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# A survey of literary magazines in senior high schools of Massachusetts

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Thesis  
Ringdahl, E.G.  
1957

Boston University  
School of Education

Thesis

A SURVEY OF LITERARY MAGAZINES IN SENIOR HIGH  
SCHOOLS OF MASSACHUSETTS

Submitted by  
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In Partial Fulfillment  
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School of Education  
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## CHAPTER I

### INTRODUCTION

During this century secondary school publications have become increasingly more important. In the opinion of the writer, all such publications are important as morale builders and as sources of beneficial training to thousands of young people throughout the United States. The literary magazine, in addition, helps to provide motivation for creative writing by students. With journalism added to the curricula of many high schools, has come a new appreciation of writing as a profession, and contributing to the magazine gives the pupil practical outlet for theories he is taught in the classroom. It appears, however, that secondary schools of New England have lagged behind other sections of the country in the field of school publications.

Purpose of the study. The general purpose of this study was to obtain information about magazines published by the public high schools of Massachusetts. A questionnaire, sent to all high schools publishing literary magazines in the state, supplied this information. Another purpose was to discover the special problems advisers of publications face and how they attempt to solve them.

An attempt to discover the present status of the literary magazine will also be made. In a thesis<sup>1/</sup> written in 1947, Albert Bradley, Jr., shows that magazines in Massachusetts high schools then outnumbered

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<sup>1/</sup> Albert L. Bradley, Jr. "An Analysis of High School Newspapers in Massachusetts," Unpublished Master's Thesis, Boston University, 1947, p. 9.

newspapers nearly two to one; at present, less than ten years later, newspapers predominate in approximately the same ratio. In response to the questionnaire sent out by the writer, nine principals reported that their school magazine had been discontinued. Moreover, according to the files of the Columbia Scholastic Press Association,<sup>1/</sup> a year ago eighteen thousand school newspapers were published, but only two thousand magazines were produced. Troxell comments:<sup>2/</sup>

Up to 1925, in the East, magazines far outnumbered newspapers in schools, with the proportion somewhat reversed in the Middle and Far West. Today, country-wide, the newspaper is overwhelmingly predominant. Almost every school seems to be able to produce some kind of publication, whether printed, mimeographed, lithographed, or made by some other process. The old-line magazines, except in the largest city schools, for the most part does not seem capable of drawing student financial support to any too successful a degree. There are, however, numerous, successful, school magazines of excellent literary and artistic quality.

Are newspapers, which are less costly to produce and appeal to a larger percentage of students, gradually replacing literary magazines? The writer will attempt to answer this question in subsequent chapters.

Statement of the problem. Through correlation of materials mentioned, the writer will try to indicate the weaknesses and merits of high school literary magazines in Massachusetts. Much of the success of publications depend on the advisers, who are often expected to perform this duty as an extra-curricular activity in addition to regular teaching assignments. Their attitudes as sponsors will be brought out. Also included in the survey is evaluation of the school magazines sent to the writer.

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<sup>1/</sup> Stanley Solomon, "Newspapers for What?" School Press Review, May, 1955, p. 1.

<sup>2/</sup> Charles Troxell, What Price Advisership? New York: Columbia Scholastic Press Association, 1948, p. 1.

Justification for the survey. A study of the Bibliography of Research Studies in Education<sup>1/</sup> shows that many similar studies are being done all over the country. During the last twenty-five years, secondary schools in twenty-two states have been investigated, some of them more than once. The list reveals, moreover, that every geographical section of the country is represented, but in the entire New England area there is only one. A possible inference seems to be that all over the country there is continued interest in school publications - except in New England

Emphasizing New England's apparent apathy in this field is the fact that no study in the bibliography emanated from New England. The amount of work being done on the subject in other parts of the country, however, seemed to indicate the importance of such surveys. In this study the writer will attempt to give a general picture of the school magazine in Massachusetts at the present time. An entire thesis could be written on anyone of several facets covered in this study, such as advertising, financing, mechanics of production, etc. This work may be of assistance to those interested in Massachusetts high school publications.

Scope and limitations. A Questionnaire was the research instrument used in this survey. Copies were sent only to the one hundred and ten Massachusetts public high schools publishing literary magazines, according to a list obtained from the State Department of Education. Private schools were not included.

This study is limited to only one academic year, 1955. It is

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<sup>1/</sup> Bibliography of Research Studies in Education, School of Education Library, Boston University, 1940.

further limited by the fact that the evaluation of the magazines is based on the opinion of only one person, the writer.

Definition of terms. A questionnaire is worth very little unless it is both valid and reliable. Validity is measured by the tendency of the instrument to determine what it purports to determine.<sup>1/</sup> Reliability expresses the consistency with which the instrument measures what it is designed to measure. Thus in a questionnaire, carelessly or poorly worded questions elicit neither the proper information (validity) nor evoke answers consistent with one another (reliability). Validity for this study will be established by showing the clarity of desired response asked for in the questions.

Literary magazine. The term literary magazine denotes that most of its space is devoted to creative writing, both prose and poetry, and student art. It may be printed, typed, mimeographed, or duplicated by any other method.

Secondary schools. The schools covered in this study include both the four-year public high school having grades nine through twelve and the three-year high school with grades ten through twelve. No junior high schools were included.

The adviser. The adviser is the member of the faculty who has the direct supervision of the publishing of the magazine. He is usually appointed by the principal or superintendent of schools.

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<sup>1/</sup> Harry Green, Albert Jorgensen and J. Raymond Gerverich, Measurement and Evaluation in the Secondary School, New York: Longmans, Green and Company, 1949, pp. 57-62.

## CHAPTER II

### REVIEW OF RESEARCH

History of the problem. Incredible as it may seem, the first high school publication of which there is a record goes back to the time of Revolutionary War, although there is no reference to that conflict. "The Students Gazette", started in Philadelphia in 1777, was a single sheet handwritten on both sides. In an editorial in The School Press Review, Dr. Murphy<sup>1/</sup> says:

The fact that student publications have been a part of the American scene for a longer period of time than the independence of the United States must be a surprise to most people. They antedate baseball, football, basketball, and all the other sports which are normally associated with school life. They were aged characters before the movements which 'modernized' education came into being. . . . .

There must be some reason why publications have such a strong hold on the interests of young people. It may be that familiarity with books and periodicals, the tools of education, establishes a kinship for which a school magazine or newspaper or yearbook is a natural outlet. For a long time we have held to the belief that a publication is closer to the life of a school, to the reason for its existence, than any other of the manifestations of the broadening horizons of youth in its developmental stages. If longevity is any criterion, this supposition can be supported by this reflection upon the current anniversary.

Another early form of magazine, also a single page handwritten by a group of students, originated in New England. "The Constellation" and "The Aspirant" 1851-1863 of the Girls' High School of Portland, Maine, are among the earliest of this type. Then appeared the small printed

<sup>1/</sup> Editorial "175 Years," School Press Review, February, 1952.

single sheet, followed by a publication consisting of several pages.

In contrast with this humble beginning, interest has developed to such a degree that at the present probably no secondary school is without at least one publication. Mock<sup>1/</sup> says:

Within the last quarter of a century the production of school publications has developed to the point where it is now a major activity in both the elementary school and the high school. It may take the form of an annual, a magazine, a handbook, or a newspaper. Principals and teachers have already developed many practices to prevent problems that are likely to arise, and to solve such problems as have not been prevented.

Not only was the enrollment in schools growing rapidly, but also improved and cheaper methods of producing publications stimulated growth. Moreover, Troxell<sup>2/</sup> comments:

With the great increase in school population following World War I there was probably a corresponding increase in the number of student publications. Formation of local, state, and national student press associations in that general period led to an ever-improved product under much more formal and widespread faculty supervision. Important awards made to student publications focused school attention on them, and schools gradually have become more conscious of the quality of their publications as compared to those produced in other schools.

The problem at the present. To the best of the writer's knowledge, there has been no identical survey made - in fact, a thorough investigation of all available sources indicates that not anywhere has there been a study made of the high school literary magazine. Studies have been made in related fields, such as secondary school publications where the magazine is included as one of several others. It is apparent, however,

<sup>1/</sup> Albert Mock, A Manual of Extra Curricular Activities, Indianapolis, Indiana: Butler University, 1946.

<sup>2/</sup> Charles Troxell, What Price Advisership? New York: Columbia Scholastic Press Association, 1948.

that in such situations it receives comparatively little space. This is to be regretted because, as Fretwell<sup>1/</sup> says:

In a school where there is real creative writing in sketch, poetry, essay, or whatever the form, there is a necessity for outlets for this creative work. One of these outlets can be the literary magazine.

At present the tendency in literary magazines is to include not only creative writing and art but also such features as editorials, alumni news, athletic events, and humor. This general type, developing no doubt in response to a general demand where it was the only publication, continues to be popular in small high schools.

In addition to the books and periodicals read in connection with this survey there were also a number of theses which the writer felt were related to this study. This list was obtained from the Bibliography of Research Studies in Education,<sup>2/</sup> 1928-1940. In reply to a request sent to the United States Office of Education, Washington, D.C., for more recent information, Miss Susan Futterer, acting librarian, wrote that the above source was the only one available. This list will be found in 'Appendix A'.

<sup>1/</sup> Elbert Fretwell, Extra-Curricular Activities in Secondary Schools, New York: Houghton Mifflin Company, 1931, p. 340.

<sup>2/</sup> Bibliography of Research Studies in Education, School of Education, Library, Boston University, 1940.

### CHAPTER III

#### THE RESEARCH INSTRUMENT

Preparation of the questionnaire. After the topic had been selected, it was evident that only a questionnaire would elicit the data desired. Although not entirely reliable, it is the best research device for recording unwritten material. The questionnaire, which follows at the end of this chapter, was rewritten and revised repeatedly so that maximum information might be obtained with a minimum amount of effort on the part of the person answering. For this reason the questions either requested simple information or a check mark. Only one question asked for evaluation.

A list obtained from the State Department of Education gave all types of publications in the Massachusetts senior high schools. The information received is presented in Table 1.

Table 1

School Publications in Massachusetts  
Senior High Schools According to State Survey in 1955

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Total number of high schools in Massachusetts	265
Publishing magazine	110
Publishing newspaper	142
Publishing both magazine and newspaper	17
Publishing yearbook only	21

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The above table shows that in the 265 high schools listed, 110 published magazines; 142, newspapers; 17 produced both magazines and newspapers, while 21 reported the yearbook as the only publication.

Distribution of the questionnaire. A letter was prepared, and together with the questionnaire was sent to the principals of one hundred and ten Massachusetts public high schools publishing literary magazines with the request that they have their publications adviser answer. Attention was called in the letter to the ease of filling in the questionnaire and a stamped, self-addressed envelope was enclosed, together with added postage for a copy of the school magazine requested by the writer. These letters were mailed the last of January, and within a month eighty-eight had returned the questionnaire or answered. Copies of the letter and questionnaire are included in the appendix.

Names and addresses of the schools were obtained from the Educational Directory, 1955, a bulletin of the Department of Education, Commonwealth of Massachusetts. This directory was then in the process of revision; therefore it was not completely up-to-date. Several schools listed as publishing magazines reported that they had never produced a school magazine, and as has been stated previously, nine principals reported that their magazines had been discontinued.

Replies were recorded as they were received so that answers to questions could readily be seen. A list was also kept of the magazines sent. The results and conclusions will be found in subsequent chapters.

Since a valid question must elicit the proper information, as was pointed out in the definition of the term, Table 2, analyzing questions and answers, was prepared.

Table 2

## Classification of Types of Answers Requested in the Questionnaire

1. Simple information	16
2. Yes or no	15
3. Checking	7
4. Evaluation	<u>1</u>
Total	39

As the above table shows, sixteen answers gave simple information, twenty-two might be answered by yes or no or checking, while one called for evaluation.

Out of the total of thirty-nine questions only one is based on judgment and opinion. Although there were some questions which a few schools failed to answer, the percentage was too small to be important. There was only one question which a significant number of schools did not fill in. An estimate of increase in printing costs since 1940 was asked for, and many advisers indicated their inability to answer. On the whole, however, the response was excellent, and over seventy-five per cent of the advisers indicated interest in the results of this study.

## CHAPTER IV

### ANALYSIS OF DATA

Financing the school magazine. The financing of the school magazine is one of the biggest problems faced by school officials and advisers. The main reasons given for discontinuing some magazines were increasing costs and difficulties in raising money. Schools have used various devices to solve this problem, for if continuation of the publication is to be assured it is essential that some source of financial support be found. Foster<sup>1/</sup> suggests raising money through advertising and subscriptions. He continues:

. . . Experience seems to show that in almost every case the high school publication finds itself forced to rely, at least in part, on advertising for financial support. In the average high school there is no reason why the student should not seek, and deserve, the support of local merchants in this field. The advertising, however, should be closely supervised by some responsible member of the faculty who is able to direct the students in their solicitation and take whatever steps are necessary to prevent any commercialism from creeping in. . . . To say, however, that all high school advertising pays is to ignore the real facts. In many instances the merchant cannot expect a positive financial return for the money he invests in high school advertising and this is a fact which those in charge of high school publications should always bear in mind.

Such a defeatist attitude is at present the exception, not the rule. Students who are to solicit advertisements should be briefed in order to be able to answer questions asked of them. They should be proud of their magazine and sure of its value and importance to the community.

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<sup>1/</sup> Charles Foster, Extra-Curricular Activities in the High School, Virginia: Johnson Publishing Company, 1925, pp. 170-172.

Questions like the following are often asked. "How will it help my business if I advertise in your school magazine?" In order to answer, the students must know how many copies are sold and how extensively they are read. Surveys of students may be taken to discover what and where they buy and how much they spend, to show that the buying power of the high school is worth seeking. Moreover, if a solicitor is able to make a suggestion, such as a layout featuring a popular student making a purchase at the advertiser's store, he may win over a reluctant business man. Planning the entire layout is, of course, of paramount importance. Not only must balance and harmony be observed but also advertising must be placed so that it will be seen as the reader peruses the pages, not in an isolated section.

Another common method of raising money is by subscriptions. A drive should start as early as possible in the fall and prospective subscribers contacted so that the number of copies to be printed may be accurately estimated.

A budget should be prepared and plans made to act within it.

Martha Scott<sup>1/</sup> says:

Good financing is brought about through a budget, and the school paper must operate on a budget. The size of the paper, its frequency of issue, the money to be spent for cuts, and all other matters involving the expenditure of money must be decided on the basis of the total revenue available. If the school paper is to pay for itself, it must have as large a circulation of paid subscriptions as possible and follow a plan of close economy.

<sup>1/</sup> Martha Scott, "Financing a High School Paper," School Press Review, January, 1952, p. 7.

Total costs of magazine production. The total year's costs of producing fifty-two magazines for which estimates were given was \$42,892.80. These ranged from \$30.00 to as much as \$3,000.00. Not included in the above figures were two schools which reported that they had no expenses and six which did not reply to this question. Table 3 which follows, shows the number of publications according to various amounts spent yearly.

Table 3  
Expenditures Versus Number of Magazines

Total cost per year	Number of magazines
\$ 0 - \$ 500	18
\$ 501 - \$ 750	7
\$ 751 - \$1,000	7
\$1,001 - \$2,000	15
\$2,001 - up	4
No report	6

The above table shows that up to \$500 was spent yearly by 18 schools and the largest amounts, \$2,000 or more, was reported by only four.

Methods of financing. Although advertising is usually referred to as the chief source of financial support, according to replies to the questionnaire, the most popular method was by subscription. Forty-eight schools reported funds raised, in whole or in part, by this method, while thirty-three listed advertising. Many, however, used a combination of these two or of others as shown in Table 4.

Table 4  
Financing of Massachusetts Magazines

Method of financing	Number of magazines
Subscription only	16
Advertising only	1
Combination of subscription and advertising	29
Advertising and activities fee	5
Special school fund	5
Dances, magazine sales, etc.	2
No answer	1

The table shown above indicates that while sixteen schools depend on subscriptions for financing, the most commonly used method of raising money was by both subscription and advertising.

Out of the thirty-three magazines which carried advertising, only twelve indicated that they would prefer not to.

Keeping expenses within the budget, which cannot be estimated with absolute accuracy at the beginning of the year, is a difficult task for a staff. It has been the writer's experience that this can be accomplished, although achieving the objective takes time and patience. The methods by which other schools met deficits, if any were incurred, were therefore of special interest. Twenty-one schools reported that they had no deficit, and school funds took care of seven. In one case the student council made up the surplus, in another the senior class fund was tapped, while a third had a sinking fund for such an emergency. Five were expected to raise additional money by dances, card sales, etc. In only one case was the debt left for the next year's staff to pay.

Fourteen schools left the question unanswered.

Estimates by advisers of the approximate increase in printing costs since 1940 were unsatisfactory. In magazines mimeographed by students estimates ranged from 5% to 65%; in printed magazines, from 40% to 200%. Some gave various answers such as, "can't say," "not available," or "don't know." Seven answered by a question mark, while eight failed to give any reply. Two magazines, started within the last five years, felt that they had no basis for comparison.

Rising costs were met in various ways, with most schools listing two or even three ways of dealing with increasing expenses. Twenty-four increased the subscription rates; nine increased advertising rates; two increased the activities fee. Fourteen solved the problem by fewer issues, thirteen by a reduction in pages, and four by using cheaper paper. Four resorted to dances and other money raising projects. Nine did not answer the question. In the following table, methods of meeting rising costs are shown.

Table 5

Methods of Meeting Rising Production Costs of High School Magazines

Methods of raising money	Number of schools
Increased subscription rates	24
Increased advertising rates	9
Increased activities fee	2
Fewer issues	14
Reduction in paper	4
Cheaper paper	4
Dances and other projects	4
No answer	9

The most popular way of meeting rising expenses according to the preceding table, was increased subscription rates, which was used by twenty-four schools, and the least used (dances and other projects) accounted for only four.

Most of the school magazines were self-supporting; that is, they were not dependent on aid from other organizations. One adviser, feeling that being entirely independent of the General Organization of the school would be an advantage for his publication, inquired of the "School Press Review" what the general situation throughout the country was. Dr. Joseph Murphy<sup>1</sup> replied that relatively few are members adding "Most publications seem to stand on their own feet. . . and the paper is operated as a separate and distinct entity."

Of the schools reporting, 69% were self-supporting; 31% depended on some subsidy.

The adviser. On the adviser depends the ultimate success of the magazine. Every high school replying reported one or more supervisors, all of whom were members of the faculty. In this study an attempt was made to discover current practices in high schools in regard to the advisers. These include method of selection, subjects taught, whether added remuneration were received, and if some adjustment of the teaching load were made.

All authorities seem to agree on certain qualifications for advisers. Preferably a teacher of English, he should be carefully

<sup>1</sup>/"Letters from Members," School Press Review, November, 1955, p. 1.

chosen for his knowledge of publications. It is his duty to be present at all staff meetings during club periods and after school. He should not do the actual work but should supervise not only the financing but the selection of material and the make-up of the dummy.

In many cases, however, the mere fact that a certain teacher has a free period or that no one else wants the position is often the determining factor. Troxell<sup>1/</sup> says:

. . . Surprisingly enough, this highly technical work is far too often assigned to any teacher who seems to be willing to accept the assignment or too new or too weak to resist appointment to the job. Far too often, too, the task is piled on top of a full regular teaching schedule. Far too often, furthermore, it is given to a person who has had not a single day of preparation for the work.

Although special and differing skills are needed . . . and although the work of gathering and preparing copy is a task in itself, far too many advisers are asked to handle both the editorial and business departments of the publication, frequently on top of a full teaching schedule matching that of any other teacher in the school. In some schools, the publication adviser has a lighter roster or is given financial compensation.

The question then arises as to whether or not some sort of compensation should be given to those who handle subjects or activities considered as beyond the normal teaching roster. In many schools, the teacher is normally expected to 'double in brass' and handle some activity other than regular class teaching; in fact, the beginning teacher almost always has to be armed with something beyond his major teaching subject . . . or else he gets no job.

Out of the fifty-seven advisers answering the question, thirty-four were teachers of English. Eight magazines had two advisers, one of whom

<sup>1/</sup> Charles Troxell, "What Price Advisership?" New York: Columbia Scholastic Press Association, 1948, pp. 2-3.

taught English and the other, commercial subjects. One magazine merely listed two class advisers, while another mentioned three faculty sponsors. A complete list of the subjects taught is shown in Table 6 which follows.

Table 6  
Subjects Taught by Magazine Advisers

Subject taught by adviser	Number of magazines
English	34
English and commercial subjects	8
English, commercial subjects, and art	4
Commercial subjects only	2
Journalism	1
Journalism and common subjects	1
Mathematics	2
English and science	2
History	1

According to the above table, the majority of advisers were English teachers. If the magazine had two sponsors, the favored combination was an instructor of English and a teacher of commercial subjects.

No item in the questionnaire aroused as much interest as did the one concerning the role of the adviser. Until as recently as several decades ago the only reward he expected was the joy and satisfaction he experienced in working with a group of young people. At present, however, magazine sponsors are taking a more realistic view. Troxell<sup>1/</sup> points out that athletic coaches are frequently paid as much as \$500 in addition

<sup>1/</sup> Troxell, op. cit., p. 4.

to their regular salaries and that advisers of publications also deserve compensation.

It is possible that advisers are too reticent or modest to call public attention to the responsibilities demanded of them. Cromer<sup>1/</sup> thinks that administrators are indifferent to or ignorant of the time and energy required of a sponsor, or adjustments, monetary or otherwise would be made. Dr. Joseph Murphy<sup>2/</sup> in an editorial believes that "the least publicized are the practitioners of the art themselves." He feels that advisers ought to explain their many responsibilities, item by item, to the principal, whose influence in recognizing the teacher's work can be so important.

Regardless of the reason the writer can say from experience that when the local high school athletic team scores a victory it is not only highly publicized in the local newspaper with pictures of the team and coach but is announced periodically by the two broadcasting companies for several days afterward. This year when for the first time since the school magazine was organized, it was awarded first place by the Columbia Scholastic Press Association, the achievement received only a brief notice on an inside page.

In answering this question thirty-eight advisers reported - some of them emphatically - no adjustment or reimbursement whatever. Comments ranged from "Utopia!" to "This is expected of the English teacher, and all work must be done after school." Another stated,

<sup>1/</sup> Meredith Cromer, "Power of the High School Press," School Press Review, February, 1956, p. 3.

<sup>2/</sup> Editorial, School Press Review, April, 1955.

"This is a subject which interests us very much."

Eight reported being paid sums ranging from \$50 to \$200, the most common being \$100. One adviser stated flatly that the fifty dollars she received failed to make up for the time and energy spent, especially since it amounted to only thirty-eight dollars when the tax was deducted. Relief from home room duties was reported by five. Four reported some adjustment in teaching load, ("Sometimes!" added one) and three reported that they did not have any study hall duties. One commented cautiously, "This year."

It appears at present that some adjustment for the adviser is in the offing in most schools, but in the meantime magazines are being dropped at an alarming rate. Nine principals reported magazines dropped, for financial or other reasons, in favor of some other publication. Two will stop at the end of this year, and three are to be dropped next year. In the writer's school, it was suggested that the magazine merge with the newspaper, "The Banner", but this has not yet been carried out.

The staff. Another important aspect determining the success of a publication is the method of appointing staff members. If the faculty is the sole factor in selecting the staff, the student body may not feel that the publication is theirs. On the other hand, if there is no faculty guidance, the students best fitted for positions may not be chosen. Brown<sup>1/</sup> believes that selecting the best members may produce

<sup>1/</sup> Donald E. Brown, "Methods and Criteria of Staff Selection," School Press Review, March, 1956, p. 3 and p. 16.

a prize winning publication. For this reason he conducted a survey among fifty outstanding newspaper advisers throughout the country in regard to methods of staff selection. He found that forty-four per cent of the advisers made appointments to all key positions, twenty-four per cent shared decisions with their staffs, while ten per cent allowed the outgoing members to choose their successors. All advisers agreed that the staff should not be elected by the student body.

On the other hand, Pidus<sup>1/</sup> feels that whatever method of staff selection is used there are several fundamentally essential principles in its management. Among these are sufficient flexibility to permit utilization of all abilities, concentration of responsibility, and provision for promotion.

Answers to the questionnaire showed that in thirty schools the adviser chose the staff. Other popular methods were selection by adviser and staff, which accounted for five, and election by staff members in seven cases. The following table gives a complete list of all methods of staff selection reported.

<sup>1/</sup> Theodore P. Pidus, "Staff Organization and Responsibility," School Press Review, October, 1955, p. 7.

Table 7

## Methods by which Staff Members are Selected

Method of choosing staff	Number of schools
Appointed by adviser	30
Appointed by adviser and staff	5
Appointed by adviser and English teachers	4
Appointed by adviser and class	1
Appointed by adviser and principal	3
Appointed by principal	1
Appointed by English teachers	4
Selected by staff members	6
Elected by students	4

The above table shows that the staff is selected by the adviser in thirty schools and that in only four is the staff elected by the student body.

Nearly all advisers checked more than one requirement expected of staff members. High scholarship was checked by thirty-three. Interest was written in by twenty-four, and previous experience was mentioned by twenty-two. A complete report of the various methods emphasized is shown in Table 8 which follows.

Table 8  
Requirements of Staff Members Listed by Schools

Staff requirements	Schools
High scholarship	33
Interest	24
Previous experience on staff	22
Ability	9
Contributions to publication	1
Ability to work with others	1
No answer	4

Table 8 above indicates that the chief requirements of the staff are high scholarship, interest, and previous experience.

Thirty-eight staffs were organized as clubs, while three reported meeting both as clubs and after school. Eight met after school only. One met as a formal class and three as informal classes. One school did not answer the question. Staff members were allowed to work on the magazine during free periods in forty-five schools, but a special room was set aside for this purpose in only ten.

As to method of publishing, twenty-six were mimeographed in the school by students and twenty-seven were printed outside. Four used a combination of printing and the photo-offset process. The number of magazine issues per year highest in favor was three, with four and two following in that order. The table which follows shows the number of yearly issues as reported by the advisers.

Table 9  
Number of Issues per Year Reported by Schools

Number of issues	1	2	3	4	5	6 or more
Number of schools	2	11	17	14	3	10

The number of yearly issues reported by magazines varied from only one to six or more. The largest number of schools reported three issues.

The advisers were appointed by officials in all schools except one where the student council selected the sponsor. A total of thirty-four women and twenty men signed the questionnaire. The editor-in-chief of one magazine filled in the answers, while in two cases there were no signatures. The adviser and staff planned the layout of the magazine in forty-eight schools, and the staff assumed full responsibility in four. The various methods of planning magazine layouts is shown in Table 10.

Table 10  
Reports by Schools Showing Planning of Layout of Magazine

Layout planned by	School
Adviser and staff	48
Staff	4
Editor-in-chief	1
Adviser and commercial department	1

Table 10 shows that in most of the schools the adviser and the staff plan the layout. The staff has the sole responsibility in only four.

Thirty-three magazines were sent to the writer by advisers of the publications. Fourteen were mimeographed and nineteen printed. All printed magazines contained advertisements except one. The names of the various magazines, colorful and unusual, were interesting. A complete list is in Appendix D, page 40.

## CHAPTER V

### SUMMARY AND CONCLUSIONS

Summary. A brief summary of the main findings of this study follows.

1. In sixty-five per cent of the schools, staff members were appointed by the adviser or by a modification of this method.

2. Scholarship ranked highest as a requirement of staff members, followed by interest and previous experience.

3. Sixty-nine per cent of the publications were printed, or used a combination of this method and the photo offset; the rest were mimeographed in school by students.

4. The chief source of funds were student subscriptions and advertising.

5. All of the publications had at least one faculty adviser. Usually he was an English teacher, but when there were two, instructors of English and of commercial subjects were often listed.

6. Only 12 per cent of the advisers received added remuneration. Eighteen per cent had some adjustment in teaching load, either in fewer classes or by being relieved of homeroom or study hall duties.

Conclusions. From the results of this study certain conclusions may be drawn.

1. High school literary magazines are rapidly being replaced by newspapers, which are cheaper to produce and appeal more to the student body.

2. A small mimeographed magazine issued at a price to cover the

expense of ink, paper, and stencils used would be the best type for a school starting such a publication.

3. Unless the staff can really offer business men something worthwhile in advertising, it might be better to raise money through subscriptions and increased circulation.

4. Writers differ in their opinions on including advertisements in school publications, but the manner in which they are sold is important. Instead of a charity appeal a business approach is recommended.

5. The faculty adviser should select the staff, and the school principal should appoint the adviser. It seems preferable that he be from the English department, but willingness to work and a genuine interest in the magazine are also important.

6. In schools where no courses in journalism are offered, assignments dealing with magazine writing might be given in English courses.

Suggestions for further study. There is a definite need for additional research. Reading for the preparation of this thesis showed lack of material on school publications everywhere, especially in New England, and not a single study of the school magazine. The following are suggested topics for further research.

1. One study might be an analysis of the reasons for the sudden and rapid decline of the school magazine.

2. Another might be a study of the possibilities of school publication advertising as a profitable business investment, not a gift from a sense of duty.

3. Still another might investigate methods of giving more publicity,

both within the school and in the community, on the time, work, and energy involved on the staff and the adviser to produce a publication.

4. Most important of all, a study, or studies, should be made on the pertinent question of remuneration and adjustment of teaching duties for the adviser.

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APPENDIX

## APPENDIX A

List of Theses Related to This Study

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## APPENDIX B

Drury High School  
North Adams, Massachusetts  
January 23, 1956

Dear Magazine Adviser:

Because of increasing interest in evaluation of high school literary publications, I am attempting to identify through the enclosed questionnaire significant data concerning the status of such publications in selected Massachusetts schools. These data deal with such problems as the financing of publications, the supervision of publications by staff members, and the extent of pupil participation in publication activities.

Would you be so kind as to fill out the enclosed questionnaire? Most of the questions can be answered by checks or brief comments. Added remarks on any phase of your magazine will be welcomed; please write them on the final page. Under no circumstances will a school or publication be criticized in this study. The purpose is fact finding only.

Would you please send me a copy of one issue of your magazine? I am enclosing stamps for this purpose. I shall be glad to send you a copy of the results of this study if you are interested. Perhaps we may be able to provide information which will be of value to publication advisers.

A stamped, self-addressed envelope is enclosed for your convenience in returning the questionnaire. Please return it by February 3.

Yours truly,

(Miss) Eleanor G. Ringdahl

ER:jl

enc.

SURVEY OF LITERARY MAGAZINES IN  
SENIOR HIGH SCHOOLS OF MASSACHUSETTS

1. GENERAL INFORMATION

Name of school \_\_\_\_\_ Address \_\_\_\_\_

School enrollment: \_\_\_\_\_

Name of magazine \_\_\_\_\_

Number of issues during year \_\_\_\_\_

If you would like a summary of this survey, please check \_\_\_\_\_

II. FINANCING

1. Total annual income \_\_\_\_\_

2. Magazine financed by: (Please check)

Activities fee \_\_\_\_\_  
Subscriptions \_\_\_\_\_

Advertising \_\_\_\_\_  
Other (Please explain) \_\_\_\_\_

3. How is deficit, if any, covered? \_\_\_\_\_

4. Does publication carry advertising? Yes \_\_\_\_\_ No \_\_\_\_\_

5. Would you prefer not to have advertising? Yes \_\_\_\_\_ No \_\_\_\_\_

6. (Please read across the page, instead of by columns)  
Is Magazine

Printed? _____	In school _____	Out of school _____
Photo offset? _____	In school _____	Out of school _____
Mimeographed? _____	By students _____	Out of school _____

If published by other means, please explain \_\_\_\_\_

7. Approximate increase in printing costs since 1940: \_\_\_\_\_%

8. Rising costs met by:

Fewer issues _____	Cheaper paper _____
Reduction in pages _____	Increased subscription rate _____

Other: (Please explain) \_\_\_\_\_

## III. SUPERVISION

## 1. Publication supervised by:

Teacher of English \_\_\_\_\_ Teacher of Journalism \_\_\_\_\_

Other (Please explain) \_\_\_\_\_

## 2. Adviser is:

Appointed by school official \_\_\_\_\_ Elected by staff \_\_\_\_\_

## 3. Because of time spent on publication, adviser

Receives added remuneration \_\_\_\_\_

(If so, state amount) \_\_\_\_\_

Has adjusted teaching load \_\_\_\_\_

Is excused from study hall duties \_\_\_\_\_

Does not have a home room \_\_\_\_\_

Other: \_\_\_\_\_

## IV. STUDENT PARTICIPATION

## 1. Staff members selected by:

Advisor \_\_\_\_\_ Principal \_\_\_\_\_ Other \_\_\_\_\_

## 2. Requirements of members:

High scholarship \_\_\_\_\_

Member of Journalism class \_\_\_\_\_

Previous experience on publication staff \_\_\_\_\_

Other: (Please explain) \_\_\_\_\_

## 3. Staff meets:

As a formal class \_\_\_\_\_ As a club \_\_\_\_\_

Other: (Please explain) \_\_\_\_\_

## 4. May staff members work on magazine during free periods? Yes \_\_\_\_\_ No \_\_\_\_\_

## 5. Is a special room set aside for this purpose? Yes \_\_\_\_\_ No \_\_\_\_\_

## 6. Layout of magazine planned by:

Adviser \_\_\_\_\_

Staff \_\_\_\_\_

Adviser and staff \_\_\_\_\_

Other \_\_\_\_\_

## V. EVALUATION

The following are usually listed as purposes to be served through a school magazine. In the spaces at the right indicate the order of importance which you attach to these objectives. Please write the number 1 after the one you think is most important, 2 after the next most important, etc.

Improving the quality of student writing	_____
Providing motivation for creative writing	_____
Disseminating school information to parents and public	_____
Keeping in touch with alumni and other schools	_____
Helping pupils to develop initiative in carrying out projects	_____

Signature \_\_\_\_\_

Comments:

## APPENDIX C

Master Sheet of Answers and Explanations of Symbols Used

## 1. Method of magazine publishing

- L - Letterpress
- M - Mimeographed
- G - Gelatin
- O - offset

## 2. Number of issues per year

- T - Two
- R - Three
- F - Four
- D - More than four

## 3. Does magazine carry paid advertising?

- Y - Yes
- N - No

## 4. Magazine supervised by teacher of -

- E - English
- J - Journalism
- C - Commercial subjects
- H - History
- S - Other

## 5. Compensation for advisor

- R - Increased remuneration
- A - Lighter teaching duties
- X - No adjustment of program or salary

## 6. May staff members work on magazine during free periods?

- Y - Yes
- N - No

<u>Name of High School</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
Amesbury	M	F	N	E	X	N
Ashland	L	T	N	E	X	Y
Auburn	M	P	N	E.C.	X	N
Beverly	L	F	Y	E.C.	X	Y
Boston Latin	L	R	Y	E	A	N
Boston Technical	L	R	Y	E	A	Y
Bridgewater	M	F	N	E.C.	X	Y
Cambridge	L	F	Y	E	A	Y
Charlton	M	T	Y	E.C.	X	Y
Chester	M	F	N	E.C.	X	Y
Classical High (Salem)	L	P	Y	E.C.	A	Y
Classical High (Worcester)	L	P	Y	E.O.	X	N
Drury (No. Adams)	L	R	N	E	X	Y
East Bridgewater	L	T	Y	E	R	Y
English High (Lynn)	L.O.	R	Y	E	A	N
Gardner	L	R	Y	E.C.	X	N
Gloucester	L	T	Y	E	-	Y
Holbrook	M	P	N	E	X	N
Hopedale	M	T	N	O	X	Y
Ipswich	M	P	N	O	R	Y
Jamaica Plains	L	R	Y	E.C.	X	N
Lynn Classical	L.O.	R	Y	E.H.	A	Y
Mary E. Wells High (Southbridge)	L.O.	R	Y	E.C.	R	Y
Maynard	M	T	-	E	R	-
Mendon	M	R	N	E	X	Y
Millbury	M	F	N	E	X	Y
Millis	M	T	Y	C	X	X
Milton	L	T	Y	E	X	X
Mt. Everett (Sheffield)	M	P	N	E.C.	X	Y
Murdock (Winchendon)	L	T	Y	E	X	Y
Nantucket	M	R	N	E.C.	X	Y
Newburyport	L	One	Y	E	X	Y
New Salem	M	T	Y	E	X	Y
North Andover	L	F	Y	E	X	Y
North Attleboro	L	P	N	E	X	Y
North Brookfield	M	F	N	O	-	Y
North High (Worcester)	L	P	Y	E	A	Y
Northbridge (Whitensville)	L	T	Y	E	R	Y
Oak Bluffs	M	One	N	E	X	Y
Orange	L	P	N	O	X	Y
Oxford Memorial	M	P	N	E	X	Y
Peabody	L	R	Y	E	R	Y
Peters (Southborough)	M	F	Y	E	X	Y
Pittsfield	L	F	Y	E	A	Y
Roslindale	L	R	Y	E	X	Y
Roxbury Memorial (Girls)	L	R	Y	E	X	Y

<u>Name of High School</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
Searles (Great Barrington)	L	R	Y	E	X	N
South High (Worcester)	L	P	Y	E	A	Y
Tenney (Methuen)	L	F	Y	C	X	Y
Tewksbury	M	F	Y	E	X	Y
Wachusett (Holden)	M	F	N	E.C.	-	Y
Westboro	M	R	N	E	X	Y
West Bridgewater	M	F	N	E	X	-
Weymouth	L	F	Y	E	R.A.	Y
Winthrop	M	30	Y	E	A	Y

## APPENDIX D

<u>High School</u>	<u>Address</u>	<u>Name of Magazine</u>
Amesbury	Amesbury	"The Mirror"
Ashland	Ashland	"High Times"
Auburn	Auburn	"Green Dome"
Beverly	Beverly	"Aegis"
Boston Latin	Boston	"Latin School Register"
Boston Technical	Boston	"Artisan"
Bridgewater	Bridgewater	"Periscope"
Cambridge	Cambridge	"Cambridge Review"
Charlton	Charlton	"Charlton High Lights"
Chester	Chester	"Granite Chips"
Classical High	Salem	"The Advances"
Classical High	Worcester	"Argus"
Drury	North Adams	"Academe"
East Bridgewater	East Bridgewater	"Student's Pen"
English High	Lynn	"Red and Gray"
Gardner	Gardner	"Argus"
Gloucester	Gloucester	"Beacon"
Holbrook	Holbrook	"Bulldog Bulletin"
Hopedale	Hopedale	"Blue Flame"
Ipswich	Ipswich	"The Cub"
Jamaica Plains	Jamaica Plains	"Clarion"
Lynn Classical	Lynn	"Gazette"

<u>High School</u>	<u>Address</u>	<u>Name of Magazine</u>
Mary E. Wells High	Southbridge	"Crimson and Gray"
Maynard	Maynard	"The Hoot"
Menden	Menden	"Metnock Quill"
Millbury	Millbury	"Reflector"
Millis	Millis	"Live Wire"
Milton	Milton	"Unquito Echo"
Mt. Everett Regional	Sheffield	"Mt. Everett News"
Murdock	Winchenden	"Murdock Murmurs"
Nantucket	Nantucket	"Islander"
Newburyport	Newburyport	"Record"
New Salem	New Salem	"Salemica"
North Andover	North Andover	"High-Lites"
North Attleboro	North Attleboro	"Red Cap"
North Brookfield	North Brookfield	"Comet"
North High	Worcester	"Record"
Northbridge	Whitinsville	"Scribe"
Oak Bluffs	Oak Bluffs	"Review"
Orange	Orange	"Oghis"
Oxford Memorial High	Oxford	"Ledger"
Peabody	Peabody	"Observer"
Peters	Southborough	"Peters Piper"
Pittsfield	Pittsfield	"Student's Pen"
Roslindale	Roslindale	"Tattler"

<u>High School</u>	<u>Address</u>	<u>Name of Magazine</u>
Roxbury Memorial High	Roxbury	"Enterprise "
Searles	Great Barrington	"Spectator"
South High	Worcester	"Index"
Tenney High	Methuen	"Blue and White"
Tewksbury	Tewksbury	"Hi-Lights"
Wachussetts	Holden	"Wachussetts Echo"
Westboro	Westboro	"Oriel"
West Bridgewater	West Bridgewater	"West Wind"
Weymouth	East Weymouth	"Reflector"
Winthrop	Winthrop	"Little Sir Echo"