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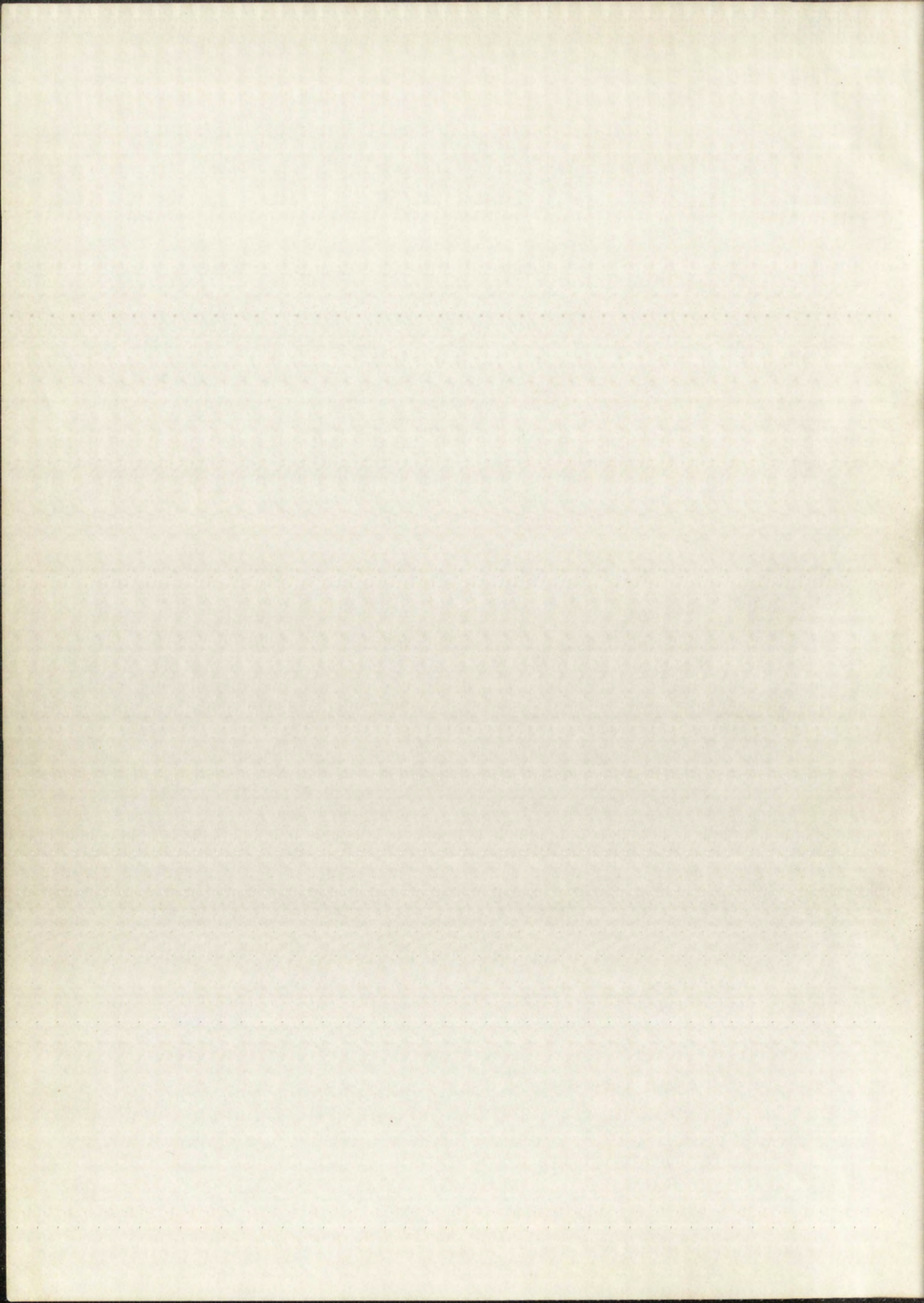
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NAME AND ADDRESS

A STUDY OF STUDENT PUBLICATIONS IN THE PUBLIC HIGH SCHOOLS
OF NEW MEXICO

By
Paul Springer

A Thesis
Submitted in Partial Fulfillment of the
Requirements for the Degree of
Master of Arts in Education

University of New Mexico

1940

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This thesis, directed and approved by the candidate's committee, has been accepted by the Graduate Committee of the University of New Mexico in partial fulfillment of the requirements for the degree of

MASTER OF ARTS

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Jan. 31, 1941
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REPORT

The above named person was interviewed on the 11th of June 1964 at the office of the Special Agent in Charge, New York, New York, and the following information was obtained:

1. Name

JOHN J. [illegible]

1. Name of the person interviewed

2. Date of interview

3. Place of interview

4. Time of interview

5. Name of the person interviewed

6. Date of interview

7. Place of interview

8. Time of interview

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CHAPTER I

INTRODUCTION

Student publications have been an important part of extra-curricular activities in the high schools for many years and will probably continue to hold their place in the future. They are widely recognized as vital student activities and range all the way from a technically correct and well illustrated newspaper and elaborately decorated magazine printed on the best grade of paper through the less elaborate mimeographed and hectographed products to the simple, handwritten sheet of news in the classroom. The annual and handbook also have important places. Even though authorities differ as to the values of the different types of student publications, most of them recognize the fact that some type of publication by the students is a stimulating, dynamic force in a school.

The use of student publications began at an early date. The first high school publication of which there is any record was a four page journal, or paper, called Excelsior and published by the boys of the Hartford Public High School in Hartford, Connecticut, on May 9, 1848.¹ It

¹ S. Hertzler, "Early Pupil Publications In the High Schools of Connecticut," The School Review, 36:431-436, June, 1928.

CHAPTER I

INTRODUCTION

Student publications have been an important part of
extra-curricular activities in the high school for many
years and will probably continue to hold their place in the
future. They are widely recognized as vital agencies
activities and range all the way from a regularly printed
and well illustrated newspaper and elaborately decorated
magazine printed on the best grade of paper through the less
elaborate mimeographed and hand-drawn products of the
classroom. The student newspaper is the most important of these.
Annuals and handbooks also have important places. Even
student activities which are not printed in any form are
types of student publications, some of them recognize the
fact that some type of publication by the student is
essential, dynamic force in a school.

The use of student publications began at an early
date. The first high school publication of which there is
any record was a four page journal, or paper, called
Excelsior and published by the boys of the Hartford Public
High School in Hartford, Connecticut, on May 2, 1844.

J. C. Hartman, "Early High School Publications in the United
States of America," The School Review, 30:1-2, 1920.
June, 1923.

was published every two months, and the editors were chosen from the student body. Then the next step was the printed paper, which appeared at Hartford, Connecticut, in October, 1851, and was called The Effort.² Two rival manuscript papers, Constellation and Aspirant, were started in the Girls' High School of Portland, Maine, in 1851, and lasted until 1863.³ These two rival papers, as Grizzell points out, "served as a medium of expression of student opinion as well as the presentation of choice bits of poetry, essays, jokes, and school news."⁴ In November, 1859, The High School Thesaurus of Worcester, Massachusetts, appeared. It was an eight page, three column paper published monthly by the students of the high school at five cents a copy and ran for three years. Along with The High School Thesaurus and The Effort there appeared the humorous variety of magazine. In January, 1857, at Hartford, the High School Chanticleer, a school magazine, was published at irregular intervals and was devoted to fun and witticism.⁵

² A. C. Roberts and E. M. Draper, Extra Class and Intramural Activities, (New York: D. C. Heath and Company, 1928), p. 163.

³ E. D. Grizzell, Origin and Development of the High School In New England Before 1865, (New York: The Macmillan Company, 1923), p. 346.

⁴ Loc. cit.

⁵ H. W. Hay, "An Analysis and Evaluation of the High School Magazine," (unpublished Master's thesis, Pittsburg, Pennsylvania: University of Pittsburg, 1926), pp. 8-9.

was published every two months, and the editor was chosen from the student body. Then the next step was the printed paper, which appeared as Westward, Connecticut, in October, 1857, and was edited by The Editors.² Two rival manuscript papers, Connecticutian and Argonaut, were started in the city. High school or college, being in 1857, and lasted until 1860.³ These two rival papers, as previously pointed out, served as a medium of expression of student opinion as well as the presentation of student work of poetry, essays, jokes, and school news.⁴ In November, 1859, The High School Tribune or Westward, manuscript, appeared. It was an eight page, three column paper published weekly by the students of the high school at this time a copy was run for three years. Along with The High School Tribune and The Argonaut there appeared the Westward variety of manuscript. In January, 1857, at Hartford, the High School Centinel, a school magazine, was published at irregular intervals and was devoted to fun and education.

¹ Westward, November and December, 1857, p. 103.
² Westward, November and December, 1857, p. 103.
³ Westward, November and December, 1857, p. 103.
⁴ Westward, November and December, 1857, p. 103.

The history of the annual and handbook did not begin as early as that of the school paper and magazine. In 1873, thirty pages of Volume Two of the annual of the Hopkins Grammar School of New Haven, Connecticut, was published. It had a few similarities to present day annuals.⁶ Other early annuals were: The Plan of Phillips Exeter Academy in 1880; The Meteor of Cheshire School in Connecticut in 1882; and The Anchora of the Mason High School, Mason, Michigan, in 1895.⁷

Allan Abbot of the Horace Mann School of New York City, as early as 1910, gave some prophetic views on the possibilities of high school publications.⁸ At that time New York City had fifty publications in the public high schools. George W. Greene⁹ stated in an article published in 1922 that there were more than 5000 school publications in the United States at that time. No figures are available as to the number of high school publications that are published at the present time, but probably the number is many times the one stated by Greene. Hence, from the early

⁶ E. K. Fretwell, Extra-Curricular Activities in the Secondary School, (New York: The Macmillan Company, 1928), p. 353.

⁷ Ibid., pp. 353-354.

⁸ R. D. Russell, "Estimating the Value of High School Publications," The Nation's Schools, 8:25-30, December, 1931.

⁹ George W. Greene, "How Young America Has Become a Publisher," Dearborn Independent, December, 1922, pp. 10-11.

4

attempts mentioned in the preceding paragraphs, down to the present time, high school publications have been increasing, especially within the last decade. Today no school administrator can afford to ignore the influence that such publications can have upon a school, and the use of such publications is a challenge to the ingenuity of the school administrator.

I. THE PROBLEM

Statement of the problem. It is the purpose of this study (1) to determine the extent to which student publications are current in New Mexico; (2) to determine the frequency of the kinds of publications used; (3) to find the mechanical methods of publication used; (4) to reveal the general organization and management of the publications, such as: (a) to find who sponsors the publications and how the sponsors are selected; (b) to find the systems used in selecting student representatives, or staffs; (c) to find the number on the staffs of the publications; and (d) to show the relation of the principal and superintendent to the publications; (5) to show the methods of financing the publications; (6) to obtain estimates on the total cost of the various publications; (7) to determine the ways in which the finances are controlled and systems of accounting for the finances; (8) to find the school subjects which are

attitudes mentioned in the preceding paragraphs, down to the
present time, high school qualifications have been considered
especially within the last decade. Today no school
administrator can afford to ignore the importance of high school
qualifications and have them ignored, and the school
qualifications is a challenge to the administrator of the school
administrator.

1. THE PROBLEM

Statement of the problem. It is the purpose of this
study (1) to determine the extent to which school qualifica-
tions are provided in New Mexico; (2) to determine the
frequency of the kinds of qualifications; (3) to the
the present status of qualifications; (4) to the
the present organization of the qualifications; and how
each are (a) to the school the qualifications and how
the schools are affected; (b) to the school system and in
relation to the school system; (c) to the school system
the number on the staff of the school system; and (d) to
show the relation of the school system and the school system to the
qualifications; (5) to the school system of the school system
qualifications; (6) to the school system of the school system of
the various qualifications; (7) to determine the way in which
the qualifications are controlled and supervised; and (8) to
the qualifications; (8) to the school system of the school system

correlated with student publications; and (9) to find the administrative problems superintendents and principals have in connection with student publications.

Delimitations of the problem. The study has been limited to student publications in the public high schools of New Mexico. The internal make-up, or the journalistic phases, of student publications will not be studied, the investigation being limited to the extent, management, organization, finances, and administrative aspects of student publications as outlined in the statement of the problem.

Importance of the study. It is recognized by authorities that student publications have a worthwhile and significant place in high schools. McKown gives the following values to school publications:

- (1) They unify the school and foster school spirit;
- (2) they encourage desirable school enterprises and activities;
- (3) they mold and influence public opinion;
- (4) they give authentic news of the school to students, parents, patrons, and other schools;
- (5) they serve as a medium of expression of student opinion;
- (6) they give opportunity for self-expression and creative work;
- (7) they develop qualities of cooperation, tact, accuracy, tolerance, responsibility, initiative, and leadership;
- (8) they foster cordial relations among schools;
- (9) they record the history of the school;
- (10) they advertise the school; and
- (11) they serve specific functions.¹⁰

¹⁰ H. C. McKown, *Extra-Curricular Activities*, (New York: The Macmillan Company, 1928), pp. 294-299.

If student publications can accomplish any of the above tasks, an investigation of the publications of New Mexico, with the plan of offering constructive recommendations for their improvement, should be of much practical value. Although more publications are used in the schools today than ever before, no investigation of student publications of the state of New Mexico as a whole has been made. Even though this study is not concerned with the internal nature of the publications, a study and knowledge of the organization, management, and methods of financing the publications in New Mexico should reveal some of the weaknesses, tendencies, and opportunities for improvement, which will be of value to superintendents, principals, and teachers in formulating the policies and practices in regard to their own school publications, as well as aiding them to solve some of the problems that arise in connection with student publications.

II. DEFINITIONS OF TERMS USED

Student publications. In this study student publications means the publications which students have a large part in preparing, editing, and publishing, such as a school newspaper, magazine, annual, or handbook, regardless of the size, or whether printed, typed, or duplicated by some other

It is a common mistake to think of the
above tasks, an investigation of the possibilities of how
next, with the aim of obtaining concrete results
plans for their improvement, should be of great practical
value. Although such publications are made in the school
today even before, no investigation of student publica-
tions of the state of New Mexico as a whole has been made.
There is enough in this study to see connections with the history
nature of the publications, a study and knowledge of the
organization, management, and methods of financing the pub-
lications in New Mexico should reveal some of the reasons
for their existence, and opportunities for improvement, which will be
of value to an administrator, principal, and teacher in con-
sidering the policies and practices to be followed in their
school publications, as well as giving them to other schools.
The problem that arises in connection with student
publications:

III. DEFINITION OF STUDENT PUBLICATIONS

Student Publications. In this study, student publica-
tions means the publications which students have a large
part in preparing, editing, and publishing, such as a school
newspaper, magazine, annual, or handbook, regardless of the
size, or whether printed, typed, or duplicated by some other

method. Student publications and school publications will be used interchangeably.

High school. A high school means any public secondary school on the three, four, or six-year plan. Five high schools included in the study were schools of the following plans: 8-3, three schools; 6-5, one school; and 8-2, one school, which are not full twelve year schools, but the high school grades that existed were accredited by the State Department of Education, and listed as high schools. Junior high schools were not included, unless they were a part of a composite junior-senior high school organization.

Sponsor. A sponsor is the person or faculty adviser who has direct supervision of a task, as the publishing of a school newspaper, and does not necessarily mean the superintendent or the principal of a school.

III. SOURCES OF DATA

The main part of the data for this study was secured by a questionnaire sent to the superintendents and principals of the 136 public high schools of New Mexico. Out of the total number of questionnaires sent, 113 schools responded and the returns constituted the main source of data. The subject matter for the questionnaire form was obtained by

method. Student publications and school applications will

be used interchangeably.

High school. A high school means any public school

any school for the three, four, or six-year plan. Five high

schools included in the study were located at the following

places: 5-5, three schools; 5-6, one school; and 5-7, one

school, which are not full five-year schools, but the high

school grades that related were included by the State

Department of Education, and listed as high schools. Junior

high schools were not included, unless they were part of

a composite junior-senior high school organization.

Spokane. A Spokane is the person or persons who

who are directly responsible of a task, as the publisher of

a school newspaper, and those who necessarily work for

experimentation on the principal of a school.

III. STUDIES OF THE

The study of the Spokane was the first and second

by a questionnaire sent to the superintendents and principals

of the 110 high schools of the State. Out of the

total number of questionnaires sent, 113 schools responded

and the results constituted the main source of data. The

major factor for the questionnaire form was selected by

an intensive survey of articles in magazines and periodicals, textbooks on extra-curricular activities, and other studies on student publications, in order that the pertinent questions on the phases of the problem would be included in the inquiry form. A review of related studies was also made and will be given in Section V of this chapter. Appendix A gives a list of the schools that responded.

IV. METHOD OF PROCEDURE

The normative-survey technique, or type of research, was employed in this study in that a questionnaire was used to determine the current practices and status of the phases of the problem. After a review of the related literature was made, the questionnaire was prepared and mailed. From the returns the information was tabulated on index cards with the compiled information on each question on a separate card. The cards were then arranged in groups under the appropriate headings: extent and kinds of student publications in New Mexico, organization and management, costs and methods of financing, and the administrative problems involved in student publications. After a careful study and analysis of each group of tabulated information were made, the chapters were written and the tables prepared. In a portion of one chapter the schools were divided into

an intensive survey of studies in mathematics and physics
textbooks on experimental activities and other studies
on student problems. In order that the present and future
studies of the subject of the present study be carried out in the
industry form, a review of related studies was also made
and will be given in section 1 of this chapter. The results
given a list of the research that was made.

1.1. REVIEW OF RELATED STUDIES

The narrative survey designed for this study was
was employed in this study in order to determine the extent
to determine the current practices and status of the studies
of the present. After a review of the related literature
was made, the questionnaire was prepared and mailed. From
the returned the information was collected as follows:
with the collected information on each question, the results
were. The results were then analyzed in order to determine
appropriate methods: extent and kind of research, studies
studies in the field, organization and management, costs and
methods of financing, and the administrative problems.
involved in student problems. After a careful study
and analysis of each group of related information was
made, the original data were written and the final report
In a portion of one chapter the results were listed into

four groups: Group I, Group II, Group III, and Group IV, according to their enrollment, for convenience in studying and because certain parts of the problem were different in the larger schools.

V. REVIEW OF RELATED LITERATURE

As no detailed studies have been made of school publications in New Mexico, this particular study is in new territory. Much has been written, however, on the various types of school publications and their organization and use in schools in general and several studies have been made of states and sections of the United States. A discussion of the kinds of school publications can be found in almost any well-known book on extra-curricular activities.

R. D. Russell¹¹ made a study of 310 high schools in Idaho, Oregon, Montana, and Washington, which reveals the status of newspapers, yearbooks, handbooks, and journals edited and published by students. The publication found most frequently was the newspaper, the annual was second, the handbook was third, and the journal was fourth. Many schools also sent news to the local paper.

¹¹ R. D. Russell, "Estimating the Value of High School Publications," The Nation's Schools, 8:25-30, December, 1931.

four groups: Group I, Group II, Group III, and Group IV, according to their enrollment, for convenience in assignment and because certain parts of the problem were different in the larger schools.

V. RESULTS OF RESEARCH ACTIVITIES

As no detailed studies have been made of school publications in New Mexico, this particular study is the first territory. There has been little, however, on the type of school publications and their organization and use in schools in general, and several studies have been made of states and sections of the United States. A discussion of the kinds of school publications can be found in almost any well-known book on extra-curricular activities.

W. L. Henshaw, in a study of 110 high schools in Idaho, Oregon, and Washington, which reveals the status of newspapers, yearbooks, newsletters, and journals edited and published by students. The publication found most frequently was the newspaper. The annual was second, the yearbook was third, and the journal was fourth. Schools also came next to the local paper.

W. L. Henshaw, "Examining the Value of High School Publications," The National Education, 3:22-30, December, 1931.

As to the sources of financial support of the school newspaper in the schools studied by Russell, advertisements and subscriptions were the most common. Often both sources were used as well as others. In some cases the sources were not mentioned, as little expense was involved, and in other cases the school district provided the necessary support. Sometimes the local paper printed the school paper free. "Student body", "school organizations", and various activities are referred to as sources of support.

Russell found that the mechanical methods of publication most frequently used were respectively: printed, mimeographed, and typed. Very few of the schools did their own printing. The bi-weekly issue of the paper was most commonly used with the weekly issue ranking second and the monthly issue third.

The editor and staff of the high school paper were usually chosen by the student body or student representatives and in other cases the selections were made by the student council, senior class, pupil organizations, various classes, and a pupil board. Faculty members did not seem to participate in the selection of the editor and staff. It was found that the sponsor was usually an English teacher, a journalism teacher, a commercial department teacher, or the principal.

As to the sources of financial support of the school newspaper in the schools studied by Russell, advertisements and subscriptions were the most common. Other sources were used as well as others. In some cases the sources were not mentioned, as little expense was involved, and in other cases the school district provided the necessary support. Sometimes the local paper printed the school paper free. "Student body," "School organization," and various activities are referred to as sources of support. Russell found that the most common source of publication most frequently used were newspapers, magazines, pamphlets, and typed. Very few of the schools did their own printing. The bi-weekly is one of the papers most commonly used with the weekly being running second and the monthly issue third. The editor and staff of the high school paper were usually chosen by the student body or student representatives and in other cases the selections were made by the student council, senior class, pupil organization, various classes, and a pupil board. Faculty members did not seem to participate in the selection of the editor and staff. It was found that the sponsor was usually an English teacher, a journalism teacher, a commercial department teacher, or the principal.

Russell's study revealed that about fifty per cent of the schools published an annual. The sources of support of the annual in the order of importance were: subscriptions, advertisements, plays, school organizations, class assessments, general funds, senior class, donations, and combinations of these. The selection of the editor and staff of the annual was largely in the hands of pupils and pupil groups or organizations. The faculty usually made certain requirements for candidates, however.

Very little information was obtained on the handbook and magazine. The handbook was used only in the larger schools and was considered a great timesaver to the new students. Only two schools published a magazine.

O. F. Nixon¹² made a study of high school publications based on 210 high schools of the North Central Association of Secondary Schools and Colleges. Only two schools of New Mexico were represented in this study. The following topics of the school newspaper, magazine, and annual were treated: first, the purposes of school publications; second, their nature and type; third, their management, supervision, and direction; fourth, their cost and financing;

¹² O. F. Nixon, "Student Publications In High Schools," American School Board Journal, 67:45-48, December, 1923.

and fifth, the attitude of the general public toward the student publications.

Of the 210 schools, 129, or 61 per cent, published a newspaper; 185 published an annual; and 32 published a high school magazine. Sixty-two schools published an annual only; fourteen a paper only; 102 published a paper and an annual; ten a magazine and annual; two a paper and magazine; and eleven a paper, magazine, and annual. Russell's study of the Northwest differs from that of Nixon in that Russell found that the newspaper was relatively more important.

Nixon's study shows that most of the money raised for publications was by subscriptions and advertising. The Boards of Education of the schools studied did not, generally speaking, grant aid for the publications.

Nixon's summary on the supervision, management, and direction of student publications is as follows:

It should be kept clearly in mind that in order for a student publication to be a real thing there must (1) be a strong demand on the part of the entire school for it; (2) the purpose it is to serve must be definitely formulated; (3) the student staff must be carefully selected; (4) there must be close and strict faculty management, supervision, and direction; and (5) the principal must be the final court of appeal.¹³

A research study of the cost, management, and contents of publications in the high schools of Virginia

¹³ Ibid., p. 47.

was made by A. C. Cooper.¹⁴ Some of his conclusions are: newspapers were the most common type of school publication in the high schools of Virginia; the annual was the most expensive type of publication; the four chief sources of revenue were advertising, subscription rates, fees paid by clubs, classes, and groups, and the money received from all other sources; and that the school newspaper was the most practical of the three kinds of publications studied.

T. F. Huggins¹⁵ wrote a thesis on the organization of school publicity in Texas and in questionnaire replies from 88 schools in Texas he found that 53 per cent published a student newspaper, 27 per cent published a yearbook, and 3 per cent published a magazine.

C. M. Lockman¹⁶ made a questionnaire study of high school publications in Kansas. His study reveals that forty-three out of seventy-two high schools published year-books, fifty-five out of the seventy-two schools published a paper, and seven schools published a handbook. The school

¹⁴ A. C. Cooper, "What Is the Most Practical School Publication?" The Nation's Schools, 9:82, January, 1932.

¹⁵ T. F. Huggins, "Organization of School Publicity In Texas," (unpublished Master's thesis, Lubbock, Texas: Texas Technological College, 1935), pp. 45-47.

¹⁶ C. M. Lockman, "High School Publications," School Review, 36:444-446, June, 1938.

was made by A. T. Cooper. In some of his publications, the
newspapers were the most common type of school publication.
In the high schools of England, the school newspaper was
expected type of publication. A few other types of
publications were mentioned, such as the school magazine,
the school yearbook, and the school newspaper. The school
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magazine was not mentioned. Forty-eight of the fifty-five schools that published a school paper use it as a journalism project, and seven schools furnished material for the local paper once a week. The school paper was issued bi-weekly in thirty-four schools, weekly in eighteen schools, and every three weeks in one school. In forty-five schools the paper was self-supporting, in five schools aid was received from the school board, and five got aid from other sources. The majority of the school papers carried local advertising.

Lockman found that the senior class edited the yearbooks in thirty-six of the forty-three schools that published yearbooks. Twenty-five of the forty-three schools that published yearbooks carried local advertising, but not all of them depended on that for support. The proceeds of the senior play went to the annual fund in many places, two schools received aid from the school board, and in twenty schools the senior class and general activity fund made up any deficit.

Many other studies have been made of the high school newspaper alone. Wilfred C. Coe¹⁷ made a study of the make-up, management, and content of the high school news-

¹⁷ Wilfred C. Coe, "A Study of the Make-up, Management, and Content of the High School Newspaper," (unpublished Master's thesis, Chicago, Illinois: University of Chicago, 1928).

magazines was not mentioned. Forty-eight of the fifty-five
schools which published a school paper were in a position
to publish, and seven schools continued to publish the same
paper day after day. The school paper was published weekly in
thirty-four schools, weekly in sixteen schools, and daily
three weeks in one school. In forty-five schools the paper
was self-sponsoring, in five schools it was received from
the school board, and five got aid from other sources. The
majority of the school papers carried all news items.
Schools found that the school paper helped the
book in building up the reputation of the school and
yearbook. Twenty-five of the thirty-five schools that
published yearbooks carried local news items, but the rest of
them depended on other sources. The school paper
was a great help to the school in many ways, and
schools received aid from the school board, and in many
schools the school paper was published daily and was
any other source.

Many other sources have been used by the school
newspaper. Some schools have used the school paper
make-up, management, and control of the school.
Walter C. Lee, "The School Paper,"
and Control of the School Paper,"
Chicago, Illinois, 1935.

paper from replies to three hundred letters sent to principals and superintendents in thirty-one states. R. C. Breiseth¹⁸ wrote a thesis on the content and management of the high school newspaper. A more recent thesis on the purposes, content, and management of the high school newspaper in Texas was written by Florence Pickett¹⁹ in 1935.

The only study that has covered any portion of the territory of the present investigation is Nixon's study of the states of the North Central Association. His study was made in 1923, and as only two schools of New Mexico were represented in the study, the present study will make little or no duplication as far as the territory under investigation is concerned. In this study several new phases, not treated in previous studies of student publications, are investigated, such as the accounting of the finances, correlation with the curriculum, and administrative problems involved.

VI. ORGANIZATION OF THE REMAINDER OF THE THESIS

The remainder of the thesis will be organized under

¹⁸ R. C. Breiseth, "A Study of the Content and Management of the High School Newspaper," (unpublished Master's thesis, University of Minnesota, 1925).

¹⁹ Florence Pickett, "Purposes, Content, and Management of the High School Newspaper In Texas," (unpublished Master's thesis, Lubbock, Texas: Texas Technological College, 1935), 70 pp.

the following chapter headings: extent and kinds of student publications; organization and management of student publications; costs and methods of financing student publications; administrative problems involved; and the summary, conclusions, and recommendations.

the following chapter headings and lines of research:
Publication; organization and management of education and
literature; means and methods of financial control;
State; administrative problems involved; and the
conclusion, and recommendations.

CHAPTER II

EXTENT AND KINDS OF STUDENT PUBLICATIONS

It is the purpose of this chapter to discuss the following: (1) the number of schools having publications and the classification of publications found; (2) the enrollments of schools studied; (3) the combinations of publications found; (4) the relation between enrollment and the number of publications in schools; (5) schools sending news to the local paper; (6) publications that have been discontinued and the reasons for such; (7) the length of time publications have existed in New Mexico; and (8) the mechanical methods of publication used, as revealed by the results of the questionnaire data.

Out of the 136 questionnaires sent to the public high schools of New Mexico, 113 replied, which represents about eighty-three per cent of the public high schools. Since the returns were from schools with a wide range in the number enrolled and a good distribution throughout the range, it is a fairly representative group of schools of the state on which to base the study.

Out of 113 schools, eighty-six, or 76 per cent, had student publications and twenty-seven had no publications. The four kinds of publications found were newspaper, annual, handbook, and magazine. One school reported a literary

annual, but since it was a publication of creative work of students it was similar to a school magazine and was classed as such.

The findings reveal that the most common kind of student publication in the high schools of New Mexico is the school newspaper. The annual ranks second, the handbook third, and the magazine fourth. The number of schools that have the different kinds of student publications are as follows: newspaper, seventy-five; annual, forty-one; handbook, thirteen; and magazine, five. One school had two school papers.

The enrollment of the schools studied ranged from fifteen to 2170, with an average enrollment of 201. The distribution of the enrollment of the schools was as follows: an enrollment below one hundred, forty schools; from one hundred to 249, thirty-six schools; from 250 to 499, twenty-two schools; from five hundred to one thousand, nine schools; and above one thousand, one school.

It is interesting to note the various combinations of student publications found in the high schools. The most common combination of two or more was the newspaper and the annual. Out of eighty-six schools having publications, twenty-eight had this combination. This seems to indicate that students are more interested in these two than any other combination, other than the newspaper by itself. The

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The findings reveal that the most common kind of

student publication in the high schools of New Mexico is

the school newspaper. The annual ranks second, but

third and the magazine fourth. The number of schools that

have the different kind of student publications are as

follows: newspaper, seventy-five; annual, forty-two; and

magazine, thirty-two. The school that has

school papers

the enrollment of the schools studied ranged from

fifty to 2170, with an average enrollment of 801. The

distribution of the enrollment of the schools was as

follows: an enrollment below one hundred, forty schools;

from one hundred to 250, thirty-six schools; from 250 to

499, twenty-two schools; from five hundred to one thousand

also schools; and 500 to one thousand, one school.

It is interesting to note the various combinations

of student publications found in the high schools. The most

common combination of two or more was the newspaper and the

annual. Out of eighty-six schools having publications,

twenty-eight had this combination. This shows an indication

that students are more interested in news and facts than

other combinations, other than the newspaper by itself. It

frequency of other combinations found was: newspaper and handbook, five schools; newspaper, annual, and handbook, four schools; and newspaper, annual, handbook, and magazine, two schools. The latter combination occurred in schools with large enrollments, which points to the fact that only the larger schools can afford to support four publications. The matter of faculty load and students for the handling of the publications would make the supporting of more than one or two publications in a small school impractical and too much of a load on the faculty and students.

As to the schools that had only one publication, the school paper was the most frequent and was found in thirty-six schools. The number of schools supporting an annual only were seven; magazine only, two; and handbook only, two.

Eighty-three schools reported that school news was put in the local newspaper and twenty-one schools did not send school news to the local paper. Out of eighty-three schools, twenty-four had a separate column in the local paper for school news. Five schools used a column or page in the local paper as their school paper, and others used it as a journalism or English project, or as a student project.

The preparation of school news for the local paper was mainly a student project and responsibility, under the

frequency of other collections found: newspaper and
handbook, five schools; newspaper, annual, and handbook,
four schools; and newspaper, annual, handbook, and
two schools. The latter collection is situated in a school
with large facilities, which points to the fact that
the larger schools are better equipped for the handling of
the matter of library loans and extension for the handling of
the publications would make the separation of these into
or two publications in a small school impossible and so
much of a loss on the library and extension.
As to the schools that are only on condition, the
school paper was the most frequent answer found in thirty-
six schools. The number of schools reporting as having
only were never; magazine only, two; and handbook only, two.
Eighty-three schools reported that a school paper was
not in the local newspaper and twenty-one schools that not
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schools, twenty-four had a separate column in the local
paper for school news. Five schools had a column in the
in the local paper as their school paper, and others
it as a journal or the local paper, as in the case of
project.

The preparation of school news for the local paper
was mainly a student project and responsibility, under the

direction of a teacher or administrator. As a class project it should be of value to motivate and stimulate writing in the English or Journalism classes. In about one-fourth of the cases the teachers or administrators prepared the school news. In many of these cases it is quite probable that the school news was used for school publicity. In eight schools the staff of the high school paper prepared the school news for the local paper in addition to publishing a school paper. As mentioned previously, however, five of the eight schools indicated that a separate column or page in the local paper was set up and used as a school paper.

The findings indicate that some relation exists between the size of the enrollment and the usual number of publications found in the school. This relationship is not very marked except between schools that have four publications and those with less than four. The average enrollment of the two schools that had four publications was 1335 (one having 2170 and the other five hundred). The average enrollment of all schools publishing two publications was 261; however, the two combinations found were newspaper and handbook, and newspaper and annual. The average enrollments of the schools in these two groups were: newspaper and handbook, 334; and newspaper and annual, 188. The average enrollment of schools publishing three publications was 311,

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which is more than the average enrollment of all schools having two publications, but less than the average enrollment of schools having an annual and handbook.

The average enrollment of schools having only one publication was 191, which was considerable less than the average of those publishing two. The average enrollment of schools having no publications was seventy-four, which was much less than the average of those having two or more publications. There was no school in the study with an enrollment over two hundred that did not have a student publication. Thus, there seems to be a general relation between the enrollment of a school and the number of student publications usually existing within the school.

The findings indicate that various student publications have been discontinued in the high schools over the period from 1930 to 1940. During this period, twenty-four publications were discontinued, which included fourteen newspapers, nine annuals, and one handbook. Seven schools that had no publication had previously discontinued a school paper, and one school had discontinued a paper but started it again. The period from 1930 to 1940, however, was mostly a depression period which had a serious effect on school finances in general, but the data indicate that most of the publications mentioned above were discontinued

which is more than the average enrollment of all schools having two publications, but less than the average enrollment of schools having an annual and a yearbook.

The average enrollment of schools having only one publication was 171, which was considerably less than the average of those having two. The average enrollment of schools having no publications was 174, which was much less than the average of those having one or two publications. There was no school in the study with an enrollment over two hundred and one, and a significant number of schools seem to be a general rule between the enrollment of a school and the number of publications usually existing within the school.

The following table shows the distribution of schools having been discontinued in the high schools during the period from 1930 to 1935. During this period, thirteen publications were discontinued, which were as follows: newspaper, yearbook, and one annual. It was noted that had no publication had previously discontinued a school paper, and one school had discontinued a paper but started to again. The period from 1930 to 1935, however, was mostly a suspension period with a return either on school finances in general, but the data indicate that most of the publications mentioned above were discontinued

after the worst depression years.

The principal reason for discontinuing the annual was the high cost and difficulty in financing of it. Among the reasons that were given on the cost and financing of the annual were: cost too much for the return in value, too much of a financial burden, difficulty in financing, too expensive, and the advertising in it of little value to the merchants. Other reasons were that it took too much of the students' time and was of doubtful value.

The main reason the newspaper was discontinued was the lack of time on the part of the students and the added teacher load and supervision it required. In smaller schools the lack of time and heavy teacher load would make the publishing of a newspaper difficult. Other school papers were discontinued because they were of a poor quality and the value received was not enough for the time it required. Difficulty in financing was a minor reason for discontinuing the school paper. The lack of equipment for publishing the paper was mentioned several times as a reason for discontinuing it.

A handbook was discontinued because of the lack of funds. A humor sheet was stopped because the jokes were all stale, and a column in the local paper was discontinued to start a school paper.

This seemingly large number of student publications

after the worst depression years.

The principal reason for discontinuing the journal was

the high cost and difficulty in procuring the paper.

Reasons that were given for the cost and difficulty of the

annual were: cost of paper for the paper itself, the cost

of a financial index, difficulty in procuring the paper,

and the necessity to it of a high value for the paper.

Other reasons were that it took too much of the student

time and was of doubtful value.

The main reason the newspaper was discontinued was

the lack of time on the part of the student and the high

cost of the newspaper in relation to its value.

Among the lack of time and heavy school work was

the publishing of a newspaper difficult, they said.

Papers were discontinued because they were of a poor quality

and the value received was not enough for the time it

required. Difficulty in procuring the paper was also

discontinuing the school paper. The lack of space for

publishing the paper was another reason for its discontinuance.

for discontinuing it.

A handbook was discontinued because of the lack of

space. A handbook was stopped because the paper was all

space, and a column in the school paper was discontinued to

start a school paper.

This seemingly large number of student publications

discontinued over the period from 1930 to 1940 was probably much more than offset by the starting of publications in other schools. For example, four schools started publishing an annual and three schools started a handbook during the school year 1939 and 1940 which is a post-depression year and not typical of the period, while only five publications were discontinued. Probably others not disclosed by the study were started, as this information was not asked for in a specific question.

The data reveal that the school paper and annual have been published in some schools of New Mexico for a fairly long period of time. Since the state of New Mexico and the school systems of the state are rather young compared with other states, it cannot be expected that school publications in New Mexico would have existed as long as in school systems of older states.

Table I shows the length of time the student newspaper and annual have been published in New Mexico. It includes only the schools that reported on this item. There were nineteen returns that had no answer to this item, probably because the administrators had not been at their location long enough to know when the publications were first started.

The number of student publications in the high schools of New Mexico have increased rapidly during the last

discontinued over the period from 1933 to 1940 and possibly much more than offset by the increase of production in other schools. For example, four schools started in 1933 and three schools started a production in 1934. In 1935 and 1936 there is a considerable increase and not typical of the period, while only five schools were discontinued. Probably others not included in the study were started at this information was not available for a specific question.

The data reveal that the school year was not continuous but had been adjusted to the number of production for a fairly long period of time. Since the data of the school year and the school systems of the state are rather long and complex, it is not possible to present a detailed description of the situation in New Mexico. It is estimated that the number of schools of other states.

Table 1 shows the number of the schools in the state and annual have been published in New Mexico. In 1933 only the schools that reported in 1933 were included. The number of schools that had no report in 1933 probably because the administrators had not yet started production long enough to know when the production was first started.

The number of students produced in the schools of New Mexico have increased rapidly during the last

TABLE I
 LENGTH OF TIME SCHOOL PAPER AND ANNUAL
 HAVE BEEN PUBLISHED IN NEW MEXICO
 1938-1939

Years	Newspaper	Annual	Totals
1	11	4	15
2	6	8	14
3	11	7	18
4	9	2	11
5	8	5	13
6	3	1	4
7	1	1	2
8	3	1	4
9	0	1	1
10	3	3	6
11	1	0	1
17	2	0	2
20	1	0	1
22	0	1	1
24	1	0	1
25	1	2	3
No answer	14	5	19
Median	4.28	3.86	4.14

Table 1

ANALYSIS OF THE DATA FROM THE
 SURVEY OF THE STATE OF TEXAS
 1930-1935

Year	Population	Area	Per Capita
1930	1,100,000	69,569	15.81
1931	1,120,000	69,569	16.10
1932	1,140,000	69,569	16.39
1933	1,160,000	69,569	16.68
1934	1,180,000	69,569	16.97
1935	1,200,000	69,569	17.26
1936	1,220,000	69,569	17.55
1937	1,240,000	69,569	17.84
1938	1,260,000	69,569	18.13
1939	1,280,000	69,569	18.42
1940	1,300,000	69,569	18.71
1941	1,320,000	69,569	19.00
1942	1,340,000	69,569	19.29
1943	1,360,000	69,569	19.58
1944	1,380,000	69,569	19.87
1945	1,400,000	69,569	20.16
1946	1,420,000	69,569	20.45
1947	1,440,000	69,569	20.74
1948	1,460,000	69,569	21.03
1949	1,480,000	69,569	21.32
1950	1,500,000	69,569	21.61
1951	1,520,000	69,569	21.90
1952	1,540,000	69,569	22.19
1953	1,560,000	69,569	22.48
1954	1,580,000	69,569	22.77
1955	1,600,000	69,569	23.06
1956	1,620,000	69,569	23.35
1957	1,640,000	69,569	23.64
1958	1,660,000	69,569	23.93
1959	1,680,000	69,569	24.22
1960	1,700,000	69,569	24.51
1961	1,720,000	69,569	24.80
1962	1,740,000	69,569	25.09
1963	1,760,000	69,569	25.38
1964	1,780,000	69,569	25.67
1965	1,800,000	69,569	25.96
1966	1,820,000	69,569	26.25
1967	1,840,000	69,569	26.54
1968	1,860,000	69,569	26.83
1969	1,880,000	69,569	27.12
1970	1,900,000	69,569	27.41
1971	1,920,000	69,569	27.70
1972	1,940,000	69,569	27.99
1973	1,960,000	69,569	28.28
1974	1,980,000	69,569	28.57
1975	2,000,000	69,569	28.86
1976	2,020,000	69,569	29.15
1977	2,040,000	69,569	29.44
1978	2,060,000	69,569	29.73
1979	2,080,000	69,569	30.02
1980	2,100,000	69,569	30.31
1981	2,120,000	69,569	30.60
1982	2,140,000	69,569	30.89
1983	2,160,000	69,569	31.18
1984	2,180,000	69,569	31.47
1985	2,200,000	69,569	31.76
1986	2,220,000	69,569	32.05
1987	2,240,000	69,569	32.34
1988	2,260,000	69,569	32.63
1989	2,280,000	69,569	32.92
1990	2,300,000	69,569	33.21
1991	2,320,000	69,569	33.50
1992	2,340,000	69,569	33.79
1993	2,360,000	69,569	34.08
1994	2,380,000	69,569	34.37
1995	2,400,000	69,569	34.66
1996	2,420,000	69,569	34.95
1997	2,440,000	69,569	35.24
1998	2,460,000	69,569	35.53
1999	2,480,000	69,569	35.82
2000	2,500,000	69,569	36.11
2001	2,520,000	69,569	36.40
2002	2,540,000	69,569	36.69
2003	2,560,000	69,569	36.98
2004	2,580,000	69,569	37.27
2005	2,600,000	69,569	37.56
2006	2,620,000	69,569	37.85
2007	2,640,000	69,569	38.14
2008	2,660,000	69,569	38.43
2009	2,680,000	69,569	38.72
2010	2,700,000	69,569	39.01
2011	2,720,000	69,569	39.30
2012	2,740,000	69,569	39.59
2013	2,760,000	69,569	39.88
2014	2,780,000	69,569	40.17
2015	2,800,000	69,569	40.46
2016	2,820,000	69,569	40.75
2017	2,840,000	69,569	41.04
2018	2,860,000	69,569	41.33
2019	2,880,000	69,569	41.62
2020	2,900,000	69,569	41.91
2021	2,920,000	69,569	42.20
2022	2,940,000	69,569	42.49
2023	2,960,000	69,569	42.78
2024	2,980,000	69,569	43.07
2025	3,000,000	69,569	43.36

five years, 1934 to 1939. During this five year period, seventy-one separate school publications were started, about fifteen of which have been discontinued. Two schools have published an annual and one school a paper for the last twenty-five years. The average length of time the annual has been published in the high schools is 5.7 years and the newspaper 5.3 years. Thus, on an average, the publishing of the annual and school paper in the high schools of New Mexico is still in an early stage of growth, or period of development, and seems to be steadily increasing.

The mechanical method of publishing the various student publications is closely related to the problem of cost. To some extent it determines the cost. Table II shows the mechanical method used in publishing the four kinds of publications found in the schools studied.

From the data given in Table II, it is obvious that mimeographing is the most widely used method of publishing, as about fifty per cent of all the publications are mimeographed. Printing is the second most popular method of publishing, and hectographing ranks third.

In connection with the mechanical method of publishing the school newspaper, about 55 per cent were mimeographed, 28 per cent printed, 15 per cent hectographed, 2 per cent typed and lithographed. Of the school papers printed, only two were printed in school with the school's own printing

five years, 1934 to 1939. During this five year period, seventy-one separate school publications were started, about fifteen of which have been discontinued. The schools have published an annual and one school paper for the last twenty-five years. The average length of time the annual has been published in the city schools is 2.7 years and the newspaper 2.3 years. There, on an average, the publishing of the annual and school paper in the city schools of New Mexico is still in an early stage of growth, or period of development, and seems to be steadily increasing.

The mechanical method of reproduction, the process of student publication is closely related to the problem of cost. To some extent it determines the cost. Table II shows the mechanical method used in publishing the four kinds of publications found in the schools studied.

From the data given in Table II, it is obvious that mimeographing is the most widely used method of publishing, as about fifty per cent of all the publications are mimeographed. Printing is the second most popular method of publishing, and hoto-lithing ranks third.

In connection with the mechanical method of publishing the school newspaper, about 55 per cent were mimeographed, 28 per cent printed, 15 per cent hoto-lithographed, 3 per cent typed and lithographed. Of the school papers printed, only two were printed in school with the school's own printing

press. Five schools had a separate column, portion of a page, or a whole page of the local paper to serve as the school paper, in which the printing was done free of charge in some cases.

TABLE II

MECHANICAL METHODS OF PUBLICATION USED
IN THE HIGH SCHOOLS OF NEW MEXICO,
1938-1939

Method	Newspaper	Annual	Magazine	Handbook	Totals
Mimeographed	41	17	3	7	68
Printed	21	11	2	5	39
Hectographed	11	1			12
Typed	1	4			5
Lithographed	1				1
Part printed and mimeo.		6			6

The most common method of publishing the annual was mimeographing, and printing ranked second. None of the printing of the annual was done in school, but six schools had the printing done in the home town and six by an engraving company elsewhere. Six schools mimeographed part of the annual and had the pictures and cuts printed elsewhere. In one case the school had all the mimeographing done by a company and two schools had part of the mimeographing done by a company.

Approximately 4 per cent of the schools published a magazine and 11 per cent of them a handbook. Of these two publications, ten were mimeographed and seven printed.

press. Five copies and a separate column, portion of a page, on a whole page of the local paper to have in the school paper, in which the printing was done last of which in none cases.

TABLE II

REPRODUCTION OF PUBLICATIONS
IN THE HIGH SCHOOL AT NEW YORK
1915-1925

Method	Number of Copies	Number of Copies	Number of Copies	Number of Copies
Mineralogy	1	1	1	1
Printed	1	1	1	1
Micrographed	1	1	1	1
Types	1	1	1	1
Illustrated	1	1	1	1
Text written	1	1	1	1
and others.	1	1	1	1

The most common method of publishing the annual was micrographing, and printing printed edition. None of the printing of the annual was done in school, but all except and the printing done in the home town and all by an outside company elsewhere. All copies micrographed part of the annual and the printed edition and some printed elsewhere. In one case the school had all the micrographing done by a company and the printed part at the micrographing done by a company. Approximately 4 per cent of the annuals published in magazines and 11 per cent of them a pamphlet. Of these two publications, ten were micrographed and seven printed.

The costs of the various methods of publications will be discussed in a separate chapter.

In concluding this chapter on the extent and kinds of student publications in New Mexico, it may be of interest to make a comparison between the status of school publications in New Mexico with previous studies made in other places at different times.

Table III shows a comparison between the present study and previous studies, which were discussed in Chapter I.

TABLE III
COMPARISON OF THE STATUS OF PUBLICATIONS
IN NEW MEXICO WITH OTHER STUDIES

Author of study	Springer	Russell	Nixon	Huggins	Lockman
Date of study	1940	1931	1923	1935	1938
No. of schools	113	310	210	88	72
Terri. studied	New Mex.	North W.	N.C.A.	Texas	Kansas
Newspaper	66	52	61	53	43
Annual	37	49	88	27	55
Magazine	5	0.6	32	3	--
Handbook	13	9	--	--	7

NOTE: The above figures are the per cent of the schools of the study having the four kinds of publications listed.

The present study shows a higher per cent of schools publishing a school paper than any of the other studies, which may indicate that the school paper is more popular in New Mexico than some of the other sections of the country. In the studies by Nixon and Lockman the annual ranked first,

The costs of the various publications will be allocated as a separate charge.

In connection with the publication of academic publications in New Mexico, it is requested that the publisher not only take a copy of the publication but also a copy of the manuscript in New Mexico where the publication is made.

Tables III show the results of the survey and provide a summary of the data.

CONFIDENTIAL

Author of study	Date of study	No. of schools	Total students
University of New Mexico	1950	115	11,500
University of New Mexico	1951	115	11,500
University of New Mexico	1952	115	11,500
University of New Mexico	1953	115	11,500
University of New Mexico	1954	115	11,500
University of New Mexico	1955	115	11,500
University of New Mexico	1956	115	11,500
University of New Mexico	1957	115	11,500
University of New Mexico	1958	115	11,500
University of New Mexico	1959	115	11,500
University of New Mexico	1960	115	11,500

Notes: The above data are based on the results of the survey of the schools of the state of New Mexico.

The present study shows that the publication of academic publications in New Mexico is increasing.

It is requested that the publisher not only take a copy of the publication but also a copy of the manuscript in New Mexico where the publication is made.

while in the study of New Mexico it ranked second. The handbook ranks slightly higher in the present study than in the studies of Russell and Lockman.

while in the army of New Mexico at Fort Huachuca. The
handbook ranks with the best of the present day
in the quality of its work.

CHAPTER III

ORGANIZATION AND MANAGEMENT OF STUDENT PUBLICATIONS

Student publications, either as an extra-curricular activity or as an integrated part of the curriculum, are usually under the nominal control of the superintendent. This control is usually very indirect, except in small schools where the administrator may have direct charge. A problem that an administrator may have to meet is the planning of or the changing of the existing organization.

I. GENERAL ORGANIZATION

The general organization of student publications in the high schools of New Mexico is about the same in all schools, but the details of the organizations vary a great deal in actual management and operation. The usual organization of student publications in the high schools of New Mexico places the superintendent at the head and he has the general responsibility of providing for the organization and management of the publications. Under the superintendent and principal there are one or more sponsors who supervise the details of operation and management of the publications as conducted by a staff. A staff of students is a usual part of the general organization, but in a few cases a class

may do the work of a staff. The staff positions vary somewhat among the schools.

Other than outlined above, the relations of the superintendent and principal to student publications are varied. Since these relations will be discussed in other parts of this chapter, they will not be discussed separately here. Some of these specific responsibilities of the superintendent and principal in relation to publications were: selecting the sponsor, correlating the student publications with the curriculum, probably the selecting of journalism and English teachers, in a few cases the appointing of staff members, furnishing of supplies and school money for publications, authorizing expenditures, helping to decide on methods of financing, keeping of the records of the finances, auditing records kept by the staff, receiving financial reports of the staff, and making final decisions in approving proposed material of the paper. The administrative problems in connection with student publications will be discussed in Chapter VI.

II. CORRELATION OF STUDENT PUBLICATIONS WITH THE CURRICULUM

Correlation of publications with school subjects. One of the things on which an administrator has to decide is whether a student publication will be used as an integrated

may do the work of a staff. The staff positions vary somewhat among the schools.

Other than outlined above, the relations of the superintendent and principal to assistant principals are varied. Since these relations will be discussed in other parts of this paper, they will not be discussed separately here. Some of these specific responsibilities of the superintendent and principal in relation to publication work, selecting the editor, controlling the student publications with the curriculum, possibly the selection of teachers and English teachers, in a few cases the selection of staff members, transferring of teachers and non-teachers for publications, authorizing expenditures, and in some cases an methods of financing, keeping records of the finances, auditing records kept by the staff, receiving financial reports of the staff, and finally, and perhaps in approving proposed material of the paper, and conducting live problems in connection with student publications will be discussed in Chapter VI.

II. ORGANIZATION OF THE STAFF WITH THE CURRICULUM

Organization of publications with school curriculum
of the things on which an organization has to decide is whether a student publication will be used as an instrument

part of a journalism course or as a school activity with as much correlation with school subjects as possible. Then, too, there is the question of deciding on whether credit toward graduation will be given for work on publications, and if so, the amount that will be given.

In many cases student publications were correlated with more than one subject. In the usual high school, publications were correlated with a combination of subjects, such as English, journalism, and commercial subjects, or English and commercial subjects. In other cases correlation was made with one subject only. The schools that correlated the publications with English numbered fifty-four; with commercial subjects, thirty-one; and with journalism, twenty-four. In the twenty-four cases that correlated their publications with journalism it seems that perhaps twenty-four courses in journalism were taught in the high schools.

Other subjects with which at least one school correlated publications were social science, art, ethics, and salesmanship. One school indicated that publications were correlated with a club, probably a press or journalism club.

Nine schools indicated that their publication or publications were not correlated directly with any school subjects. Probably in these cases the publications existed solely as an extra-curricular activity.

Credit granted for work on publications. In reply to

part of a journalistic course or as a school activity with
an aim correlation with school subjects as possible. The
too, there is the question of dealing with other subjects
toward journalism will be given for work on journalism,
and if so, the extent will be given.
In many cases student publications were correlated
with more than one subject. In the hands of schools,
publications were correlated with a number of subjects,
such as English, Journalism, and Commercial Subjects, or
English and Commercial Subjects. In other cases correlation
was made with one subject only. The schools that correlated
the publications with English numbered thirty-four; with
Commercial Subjects, thirty-two; and with Journalism,
twenty-four. In the twenty-four cases that correlated their
publications with Journalism it was found that perhaps twenty-
four schools in Journalism were taught in the first semester
other subjects with which no least one school correlated
the publications were Social Studies, Art, Science, and
Physical Education. One school indicated that publications were
correlated with a group, probably a group in Journalism class.
Nine schools indicated that their publications on
publications were not correlated directly with any subject
subject. Besides in these cases in publications existed
solely as an extra-curricular activity.
Great interest was shown in publications. In reply to

the question, "Is credit toward graduation given students who work on any publication?" thirty-one schools reported that credit was given and fifty did not give credit. Included in the thirty-one schools that gave credit were two schools that did not correlate their publications with any school subjects, but gave credit for successful work on a publication. Five schools did not reply.

As to the amount of credit given for work on publications, ten schools gave credit in journalism of which work on a student publication was a part. Two schools gave extra-curricular points for work on publications, two let the work count as a part of the "sixteenth unit," and one school gave the staff artist one credit in art. Other amounts granted were one-fourth credit per year in eight cases, one-half credit per year in three cases, and one credit per year in three cases.

Student publications were correlated with one or several school subjects in 84 per cent of the schools that had publications, and about 36 per cent of the schools gave credit for work on publications, either as a part of journalism credit or credit in some other form for the work itself.

III. ORGANIZATION AND MANAGEMENT OF PUBLICATIONS

Sponsors of the publications. An attempt was made in this study to determine the current practices of the

the question, "Is credit toward graduation given students who work on any publication?" thirty-one schools reported that credit was given and thirty did not give credit. Included in the thirty-one schools that gave credit were two schools that did not consider their publications as school subjects, but gave credit for successful work on a publication. Five schools did not reply.

As to the amount of credit given for work on publications, ten schools gave credit in terms of number of work units on a student publication was a unit. Two schools gave extra-credit points for work on publications, two for the year count as a part of the "sketchbook unit," and one school gave the credit toward credit in class. Other schools granted were one-half credit per year in class cases, one-half credit per year in class cases, and one credit per year in three cases.

Student publications were correlated with one or several school subjects in 24 per cent of the schools had no publications, and about 35 per cent of the schools gave credit for work on publications, either as a part of term-allowance or credit in case cases for the same amount.

III. ORGANIZATION AND MANAGEMENT OF PUBLICATIONS

Ownership of the publications. An example was made in this study to determine the current practice of the

schools in regard to the sponsors of the school publications as to sex, the method of selecting, the department from which the sponsor was usually chosen, the qualifications of the sponsor, and whether the sponsor's teaching load was lightened. This information was asked for in full in regard to the sponsor of the school paper, but reduced somewhat concerning the sponsors of the other publications. The findings on the sponsors will be discussed separately for each kind of publication.

It was found to be the practice in the high schools of New Mexico for student publications to have faculty sponsors. Only one school newspaper did not have a faculty sponsor and it was sponsored by a local printer. This seems to be in accord with the principle recommended in Nixon's²⁰ study to the effect that student publications must have close faculty management, direction, and supervision.

Thirty-eight schools reported that their sponsors were females, twenty-three schools had male sponsors, two schools had two sponsors each, a male and female, and twelve schools did not answer as to the sex of the sponsor. Thus, a majority of the sponsors of the school paper were women teachers.

The present study shows that in a majority of cases the sponsor of the school paper was usually chosen from the

²⁰ Nixon, op. cit., p. 47.

English department. The teacher of commercial subjects was the next often sponsor of the school paper and the journalism teacher was third. Teachers of such combinations as English and commerce, English and journalism, and commerce and journalism were mentioned. In fact many of the teachers taught a combination of subjects rather than a single subject, which was particularly true of the journalism teacher. Other departments from which a few of the sponsors were chosen were vocational agriculture, social science, library, and mathematics, and in a few cases the principal assumed the duties of sponsor. Several schools had no definite department from which to choose a sponsor, but chose the teacher best qualified for the work.

The qualifications of the sponsors of school papers were surveyed and it was found that courses in journalism had been taken by forty-two; forty-two had previous experience as a sponsor; and twenty-five had worked on a college newspaper or annual. In fourteen cases the sponsors had the following combination of qualifications: courses in journalism, previous experience as a sponsor, and work on a college newspaper or annual. Eleven sponsors had taken courses in journalism and had previous experience as a sponsor; six had taken courses in journalism and worked on a college publication; and three had previous experience as a sponsor only; nine sponsors, courses in journalism only;

and two sponsors, work on college publications only. The above qualifications do not bring out various other personal characteristics that might be helpful qualifications. Other qualifications mentioned were: English and commercial work, ability to get work out of students, published a town paper in the summer, willingness, and ambition. Two schools stated that the sponsor had no qualifications in particular and eleven did not answer.

The teaching load of the sponsors of the school papers was not usually lightened because of the duties as sponsors. Twelve per cent of the schools lightened the sponsor's teaching load and 88 per cent did not. In the schools where the sponsor's teaching load was lightened the usual decrease in the load was one subject or one period per day, or, as in one case, a smaller class was given the sponsor. Several of the schools that did not decrease the sponsor's teaching load indicated that the sponsor was relieved of study hall duties, the extra-curricular load was lightened, or that the sponsor's duties were considered a part of the "added responsibilities" that faculty members sometimes have to assume.

The usual way of selecting the sponsor of the school paper was appointment by the administration, as was reported in 68 per cent of the schools publishing a paper. The superintendent appointed the sponsor in twenty-five cases,

and two agencies, work on the basis of the following:

above qualifications to be considered in the selection of

characteristics that would be required to be considered

qualifications mentioned in the selection of the

ability to get work out of the situation, and in the

in the manner, all of which, and in the manner, and in the

states that the above is the basis of the selection of

and eleven of the members.

The members of the committee are the following:

papers was not working in the manner of the

speaker: The first speaker was the following:

speaker's lecture was the following:

papers were the following:

the next speaker was the following:

period for the day, and in the manner of the

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between the speaker and the audience, and in the manner of the

speaker was the following:

entirely free was the following:

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the principal in twenty-four cases, and the superintendent and principal in two cases. Closely related to the above methods were five cases in which the duty of sponsor was customarily performed by the commercial teacher; by the journalism teacher in three cases; and by the English teacher in four cases. It is probable that the superintendent or school board kept in mind the duties of sponsorship in hiring teachers of the above groups and tried to get persons with the proper qualifications.

Another method used in selecting a sponsor was election by the student body which was employed in 9 per cent of the schools and election by the senior class in one case. The principal assumed the duty in one school; a teacher volunteered in another, and a printer volunteered his services in another school.

Sponsors for the annuals were reported in forty of the high schools. One school did not answer this item. The sponsors were male in twenty-one schools and female in fifteen schools. This was almost the reverse of the situation in connection with sponsors of the newspapers where the majority of the sponsors were females. The annual was sponsored by the principal and a committee of two in one school and by two sponsors, a male and a female, in one school. Three schools did not report as to the sex of the sponsor.

The sponsor of the annual was chosen from the English department in twelve cases and in four cases from teachers of English and commerce, or English and social science. The senior class sponsor was the sponsor of the annual in six places, as the annual was primarily a senior class project. Other departments from which sponsors were chosen were: commerce, four; mathematics, one; science, one; and library, one. Four schools had no definite plan by which or department from which they usually chose their sponsor. Seven schools did not report as to the department of the sponsor.

As in the selection of the sponsor of the school paper, the sponsor of the annual was chosen by the administration of the school in the majority of cases, or about 63 per cent. The superintendent chose the sponsor in twelve schools, the principal in thirteen, and the superintendent and principal in one. In the selection of the sponsors for the newspaper and annual by the administration the duty was divided about equally between the superintendent and principal.

The senior class chose the sponsor of the annual in eleven schools and the student body in one school. Probably the senior class elected a class sponsor, who also served as sponsor of the annual. In two cases the principal assumed the work of sponsor. One school did not report on selection of a sponsor.

As to the lightening of the teaching load of the sponsor of the annual, about seventeen per cent of the schools reported that the teaching load was decreased, while 83 per cent did not make any decrease. In one case the sponsor was relieved of study hall duties. A few others indicated it was a part of the extra-curricular work of the teacher. The usual amount of decrease in the teaching load of the sponsor was one period a day or a reduction in the number of students in classes the sponsor taught.

Of the five magazines all had sponsors. One was appointed by the principal, one by the superintendent, and one by the principal and the English department. In one school it was considered the duty of the English teacher to act as sponsor, and in another the sponsor of the school paper sponsored the magazine.

A slightly different situation prevailed in connection with the handbook. Ordinarily the students did not have such a large part in preparing and publishing the handbook as in other publications. Of the thirteen handbooks, three were prepared by the administrator, one by the faculty, three by the faculty and administration, three by the faculty and students, one by the administration and student council, and one by the administration, faculty, and students. One school did not answer. Thus, the

As to the lighting of the working end of the
 apparatus of the animal, about seven hundred per cent of the
 schools reported that the working end was destroyed.
 While 83 per cent of the schools reported that the working
 end was destroyed, the apparatus was not destroyed in a few
 others. In fact, it was a part of the apparatus in the
 work of the teacher. The amount of work of the
 working end of the apparatus was not reported in a
 reaction in the number of schools in which the apparatus
 was used.

Of the five magazines all the magazines were
 appointed by the principal, one by the principal, and
 one by the principal and the principal reported in one
 school it was considered the duty of the principal to
 act as sponsor, and in another the sponsor of the school
 paper sponsored the magazine.
 A slightly different situation prevailed in connection
 with the school. Ordinarily the students did not
 have such a large part in preparing and publishing the
 handbook as in other publications. Of the fifteen hand-
 books, three were prepared by the administrator, one by
 the faculty, three by the faculty and students, and one by the administrator, faculty,
 and students jointly, and one by the administrator, faculty,
 and students. The school did not answer. Three, the

administration and faculty prepare the handbook in about 54 per cent of the cases and the students have a part in preparing it in about 38 per cent of the cases. The various groups mentioned constitute the staff for the handbook.

Some of the facts about the sponsors of the publications may be summarized. All publications had sponsors, who were usually appointed by the administration of the school. The majority of the sponsors of the school paper were women, while the men sponsors were in the majority on the annual. The sponsor of the newspaper was usually chosen from the English department with the commercial department ranking second and journalism third. In the usual case the sponsor of the annual was chosen from the English department or the senior class sponsor served in that capacity. Many of the sponsors of the school paper had taken courses in journalism, had previous experience as sponsor, and some had worked on a college newspaper or annual. The teaching load of the sponsors of the school paper and annual was lightened in only about 15 per cent of the cases.

Staffs of the publications. The following is an analysis of two things about the staffs of the publications: the methods used in selecting the staffs for the newspaper, annual, and magazine, and figures as to the numbers on the

administration and, finally, the handbook for the
25 per cent of the cases and a handbook for the
preparing it in about 25 per cent of the cases. The various
groups mentioned considered the staff for the handbook
form of the handbook and the handbook of the
plans for the handbook. The handbook had a
two were usually the handbook of the
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school paper and handbook was handbook in only about 15
per cent of the cases.

Results of the handbook. The following is an
analysis of the handbook of the handbook
the handbook used in handbook the handbook for the handbook
handbook, and handbook, and handbook as the handbook in the

staffs of the newspaper and annual.

The methods of selecting the newspaper staff varied a great deal among different high schools. The following is a list of the persons or agencies who appointed the staff and the number of schools represented in each: administration, two; sponsor of the newspaper, eighteen; press or journalism club (with the direction of the sponsor), ten; class sponsors, one; English teacher or teachers, three; and combinations (as sponsor and class, or sponsor and teachers, or sponsor and the administration), ten cases. In most instances the sponsor appointed the staff directly or had some influence in the appointment of the staff. The number of schools in which the staff was elected and the groups that did the electing were: student body, six; combination of student body and English teacher or student body and principal or sponsor, four; journalism or commercial class, four; faculty, two; junior and senior class, two; and senior class, one. In the cases of an elected staff the students did most of the selection. Other ways in which staffs were selected were: class enterprise, five; optional and open to all, one; voluntary, two; combination (as nominated by sponsor and elected by the class), two. Two schools did not answer. To sum up the methods of selecting staff members for the school newspaper, about 59 per cent were appointed, 25 per cent elected, and 16 per cent

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selected in other ways. The most common methods of selection of the staff were appointment by the sponsor and election by the students.

The methods of selecting the staff for the annual were not quite so numerous as for the newspaper. The person or groups who appointed the staff were: principal in two schools; sponsor, two; faculty, one; English teachers, one; student council, one; and a combination of sponsor and administration, or sponsor and senior class president in four schools. The senior class elected the staff in twelve schools; the student body in three schools; the press club in one school; and a combination of the superintendent and student body in one school and the student body and senior class in one school. Two schools did not give their method of selecting the staff. Thus, the most common methods of selecting the staff of the annual were election by the senior class and appointment by the sponsor.

Three out of five of the magazines had a staff of students and two did not. Of those that had staffs, the English teachers appointed them in two schools and the commercial teacher in one. In the schools that had no staffs, the best work submitted to the English classes was often used, while in another case the president of the high school alumni association appointed part of the necessary persons to publish the magazine. Although in the latter

instance the magazine was primarily an alumni bulletin, it was evidently used for other purposes, too.

Contributions of students' work to the magazine were secured chiefly by taking the best work from the English classes and from voluntary contributions. Others secured some material on definite assignment from selected students and from selected teachers.

The number on the newspaper staff ranged from two to thirty-one, with an average of about eleven. The median number was about nine. Six did not give the number on the staff and three replies were not definite enough to use. A total of 717 students were on the staffs of sixty-six newspapers.

The range of the number on the staff of the annuals was from four to eighteen, with an average of about ten and a median of ten. Four did not answer. One return was not usable as it indicated the entire senior class worked on the annual. A total of 354 students worked on the staffs of thirty-six annuals.

Names of the publications. The names of the student publications found in this study are very interesting. The complete list of the names of the newspaper, annual, magazine, and handbook may be found in Appendix B. Some of the names are colorful, distinctive, and unique, while others have only local meaning. The tendency seems to be that the handbooks

instinctive the movement was probably an attempt to escape.

was evidently much more than a simple start.

Control, which was maintained throughout the movement.

secured control of the situation and the movement.

elusive and the following movement was a simple start.

some interest in the situation and the movement.

and from the start of the movement.

The movement was a simple start.

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start and the following movement was a simple start.

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papers.

The range of the movement was a simple start.

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annual. A section of the movement.

thirty-five papers.

Range of the movement.

positions from the start of the movement.

complete list of the movement.

and handbooks are found in the movement.

are colored, the movement.

local movement.

bear the name of the school colors or are named as the handbook of a certain school.

Day of publication. The most popular day for the publication of the school paper was Friday when thirty-four papers, or about 45 per cent were published. The distribution of the number of schools as to the day of publication of the paper was as follows: Monday (or sometimes Tuesday), one; Tuesday, five; Wednesday, five; Thursday, thirteen; Friday, thirty-four; Sunday, one; and no certain day, seventeen. The implication seems to be that the latter part of the week--Thursday and Friday--was most practical and convenient for the schools that had a definite date for publication of the paper. Most weekly newspapers outside of school are also published on Friday, which may influence the schools in regard to the use of this day. Many of the papers that were published monthly or for longer periods probably were the ones that did not try to keep any certain day for publication.

Frequencies of the issues. Table IV shows the frequency of the issues of the newspaper, magazine, and handbook. The annual, as the name indicates, is published only once a year.

According to the data in Table IV, the bi-weekly newspaper is the most common with the monthly ranking a

been the name of the school before it was named as the name
book of a private school.

Day of publication. The most common day for the
publication of the school paper was Friday when 100
papers of about 15 per cent were published. The distribu-
tion of the names of schools as to day of publication
of the paper was as follows: Sunday for 100, Monday
one; Tuesday, five; Wednesday, five; Thursday, one;
Friday, one; Saturday, one; and no school was published
on Sunday. The publication was to be made the last day of
the week--Friday and Saturday--and not published the day
before the school was held. A school was held for 100
days of the year. Most weekly newspapers published
school are also published on Friday, which was the day
the schools in regard to the use of the day. Some of the
papers that were published weekly or for longer periods
probably were the ones that did not have any certain
day for publication.

Frequency of the issues. Table IV shows the fre-
quency of the issues of the newspaper, magazine, and book.
The number of the issues published in 1901 was only
once a year.
According to the data in Table IV, the of weekly
newspaper is the most common with the monthly magazine

TABLE IV
THE FREQUENCY OF THE ISSUES OF THE NEWSPAPER,
MAGAZINE, AND HANDBOOK

Frequency of the issue	Newspaper	Magazine	Handbook
Weekly	15		
Two weeks	24		
Semi-monthly	1		
Three weeks	3		
Monthly	22	1	
Five weeks	1		
Six weeks	2		
Nine weeks	1		
Three months	1	2	
Semester	2		
Yearly		2	11
Three years			1
Irregular	3		
No answer			1

TABLE IV
THE FREQUENCY OF THE ISSUES OF THE NEWSPAPER
REDAILED, 1910-1911

Frequency of the Issues	Newspaper	Frequency
Weekly	1	1
Two weeks	1	1
Self-weekly	1	1
Three weeks	1	1
Monthly	1	1
Five weeks	1	1
Six weeks	1	1
Nine weeks	1	1
Three months	1	1
Quarterly	1	1
Yearly	1	1
Three years	1	1
Irregular	1	1
No answer	1	1

close second and the weekly third. Evidently the bi-weekly and monthly issues have proved more practical than the weekly issue, which might involve too much work and expense for the smaller schools. The paucity of school news may also influence the frequency of the issue in a small school. The frequency of the issue had some relation to expense, as will be pointed out in the next chapter.

The handbook was usually issued once a year, probably at the beginning of the school year for the benefit of new as well as returning students.

Miscellaneous items on the management of the publications. In addition to securing information on the organization and management of the publications as to general organizations, sponsor, staff, names of the publications, the day of publication of the paper, and the frequency of the issues, other miscellaneous items of probable significance on the management and organization of the publications were secured. Among these items were: the person or agency which was vested with the power of final approval of the school paper, membership in press associations, length of time published, relation of the senior class to the annual, use of the handbooks, and filing of the copies of the publications. Each of these items will be discussed.

Sometimes it probably becomes necessary for proposed

materials for school publications to meet the final approval of some responsible person or agency in the school in order that the publication will not reflect adversely upon the school and thus defeat one of the values or purposes of the publication. This is particularly true in regard to the school paper. The data reveal that the final approval of the contents of the school paper was vested in the sponsor in about 43 per cent of the cases, in the administration of the school in about 39 per cent of the cases, and in a combination of the sponsor and administration or staff in 12 per cent of the cases. In one case the student council and the principal made up the body for final approval of the contents of the paper, and in only one case was the newspaper staff entrusted with the final approval. Three schools did not answer this item. The responsibility for final approval of the paper by the administration was about equally divided between the principal and superintendent, the superintendent in fifteen schools, the principal in thirteen schools, and the principal and superintendent in one school.

The publishing of a school paper and annual may serve as a center of interest for a press or journalism club. It is possible that the publishing of a school paper or annual was the main activity in some instances of a club. In this study it was found that nineteen press clubs

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and twelve journalism clubs existed in the high schools which made a total of thirty-one clubs representing about 38 per cent of the schools publishing a newspaper or an annual. As was mentioned previously, the newspaper staff was chosen by the press or journalism club in ten cases and the annual staff in one case. In these cases at least, the publishing of the paper and annual appeared to be the main activity of the club.

It was found that fourteen schools, or about 19 per cent of those publishing a paper, belonged to a high school press association. One school had membership in two associations and one school in three associations. The names of the high school press associations and the number of New Mexico schools having membership in each were: New Mexico Interscholastic Press Association, seven; Quill and Scroll (a national organization), four; National Scholastic Press Association, one; and West Texas High School Press Association, one. The press associations render many useful services and give helps, suggestions, and ideas in publishing a school paper. Contests are often sponsored by the press associations, which serve as a stimulus for improving the school paper.

The length of time student publications have been published in the high schools has been discussed in Chapter I, and Table I on page 25 shows the length of time the school

and active journals since 1910 in the high schools and
made a total of thirty-one such publications about 1910
and of the nation's education. The purpose of an article
was educational generally, the purpose of the article
the purpose of the article was to give the public
some information about the state of the nation
of the paper and school system in the state of the
the state.
It was found that the purpose of the article was to
show of those who were interested in the state of the
press association. The purpose of the article was to
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high school were interested in the state of the nation
schools giving information in each state of the nation
schools were interested in the state of the nation
national organizations, such as national education
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paper and annual have been published.

Thirty schools out of forty-one publishing an annual, or about 73 per cent of them, reported that the annual was chiefly a senior class project. As has been pointed out previously, the senior class elected the sponsor of the annual in eleven schools; elected the staff in twelve schools; and in other combinations the senior class helped select the sponsor and staff. In other than these specific cases the senior class probably furnished much of the leadership in preparing and publishing the annual. Other schools indicated that the annual was a project for the entire student body. It seems that the senior class usually has a large part in the publishing of the annual.

It is interesting to note that of the thirteen schools that published a handbook, eleven schools, or about 85 per cent of them, devoted time to a formal study of the handbook in the home room or other organized groups. One school used the initial or first assembly for this purpose and another studied it in the student council.

The data show that about 80 per cent of the schools publishing a paper filed copies of the paper for the various years. Many of the schools had filed copies many years. The distribution of the schools that filed copies of the paper for the various number of years was as follows: one

year, eleven; two years, seven; three years, eleven; four years, seven; five years, six; six years, one; seven years, one; eight years, three; eleven years, one; fourteen years, two; twenty-three years, one; and eight schools did not answer. The average number of years for which the schools had copies on file was 4.2 years. This practice of filing copies of the school paper should prove to be of value as a record of the school's activities.

About 88 per cent of the schools publishing an annual filed copies of it. All of the schools publishing a magazine filed copies of each issue.

The filing of copies of student publications is an important part of the management of a publication because the old copies furnish a record of the accomplishments, activities, and news of the school of the past years. The copies also afford a check upon the improvement that has been made in the publication.

CHAPTER IV

COSTS AND METHODS OF FINANCING STUDENT PUBLICATIONS

The financing of student publications is often one of the biggest problems which administrators and sponsors of the publications must face. As was pointed out in Chapter II, the principal reason that was given for discontinuing some student publications in the high schools of New Mexico was the high cost and difficulty in financing the publications. Schools have used various devices to obtain finances for their publications, and some have resorted to less expensive methods of publication. If continuity of a publication is to be assured, it is essential that some satisfactory source or sources of financial support be found and the finances of the publication put on a sound basis.

It is the purpose of this chapter to discuss the following general topics: (1) the total and median costs of the publications; (2) the costs of publications in schools of four different groups, divided according to the size of the enrollment; (3) the relation of the mechanical methods of publication to the cost; (4) the price of the publications; (5) the sources of financial support; (6) the control of the finances; and (7) the records of the finances.

COMPARISON OF METHODS OF FINANCIAL ANALYSIS

The financial statement is a statement of the

the assets, liabilities and equities of a

business enterprise. It is a statement of the

the financial position of a business enterprise at a

specific date. It is a statement of the

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specific date.

I. COSTS OF THE PUBLICATIONS

Total and median costs. The total annual cost of 102 publications for which estimates were given was \$15,380 and the median cost of each publication was eighty-four dollars a year. Not included in the above figures were four schools which reported that the costs were small or negligible and two schools that had papers which required no cost. Estimates on the costs of twenty-four different publications were not given.

The range of the total annual cost of publishing the school newspaper was from practically nothing to six hundred dollars. The median cost per year was about \$44.75. The schools that reported a negligible cost were not included in computing the above median. Two schools had no cost connected with the school paper because they had a separate page in the local paper and no charge was made for the printing, and in three schools there was only a small cost (no estimates were given) for the paper and a few supplies. Fifteen schools did not give estimates on the total cost. For the fifty-five schools that gave estimates on the school paper the total cost was \$5,225.

The range of the cost of the annual was from thirty dollars to \$1600. The total cost of the annuals in thirty-five schools was \$9,755, or a median cost of \$150. Six schools did not give estimates.

1. COSTS OF THE PUBLICATIONS

Total and median costs. The total annual cost of 102 publications for which estimates were given was \$15,350 and the median cost of each publication was slightly over a dollar a year. Not included in the above figures were four schools which reported that the costs were small or negligible and two which stated that reports were not given no cost. Estimates on the costs of twenty-four different publications were not given.

The range of the total annual cost of publications for the school newspaper was from practically nothing to six hundred dollars. The median cost per year was about \$4.75. The schools that reported a negligible cost were not included in computing the above median. The schools that reported cost connected with the school paper, besides those that had a separate page in the local paper and no charge was made for the printing, and in three schools there was only a small cost (no estimates were given) for the paper and a few supplies. Fifteen schools did not give estimates on the total cost. For the fifty-five schools that gave estimates on the school paper the total cost was \$15,350.

The range of the cost of the annual was from thirty dollars to \$1500. The total cost of the annuals in thirty-five schools was \$9,750, or a median cost of \$150. Six schools did not give estimates.

Only two schools gave estimates on the total cost of publishing the magazine. One was ten dollars and the other was thirty dollars. Another published the magazine for a cost of five or six cents a copy.

The handbooks in nine schools cost a total of \$370, or a median cost of \$27.50 per school. The range of the costs was from five dollars to a hundred dollars. In three schools the cost of the handbooks was small, as they were mimeographed. One school did not answer.

Size of the schools and costs of the publications.

In order to show the costs of the publications in schools with enrollments of different sizes, the schools are divided into four groups. Group I schools have an enrollment below one hundred, Group II from 100 to 249, Group III from 250 to 499, and Group IV an enrollment of 500 and above. In the latter group the range was from 500 to 2170.

Table V shows the number of different publications, except the magazine, found in the schools of each group.

The data indicate that the schools with the larger enrollments are able to support more publications than the schools with smaller enrollments. As concerns the average number of publications there is little difference between the schools in Group I and Group II, but the difference is more marked between Group IV and the other groups.

TABLE V

NUMBER OF DIFFERENT PUBLICATIONS FOUND IN SCHOOLS
OF DIFFERENT ENROLLMENTS, 1938-39

Publication	Group I (37)*	Group II (26)	Group III (14)	Group IV (9)
Newspaper	32	21	13	9
Annual	20	9	7	6
Handbook	1	1	1	2
Magazine	1	6	2	4
Total	54	37	24	21
Average	1.46	1.42	1.7	2.3

*The figures in parentheses indicate the number of schools in each group.

Table VI shows the range in the costs of the publications of the four groups of schools.

TABLE VI

RANGE IN THE YEARLY COSTS OF THE PUBLICATIONS OF
THE SCHOOLS IN THE FOUR GROUPS

Publication	Group I	Group II	Group III	Group IV
Newspaper	\$5-200	\$10-500	\$12-520	\$60-600
Annual	30-150	35-650	132-375	175-1600
Handbook	---	5-15	20-100	60-100

NOTE: Estimates on the costs of the magazine were not obtained.

Table VII shows the median costs of the publications in the schools of the four different groups. The median cost of the magazine seems to be about the same in the schools of all four groups. The median costs of the newspaper, annual, and handbook appear to be larger in schools

TABLE V

NUMBER OF DIFFERENT PUBLICATIONS FOUND IN SCHOOLS
OF DISTRICTS, 1938-39

Publication	Group I (27)	Group II (28)	Group III (11)	Group IV (9)
Newspaper	31	21	13	2
Annual	20	9	7	5
Handbook	1	1	1	2
Magazine	1	0	2	4
Total	54	32	24	21
Average	1.48	1.14	1.2	2.3

The figures in parentheses indicate the number of schools in each group.

Table VI shows the range in the number of the publica-

tions of the four groups of schools.

TABLE VI

RANGE IN THE YEARLY COSTS OF THE PUBLICATIONS OF
THE SCHOOLS IN THE FOUR GROUPS

Publication	Group I	Group II	Group III	Group IV
Newspaper	\$1-200	\$10-200	\$11-200	\$0-500
Annual	\$0-100	\$5-200	\$10-200	\$10-1000
Handbook	---	\$1-5	\$0-100	\$0-100

NOTE: Estimates on the basis of the magazine were not obtained.

Table VII shows the median costs of the publica-

in the schools of the four different groups. The median cost of the magazine seems to be about the same in the schools of all four groups. The median costs of the newspaper, annual, and handbook appear to be higher in schools

with a large enrollment than in schools with a small enrollment, probably due partly to the larger number of copies of the publications necessary in the schools with large enrollments. The annual and magazine were exceptions to this in Group I and Group II. Table VII also shows that much larger amounts were spent on the annual than on the newspaper and other publications in the schools of each of the four groups. In fact, more was spent on the annual than all other publications together, which is probably due to the size of the annual and to cost of engraving.

TABLE VII

MEDIAN ANNUAL COSTS OF THE PUBLICATIONS IN THE FOUR GROUPS OF SCHOOLS, 1938-1939

Publication	Group I	Group II	Group III	Group IV
Newspaper	\$ 35.00	\$46.50	\$ 45.75	\$225.00
Annual	102.50	91.50	287.50	900.00
Magazine	15.00	10.00	10.00	---
Handbook	---	10.00	27.50	67.50

Relation of the mechanical methods of publication to the cost. Table VIII shows the median annual cost of the publications in relation to the various mechanical methods of publishing used.

An analysis of the data in Table VIII reveals that printing was the most expensive method of publication, while typing was the least expensive. Hectographing was the

second least expensive and mimeographing ranked third. Since mimeographing is a faster method of duplication than typing and hectographing and less expensive than printing, it appears that mimeographing may be the most practical method of publication. This would apply particularly for any number of copies under one thousand, unless the number of copies needed is very small. Accurate per pupil costs of the various mechanical methods of publishing for each kind of student publication are not available, but such information would be better for purposes of comparison.

TABLE VIII

THE MEDIAN ANNUAL COSTS OF THE PUBLICATIONS IN RELATION
TO MECHANICAL METHODS OF PUBLISHING USED

Method	Newspaper	Annual	Handbook	Magazine
Mimeographed	\$ 37	\$105	\$13	\$10
Printed	325	367	65	--
Hectographed	25	58	--	--
Typed	5	30	--	--
Part printed and mimeo.	--	140	--	--
Lithographed	100	--	--	--
No answer	13	5	--	1

It appears that the mechanical methods of publication and the size of the enrollment of the schools are among the chief factors in determining the total annual cost of the newspaper, while the frequency of the issues of the paper appears to be a minor factor. The size of the newspaper

and other publications was not investigated, but it undoubtedly has some influence in determining the cost. In regard to publications other than the newspaper, the range of the median costs between the various mechanical methods was not quite so large as in the case of the newspaper, but the mechanical methods of publishing seemed to influence the cost.

Prices of the publications. The range in the price of the yearly subscription to the school paper was from five cents to \$1.25, with the median price of the yearly subscription at fifty cents. Thirty-nine schools or 52 per cent of the schools made no charge for the school paper, but the cost was paid from sources other than subscriptions. Not included in the median cost above was one school that included the price of the newspaper as a part of the student activity fee; in one school subscription to the local paper was necessary to get the school paper which was a part of the local paper; and two schools charged a few cents per copy for the paper. Four schools did not answer.

The selling price of the annual in thirty-four schools ranged from twenty-five cents to two dollars. The median price was \$1.10. In one school the annual was free, and six schools did not answer. In one case the members of the

and other publications was not investigated, but it undoubtedly has some influence in determining the cost. In regard to publications other than the newspaper, the price of the median course between the various mathematical sections was quite as large as in the case of the newspaper, but the mathematical sections of publishing seemed to be lower, and

Prices of the Publications.

Of the yearly subscription to the school paper was five cents to \$1.25, with the median price of the yearly subscription at fifty cents. Thirty-nine schools or 32 per cent of the schools made no charge for the school paper, but the cost was paid from sources other than the subscription. Not included in the median cost were the school that included the price of the newspaper as a part of the student activity fee; in one school subscription to the local paper was necessary to get the school paper, which was a part of the local paper; and two schools charged a fee each per copy for the paper. Four schools did not answer.

The selling price of the annual in thirty-four schools ranged from twenty-five cents to two dollars. The median price was \$1.10. In one school the annual was free, and six schools did not answer. In one case the sellers of the

Co-op Club, a club for financing publications and clubs, received the annual free, but an allotment of sixty-seven cents from their membership fee was used for the annual; otherwise to non-members the annual sold for two dollars. Another school sold the annual for sixty-seven cents to students who had bought an activity ticket and to others the price was one dollar.

The magazine was given to the students in two schools and in others the price was five cents in one school, fifteen cents in one school, and twenty-five cents in another.

The handbook was given to the students in eleven schools, or about 85 per cent of them. Two schools did not answer.

It is interesting to note the difference in the average cost per school of publications in the eighty-six schools in this study that had publications and in the schools of other studies. Table IX shows the total and average costs of publications per school in this study and in those in the studies made by O. F. Nixon and R. D. Russell. These three studies were widely separated in regard to the time the studies were made and differed in the territory covered. The average cost of the publications per school in this study were much lower than in the studies by Nixon and Russell. Much of the difference may

Co-op Club, a group of students, received the annual award for the best essay from their respective schools. The prizes were very valuable.

The magazine was given to the school and is stored in the library. It has been kept in the school since it was first received. The magazine was given to the school and is stored in the library.

It is the intention of the school to keep the magazine in the library. The magazine was given to the school and is stored in the library. It is the intention of the school to keep the magazine in the library.

present to the school and is stored in the library. The magazine was given to the school and is stored in the library. It is the intention of the school to keep the magazine in the library.

be due to the difference in the size of the enrollments, or it may point to a possible trend that schools are tending to decrease the amount of money spent on publications.

TABLE IX

COMPARISON OF AVERAGE COSTS OF STUDENT PUBLICATIONS
PER SCHOOL IN THREE DIFFERENT STUDIES

Study	No. of schools involved	Total cost	Average cost per school
Nixon (1922)	159	\$220,950	\$1,389.62
Russell (1928)	153	103,838	787.31
Present study (1938-1939)	86	15,380	178.84

II. METHODS OF FINANCING STUDENT PUBLICATIONS

The chief source of financial support for the school newspaper was advertising which furnished 35.9 per cent of the total revenue. Financial aid from the board of education was the second most common source of support, yielding about 22 per cent. Subscriptions ranked third, 20.8 per cent of the support being derived from this source. Other sources of financial support were: general activity fund (not aid from the school board), 5.7 per cent; plays and entertainments, 4.2 per cent; student activity tickets, 2.8 per cent; and other minor sources. In three schools the local paper gave the school a separate page in the paper and did the printing free. In three schools the supplies necessary to publish the school paper were furnished

be due to the difference in the size of the population, or it may point to a possible trend that schools are tending to decrease the amount of money spent on publications.

TABLE II

COMPARISON OF AVERAGE COSTS OF STUDENT PUBLICATIONS
HAR SCHOOL IN THREE RECENT YEARS

Study	No. of schools involved	Total cost	Average cost per school
Elton (1922)	129	\$220,950	\$1,713.64
Adams (1928)	122	107,838	883.92
Present study (1928-1929)	26	12,750	490.38

II. METHODS OF FINANCING STUDENT PUBLICATIONS

The chief source of financial support for the school newspaper was advertising which furnished 35.9 per cent of the total revenue. Financial aid from the board of education was the second most common source of support, yielding about 22 per cent. Subscriptions ranked third, 20.8 per cent of the support being derived from this source. Other sources of financial support were: General activity fund (not aid from the school board), 5.7 per cent; plays and entertainments, 4.2 per cent; student activity clubs, 2.8 per cent; and other minor sources. In three schools the local paper gave the school a separate page in the paper and did the printing free. In three schools the paper was necessary to publish the school paper were furnished

by the school for only a small cost. Four schools did not answer. Table X shows the sources of financial support and the per cent of the total costs derived from each.

A few schools depended on only one source of support, but many schools derived finances from several sources. A rather unique system of securing revenue for school clubs and publications was the Co-op Club. For membership in this club students paid a fee, which entitled them to student publications at a lesser price than was made to non-members, as well as other privileges.

The principal sources of financial support for the annual were: advertising, 37 per cent; subscriptions, 24 per cent; sell to students at actual cost, 18 per cent; and students pay part, 9.6 per cent. It should be noticed that the annual got only a small amount of financial support from the board of education, while the paper received nearly one-fourth of its support from that source. Table X shows the sources of financial support of the annual and the per cent derived from each.

Of the five magazines each was supported by one of the following methods: school funds, subscriptions, Co-op Club fees, advertising, and subscriptions and advertising.

Eleven, or 85 per cent of the handbooks were supported by school funds; one by advertising; and one by school funds and the proceeds from a school play.

by the school for only a small sum, from sources like the
answer. Table I shows the sources of financial support
and the per cent of the total costs derived from each.
A few schools depended on only one source of support,
but many schools derived financial aid from several sources.
The main source of support was the Co-op Club. For many schools this
club accounts for a large part of the income, which enabled them to maintain
publications at a lower price than was paid to non-members,
as well as other privileges.
The principal sources of financial support for the
annual year: advertisement, 37 per cent; subscription, 24
per cent; sale of materials at annual cost, 12 per cent; and
students per cent, 9.6 per cent. It should be noted that
the annual fee only a small amount of financial support
from the point of education, while the other sources supply
one-fourth of the support from each source. Table I shows
the sources of financial support of the annual fee and the
cost derived from each.
Of the five sources named was reported by one of
the following methods: school funds, 10-15
club fees, advertisement, and subscription, and for the
balance, or 85 per cent in the balance were supplied
by school funds; one by advertisement; and one by school funds
and the proceeds from a school play.

TABLE X
SOURCES OF FINANCIAL SUPPORT FOR THE SCHOOL
PAPER AND ANNUAL, 1938-1939

Source	Newspaper %	Annual %
Advertising	39.9	37.0
Subscription	20.8	24.0
Aid from the school board	22.0	0.7
General fund	5.7	0.7
Plays and entertainments	4.2	3.2
Co-op Club membership fee	1.5	2.6
Donations	1.8	0.5
Clubs and organizations	1.5	0.5
Student activity tickets	2.8	---
Selling tickets	1.0	---
Student Council	1.5	---
Candy and pop sale	1.0	0.7
Sale of papers	0.2	---
Student pay part	---	9.6
Sell to students at actual cost	---	18.0
School carnival	---	0.7
Other sources	1.0	---
No answer	4	---

TABLE I
 SOURCE OF FINANCIAL CHANGES FOR THE YEAR
 1933-1934

Source	Amount	Percentage
Advertising	30.3	10.3
Subscription	20.2	6.7
Aid from the school board	20.2	6.7
General fund	1.3	0.4
State and federal grants	4.3	1.4
Gifts and donations	1.3	0.4
Interest on bonds	1.3	0.4
Reserve fund	1.3	0.4
Other income	1.3	0.4
Total	100.0	100.0

Sixty-four per cent of the schools supporting a newspaper reported that the newspaper was self-supporting without aid from the board of education. Thirty per cent of the school papers were not self-supporting. Four schools did not reply.

About 80 per cent of the schools that had annuals stated that they did not need financial aid from the school board for the annual. The annuals in seven schools, or 17 per cent, were not entirely self-supporting, but it seems that the aid received from the school board was very small. A slight discrepancy seems to exist between the replies to this question and the per cent of financial support received from the school board as shown in Table X.

III. ACCOUNTING OF THE FINANCES

Control of the finances. An effort was made to determine the person or persons who usually authorized the expenditure of finances in connection with student publications. In about 40 per cent of the cases the administration authorized the expenditure of finances for student publications and the sponsor in about 16 per cent of the cases. Others who had the responsibility of authorizing expenditures were: student business manager, one school; sponsor and the superintendent, five; sponsor and the business manager of the publication, four; sponsor and the principal, six; superintendent and the business manager,

Thirty-four per cent of the schools supporting a newspaper reported that the newspaper was self-supporting without aid from the board of education. Thirty per cent of the school systems were not self-supporting. Four schools did not reply.

About 80 per cent of the schools that had annuals stated that they did not need financial aid from the school board for the annual. The annuals in some schools, or in per cent, were not entirely self-supporting, but it seems that the aid received from the school board was very small. A slight discrepancy seems to exist between the replies to this question and the per cent of financial support received from the school board as given in Table A.

THE FUNDING OF THE ANNUALS

Control of the Annuals. An effort was made to determine the person or persons who usually arranged the expansion of the annual in connection with annual publication. In about 40 per cent of the cases the administration authorized the expansion of the annual for publication and the sponsor in about 10 per cent of the cases. Others who had the responsibility of authorizing expansion were: student business manager, one school; sponsor and the superintendent, five; sponsor and the business manager of the publication, four; sponsor and the principal, six; superintendent and the business manager,

two; and various combinations of sponsor and student treasurer, business manager, or the administration, eight cases or nine per cent; and three schools did not answer. Thus, the most common sources of authority for authorizing expenditures of the finances were the administration, sponsor, and combinations of the sponsor, staff, and administration.

Records of the finances. In about 71 per cent of the schools that had publications, written records were kept of the finances. Fifteen per cent of the schools did not keep written records and 14 per cent of the schools did not answer. Of the thirteen schools that did not keep written records, eleven indicated that only a small amount of money was involved, as the school furnished the materials and supplies, and in two other schools no money was involved in the publications.

The records of the finances were kept by the following: administration of the school in 35 per cent of the cases; the sponsor, 10 per cent; business manager of the publication, 11 per cent; the treasurer of the staff, 14 per cent; and in one case the secretary to the principal. Eleven per cent of the schools did not answer. The administration and a member of the staff of the publication were the two most common ones to keep the records of the finances.

Financial reports on the publications were made to the principal in 45 per cent of the schools, but in 35 per cent of the schools it was not necessary to make financial reports to the principal because the records were kept by the principal or superintendent. Three schools published the financial reports of the publications.

In reply to the question, "Records (of the finances) may be audited by whom?" a great variety of answers were received. Among the person or persons and agencies that may audit the records and the number of times each was mentioned were: anyone, thirteen; superintendent, eleven; faculty (a committee or teachers, or a teacher), ten; sponsor, three; school board, eight; auditor, seven; and principal, three. Others mentioned were staff of the publication, school treasurer, and a committee from the bookkeeping class.

Generally speaking, it appears that a fairly efficient check-up was made and kept on the finances of a majority of student publications.

Financial reports on the public school were made to the principal in 45 per cent of the schools, but in 15 per cent of the schools it was not necessary to make financial reports to the principal because the records were kept by the principal or superintendent. These schools included the financial reports of the institutions.

In reply to the question, "In order to be financial may be collected by school a great variety of answers were received. Among the factors on persons and attention that may affect the records and the number of cases sent was mentioned: school system, district, superintendent, principal, faculty, committee on records, no records, no records, no records; school system, district, superintendent, principal, faculty, committee on records, no records, no records, no records. These items mentioned were staff of the institutions. School superintendent, and a committee from the working class. Generally speaking, it appears that a fairly efficient check-up was made and kept on the financial of a majority of the schools.

CHAPTER V

ADMINISTRATIVE PROBLEMS IN CONNECTION WITH STUDENT PUBLICATIONS

An attempt was made in this study to determine the administrative problems in connection with student publications and the publications to which the problems most often applied. In Chapter II the reasons for discontinuing some of the high school publications were discussed. As was pointed out, the chief reason that some of the annuals had been discontinued was the high cost and difficulty in financing. The depression was also a factor that may have caused difficulty in financing student publications. The chief reasons for discontinuing the newspaper were the lack of time on the part of the students and the added teacher load and supervision it required. These reasons for discontinuing publications in past years point to some of the problems and difficulties that school administrators have encountered. In this chapter the problems that administrators were having with publications that existed in their schools will be discussed.

Table XI gives the number of times the various administrative problems in connection with student publications were mentioned.

One of the most prevalent problems with student

CHAPTER V

ADMINISTRATIVE PROBLEMS IN CONNECTION WITH STUDENT PUBLICATIONS

As already noted in this study, the administrative problems in connection with student publications and the publication of other student work have been discussed in Chapter II. The reasons for discussing these of the high school publications were discussed in Chapter I. The chief reason that some of the schools have been discontinued was the high cost and difficulty in financing. The situation was also a factor that may have caused difficulty in financing student publications. The chief reasons for discontinuing the newspaper were the lack of time on the part of the students and the school teacher load and supervision is required. These reasons for discontinuing publications in past years point to some of the problems and difficulties that school administrators have encountered. In this chapter the problems that administrators are having with student publications that existed in their schools will be discussed.

Table XI gives the number of schools and various administrative problems in connection with student publications were mentioned.

One of the most prevalent problems with students

TABLE XI
ADMINISTRATIVE PROBLEMS IN CONNECTION
WITH STUDENT PUBLICATIONS

Problem	Number of times mentioned
Difficulty in financing	43
Lack of capable students to handle the publication	32
Takes too much time (students' and teachers')	24
Difficulty in getting a trained and capable sponsor	21
Lack of student interest	18
Bad publicity for the school	3
Encourages troublesome student politics	3
Too much expense	13
Correlation with school subjects and activities	1
Competes with local paper	1
No problems in particular	5
No answer	10

publications was difficulty in financing, which was mentioned forty-three times. This problem applied to the annual in particular. Difficulty in financing implies that the school had trouble in finding a source or sources of financial support or that difficulty was encountered in obtaining sufficient revenue from the sources used. In this connection one school reported that business men did not like to buy advertising space in the annual.

Closely related to the problem of financing student publications was the problem of the high costs, or "too much expense" of the publications, particularly the annual. The high cost of the publication, of course, would make the financing more difficult.

The second problem mentioned most often was the lack of capable students to handle the publication. It seems that this problem was particularly prevalent in schools with an enrollment below two hundred fifty, probably because of the lack of a large variety of talent in the small school that a large school may have. Then, too, if the school did not offer a journalism course there perhaps would not be any formal way, other than in English courses, of giving the students the specific training needed for work on publications.

The fact that student publications take too much of the students' and teachers' time was mentioned twenty-four

publications was difficulty in financing, which was mentioned forty-three times. This problem applied to the annual in particular. Difficulty in financing applied to the school had trouble in finding a source of financial support or that difficulty was encountered in obtaining sufficient revenue from the sources used. In this connection one school reported that business was not able to pay advertising space in the annual.

Closely related to the problem of financing students' publications was the problem of the high cost, or "too high expense" of the publication, particularly the annual. The high cost of the publication, of course, would make the financing more difficult.

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The fact that student publications take too much of the students' and teachers' time was mentioned twenty-four

times. In schools in which the faculty has a heavy scholastic and teaching load the sponsoring of one or more publications would be a very big burden to one or more teachers. One school reported that there was a "lack of time in competition with other activities" in connection with publications.

In twenty-one cases the problem of getting a trained and capable sponsor was mentioned. This problem implies that some of the schools have trouble in getting a sponsor who has had some college training for the work of sponsoring a student publication. The sponsor probably should have some courses in journalism and a course in extra-curricular activities to do an efficient job of sponsoring a school publication.

The lack of student interest in the publication was mentioned eighteen times. As was pointed out by Nixon in his study, there must be a real demand on the part of the students if a publication is to be a success. This problem, however, ranked only fifth in the frequency of the times mentioned.

Five schools had no problems in particular with student publications. Other schools reported that problems existed in their schools in connection with student publications, but that the problems were not serious handicaps to the publications. The two above points are reflected in the following comments taken from the replies: "very satis-

times. In schools in which the faculty has already been
and teaching level the spot of the school. The
would be a very big burden to one or more teachers. The
school reported that there was a "lack of time in which to
with other activities" in connection with the school.

In many cases the school reported that the
and usually a good one. The school reported that
some of the schools have made it difficult to
has had some college students but the work of a number of
student publication. The speaker stated that he had some
courses in journalism and a course in newspaper editing.
activities to do in the school but of course a school
publication.

The lack of student interest in the publication was
mentioned at the school. As was pointed out by the speaker
his study, there must be a real demand for the publication.
students in a publication is to be a success. The speaker
however, stated that this is the responsibility of the school
management.

This school had no interest in the publication and
student publication. Other schools reported that they
exists in which schools in connection with the school
tion, but that the school was not really interested in
the publication. The two above schools are listed in the
following comments taken from the speaker's report.

factory" (school paper); "we have only the school newspaper and it does not present an administrative problem"; "since we edit only a typewritten monthly newspaper, we do not run into financial-political difficulties"; "the items checked (lack of capable students to handle the publication, and difficulty in getting a trained and capable sponsor) do not hamper us to any great extent"; and "we have troubles, but they are minor to the good we secure." Additional comments made by persons answering point to some of the values received from student publications, such as "good training and creates right attitudes (newspaper and annual), and "we feel ours is training worth much as a basis for interest and school publicity."

The publications to which the problems most often applied were the newspaper and annual. Only five schools reported administrative problems in connection with the handbook and magazine, but the number of handbooks and magazines in the schools was also small. The distribution of the replies in regard to the publications to which administrative problems most often applied is as follows: newspaper, forty-five; annual, twenty-eight; handbook, three; magazine, two; and not answering, twenty-three.

theory (social theory) is a theory of the social world.

and it is not enough to say that it is a theory of the social world.

we also need to say that it is a theory of the social world.

the social world is a world of social relations.

lack of capital is a lack of capital.

difficulties in social relations are difficulties in social relations.

happens as to say that it is a theory of the social world.

they are also a theory of the social world.

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The social world is a world of social relations.

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CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY AND CONCLUSIONS

The findings of the study may be summarized under the following headings:

Extent and kinds of student publications. 1. Eighty-six out of 113 schools, or 76 per cent, had student publications and of these seventy-five had a newspaper, forty-one an annual, thirteen a handbook, and five a magazine.

2. The most frequent combination of publications found in the high school was the newspaper and the annual.

3. There seemed to be a general relation between the enrollment of a school and the number of publications usually existing within a school. The larger schools were able to support more publications than the smaller schools.

4. The median number of years the annual had been published was 4.28 and the median for the newspaper was 3.36 years. The range was from one to twenty-five years.

5. The publishing of the annual and newspaper in the high schools of New Mexico is still in an early stage of growth or period of development in regard to the median number of years they have been used in the schools of the state, and the number of schools publishing them is steadily increasing.

THE RELATIONSHIP OF SCHOOL AND COMMUNITY

I. THE SCHOOL AND THE COMMUNITY

The findings of the study may be summarized under the

following headings:

Extent and kind of school participation. 1. About

six out of 113 schools, or 5.3 per cent, had school societies

and of these twenty-five had a newspaper, forty-one

an annual, thirteen a handbook, and five a magazine.

2. The most frequent combination of publications

found in the high school was the newspaper and the annual.

3. There seemed to be a general relation between the

enrollment of a school and the amount of publication activity

existing within a school. The larger schools were able to

support more publications than the smaller schools.

4. The median number of years the annual had been

published was 4.25 and the median for the newspaper was 2.50

years. The range was from one to twenty-five years.

5. The publication of the annual and newspaper in the

high schools of New Mexico is still in its early stage of growth

or period of development in regard to the subject matter of

years they have been kept in the hands of the staff, and

the number of schools publishing them is steadily increasing.

6. Mimeographing was the mechanical method of publication most frequently used and printing ranked second, hectographing third, and typing fourth.

Organization and management of student publications.

1. Eighty-four per cent of the schools correlated student publications with one or several school subjects, chiefly English, commercial subjects, and journalism. About 36 per cent of the schools gave credit for work on publications, either in the form of journalism credit or in some other form for the work itself.

2. Most of the publications had a faculty sponsor, who was usually appointed by the administration of the school. The sponsor was usually chosen from the English, commercial, or journalism department. Many of the sponsors had taken courses in journalism, had had previous experience as a sponsor, and some had worked on a college publication. The teaching load of the sponsor was lightened in only about 15 per cent of the schools having publications.

3. The usual methods of selecting members of the newspaper staff were appointment by the sponsor or journalism club and election by the students. The most frequent ways of selecting the staff of the annual were election by the senior class and appointment by the sponsor. The number on the staff of the newspaper ranged from two to thirty-one with a median

of nine, and the number on the annual staff ranged from four to eighteen with a median of ten.

4. The most popular day of publication of the school paper was Friday and the bi-weekly issue was most common with the monthly issue ranking second and the weekly issue third. The bi-weekly and monthly issues seem to be the most convenient and practical in regard to cost and time. In schools with an enrollment less than one hundred the monthly issue was most common.

5. Thirty-eight per cent of the schools publishing a paper had a press or journalism club and 19 per cent of the schools belonged to a high school press association.

6. The annual was chiefly a senior class project in 73 per cent of the schools publishing an annual.

7. Most of the student publications in the state are conducted in line with the best principles of extra-curricular activities.

Costs and methods of financing student publications.

1. The total cost of 102 different publications was \$15,830, or a median cost of eighty-four dollars per publication.

2. The annual was the most expensive publication, with a median cost of \$150, while the median cost of the newspaper was \$44.75; the handbook, \$27.50; and the magazine, \$10.

3. The most expensive method of publication was printing and the least expensive was typing. Mimeographing and

of nine, and the number of the annual staff varied from four to sixteen with a median of ten.

4. The most popular type of publication of the school paper was Friday and the bi-weekly issue was most common with the monthly issue ranking second and the weekly issue third. The bi-weekly and monthly issues seem to be the most convenient and practical in regard to cost and size. In schools with an enrollment less than one hundred the monthly issue was most common.

5. Thirty-eight per cent of the schools were using a paper had a press or journal at one and 12 per cent of the schools belonged to a high school press association.

6. The annual was chiefly a center of other projects in 73 per cent of the schools publishing an annual.

7. Most of the student participation in the staff was conducted in line with the best principles of extracurricular activities.

Costs and Methods of Publication

1. The total cost of 123 different publications was \$12,570 or a median cost of thirty-four dollars per publication.
2. The annual was the most expensive publication, with a median cost of \$150, while the median cost of the paper was \$41.75; the handbook, \$23.50; and the yearbook, \$10.
3. The most expensive method of publication was printing and the least expensive was type setting.

hectographing ranked between printing and typing in cost. The most economical method of duplication of a large number of copies of student publication appears to be mimeographing. Mimeographing is a faster method than hectographing and typing and even though it is a little more expensive it is not so expensive as printing.

4. The median price of the yearly subscription to the newspaper was fifty cents in the schools that charged for it. Fifty-two per cent of the schools made no charge. The median price of the annual was \$1.10 and the magazine was ten cents per issue. The handbooks were usually free.

5. The chief sources of financial support for publications were advertising, subscriptions, and aid from the school board. As a whole, student publications were not entirely self-supporting. It is not necessary that all publications should be entirely self-supporting, since they are sometimes closely correlated with school subjects and, as in the case of the handbook, used for administrative purposes.

6. The administration or the sponsor usually authorized the expenditures on a publication. Written records of the finances were kept in 71 per cent of the schools. The others kept no records since little or no finances were involved.

Administrative problems in connection with student publications. 1. The most frequent administrative problems in connection with student publications were difficulty in

financing, lack of capable students to handle publications, consumption of too much of students' and teachers' time, and difficulty in getting a trained and capable sponsor.

2. The problems most often applied to the newspaper and annual.

II. RECOMMENDATIONS

1. Since student publications are rather widespread and are gaining an important place in extra-curricular activities and even as an integral part of the curriculum in some places, the educational budget auditor should take cognizance of the fact that in some schools the publications are partly or altogether supported by school funds and make due allowance in passing on the school budget. This would apply especially to the handbook and also to the newspaper, as they may be used for school publicity and other administrative purposes and should not have to depend altogether on advertising or such sources for support.

2. In view of the importance of school publications in this state, higher educational institutions of New Mexico would do well to consider the advisability of offering a course dealing with the duties of a sponsor of student publications and the practices and principles of organization, management, and supervision of student publications. The education departments of the colleges should suggest to

financing, lack of capable students to handle positions, consumption of too much of students' and teachers' time, and difficulty in getting a trained and capable person.

5. The problem most often applied to the business

and annual.

II. SUGGESTIONS

1. Since student positions are rather numerous

and are gaining an important place in extra-curricular activities and even as an integral part of the curriculum in some places, the educational board should take cognizance of the fact that in some schools the positions are partly or altogether supported by school funds and make due allowance in passing on the school budget. This would apply especially to the handbook and also to the newspaper, as they may be used for school publicity and other activities for the purpose and should not have to depend altogether on advertising or such sources for support.

2. In view of the importance of school publications in

this state, higher educational institutions of New Mexico would do well to consider the advisability of offering a course dealing with the duties of a sponsor of student publications and the principles and principles of organization, management, and supervision of student publications. The education departments of the colleges should endeavor to

prospective teachers, especially English and commerce majors, that they should take courses which would help them in sponsoring a student publication and suggest that they get some experience on a college publication if possible.

3. Since only 15 per cent of the schools lighten a sponsor's teaching load, school administrators should give due consideration to the duties of a sponsor in planning the teaching load and extra-curricular work of the teachers. If the teaching load of the sponsor is not lightened, the extra-curricular work of the sponsor should be greatly reduced. Although this may be economically impractical in many small schools, it is, nevertheless, an ideal situation.

4. Since the school paper is the spokesman of the schools to the community, the final approval of its contents should be vested in the administration or the sponsor.

5. In view of the experience of small high schools, it is doubtful whether schools with an enrollment between two hundred and fifty and five hundred should rarely attempt to support more than two publications because it would likely be too much of a financial burden, too much of an added burden on part of the faculty, and it would take too much of the students' time in a small school.

6. In view of the educational values generally accredited to the school paper, handbook, and magazine, school administrators would do well to consider whether the dis-

prospective phenomena, especially in the case of the
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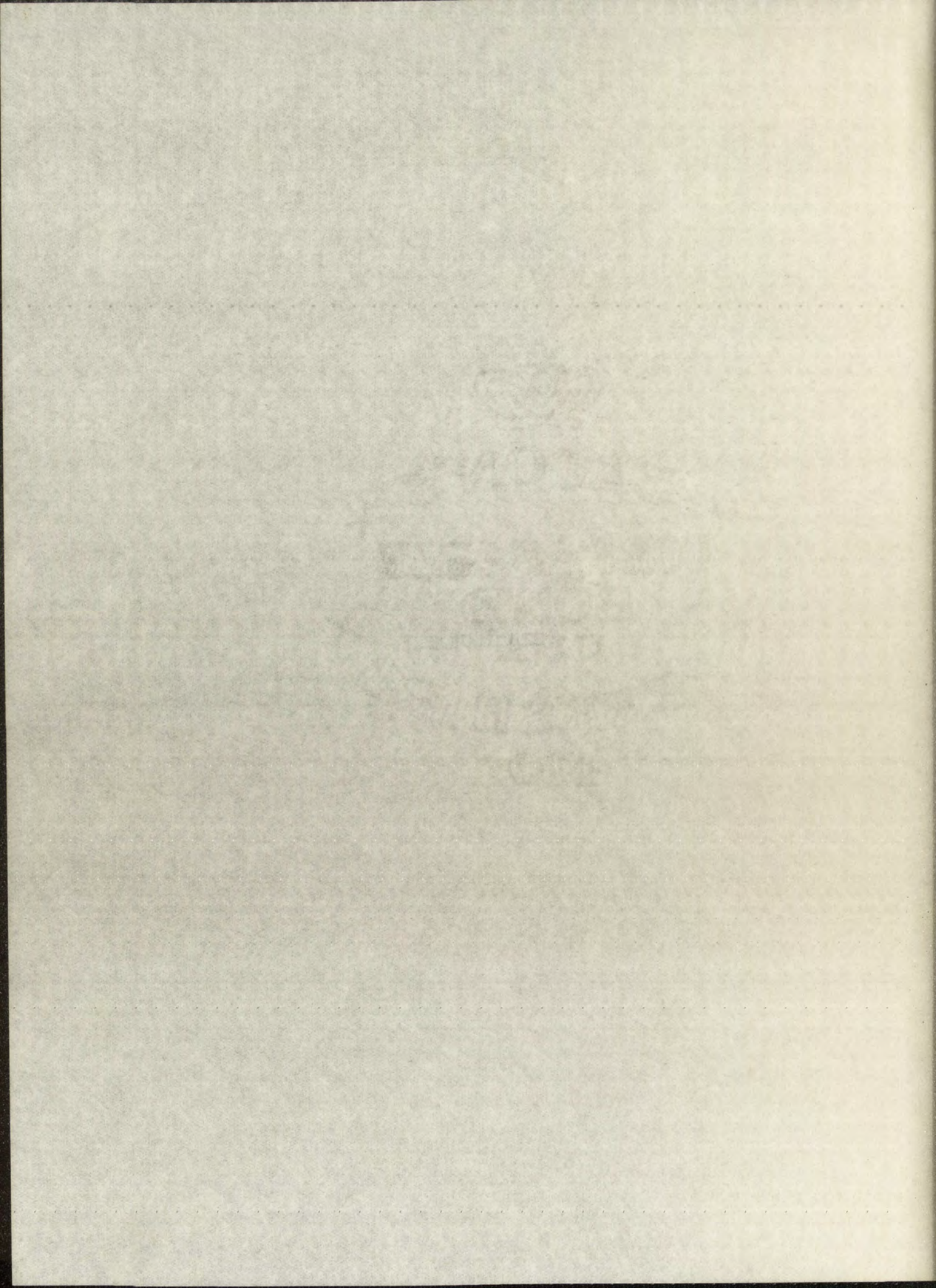
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proportionate amount spent on the annual in comparison with the amounts spent on other publications is wisely expended.

7. Written records should be kept of the finances and financial reports made to the principal, superintendent, or sponsor.

proportionate amount spent on the annual in connection with
the amount spent on other positions is likewise.
5. Written records shall be kept of the finances and
financial reports made to the principal, secretary or
sponsor.

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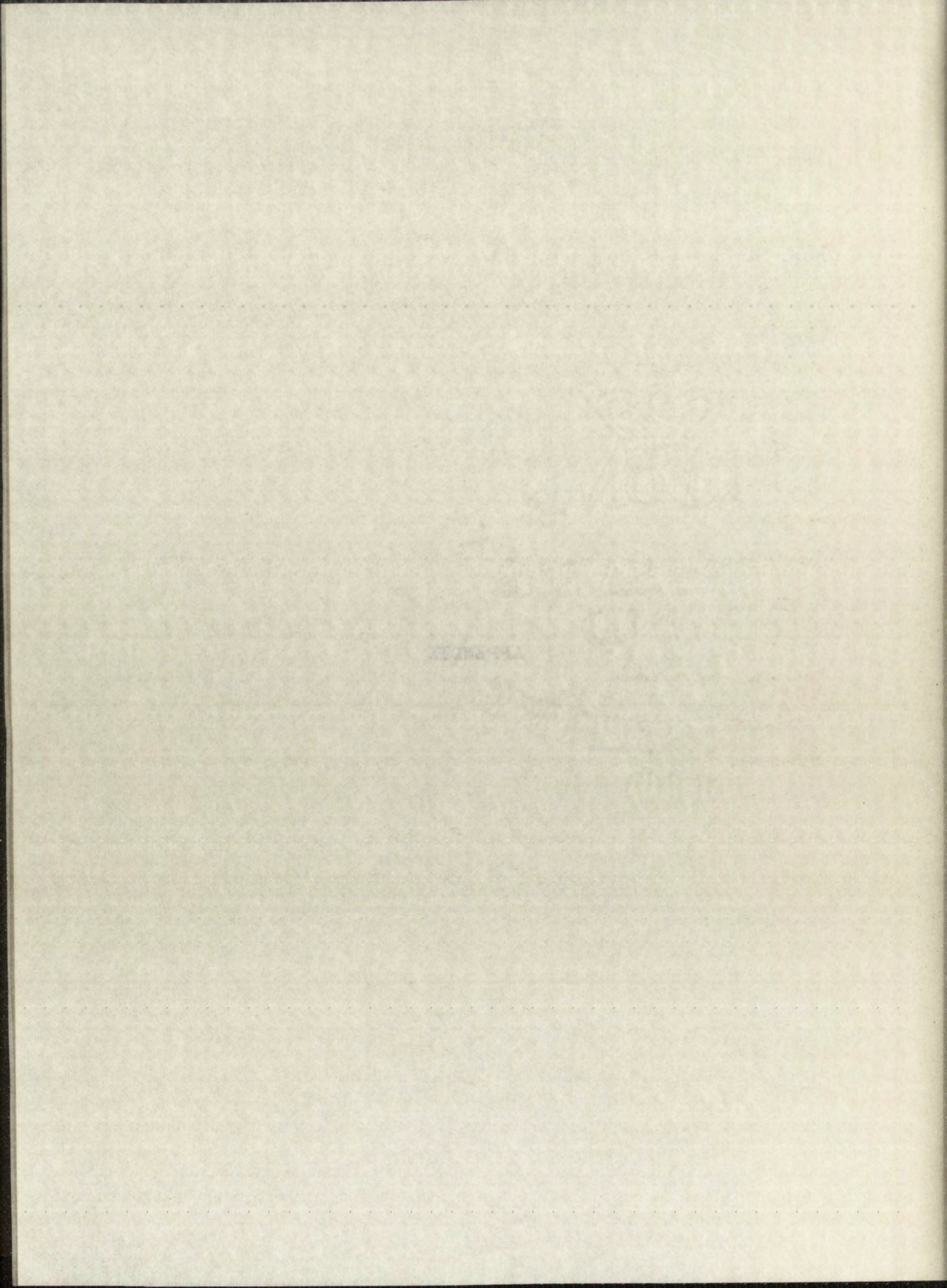
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APPENDIX



APPENDIX A

LIST OF SCHOOLS THAT RESPONDED TO QUESTIONNAIRE

Alamogordo	Deming
Albuquerque Senior High	Des Moines
Animas	Dora
Anthony Union High	Elida
Artesia Junior-Senior High	Encino
Aztec	Endee
Belen	Espanola
Bellview	Estancia
Bernallillo	Eunice
Bingham	Farley
Capitan	Farmington
Carlsbad	Fence Lake
Carrizozo	Field
Cimarron	Floyd
Clauneh	Folsom
Clayton	Forrest
Cliff	Fort Sumner
Clouderoft	Gallup
Clovis	Grady
Corona	Grants
Costilla	Hachita
Cuba	Hagerman
Dawson	Hatch

Hillsboro	Moreno Valley
Hobbs	Moriarity
Hollene	Mosquero
Hope	Mountainair
Hot Springs	Nara Visa
House	Ocate
Jal	Ojo Caliente
Kiowa	Pecos
Kirtland	Pena Blanca
Lake Arthur	Penasco
Las Cruces	Pleasant Hill
Las Vegas	Portales
Logan	Porter
Lordsburg	Prairieview
Los Lunas	Quemado
Lovington	Ramah
Magdalena	Ranchvale
Mansker	Raton
Maxwell	Reserve
McAlister	Rogers
Melrose	Roswell
Miami	Roy
Mills	San Jon
Monument	Santa Cruz
Mora	Santa Fe

Hillboro	Moreno Valley
Hobbs	Monticello
Hollens	Mosquero
Hope	Mountain View
Hot Springs	Near Vista
Houma	Goats
Iai	Old California
Kiowa	Pecos
Kirtland	Pena Blanca
Lake Arthur	Pennock
Las Cruces	Pleasant Hill
Las Vegas	Potter
Logan	Forest
Lordsburg	Trailview
Los Alamos	Quemado
Lovington	Hamph
Madison	San Antonio
Manitou	Rayon
Marathon	Reserve
McAlister	Rogers
Meirone	Rowell
Miami	Boy
Miller	San Jose
Monmouth	Santa Cruz
Mora	Santa Fe

Santa Rosa

Seboyeta

Seneca

Sofia

Springer

Stanley

Taiban

Taos

Tatum

Tierra Amarilla

Tucumcari

Tularosa

Vaughan

Virden

Wagon Mound

Weed

Willard

Bent's Moss

Boggy

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APPENDIX B

NAMES OF THE STUDENT PUBLICATIONS

I. The School Newspaper

Demon Tatler	Ram's Horn Bulletin
Panther	Echo
The Broadcaster	The Cyclone
Lordsburg Liberal	Comet
The Melrose High School Buffalo	Devil's Telegram
First Semester	Roustabout
Hatch Hi Life	School Echoes
Rattler	Full Farce
Eagle's Flight	Coyote News
Eagle's Beak	Lion's Roar
Coyote Howl	The Lasso
Tiger	V. H. S. News
Sandstorm	The Rabbit Ears
Dragon Tales	Tiger's Claws
"T" News	Eagler
Hillbilly Herald	Coyote Howler
Pickup	Caveman Pow Wow
Sierra Grande	Artesia Hi Beacon
The Eagle	Gallup School News
Prairie Schooner	The Wildcat's Tale
The Brave	The Tiger

APPENDIX B

NAMES OF THE STUDENT PUBLICATIONS

I. The School Newspaper

Hamon Teller	Ham's Horn Bulletin
Hammer	Echo
The Broadcaster	The Cyclone
Lordsburg Herald	Comet
The Mojave High School Herald	Davis's Telegram
First Semester	Postscript
Hatch Hi Lite	School Echoes
Rattler	Wild Horse
Snake's Right	Coyote News
Snake's Book	Lion's Roar
Coyote Howl	The Lasso
Tiger	V. H. S. News
Sensations	The Rabbit Hole
Dragon Tales	Tiger's Claws
The News	Rattler
Hillbilly Herald	Coyote Howler
Pickup	Governor For Now
Elmer's Grande	Artemis Hi Hoop
The Eagle	Galloping School News
Trail's Schooner	The Wilest's Tale
The Brave	The Tiger

The Eagle's Claws

Longhorns

La Estrella

Panther

Eagle's Chatter

Santa Cruz Echoes

Trojan

Estancia News Herald

The Panther Scream

Junior Times

Wagon Mound Tribune

Panther Tracks

The Warwhoop

Reflector

The Hi Life

Polar Post

The Examiner

El Coyote

Hope Hummer

The Reporter

The Covered Wagon

School Chatter

Scorpion

The Ram's Tale

The Cardinal Chatter

Tiger's Roar

La Ses Alpha

The Record

Pirate's Log

Union

Hot Springs News

Aztec Tige

Pirate's Whiskers

II. Names of the Annual

The Cardinal

Don Fernando

La Reata

Naniskad

Eagle

Zill Ho Zhuni

Pirates Ahoy

The Cats' Parade

La Luna

El Aguila

Panther

Eaglet

The Crusader

Trojan

The Pinto	Penhi
Panther Echo	Ranger
The Yucca	The Yellow Jacket
The Panther	Eagles
The Legend	Tiger
The West Wind	The Pirate
Memorias de Escuela	The Sandstorm
Lyre	Plainsman
El Coyote	Rambler of 1939
The Broncho	The Eagle
El Coyote	Crosses
Maroon and White	The Echo

III. Names of Magazines

Alumni Bulletin	Tiger Trax
Yucca	Ram's Horn Quarterly
First Flight	

IV. Names of Handbooks

The Cardinal and White
Portales Senior High Handbook
Student's Handbook of Farmington High School
Black and Gold
Tucumcari High School Handbook
Students' Handbook
Students' Handbook--Santa Fe High School

It's More Fun If You Follow the Rules

Book of Aims of Carrizozo Schools

Handbook for Students

Purple and White

This book is for the use of the

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Handbook for

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APPENDIX C

SAMPLE COPY OF LETTER OF TRANSMITTAL AND
QUESTIONNAIRE

PORTALES, NEW MEXICO
411 S. E. COLORADO ST.
JANUARY 20, 1940

TO THE SUPERINTENDENT OR PRINCIPAL OF THE HIGH SCHOOL:

DEAR FELLOW TEACHER:

YOU WILL FIND ENCLOSED A QUESTIONNAIRE APPROVED BY MY MAJOR PROFESSOR AT THE UNIVERSITY OF NEW MEXICO. IT WAS NECESSARY TO RESORT TO THE QUESTIONNAIRE IN ORDER TO GET THE NECESSARY DATA FOR A MASTER'S THESIS, "A STUDY OF STUDENT PUBLICATIONS IN THE PUBLIC HIGH SCHOOLS OF NEW MEXICO," AND I FIND MYSELF DEPENDENT UPON YOUR KINDNESS FOR THIS INFORMATION.

SINCE THE HIGH SCHOOLS OF NEW MEXICO ARE NOT SO NUMEROUS AS IN SOME STATES, A VERY HIGH PER CENT OF RETURNS OF THE QUESTIONNAIRE IS NEEDED IN ORDER TO MAKE A COMPREHENSIVE STUDY OF THE STATE. I SHALL FEEL GREATLY INDEBTED TO YOU FOR THIS INFORMATION, WHICH WILL BE HELD CONFIDENTIAL. THE FINDINGS OF THE STUDY WILL BE SENT TO THOSE WHO ARE INTERESTED IN THE PROBLEM.

THE FILLING OUT OF THE QUESTIONNAIRE WILL NOT TAKE AS MUCH OF YOUR TIME AS YOU MAY AT FIRST SUPPOSE, BECAUSE MOST OF THE ANSWERS MAY BE INDICATED BY CHECK MARKS AND SOME OF THE SECTIONS MAY NOT HAVE TO BE ANSWERED AT ALL, WHICH IS EXPLAINED IN THE DIRECTIONS AT THE TOP OF THE INQUIRY FORM. AN ADDRESSED, STAMPED ENVELOPE IS ENCLOSED FOR YOUR CONVENIENCE IN REPLYING.

RESPECTFULLY YOURS,

Paul Springer

PAUL SPRINGER

DIRECTIONS: SECTION NO. I IS TO BE ANSWERED EVEN THOUGH YOU DO NOT HAVE ANY STUDENT PUBLICATION. IF YOUR SCHOOL HAS ONE OR MORE PUBLICATIONS, CHECK SECTIONS NOS. I, II, III, AND IV, AND THEN CHECK THE ADDITIONAL SECTION OR SECTIONS UNDER THE PUBLICATIONS THAT YOU HAVE. BASE YOUR INFORMATION ON THE SCHOOL YEAR 1938-1939.

I. GENERAL INFORMATION

1. NAME OF SCHOOL _____ NUMBER ENROLLED _____
 TYPE OF SCHOOL: 8-4 _____ 6-3-3 _____ 6-6 _____ OTHER _____
2. CHECK THE STUDENT PUBLICATIONS THAT YOU HAVE IN YOUR SCHOOL: 1. SCHOOL NEWSPAPER _____
 2. ANNUAL _____ 3. MAGAZINE _____ 4. HANDBOOK _____
3. IF YOU DO NOT HAVE ANY PUBLICATIONS, CHECK HERE _____ (RETURN QUESTIONNAIRE ANYWAY)
4. 1. DOES YOUR SCHOOL SEND NEWS TO THE LOCAL PAPER? YES _____ NO _____ (IF SO, ANSWER
 QUESTIONS UNDER SECTIONS II, III, IV, AND V.)
 2. DOES THE SCHOOL HAVE A SEPARATE COLUMN OR PAGE IN THE LOCAL PAPER? YES _____ NO _____
 3. WHO PREPARES THE COPY FOR THE LOCAL PAPER? _____
5. HAS ANY PUBLICATION BEEN DISCONTINUED IN YOUR SCHOOL? YES _____ NO _____ WHICH ONE?
 _____ WHEN? _____ REASON FOR DISCONTINUING IT

6. DO YOU DESIRE A COPY OF THE FINDINGS AND CONCLUSIONS OF THIS STUDY? _____

II. CORRELATION OF STUDENT PUBLICATIONS WITH SCHOOL SUBJECTS

1. IF YOUR SCHOOL PUBLISHES ANY TYPE OF STUDENT PUBLICATION, WITH WHAT IS IT (OR ARE THEY)
 CORRELATED: (CHECK) ENGLISH _____ COMMERCIAL SUBJECTS _____ JOURNALISM _____ NONE _____
 ADD OTHERS _____
2. IS CREDIT TOWARD GRADUATION GIVEN STUDENTS WHO WORK ON ANY PUBLICATION? YES _____
 No _____ HOW MUCH? _____

III. ACCOUNTING OF THE FINANCES OF STUDENT PUBLICATIONS

1. 1. IN FINANCING STUDENT PUBLICATION, ARE WRITTEN RECORDS KEPT OF THE RECEIPTS AND
 EXPENDITURES? YES _____ NO _____ 2. WHO AUTHORIZES THE EXPENDITURES? SUPT. _____
 PRIN. _____ SPONSOR _____ STUDENT TREAS. _____ BUSINESS MGR. _____
2. 1. CHECK THE ONE WHO KEEPS THE RECORDS OF THE FINANCES: SUPT. _____ PRIN. _____
 SPONSOR _____ BUSINESS MGR. OF PUBLICATION _____ STUDENT TREAS. _____
 2. RECORDS MAY BE AUDITED BY WHOM? _____
 3. ARE FINANCIAL REPORTS MADE TO THE PRINCIPAL? YES _____ NO _____

IV. ADMINISTRATIVE PROBLEMS IN CONNECTION WITH STUDENT PUBLICATIONS

1. CHECK THE PROBLEMS THAT YOU AS AN ADMINISTRATOR HAVE WITH STUDENT PUBLICATIONS:
 DIFFICULTY IN FINANCING _____ DIFFICULTY IN GETTING A TRAINED AND CAPABLE SPONSOR _____
 TOO MUCH EXPENSE _____ LACK OF CAPABLE STUDENTS TO HANDLE PUBLICATION _____ LACK OF
 INTEREST _____ TAKES TOO MUCH TIME _____ BAD PUBLICITY FOR SCHOOL _____ ENCOURAGES
 TROUBLESOME STUDENT POLITICS _____ PLEASE ADD OTHER COMMENTS. _____
2. TO WHAT PUBLICATIONS DO THESE PROBLEMS MOST OFTEN APPLY? NEWSPAPER _____ ANNUAL _____
 MAGAZINE _____ HANDBOOK _____

DIRECTOR: SECTION NO. 1 IS TO BE ANSWERED EVEN THOUGH YOU DO NOT HAVE ANY STUDENT PUBLICATION. IF YOUR SCHOOL HAS ONE OR MORE PUBLICATIONS, CHECK SECTIONS NO. 1, 11, 111, AND 1V, AND THEN CHECK THE ADDITIONAL SECTION OR SECTIONS UNDER THE PUBLICATIONS THAT YOU HAVE. BASE YOUR INFORMATION ON THE SCHOOL YEAR 1938-1939.

I. GENERAL INFORMATION

1. NAME OF SCHOOL _____
 TYPE OF SCHOOL: 8-4 _____ 6-3-4 _____ 4-6 _____ OTHER _____
 NUMBER ENROLLED _____

2. CHECK THE STUDENT PUBLICATIONS THAT YOU HAVE IN YOUR SCHOOL: 1. SCHOOL NEWSPAPER _____
 2. ANNUAL _____ 3. MAGAZINE _____ 4. HANDBOOK _____

3. IF YOU DO NOT HAVE ANY PUBLICATIONS, CHECK HERE (RETURN QUESTIONNAIRE ANYWAY) _____

4. 1. DOES YOUR SCHOOL SEND NEWS TO THE LOCAL PAPERS? YES _____ NO _____ (IF SO, ANSWER
 QUESTIONS UNDER SECTIONS 11, 111, IV, AND V.)

2. DOES THE SCHOOL HAVE A SEPARATE COLUMN OR PAGE IN THE LOCAL PAPERS? YES _____ NO _____

3. WHO PREPARES THE COPY FOR THE LOCAL PAPERS? _____

5. HAS ANY PUBLICATION BEEN DISCONTINUED IN YOUR SCHOOL? YES _____ NO _____ WHICH ONE? _____
 REASON FOR DISCONTINUING IT _____

6. DO YOU DESIRE A COPY OF THE FINDINGS AND CONCLUSIONS OF THIS STUDY? _____

II. CORRELATION OF STUDENT PUBLICATIONS WITH SCHOOL SUBJECTS

1. IF YOUR SCHOOL PUBLISHES ANY TYPE OF STUDENT PUBLICATION, WITH WHAT IS IT (OR ARE THEY) CORRELATED? (CHECK) ENGLISH _____ COMMERCIAL SUBJECTS _____ JOURNALISM _____ HOME _____
 ADD OTHERS _____

2. IS CREDIT TOWARD GRADUATION GIVEN STUDENTS WHO WORK ON ANY PUBLICATION? YES _____ NO _____
 HOW MUCH? _____

III. ACCOUNTING OF THE FINANCES OF STUDENT PUBLICATIONS

1. 1. IN FINANCING STUDENT PUBLICATION, ARE WRITTEN RECORDS KEPT OF THE RECEIPTS AND EXPENDITURES? YES _____ NO _____
 2. WHO AUDITS THE EXPENDITURES? _____
 PRINT _____ SPONSOR _____ STUDENT TREAS. _____ BUSINESS MGR. _____

2. 1. CHECK THE ONE WHO KEEPS THE RECORDS OF THE FINANCES OF THE PUBLICATION: _____
 SPONSOR _____ BUSINESS MGR. OF PUBLICATION _____ STUDENT TREAS. _____

2. RECORDS MAY BE AUDITED BY WHOM? _____
 3. ARE FINANCIAL REPORTS MADE TO THE PRINCIPAL? YES _____ NO _____

IV. ADMINISTRATIVE PROBLEMS IN CONNECTION WITH STUDENT PUBLICATIONS

1. CHECK THE PROBLEMS THAT YOU AS AN ADMINISTRATOR HAVE WITH STUDENT PUBLICATIONS:
 DIFFICULTY IN FINANCING _____
 LACK OF CAPABLE STUDENTS TO HANDLE PUBLICATION _____
 TOO MUCH EXPENSE _____
 TAKES TOO MUCH TIME _____
 INTEREST _____
 ENCOURAGES _____
 TROUBLESHOOT STUDENT POLICIES _____ PLEASE ADD OTHER COMMENTS _____

2. TO WHAT PUBLICATION DO THESE PROBLEMS MOST OFTEN APPLY? NEWSPAPER _____ ANNUAL _____
 MAGAZINE _____ HANDBOOK _____

V. THE SCHOOL NEWSPAPER

IF YOU HAVE A SCHOOL NEWSPAPER, OR PUT SCHOOL NEWS IN THE LOCAL PAPER, PLEASE ANSWER:

1. WHAT IS THE NAME OF YOUR NEWSPAPER? _____
2. CHECK THE FREQUENCY OF THE ISSUE OF THE PAPER: WEEKLY _____ TWO WEEKS _____
MONTHLY _____ SIX WEEKS _____ IRREGULAR _____ OTHER PERIOD _____
3. WHAT IS THE DAY OF PUBLICATION OF THE PAPER? MON. _____ TUES. _____ WED. _____
THURS. _____ FRI. _____ SAT. _____ NO CERTAIN DAY _____ (CHECK ONE)
4. IS THE PAPER PRINTED? _____ IF SO, IS IT PRINTED IN THE SCHOOL? _____ IS IT
MIMEOGRAPHED? _____ TYPED? _____ HELTOGRAPHED? _____ (CHECK)
5. DOES YOUR PAPER HAVE A FACULTY SPONSOR? YES _____ NO _____ SEX: MALE _____ FEMALE _____
6. CHECK THE METHOD USED IN SELECTING THE SPONSOR:
 1. APPOINTED BY THE SUPERINTENDENT _____ PRINCIPAL _____
 2. ELECTED BY STUDENTS _____ BY SENIOR CLASS _____ OTHER WAY _____
 3. ADD OTHERS _____
7. FROM WHAT DEPARTMENT IS SPONSOR USUALLY CHOSEN? _____
8. CHECK QUALIFICATIONS OF SPONSOR: COURSES IN JOURNALISM _____ PREVIOUS EXPERIENCE _____
WORK ON COLLEGE NEWSPAPER _____ ADD OTHERS _____
9. IS THE SPONSOR'S TEACHING LOAD LIGHTENED BECAUSE OF HIS DUTIES AS A SPONSOR?
YES _____ NO _____ IF SO, HOW MUCH? _____
10. CHECK THE METHOD USED IN YOUR SCHOOL FOR SELECTING THE NEWSPAPER STAFF:
 1. APPOINTMENT BY: SUPT. _____ PRIN. _____ SPONSOR _____ ENGLISH TEACHER _____
JOURNALISM TEACHER _____ PRESS OR JOURNALISM CLUB _____ PUBLICATIONS BOARD _____
 2. ELECTED BY STUDENT BODY _____ 3. ADD OTHER _____
11. NUMBER ON THE STAFF _____ (EXCLUDING SPONSOR)
12. UNDER EACH SOURCE OF FINANCIAL SUPPORT GIVE THE APPROXIMATE % FROM EACH:

1. ADVERTISING _____ %	5. PLAYS AND ENTERTAINMENTS _____ %
2. SUBSCRIPTIONS _____ %	6. CLUBS AND ORGANIZATIONS _____ %
3. GENERAL FUND _____ %	7. BY SCHOOL BOARD FROM SCHOOL FUND _____ %
4. DONATIONS _____ %	8. ADD OTHERS _____ %
13. IS YOUR PAPER SELF-SUPPORTING, WITHOUT AID FROM SCHOOL BOARD? YES _____ NO _____
14. 1. PRICE OF YEARLY SUBSCRIPTION: FREE _____ OTHER PRICE _____ CENTS
2. WHAT IS THE TOTAL COST OF PUBLISHING THE PAPER PER YEAR? _____
(ESTIMATE IF NECESSARY)
15. IN CONNECTION WITH SCHOOL NEWS OR NEWSPAPER, IN WHOM IS FINAL CENSORSHIP VESTED?
SPONSOR _____ SUPT. _____ PRIN. _____ STAFF _____ NONE _____
16. DO YOU HAVE A PRESS CLUB? YES _____ NO _____ JOURNALISM CLUB? YES _____ NO _____
17. DOES THE PAPER BELONG TO A PRESS ASSOCIATION FOR HIGH SCHOOL NEWSPAPERS? YES _____
NO _____ NAME OF IT _____
18. 1. ARE COPIES KEPT ON FILE? YES _____ NO _____ FOR HOW MANY YEARS BACK? _____
2. IF POSSIBLE, TELL HOW MANY YEARS THE PAPER HAS BEEN PUBLISHED CONTINUOUSLY. _____

IF YOU HAVE A SCHOOL NEWS PAPER, OR SET OF SCHOOL NEWS IN THE LOCAL PAPER, PLEASE ANSWER:

1. WHAT IS THE NAME OF YOUR NEWS PAPER? _____

2. CHECK THE FREQUENCY OF THE ISSUE OF THE PAPER: WEEKLY _____ TWO WEEKS _____
MONTHLY _____ SIX WEEKS _____ IRREGULAR _____ OTHER PERIOD _____

3. WHAT IS THE DAY OF PUBLICATION OF THE PAPER: MON. _____ TUES. _____ WED. _____
THURS. _____ FRI. _____ SAT. _____ NO CERTAIN DAY (CHECK ONE) _____

4. IS THE PAPER PRINTED? _____ IS IT PRINTED IN THE SCHOOL? _____
TYPESET _____ (CHECK) _____

5. DOES YOUR PAPER HAVE A FACULTY SPONSOR? YES _____ NO _____ SEX: MALE _____ FEMALE _____

6. CHECK THE METHOD USED IN SELECTING THE SPONSOR:

1. APPOINTED BY THE SUPERINTENDENT _____ PRINCIPAL _____
2. ELECTED BY STUDENTS _____ BY SENIOR CLASS _____ OTHER WAY _____
3. AND OTHERS _____

7. FROM WHAT DEPARTMENT IS SPONSOR USUALLY CHOSEN? _____

8. CHECK QUALIFICATION OF SPONSOR: COURSED IN JOURNALISM _____ PREVIOUS EXPERIENCE _____
WORK ON COLLEGE NEWSPAPER _____ AND OTHERS _____

9. IS THE SPONSOR'S TEACHING LOAD LIGHTENED BECAUSE OF HIS DUTIES AS A SPONSOR?
YES _____ NO _____ IF SO, HOW MUCH? _____

10. CHECK THE METHOD USED IN YOUR SCHOOL FOR SELECTING THE NEWS PAPER STAFF:

1. APPOINTMENT BY: PRINCIPAL _____ SENIOR SPONSOR _____ EDITOR/TEACHER _____
JOURNALISM TEACHER _____ PRESS OR JOURNALISM CLUB _____ PUBLICATIONS BOARD _____
2. ELECTED BY STUDENT BODY _____ 3. AND OTHERS _____

11. NUMBER ON THE STAFF (EXCLUDING SPONSOR) _____

12. UNDER EACH SOURCE OF FINANCIAL SUPPORT GIVE THE APPROXIMATE \$ FROM EACH:

1. ADVERTISING \$ _____
2. SUBSCRIPTIONS \$ _____
3. GENERAL FUND \$ _____
4. DONATIONS \$ _____
5. BY SCHOOL BOARD FROM SCHOOL FUND \$ _____
6. CLUBS AND ORGANIZATIONS \$ _____
7. PLAYS AND ENTERTAINMENTS \$ _____
8. AND OTHERS \$ _____

13. IS YOUR PAPER SELF-SUPPORTING, WITHOUT AID FROM SCHOOL BOARD? YES _____ NO _____

14. 1. PRICE OF YEARLY SUBSCRIPTION: FREE _____ OTHER PRICE _____ CENTS _____
2. WHAT IS THE TOTAL COST OF PUBLISHING THE PAPER PER YEAR? _____

15. IN CONNECTION WITH SCHOOL NEWS OR NEWS PAPER, IN WHOM IS FINANCIAL CENSORSHIP VESTED? (ESTIMATE IF NECESSARY)

SPONSOR _____ EDITOR _____ SENIOR SPONSOR _____ STAFF _____ NONE _____

16. DO YOU HAVE A PRESS CLUB? YES _____ NO _____ JOURNALISM CLUB? YES _____ NO _____

17. DOES THE PAPER BELONG TO A PRESS ASSOCIATION FOR HIGH SCHOOL NEWSPAPERS? YES _____

18. NAME OF IT _____

19. 1. ARE COPIES KEPT ON FILE? YES _____ NO _____ FOR HOW MANY YEARS BACK? _____
2. IF POSSIBLE, TELL HOW MANY YEARS THE PAPER HAS BEEN PUBLISHED CONTINUOUSLY. _____

VI. THE ANNUAL OR YEARBOOK

IF YOUR SCHOOL PUBLISHES AN ANNUAL, PLEASE ANSWER THE FOLLOWING:

1. NAME OF THE ANNUAL OR YEARBOOK _____
2. DOES THE ANNUAL HAVE A SPONSOR? YES _____ NO _____ SEX: MALE _____ FEMALE _____
IF NOT, WHO SUPERVISES THE PUBLISHING OF THE ANNUAL? _____
3. 1. IS THE SPONSOR APPOINTED? _____ BY WHOM? SUPT. _____ PRIN. _____
2. OR IS THE SPONSOR ELECTED BY STUDENT BODY? _____ BY SENIOR CLASS _____
4. FROM WHAT DEPARTMENT IS THE SPONSOR USUALLY CHOSEN? _____
5. UNDER EACH SOURCE OF FINANCIAL SUPPORT GIVE THE APPROXIMATE PER CENT OBTAINED FROM EACH:

1. ADVERTISING _____%	6. SELL TO STUDENTS AT ACTUAL COST _____%
2. SUBSCRIPTIONS _____%	7. AID FROM SCHOOL BOARD _____%
3. ACTIVITY TICKETS _____%	8. PLAYS AND ENTERTAINMENTS _____%
4. GENERAL FUND _____%	9. CLUBS AND ORGANIZATIONS _____%
5. STUDENTS PAY PART _____%	10. ADD OTHERS _____%
6. IS THE ANNUAL SELF-SUPPORTING? YES _____ NO _____
7. 1. WHAT WAS THE TOTAL COST OF PUBLISHING THE ANNUAL LAST YEAR? _____
2. SELLING PRICE PER COPY _____ (ESTIMATE IF NECESSARY)
8. NUMBER ON STAFF FOR PUBLISHING ANNUAL: _____ (EXCLUDING SPONSOR)
9. CHECK THE METHOD OF SELECTING THE STAFF FOR PUBLISHING ANNUAL:

1. APPOINTED _____ BY WHOM? PRIN. _____ SUPT. _____ SPONSOR _____ OTHER _____
2. ELECTED _____ BY WHOM? STUDENT BODY _____ SENIOR CLASS _____ OTHER _____
3. ADD ANY OTHER WAY _____
10. IS THE ANNUAL PRINTED? _____ MICROGRAPHED? _____ HECTOGRAPHED? _____ TYPED? _____
11. IF THE ANNUAL IS PRINTED OR BY ANY OTHER METHOD, IS IT DONE IN THE SCHOOL? _____
IN HOME TOWN? _____ BY ENGRAVING COMPANY ELSEWHERE? _____
12. ARE COPIES OF THE ANNUAL KEPT ON FILE OR IN THE LIBRARY? YES _____ NO _____
13. IS THE ANNUAL MAINLY A SENIOR CLASS PROJECT? YES _____ NO _____
14. IF POSSIBLE, TELL HOW LONG ANNUAL HAS BEEN PUBLISHED IN YOUR SCHOOL. _____
15. IS THE SPONSOR'S TEACHING LOAD LIGHTENED BECAUSE OF HIS DUTIES AS A SPONSOR?
YES _____ NO _____ IF SO, HOW MUCH? _____

VII. THE SCHOOL MAGAZINE

IF YOU HAVE A SCHOOL MAGAZINE (OF CREATIVE WORK) ANSWER THE FOLLOWING:

1. NAME OF THE MAGAZINE _____
2. 1. DOES IT HAVE A STAFF OR STUDENTS (AS EDITOR, ETC.) TO PUBLISH IT? YES _____ NO _____
2. IS THE STAFF ELECTED? YES _____ NO _____ OR IS THE STAFF APPOINTED? _____ BY WHOM?
(CHECK ONE) SPONSOR _____ SUPT. _____ PRIN. _____ ENGLISH TEACHER _____

VI. THE ANNUAL OR YEARBOOK

IF YOUR SCHOOL PUBLISHES AN ANNUAL, PLEASE ANSWER THE FOLLOWING:

1. NAME OF THE ANNUAL OR YEARBOOK _____
2. DOES THE ANNUAL HAVE A SPONSOR? YES _____ NO _____
IF NOT, WHO SUPERVISES THE PUBLISHING OF THE ANNUAL? _____
SEX: MALE _____ FEMALE _____
3. IS THE SPONSOR APPOINTED BY WHOM? PRIN. _____ SUPT. _____
OR IS THE SPONSOR ELECTED BY STUDENT BODY? BY SENIOR CLASS _____
4. FROM WHAT DEPARTMENT IS THE SPONSOR USUALLY CHOSEN? _____
5. UNDER EACH SOURCE OF FINANCIAL SUPPORT GIVE THE APPROXIMATE PER CENT OBTAINED FROM EACH:

1. ADVERTISING _____%	6. SELL TO STUDENTS AT ACTUAL COST _____%
2. SUBSCRIPTIONS _____%	7. AID FROM SCHOOL BOARD _____%
3. ACTIVITY TICKETS _____%	8. PLAYS AND ENTERTAINMENTS _____%
4. GENERAL FUND _____%	9. CLUBS AND ORGANIZATIONS _____%
5. STUDENTS PAY PART _____%	10. ADD OTHERS _____%
6. IS THE ANNUAL SELF-SUPPORTING? YES _____ NO _____
7. 1. WHAT WAS THE TOTAL COST OF PUBLISHING THE ANNUAL LAST YEAR? _____
2. SELLING PRICE PER COPY _____ (ESTIMATE IF NECESSARY)
8. NUMBER ON STAFF FOR PUBLISHING ANNUAL: _____ (EXCLUDING SPONSOR)
9. CHECK THE METHOD OF SELECTING THE STAFF FOR PUBLISHING ANNUAL:

1. APPOINTED BY WHOM? PRIN. _____ SUPT. _____ SPONSOR _____ OTHER _____
2. ELECTED BY WHOM? STUDENT BODY _____ SENIOR CLASS _____ OTHER _____
3. ADD ANY OTHER WAY _____
10. IS THE ANNUAL PRINTED? MI-COGRAPHIC? _____ LITHOGRAPHIC? _____ TYPE? _____
11. IF THE ANNUAL IS PRINTED OR BY ANY OTHER METHOD, IS IT DONE IN THE SCHOOL? _____
IN HOME TOWN? _____ BY ENGRAVING COMPANY ELSEWHERE? _____
12. ARE COPIES OF THE ANNUAL KEPT ON FILE OR IN THE LIBRARY? YES _____ NO _____
13. IS THE ANNUAL MAINLY A SENIOR CLASS PROJECT? YES _____ NO _____
14. IF POSSIBLE, TELL HOW LONG ANNUAL HAS BEEN PUBLISHED IN YOUR SCHOOL _____
15. IS THE SPONSOR'S TEACHING LOAD LIGHTENED BECAUSE OF HIS DUTIES AS A SPONSOR? YES _____ NO _____
IF SO, HOW MUCH? _____

VII. THE SCHOOL MAGAZINE

IF YOU HAVE A SCHOOL MAGAZINE (OF CREATIVE WORK) ANSWER THE FOLLOWING:

1. NAME OF THE MAGAZINE _____
2. DOES IT HAVE A STAFF OR STUDENTS (AS EDITOR, ETC.) TO PUBLISH IT? YES _____ NO _____
3. IS THE STAFF ELECTED? YES _____ NO _____ OR IS THE STAFF APPOINTED? BY WHOM? _____
(CHECK ONE) SPONSOR _____ PRIN. _____ SUPT. _____ ENGLISH TEACHER _____

THE SCHOOL MAGAZINE--CONTINUED

3. DOES THE MAGAZINE HAVE A SPONSOR? YES ☐ NO ☐ IF SO, IS THE SPONSOR ELECTED OR APPOINTED? _____ BY WHOM? _____
4. HOW IS IT FINANCED? _____
5. WHAT IS THE TOTAL COST OF AN ISSUE? _____ (ESTIMATE IF NECESSARY)
6. HOW OFTEN IS IT PUBLISHED? _____
7. WHAT IS THE PRICE OF EACH ISSUE? FREE ☐ OTHER PRICE ☐ CENTS
8. CHECK THE WAY OR WAYS STUDENT CONTRIBUTIONS TO MAGAZINE ARE SECURED: BEST WORK FROM ENGLISH CLASSES ☐ VOLUNTARY CONTRIBUTIONS ☐ FROM SELECTED STUDENTS ☐ ADD OTHER WAY _____
9. IS THE MAGAZINE PRINTED? ☐ MIMEOGRAPHED? ☐ HECTOGRAPHED? ☐ TYPED? ☐
10. ARE COPIES KEPT ON FILE? YES ☐ NO ☐

VIII. THE HANDBOOK

IF YOUR SCHOOL PUBLISHES A HANDBOOK, PLEASE ANSWER THE FOLLOWING:

1. NAME OF THE HANDBOOK _____
2. IF YOUR SCHOOL PUBLISHES ANY TYPE OF HANDBOOK OF INFORMATION ABOUT THE SCHOOL, ITS ACTIVITIES, COURSES, REQUIREMENTS, ETC., IS IT PREPARED AND PUBLISHED BY:
(CHECK ONE) ADMINISTRATORS OF SCHOOL ☐ FACULTY ☐ FACULTY AND ADMINISTRATORS ☐
STUDENTS ☐ FACULTY AND STUDENTS ☐ STUDENT COUNCIL ☐ PUBLICATION BOARD ☐
3. IS IT PRINTED? ☐ MIMEOGRAPHED? ☐ HECTOGRAPHED? ☐ TYPED? ☐
4. HOW OFTEN IS IT PUBLISHED? _____
5. IS IT FINANCED BY SCHOOL FUNDS? YES ☐ NO ☐ ADD OTHER WAY _____
6. WHAT IS THE TOTAL COST OF PUBLISHING IT PER YEAR? _____
7. PRICE PER COPY? _____
8. IS TIME DEVOTED TO A FORMAL STUDY OR DISCUSSION OF HANDBOOK IN HOME ROOMS OR OTHER ORGANIZED GROUPS? YES ☐ NO ☐

NAME _____

POSITION _____
(SUPT., PRIN., OR SPONSOR)

THE SCHOOL MAGAZINE - CONTINUED

2. DOES THE MAGAZINE HAVE A SPONSOR? YES ☐ NO ☐ IF SO, IS THE SPONSOR ELECTED OR APPOINTED? BY WHOM? _____
4. HOW IS IT FINANCED? _____
5. WHAT IS THE TOTAL COST OF AN ISSUE? _____ (ESTIMATE IF NECESSARY)
6. HOW OFTEN IS IT PUBLISHED? _____
7. WHAT IS THE PRICE OF EACH ISSUE? FREE _____ OTHER PRICE _____ CENTS _____
8. CHECK THE WAY OR WAYS STUDENT CONTRIBUTIONS TO MAGAZINE ARE SECURED BY BEST WORK FROM ENGLISH CLASSES _____ VOLUNTARY CONTRIBUTIONS _____ FROM SELECTED STUDENTS _____ ADD OTHER WAY _____
9. IS THE MAGAZINE PRINTED? _____ MIMEOGRAPHED? _____ HECTOGRAPHED? _____ TYPED? _____
10. ARE COPIES KEPT ON FILE? YES ☐ NO ☐

VIII. THE HANDBOOK

IF YOUR SCHOOL PUBLISHES A HANDBOOK, PLEASE ANSWER THE FOLLOWING:

1. NAME OF THE HANDBOOK _____
2. IF YOUR SCHOOL PUBLISHES ANY TYPE OF HANDBOOK OR INFORMATION ABOUT THE SCHOOL, ITS ACTIVITIES, COURSES, REQUIREMENTS, ETC., IS IT PREPARED AND PUBLISHED BY: (CHECK ONE) ADMINISTRATORS OF SCHOOL _____ FACULTY _____ STUDENTS _____ FACULTY AND STUDENTS _____ STUDENT COUNCIL _____ PUBLICATION BOARD _____
3. IS IT PRINTED? _____ MIMEOGRAPHED? _____ HECTOGRAPHED? _____ TYPED? _____
4. HOW OFTEN IS IT PUBLISHED? _____
5. IS IT FINANCED BY SCHOOL FUNDS? YES ☐ NO ☐ ADD OTHER WAY _____
6. WHAT IS THE TOTAL COST OF PUBLISHING IT PER YEAR? _____
7. PRICE PER COPY? _____
8. IS TIME DEVOTED TO A FORMAL STUDY OR DISCUSSION OF HANDBOOK IN HOME ROOMS OR OTHER ORGANIZED GROUPS? YES ☐ NO ☐

NAME _____

POSITION _____

(SCHOOL, PRINT, OR SPONSOR)

IMPORTANT!

Special care should be taken to prevent loss or damage of this volume. If lost or damaged, it must be paid for at the current rate of typing.

Date Due		
APR 3 1951	AUG 8 1956	
	AUG 4 RECD	
JAN 19 1951	AUG 10 1956	
JAN 3 1951	AUG 9 RECD	
FEB 14 1951	APR 17 1957	
AUG 1 1952	APR 16 RECD	
AUG 1 1952	JUL 24 1957	
JUL 10 1953	JUL 10 RECD	
	JUL 24 1959	
JUL 20 1955	JUL 24 RECD	
MAR 30 1955	MAR 16 RECD	
NOV 4 1955	JUL 22 RECD	
DEC 7 1955	AUG 3 1961	
DEC 15 RECD	AUG 7 RECD	
JUN 28 RECD		
AUG 3 1961		
AUG 3 1961		

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