



Chicago snapshot 2005-06:

A year of school newspapers and advisers

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CONTENTS

THE SCHOOLS:

Morgan Park	6
North Lawndale	10
Northside	18
Northtown	14

THE STATE OF HIGH SCHOOL JOURNALISM:

Adviser profile	27
Classes	31
First Amendment issues	32
Methodology	23
Newspaper profile	24

WHAT'S NEXT?	37
---------------------	-----------

REFERENCES	38
-------------------	-----------

SURVEY FORM	44
--------------------	-----------



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Shonda Talerico Dudlicek wrote the four articles in *Chicago Snapshot 2005-06* focusing on Chicago high schools in 2005-06. Ms. Dudlicek, a 2005 graduate of Roosevelt's master's degree program in journalism, also shot the photos that accompany her articles.

Linda Jones, chair of the Department of Communication at Roosevelt University, conducted and analyzed the survey research and wrote the survey portions of *Chicago Snapshot 2005-06*.

OUR STUDY:

One year focused on Chicago school journalism

We took a snapshot of high school newspapers and their advisers in Chicago last year, hoping for a glimpse into the future of student journalism in our city.

We surveyed all of the city's high schools, but we focused on four: Morgan Park High School, North Lawndale College Preparatory Charter High School, Chicago International Charter School-Northtown Academy and Northside College Preparatory High School. The four are a diverse but representative group in many ways, as you'll see.

We found a first-year adviser whose journalism class required current events quizzes and "First Amendment Fridays" – and an experienced adviser who has embraced teaching journalism over English, his original field, because he likes journalism's sense of purpose.

We found a strong student-run newspaper that also has established itself online — and a group of students who, with the help of a community newspaper, learned the joys of being published and making money in journalism.

So we found good news. We also found change: Advisers at the two charter schools, both new last year, left their positions at the end of 2005-06. That happens altogether too often in Chicago schools, whether they're public, private or charter.

And we found disturbing news: Our survey of advisers and journalism teachers found that, when compared to 10 years ago, school newspapers publish less frequently, advisers have less teaching and advising experience, and principals are more likely to review the paper before it's published. A larger percentage of public schools are completely without newspapers now than was the case in 1996.

What does the future hold? At best, we found, it's a mixed outlook.

*Linda Jones
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MORGAN PARK HIGH SCHOOL:

A ‘self-taught’ adviser, a top student paper

Morgan Park High School’s high test scores have made it one of the top schools in Chicago Public Schools, but its journalism class doesn’t have enough books to go around.

In a class of 25 – with 12 books – the students who get books create outlines for the other half of the class to follow.

Still, the student newspaper itself is “easily one of the best in the city,” said Keith Majeske, the newspaper’s adviser as well as an English and journalism teacher and a 1983 MPHS graduate.

Scholastic Press Association of Chicago agreed with Majeske’s assessment last spring when it named *Empehi News* the outstanding overall newspaper in its Newspaper Excellence Contest.

“Among city schools our paper is unique because I don’t get the impression that other papers go over style,” Majeske says, adding, “I’m a stickler for leads. And our paper is pretty well written.”

Majeske, 41, is a self-taught journalism teacher, relying



on the Internet for study guides and class assignments. An English teacher for 12 years, he spent five years at Lindblom High School, teaching yearbook and running the newspaper, before coming to MPHS five years ago.

“I kind of fell into it,” he said of journalism. “I really like teaching journalism more than English. This has a sense of completion and purpose. You see the product after everyone’s work.”

Class assignments focus on lead writing, quotes and attribution and interviewing. One interviewing assignment had students assume the role of characters in a news event.

“This assignment is designed to improve your listening skills during an interview,” the worksheet read. “You need to take good accurate notes about what the person tells you in order to write a fair and accurate story of what happened. ... You need to be creative and ‘become’ that person.”

Students face scenarios that include a robbery, a car accident, a graffiti bandit, a fire at a sandwich shop, a boy stuck in a tree, a student protest and a student winning a national

ADVISERS, THEN & NOW

**Teaching experience:
less now than in 1996**

**Advising experience:
less now than in 1996**

**Age:
Younger than in 1996.**

**Journalism degrees:
fewer than in 1996.**

**Journalism experience:
less than in 1996.**

**For more information, see
the adviser profile, page 27.**

award for a controversial art project.

Playing the roles of reporters, police and fire chiefs, victims and witnesses, students are graded on their character information sheets, their interview notes and their typed news stories. They then swap roles for another day of interviewing.

To teach sports writing, Majeske shows a video of Super Bowl XX – the year the Chicago Bears won – and students write a story based on the game.

A number of Majeske’s students have studied journalism beyond high school, and a couple of students have gone on to become professional journalists, he said.

Students in beginning journalism classes can work on *Empehi News* for extra credit. In the advanced class, students learn layout, edit all stories from both levels and take photos for news and sports stories.

The newspaper has 50 staffers who are in the school’s two journalism classes, and they work on the paper after school. It’s often hard for students to take journalism classes, Majeske said, because they have trouble squeezing in the elective.

The English classroom where the students work has five Macintosh computers for laying out the newspaper, and some are older than others. “We should have a full lab,” Majeske said.

“CPS doesn’t care,” Majeske said of the school district and its relationship to high school newspapers and journalism programs. “They want to see them disappear.”

Majeske chooses the editors for the monthly newspaper. For layout, because he’d never used computers for layout, he had a student teach him PageMaker. The staff shares two cameras.

Majeske approves stories in advance, and he has a lot of input in how the paper is run, from editing to choosing art to layout, and sometimes, he acknowledges, he has to take control. That might be when a reporter is consistently late with material — at that point, he might step in. Another challenge is getting reporters to interview more than one source, Majeske said.

One problem with the journalism class sequence is that every year there’s a new, inexperienced staff.

“We start over from scratch every year,” Majeske said. “I’ve had two or three kids come back from outside class, but we wouldn’t have much of a paper if it weren’t for the class.”



ADVISER TIPS
Make the school newspaper a major part of the journalism course.

Restrain yourself from doing too much. It's the students' newspaper; they should do everything.

Keith Majeske,
 Empehi adviser
 (at far left)

MORGAN PARK HIGH SCHOOL

**1744 W. Pryor Ave.
 Chicago 60643**

Enrollment: about 2,270 students.

Honors classes are offered in nearly every subject, along with a number of Advanced Placement courses.

Empehi News took top honors in the Scholastic Press Association of Chicago's Newspaper Excellence Contest last March.

NORTH LAWNSDALE COLLEGE PREP:

A novice adviser; a newspaper to the rescue

When Megan Sweas started her year of volunteer teaching at North Lawndale College Preparatory Charter High School, she hoped to empower her students. She wanted them to have a voice.

Her plan was to have a premiere issue soon after the start of school, then another at the end of the first semester. Drawing from her journalism school experience, the 24-year-old hoped to kick off the first issue and have her students run with it.

Instead, she found that the stories she assigned weren't coming in.

"Even the yearbook teacher had trouble getting kids to write – the book didn't come out until the next spring, and there was a lot of difficulty in getting it done," Sweas said.

Sweas' experience at North Lawndale might have been more challenging than that of many high school teachers, simply because not only was she new– but she also *wasn't* a teacher.

Sweas worked as a program assistant with Free Spirit



ADVISER TIPS
Remember always that the newspaper belongs to the kids.

The best part is seeing a student get really excited to see his or her name in print.

Make the students take ownership in the paper and feel that they are part of a team that they cannot let down.

Megan Sweas,
Phoenix News,
adviser (at far left)

Media, which operates as the media department for North Lawndale, a charter school established at 1616 S. Spaulding in 1998. A native of Wilmette, Sweas holds a bachelor's degree in journalism and religion from Northwestern University. She has no education background or experience.

Her work at North Lawndale was unusual for Free Spirit Media, which was founded in 2000 by Jeff McCarter with HoopsHIGH, a sports media educational program, to channel teens' passion for basketball into a program focused on broadcasting high school sports. Since 2004, the non-profit has offered video production classes for public service announcements, drama and documentaries at North Lawndale.

Journalism was last offered at the school as an elective, taught by the school's technology teacher, in 2002. Sweas ended up working individually via e-mail with a handful of students on stories – which took all semester to write – and then did all the editing and layout herself.

“It was a little frustrating when I had to go back and tell them, ‘This is fact-checking; an editor would be asking these questions.’ I felt like I was doing a lot of that,” she said. She and the students published one issue in the fall term.

Sweas found that students who might have been interested in publishing a newspaper were already pulled in different directions by other extracurricular activities. “It’s a time com-

mitment, and it's hard to get them to stay after school," she said. "These are the same kids who are doing everything."

Teaching was difficult, too. She kept classes informal and tried to keep lectures to a minimum. "But journalism is a little different, and I did not approach it as a teacher," Sweas said. "I tried to engage them one-on-one."

Things changed midway through the year, when the school joined with *North Lawndale Community News*, a local biweekly newspaper, to provide a 20-week after-school journalism program. Students worked four days a week, 12½ hours, and were paid a total of \$350 plus \$50 per published story.

By the end of the second semester, Sweas and her students had published two newspapers – one before spring break and one at the end of the year.

"It was six pages, and the students did most of the work. I still did the layout, but it was a drastic improvement," Sweas said.

Stories published in the school paper were also published in *North Lawndale Community News*. The partnership with the newspaper made a huge difference, Sweas said.

"The kids really enjoyed going over there. We would have lessons and discussions, they would get food, and they would often do some work for the newspaper. At the same time they were constantly being encouraged to work on their stories, which were also printed... At times it was disorganized, but it was fun and really good encouragement."

Sweas now is assistant editor at *U.S. Catholic* magazine in Chicago. *North Lawndale Community News* has a Princeton Project 55 fellow to coordinate the student journalism projects with area high schools. The program, started at Princeton University, places graduates at non-profit groups like Free Spirit Media.

Sweas, who wrote a training binder for the North Lawndale journalism club, hopes the school newspaper will continue.

"I'm hoping that it has sustainability and isn't just my pet project that dies as soon as I leave," she said.

Would Sweas tackle the job again?

"Of course," she said. "While it was difficult and frustrating at times, I really enjoyed working with the kids. I saw them gain confidence in their voices."

FEW AFFILIATIONS

North Lawndale College Prep's affiliations with Free Spirit Media and with North Lawndale Community News are rare among high school papers.

In fact, just seven papers reported any sort of link to media operations or educational organizations.

For more information, see the affiliations and grants briefing, page 30.



Update: The chair of the English department at North Lawndale is taking over the paper for 2006-07 and plans to publish quarterly, says the school's dean, John Horan.

A NEWSPAPER REACHES OUT

North Lawndale College Prep's work at *North Lawndale Community News* last year was funded with grants from the Illinois State Board of Education and the McCormick Tribune Foundation.

This year, like last year, students from several area high schools, including North Lawndale, will be paid for work they produce for *North Lawndale Community News*.

The program is "excellent," says Isaac Lewis, founder and chief editor at the paper. "We get the youth element in our newspaper that we didn't have before. They're learning a lot about journalism and the power of words and communication."

**NORTH LAWNDALÉ COLLEGE PREP
CHARTER HIGH SCHOOL**

**1616 S. Spaulding Ave.
Chicago 60623**

Enrollment: about 470 students.

Established in 1998; this is a designated small school.



PHOENIX NEWS

Stories of Student Activities
Fall Semester Edition
December 16, 2005

**Column:
Giving is
IN at NLCP**
By Anallidia Moran

The holidays are getting closer each day. Have you done your Christmas list yet?

While everyone else is awaiting the holidays, others do not want to think about them because they have no reason to celebrate.

Have you ever thought of how the homeless spend their Christmas? Some of them are lucky enough to attend one of the many charities that generous people make for them. There they can eat a decent meal, receive gifts, and have a good time with others.

Here at NLCP, the Student Government Association (SGA) is involved with many activities that allow them to help the less fortunate. SGA's purpose is to think of ways to help NLCP and the surrounding community.

One of the things that SGA has done to help people was the Turkey Drive. According to SGA president Caprice Jackson, the Turkey Drive raised about \$300 to buy 15 turkeys and trimmings for a Thanksgiving dinner at a woman's shelter and gave the shelter an additional \$200.

SGA also organized a blood drive this December. NLCP students and staff gave 22 units of blood.

At the beginning of the year, SGA, with FEA, helped raise \$500 for families that lost everything during Hurricanes Katrina and Rita. *(see Giving on page 3)*

NLCP's underdogs rock the house
By Arvette Brown

NLCP added the debate team to the extracurricular activities list this year and has shown the league what it is made of at the first tournament. The team took home three awards on Saturday, October 8.

"It was astonishing," said Brianna Boykins, who won fifth at the debate. "I was surprised because I didn't expect to win. I felt that I didn't do a good job."

The debaters do not simply argue at their competitions. Debates are organized and backed by rules and facts, but arguments prove a point to another person based on personal opinion.

The debate club competes in tournaments against other schools on five topics, such as ethnic profiling. There are more than 600 pages of materials on the topics that the team studies at practice. At the tournament, they are assigned to either affirmative (and they choose the topic), or negative (and they have to respond to the other team's topic of choice). Being on the debate team has some hardships, said Brianna. Coming to long practices after school on Wednesdays, when everyone else leaves after a *(see Debate on page 3)*



Brianna Boykins and Coach Harstel pose with Boykins' debate trophy

Peace thrives at the holidays and year-round at NLCP
By Dean John Horan

During the holidays everyone talks about peace. Churches, synagogues, and mosques preach peace. MP3 players and radios sing peace. Television and movies portray peace, but we all know it is different in the real world.

Terrorists still bomb. Soldiers still shoot. Gangs still kill. Peace seems like the stuff of dreams and not the reality on the streets.

We can't change the world. We can only plow our acre. And here at



Students model PEACE t-shirts
NLCP, peace is our harvest.
We work at it, talk it out, and *(see Peace on page 4)*

Phoenix News published three times last year and has a new adviser for 2006-07.

NORTHTOWN ACADEMY:

A rare adviser with a Journalism B.A.

Last year, Amy Schmaranzer was one of the few newspaper advisers in the city whose background combined training in education and a degree and experience in journalism.

Schmaranzer, 29, was adviser for *Puma Press* at Chicago International Charter School-Northtown Academy. She holds a bachelor's degree in journalism from University of Missouri-Columbia and a master's degree in secondary education from DePaul University. A Chicago native, she grew up in Arlington Heights and worked on student newspapers at Hersey High School and Missouri.

She encourages students to follow the path to journalism, even though she realized while on her first job that reporting wasn't for her. She was a guest speaker at a high school class when she realized that her true calling was teaching journalism, she says.

Schmaranzer's first year as *Puma Press* newspaper adviser was 2005-06. Ten seniors were enrolled in the journalism class, and some needed the credit for graduation. Last spring, she described three of them as "journalism-minded."



ADVISER TIPS

Be approachable. “They come to me for advice and I have to be there for them.”

Structure the class as an adviser and staff more than a teacher and students.

Have students take ownership. “It’s your mistake, it’s your deadline, you fix it.”

Amy Schmaranzer,
Puma Press adviser,
(far left)

“They’ve grown as a class and grown to like it,” Schmaranzer said of the all-volunteer newspaper staff. “They’re involved in lots of things, and it’s great to get that experience.”

Students meet after school on Thursdays, and more often as they approach deadline. The newspaper publishes four times a year, after each quarter.

In her class, “we talk about ethics, and I’m trying to get them to like it,” Schmaranzer said. She teaches the Potter Box approach to writing a story, using four dimensions of moral analysis to help in situations where ethical dilemmas occur: facts, values, principles and loyalties.

The class also has weekly discussions on “First Amendment Fridays.”

Schmaranzer admits she’s not “real strict on style because I don’t want them to feel like it’s work.” Her goal, she says, is “that they like and appreciate writing.”

“As commuters to school, they can start young in following the news,” she said.

“Kids who love sports get it from the newspaper; they’ll skim the headlines. Kids really get into news, and they’re listening to it in their cars. It’s good to hear them talking about it.”

Students take current events quizzes every Wednesday, a practice Schmaranzer started when she learned to her horror that none of her students knew who Tom DeLay was.

“And it was the biggest story of the year, and only three students knew who George Ryan was,” she said. “They never had exposure to news. [Now] when they come into class they’re on the *Tribune* Web site. Now they come to class excited.”

Northtown Academy, a charter school, opened in fall 2003. Its home is a building near Peterson Park on the Northwest Side, vacated when Good Counsel High School closed in May 2003.

“I feel really blessed with a great administration with an open forum,” Schmaranzer said. “There’s no prior review. It’s a comfort, and I stress that to the kids, to look at the big picture.”

Schmaranzer left Northtown at the end of the 2005-06 school year to take a position teaching social studies at Vanguard School, an alternative school in Arlington Heights where she taught for five years as a teacher’s aide.

“I loved it at Northtown, but I really believe in this program,” Schmaranzer said of the alternative school. She’ll teach social studies and is developing a curriculum that studies the media landscape as well. Calling on her college radio days, she’ll help students produce news stories for daily morning announcements.

“I think journalism class should be mandatory,” she said. “We’ll analyze the media, and I want to make sure my students see and discover new perspectives.”

Schmaranzer says she most likely will help with the school newspaper.

“I’m very passionate about teaching and want to talk about the First Amendment and ethics,” she said.

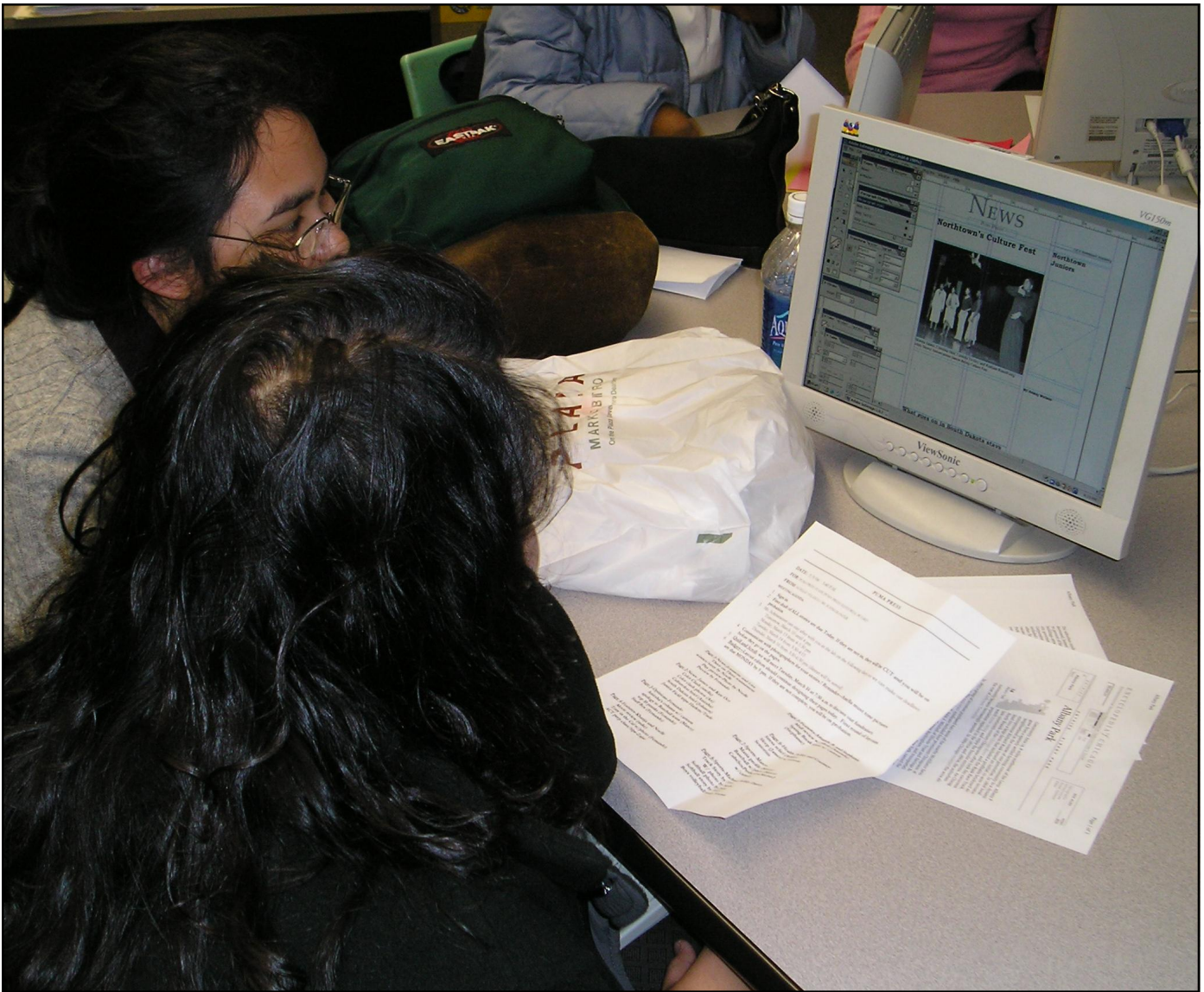
At Northtown, journalism enrollment is still high at 30 students. “I have some technology concerns because you can’t have 30 kids and seven computers,” Schmaranzer said. “But they did assure me before I left that there would be enough equipment for the new teacher they hired.”

QUALITY TIME WITH FIRST AMENDMENT

Just 20 percent of advisers said they spent “a great deal” of time teaching the First Amendment.

In fact, for nearly half of advisers, the teaching time spent on the First Amendment was comparable to the amount of time spent on teaching layout — not much.

For more information, see information of classes and class time, page 31.



Want to know the latest fashion trends for the season? Check out pg.6

Need Valentine date ideas? Don't know how to act during a date? Get help on pg.4

What's going on during the Spring Sports Season? Find out on pg. 7

Puma Press

February 3, 2006 CICS Northtown Academy 3900 West Peterson Avenue Volume 3.2

Seniors Join a Distinguished "Posse"

By Aniesha Cage

Hip Hop Hoory. Seniors are already acquiring scholarships. Seniors Liliana Dominguez and Sabreena Williams each were awarded the Posse Foundation Scholarship last month. "I am very fortunate," said Liliana who is "a little nervous about starting college but also looking forward to it."

Their scholarships value anywhere between 120,000 to 130,000 dollars. "I am very excited. It's free tuition," said Sabrina. She will attend...

Seniors Liliana Dominguez and Sabreena Williams smile as they contemplate about their newfound college careers.

Photo by Noelle Velasco

Seniors Liliana Dominguez and Sabreena Williams smile as they contemplate about their newfound college careers. They are recruiting leaders of The Posse Minnesota, Dennison Wisconsin-Madison. It is not easy...

process including: group activities, group interviews and one-on-one interview. Once the sixty finalists are selected, they must finish high school, get tutoring, and visit the college that will become their home, according to Mr. Ortiz.

If you are interested in applying for the scholarship next year, Mr. Ortiz said, "be sure to be dedicated to success" like our very own Lilian and Sabrina.

Both scholars agree on advice for interviews and scholarship applications. "Students

**CHICAGO INTERNATIONAL
CHARTER SCHOOL-
NORTHTOWN ACADEMY**

**3900 W. Peterson Ave.
Chicago 60659**

Enrollment: about 570 students.

**Opened in 2003; this is a
designated small school.**

Puma Press has a new adviser this year.

NORTHSIDE COLLEGE PREP:

An after-school paper, run by student editors

At Northside College Preparatory High School, the student newspaper, *The HoofBeat*, is run completely by students – with editors making assignments to underclassmen, laying out pages and taking photos. The newsroom air churns with the frenzy of deadlines.

And the 40 students are there because they want to be, as the program meets after school.

Journalism is so popular, in fact, that the paper's adviser, Chester Tyliniski, denies freshmen credit so that upperclassmen won't be deprived of the chance to work on the school paper. Once students start in the program, they usually stick with it all four years, he says.

The HoofBeat is published once a month and students fill 16 to 20 pages. Students work on the newspaper twice a week for 90-minute periods.

Despite the program's clear successes, Tyliniski fears that the school is always teetering one pen stroke away from losing its journalism program.

"We are unclear of journalism's status with CPS,"



Tylinski said, referring to the school district’s administrators. “We have never been able to get a clear answer from them. “I do not know how they plan to support journalism, but my principal is set on keeping it going.”

With more than 30 years of experience, Tylinski, 61, has been teaching Latin and English classes at the school since it opened in 1998. In his first year, Tylinski, who had advised the newspaper at Senn High School, assisted the teacher who handled the newspaper. He took over the journalism program the following year.

Journalism is an English elective that meets twice weekly after school, and students are grouped into three skill levels. After a year as general assignment reporters, students can become columnists with editing duties or can work on the separate online newspaper, which runs content different from the newspaper. This year there will be separate staffs, and an online redesign is planned.

The school’s computer teacher trains students in HTML “Generally, students know a heck of a lot more about computers than I do,” Tylinski said.

Last year the online paper was offline for most of the year because a CPS computer

upgrade wiped out most of the previous year's efforts. Print newspapers from the entire year were eventually posted to the Web.

As adviser, Tylinski does a final edit of the paper but doesn't touch the layout. He trained the first group of students on InDesign, PageMaker, PhotoShop and Illustrator software, and eventually they train each other.

A final copy of the newspaper is given to Principal James Lalley before it's printed.

"I'm not in favor of that," Tylinski said of the principal reviewing the paper before publication. "But he's a super principal, and he's the reason the paper is so good. He does more help than harm. He rarely questions an article, and if so, there's good reason. He might suggest a rewrite and say, 'Go ahead and print it,' but it's mainly on stories with incorrect wording."

Tylinski has three bachelor's degrees – in Latin, English and Classical Greek – and a master's degree in classical languages, plus hours toward a doctorate in curriculum and instruction. When he taught at Senn High School, he was assigned the journalism program after impressing the principal with his ability to run the language program.

With no journalism background, Tylinski dutifully studied newspapers and attended conventions to learn about running a school newspaper program.

"A school newspaper is more educational rather than production," Tylinski said, adding that he lets some mistakes go so students can learn from their mistakes in print.

Journalistic writing is important to a school's curriculum, Tylinski said. "Newswriting is as close to research writing as anything. At the high school level, writing is more creative than analytical. One of the harder things to learn is how to write for 'just the facts.' It prepares them in writing for college."

High school newspapers provide an environment that allows students to grow in their writing, he believes.

"They learn how to organize, deal with others and solve problems," Tylinski said. "School should be the safe environment to make mistakes and learn from them."

STUDENTS' DUTIES

On many newspaper staffs, students write the stories but have few responsibilities otherwise for the finished product.

The primary responsibility for editing the paper, in fact, often is assumed by the adviser.

For more information, see the responsibilities profile, page 29.



ADVISER TIPS

Teach students the process of editing.

Give students responsibility.

Let students choose the entries for journalism contests. “They feel it’s their paper and I give them as much freedom as they can handle.”

Chester Tylinski,
adviser,
The HoofBeat

Update: *The HoofBeat* staff is starting a chat room, open to all Chicago high school newspaper editors, this year. “It will be an opportunity to share ideas, ask questions and to develop enthusiasm,” Tylinski said.



NORTHSIDE COLLEGE PREP HIGH SCHOOL

**5501 N. Kenzie Ave.
Chicago 60625**

Enrollment: about 990 students.

Opened in 1998; selective enrollment.

The HoofBeat had a staff of 40 last year.

THE STATE OF HIGH SCHOOL JOURNALISM CHICAGO, 2006

In 1991, Roosevelt University organized a “Conference on School Journalism in Chicago” where researchers reported that 82 percent of Chicago’s high schools had newspapers. All but two of the 65 public high schools and more than half of the private schools had newspapers.

By 1996, the percentage of schools with newspapers had dropped – to about 77 percent. No need for alarm yet. But in 2005-06, our Roosevelt University-McCormick Tribune foundation survey found that while about 70 percent of all of the city’s schools have newspapers, only about 60 percent of public schools do.

Part of the explanation for the change is the fact that the city has many more high schools than it had in 1996 – not because new schools have been built, although some have, but rather because large schools in Chicago Public Schools are being split into small schools. Some focus on specific content areas; others are military academies or what are termed “achievement academies,” designed for students needing extra work for high school.

For example, where there once was Bowen High School at 2710 E. 89th St., that site is now home for Bowen Environmental Studies Team, Global Visions and Chicago Discovery high schools, and New Millennium School of Health.

The city also has a number of new charter schools, most of which – like the schools at Bowen – are small when compared with the large high schools that proliferated in 1996.

Among the small schools, it was unusual to find a functioning newspaper. At some, such as those at the former Orr High School, where several schools now exist — a newspaper in one small school serves all schools at the location.

But at other small schools, teachers repeatedly provided variations on the same response when explaining why their school had no newspaper: “We’re too small.” “We’ve downsized.” “We only have ninth graders.” With their intense focus on a specific content area or a specific group, teachers said, schools had no room for a newspaper.

There have been some high-profile losses to student journalism in this transition toward small schools. DuSable High School, which was featured favorably in *Death by Cheeseburger*, the Freedom Forum research report on high school newspapers published in 1994, is now split into several small schools. The former newspaper adviser is teaching in a commercial art curriculum instead of in journalism. Chicago Public Schools’ administrators say they plan more small schools in the coming years.

Among the key information advisers provided through our survey:

- ? Newspapers that *were* published were published less frequently, and the newspapers were smaller.
- ? Advisers had less experience, both as advisers and as teachers.
- ? Advisers said they support the First Amendment — more so than their peers in education nationwide — but don't spend much time teaching about it.
- ? Principals were asserting themselves much more through prior review of the students' newspapers, a practice discouraged by national journalism organizations.
- ? Media companies and journalism educators were doing little outreach into Chicago high schools and their newspapers or journalism programs.

METHODOLOGY

A total of 157 high schools in Chicago, including public, private and charter schools, were contacted for this survey between September and December of 2005. The names and addresses of schools were drawn from the Illinois High School Association's listing of schools as well as the Chicago Public Schools' web listing of active schools.

Initially telephone calls were made to all schools to learn two things: whether the school published a student newspaper and, if so, the name of the journalism teacher or adviser. From these calls it was determined that 45 schools did not have journalism operations or newspapers in 2005-06.

Surveys then were mailed directly to the journalism teacher or adviser or to "journalism teacher/newspaper adviser" when the names were not known. Respondents were asked to complete the mailed survey (a self-addressed, stamped envelope was enclosed) or to complete the survey online through a web link.

After another followup mailing in late November, a number of advisers/ journalism teachers were contacted by phone, some after multiple attempts, and completed the survey in that way.

A total of 48 surveys, or 30 percent of the total number of high schools, were completed. The response rate for schools that actually published or had journalism in 2005-06 was 42 percent.

Of the 48, there were 33 public schools, 10 private schools and five charters.

The numbers here are often so small that analysis yields few statistically significant findings. Further analysis will combine this survey with 1996 results and add suburban results as well.

PROFILE: STUDENT NEWSPAPERS

The average high school newspaper in Chicago published between five and six times during the 2004-05 school year (the survey asked for the number of issues the previous year) with just slight variation between public and private schools. Six newspapers did not publish at all that year; others published as many as 10 issues.

A total of 25 public high schools published less than once a month, as did seven of 10 private schools. Once-a-month publication is the level that one pair of researchers has used to define a “strong” newspaper.

Public-school papers were slightly larger, on average, than private-school papers. The public schools averaged between eight and nine pages per issue, while the private schools published just more than seven pages per issue. Charter schools’ papers averaged fewer than six pages per issue.

The budgets that support these publications ranged from less than \$1,000 to more than \$5,000 annually. Advisers at six schools, all of them public schools, reported budgets of more than \$5,000. At five schools – two private schools and three charters – advisers reported that the paper operated on less than \$1,000 each year. More than a quarter of all the advisers said that they didn’t know what their budget was for the newspaper.

Although most schools rely to some extent on fund-raising, advertising and the school budget for their operating funds, public schools relied more on activity fees, collected from students, for their operations. More than 45 percent of the public schools cited activity fees as a source of income, but just 25 percent of private schools did. In terms of selling advertising, public and private schools were much more similar: About 45 percent of public schools and more than 50 percent of private schools do not sell ads.

Newspaper staffs also varied in size: Public schools reported an average staff size of 24 students, while private schools were around half that size. Charter schools were even smaller, an average of eight students for the schools responding.

Newspaper profile	# of students	# of issues	# of pages
Public School	25	5.6	8.6
Private	12	5.7	7.4
Charter	8	2.3	5.7
Total	20-21	5.6	8.1

HOW HEALTHY ARE THESE NEWSPAPERS?

Among Chicago high school newspapers responding to our survey, the average publication appeared between five and six times – about every other month. The average newspaper ran eight pages.

Researchers Jordan and Waters have characterized school newspapers as “strong” if they published 10 times annually. Using a scale developed for the 1996 Roosevelt University survey, newspapers were categorized here as “strong” if they publish 10 times annually, “moderately healthy” if they published five to nine times annually, “weak” if they published up to four times annually.

Four advisers said their newspapers published 10 times in 2004-05, enough to be considered strong. That is about 8.5 percent — nearly the same percentage as was found in 1996. But the percentage of moderately healthy papers dropped in that period, and the percentage of weak papers more than doubled.

Three of the four strong papers were in the public system; one private-school newspaper also published frequently enough to be considered strong. No charter schools had strong newspapers.

Although no statistically significant differences among the schools could be determined — and in some cases, it’s unclear whether the strong newspaper or the attribute linked to it came first — the research shows that:

- ? Schools with stronger newspapers were associated with more student responsibility for production of the newspaper. In all but one category, the stronger newspapers’ advisers said students had greater levels of responsibility for the papers’ production than students did at all of the schools responding.
- ? Schools with stronger newspapers, not surprisingly, tended to have higher budgets. Weaker newspapers tended more to advisers who didn’t have a budget or didn’t know how much it was.
- ? Schools with advisers who have degrees in journalism or worked on high school or professional publications were no more likely to have stronger newspapers.
- ? Schools with stronger newspapers were not exempt from prior review by their principals, but the practice was less prevalent: Almost two-thirds of the stronger newspapers had principals who “never” read the paper before publication, in contrast with a third of the principals at the weak publications.
- ? Schools with stronger newspapers were associated with teachers who had been

teaching and advising twice as long as those at weaker newspapers.

- ▶ Schools with advisers who had never thought about advising until they were asked to do it were more frequently in the strong category.
- ▶ Schools where advisers reported that their staffs were 100 percent African American (their schools also were 100 percent African American) tended to be in the “weak” group of papers publishing infrequently. Eleven of the 14 schools that reported 100 percent African American staffs have weak newspapers; only one such school had a strong newspaper.

Papers’ “strength”	Weak	Moderately healthy	Strong
2006	21 (44%)	22 (46%)	4 (8.5%)
1996	14 (19%)	54 (73%)	6 (8%)

NEWSPAPERS’ EQUIPMENT

Basic equipment for producing newspapers appears to be available in Chicago schools: All advisers reported that their schools computers had computers that journalism students could use, for example.

However, in comments, many teachers qualified their answers:

“Two cameras for 15 students.”

“Old” computers!

Publishing software “borrowed from yearbook – 6 years old!”

Publishing software “only on one computer.”

One Internet access for entire staff.

“One computer for 30 students.”

Publishing software: “It doesn’t work, so I have to do the layout on my Mac.”

“Four computers only Microsoft Word-capable ... for 19 students.”

“Internet access – in theory, when it works.”

Computers: “Currently only 11 work for class sized 34.”

Computers: “Three in my room, fought desperately for.”

“Three computers for 30 students.”

The items student newspapers were least likely to have were phones and newspaper offices. Interestingly, private schools reported greater availability of such equipment as laser printers, publishing software, newspaper offices and scanners.

PROFILE: JOURNALISM TEACHERS AND NEWSPAPER ADVISERS

Advisers surveyed were younger, with less teaching experience and less advising experience, than their counterparts surveyed in 1996.

Half of the advisers are younger than 35; the most frequently mentioned year of birth is 1981, listed by four advisers.

The advisers responding in 2005-06 had a little more than half the experience that advisers reported in 1996. Nearly 70 percent of the advisers, in fact, have been advising for five years or less.

Advisers also had substantially less experience teaching than their counterparts in 1996. Half of the teachers had been teaching seven years or less.

Demographically, the adviser group was predominantly female (nearly 60 percent) and more diverse than the 1996 group. About 12 percent of advisers identified themselves as African American; 2 percent described themselves as Asian American and another 2 percent said they are Latino.

Fewer advisers in 2005-06 had journalism degrees, either bachelor's degrees or master's degrees, than their counterparts in 1996.

Advisers also reported having less journalism experience of their own – either at the high school or college level, or professionally – in 2005-06 than advisers reported in 1996.

Interestingly, nearly half of public-school advisers received no compensation –

Adviser profiles	2006 Survey	1996 Survey
Years teaching	10.4 average	15.1
Years Advising	4.8 average	8.1
Age	40 average	43.1
Minority	19%	14.9%
Female	58%	54.1%
Journalism degree	19%	27.4%
Has written for publication	70.8%	79.5%
No interest in advising until asked to do it	39.6%	50.7%

neither a stipend nor a course reduction – for their work with young journalists. Among private-school teachers, about one-quarter received no compensation, as was the case for about 40 percent (a small number: two advisers) of charter-school advisers.

On the positive side, a larger share of advisers reported having had earlier interest in advising. In 2005-06, about four of 10 public-school advisers said that they had no interest in advising until they were asked to do it; in the 1996 survey, more than six of every 10 public school advisers said that was the case. But Chicago Public School teachers accounted for nearly 70 percent of advisers who said they had no interest in advising until they were asked to do it.

Among private-school advisers, more said in 2005-06 that they had no interest in advising until asked to do it. Forty percent of charter-school advisers (a small number: two advisers) say they had no interest in advising until asked.

ADVISER TRAINING/EXPERIENCE

Advisers reported minimal training or preparation for their advising roles. Not one adviser was a Certified Journalism Educator or Master Journalism Educator, designations promoted by the nationwide Journalism Education Association and involving preparation and testing for journalism teachers.

About one-quarter of the advisers said they have attended journalism workshops that covered more than a single day, and a quarter say they have taken one or more journalism courses. But most said they had learned on the job.

Most had little journalism experience to draw on: Four of 10 say they worked on their high school papers, three of 10 on their college papers and less than one in five at professional publications. A full 30 percent had no journalism experience to draw on.

Adviser training	1-day workshops	Longer workshops	1 or more classes	On the job
	18.8%	27%	25%	75%

Advisers were able to list more than one area of training, so results total more than 100 percent.

Adviser experience	H.S. paper	College paper	College broadcast	Pro. publication	H.S. yearbook	College yearbook	None
	38.3%	29.8%	12.8%	17%	21.3%	4.3%	29.8%

ADVISER PROBLEMS

Advisers cited basic areas – lack of equipment and the quality of students’ writing – as their biggest problems. Less than 5 percent of advisers (two advisers) said that students’ writing is “not a problem.”

[OBJ]

WHO’S RESPONSIBLE?

Although their newspapers are “student” newspapers, many advisers said they handled key tasks in publishing the newspaper.

Advisers were asked about seven areas of the newspaper process in which students potentially might have some, most or all of the responsibility, ranging from writing stories to “managing the paper.” Advisers were asked whether they, the advisers themselves, had responsibility for the area; whether students had responsibility; or whether the two shared responsibility.

Only “writing” emerged clearly as an area in which students have respon-

sibility. Other responsibilities were shared (such as the responsibility for deciding content and assigning stories), while others seemed almost to have become the advisers' responsibility alone, such as editing stories, doing layout and "managing the paper."

The five charter-school advisers reported the least student responsibility for production of the newspaper; the 10 private-school advisers reported the most.

In the chart below, the higher the number, the more responsibility students have for this part of the newspaper.

[OBJ]

MEDIA AFFILIATIONS

Seven of the advisers, or just less than 15 percent of them, said their programs had any kind of association with media companies, professional journalism organizations or college journalism programs. Five of the seven were public schools and two were private religious schools.

Six schools, all of them public, had received grants for their operations. The source of the grants ranged from local entities such as the YMCA and RR Donnelly to the Dow Jones Newspaper Fund, which provides programs and grants to school newspapers and advisers.

CLASSES AND CLASS TIME

Thirty-seven schools offered journalism courses, all but one of them with either “journalism” or “newspaper” in the name, although most are English electives. Fifteen schools offered more than a single journalism class.

When asked to rate the amount of time spent in class on various topics, more than 80 percent of advisers said they spend “a great deal of time” on writing. The rest said they spend “some time” teaching writing. No one reported spending “not much time,” the lowest category, on writing instruction.

The time spent on other instruction areas varied widely. Half of the advisers said they spent “a great deal” of time teaching reporting, and another 40 percent said they spent “some time.” Just 10 percent spent “not much time” teaching reporting.

Less than 20 percent of advisers said they spent “a great deal” of time teaching layout, photos/graphics, computers and the First Amendment.

In fact, 45 percent of advisers said they spend “not much time” teaching about the First Amendment. Only layout, with 42 percent responding that they spent “not much time” teaching in this area, came close to being taught as little as the First Amendment.

Nearly two-thirds of public-school advisers said their staffs were scheduled into their journalism courses, but the opposite was true in private schools, where two-thirds of the advisers said their staffs did not come from a scheduled class. Instead, private-schools advisers said their staffs were more often recruits or volunteers.

Twenty-eight of the advisers said they spent a class period daily on the newspaper, with class periods reported generally at around 45 minutes. (Several also said their classes met twice weekly for 90 minutes.) At a dozen schools, however, the newspaper was completely an after-school activity.

Among public schools, less than 20 percent of advisers described their newspaper as after-school only. Forty percent of the private schools, however, had after-school newspaper programs.

FIRST AMENDMENT ISSUES: PRIOR REVIEW

Nearly 60 percent of the advisers said their principals read the paper at least “once in a while” before publication. In 1996, just more than a quarter of the principals, about 27 percent, did this.

While the idea of “reading” the newspaper before publication sounds harmless, this is the definition of prior review, a practice condemned by the Journalism Education Association, a 2,300-member nationwide organization of advisers and journalism teachers.

JEA says that such review “gives school administrators, who are government officials, the power to decide in advance what people will read or know.” The practice also “contradicts every principle of sound journalism education and constitutes blatant but indirect censorship.”

The survey asked two other questions about principals: whether they had ever ordered that a story be pulled from the paper and whether they had ever ordered that a story be changed before it appeared in the paper.

Interestingly, responses to these two questions showed no change from the reports on principals’ actions in 1996.

Just less than a third of advisers said their principals had at least sometimes ordered stories pulled from the paper, the same percentage as in 1996. Just more than 45 percent of advisers said their principals had ordered stories changed before they could run, also the same percentage as 1996.

At the same time, the percentage of advisers who said they did the final editing of their students’ newspapers before the paper was published also increased. All but one of the advisers said they “always” or “fairly often” did the final editing of the paper before publication. In 1996, about 90 percent said they edited the paper at least sometimes.

Advisers in 2005-06 withheld stories and changed stories without consulting editors more often than their counterparts in 1996. Nearly two-thirds of advisers reported that they had withheld a story from publication because of its content, twice as many as reported that in 1996. And about 35 percent of advisers said they had changed copy and sent it to the printer without consulting student editors, a percentage that is again almost twice as large as that reported in 1996.

JEA, the national advisers’ organization, cautions advisers in its statements on prior review:

“A journalism teacher working with students advises, counsels and supervises the

editing process. Such internal discussions do not constitute prior review, so long as protected speech is not tampered with, and students make final content decisions.”

Principals' role	Never	Once/ while	Fairly often	Always
Does principal read paper before publication?	39.6%	10.4%	10.4%	38.3%
Has principal said story couldn't run?	68.1%	23.4%	0	8.5%
Has principal ordered change before story could run?	54.3%	32.6%	8.7%	4.3%

Advisers' role	Never	Once/ while	Fairly often	Always
Read paper before publication?	0	0	2.1%	97.9%
Do final edit of the paper?	2.1%	4.3%	8.5%	85.1%
Withheld a story because of subject?	38.3%	46.8%	8.5%	6.4%
Changed copy w/o consulting editor?	64.4%	22.2%	6.7%	6.7%

FIRST AMENDMENT ISSUES: ADVISERS' VIEWS

Chicago advisers' views on the First Amendment tended generally to be more liberal than those of teachers surveyed nationwide in 2005 in a Knight Foundation survey, *Future of the First Amendment*. It should be noted, however, that the Knight survey questioned all teachers, not just those in journalism.

Both in Chicago and nationally, most of those surveyed said they at least mildly agreed that people should be allowed to express unpopular opinions. Nearly three-quarters of both Chicago and national respondents also said they strongly agreed with newspapers' right to publish freely.

But other questions seemed to strain teachers' support of the First Amendment. Only a third of the Chicago advisers said they strongly agreed that high school students' should be able to report on controversy without school authorities' approval. That, however, compared with just 13 percent of teachers nationally who strongly agreed with such student reporting.

In fact, teachers nationally were considerably more likely to support the right to sing songs with offensive lyrics than they were student journalists' right to report on controversy. Only flag burning was less palatable than student journalism to the national group.

The Chicago journalism teachers also were more aware of whether certain activities are legal: More than 70 percent of the Chicago teachers knew that burning the flag was legal, compared with 60 percent of teachers nationally. The Chicago journalism teachers were more aware that the government cannot restrict material on the Internet and as aware as the national group that shouting "fire" in a theater is not protected by the First Amendment.

Supporting the right ...	Chicago teachers	U.S. teachers *
To express unpopular opinions?	100%	97%
To burn/deface the American flag?	65.9%	28%
To sing songs with lyrics that might be offensive?	73.3%	58%
Of newspapers to publish freely?	95.5%	80%
Of high school students to report controversial issues without administrators' approval?	68.9%	39%

* As reported in the Knight Foundation survey, *Future of the First Amendment*. "Support" includes both "strong" and "mild" agreement.

FIRST AMENDMENT ISSUES: DISSECTING ADVISERS' VIEWS

What factors are associated with advisers' support of certain First Amendment viewpoints?

It might be reasonable to think that advisers holding journalism degrees would be more likely to support expression of First Amendment rights. That's not always the case, although all but one of the advisers with journalism degrees (there are six with bachelor's degrees and three with master's degrees) said they strongly agreed with the right to express one's opinions. The affirmative response on this one, however, was almost universal: Just 6.5 percent of the advisers *didn't* say they strongly agreed, and those said they "mildly agreed."

When the questions became more specific, however, holders of bachelor's degrees were scattered on issues of expressing First Amendment rights, like burning the flag (a third of the journalism-degreed advisers said they "strongly agreed" with this as an expression of First Amendment rights), singing songs with possibly offensive lyrics

(half of the journalism-degreed advisers said they “strongly agreed” with this) or a high school paper reporting on controversy (again, a third of the journalism-degreed advisers said they “strongly agreed” with this).

Advisers who said they read newspapers daily were not necessarily more likely to support exercise of all First Amendment rights. As in the results cited in the previous paragraph, they – like the rest of the advisers – were less supportive of First Amendment activities like burning flags or allowing high school students to report on controversy than they were of expressing opinions, allowing newspapers to publish freely or even singing songs with offensive lyrics.

MEDIA COMMITMENT AND CONSUMPTION

Advisers seemed moderately committed to news and the journalism field: Just more than 20 percent said they regularly recommended journalism careers for their students. More than 30 percent either said they never or rarely recommended journalism careers.

When advisers were asked the source or sources of news that they used, just less than 60 percent said they listened to radio daily, and around half of the advisers said they read a newspaper or read news on the Internet daily.

More than 20 percent of advisers read a newspaper once a week or less.

Asked how often they required students to read a newspaper or watch television news as an assignment in their courses, more than 12 percent of the journalism teachers and advisers said they “never” made such assignments. On the other end of the responses, 10 percent made news assignments daily.

Get news from	Every day	At least once/ week	Less than once/week
Newspapers	47.8%	45.7%	6.5%
Radio	58.7%	28.2%	13%
TV	40%	42.2%	8.9%
Internet	50%	30.4%	2.2%

Newspaper/TV assignments?	Never	1/yr.	1/term	1/mo.	1/wk.	Daily
	15.4%	2.6%	5.1%	30.8%	35.9%	10.3%

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

— First Amendment

OUR STUDY:

What comes next for schools' newspapers?

Chicago's high school newspapers need help: That much is clear.

Even at schools like Morgan Park and Northside College Prep, where award-winning newspapers attract large student staffs and publish monthly, advisers aren't confident about the future of student papers.

Our survey shows that a smaller percentage of schools in the city have newspapers; that more of the newspapers still being published fall into a "moderately healthy" or "weak" category of infrequent publication, that advisers are less experienced in teaching and advising, and that media outlets have done little to reach out to school journalism.

Improving the outlook will require a united front, focusing on these areas:

- ? **Adviser training.** New advisers – and there seems a larger percentage of them handling newspapers each year – need quick short courses, designed to help them cope right away, and longer workshops and programs to keep them teaching journalism and make them better at it. Educators throughout the area must be brought into the fold for this.
- ? **Adviser networking.** New advisers need colleagues to commiserate with, and many have no one at their own schools. Scholastic Press Association of Chicago and other state and national organizations can fill the need here.
- ? **Media involvement.** Editors and publishers engaged in persistent hand-wringing about their industry's future need to divert their angst to a plan for investing time and effort – and money – into student newspapers. *These students* are the future of media.
- ? **Advocacy.** Principals and other administrators who have been convinced that it's their duty to review student newspapers must learn another way. All of us who care about journalism must make the case for student journalism as one of the most effective ways for young people to experience civic involvement and democratic ideals.

► Yours in high school journalism,

Linda Jones

2005 Chicago High School Journalism Survey

Q1: Your name _____

Q2: Your school _____

Q3: Your school is: Public ____ Private (religious) ____ Private (nonreligious) ____ Charter ____

Q4: Check the type of school:

Regular ____ Vocational/technical ____ Special program ____ Alternative ____

Special education ____ Other ____

Q5: For the record, you are:

Journalism teacher ____ Newspaper adviser ____ Both ____ Neither ____ If neither, please give this survey to your school's journalism teacher or newspaper adviser.

Q6: Check the student media activities your school offers:

Student newspaper ____ Student-run radio station or show ____

Student magazine ____ Student-run television station or show ____

Yearbook ____ Student Internet or Web publication ____

Any other form of student media: Please list.

Q7: Is journalism offered as a class or classes, or is it an extracurricular activity at your school?

Class ____ Extracurricular activity ____

Q8: If journalism classes are offered, please list them in the far left column below. Then check in the column correctly describing each class: required English class, English elective, other elective.

Name of class	Required English?	English elective?	Other elective?

Q9: How do students become involved with the newspaper? Check all that apply.

Scheduled into the class ____ Recruited (by you) ____ Volunteers ____

Applicants (they apply and you decide) ____ Other? Please describe.

Q10: How many students are on the newspaper's staff this year? _____

Q11: As you know, a big concern of newspapers and broadcast stations is recruiting staff members who are African American, Hispanic American, Asian American and Native American. What is the percentage of your newspaper staff who are in these minority groups?

African American _____ Hispanic American _____

Native American _____ Asian American _____

Q12: Please check the items you have available for the newspaper. If you wish to add something (as in “one computer for 30 students”), put that in the “comments” column.

	Yes	No	Comments
Q12A: Computers			
Q12B: Camera			
Q12C: Laser printer			
Q12D: Publishing software			
Q12E: Newspaper office			
Q12F: Telephone			
Q12G: Scanner			
Q12H: Internet access			

Q13: How many times did the newspaper publish last year? ____

Q14: How many pages per issue did the newspaper average last year? ____

Q15: What is the newspaper’s annual budget?

\$1,000 or less ____ \$1,000-\$3,000 ____ \$3,000-\$5,000 ____ More than \$5,000 ____ Don't know ____

Q16: Does the money for the newspaper’s operating budget come from ... (check all that apply)

Activity fees ____ Sales/fundraising ____ Advertising in the paper ____ School budget ____

Other: please describe

Q17: Does the newspaper sell advertising? Yes ____ No ____

If not, please explain why not:

Q18: How much time do students spend working on the newspaper each day?

A class period ____ (class periods are ____ minutes) Part of each class period ____

More than a class period (estimate minutes) ____ After school only ____

Q19: Is this more or less time than was spent five years ago?

More ____ Less ____ Same ____ Don't know ____

Q20: In the left column are some common problems for high school newspapers. Please check the best description of the problem's importance for you: major problem, minor problem or not a problem.

	Major problem	Minor problem	Not a problem
Q20A: Cost of publication			
Q20B: The school administration			
Q20C: Discipline			
Q20D: Staff apathy			
Q20E: Lack of student knowledge of computers			
Q20F: Lack of equipment			
Q20G: Censorship			
Q20H: Quality of student writing			
Q20I: Lack of student stories			
Q20J: Not enough students for staff			
Q20K: Lack of training for you on computers			
Q20L: No journalism class or not enough class time to work with students			

Q21: In putting the newspaper together, do students have the MAIN responsibility for ...

	Yes	No	Shared with you
Q21A: Editing stories			
Q21B: Taking photos/doing graphics			
Q21C: Doing computer layout			
Q21D: Writing stories			
Q21E: Assigning stories			
Q21F: Deciding content			
Q21G: Managing the paper			

Q22: Has your school newspaper had affiliations of any kind with any of the following groups?

Media companies that regularly send employees such as reporters or anchor people to visit your school _____

Representatives of professional journalism organizations who work with your school _____

College or university journalism professors who regularly work with your school _____

None _____

Q23: Have you or your newspaper ever received a grant from a media company or foundation?

Yes _____ No _____ If yes, please describe.

Q24: Now, on your role with the newspaper ...

	Never	Once in a while	Fairly often	Always
Q24A: Do you read the paper before it's published?				
Q24B: Do you do the final edit of the paper before it's published?				
Q24C: Have you withheld a story from publication or required that it be substantially rewritten because of the subject matter?				
Q24D: Have you changed copy and sent it to the printer without telling the editor you planned to do so?				

Q25: And the role of your principal ...

	Never	Once in a while	Fairly often	Always
Q25A: Does the principal read the paper before it's published?				
Q25B: Has the principal ever told you a particular story couldn't run?				
Q25C: Has the principal ever told you that a story had to be changed before it could run?				

Now, some questions about classes ... (if you don't have a journalism class, go to question 28)

Q26: During the past year, have you required as an assignment that your students read a newspaper or watch television news, and if so, how often were they required to do so?

Never ____ Once a year ____ Once a term ____ Once a month ____ Once a week ____ Daily ____

Q27: This is a list of subjects that might be covered in a journalism class. Please check in the appropriate column to tell us how much time you spend on the subjects listed in the first column.

	A great deal of time	Some time	Not much time
Q27A: Writing			
Q27B: Reporting			
Q27C: Layout/design			
Q27D: Photos/graphics			
Q27E: Computer skills			
Q27F: First Amendment			

Q28: How often, if at all, do you encourage students in your classes or on the newspaper to think about pursuing a career in journalism?

All of the time ____ Some of the time ____ Little of the time ____ Not at all ____ Don't know ____

This is the final section, with questions about your views and your own background.

Q29: People tend to get their news and information from many different sources. How often do you get news from each of the following sources? Check the appropriate column.

	Every day	Several times per week	About once a week	Less than once a week	Never	Don't know
Q29A: Daily newspaper						
Q29B: Radio						
Q29C: TV news						
Q29D: Internet						

Q30: In the following table, please check the response that comes closest to your views on the statement in the left column.

	Strongly agree	Mildly agree	Mildly disagree	Strongly disagree	Don't know
Q30A: People should be allowed to express unpopular opinions.					
Q33B: People should be allowed to burn or deface the American flag as a political statement.					
Q30C: Musicians should be allowed to sing songs with lyrics that others might find offensive.					
Q30D: Newspapers should be allowed to publish freely without government approval of a story.					
Q30E: High school students should be allowed to report controversial issues in their student newspapers without the approval of school authorities.					
Q30F: Americans don't appreciate First Amendment freedoms the way they ought to.					

Q31: Below is a series of statements about how people might try to exercise their rights under the First Amendment. In each case, please indicate whether you think under current law Americans have the legal right or not to do these things.

	Yes	No
Q31A: Do Americans have the legal right to burn the American flag as a means of political protest?		
Q31B: Do the courts have the right to send reporters to jail for refusing to reveal a news source?		
Q31C: Does the government have the right to restrict indecent material on the Internet?		
Q31D: Does someone have the legal right to shout "fire" in a crowded arena as a prank?		

Q32: Overall, do you think the press in American has too much freedom to do what it wants, too little freedom to do what it wants, or is the amount of freedom the press has about right?

Too much freedom ____ Too little freedom ____ About right ____ Don't know ____

Finally, some questions about you.

Q33: When did you first become interested in advising the newspaper or teaching journalism?

In high school ____ In college ____ After you started teaching ____ When asked to do it ____

Q34: Are you compensated for advising the newspaper?

Yes, I get a stipend ____ Yes, I get a course reduction ____ No ____

Q35: What is your highest academic degree?

Degree _____ Field _____

Q36: As far as journalism education, indicate your own background.

Bachelor's degree in journalism ____ Master's degree in journalism ____

Received certification from the Journalism Education Association CJE ____ MJE ____

Attended one-day journalism seminars/workshops ____ Attended longer journalism workshops ____

Have taken a class or classes ____ (how many? ____) Have learned on the job ____

Q37: Did you work on ...

Your high school paper ____ Your college paper ____ Your college radio or TV station ____

A professional publication ____ A yearbook or magazine in high school ____

A yearbook or magazine in college ____ None of the above ____

Q37A: How long have you been teaching? _____ years

Q37B: How long have you been advising the newspaper? _____ years

Q38: In what year were you born? _____

Q39: Are you male or female? Male ____ Female ____

Q40: Are you Spanish/Hispanic/Latino? Yes ____ No ____

Q41: What is your race?

White/Caucasian ____ Black/African American ____ American Indian or Alaska Native ____

Asian American ____ Some other race ____

Q42: Would you be willing to talk further with us about your experience as a journalism teacher/ newspaper adviser?

Yes ____ No ____

If yes, please provide us with a phone number to enable us to set up an interview time with you.

_____ Days? ____ Evenings? _____

Thanks for your help!

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