in the secondary school, for better training of journalism instructors, and for creating an interest in careers in professional journalism on the part of the student. Research related to the activities of high school journalism seems to be restricted primarily to the doctoral dissertations, unpublished master's theses, and general surveys.

The purpose of this study is closely allied with the findings presented in these theses, dissertations, and surveys which deal with the various aspects of high school journalism programs.

John Boyd's dissertation, completed at Indiana University in 1960, was designed to gain a better insight into the problems which confronted the newspaper advisers in Indiana. He also investigated, in depth, the instructional program, and the high school newspaper itself. The research was conducted by mailing a four-page questionnaire to

the high schools in the state that published newspapers and in turn he selected thirteen schools at random. These schools taken from those who had not replied to the questionnaire were studied in depth through the use of personal interview. Other background information was gleaned from literature in the field, correspondence and interviews.

Some of the major findings as a result of this study were as follows: (1) 63 percent of the first year advisers were not hired specifically for that purpose; (2) the turnover rate for advisers was high as supported by the fact that 50 percent were still in their first five years of advisership; (3) 58 percent of the novice advisers had no background in college journalism courses, and after beginning as advisers, only 8 percent went on to take journalism courses; (4) 98 percent of those interviewed had experienced editorial and business advisership while half indicated that they were also yearbook advisers as well as sponsors and directors of allied activities; (5) an average of seven hours a week was spent by each adviser on outside-the-classroom functions pertaining to publication duties; (6) 55 percent received no additional pay or fringe benefits for their job of adviser; (7) 71 percent were engaged in full time classroom duties in addition to their advisership; (8) 36 percent were held responsible for overseeing all publications work and instruction of journalism following class sessions; (9) 44 percent of the schools which published a newspaper

did not have formal journalism instruction; (10) 68 percent included a class in journalism, as a separate class, in their class offerings and 32 percent incorporated their journalism instruction with English; (11) a greater percentage of the time utilized in beginning journalism classes was spent on theory rather than on the actual production of the publication; (12) objectives strived for in the journalism program were highly varied; (13) hours of credit received by students taking courses in journalism ranged from 0 to as many as 12; (14) methods used in the selection of editors and staff members indicated that the adviser was most instrumental.

Boyd drew the following conclusions from his findings: (1) the administrator should strive to make the advisership a desirable position and this may be accomplished by hiring qualified advisers and by making allowances in the class load; (2) the qualified journalism teacher may be made available by implementing definite journalism education programs within the state; (3) a common course of study should be prepared and then adopted by the state so that teachers may use it as a standard; (4) because the student publications do have an impact on school and community functions, the administrator cannot do without a qualified adviser and a well-rounded journalism program. He recommended that the state department require stringent requirements for the certification of journalism teachers and by doing this the state will

recognize that publications programs and journalism classes need to be directed by teachers who have received special training. He also feels that the adviser should receive formal recognition along with extra compensation for his duties. By doing this and by including a course in journalism in the curriculum, the result will be better publications which will aid in bringing about better school and community relations. (6:119-120)

Sister Mary Bertha, P. B. V. M., high school journalism teacher and publications adviser at Shanley High School, Fargo, North Dakota, completed a survey to determine whether state departments of education do require a journalism background for advisers of newspapers and yearbooks. The survey was done in a 1961 summer journalism seminar course at Creighton University and was based on the question "Does your state require that high school journalism instructors have taken courses in journalism?"

In the final analysis, 17 of the 47 states replying stated that they did not require that journalism instructors have formal training in the area of journalism.

In her summary, Sister Mary Bertha pointed out that 68 percent of the states that replied did not require journalistic training for their instructors. However, 60 percent indicated that journalism courses

were required of their instructors but these were usually found in the English sequence.

From this, Sister Bertha concludes that if 68 percent of the state departments require no formal courses, then they must view the journalism program as being extracurricular providing an activity for interested students.

The author also notes that one should be aware of the fact that the results of this survey include only state departments of education and do not pertain to requirements as set up by the individual school districts.

Recommendations for consideration related to this survey suggest that colleges geared to teacher preparation and journalism schools interested in increasing the efficiency of publications activities and journalism programs should take some action so as to offer workshops, summer courses for credit and publications conferences which would enable the teacher of journalism or the publication adviser to become more proficient. (36:41-42)

Laurence R. Campbell, head of the Department of Educational Foundations in the School of Education at Florida State University, found that advisers in the Southeast are confronted with five major problems. He reached this conclusion after receiving answers from 186 advisers from 6 states. He observed that the answers might well be

similar to those which advisers in other regions would cite as being their major areas of concern.

The five major problems of concern to the advisers surveyed are (1) finding sufficient finances for school newspapers; (2) securing facilities which may be deemed adequate; (3) receiving support and cooperation from the faculty; (4) preparing newspaper staffs to carry out their duties; and (5) becoming qualified as an adviser of the newspaper.

Campbell also states that these problems as set down by the advisers should be of interest to administrators, teachers, state departments of education, schools concerned with training teachers, and journalism schools, in addition to the state and national press associations.

Conclusions related to the financing of the school paper are that (1) a charge should be made for the high school paper rather than distributing it free; (2) advertising should appear in the high school paper as the paper does offer the student a chance to gain some business experience and, too, the paper is a good advertising medium; (3) it shouldn't be necessary for the paper to be in competition with activities other than student publications for the local advertising dollar.

In reference to journalism facilities, Campbell had this to say:

(1) the listings in the school libraries are meager in the area of jour-

nalism courses and student publications; (2) administrators see the need for specifically equipped classes for home economics, science and business but it is evident that journalism activities may be conducted in any work area; (3) budgets take into consideration favorite subjects and activities while student journalism must go begging.

Further comments, pertaining to cooperation of faculty and administration, were made by Campbell: (1) the adviser is responsible for improving attitudes toward the newspaper and its staff; (2) where the publications facilities are poor, it becomes obvious that the cooperation of the principal is lacking; (3) if advisers are fearful, modest, or apathetic, cooperation will remain nil and the problems will remain the same until advisers take some action to solve them.

Still further conclusions were cited which deal with the preparation of members of the newspaper staffs: (1) there is a definite need for students to enroll in an introductory journalism course and they should investigate the merits of taking an advanced course; (2) public opinion and informative facets of the newspaper should take precedence over the entertainment factor; (3) the publication should be free from censorship.

Finally, Campbell states the following as it is related to the preparation of the adviser: (1) the majority of the advisers do not have the background to enable them to guide the student in the pursuit of

nalism courses and student publications; (2) administrators see the need for specifically equipped classes for home economics, science and business but it is evident that journalism activities may be conducted in any work area; (3) budgets take into consideration favorite subjects and activities while student journalism must go begging.

Further comments, pertaining to cooperation of faculty and administration, were made by Campbell: (1) the adviser is responsible for improving attitudes toward the newspaper and its staff; (2) where the publications facilities are poor, it becomes obvious that the cooperation of the principal is lacking; (3) if advisers are fearful, modest, or apathetic, cooperation will remain nil and the problems will remain the same until advisers take some action to solve them.

Still further conclusions were cited which deal with the preparation of members of the newspaper staffs: (1) there is a definite need for students to enroll in an introductory journalism course and they should investigate the merits of taking an advanced course; (2) public opinion and informative facets of the newspaper should take precedence over the entertainment factor; (3) the publication should be free from censorship.

Finally, Campbell states the following as it is related to the preparation of the adviser: (1) the majority of the advisers do not have the background to enable them to guide the student in the pursuit of

nalism courses and student publications; (2) administrators see the need for specifically equipped classes for home economics, science and business but it is evident that journalism activities may be conducted in any work area; (3) budgets take into consideration favorite subjects and activities while student journalism must go begging.

Further comments, pertaining to cooperation of faculty and administration, were made by Campbell: (1) the adviser is responsible for improving attitudes toward the newspaper and its staff; (2) where the publications facilities are poor, it becomes obvious that the cooperation of the principal is lacking; (3) if advisers are fearful, modest, or apathetic, cooperation will remain nil and the problems will remain the same until advisers take some action to solve them.

Still further conclusions were cited which deal with the preparation of members of the newspaper staffs: (1) there is a definite need for students to enroll in an introductory journalism course and they should investigate the merits of taking an advanced course; (2) public opinion and informative facets of the newspaper should take precedence over the entertainment factor; (3) the publication should be free from censorship.

Finally, Campbell states the following as it is related to the preparation of the adviser: (1) the majority of the advisers do not have the background to enable them to guide the student in the pursuit of

excellence other than pursuit directly related to the student newspaper; (2) the principal is directly responsible for these conditions, as he should insist that the adviser be properly certified to teach journalism and direct publication activities; (3) actually much of the difficulty may be traced to the fact that accrediting bodies, state departments of education and departments of education within the system allow low standards of teacher preparation; (4) the English teacher should be well prepared in reading, speech and journalism, or in any other field which stresses the communicative arts. (9:8-11)

Charles F. Morelock completed a survey at the University of Kansas in the spring of 1962 to determine adviser qualifications, whether he taught an organized class in journalism, his attitudes toward teaching journalism, his relationship with the administration, and whether the state department should make provisions for a common journalism curriculum.

Questionnaires were sent to 320 Kansas high school newspaper advisers. One hundred eighty-one replied which constituted 57 percent of the total number. (26:3-4)

Morelock came to some general conclusions after completing his study. These are that (1) the adviser in the large school seemingly has a better journalism background than the teacher in the small

school; (2) fringe benefits, such as fewer classes, lighter extracurricular loads and extra pay, are noted more in the larger rather than the smaller schools; (3) almost all of the advisers in both large and small schools felt that English teachers are not qualified to handle journalism instruction unless they have formal training in journalism; (4) finally, most of the advisers contacted wanted to see a state-wide journalism association established and they also felt that high school journalism should be much more unified. (26:66-67)

Objectives of the Study

The objectives of this study are to make inferences based on compiled data related to a recent appraisal of the status of journalism in North Dakota high schools. Specific areas covered are (1) training of advisers; (2) course offerings in journalism; (3) newspaper objectives; (4) financial support of the paper; and (5) publications practices and staff selection.

Conversations with advisers attending high school journalism workshops at Dickinson State College, Dickinson, North Dakota, confirmed the need for this study and also for the establishment of journalism programs in the high schools and in teacher training institutions.

It is hoped that the results of this study will give support to the need of teacher education in the field of journalism.

CHAPTER II

METHODOLOGY

Because the objectives of this study were to gather and evaluate information about journalism activities such as training of advisers, course offerings in journalism, newspaper objectives, financial support of the paper, and publications practices and staff selection, it became necessary to contact all of the high schools in North Dakota.

Prior to conducting the survey to determine the status of journalism in these high schools, research was accomplished in the way of telephone conversations, personal letters, and library readings, all of which were related to some aspect of journalism education. Following this, theses, dissertations and general surveys were secured through library loan at Dickinson State College library. After making a comparison of earlier studies, this researcher prepared a questionnaire which was then sent to the principals of all operational North Dakota high schools.

The personal interview was not a feasible method of gathering the needed data so, in lieu of this approach, the mail questionnaire was used so as to reach the greatest number of teachers who are active in some phase of the journalism programs.

The study is restricted to student newspapers in North Dakota high schools. Since a list of secondary school teachers having journalism duties was not available, the schools contacted were those listed in the North Dakota Educational Directory for 1967-1968. The study was completed in the spring of the 1967-68 school year and does not include student publications other than newspapers.

Making up the survey were public, non-public and Federal Indian schools.

Periodicals comprise a greater portion of the selected references as only a small number of books deal with the objectives as set forth on page 13 of this study.

The principal of each school, listed in the above directory, was sent a two-page questionnaire. The cover letter which explained the reason for the survey was sent along with the questionnaire. In the letter, the principal was asked to see that the newspaper adviser complete and return the form and, in the event the school did not publish a paper, the principal was asked to write in the name of the school and write none on the questionnaire. A self-addressed, stamped envelope was enclosed with the mailing. The cover letter and the questionnaire appear in Appendix A to this study.

The first mailing of cover letters and questionnaires was completed on April 16, 1968. A follow-up letter containing the original

questionnaire was sent to schools which had not responded by May 1, 1968. A total of 301 high schools were operational in the state at the time of the survey. Of the 301 schools queried, 247 or 82 percent either completed the questionnaire or indicated that they did not publish a school newspaper.

Out of the 247 responses, 216 published school newspapers whereas 31 did not. This resulted in 216 usable responses or 72 percent of the initial questionnaires mailed.

Information from the returns was classified and tabulated, and an evaluation was then prepared in regard to the objectives of this study as they relate to journalism programs in North Dakota.

CHAPTER III

FINDINGS

Background of Adviser

The meaning of the term, journalism, has changed considerably since the era when the first formal attempts were instituted to establish programs in journalism education. Although the term has always been associated with the communication process, it now includes a body of knowledge and of theory and an experimental program and research in communications viewed as behavioral science.

The movement to establish programs of journalism education in the United States became intimately interrelated with the development of American journalism. Finally, in 1890, the present-day view of a newspaper boasting a capable staff and a huge circulation had evolved, and the obvious need for a trained staff led to interest in journalism education.

In a survey completed by Deforest O'Dell, he found that in the last quarter of the nineteenth century many colleges and universities, especially in the Midwest, were including course work in journalism. These courses were usually offered by the English departments.

O'Dell makes mention of fourteen institutions as having made inroads into the field between 1873 and 1903. In these first courses, emphasis was placed on writing as a journalism tool.

In 1888, Eugene Camp, of the Philadelphia Times, in a speech delivered at Wharton School, University of Pennsylvania, put forth a plea for journalism to become a profession. He also advocated that as a profession journalism should encompass high standards based on a broad liberal education. Possibly due to Camp's influence, the first organized program with actual graduates was established at the Wharton School of Business in 1893.

From the years 1908 to 1925, a rapid development of journalism curricula took place. A trend came about in the 1920's which leaned toward thinking of journalistic education as a broad, liberal education while a minimum of attention was placed on techniques. (14:21-25)

Just as there was a need in 1890 for trained staffs in the field of professional journalism, there has been over the years and there will continue to be a definite need for well-trained teachers to instruct journalism classes and advise publications in the high schools of our nation.

William A. Boram is the author of an article which he says is the result of a study dealing with the amount of instruction that teacher

training institutions should make available to prospective teachers who will eventually be required to teach journalism and advise publications.

Literature on journalism or teacher education provided meager aid for the purpose of this investigation as was substantiated by Alvin E. Austin in a relevant study done for the Dow Jones and Co. in 1958.

While Austin was looking into problems plaguing professional journalism, he turned up evidence related to the teacher training question. His report supports the contention that there is a severe shortage of teacher-training institutions which do offer journalism programs for their students. Too, this may be one of the factors responsible for the lack of new talent filtering into the mass media of communication, especially the press. (5:242)

The origin, he says, is the "... low status of high school journalism, probably the prime source of new recruits for the newspaper profession. Teachers and advisers often are poorly trained for their jobs and overloaded with other subjects..." In order to improve the situation, Austin makes a plea for "... better training and more accurate information for the high school journalism teacher--to make his or her role more effective." (5:242)

At the time that Austin completed his report in 1958, there were 191,243 students enrolled in high school journalism classes. He also found that more than one-third of all the high schools in the nation did

have at least one journalism course in their curriculum and almost all of the schools had at least one student publication. The alarming fact was that out of the 71,887 college graduates holding degrees in secondary teaching only 68 were adequately prepared to teach journalism. Also, 161 colleges engaged in teacher training offered 805 courses in journalism. Out of the 161 offering such courses, only 20 institutions had programs which offered a major and just 39 offered minors.

(5:242)

Boram cited the following conclusions based on the integration of data from the sources that he consulted: (1) if the high schools are to have qualified journalism teachers, they must come from teacher training institutions; (2) universities which have accredited journalism schools provide all forms of journalism but they are preparing the student more for positions in mass media rather than to teach journalism in the secondary schools; (3) there are few state educational directories that make mention of certification requirement for journalism and instead they may list these courses as English credit; (4) the states that do list requirements usually specify a minimum from 6 to 12 semester hours of work; (5) of all the regional accrediting agencies, the North Central Association of Colleges and Secondary Schools is the only one to have definite certification requirements in journalism. (5:242-243)

In 1968, the above agency set the language arts requirements at 18 semester hours. These hours pertained to English, speech and journalism. English teachers were to have at least 18 hours of English. However, not more than five semester hours could apply to speech and/or journalism. Thirteen semester hours were required of the speech teacher and of this total, five semester hours was to be in the area of speech. Finally, the journalism teacher should have 13 semester hours of English and in addition, he should have at least five semester hours in journalism. (11:16)

For the year 1969, North Central's standards for the English teacher are 24 semester hours of English, which should include an appropriate distribution in the areas of literature and composition. In addition to this requirement, five semester hours in speech and/or journalism may be applied toward meeting the requirement. However, the North Central has added journalism as a separate category for the year 1969. The requirements here are 24 semester hours or more and the minimum which is acceptable is five semester hours of journalism with sufficient additional work in related fields to bring the total hours of preparation to at least 24 semester hours. (11:50)

According to an excerpt from a newsletter published by The Newspaper Fund, Inc., the related field might include social sciences besides English and the languages. (34:2)

Those North Dakota schools which do offer a course or courses in journalism and desire full accreditation by the North Central Association must meet the requirements in the area of journalism as set down by the Association for the year 1969.

Too, the North Dakota Department of Public Instruction has minimum standards for the certification of English and journalism teachers. For the teacher of English, at least 16 semester hours or 24 quarter hours of English preparation are required. The journalism teacher must have 11 semester hours of English along with five semester hours of journalism. (12:2)

The National Council of Teachers of English has joined other professional organizations in recognizing that journalism and publication activities are necessary in the learning process to communicate effectively. The Council passed a resolution regarding journalism at its 1967 convention held in Honolulu. The resolution, considering time allotment, makes provisions for (1) adequate classroom instruction; (2) teacher preparation; and (3) proper consultation with the staff members who are in charge of producing the publication. (33:2)

In summarizing his findings, Boram observes that the evidence seems to indicate that there is a definite place in the teacher-training institution for a formal journalism program. Not all institutions of this nature need to offer extensive offerings but they may extend the

limited amount of work being done in this field at the present. States which offer nothing in the way of journalism teacher education should make provisions for such instruction and too, states which do have state-supported colleges could offer journalism in one or two of these institutions. This would meet with the approval of principals who, in a Dow Jones Foundation survey, gave their support (by better than 99 percent) for journalism courses, not just as frills but as an integral part of the secondary program. (5:244)

George Pearson, in his M. A. thesis, University of Minnesota 1966, makes mention of the fact that of the 325 advisers studied, 52 percent were given an advisership in their first year of teaching. Out of this group only 24 percent had anticipated becoming an adviser to a school newspaper at the time they entered the teaching profession. He also found that the majority of the advisers surveyed lacked formal journalism training. Although it is not realistic to expect that all high school advisers have at least a minor to be qualified, the complete absence of any preparation becomes quite alarming. In situations where there are no minimum standards required of the adviser, it would seem desirable for the adviser to arm himself with some actual experience or course work. (28:41-42)

Jane E. Dumire found in her survey for the M. S. degree in journalism at West Virginia University in 1962 that the facts gathered also

point to the lack of adequately trained publications advisers and journalism instructors. Of the responses returned, principals indicated that there were only two teachers with majors in journalism among 286 advisers. (15:20)

College training: In this study 218 advisers are represented in the results from 216 schools which stated that they do publish newspapers. Variance in the figures is due to the fact that two papers have co-advisers. Out of the 218 responding advisers, only one has a major in journalism while four indicated that they have minors.

The greater number of publications advisers listed English as their major teaching field whereas business education was rated as being second to English. Table 1 on the following page reveals that 47 percent or 115 listed English as their major teaching field and 31 percent or 77 listed business education as their major field.

TABLE 1

DISTRIBUTION OF NEWSPAPER ADVISERS IN NORTH DAKOTA
HIGH SCHOOLS ACCORDING TO MAJOR TEACHING FIELD

Major Teaching Field	Number of Advisers
Administration	3
Business education	77
English	115
Foreign Language	5
History	4
Home Economics	1
Library Science	1
Math	6
Music	4
Physical education	4
Psychology	1
Science	6
Social Science	9
Speech	4
Vocational education	1
No response	4
Total	245

In addition, as may be seen in Table 2 on the following page, advisers listed a total of 289 other majors, with 101 or 35 percent checking English as their major and 78 or 27 percent listing business education as their major field.

TABLE 2

DISTRIBUTION OF NEWSPAPER ADVISERS IN NORTH DAKOTA
HIGH SCHOOLS ACCORDING TO OTHER MAJORS

Other Majors	Number of Advisers
Administration	2
Art	1
Business education	78
Chemistry	1
Counseling & Guidance	1
Education	10
English	101
Foreign Language	6
Geography	2
History	10
Home Economics	5
Math	8
Music	6
Philosophy	3
Physical education	12
Physics	3
Political science	1
Psychology	3
Science	4
Social Science	15
Sociology	2
Speech	1
Theology	1
No response	13
Total	289

Table 3 points out that social science ranked first in order for other minors with a total of 33 advisers checking this field while 28 checked English and 21 checked library science.

TABLE 3

DISTRIBUTION OF NEWSPAPER ADVISERS IN NORTH DAKOTA
HIGH SCHOOLS ACCORDING TO OTHER MINORS

Other Minors	Number of Advisers
Art	2
Biology	5
Botany	1
Business education	7
Drama	1
Economics	7
Education	13
English	28
Foreign Language	19
Geology	1
Geography	3
History	9
Home Economics	4
Industrial Arts	1
Library Science	21
Math	7
Music	8
Philosophy	2
Physical education	11
Political Science	2
Psychology	5
Science	12
Social Science	33
Sociology	1
Speech	12

TABLE 3 (continued)

Theology	1
Writing	1
None	2
No response	56
<hr/>	
Total	275
<hr/>	

Results from this study and earlier studies on high school journalism would seem to support the fact that the majority of advisers to publications are selected from the areas of English and business education. The logic behind this may be that English teachers are thought of as having a knowledge of writing whereas business teachers are equipped to operate duplicating machines.

Few of the advisers who returned the questionnaire met the minimum requirements as set down by the North Central Association of Secondary Schools or by the North Dakota Department of Public Instruction. Sixty-eight of the 218 advisers, or 31 percent, said they had taken undergraduate courses in journalism. The number of undergraduate hours acquired by the advisers ranged from a low of two to a high of 50. Twenty-nine or 13 percent had taken only four quarter hours of undergraduate work in journalism. The results may be observed in Table 4 on the following page.

TABLE 4

DISTRIBUTION OF NEWSPAPER ADVISERS IN NORTH DAKOTA
HIGH SCHOOLS ACCORDING TO UNDERGRADUATE
JOURNALISM CREDITS

Undergraduate Quarter hours*	Number of Advisers
2	5
3	5
4	29
4½	5
6	7
8	7
9	2
10	1
12	1
13½	2
15	1
19½	1
25	1
50	1
Total	68

*Semester hours converted to quarter hours.

In Table 5 on the following page, one can see that a total of 13 of the advisers responding had graduate courses in journalism to their credit. This represents only 6 percent of the total number of advisers responding.

TABLE 5

DISTRIBUTION OF NEWSPAPER ADVISERS IN NORTH DAKOTA
HIGH SCHOOLS ACCORDING TO GRADUATE
JOURNALISM CREDITS

Graduate Quarter hours*	Number of Advisers
$1\frac{1}{2}$	3
3	2
4	2
$4\frac{1}{2}$	2
9	2
12	1
$16\frac{1}{2}$	1
Total	13

* Semester hours converted to quarter hours.

Practical Journalism Experience: Professional journalism experience was very limited with the exception of two responding advisers. One had a total of 12 years experience in newspaper and television work which was acquired prior to entering the teaching profession two years ago. The one adviser who has a major in journalism has had twenty years of professional experience including the following: newspaper reporting, feature and special writing, country and foreign correspondence and column writing, advertising and editorial writing,

editing small quarterly, magazine articles--travel stories, feature stories and photo essays, contributor to books and linotype operator.

As reflected in Table 6, only 6 percent or 13 of the advisers had any professional journalism experience.

TABLE 6

DISTRIBUTION OF NEWSPAPER ADVISERS IN NORTH
DAKOTA HIGH SCHOOLS ACCORDING TO
PROFESSIONAL EXPERIENCE

Professional experience	Number of Advisers
Yes	13
No	136
No response	69
Total	218

Practical experience on the college scene consisted of 70 advisers or 32 percent having worked in some capacity on the college newspaper. Only 29 or 13 percent were active on the college annual.

(See Table 7 on the following page.)

TABLE 7

DISTRIBUTION OF NEWSPAPER ADVISERS IN NORTH
DAKOTA HIGH SCHOOLS ACCORDING TO
COLLEGE PUBLICATIONS EXPERIENCE

College publications experience	Number of Advisers
College newspaper	70
College annual	29
No experience on any college publication	99
No response	20
Total	218

In answer to the question: "Would you be in favor of a teaching minor, consisting of 32 quarter hours, being offered in journalism at the college level?" more than 50 percent or 114 advisers stated that they would be in favor of such a minor being offered. However, 63 of the advisers were not in favor of the minor, while two were doubtful and 39 did not respond to the question.

Related Factors: Administrators should take into consideration course loads, extra pay for advisers and released time when they make assignments to school publications. Special thought given to these

areas may result in the adviser doing an excellent job of guiding the students in journalism.

Three advisers, in this study, stated that they teach no other classes besides journalism. One teaches only one class in addition to journalism and seven teach two classes.

Course loads for advisers would vary then from three who teach no other classes than journalism to 63, or 29 percent, who teach five other classes and 42, or 15 percent, who teach four other classes.

TABLE 8

DISTRIBUTION OF NEWSPAPER ADVISERS IN NORTH DAKOTA
HIGH SCHOOLS ACCORDING TO COURSE LOADS

Number of courses taught other than journalism	Number of advisers
One	1
Two	7
Three	11
Three and one-half	3
Four	42
Four and one-half	2
Five	63
Six	9
More	3
None	3
No response	74
Total	218

Eighty-three of the responding advisers receive extra pay for their duties. Compensation ranged from a low of \$25 per year to a high of \$800 per year. Thirty-three percent, or 27 advisers, receive \$100 and 24 percent or 20 receive \$50 per year. (See Table 9 below.)

TABLE 9

DISTRIBUTION OF NEWSPAPER ADVISERS IN NORTH DAKOTA
HIGH SCHOOLS WHO RECEIVE EXTRA PAY FOR DUTIES

Amount received	Number of advisers
\$ 25.00	3
30.00	3
50.00	20
75.00	6
98.00	2
100.00	27
125.00	2
150.00	9
200.00	5
325.00	2
350.00	1
800.00	2
No response	2
Total	83

One hundred thirty-five advisers, or 62 percent, do not receive extra compensation for their duties as adviser to the newspaper.

Only 19 advisers, or 8 percent, were granted released time to devote to the publications. One hundred ninety-two advisers are not granted any released time and seven advisers did not respond to this question. The amount of released time appears in Table 10 below.

TABLE 10

DISTRIBUTION OF NEWSPAPER ADVISERS IN NORTH DAKOTA
HIGH SCHOOLS ACCORDING TO AMOUNT OF RELEASED
TIME GRANTED FOR PUBLICATION DUTIES

Amount of released time	Number of advisers
All that is needed	2
2 hours every 6 weeks	2
2 weeks at end of school year	1
Class time	2
One class period per day	2
One hour per day	3
Ten hours	1
Few hours	1
Varied amount	1
No response	4
Total	19

There is a need then for the teacher who really knows what he is doing when he assumes the duties as a teacher of journalism or as an adviser to student publications.

Campbell states that there are two basic requirements needed to institute a quality program of student journalism within the school. These are a principal who is concerned and a teacher who has the necessary qualifications. There is a fallacy in the belief that just because a teacher is qualified to teach English, he is automatically qualified to promote quality publications and give guidance to the student journalists.

When administrators are interviewing prospective teachers, they might keep the following things in mind in the area of journalism: (1) does the candidate have previous experience on college publications; (2) has he either minored or majored in journalism; (3) does he have any other special qualifications such as working for the professional press; (4) does he really have a sincere desire to become a publications adviser? (7:4)

Campbell says:

Employ a qualified teacher. Don't give him a full teaching load and then expect him to help students publish quality publications in his spare time. Provide him with facilities, equipment, and the supplies he needs. Listen to him when he consults you about his problems, particularly finance.

Where there are good high schools, there are good school principals. Where there are good student publications, there are good student publication advisers. Quality in student journalism requires the joint efforts of a qualified principal and a qualified adviser.

A teacher of quality can make the difference--in student journalism. (7:4)

Many teachers who have become enthusiastic about journalism after being appointed adviser to a publication, have had the opportunity to upgrade their capabilities in this field and to improve their prestige as teachers of journalism. This support afforded to high school journalism has come from the Newspaper Fund, Inc. The Fund receives full support from the Wall Street Journal. (16:391)

Since 1959, the Newspaper Fund has received contributions from Dow Jones in excess of \$2.2 million. Of the programs sponsored by the Fund, the oldest makes provisions for high school teachers to attend summer workshops and seminars. In 1967, 204 teachers attended nine seminars held in cooperation with journalism schools. In addition, 228 teachers attended 13 workshops which were conducted at various colleges and universities throughout the United States.

The Fund's summer study program began in 1959 and since that time, 4,800 teachers have taken advantage of the Fund's offer of financial help to attend these programs. (32:6-13)

By taking advantage of the Fund's program, workshops held at colleges and universities and in-service training, the newspaper adviser can make the effort to become a better qualified teacher and too,

he may find that opportunities do exist, through newspaper functions, to help the student to realize his worth as a student journalist.

Journalism Program

The concept of what high school journalism should include has changed since the appearance of the first publications in the early half of the nineteenth century. Emphasis has shifted back and forth and at one time or another the journalism program has included activities both within and without the curriculum. The subject matter may have been viewed as advanced composition, study of the newspaper, applied composition, or even vocational study.

Journalism has made lengthy strides during the last quarter century, but it still has a long way to go before it actually involves the greater portion of any student body. At present, most students' only contact with journalism is through reading the student newspaper.

While the status of early school journalism was not clear, possibly due to the novelty or disagreement as to what the course should entail, today's situation seems, in many respects, to be firmly established. Although there may have been few comprehensive courses of study for journalism prepared in the past, national and state journalism associations, along with state departments of education, seem to be

aware of the need and have developed a few which fit the needs of their particular area.

As Scott points out, most high school courses strive to achieve two aims:

1. An understanding of how the typical newspaper functions.
2. An understanding of basic skills associated with working on a newspaper--skills such as news writing, proofreading, interviewing, and feature writing.

The course of study need not be merely a set of rigid rules to follow. However, it should be a guide for the teacher of journalism and the adviser of the publication. (29:155-156)

In regard to new approaches to high school journalism, the Curriculum Commission of the Journalism Education Association is developing a curriculum guide and course of study for communications. Features of the guide will afford creative suggestions to the English teacher of composition, literature, and/or journalism. Flexibility is a factor related to the six basic units cited: communications theory, press and society, research, informative writing, persuasive and critical writing, and production techniques. The Commission was formulated following the realization of the need for (1) a text not publication-oriented, (2) the locating and cataloguing of better background material, (3) more and better qualified students undertaking formal journalism course

work, (4) updating of scholastic journalism curricula, and (5) proper training facilities and appropriate focus for courses purporting to train journalism teachers. (21:4)

Educators should be well aware that journalism does have its place in the school curriculum. It may be an elective and should qualify fully with such courses as creative writing and composition. The course, because of its nature, can aid the student in stating his ideas correctly, clearly, objectively, and concisely while he is recording fact rather than subjective opinion.

The course work may require much reading and an ample amount of journalistic writing under the supervision of the instructor. A good deal of the work done by the student in such a course will be affiliated with the development of the student publication. The journalism teacher should be fully aware of the need of a balanced program with the student in mind, because it is for the student that the school exists. (22:1-2)

Whether the course is in journalism or some other field, it should be geared to the situation in which the students find themselves at the time. With this in mind, it should be quite clear that journalism courses should not be standardized to the degree that students involved in such activities study exactly the same problems every year.

(10:131)

In high schools where a journalism course or courses are offered, the adviser would seem to have a distinct advantage over the adviser who is not so fortunate to work under such conditions. In many cases the journalism class produces the school paper, and even if this is not true, the adviser can rely on students who have taken a journalism course and who should, then, have a basic understanding of newswriting and the mechanics of producing the paper.

A decided influence in upgrading the school newspaper would be the offering of a class in newswriting. Again, even if the class is not designed to edit the paper, they still form a nucleus from which to select the editorial staff. Too, the formal training gained by the students taking the class will be an asset to the establishment of good newspaper standards and procedures. The fact that the students have had writing experience will aid them in finding appropriate material for the paper. (24:33)

It was found, in this study, that the number of schools offering journalism as part of their curriculum was relatively small. Twenty-two percent, or 47 of the 216 schools publishing student newspapers listed journalism as being a part of their curriculum. Two factors that may have a bearing on this low percentage are the lack of trained advisers and conditions preventing the secondary school from offering

teaching positions which would deal entirely with teaching journalism and advising publications.

Of the 47 schools referred to above, 15 percent or 42 offer only one course. Thirty-eight of these schools grant 1/2 credit for the one class offered; here one would have to assume that the course is only taught one semester of the school year. Four of the schools which offer only one course grant one credit for the course. (See Table 11 below.)

TABLE 11

DISTRIBUTION OF NORTH DAKOTA HIGH SCHOOLS OFFERING JOURNALISM COURSES FOR CREDIT

Number of courses offered	Number of schools
One	42
Two	3
Three	2
None	167
No response	2
Total	216

Three schools, Bismarck High School, Litchville High School, and West Fargo High School, have two courses available to their

students, while only two schools, Central High School of Grand Forks, and Minot High School offer three courses. (For a complete listing of schools and courses offered, see Appendix A., page 82.)

In answer to the question "Will additional courses in journalism be added?" only advisers from six schools or 3 percent of the 216 schools which have newspapers implied that additional courses in journalism would be added. Ten of the respondents were doubtful in regard to the question posed, indicating that addition of courses would depend mainly upon the availability of a qualified instructor or adviser. Thirty-five of the schools did not respond to the query, and the balance of 164 schools, or 76 percent, stated that they did not expect any additional courses to be added in the immediate future.

A West Virginia study of high school journalism points out that many principals in that state have a desire to incorporate journalism in the curriculum of their particular schools; however, the small enrollments of these schools makes it almost impossible for them to secure teachers of special subjects. Another factor affecting this problem was that journalism teachers were leaving the state to secure positions in other states where the salaries were considerably higher. Fourteen other administrators made the observation that there were not enough qualified journalism teachers to fill their present needs. If the certification of journalism personnel in West Virginia became a

reality, the demand to add courses would rise; however, the actual inclusion of these courses in the curriculum would again fall back on the supply of trained journalism personnel. (15:26)

Whether the school has course offerings and whether their student newspaper is of a high quality in regard to content and format seems to stem from the basic problem of training enough teachers in journalism practices to enable the schools to realize the above goals.

Newspaper Objectives

Objectives or functions of the high school newspaper are highly varied, depending on the specific needs and particular philosophy of each school. Whatever the function may be, educators have come to view the school newspaper as an indispensable activity within the school program.

The paper becomes a project which fosters natural interest on the part of the student. It is an activity which may be easily related to functional learning situations; in this sense it provides the student with the opportunity to see composition and rhetoric come alive in light of their own life interests and purposes. (3:5)

Where many of the required courses are failing to reach goals, student journalism as reflected in the newspaper is successful in achieving this goal. Too, as the school newspaper improves in quality,

it naturally becomes an effective means of giving the student valuable experience and training.

Still, the school newspaper does not exist merely for the purpose of providing an interesting pastime for the student who is an active member of the staff. It becomes important to the entire student body as well as to the community at large. This publication has extensive influence which may work constantly for the benefit of all concerned.

(3:5)

The school paper has an important role to fill. If it is to fulfill its purposes, all those concerned must come to recognize three basic facts:

The first point is that the adviser as well as the staff member must realize that the school paper should exemplify the highest standards of journalism and that the paper is not to be viewed as merely a toy to be used for the amusement of a select few within the school.

Secondly, the school newspaper should serve a definite need; in this vein, if a single issue of the paper were missed, its absence would be sorely felt. There should be an anticipation about receiving the paper, and following publication it should be enjoyed and discussed if it is to be successful.

Thirdly, the school paper should have a qualified adviser at the helm. It is a rare instance when one finds that the student staff has

the maturity and judgment to carry on the affairs of the paper. Many of the activities in the high school function well because the students feel that the faculty member in charge is capable of directing the business of that activity to the best interests of all concerned. However, many students believe that they should have complete control of the school paper without interference from anyone. As a result, the adviser finds that his job of guiding the students in matters of journalism becomes extremely difficult. The good adviser will strive to instill practices of good journalism within his students; if this is achieved, he may find that there is need for little censorship or direct control.

(4:267-269)

Drastic journalistic improvement is being observed in our nation's high schools. The most striking example of this is seen in the subjects that today's student journalists are writing about.

These are the conclusions of Saul J. Waldman, assistant manager, Newspaper Information Service, American Newspaper Publishers Association.

Waldman, writing for Quill Magazine, states that the school administrator now sees the school paper in a different light. The paper is much more than just another extracurricular activity to contend with throughout the school year. Where the administrator takes this stand,

he finds that he is receiving a paper of high quality rather than just a gossip sheet, a personal mouthpiece, or a cheer-leader-in-print.

The gossip column, which was at one time the center of interest in newspapers, is practically non-existent in today's high school newspapers. Waldman also observes that there seems to be far less concern in the areas of the class play, the basketball team, or the honor roll than there has been in the past.

He sees today's student journalist as being more aware of problems which directly affect the society in which they live. Stories in the school paper may deal with integration, dropouts, drug addiction, quality of education, and censorship in the school library.

Because of these new interests, the students are becoming involved in depth reporting, which in turn results in quality writing. The professional journalists are aware that the upgrading of subject matter and quality writing go hand in hand. (13:4)

With the emphasis on the nature of subject matter appearing in high school papers changing, it would seem that some of the objectives of the newspapers, as set down by each school, will necessarily have to be revised.

Benz and Dawson state, "School journalism achieves many of the major objectives of secondary education. It meets the basic aims of instruction in English and the social sciences. It trains the boys and

girls for effective citizenship. Young journalists working on school publications are fortunate in having special opportunity." (3:5)

Also, student journalism offers a challenge to the student in the realm of his everyday living. A program of this type will prepare the student to become organized, cooperative, and responsible, and to develop skill in human relations. Besides this, qualities of personality and character, which include tact, tolerance, initiative, leadership, punctuality, dependability, and self-confidence, may be developed to a high degree.

Student journalism can give the student an insight into the role of the press in democracy, the relationship of the press to the consumer of news, and the mechanical procedure necessary to the production of a newspaper.

The school newspaper may be very influential in bringing about a unified spirit within the school. It is a medium for creating and expressing school opinion which could result in group action for the good of the school. By doing this, it is developing a strong esprit de corps.

Aside from serving the students and the school, the newspaper can be an effective force in the community. Here the paper can inform the public so as to change attitudes and create a better understanding of the functions of the school. Creating a desirable community attitude in

regard to the school should be one of the objectives of the student newspaper. (3:6-7)

Campbell says, "Every issue of the newspaper publicizes the school. If it ignores the classroom, the public may assume that secondary education consists of athletic contests, club meetings, and social activities. Nor will emphasis on queens prove that it stresses education for democracy." (7:5)

Campbell in A Principal's Guide to High School Journalism lists aids to teenagers participating in high school journalism:

Understand, appreciate and evaluate mass media and allied agencies.

Gather, verify, and present significant facts effectively with both objectivity and imagination.

Write simply and clearly to inform, influence, and entertain.

Produce quality student publications for their peers.

Explore professional opportunities for careers in journalism.

Develop qualities of character and traits of personality desirable in American citizens. (7:15)

Arnold and Kriegbaum in The Student Journalist list these objectives for the school paper:

To inform the readers.

To influence them.

To amuse them.

To serve the readers and the community. (2:4-5)

Spears and Lawshe in High-School Journalism have cited the following objectives of the paper:

- To educate the community as to the work of the school.
- To publish school news.
- To create and express school opinion.
- To capitalize the achievements of the school.
- To act as a means of unifying the school.
- To encourage and stimulate worth-while activities.
- To aid in developing right standards of conduct.
- To promote understanding of other schools.
- To provide an outlet for student suggestions for the betterment of the school.
- To develop better interschool relationships.
- To promote co-operation between parents and school. (30:8)

Respondents were asked to rate the top three objectives as (1-2-3). In addition, they were directed to check those objectives which were also included in their program. The fact that the objectives were not listed in specific order was stressed. The following objectives were included and are found on page 2 of the questionnaire:

1. Provides a laboratory for the training of students in journalism.
2. Creates better community and school relations.
3. Aids students in understanding, appreciating, and evaluating mass media and allied agencies.
4. Helps student to gather, verify, and present significant facts effectively with both objectivity and imagination.
5. Encourages student to write simply and clearly to inform, influence and entertain.
6. Offers training in organization, business methods, commercial art, salesmanship, bookkeeping and business management.

7. Produces quality student publications for their peers.
8. Offers opportunities to explore professional careers in journalism.
9. Develops qualities of cooperation, tact, accuracy, tolerance, responsibility, initiative, and leadership.

TABLE 12

DISTRIBUTION OF NORTH DAKOTA HIGH SCHOOL
NEWSPAPERS ACCORDING TO
RATING OF OBJECTIVES

Number of objective	Rated #1	Rated #2	Rated #3	Also checked
1	21	3	9	16
2	30	19	27	45
3	3	9	9	23
4	23	37	21	37
5	22	41	37	37
6	8	15	16	27
7	13	11	7	30
8	2	4	2	16
9	52	34	40	38
No responses to rank: 37				

From the distribution, appearing in Table 12 on previous page, it becomes evident that the advisers felt that objective number nine was the most important. Fifty-two of the total of 218 advisers checked this objective as being first, 34 listed it as second, 40 marked it as third, and 38 selected it as being included in their program.

Of all the objectives listed, number eight was the least checked by the advisers. Only two of the respondents listed this objective as first, four listed it as second, two listed it in third place, and 16 checked it as being included in their program.

Number nine led in the order of the total number of first place choices, while number five came in second. The greater number of third place ratings was also attributed to number nine. Objective number two received the most ratings with reference to the statement, "Other objectives which are included in the program."

Joseph M. Murphy, Director of the Columbia Scholastic Press Association, had this to say about aspects of the paper which are closely related to the objectives of the student newspaper just discussed:

To me, the physical, financial, staff membership and adviser-ships are passing phases. The essential idea is the educational aspect of the paper, how it fits into the program of the school, what it does for the youngsters, does it help them later on, is it an educational asset, and things like that. It's like clothes-- they are supposed to cover nakedness, protect from the elements, and be suitable for person, personality and locality. The real thing, and the only reason they exist, is for the comfort and convenience of the living being underneath. The student

publication we see is an external manifestation; the basic thing is what effect it has on the educational development of those who work with it. (27)

Financing the School Paper

Whatever method of reproduction is used for the school paper, the problem of financing the project is foremost in the minds of all concerned. Where will the money come from?

Benz and Dawson say that the letterpress newspaper is obviously the most expensive with the offset process being next in terms of cost. However, this is not always true, as in some instances this process will be more expensive than letterpress. If it is necessary to economize, the mimeographed paper may be the answer.

No matter what method of reproduction is selected, the cost of publishing should not make or break the effort to come up with a good, quality newspaper. In fact, with recommendations made by the adviser, each newspaper should choose the printing process that is best suited to its resources and needs.

Generally, student newspapers may be financed by one of the following methods: (1) paid subscription, (2) paid advertising, (3) subsidization by the school district, or (4) student fees. Some schools will necessarily utilize all of the above approaches, or they may come up with a combination of any of the four mentioned.

Of the four methods cited for raising money to run the paper, advertising will, by far, entail the most work for the adviser and his staff. (3:42)

Means of financing the paper should be determined prior to the publishing of the actual paper, and this pattern should be worked out for the entire school year. This will involve setting up the advertising campaign, signing the contracts with the printer, and making provisions for subscription drives. It is the responsibility of the person in charge of finances to insure that there will be enough money, preferably with some to spare, to meet all expenses for the school year. Advertisers are reluctant to purchase space for their ads in a newspaper which is in financial trouble. (4:275)

Hyde emphasizes the need for the paper to be self-supporting by saying this:

To serve all purposes, the student newspaper must be self-supporting.

The student is growing up in a world in which all publications--all media of communication--must pay their own way.

The basic conception of press freedom is self-supported publication.

No subsidized communication can ever be free or effective.

For the student editor to produce a "subsidized" newspaper is to give him a completely false conception of the American journalism he will live with.

The student newspaper must pay its own way with subscriptions, sales and advertising--like adult periodicals. Then it is no burden to the school.

That is being done in hundreds of colleges and thousands of schools.

To be self-supporting, the newspaper must be allowed to carry advertising.

The student editor lives in a society in which all communications--newspapers, magazines, radio, television-- is [sic] financed by the sale of commercial advertising. No other support is known in American journalism.

Publication training is not complete without experience in financing the periodical with advertising. It is completely unrealistic. (20:1)

Aitken adds support to Hyde's viewpoint when she states this:

High schools which distribute a student newspaper supported entirely by a student activity fund or an allocation from a school board or district are selling their journalists short.

By not encouraging advertising in publications, or at worst, prohibiting the practice entirely, these schools are bypassing professional experience for students and an essential service to local businessmen.

Students who edit and publish newspapers that carry no advertising are not receiving the total picture of the profession. It is unrealistic to publish a paper that does not depend on a business staff for revenue. Professional publications could never survive on funds provided by subscriptions alone and businessmen would have a difficult time selling their products without newspaper advertisements. (1:5)

Whenever high school newspaper advisers get together, the topic as to whether the student paper should carry advertising is usually discussed at some length. Both those for or against advertising have

valid arguments which they present to lend support to their respective positions.

There are some schools which may not permit advertising to appear in the student paper; these are usually subsidized by funds from student fees or by administrative appropriations. In most schools, where subsidizing is not in effect, advertising seems to be the best source of revenue.

Following are some thoughts expressed by teachers either for or against the appearance of advertising in school papers.

Teachers opposed to advertising say this:

1. The school paper should provide writing experiences for the students. If it is cluttered up with advertising, there is not enough space for news and feature stories.
2. I am an English teacher. It is not my job to teach business. Supervising the advertising program can be a full time business job.
3. Solicitation of advertising for the paper takes the students out of class and away from school.
4. Merchants are 'dunned' for everything. They will have more respect for the paper and the school if they are not solicited for advertising.
5. Advertising places the school paper on a commercial basis. No medium of the school should be used to help one merchant gain advantage over a competitor.
6. Advertising in the school paper takes advertising revenue from commercial papers. Commercial papers are or can be great supporters of the schools. Nothing should be done by the schools to impede the revenue of the commercial press.

Teachers in favor of advertising claim this:

1. The advertising or business 'side' of the school paper

provides numerous and varied learning experiences for many students. In journalism classes and on paper staffs there are some youngsters who do not have an aptitude for or interest in news and feature writing. They can find an outlet for their interests and abilities in the varied activities of the business department.

2. Advertising in the school newspaper does not detract from the advertising lineage of commercial papers. Businessmen who believe in advertising, and most of them do or they are not in business long, budget so much money for advertising. The smart businessman knows it is wise to use several different media to get across his message.

3. The solicitation of advertising teaches boys and girls many things they can use throughout life such as (a) how to speak effectively (b) how to sell (c) how to layout an advertisement (d) how to keep books and (e) how to collect money and issue receipts.

4. Advertising teaches youngsters to read and study the advertisements in commercial publications. Our economy is based upon advertising, to a great extent, and we should learn all we can about it. (19:253)

The student newspapers in North Dakota high schools are financed in a variety of ways. The greatest number are subsidized from appropriations made by the school district. Papers financed in this manner total 57 of the 216 schools returning and responding to the questionnaire. Fifty-one of these schools indicated that a combination of paid advertising and paid subscriptions constitutes their total means of support. While 13 papers were financed from student fees, only six stated that they were completely financed by monies from advertising.

Other methods of financing or combinations of several methods are shown in Table 13 on the following page.

TABLE 13

DISTRIBUTION OF NORTH DAKOTA HIGH SCHOOLS
ACCORDING TO METHODS OF FINANCING THE
SCHOOL NEWSPAPER

Method of Financing	Number of Schools
1. Paid subscription	23
2. From student fees	13
3. Subsidized by school	57
4. Paid advertising	6
Other:	
Combination of 1 and 2	2
Combination of 1 and 3	15
Combination of 1 and 4	51
Combination of 2 and 3	5
Combination of 2 and 4	11
Combination of 3 and 4	4
Combination of 1, 3 and 4	10
Combination of 1, 2 and 3	2
Combination of 1, 2 and 4	1
Combination of 2, 3 and 4	3
Combination of 1, 2, 3 and 4	3
Sold per copy and #4	1
Fund raising activities	2
Sold per copy	2
Play receipts, solicited donations and #1	1
Concessions, # 2 and #4	1
Sponsored by merchants and #2	1
Published as part of weekly newspaper	1
10¢ per copy and #3	1
Total	216

Arnold and Krieghbaum state that "the high school market is a tremendous one. It is estimated that high school students in the United States annually spend 170 million dollars . . . it is well worth the investment of some ad dollars by a merchant to get his share of the market." (2:157-158)

Ward in an article on Finance made mention of the fact that in a speech Mr. Les Moore, sales manager of the J. C. Penney Company, revealed to a group of newspaper publishers that \$13 billion is spent by the nation's teenagers in a single year. (35:9)

Aitken makes reference to a survey of the amount of money spent by the students of an Omaha high school. The results were that some 2,400 teenagers spent over \$225,000 in just one semester. Their money went for typical items such as haircuts, clothes, records, and telephone calls. However, it was a rare occasion when the barber shop or telephone companies advertized in the school paper. A study similar to the one conducted in Omaha was done in Kansas City; this one revealed that 1,300 students spent over \$304,000 in one year.

(1:5)

As a means of communication, advertising may have a vital influence on the high school student as a consumer of goods and services. It has been and will continue to be a significant part of our culture. The services that advertising performs for our cities, states,

and nation can also be realized by the secondary schools. Both the advertiser and the consumers may benefit equally through a relationship based on sound educational principles. (8:6)

Publications Practices

A variety of approaches may be adopted by the adviser to prepare the school paper for publication. This might be done as an extra curricular activity; it could be a project for the journalism or some other class, or it could be a combined function of the journalism class and an extra curricular group. Too, a decision has to be made as to the production method to be used by each student newspaper. Needless to say, cost will be a prime factor to consider.

Letterpress, offset and mimeograph are generally thought of as being the three chief means of newspaper production. However, the staff may elect two other possibilities, which are the dittoed newspaper or a page appearing in a professional paper.

Letterpress usually makes the paper look more professional. However, this process is the most expensive, because the students do not become engaged in any of the work with the exception of pasting up the dummy. Even though the cost is high, this method is the most convenient for the staff who merely deliver the dummy to the printer and then a few days later pick up the finished product.

In the letterpress process, the metal actually touches the paper to leave an impression which appears in the form of pictures and stories within the newspaper.

Some staffs may desire to save money on the printing costs; if this is true, they could use the offset process. This method consists of photographing the text which has been pasted onto the dummy. A plate is made from the negative; the plate is then placed on the offset press, where copies of the paper are reproduced.

In this process, the metal does not touch the paper; instead it comes in contact with a rubber blanket, which in turn prints the image onto the paper.

The offset method affords the student the opportunity to become involved in the actual mechanics of publishing a paper. In some cases, the students, through the use of a special typewriter, may set all of the type needed for their school paper. Because the students do set the type and paste up the dummies, the staff may realize quite a reduction in production costs.

The last of the three basic methods of production is the mimeograph, which is much less costly than the other two mentioned. The staff may be using school equipment, so that the only real cost to contend with would be the purchase of paper and stencils. The final

typing of the copy is done on a stencil, which is then placed onto the mimeograph machine which prints the paper. (17:51-52)

Comments by advisers in reference to the approaches used to prepare the school paper for publication were that 172, or 80 percent of the school newspapers published in North Dakota, were prepared as an extra curricular activity. Out of the 216 schools publishing newspapers, only 12 percent or 26 indicated that their papers were prepared for publication as a result of being integrated into the journalism class. While nine of the papers published were a combination of extra curricular activities and integration into a journalism class, one was integrated into an English class, two were integrated into office practice class, and one was integrated into typing and general business classes.

The mimeographed paper led in methods of reproduction with 51 percent or a total of 111 papers, using this printing process. In descending order, 52 were dittoed papers, 33 were offset, 12 were letterpress, two were a combination of mimeo and ditto, and one was a combination of offset and letterpress. Five gave no response to this question related to methods of production.

Frequency of publication varied from one school, which publishes weekly, to one which publishes annually. The most common response was that of publishing every six weeks by 57 percent, or 122,

of the total number of schools responding. This was followed by 48 schools which publish monthly and 13 which publish four issues per year. (See Table 14 below)

TABLE 14

DISTRIBUTION OF NORTH DAKOTA HIGH SCHOOL
NEWSPAPERS ACCORDING TO FREQUENCY
OF PUBLICATION

Publication frequency	Number of schools
Weekly	1
Every 2 weeks	3
Every 3 weeks	1
Monthly	48
Every 6 weeks	122
Bi-monthly	2
4 issues per year	13
4 to 6 issues per year	1
3 to 6 issues per year	1
5 issues per year	6
5 to 6 issues per year	1
At random	1
No response	8
7 issues per year	2
6 to 8 issues per year	1
8 issues per year	1
10 issues per year	1
10 to 11 issues per year	1
10 issues plus extra editions	1
Annually	1
Total	216

The staff may solve its production problems by making use of the yellow pages in the telephone book. The names of printers, engravers, and duplicating firms are listed there, and by merely taking the time to contact these concerns, staffs can get information on current printing costs and on new techniques being used in the printing business. The staff should consider asking for bids on the production of their paper; they should also be aware of factors, other than money, which help to produce a quality newspaper.

Conferring with staffers and advisers from other schools may also help in gaining insights into the solving of production problems.

(17:53)

There is no stock answer as to which method of producing the school paper is best for each school. This will depend on functions that the paper is to serve, on funds available to the staffs, and on the existing situations at each school.

Staff Selection

The adviser, especially the novice adviser, who finds that established guidelines are there for him to follow may be fortunate indeed. However, after he has evaluated the peculiarities of his situation, he may want to alter some of the publications practices as they exist in his particular school. The one area of deep concern to most advisers

is the selection of reliable staff members, which becomes quite a challenge even to the most seasoned of advisers.

Whether the production of the paper is a class project or an extra curricular activity, the adviser might keep in mind that his main objective is not to prepare the student for a career in professional journalism but to give the student a variety of experiences depicting newspaper work. If the students are given an ample amount of work and responsibility, the interest in professional journalism may logically follow.

When it comes to the selection of staff for the student newspaper, an adequate sample of the entire student body should be considered for positions. If this is done, all facets of school life may find representation on the school paper; however, it is imperative that some basic qualifications be established prior to the actual selection of staff members. One method might make use of the application form which could include such information as grade average, past experience, class schedule, and positions desired.

Milner and Flynn set down the following methods of staff selection:

1. The simplest way (but not always the most successful) is to make an announcement inviting all interested students to meet the sponsor at a specified time and place.
2. Recruitment through the English department will get the better writers. If English teachers are asked to help select staff members, they will also help to interest them in applying.

3. Permitting students to recruit their dependable friends is another method which may or may not work to the advantage of the paper. If this method is used, the sponsor should watch with careful eye to prevent a clique on the staff.

4. The sponsor may wish to seek out members of various groups and invite them to join the newspaper staff. This method will avoid cliques, but it places loyalty to the sponsor as a chief reason for assisting.

5. An ideal method is for the sponsor and principal to form a two-member committee to select the top editors of the paper. Other members of the staff may be filled from student applications. (25:4)

Should the key personnel be selected by the principal, by the adviser, by a faculty committee? Campbell states an emphatic no. The reason for this is that none of the above methods give the students a voice in choosing their leaders. Campbell points out that better plans for the selection of key staff might be that students are chosen by the class in journalism, by members of the publications staff, by editors of the newspaper, or by a Board of Publications.

Campbell feels that it would be desirable for staffs to publish a handbook which would outline policies and procedures in the form of records, standards of work, and the advancement of staff based on adequate performance. (7:18)

Results from schools responding to the portion of the questionnaire dealing with staff selection indicate that 29 percent, or 62 of the North Dakota high schools that publish newspapers, select their members

from volunteers. In 22, or 12 percent of the schools, the adviser selects the staff, and in 8 percent, or 18 of the schools, the staff is selected from students enrolled in journalism classes. A total of 24 different methods of staff selection is represented in Table 15 below.

TABLE 15

DISTRIBUTION OF NORTH DAKOTA HIGH SCHOOL
NEWSPAPERS' ACCORDING TO METHODS OF
STAFF SELECTION

Method of selection	Number of schools
1. Selected from volunteers	62
2. Selected by adviser	22
3. Selected from students enrolled in journalism class	18
4. Qualifications of student	12
5. Selected by editor and adviser	12
6. Elected by student body	11
7. Selected from junior class following in-service training	7
8. Selected by adviser and former staff	6
9. Selected by students	5
10. Selected by editor	5
11. By application	5

TABLE 15 (continued)

12. Volunteer and election	4
13. Class election	4
14. Elected by senior class	3
15. Elected by student vote and selected by faculty	3
16. Selected by English department and faculty	3
17. Selected by faculty	3
18. Pre-requisite, journalism student	2
19. Staff and faculty appointment	2
20. Senior class volunteers	2
21. Selected by publications board	1
22. Selected on basis of writing ability	1
23. Junior class volunteers	1
24. Student council selection of editor who selects staff	1
25. No response	21
<hr/>	
Total	216
<hr/> <hr/>	

If the selection of staff members is left up to the students, these students may make poor decisions, just as adults are inclined to do.

Whatever the outcome, the school environment should afford the real life opportunities for the selection of responsible leaders. (7:18)

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Procedure: A greater portion of the literature reviewed for this study emphasized the need for upgrading journalism programs in the secondary school, for better training of journalism instructors, and for creating an interest in careers in professional journalism on the part of the student. Material for this study was gathered from doctoral dissertations, unpublished master's theses, general surveys, periodicals, and books.

The purpose of this study was to provide a recent evaluation of the status of journalism programs in North Dakota high schools. Specific areas investigated were training of advisers, course offerings in journalism, newspaper objectives, financial support of the school paper, and publications practices and staff selection.

Public, non-public, and Federal Indian schools were contacted for this survey, which was conducted during the second semester of the 1967-68 school year.

A mail questionnaire along with a cover letter was sent to principals of the 301 operational schools throughout the state. Of the 301 schools queried, 247 or 82 percent either completed the questionnaire or indicated that they did not publish a newspaper. Of the 247 responding schools, 216 published school newspapers whereas 31 did not. The final result was that there were 216 usable responses or 72 percent of the initial questionnaires mailed.

The data from these returns were classified and tabulated, and an evaluation was then prepared to acquaint the reader with the objectives of this study as they relate to journalism programs in North Dakota.

Major Findings:

(1) Only one of the 218 responding advisers has a major in journalism, while four of the advisers pointed out that they have minors in the field.

(2) Forty-seven percent or 115 listed English as their major teaching field, and 31 percent or 77 listed business education as their major field.

(3) Sixty-eight of the 218 advisers or 31 percent stated that they had taken undergraduate courses in journalism.

(4) Thirteen of the advisers responding had graduate courses in

journalism to their credit, which represented only 6 percent of the total number of advisers checking the questionnaire.

(5) The only adviser with a major in journalism stated that she has had 20 years of professional experience.

(6) Seventy advisers or 32 percent indicated that they had worked in some capacity on the college newspaper, while 29 or 13 percent were active on the college annual staff.

(7) More than 50 percent or 114 advisers stated that they would be in favor of a journalism minor being taught at the state college level.

(8) Course loads for advisers vary from three who teach no other classes than journalism to 63 or 29 percent who teach five other classes, and 42 or 15 percent who teach four other classes.

(9) Eighty-three of the advisers receive extra pay for their duties. This compensation ranged from a low of \$25 per year to a high of \$800 per year. Thirty-three percent or 27 advisers receive \$100 and 24 percent or 20 receive \$50 per year.

(10) Only 19 advisers or 8 percent were granted released time to devote to the publication of the newspaper.

(11) The number of schools offering journalism as a part of their curriculum was relatively small. Twenty-two percent or 47 of the 216 schools publishing student newspapers listed journalism as being

part of their curriculum.

(12) Only six schools or 3 percent of the 216 schools which have newspapers implied that additional courses in journalism would be added. One hundred sixty-four schools or 76 percent stated that they did not expect any additional courses to be added in the immediate future.

(13) In reference to objectives of the school paper, 52 of a total of 218 advisers checked number nine "develops qualities of cooperation, tact, accuracy, tolerance, responsibility, initiative, and leadership" as being first. Thirty-four listed it as second, 40 marked it as third, and 38 selected it as being included in their program.

(14) The greatest number of student newspapers in North Dakota are subsidized from appropriations made by the school district. Papers financed in this manner total 57 of the 216 schools returning and responding to the questionnaire. Only six stated that they were completely financed by monies from advertising.

(15) The majority of high school papers were published as an extra curricular activity. One hundred seventy-two or 80 percent of the papers were published in this manner.

(16) The mimeographed paper led in methods of reproduction with 51 percent or a total of 111 papers using this method, followed by offset with 33.

(17) The most common response in regard to frequency of publication was every six weeks as stated by 57 percent or 122 of the total number of schools responding. This was followed by 48 schools which indicated that they publish monthly.

(18) The most popular method of staff selection was the selection of members from volunteers as supported by the fact that 29 percent or 62 of the North Dakota high schools used this approach.

Conclusions

When consulting journalism studies done in other states, one finds that the problems peculiar to high school journalism in North Dakota are similar to those that exist in high schools throughout the entire nation.

Conclusions based on data reviewed in this study and related to the basic objectives of this study are as follows:

(1) There is a need for a specific program of journalism education to be included in the curriculum of North Dakota colleges engaged in the training of teachers so that these colleges may prepare their students to become qualified instructors of journalism.

(2) A greater percentage of the advisers should have enough undergraduate or graduate hours in journalism to enable them to meet the minimum requirements set down by the North Central Association

(17) The most common response in regard to frequency of publication was every six weeks as stated by 57 percent or 122 of the total number of schools responding. This was followed by 48 schools which indicated that they publish monthly.

(18) The most popular method of staff selection was the selection of members from volunteers as supported by the fact that 29 percent or 62 of the North Dakota high schools used this approach.

Conclusions

When consulting journalism studies done in other states, one finds that the problems peculiar to high school journalism in North Dakota are similar to those that exist in high schools throughout the entire nation.

Conclusions based on data reviewed in this study and related to the basic objectives of this study are as follows:

(1) There is a need for a specific program of journalism education to be included in the curriculum of North Dakota colleges engaged in the training of teachers so that these colleges may prepare their students to become qualified instructors of journalism.

(2) A greater percentage of the advisers should have enough undergraduate or graduate hours in journalism to enable them to meet the minimum requirements set down by the North Central Association

of Secondary Schools or by the North Dakota Department of Public Instruction.

(3) There is a need for more professional journalism experience on the part of the adviser.

(4) More advisers should become involved in the activities of the college newspaper and other college publications.

(5) The need for a journalism minor at the college level is very evident.

(6) There is a definite need for reduced course loads if the adviser is to view his position in a favorable light.

(7) Administrators should consider allowing advisers extra compensation for their duties as newspaper consultants.

(8) Advisers should have more released time to devote to the publications.

(9) Objectives of the student newspaper should be reviewed so as include development of community and school realtions, promotion of good writing habits, and provision for the educational development of the student.

(10) There is a need to supplement the monies set aside for operation of the paper by including advertising as a means of financing.

(11) Although the mimeographed paper led in the method for reproduction, advisers should investigate the possibility of utilizing the offset process of printing.

(12) Schools should give serious consideration to publishing their newspapers more often than every six weeks.

(13) Methods of staff selection should be reviewed carefully by the advisers.

Recommendation

(1) Journalism and education departments of colleges and universities should offer elective courses dealing with the main functions of journalism and with techniques of advising school publications.

(2) Since the majority of advisers are selected from teachers having an English or business education background, these students should be encouraged to enroll in courses related to advising publications.

(3) Administrators should strive to employ only teachers who meet the minimum requirements set down by the North Central Association of Secondary Schools and the North Dakota Department of Public Instruction.

(4) Teachers of journalism and publications advisers should be made aware that they can upgrade their capabilities and improve their

prestige by participating in programs sponsored by The Newspaper Fund and by other journalism organizations which are interested in improving the status of journalism education throughout the nation.

(5) Consideration should be given to the preparation of a journalism course of study for the state of North Dakota which would bring about a more unified approach to the instruction of journalism.

(6) Journalism should be a part of the secondary school curriculum; this would aid in the production of quality publications within the school.

(7) Administrators should allow for extra compensation and released time so as to make the position of adviser to publications more attractive.

(8) Surveys should be conducted from time to time to keep the administrators and teachers abreast of changing trends as they occur in the area of high school journalism.

BIBLIOGRAPHY

1. Aitken, Mary L. "Ads? Ads? Yes! Ads!" (Scholastic Editor) Graphics/Communications, 48:5 (November, 1968).
2. Arnold, Edmund C. and Hillier Kriegbaum. The Student Journalist (New York University Press, 1963).
3. Benz, Lester G. and Horace G. Dawson. The Newspaper Adviser's Handbook (Iowa City, Iowa, Quill and Scroll Foundation, 1962).
4. Berry, Thomas Elliott. Journalism Today (Philadelphia and New York, Chilton Co., Book Division, 1958).
5. Boram, William A. "Improving Scholastic Journalism", The Clearing House, 37:242-244 (December, 1962).
6. Boyd, John A. "High School Newspaper Advisers In Indiana And Their Instructional Program in Journalism", Teachers College Journal, 31:119-120 (March, 1960).
7. Campbell, Laurence R. A Principal's Guide To High School Journalism (University of Iowa, Iowa City, Iowa, Quill and Scroll Foundation, 1966).
8. Campbell, Laurence R. "High School? Does Advertising Belong Here?", Scholastic Editor, 46:6 (January, 1967).
9. Campbell, Laurence R. "Study In Six States Analyzes Problems Of Newspaper Advisers", Quill and Scroll, 41:8-11 (October-November, 1966).
10. Campbell, Laurence Randolph, "The Teacher Of Journalism Activities In The American Public High School". Unpublished dissertation, Northwestern University, Evanston, Illinois, 1939.

BIBLIOGRAPHY (continued)

11. Commission On Secondary Schools. Policies and Criteria For The Approval Of Secondary Schools (Chicago: North Central Association of Colleges and Secondary Schools, 1968-1969).
12. Department of Public Instruction, State of North Dakota. (Bulletin) A Guide To School Accreditation Standards (Bismarck, North Dakota), p. 2.
13. "Dramatic Improvement Seen In High School Newspapers", Photolith, 18:4 (March, 1968).
14. Dressel, Paul L. Liberal Education and Journalism (Bureau of Publications, Teachers College, Columbia University, 1963).
15. Dumire, Jane E., "Survey Of Journalism In West Virginia's Public Secondary Schools". Unpublished M.S. thesis, West Virginia University, 1962.
16. Emery, Edwin, Phillip H. Ault and Warren K. Agee. Introduction To Mass Communications (New York, New York: Dodd, Mead & Company, Inc., 1966).
17. Gilmore, Gene (ed.) High School Journalism Today (Danville, Illinois: The Interstate Printers & Publishers, Inc., 1967).
18. Guild, Florence. "The Shortridge Daily Echo Celebrates Its Fiftieth Anniversary", The English Journal, 37:316-317 (June, 1948).
19. Hartman, William. "Should The School Newspaper Carry Advertising?", School Activities, 25:253 (April, 1954).
20. Journalism Extension Services. "Acceptable Standards For Student Publications", Excerpt from speech delivered by Grant M. Hyde, Emeritus Professor of Journalism before Summer Session School Administrators Conference, (Madison: University of Wisconsin, n. d.) p. 1. (monograph).

BIBLIOGRAPHY (continued)

21. Journalism Extension Services. Journalism In The English Curriculum (Madison: University of Wisconsin, n. d.) p. 4 (monograph).
22. Journalism Extension Services. The Relation Of The Course In Journalism To The High School (Madison: University of Wisconsin, n. d.) p. 1-2 (monograph).
23. Krieghbaum, Hillier. "The Big Exciting World Of High School Journalism", Saturday Review, 51:143 (September 14, 1968).
24. Michaelsohn, William E., "The School Newspaper In North Dakota". Unpublished M. S. thesis, University of North Dakota, Grand Forks, North Dakota, 1928.
25. Milner, Joe W. and Louise Flynn. Handbook For Beginning Newspaper Sponsors (Laramie, Wyoming: University Station, 1966).
26. Morelock, Charles Francis, "Journalism Education In Kansas High Schools: A Study Of Courses, Teachers And Newspaper Advisers". Unpublished M. S. thesis, University of Kansas, 1962.
27. Murphy, Joseph M., Director, Columbia Scholastic Press Association, Columbia University, New York, New York. (April 3, 1968) (Letter to the author).
28. Pearson, George Peter, "A Study Of Journalism Activities In Minnesota Public High Schools, With Special Reference To Influences Bearing Upon The Work Of Journalism Teachers and Advisers". Unpublished M. A. thesis, University of Minnesota, 1966.
29. Scott, Alan. "Historical Concept Of High School Journalism", School Activities, 30:155-157 (January, 1959).
30. Spears, Harold and C. H. Lawshe. High School Journalism (New York: The Macmillan Company, 1949).

BIBLIOGRAPHY (continued)

31. Swenson, Paul S. "Journalism Is On The Rise Says A National Authority", Photolith, 17:4 (October, 1966).
32. The Newspaper Fund, Inc. Annual Report For 1967 (Princeton, New Jersey) p. 6, 13.
33. The Newspaper Fund, Inc. Monthly Newsletter (Princeton, New Jersey) February, 1968.
34. The Newspaper Fund, Inc. Monthly Newsletter (Princeton, New Jersey) March, 1968.
35. Ward, Bill. "Finance", Scholastic Editor, 45:9 (April, 1966).
36. Zuegner, Charles W. "A Fifty State Status Survey Of Secondary School Journalism", The Journalism Educator, 17:41-42 (Spring, 1962).

APPENDIX A.

JOURNALISM COURSES OFFERED FOR CREDIT
IN NORTH DAKOTA HIGH SCHOOLS

<u>Name of School</u>	<u>Name of Course</u>	<u>Amount of credit offered</u>
Alexander High School	Journalism	1/2
Belfield High School	Journalism	1/2
Bismarck High School	Junior Journalism	1
	Advanced Journalism	1
Bowman High School	Journalism	1/2
Bottineau High School	Journalism	1/2
Buffalo High School	Journalism	1/2
Central Valley High School (Buxton, N. Dak.)	Journalism	1/2
Central Cass High School (Casselton, N. Dak.)	Journalism	1/2
Cathay High School	Journalism	1/2
Davenport High School	Essentials in Journalism	1/2
Central High School (Devils Lake, N. Dak.)	Journalism	1/2
Dickey High School	High School Journalism	1/2
Dickinson High School	Journalism	1/2
Edinburg High School	Journalism	1/2

JOURNALISM COURSES OFFERED FOR CREDIT IN
NORTH DAKOTA HIGH SCHOOLS (continued)

Name of School	Name of Course	Amount of credit offered
North High School (Fargo, N. Dak.)	High School Journalism	1
South High School (Fargo, N. Dak.)	Journalism I	1
Sargent Central High School (Forman, N. Dak.)	Journalism	1/2
Glenburn High School	Journalism	1/2
Goodrich High School	Journalism	1
Central High School (Grand Forks, N. Dak.)	Journalism A	1/2
	Journalism B	1/2
	Production	1/4
Red River High School (Grand Forks, N. Dak.)	Journalism I	1
Kensal High School	Journalism	1/2
Kramer High School	Journalism	1/2
Larimore High School	Journalism	1/2
Leeds High School	Newswriting	1/2
Lefor High School	Journalism	1/2
Lidgerwood High School	Journalism	1/2
Litchville High School	Journalism I	1/2
	Journalism II	1/2
Mandan High School	Journalism I	1/2

JOURNALISM COURSES OFFERED FOR CREDIT IN
NORTH DAKOTA HIGH SCHOOLS (continued)

Name of School	Name of Course	Amount of credit offered
Mandaree High School	Journalism	1/2
McHenry High School	Beginning Journalism	1/2
Milnor High School	Journalism	1/2
Minot High School	Journalism I	1
	Journalism II	1
	Newswriting I	1/2
Minto High School	Journalism	1/2
Central High School (New Rockford, N. Dak.)	Journalism	1/2
Nortonville High School	Modern Journalism	1/2
Robinson High School	Journalism	1/2
Stanley High School	Journalism	1/2
Starkweather High School	Journalism	1/2
Emmons Central High School (Strasburg, N. Dak.)	Journalism	1/2
Tower City High School	Journalism	1/2
Tuttle High School	Journalism	1/2
Wahpeton High School	Journalism	1/2
West Fargo High School	Journalism	1/2
	Creative Writing	1/2
Wildrose High School	Journalism	1/2

JOURNALISM COURSES OFFERED FOR CREDIT IN
NORTH DAKOTA HIGH SCHOOLS (continued)

<u>Name of School</u>	<u>Name of Course</u>	<u>Amount of credit offered</u>
Wishek High School	Journalism	1/2
Woodworth High School	Journalism	1/2

LIST OF NORTH DAKOTA HIGH SCHOOLS RESPONDING
WHO PUBLISH SCHOOL NEWSPAPERS

Name and address of school	High School Enrollment	Name of School Newspaper
Adams High School Adams, N. Dak.	80	Atom Flash
Alexander High School Alexander, N. Dak.	85	Comet Flashes
Alsen High School Alsen, N. Dak.	122	Bronco
Aneta High School Aneta, N. Dak.	52	Aneta Hi Review
Antler High School Antler, N. Dak.	32	Hi Lite
Argusville High School Argusville, N. Dak.	49	The Eagle
Dakota High School Arthur, N. Dak.	155	Dakota Pow-Wow
Ashley High School Ashley, N. Dak.	187	The Ace
Ayr High School Ayr, N. Dak.	42	The Ayr Breeze
Beach High School Beach, N. Dak.	220	Student Cry
*Turtle Mountain Community School Belcourt, N. Dak.	260	The Little Chippewa

LIST OF NORTH DAKOTA HIGH SCHOOLS RESPONDING
WHO PUBLISH SCHOOL NEWSPAPERS (continued)

Name and address of school	High School Enrollment	Name of School Newspaper
Belfield High School Belfield, N. Dak.	245	Purple Sage
Beulah High School Beulah, N. Dak.	180	Beulah Dial
Binford High School Binford, N. Dak.	67	Binford Eagle
Bisbee High School Bisbee, N. Dak.	73	Tepee Tales
Bismarck High School Bismarck, N. Dak.	1640	Bismarck Hi-Herald
Bowbells High School Bowbells, N. Dak.	95	Igloo Chatter
Bowman High School Bowman, N. Dak.	253	Bowman Bulldog News
Bottineau High School Bottineau, N. Dak.	370	The Chippewa
Buchanan High School Buchanan, N. Dak.	42	Buchanan Beacon
Buffalo High School Buffalo, N. Dak.	100	Bison Briefs
Butte High School Butte, N. Dak.	74	Butte Spartan
Central Valley High School Buxton, N. Dak.	130	Ce-Ve-Eye

LIST OF NORTH DAKOTA HIGH SCHOOLS RESPONDING
WHO PUBLISH SCHOOL NEWSPAPERS (continued)

Name and address of school	High School Enrollment	Name of School Newspaper
Border Central High School Calvin, N. Dak.	120	Beacon
Cando High School Cando, N. Dak.	180	Cub Reporter
Carpio High School Carpio, N. Dak.	79	Cardinal Times
Carson High School Carson, N. Dak.	130	Chieftan Chatter
Central Cass High School Casselton, N. Dak.	270	Squirrels Chatter
Cathay High School Cathay, N. Dak.	37	The Trojan
Cavalier High School Cavalier, N. Dak.	275	Tornado Breezes
Center High School Center, N. Dak.	140	School Daze
Churchs Ferry High School Churchs Ferry, N. Dak.	38	Ferry Log
Cleveland High School Cleveland, N. Dak.	46	Cleveland Clipper
Richland High School Colfax, N. Dak.	133	The Hoofbeat
Columbus High School Columbus, N. Dak.	90	Cougar

LIST OF NORTH DAKOTA HIGH SCHOOLS RESPONDING
WHO PUBLISH SCHOOL NEWSPAPERS (continued)

Name and address of school	High School Enrollment	Name of School Newspaper
Cooperstown High School Cooperstown, N. Dak.	200	Cooper High Record
Davenport High School Davenport, N. Dak.	46	The Dragon Print
Deering High School Deering, N. Dak.	71	The Rocket
Central High School Devils Lake, N. Dak.	450	Lake Ripples
DesLacs High School Des Lacs, N. Dak.	125	Torch
Dickey High School Dickey, N. Dak.	40	Dragon Tales
Dickinson Central High School Dickinson, N. Dak.	650	Chronicle
Drake High School Drake, N. Dak.	150	Trojan Tattler
Eckelson High School Eckelson, N. Dak.	21	Eckelson Echo
Edgeley High School Edgeley, N. Dak.	200	Ranger Daze
Edmore High School Edmore, N. Dak.	140	Edmore Hi Trumpet
East Central #2 Egeland, N. Dak.	50	The Eagle

LIST OF NORTH DAKOTA HIGH SCHOOLS RESPONDING
WHO PUBLISH SCHOOL NEWSPAPERS (continued)

Name and address of school	High School Enrollment	Name of School Newspaper
Edinburg High School Edinburg, N. Dak.	107	Mount Edgar News
Elgin High School Elgin, N. Dak.	164	Elgin-Hi-Lites
Enderlin High School Enderlin, N. Dak.	240	Eaglette
Esmond High School Esmond, N. Dak.	100	Echo
Fairmount High School Fairmount, N. Dak.	75	Pheasant Tales
North High School Fargo, N. Dak.	1000	Spartan Scroll
** Oak Grove Lutheran High School Fargo, N. Dak.	122	Acorn Accents
South High School Fargo, N. Dak.	1516	Sudkian
Fessenden High School Fessenden, N. Dak.	171	The Fessondonian
Fingal High School Fingal, N. Dak.	80	The Bronco
Finley High School Finley, N. Dak.	105	Wildcat Tales
Flaxton High School Flaxton, N. Dak.	36	Raider

LIST OF NORTH DAKOTA HIGH SCHOOLS RESPONDING
WHO PUBLISH SCHOOL NEWSPAPERS (continued)

Name and address of school	High School Enrollment	Name of School Newspaper
Fordville High School Fordville, N. Dak.	58	Hi-Times
Sargent Central High School Forman, N. Dak.	245	Sargent Central Cadet
*Fort Yates Community School Fort Yates, N. Dak.	255	Warrior
CliffordGalesburg High School Galesburg, N. Dak.	69	C-G Chronicle
Garrison High School Garrison, N. Dak.	250	The Trooper
Gladstone High School Gladstone, N. Dak.	65	Hornet
Glenburn High School Glenburn, N. Dak.	98	Panther Tales
Glenfield-Sutton High School Glenfield, N. Dak.	72	Voice of the Demon
Glen Ullin High School Glen Ullin, N. Dak.	195	Glen Ullin Rattler
Golden Valley High School Golden Valley, N. Dak.	55	Comet
Golva High School Golva, N. Dak.	47	Lone Tree Leaves
Goodrich High School Goodrich, N. Dak.	90	Panther High Lights

LIST OF NORTH DAKOTA HIGH SCHOOLS RESPONDING
WHO PUBLISH SCHOOL NEWSPAPERS (continued)

Name and address of school	High School Enrollment	Name of School Newspaper
Grace City High School Grace City, N. Dak.	33	Pheasant
Grafton High School Grafton, N. Dak.	460	Gra-Hi-Cen
Central High School Grand Forks, N. Dak.	850	The Centralian
Red River High School Grand Forks, N. Dak.	830	Rider's Digest
Grandin High School Grandin, N. Dak.	42	Eagle's Scream
Granville High School Granville, N. Dak.	85	Eagle Echo
Grenora High School Grenora, N. Dak.	110	Grenora Gopher
Guelph High School Guelph, N. Dak.	48	Senior Supreme
North Sargent High School Gwinner, N. Dak.	100	Blue Notes
Halliday High School Halliday, N. Dak.	118	Halliday Wolver
Hamilton High School Hamilton, N. Dak.	19	Tiger's Roar
Hankinson High School Hankinson, N. Dak.	129	Observer

LIST OF NORTH DAKOTA HIGH SCHOOLS RESPONDING
WHO PUBLISH SCHOOL NEWSPAPERS (continued)

Name and address of school	High School Enrollment	Name of School Newspaper
Hannaford High School Hannaford, N. Dak.	63	Hi-Lite
Hannah High School Hannah, N. Dak.	43	Static
Harvey High School Harvey, N. Dak.	350	Hornet's Buzz
Havanna High School Havanna, N. Dak.	40	Havanews
Hebron High School Hebron, N. Dak.	174	Hi-Lites
Hillsboro High School Hillsboro, N. Dak.	217	The Student Review
Hope High School Hope, N. Dak.	84	Hustler
Midway High School Inkster, N. Dak.	185	Midway Megaphone
Jamestown High School Jamestown, N. Dak.	1303	Blue Jay News
** Crippled Children's School Jamestown, N. Dak.	90	C. C. Star
Kensal High School Kensal, N. Dak.	85	Klarion
Killdeer High School Killdeer, N. Dak.	210	The Mountaineer

LIST OF NORTH DAKOTA HIGH SCHOOLS RESPONDING
WHO PUBLISH SCHOOL NEWSPAPERS (continued)

Name and address of school	High School Enrollment	Name of School Newspaper
Kindred High School Kindred, N. Dak.	125	Ki-Krier
Kramer High School Kramer, N. Dak.	25	Kramer Bulldog
Kulm High School Kulum, N. Dak.	190	Gopher Express
Lakota High School Lakota, N. Dak.	190	Raider Review
LaMoure High School LaMoure, N. Dak.	201	Mowrlite
Larimore High School Larimore, N. Dak.	290	The Growler
Leeds High School Leeds, N. Dak.	135	Lion's Pad
Lefor High School Lefor, N. Dak.	45	Prairie Chimes
Lidgerwood High School Lidgerwood, N. Dak.	192	The Cardinal
Lignite High School Lignite, N. Dak.	65	Hi-Lite
Lisbon High School Lisbon, N. Dak.	358	Bronco Broadcaster
Litchville High School Litchville, N. Dak.	115	Trojan

LIST OF NORTH DAKOTA HIGH SCHOOLS RESPONDING
WHO PUBLISH SCHOOL NEWSPAPERS (continued)

Name and address of school	High School Enrollment	Name of School Newspaper
Luverne High School Luverne, N. Dak.	42	The Willow Laker
Benson County Ag School Maddock, N. Dak.	175	Bobcat Echo
Makoti High School Makoti, N. Dak.	58	The Cardinal
Mandan High School Mandan, N. Dak.	1150	Courier
Marmot High School Mandan, N. Dak.	72	(not listed)
*Mandaree High School Mandaree, N. Dak.	187	The Warrior's Arrow
Mapleton High School Mapleton, N. Dak.	60	Maple Leaves
Marion High School Marion, N. Dak.	84	The Eagle
Max High School Max, N. Dak.	97	Cossack News
McClusky High School McClusky, N. Dak.	120	Dragon's Dispatch
McGregor High School McGregor, N. Dak.	27	The Optimist
McHenry High School McHenry, N. Dak.	55	Blazer

LIST OF NORTH DAKOTA HIGH SCHOOLS RESPONDING
WHO PUBLISH SCHOOL NEWSPAPERS (continued)

Name and address of school	High School Enrollment	Name of School Newspaper
McVile High School McVile, N. Dak.	93	Blackhawk
Medina High School Medina, N. Dak.	100	Cardinal
Mercer High School Mercer, N. Dak.	46	Cricket
Michigan High School Michigan, N. Dak.	75	Green & Gold Gazette
Milnor High School Milnor, N. Dak.	149	Bison
Milton High School Milton, N. Dak.	44	Milton Mike
Minnewaukan High School Minnewaukan, N. Dak.	75	Midget
Campus High School Minot, N. Dak.	96	KitKrier
Minot High School Minot, N. Dak.	1700	Minot High Times
Minto High School Minto, N. Dak.	102	Minto Hi Line
Mohall High School Mohall, N. Dak.	162	Yellow Jacket
Monango High School Monango, N. Dak.	46	Soundoff '68

LIST OF NORTH DAKOTA HIGH SCHOOLS RESPONDING
WHO PUBLISH SCHOOL NEWSPAPERS (continued)

Name and address of school	High School Enrollment	Name of School Newspaper
McVille High School McVille, N. Dak.	93	Blackhawk
Medina High School Medina, N. Dak.	100	Cardinal
Mercer High School Mercer, N. Dak.	46	Cricket
Michigan High School Michigan, N. Dak.	75	Green & Gold Gazette
Milnor High School Milnor, N. Dak.	149	Bison
Milton High School Milton, N. Dak.	44	Milton Mike
Minnewaukan High School Minnewaukan, N. Dak.	75	Midget
Campus High School Minot, N. Dak.	96	KitKrier
Minot High School Minot, N. Dak.	1700	Minot High Times
Minto High School Minto, N. Dak.	102	Minto Hi Line
Mohall High School Mohall, N. Dak.	162	Yellow Jacket
Monango High School Monango, N. Dak.	46	Soundoff '68

LIST OF NORTH DAKOTA HIGH SCHOOLS RESPONDING
WHO PUBLISH SCHOOL NEWSPAPERS (continued)

Name and address of school	High School Enrollment	Name of School Newspaper
Montpelier High School Montpelier, N. Dak.	75	Martin
Mott Lincoln High School Mott, N. Dak.	250	Cardinal
Munich High School Munich, N. Dak.	73	Say-So
Napoleon High School Napoleon, N. Dak.	249	Napoleon Hi-Life
Newburg High School Newburg, N. Dak.	59	Newburg Challenger
New England Public High School New England, N. Dak.	126	Tiger Pawse
New Leipzig High School New Leipzig, N. Dak.	86	Tiger's Tale
New Rockford Central High School New Rockford, N. Dak.	216	The Rocket
** St. James High School New Rockford, N. Dak.	80	The Ace
New Salem High School New Salem, N. Dak.	220	Hoofprint
New Town High School New Town, N. Dak.	186	The Eagle
Northwood High School Northwood, N. Dak.	165	Northwood Trojan

LIST OF NORTH DAKOTA HIGH SCHOOLS RESPONDING
WHO PUBLISH SCHOOL NEWSPAPERS (continued)

Name and address of school	High School Enrollment	Name of School Newspaper
Nortonville High School Nortonville, N. Dak.	23	Wildcat News
Oberon High School Oberon, N. Dak.	85	The Bulldog
Oriska High School Oriska, N. Dak.	42	Flicker
Osnabrook High School Osnabrook, N. Dak.	30	OHS Oriole
Palermo High School Palermo, N. Dak.	32	Spotlight
Walsh County Ag School Park River, N. Dak.	260	Aggie Chronicle
Parshall High School Parshall, N. Dak.	190	Powwow
Pembina High School Pembina, N. Dak.	301	Cat-Tales
Unity High School Petersburg, N. Dak.	95	Spartan Hi News
Pillsbury High School Pillsbury, N. Dak.	70	The Knight
Pingree High School Pingree, N. Dak.	40	The Wildcat Spirit
Pisek High School Pisek, N. Dak.	34	Pisek Royal

LIST OF NORTH DAKOTA HIGH SCHOOLS RESPONDING
WHO PUBLISH SCHOOL NEWSPAPERS (continued)

Name and address of school	High School Enrollment	Name of School Newspaper
Powers Lake High School Powers Lake, N. Dak.	115	Lakeside Hi-Lites
** St. Gertrude's High School Raleigh, N. Dak.	73	Prairie Tales
Ray High School Ray, N. Dak.	127	The Ray Revealer
Regan High School Regan, N. Dak.	35	Comet's Comments
Regent High School Regent, N. Dak.	118	The Ranger
Rhame High School Rhame, N. Dak.	51	Pirate's Plunder
** Assumption Abbey Prep School Richardton, N. Dak.	150	Abbey Chronicle
Richardton Public High School Richardton, N. Dak.	85	The Rebel Rouser
** St. Mary's Academy Richardton, N. Dak.	82	St. Mary's Echoes
Riverdale High School Riverdale, N. Dak.	82	Inkspot
Robinson High School Robinson, N. Dak.	28	The Hornet
North Central High School Rogers, N. Dak.	87	Corvair

LIST OF NORTH DAKOTA HIGH SCHOOLS RESPONDING
WHO PUBLISH SCHOOL NEWSPAPERS (continued)

Name and address of school	High School Enrollment	Name of School Newspaper
* White Shield High School Roseglen, N. Dak.	95	Sentiner
Rugby High School Rugby, N. Dak.	437	Herald
Sanborn High School Sanborn, N. Dak.	36	Termite
Sawyer High School Sawyer, N. Dak.	150	Flashes
Scranton High School Scranton, N. Dak.	156	The Miner
Sentinel Butte High School Sentinel Butte, N. Dak.	32	The Sentinel
Sharon High School Sharon, N. Dak.	50	Messenger
Sherwood High School Sherwood, N. Dak.	89	Ed Puma
Sheyenne High School Sheyenne, N. Dak.	74	Shi-Hi-Crier
Souris High School Souris, N. Dak.	73	(not listed)
Stanley High School Stanley, N. Dak.	274	Stanley Hi-Lites
Stanton High School Stanton, N. Dak.	70	Stanton Echoes

LIST OF NORTH DAKOTA HIGH SCHOOLS RESPONDING
WHO PUBLISH SCHOOL NEWSPAPERS (continued)

Name and address of school	High School Enrollment	Name of School Newspaper
Starkweather High School Starkweather, N. Dak.	80	Scholastic King
Emmons Central High School Strasburg, N. Dak.	130	Vista
Strasburg Public High School Strasburg, N. Dak.	85	Clipper Canyon
Steele High School Steele, N. Dak.	142	The Pirate
Streeter High School Streeter, N. Dak.	100	Streeter Camera
Surrey High School Surrey, N. Dak.	50	Surrey Echo
Sykeston High School Sykeston, N. Dak.	80	Sykes High Recorder
Tappen High School Tappen, N. Dak.	86	Tappenite
Taylor High School Taylor, N. Dak.	70	Redbird Record
Thompson High School Thompson, N. Dak.	63	Thomsonian
Tolley High School Tolley, N. Dak.	55	Tiger Tales
Tolna High School Tolna, N. Dak.	106	Tolna Times

LIST OF NORTH DAKOTA HIGH SCHOOLS RESPONDING
WHO PUBLISH SCHOOL NEWSPAPERS (continued)

Name and address of school	High School Enrollment	Name of School Newspaper
Tower City High School Tower City, N. Dak.	56	Tower City Hi-Notes
Towner High School Towner, N. Dak.	155	Cardinal
Trenton High School Trenton, N. Dak.	51	Tiger Talk
Turtle Lake High School Turtle Lake, N. Dak.	145	Trojan
Tuttle High School Tuttle, N. Dak.	80	Tro-Hi-News
Upham High School Upham, N. Dak.	101	The Observer
Valley City High School Valley City, N. Dak.	515	Hi-Liner Herald
Wahpeton High School Wahpeton, N. Dak.	450	Wa-Hi Headline
Walhalla High School Walhalla, N. Dak.	225	Eaglet
Warwick High School Warwick, N. Dak.	97	War-Hoop
Washburn High School Washburn, N. Dak.	150	Washburn Hi-Lites
Watford City High School Watford City, N. Dak.	339	Lone Wolf

LIST OF NORTH DAKOTA HIGH SCHOOLS RESPONDING
WHO PUBLISH SCHOOL NEWSPAPERS (continued)

Name and address of school	High School Enrollment	Name of School Newspaper
West Fargo High School West Fargo, N. Dak.	550	Packer
Westhope High School Westhope, N. Dak.	118	Smoke Signals
Wildrose High School Wildrose, N. Dak.	50	Prairie Rose
Williston High School Williston, N. Dak.	1150	Coyote Howl
Wilton High School Wilton, N. Dak.	104	The Miner
Wimbledon High School Wimbledon, N. Dak.	72	Wildcat
Wing High School Wing, N. Dak.	80	Wing Hi-Lites
Wishek High School Wishek, N. Dak.	210	Panorama
Woodworth High School Woodworth, N. Dak.	50	The Decoy
Wyndmere High School Wyndmere, N. Dak.	200	The Warrior
Zap High School Zap, N. Dak.	46	Wildcat

LIST OF NORTH DAKOTA HIGH SCHOOLS RESPONDING
WHO PUBLISH SCHOOL NEWSPAPERS (continued)

Name and address of school	High School Enrollment	Name of School Newspaper
----------------------------	---------------------------	-----------------------------

Zeeland High School Zeeland, N. Dak.	110	Banner
---	-----	--------

* denotes Federal Indian school

** denotes non-public school

LIST OF NORTH DAKOTA HIGH SCHOOLS RESPONDING
WHO DO NOT PUBLISH SCHOOL NEWSPAPERS

<u>Name and address of school</u>	<u>High School Enrollment</u>
Balta High School Balta, N. Dak.	50
Berthold High School Berthold, N. Dak.	48
Priory High School ** Bismarck, N. Dak.	64
Bowdon High School Bowdon, N. Dak.	75
Crosby High School Crosby, N. Dak.	258
St. Mary's High School ** Devils Lake, N. Dak.	160
Trinity High School ** Dickinson, N. Dak.	525
Ellendale High School Ellendale, N. Dak.	207
Cardinal Muench Seminary ** Fargo, N. Dak.	55
Forbes High School Forbes, N. Dak.	50
Fort Ransom High School Fort Ransom, N. Dak.	30
Fullerton High School Fullerton, N. Dak.	35

LIST OF NORTH DAKOTA HIGH SCHOOLS RESPONDING WHO
DO NOT PUBLISH SCHOOL NEWSPAPERS (continued)

<u>Name and address of school</u>	<u>High School Enrollment</u>
St. James High School ** Grand Forks, N. Dak.	460
Hague High School Hague, N. Dak.	56
Hampden High School Hampden, N. Dak.	30
Hatton High School Hatton, N. Dak.	141
Hazen High School Hazen, N. Dak.	185
Hurdsfield High School Hurdsfield, N. Dak.	40
Langdon High School Langdon, N. Dak.	272
St. Alphonsus High School ** Langdon, N. Dak.	114
Leonard High School Leonard, N. Dak.	48
Mayville High School Mayville, N. Dak.	204
Neché High School Neché, N. Dak.	120
St. Mary's High School ** New England, N. Dak.	221

LIST OF NORTH DAKOTA HIGH SCHOOLS RESPONDING WHO
DO NOT PUBLISH SCHOOL NEWSPAPERS (continued)

<u>Name and address of school</u>	<u>High School Enrollment</u>
St. James High School ** Grand Forks, N. Dak.	460
Hague High School Hague, N. Dak.	56
Hampden High School Hampden, N. Dak.	30
Hatton High School Hatton, N. Dak.	141
Hazen High School Hazen, N. Dak.	185
Hurdsfield High School Hurdsfield, N. Dak.	40
Langdon High School Langdon, N. Dak.	272
St. Alphonsus High School ** Langdon, N. Dak.	114
Leonard High School Leonard, N. Dak.	48
Mayville High School Mayville, N. Dak.	204
Neché High School Neché, N. Dak.	120
St. Mary's High School ** New England, N. Dak.	221

LIST OF NORTH DAKOTA HIGH SCHOOLS RESPONDING WHO
DO NOT PUBLISH SCHOOL NEWSPAPERS (continued)

<u>Name and address of school</u>	<u>High School Enrollment</u>
Oakes High School Oakes, N. Dak.	225
Rollette High School Rollette, N. Dak.	126
St. Thomas High School St. Thomas, N. Dak.	104
Tioga High School Tioga, N. Dak.	272
Underwood High School Underwood, N. Dak.	118
Verona High School Verona, N. Dak.	76
Notre Dame Academy ** Willow City, N. Dak.	67

** denotes non-public high school

APPENDIX B

April 16, 1968

Dear Sir:

I should like to enlist your assistance in conducting a study of The Status of Journalism in selected North Dakota High Schools in relation to the recent proposals made by the North Central Association of Colleges and Secondary Schools pertaining to the qualifications of journalism teachers.

I am enclosing a 2 page Questionnaire which I should like to have your newspaper adviser complete and return to me by April 30th. In the event your school does not publish a student newspaper, would you please write in the name of the school and indicate none on the questionnaire.

If you should desire a compilation of raw data, please indicate by checking the proper line on the questionnaire.

I hope you will participate in the survey, as I am sure that your school will benefit from the results. A self-addressed, stamped envelope is enclosed for your adviser's convenience in replying.

Sincerely,

Neil R. McFadgen
Instructor of Journalism
Dickinson State College
Dickinson, North Dakota

NRM:jm

Encl.

Frequency of publication of student newspaper _____

Publication of paper: Extra curricular _____

Integrated into journalism class _____

Do you receive extra pay for advising the school paper? Yes ___ No ___

Amount, if any, of extra pay received _____

Are you granted released time to advise the school paper?

Yes _____ No _____

Amount, if any, of released time granted _____

Reproduction of paper:

Offset _____

Mimeograph _____

Letterpress _____

Ditto _____

Other (Please explain) _____

Method used in selection of staff (Please explain)

Financing of school paper:

Paid subscription _____

Subsidized by the school _____

From student fees _____

Paid advertising _____

Other (Please describe) _____

Please rank the top three objectives of your paper (1-2-3). In addition, check other objectives which are included in your program.

(Note: objectives are not listed in specific order)

- ___ 1. Provides a laboratory for the training of students in journalism.
- ___ 2. Creates better community and school relations.
- ___ 3. Aids students in understanding, appreciating, and evaluating mass media and allied agencies.
- ___ 4. Helps students to gather, verify and present significant facts effectively with both objectivity and imagination.
- ___ 5. Encourages students to write simply and clearly to inform, influence and entertain.
- ___ 6. Offers training in organization, business methods, commercial art, salesmanship, bookkeeping and business management.
- ___ 7. Produces quality student publications for their peers.
- ___ 8. Offers opportunities to explore professional careers in journalism.
- ___ 9. Develops qualities of cooperation, tact, accuracy, tolerance, responsibility, initiative and leadership.

Any others

(Please use the space on the back for any additional remarks or comments.)

I would be in favor of a teaching minor, consisting of 32 quarter hours, being offered in journalism at the college level: Yes _____ No _____

May 1, 1968

Dear Sir:

Recently I sent a copy of the enclosed questionnaire to your office in regard to the Status of Journalism in North Dakota High Schools. This is a busy time of the year and I am sure that your newspaper adviser has been involved in activities to the extent that he has not had time to complete and return the original questionnaire. The response to date has been very good but I need the information from your school to add to the data already collected.

In order for the information from your school to be included in the survey, it is necessary that the questionnaire be returned to me no later than May 15th.

In the event your school does not have a newspaper, will you please write in the name of the school and indicate none in the blank labeled Name of Publication.

Thank you for your time and cooperation in aiding me in compiling this data. A self-addressed, stamped envelope is enclosed for convenience in replying.

Sincerely,

Neil R. McFadgen
Instructor of Journalism
Dickinson State College
Dickinson, North Dakota

NRM:jm

Encls: