

## **SCHOLASTIC JOURNALISM-RELATED PROJECTS, THESES AND DISSERTATIONS (INCLUDING ABSTRACTS, IF FOUND): 1922 to 2017\***

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**Key words:** Advertising, annual, censorship, convergence, desktop publishing, educational reform, English curriculum, extra-curricular activities, First Amendment, handbook, Hazelwood, high school journalism, high school publications, journalism, journalism careers, journalism certification, journalism curriculum, journalism education, journalism teachers, journalism workshops, junior high journalism, Kuhlmeier, literary magazine, literary magazine adviser, magazine, magazine adviser, mass communications, mass media, new media, news bureaus, newspaper, newspaper adviser, photography, prior restraint, private school journalism, public relations, publication advisers, publication sponsors, publications, radio, radio curriculum, scholastic journalism, scholastic press associations, school newspaper, school publications, school yearbook, secondary school journalism, student handbook, student media, student newspaper, student photography, student freedom of expression, student press law, student press rights, television, television curriculum, television production, Tinker, yearbook, yearbook adviser, video, video curriculum, video production

### **ABDULLA, DIANE ASH**

#### **Status survey of high school journalism in West Virginia**

West Virginia University, 1966, 91 pages, Thesis, Advisor: Guy H. Stewart

OCLC number: 4363342

#### **Abstract-**

Three mail questionnaires were employed in this survey. They were sent to 221 principals in West Virginia public secondary schools, 83 journalism teachers and 41 guidance counselors. It was found that 84 secondary schools currently offered journalism. In 81 of these 84 schools, principals reported that the course is offered as a separate elective. Many schools were found to offer one course in journalism and the average number of students enrolled in journalism classes was 20. Many teachers considered journalism on the high school level primarily important for its production of the school paper and as a motivation for student writing. Three-fourths of the guidance counselors answering the questionnaires state that journalism was offered in their schools to only juniors and seniors, and nearly one-half rated available journalism information as "inadequate." The questionnaires strongly indicated that the image of journalism needs to be strengthened to earn a more favorable position in the school curriculums in the state of West Virginia.

### **ADAMS, DAVID LEE**

#### **A study of Kansas scholastic newspaper content and management practices in a First Amendment context**

Kansas State University, 1984, 174 pages, Dissertation, Advisor: Sam Keys

Dissertation number: 8428961/ProQuest document ID: 751351541/OCLC number: 65641393

#### **Abstract-**

The content of the scholastic press in American public high schools has changed greatly in recent years. This study was designed to determine the existing content and management practices of Kansas public high school newspapers. The sample consisted of the principal, the faculty adviser, and the student editor at 75 randomly selected schools that publish newspapers. Subjects responded to a 15-item questionnaire. The study sought to examine differences among three enrollment groups and three subject groups to questionnaire responses. The chi-square statistical test was used to determine significance at the .01 or .05 levels.

The descriptive study was divided into four research components: (1) newspaper background, (2) newspaper content, (3) newspaper management/press law knowledge, and (4) ensuring responsible newspapers and adviser background/selection. Thirteen research questions were answered, including these findings: (1) larger school newspapers have broader content and better-trained advisers than do the smaller schools; (2) student newspaper editors are not allowed to exercise their First Amendment rights to make the newspaper a true "forum for student expression"; (3) most school newspapers have not published "irresponsible" content, but most have content areas "not adequately covered"; (4) most respondents lack knowledge on scholastic press law, while most newspapers operate without written content guidelines; (5) a knowledgeable faculty adviser and talented student staff are the best ways to ensure responsible newspapers; and (6) a majority of mid-size and small school advisers appear to not meet minimum Kansas journalism certification requirements.

It is recommended that: (1) newspaper editors and faculty advisers be encouraged to broaden newspaper content to include social, political and non-school issues affecting students; (2) student editors be given more direct control over newspaper content as mandated by federal courts; (3) faculty advisers and student editors be allowed to expand the content scope of newspapers; (4) school officials and student editors develop written newspaper content guidelines and become knowledgeable on student press law; (5) school officials encourage responsible newspapers by providing needed resources; and (6) administrators select qualified faculty newspaper advisers and encourage those who are not to work rapidly toward proper certification.

**ADAMS, EZRA JOHN**

**Journalism instruction in Louisiana high schools and colleges**

Louisiana State University, 1964, Thesis, Advisor: Frank J. Price

**Abstract-**

To learn what is being done about journalism instruction in Louisiana, a survey was made in the high schools, colleges and universities. A series of questionnaires were sent to superintendents of parish, city and Catholic diocese school systems, to the colleges and universities, and to the individual high school journalism instructors. A brief questionnaire went to superintendents of education in 10 other states, for a comparison. There were interviews and correspondence with education personnel from local to state levels. It was found that journalism in Louisiana has not yet gained recognition as a separate course in many instances and is generally misunderstood by non-journalists.

**AHLERSMEYER, BETSY KAY**

**A survey of the relationship between Indiana state English language proficiencies and Indiana high school journalism programs**

Ball State University, 1995, 43 pages, Thesis, Advisor: Marilyn Weaver

OCLC number: 32987985

**AIZLEY, SARI G.**

**Class! Newspaper: An application of rhetorical theory and fantasy theme analysis**

University of Nevada, Las Vegas, 1996, 163 pages, Thesis, Advisor: Dick Jensen

Thesis number: 1383139/ProQuest document ID: 304334445/OCLC number: 36638610

**Abstract-**

**CLASS! NEWSPAPER:** An Application of Rhetorical Theory and Fantasy Theme Analysis is a non-traditional thesis based on applied rhetorical theory. It is a narrative history of the establishment of a publication for the high school students of Southern Nevada and the nonprofit organization that guides CLASS! newspaper, all viewed through the lens of Fantasy Theme Analysis, as described by Ernest G. Bormann and by Karyn Rybacki and Donald Rybacki.

**AJUNWA, KELECHI**

**It's our school too: Youth activism as educational reform, 1951-1979**

Temple University, 2011, 247 pages, Dissertation, Advisor: William W. Cutler

Dissertation number: 3474827/ProQuest document ID: 898984727/OCLC number: 864885257

**Abstract-**

Activism has the potential for reform (Howard, 1976). Unlike previous studies on high school activism this study places a primary focus on underground newspapers and argues that underground newspapers allowed high school students to function as activists as well as educational reformers. In order to make this argument, this study examined over 150 underground newspapers and other primary source publications. The goals and tactics of high school activists evolved from the 1950s to the 1970s. During this time there were some shifts in ideologies, strategies, and priorities that were influenced by both an ever-increasing student frustration with school leaders and by outside historical events. Underground newspapers captured the shift that occurred in the objectives and tactics of student activists. As a result, the contents of underground newspapers were the primary focus of this study.

The study reveals that there were three types of student activists: "incidental" activists who simply wanted to change individual school policies, "intentional" activists who wanted high school students to have greater authority and autonomy in schools, and lastly, "radical" activists who desired an end to oppression of people based on race, class, sex, and age. The evidence overwhelmingly indicates that for the most part incidental, intentional, and radical student activists were all working towards improving their high schools. This common goal was pivotal in the development of a Youth Empowerment social movement, which would be born out of the actions of all three types of high school activists. Incidental activists were the focal point of attention for school administrators in the 1950s, however; intentional and radical activists would take center stage by the late 1960s. Throughout the 1970s intentional and radical activists would overshadow incidental activists and dominate the high school activism scene.

**ALBERTS, ARTHUR GEORGE**

**Procedures employed in setting up and evaluating a high school student's handbook**

Montana State University, 1953, 53 pages, Thesis

OCLC number: 41787401

**ALDRED, VICTORIA A.**

**Educational, professional and interest qualities of Hoosier junior and senior high school yearbook and newspaper advisers**

Ball State University, 1969, 102 pages, Thesis, Advisor: Louis E. Ingelhart

**ALEMANIA-PALMES, GLORIA**

**Teaching ESL in high school journalism classes in the Philippines**

Ball State University, 1986, 55 pages, Thesis, Advisor: Chris Ely

OCLC number: 15474288

**ALLAN, ROGER**

**The development of a student handbook for the Pollock junior and senior high school**

Northern State University, 1967, 25 pages, Thesis

OCLC number: 11570008

**AMSTER, SARA-ELLEN LORI**

**Seeds of cynicism: Studying the conflict between journalistic inquiry and school authority**

University of California, San Diego, 2004, 384 pages, Dissertation, Advisors: Olga Vasquez/  
Ellen Seiter

Dissertation number: 3130198/ProQuest document ID: 765936171/OCLC number: 55703675

**Abstract-**

This three-year ethnographic study traces the operations of three high school newspaper programs in Southern California, one serving a working-class Latino population and two serving primarily Caucasian and upper-middle class students. It asks what the differences are in the approach of educators toward young journalists in these settings and the use of professional standards to explain issues of newspaper ethics, fair play, and sensationalism. The success or failure of school newspapers is based on a multitude of factors that influence student motivation--from each teacher's level of interest in journalism to financial issues, to the attitudes about journalism held by top school officials. The study finds that two of the three schools actually may increase student disinterest in the news and politics in an era when political interest and newspaper readership also is waning among adults.

This greater alienation occurs despite the fact that California law protects student journalists by restricting school officials' practice of prior restraint, the withholding of "inappropriate" student writing before publication. The state is not supposed to live under the most restrictive national standard of regulating the high school press, established by the U.S. Supreme Court in *Hazelwood versus Kuhlmeier* (1988). Students discuss their frustrations, career options, view of the media, and their level of interest in national and world affairs. The coverage of September 11, 2001 and the Iraq War of 2003 are among case studies of how students perform their roles as journalists. The dissertation highlights the profound gap between upper-middle class schools and a working-class counterpart. It examines the way students identify and construct the news differently than adults and prefer the personal to the political. The dissertation includes the voices of many students as they go about producing their newspapers and face adults who are often more focused on controlling and manipulating them than educating them.

**AMUNDSON, FLOYD J.**

**A high school journalism handbook: or, guide to newspaper style; A comparison of eleven Minneapolis high school papers**

Macalester University. 1965, 40 pages, Thesis

OCLC number: 45154277

**ANAPOL, FRED**

**Horner on the corner: The development of a school newspaper**

Northeastern Illinois University, 1973, 77 pages, Thesis

OCLC number: 8545593

**ANDERSON, NANCY S.**

**The public high school press: Freedom vs. responsibility**

Whitworth University, 1977, 251 pages, Thesis

OCLC number: 41690066

**ANDERSON, WILLIAM FRANCIS**

**The selection and organization of the high school yearbook staff**

Pittsburg State University, 1958, 50 pages, Thesis

OCLC number: 9319063

**ANDREW, GERALD K.**

**Developing and publishing a student handbook for the Clarke Community High School**

Drake University, 1962, 134 pages, Thesis

OCLC number: 232187057

**ANGERS, HAROLD FREDERICK**

**The development of a handbook for Windsor, Vermont junior-senior high school students**

Plymouth State University, 1961, 61 pages, Thesis

OCLC number: 49962760

**ANGULO, JAMIE MICHELLE**

**Legal principles utilized by the Supreme Court to adjudicate student due process and freedom of expression rights in public schools**

University of California, Riverside, 2008, 225 pages, Dissertation, Advisor: Douglas Mitchell

Dissertation number: 3319309/ProQuest document ID: 304661159/OCLC number: 270761956

**Abstract-**

The Supreme Court has decided many cases in the area of student due process and freedom of expression in education. Many of those cases had reoccurring themes and decisions and some produced different outcomes. Each case has specific principles that led the Court to make the decisions they did. This dissertation researches what those legal principles are and how they are weighted in comparison to each other. Case law analysis in due process and freedom of expression was necessary to ascertain the legal principles behind the decisions and the interpretations made.

The case law information was gathered from published Court opinions. Supreme Court cases were looked at to determine if it fit within the area of student due process and freedom of expression in education. Once the cases were found, the decision, court opinions, dissents, and concurrences were read and analyzed for the principles. The principles were placed into specific topics. The overriding principles and the value applied in each topic became evident. This dissertation also provides the knowledge of how the case law currently defines due process and

freedom of expression and possibly provides predictors for adjudicating similar cases. There are numerous policy outcomes in response to student due process and freedom of expression decisions made by the Court. To develop policy from Court decisions, understanding how the legal principles are applied either by itself or in conjunction with other principles is essential so the policy does not deter from what was intended.

**APPLEGATE, ALBERT A.**

**Newspapers in the schools**

University of Montana, 1923, 51 pages, Thesis

Thesis number: EP38585/ProQuest document ID: 1449842951/OCLC number: 41777358

**Abstract-**

This study covers traditional curricula in schools, the use of newspapers in schools, some history of newspapers during World War 1, newspaper and civics education, the newspaper and economics and commercial geography, and the value of producing a school newspaper to assist students in conquering writing problems.

**ARAUX, JOSE LUIS**

**Student speech– the First Amendment and qualified immunity under 42 U.S.C. section 983: Conduct implications for school administrators**

University of La Verne, 2013, 269 pages, Dissertation, Advisor: Jonathan Greenberg

Dissertation number: 3570992/ProQuest document ID: 1425317095

**Abstract-**

The purpose of this study was to describe and analyze the conduct implications of qualified immunity in allegations of deprivation of civil rights by public school administrators regarding the First Amendment– student speech. Data were collected using the LexisNexis and JuriSearch online legal research systems, which identified decisions that matched the search terms: student speech and school district and First Amendment and qualified immunity and 42 U.S.C. 1983. Thirty-seven cases qualified for this research based on the delimitations of this study.

The district and circuit courts of appeals base their decisions on an in-depth analysis of 4 Supreme Court landmark cases: *Tinker* (1969), *Fraser* (1986), *Hazelwood* (1988) and *Morse* (2007). They also take in consideration decisions made by other district and circuit courts in different jurisdictions. The specific findings were discussed and presented in the following topics: confederate flag, cyberspeech, expression of sexuality, religious speech, saluting the flag, school violence, student athletes, student protest/messages, and student-written materials.

Conclusions: School administrators need to carefully analyze the broad principles of the four Supreme Court landmark decisions: *Tinker* (1969), *Fraser* (1986), *Hazelwood* (1988), and *Morse* (2007) when addressing students' Freedom of Speech. Administrators need to take into consideration the specific characteristics of each case, the school environment, community culture and demographics when limiting students' freedom of speech. Also, they need to be extremely careful when addressing off-campus speech, because the courts do not seem to be willing to abandon the *Tinker* (1969) test of a reasonably substantial and material disruption of the educational process. Furthermore, the lack of Supreme Court decisions related to cyberspeech has complicated the analysis of school officials limiting freedom of speech related to multimedia websites and social networking.

Recommendations: Further study is recommended. Extend the current research to college campuses, include the analysis of states' court decisions, analyze teachers' freedom of speech, analyze the types of administrators' training programs related to their constitutional rights, focus on students' cyber-bullying and sexting.

**ARMSTRONG, M. DAVIDICA**

**The educational value of journalism in practice in the secondary school**

University of Notre Dame, 1935, 59 pages, Thesis

OCLC number: 10758641

**ARMSTRONG, PHILIP GEORGE**

**A study of school papers for the practices in modern high school athletics as contrasted to the supposed values held by administrators**

Pennsylvania State College, 1930, Thesis

OCLC number: 83074661

**ARNOLD, GEORGE T.**

**An examination of the status, function, and perceived needs of journalism education in the high schools of West Virginia**

Ohio University, 1980, 353 pages, Dissertation, Advisor: J. William Click

Dissertation number: 8016636/ProQuest document ID: 303058472/OCLC number: 7340753

**Abstract-**

The purpose of this study is to determine the status, function, and needs of journalism education at the high school level in West Virginia and to compile a comprehensive body of information on scholastic journalism within the state. Questionnaires containing 70 items for journalism teachers/publications advisers, 46 for principals, and 41 for editors of student publications were mailed to all public and parochial schools. Returns ranged from 74.4% for principals to 47.7% for student editors of yearbooks.

Questionnaires sought detailed information on characteristics of the respondents, preparation and qualifications of teachers/advisers, working conditions, freedoms and restraints related to publications content, function and status of the journalism programs, and the effect of school enrollment on journalism programs and activities. In addition to examining the journalism programs and the individuals involved in them as a whole, comparisons were made between the following groups: Teachers/advisers, principals, and student editors; newspaper and yearbook advisers; teachers/advisers with majors in journalism and those without; newspaper and yearbook editors; and schools with student enrollments of up to 499, 500-999, and 1,000 or more.

The study, in part, concludes that despite all of its shortcomings and its exhaustive list of needs, journalism education in West Virginia's high schools appears to be equal to or in better condition than journalism programs of most other states described in similar studies. That favorable comparison, however, is not to be perceived as evidence that journalism education in the state is on the verge of significant progress and accomplishment.

An examination of the status, function, and perceived needs of journalism education in West Virginia high schools inevitably reveals an academic orphan embarked upon a discouragingly long, frustratingly slow quest for identity and acceptance. As a scholastic discipline, journalism is frequently mislabeled as vocational, often distrusted for the content of its publications, and routinely consigned into the care of persons who neither want the responsibilities nor are adequately prepared to handle them. Poorly funded and ill equipped, the journalism program is commonly neglected except for predictable complaints about– or interference in– publications content. The very existence of journalism– and the extent to which its programs function– are often dependent upon the size of school enrollment.

There are positive characteristics, and although they are fewer in number, they nevertheless provide some evidence of progress. Ever so slowly, journalism appears to be gaining a firmer foothold in the academic programs of an increasingly greater number of schools--big and small, urban and rural. The ranks of qualified, well-prepared journalism teachers and publications advisers are growing. So, too, is the number of schools offering journalism for academic credit, some for as many as five or more semesters. More teachers are receiving reduced class loads in recognition of the time-consuming demands of supervising publications and broadcast programs, and a few schools are providing additional financial compensation for the many hours of work required outside the regular school day.

Results of this study, as well as findings in numerous others conducted both in West Virginia and in other states, demonstrate that substantial, positive developments seldom occur without organized effort, planning, and follow through. That organized effort does not exist on a statewide basis in West Virginia. Until it does, it appears that progress will continue to be sporadic and localized.

**ARNOLD, MARY KATHRYN PETERSON**

**Student freedom of expression and high school journalism advisers: A legal and educational dilemma**

University of Iowa, 1994, 230 pages, Dissertation, Advisor: John Soloski

Dissertation number: 9513551/ProQuest document ID: 304114046/OCLC number: 33959793

**Abstract-**

High School journalism teachers are caught in the middle. School newspapers are written and edited by students with guidance from a faculty adviser. Problems can arise when students decide to print articles that are critical of school personnel or are sensitive or controversial in nature. On one hand, advisers must foster and protect students' freedom to do so. On the other hand, advisers must safeguard their own positions as employees. If a journalism teacher lets students publish whatever they wish, other teachers, administrators and parents may complain or take action against the adviser. Some advisers have lost their jobs because of something students printed. This is the adviser's dilemma, how can he or she protect student rights and stay in good graces with his or her employer? This study examines that dilemma. Data collected through a mail survey of random national sample of high school journalism teachers were analyzed. The constraints of the adviser's dilemma were then considered in the light of the findings.

How an adviser responded to this dilemma depended on several factors. Whether a teacher held certification in journalism was one of these. Teachers certified to teach journalism were the most

certain about how to handle the dilemma. So were advisers with a heavier journalism class load. Teachers who spend most of the day teaching a subject other than journalism were least apt confront an administrator over student freedom of expression. New teachers were also least likely to acknowledge responsibility for protecting student rights. Veteran teachers were most apt to do so.

These findings suggest school districts should adopt student freedom of expression policies establishing boundaries for what will appear in print. Other suggestions include: hiring teachers with journalism certification or providing opportunities for advisers to obtain journalism certification, increasing adviser training, reducing adviser turnover and increasing an adviser's journalism class load. Such strategies will extend the likelihood that students' rights and adviser's job security remain intact. Employing them should tip the scales in favor of a more vigorous student press.

**ARTHAUD, ROBERT E.**

**The value of a school newspaper as a public relations device in the small secondary school in Montana**

Colorado State University, 1951, 83 pages, Thesis  
OCLC number: 7994842

**ASHBY, NANETTE M.**

**The status and purpose of representative school journalism courses**

University of Arizona, 1927, 107 pages, Thesis  
OCLC number: 27095354

**ASKE, TERRY L.**

**A student handbook for the New London-Spicer junior-senior high school**

Northern State University, 1964, 42 pages, Thesis  
OCLC number: 11576598

**AVERILL, GRO KATHLEEN**

**Teams communicating memories: Leadership improvements for yearbook**

Royal Roads University (Canada), 2005, 108 pages, Thesis, Advisor: Doug Hamilton  
Thesis number: MR04203/ProQuest document ID: 305356798/OCLC number: 77045776

**Abstract-**

This thesis outlines the changes I implemented to bring leadership and teams into my high school desktop publishing class to determine the degree that teams affected the process and production of parts of the yearbook. To this end, I also determined students' perceptions of teams and leadership and taught students skills that enabled them to empower themselves when it came to their learning.

I believe this experience has developed leadership capacity in the students, thereby improving their ability to work successfully as a team and to determine methods to empower students in this class to become leaders themselves as they produced a better yearbook. At the conclusion of this study, students have a clear definition of what a team consists of and skills that are important to teams and team building; especially communication, co-operation and completing tasks.

**AVERY, KAY BETH**

**The Constitution and student publications: Two legal theories**

University of Miami, 1986, 162 pages, Dissertation, Advisor: Charles E. Hanneman

Dissertation number: 8629232/ProQuest document ID: 303473625

**Abstract-**

Overview: Because freedom of speech and freedom of press embrace the right to distribute literature, and under some circumstances protect the right to know and receive information, student-produced publications have been accorded some degree of constitutional protection. Yet these privileges vary, depending upon the school setting and the maturity level of the audience for which the publication is intended.

Purpose: To avoid costly liability suits and political controversies stemming from prior review and post-publication punishment of student publications, school officials must understand the implications of any regulations affecting student publications and establish policies designed to minimize successful constitutional challenges to the validity of these policies. This legal article reviews the legal issues pertaining to the rights and responsibilities of the student press and suggests guidelines for developing policy that will not impose constitutionally invalid limitations on the First Amendment rights of students producing both school-sponsored and unofficial student publications.

Results: This article concludes that the continuum of First Amendment rights moves from the relatively unrestricted conditions of traditional and limited open forums toward the narrower privileges and diminished rights of minors in non-public forums. It offers a two-step, Classic Construction model for examining the restraints on journalism class of proof on students to produce probative evidence that school officials acted impermissibly and, second, upon such proof, shifting the burden to school officials to demonstrate that their actions were not mere pretexts to restrict unfairly student expression. Finally, it provides a framework and specific criteria by which school officials can test whether their actions that limit the student press are supported by a substantial and legitimate educational interest that will be upheld in court.

**AZER, ALLEN FREDERIC**

**The status of journalism in Massachusetts' high schools**

Boston University, 1967, 127 pages, Thesis

OCLC number: 7743997

**BAAL, IONE T.**

**A student handbook for East High School, Des Moines, Iowa**

Drake University, 1962, 110 pages, Thesis

OCLC number: 232187055

**BABER, DOROTHY ANNE**

**Where are we going?: The ideal, potential educational role of the state high school press association**

University of Missouri- Columbia, 1973, 190 pages, Thesis, Advisor: Robert P. Knight

Thesis number: 1305270/ProQuest document ID: 302666837/OCLC number: 11516503

**Abstract-**

The study was undertaken to help discover how state high school press associations could best realize their educational potential and serve their constituents. Gathering a wide spectrum of ideas about the educational role of state high school press associations was of primary importance. The collection of ideas, then, was one purpose of the study. Because this study was exploratory, the researcher also looked for other possibly neglected constituents whose needs might influence where state high school press associations would go or could go in this decade. A third purpose was to set some priorities for adopting the ideas and for serving the constituents whoever they might be.

The three studied attitudes reveal lack of agreement about the educational role of state high school press associations and indicate that, if associations move beyond the traditional activities of workshops and ratings, critiques, and awards, they should expect that a segment of their teacher constituency would not agree with their aims. That such upgrading is need is confirmed by the student attitude that verifies that journalism training in the classroom is not sufficient. The students indicated a need for many instructional aids and much information.

**BAKER, CYNTHIA LEE****A study of the training of high school newspaper advisers in California and Indiana**

Stanford University, 1956, 58 pages, Thesis

OCLC number: 24567730

**BAKER, JAMES FRANCIS****A comparative investigation of transfer of training from high school journalism classes to that of college composition courses stressing form in writing patterns**

Northern Illinois University, 1966, 36 pages, Thesis

OCLC number: 21356380

**BAKER, ROBERT LEROY****An investigation of key factors pertinent to the establishment of a program for journalism teachers in the secondary schools of South Carolina**

University of South Carolina- Columbia, 1979, 133 pages, Thesis, Advisor: Perry J. Ashley

OCLC number: 5459246

**Abstract-**

The purpose of this study was to determine to what degree a need existed for certification of high school journalism teachers in South Carolina and to explore what channels an organization concerned with secondary journalism education in the state could change this need into reality.

The methodology utilized in the study included a telephone survey of 100 known publications advisers in the state who were to respond to a 40-item, six-page questionnaire.

Ninety persons completed the questionnaire, and all of these questionnaires were used in the study. Results of the survey showed: 1. Eighty per cent of the advisers teach journalism while 20 per cent sponsor publications as an extracurricular activity. 2. Three per cent of the respondents have a major in journalism and another two per cent have a minor in journalism. 3. Sixty-one per cent of the advisers have had no college journalism training. 4. Recognizing deficiencies created

by South Carolina having no certification requirements for journalism teachers despite the fact that nearly 4,500 students in the state are enrolled in the subject, 84 per cent of the advisers said they felt that they were either inadequately prepared or very inadequately prepared to meet their responsibilities when they first started advising publications. 5. The majority of teachers queried (76 per cent) said they would take journalism courses in the future if they were required as a result of new certification requirements.

Recommendations of the study include: establishing flexible certification requirements in journalism, offering more graduate and extension courses and workshops throughout the state, and advocating that all statewide journalism groups become actively involved in a crusade to improve scholastic journalism in the state.

**BARASH, JANINE**

**The preparation and execution of an art and literary yearbook for the junior high school art teacher**

Queens College, 1976, 70 pages, Thesis  
OCLC number: 4315934

**BARBER, NORMA JEAN**

**A survey of Texas high school newspaper columns and articles written for guidance columnists**

University of Texas at Austin, 1956, 182 pages, Thesis  
OCLC number: 39595617

**BARNARD, ROBERT JAMES**

**Secondary principal's attitudes toward and analysis of student rights in Oklahoma high schools**

University of Oklahoma, 1974, 178 pages, Dissertation, Advisor: Glenn R. Snider  
Dissertation number: 7506494/ProQuest document ID: 302745688/OCLC number: 24516004

**Abstract-**

The purpose of this study was to determine and interpret the current status of selected human rights for students in the secondary schools of Oklahoma and to analyze the attitudes and practices of principals toward student exercise of those rights. The method of investigation for this study was the descriptive-survey. Wiersma stated that this method is used to determine the "status quo." He maintained that this method is often not concerned with the manipulation of variables. Mouly indicated that the descriptive-survey method could provide, as by-products, an indication of trends, and even a hypothesis as to the antecedents of the extant condition in the public schools. He also said its flexibility makes it particularly suited to the early exploration of phenomena.

The procedure used in this investigation is outlined below: Current professional literature related to student rights was reviewed in order to select certain human rights for investigation. A questionnaire was constructed and submitted to a jury of specialists in human relations and human rights for critical analysis. A current mailing list of all Oklahoma high school principals belonging to the North Central Association of Secondary Schools and Colleges was then compiled and to each a questionnaire was mailed. The responses to the survey instrument were

then compiled in descriptive form in tables listing raw frequencies and percentages after which this data was analyzed and interpreted.

Conclusions: 1. An alarming number of Oklahoma secondary principals have a general disregard for court decisions regarding issues concerning student rights. 2. Oklahoma secondary principals are generally uninformed about rights guaranteed by the Bill of Rights and which in recent years have been made legally applicable to students. 3. Community pressure probably contributes to the presence in many schools of religious practices that are questionable in terms of recent court decisions. 4. A majority of principals in this study felt students were not capable of establishing guidelines for their behavior. This, perhaps, explains the small number of Oklahoma schools that have effective student government organizations. 5. A vast majority of those principals surveyed stated that the present status of student rights in their schools was "just right." Many principals, therefore, felt that the status quo in this area was acceptable to them. 6. There is a noticeable absence of handbooks, guidelines, written policies, and even unwritten policies dealing with student rights in Oklahoma high schools.

**BARNES, DONALD BISHOP**

**A study of high-school newspapers in North Carolina**

Duke University, 1952, 158 pages, Thesis

OCLC number: 21495403

**BARNES, ENOLA ROBERTSON**

**The status of journalism in selected secondary schools of Oklahoma**

University of Oklahoma, 1957, 143 pages, Thesis

OCLC number: 24473352

**BARNES, WILLIAM DONALD**

**A study of the construction and use of student handbooks in southern Oregon secondary schools**

University of Washington, 1954, 136 pages, Thesis

OCLC number: 19931663

**BARRETT, JANICE MARIE**

**Teaching with Channel One television equipment: Teacher participants report their practices**

Harvard University, 1996, 186 pages, Dissertation

Dissertation number: 9638730/ProQuest document ID: 304245168/OCLC number: 36385160

**Abstract-**

The purpose of this qualitative study was to discover, in two similar Massachusetts high schools that have received television equipment from Channel One, what teachers report are the educational benefits derived from use of the equipment for purposes other than viewing Channel One programming. This study focused on factors that influence teachers' use of television and its associated equipment when there is enough equipment in the school to make use feasible. The study explored variability in teacher use, whether this technology has changed their teaching and, if so, for which teachers and under what conditions. The data were gathered from interviews and site visits to Channel One schools.

Major findings reveal that the most frequently reported use for the equipment is relationship to prepared curriculum material. Other themes that emerged include media literacy, student project-based learning and exposure to the world outside the classroom. The equipment, according to respondents, is not used for teacher self-evaluation or examining gender bias in the classroom. Principal conclusions highlight that factors influencing teacher use of Channel One equipment center on students' self-esteem, visual imagery, access, availability and convenience. Implications for educational policy makers are that the reported benefits from having the equipment may be realized if, (a) the school provides the budgetary resources or community partnerships to adapt the Channel One equipment for classroom use, and (b) teachers have the training, planning time and resources needed to use the equipment effectively. Teachers need procedures to assess student media projects. Teachers should incorporate media literacy material into the curriculum to develop students' critical thinking skills in examining media messages and content.

Recommendations for further research center on several questions, including the following: (1) Do Channel One schools have in place some formal assessment/evaluation procedure for analyzing the quality of the content of TV programming that teachers use in their classes? (2) What causal relationship, if any, exists between increased TV viewing among young people and a reading decline in their age group? Channel One schools could provide a fruitful environment for this inquiry because they have TV equipment and programming available in their classrooms.

**BARSTON, LOUISE WHITTLESEY**

**How one high school paper won all-American rating in the national contest- Central Inter-scholastic Press Association: The North Star-North High School, Omaha, Neb.**

Teachers College, Columbia University, 1928, Thesis  
OCLC number: 79367522

**BARTESAGHI, MARIAELENA**

**Reconstructing the high school experience: The role of yearbooks in the social construction of memory**

University of Pennsylvania, 1992, 124 pages, Thesis, Advisors: Klaus Krippendorff/William Labov  
OCLC number: 83161217

**BARTLETT, GENNITA B.**

**Newspaper design curriculum unit**

Memorial University of Newfoundland (Canada), 2001, 128 pages, Thesis, Advisor: Clar Doyle  
OCLC number: 49771089

**Abstract-**

This project is a curriculum unit based on the theme "Le Journal" to be used in conjunction with the prescribed texts *Tous Ensemble* for the high school French program. The project contains various detailed lesson plans and directed learning centres where students will ultimately create their own newspaper in French. Not all lessons or centres need to be completed. The person who implements this unit can choose and adapt selected activities. The unit may also be adapted to

the objectives of other grade levels.

The first chapter discusses the importance of the Core French program in Newfoundland and Labrador. The learning of a second language can be very stimulating in areas of intellectual development and attitudes. This chapter promotes Core French as integral to the general education of students. Chapter Two explores the communicative language approach to teaching French as a second language. This approach has as its aim communicative competence and the development of procedures for teaching the four language skills, listening, speaking, reading and writing. The review of this philosophy is the basis on which I have developed this unit. The third chapter provides a rationale for using the newspaper as a resource that contributes to a multidimensional curriculum in the second language classroom. The final chapter includes the curriculum unit. The unit is divided into several sections including lesson plans and directed activities for stations where students work in groups to create their own newspaper.

### **BARTLETT, LARRY DEAN**

**The parameters of student legal responsibility as delineated in or developed from reported federal court decision rendered between February, 1969, and January, 1983 (Iowa)**

Iowa State University, 1983, 253 pages, Dissertation, Advisor: Ross A. Engel

Dissertation number: 8323265/ProQuest document ID: 30316122/OCLC number: 10556227

#### **Abstract-**

The purpose of the study was to review federal court decisions regarding student rights and responsibilities decided and reported between the rendering of the United States Supreme Court decision in *Tinker v. Des Moines Independent Community School District* and the end of 1982, in an attempt to determine express and inferential delineations of legal responsibilities of students in the public school setting. Special attention was devoted to those decisions that were lost by students and their parents and those that contained expressed and inferential limits on the exercise of students' rights under the constitution. The term "student responsibilities" was used in the study to refer to those aspects of student conduct and discipline over which the power and authority of public school officials are not greatly limited by constitutional constraints.

It was determined by the review and analysis of federal court decisions in the thirteen-year period that express and inferential guidelines of student legal responsibilities have been established by the federal courts. Some have been clearly and frequently stated by the courts; others have been stated with less clarity and less frequency; and still others find the federal courts in disagreement. The study contains a listing of student legal responsibilities in each of the three categories.

### **BASKIN, JUNE ELIZABETH**

**Graphic practices in student publications in the schools of Pennsylvania**

Pennsylvania State University, 1964, 294 pages, Dissertation, Advisors: Viktor Lowenfeld/  
Kenneth R. Beittel

OCLC number: 63792501

#### **Abstract-**

This study attempts to discover what current practices in school graphic arts in student publications reveal about technical performance and aesthetic achievement. Three additional purposes of this investigation are: (1) to identify the graphic arts processes and the media used in

student publications; (2) to investigate the factors that restrict or control creativity in the graphic arts in student publications; and (3) to evaluate the role of the publication staffs, both student and advisory. The study is conceived to include the major student publications: yearbooks, magazines, and newspapers published by staffs at the high school, junior high school and the elementary school levels. Included also are the major art forms of individual interest: cartoons, illustrations and cover art.

The major conclusions were: (1) student involvement and contemporary influences were restricted by technically-involved and traditionally-conditioned practices; (2) art education was not a vital factor, as theory and practice were unrelated; (3) infrequent use of the school print shop restricted the experimental; little awareness of graphic procedures limited media and technique; (4) costs and involvement of publication limited quality with commercialism replacing student effort; (5) a selective and restrictive staff, controlled by departmental and administrative policy, existed; consequently, the student artist was not the creative partner of the student journalist.

### **BASS, FRANKLYN GEORGE**

#### **The rise and fall of free speech in the public school**

Boston College, 1991, 217 pages, Dissertation

Dissertation number: 9131526/ProQuest document ID: 303966372/OCLC number: 39264885

#### **Abstract-**

Free speech in the public schools has become an area of growing concern in the last few years. With the recent Supreme Court decisions in *Bethel School District v. Fraser* (1986), and *Hazelwood School District v. Kuhlmeier* (1988), the broad constitutional protections accorded students in the nation's public schools have eroded considerably. The Supreme Court decisions in these two cases not only limit students' constitutional freedoms but also signal an increasing "judicial deference" toward local school authorities in determining what speech is appropriate within the "schoolhouse gates."

Although these decisions appear to reflect a marked departure from historical precedent supportive of students' free speech, a closer examination of the Court's procedure in First Amendment analysis reveals an underlying pattern of changing rules, standards, and categories that have profoundly affected the manner in which free speech cases are reviewed. These changes in "judicial review" significantly influenced the decisions in *Fraser* and *Kuhlmeier*, and clearly demonstrated that their outcomes were not aberrations, but logical and predictable, evolving out of a "narrowing" of children's constitutional rights. The Court's process of adjudication has become so mired in formalistic rules and categories that it is no longer a simple "balancing" of competing interests, but a "jurisprudence of labels" that has led the Court far afield from the basic tenets of the First Amendment.

Chronicling the rise and fall of free speech in the public schools shows how far the pendulum has swung since the first intimation of students' free speech rights in *Meyer v. Nebraska* (1923). For nearly fifty years the Court slowly but consistently broadened the constitutional protections for students culminating in the landmark decision of *Tinker v. Des Moines Independent School District* (1969), where students' rights were nearly "co-extensive with those of adults." However, at the same time *Tinker* and its progeny were enjoying these new found constitutional rights and

protections, the Court was undergoing a change of its own, a change that was to have a profound effect on free speech in the public schools.

**BEATTY, WINIFRED J.**

**An analytical and descriptive account of news publications in the high schools of the Chicago area**

Northwestern University, 1930, Thesis

OCLC number: 35721978

**BEATY, CURTIS ADRIAN**

**Methods of financing annuals in Texas high schools**

University of Texas at Austin, 1954, 76 pages, Thesis

OCLC number: 27241223

**BECHTER, JOHN E.**

**Current practices in the publication of yearbooks in the public high schools of Iowa**

University of Iowa, 1953, Thesis

OCLC number: 148122651

**BECHTOLDT, HAZEL OCIE**

**Organization in the journalism curriculum of the secondary school**

University of Texas at Austin, 1947, 119 pages, Thesis

OCLC number: 38109271

**BECK, ROBERT EDWARD**

**The Supreme Court and the constitutional rights of students: The Burger years, 1969-1986**

University of North Carolina at Greensboro, 1987, 174 pages, Dissertation, Advisor:

Joseph E. Bryson

Dissertation number: 8719148/ProQuest document ID: 303608822/OCLC number: 21401227

**Abstract-**

This study has as its purpose a review and analysis of United States Supreme Court decisions rendered by the Burger Court that address the constitutional rights of American school students. Five major issues are addressed: (1) right to due process, (2) right to free speech, (3) right to religious freedom, (4) right to be protected from illegal searches and seizures, and (5) the right to receive information and ideas.

Based on an analysis of the cases which came before the Burger Court for interpretation, the following general conclusions can be made concerning the constitutional rights of students: (1) Generally, the Court favored the authority of school administrators to maintain control over the public schools in the United States. (2) The Court often expresses reluctance to become entangled in the daily school operation in which school boards, and school administrators are vested with authority. (3) The Court will become involved if a student is denied his constitutional right to due process. (4) In the area of students' rights, the *Tinker* case remains the staunch precedent on which many major educational issues are resolved. (5) The Burger Court is committed to the concept of "separation of church and state." (6) In *New Jersey v. T.L.O.*, the Burger Court maintains that a less exacting "reasonable suspicion" standard is more applicable in

the school setting concerning the issue of search and seizure. (7) In the 1982 Pico case, the Court noted that the First Amendment limits a board's discretion to remove books from school libraries.

**BECKER, BETTIE R. AINSWORTH**

**School publications policies and procedures for high school administrators: A model set of guidelines**

Kansas State University, 1992, 136 pages, Dissertation, Advisor: G. Kent Stewart

Dissertation number: 9310819/ProQuest document ID: 304020730/OCLC number: 27437764

**Abstract-**

School administrators face many dilemmas in their professions. One for instance is where to draw the line when student freedom of expression conflicts with standards of conduct and good taste as well as certain liabilities. This particular situation is even more likely to occur when motivated, intelligent students become assertive and aggressive in stating their views in their student publications. This dissertation was designed to investigate whether a model set of policies and procedures for student publications could serve as vehicle for better understanding among students, advisers, administrators, school board members, and interested patrons. The study sought to collect various policies and procedures from 30 school districts and 10 professional organizations for analysis. Following the analysis, a draft of a model set of policies and procedures for student publications was prepared and evaluated by a jury of experts in the fields of law and education. The modified document was then sent to thirty selected school districts for evaluation.

The study was designed to meet five objectives: (1) to thoroughly review and analyze applicable literature concerning student publications in public secondary schools as well as literature discussing or describing policies and procedures for student publications; (2) to conduct a review of the literature describing examination of the process of policy and procedures formation; (3) to analyze publications policies and procedures from school districts to ascertain whether or not they conflicted with applicable case law; (4) to review model policies and procedures from professional organizations; and (5) to develop a model set policy and procedures for student publications for use by school administrators and publications advisers.

It is recommended that public schools not having adopted policies for student publications be encouraged to consider doing so, and those public schools that previously adopted such policies be encouraged to review them to ascertain whether the policies are commensurate with the parameters suggested by the courts.

**BEDDEN, DANA T.**

**Public school law: Student search and seizure in K-12 public schools**

Virginia Polytechnic Institute and State University, 2006, 130 pages, Dissertation, Advisors:

M. David Alexander/Richard G. Salmon

Dissertation number: 3225075/ProQuest document ID: 304965233/OCLC number: 70627047

**Abstract-**

School officials are constantly challenged to perform a myriad of duties in an extremely complex and demanding job with numerous responsibilities. They are expected to work with a variety of students, faculty and parents under difficult circumstances. "Faced with multiple needs, with the

necessity of making fast decisions in an atmosphere of fragmented time, administrators are liable for everything they do.”<sup>1</sup> School administrators need to understand the rights guaranteed to students by the Fourth Amendment and how it applies to the school setting. This document will provide an overview of student search and seizure in kindergarten to 12th grade (K-12) public schools in a non-traditional dissertation (non-experimental design) format by providing an historical review of the relevant case law. Specifically, based upon legal research, it will review relevant Supreme Court cases, post-*New Jersey v. T.L.O.*<sup>2</sup> federal, Pennsylvania and other state court cases related to search and seizure in K-12 public schools. The conclusion and summary will provide answers to the guiding questions, provide a conceptual model, outline what is a reasonable search, and provide a short practical school law exercise to test the reader’s understanding of search and seizure in public schools.

**BEINERT, CARL JOHN**

**Practices in publishing, managing, printing, and financing pupil-produced newspapers in the public high schools of Iowa**

Iowa State University, 1940, 49 pages, Thesis  
OCLC number: 35747002

**BELL, WILLIAM JACKSON**

**A survey of the high school annual in Kansas**

Emporia State University, 1939, 128 pages, Thesis  
OCLC number: 15151410

**BELLINGRATH, GEORGE COUNCIL**

**Qualities associated with leadership in the extra-curricular activities of the high school**

Teachers College, Columbia University, 1930, 57 pages, Thesis  
OCLC number: 634978294

**BEMIS, DEBORAH A.**

**Freedom of speech and student conduct: Threats, rights, and the standard of civility**

University of New Hampshire, 2012, 342 pages, Dissertation, Advisor: Todd DeMitchell  
Dissertation number: 3533703/ProQuest document ID: 1221797728/OCLC number: 834087731

**Abstract-**

The purpose of this study is to provide educators with a succinct review of the four Supreme Court cases and forty Federal Appellate Court cases informing student speech rights in the public schools. Using a legal analysis methodology, the legal standards used to analyze student threat speech and harassing student speech are identified and then compared across the federal circuits. This research was intended to provide a better understanding of the legal standards that guide school administrators in drafting school policy in accordance with First Amendment principles. On a practical level, it demonstrates how the courts have resolved cases which raise the challenge of balancing the need for securing and maintaining a safe environment conducive to student learning while also protecting the speech rights of students which sometimes threaten that environment.

The results indicate that the unique Constitutional protections afforded students in the public school environment are not coextensive with the speech rights of adults nor are they as robust as

the rights of students outside the schoolhouse gate. Student threat speech may be analyzed under non-educational standards such as ‘true threat’ or ‘unlawful incitement’. However, the results of this study demonstrate that the majority of threat speech cases are upheld under traditional Supreme Court student speech standards. Harassing student speech may implicate Title IX or other federal statutes intended to protect students against invidious discrimination. Nonetheless, the results of this study indicate that the majority of harassing student speech cases are resolved using traditional Supreme Court student speech standards.

Based on the findings of this study it would seem that the courts continue to view the public schools as a unique environment with legal standards distinct from the standards governing free speech in general. Educators have a stake in continuing to shape this dialogue and can effectively influence the tenor of legal standards through policy development.

**BENNETT, DAVID LLEWELLYN**

**Freedom of expression in secondary schools: A study of student newspapers and journalism programs in Oklahoma high school and their relationship to human rights and human relations**

University of Oklahoma, 1975, 236 pages, Dissertation, Advisor: Glenn R. Snider

Dissertation number: 7615795/ProQuest document ID: 759254651/OCLC number: 24600623

**Abstract-**

This study sought to explore the relationship between high school journalism, the student newspaper and the improving of human relations – human rights attitudes, within the school. The assumption was that improving human relations attitudes in the school depended largely on respecting the rights of all students and of all people, and on creating an atmosphere in which these rights could be exercised freely and responsibly. It was believed that high school journalism and student newspapers could be important in such a learning process.

To achieve this aim, the study investigated the activities of the journalism courses and student newspapers and the attitudes of principals, newspaper advisers, and journalism teachers, toward human rights, human relations and students’ freedom of the press. It was intended that these findings would serve as indicators to what could be done to increase high school journalism’s importance and enhance its role as an integrating factor in improving interpersonal and intergroup relations, in the high school.

The major findings in this study suggested that: (1) The purposes of high school journalism courses were to deal primarily with basic skills and concepts necessary to produce a student newspaper; (2) School newspapers rarely reported or dealt with controversial issues or problems, in the schools studied; (3) The purpose of high school student newspaper appeared to be to cover the routine, daily news dealing with student activities and events. There appeared to be little attention given to school situations that dealt with administrative and/or faculty problems or relations; (4) Generally, principals were less supportive than advisers of students’ freedom of expression and generally favored more censorship and control. (5) Small high school were more likely than large high schools to restrict the reporting of controversial issues and problems;

(6) Segregated high schools were more likely to be restrictive than high schools which were racially desegregated; (7) The larger the high school the more likely it was to believe that student

newspapers should serve a human relations function in the high school; (8) Advisers and principals, in both physically segregated and desegregated high schools, believed that student newspapers should serve a human relations function in the high school; (9) This study failed to demonstrate conclusively that student newspapers and classroom journalism courses actually facilitated a significant concern for human rights and human relations, within the high schools; (10) The strong tendency toward the use of censorship, and the tendency to disapprove of reporting on sensitive and controversial school problems and issues, all suggested that both advisers and principals supported actions which were at variance with their views.

**BENNETT, DAVID LLEWELLYN**

**The status of scholastic journalism: An analytical survey of the nature of and attitude toward scholastic journalism in Oklahoma**

University of Oklahoma, 1969, 82 pages, Thesis, Advisor: Vishwa M. Mishra  
OCLC number: 24600663

**Abstract-**

This is an investigation of scholastic journalism in Oklahoma high schools. It explores the nature of scholastic journalism in the state's public high schools and the principals' attitude toward the schools' journalism programs. The study was designed to obtain information concerning the following: (1) Types of scholastic journalism programs existing in the state; (2) how extensive and academically respectable these programs are; (3) the background of teachers of scholastic journalism; (4) the attitude of the principals toward each of these aspects of scholastic journalism. A multi-stage random sample was drawn from the 1960 U.S. Census report for Oklahoma and was supplemented by recent data on pertinent categories compiled by the Oklahoma State Department of Education. The sample, which consisted of 114 high schools, was found reliable. Two separate questionnaires, one for the principals' attitude survey and the other for the journalism curriculum survey, were mailed to each of the 114 high schools. The return rates were 71 per cent and 61 per cent respectively.

The findings of the curriculum survey indicate that the status of high school journalism in the sample schools of Oklahoma is seemingly low. Most of the schools do not seem to offer formal journalism instruction in journalism, many of those that do offer journalism are limited in scope. It appears that most of the journalism teachers and publications advisers have weak journalism backgrounds. Most of the sample high schools have either a student yearbook, a newspaper, or both, but the findings indicate that many principals seem to exert considerable control over the advisers, the contents of the publications and the publications' funds. The findings of the principals' attitude survey indicate that principals in the sample generally have favorable attitudes toward high school journalism programs. However, the shortcomings of the actual programs in the sample schools suggest that most principals do little, or are unable to do much, to implement their beliefs.

**BENNETT, EARL EUGENE**

**A survey of the appeal of the high school newspaper to the high school student**

University of Pittsburgh, 1930, Thesis

**BENZ, LESTER G.**

**The status of journalism in Iowa high schools**

University of Iowa, 1956, 69 pages, Thesis  
OCLC number: 82851688

**BERNARD-NIXON, KATHLEEN**

**A whole language approach to publishing a school newspaper**

Tulane University, 1990, 126 pages, Thesis  
OCLC number: 32479977

**BIELONG, LAURIE M.**

**Gaining approval to publish a high school newspaper on the Internet**

Maryville University of Saint Louis, 2000, 78 pages, Thesis  
OCLC number: 45057072

**BIGGS, THOMAS EVERETT**

**An analysis of administrative discretion in selected students' rights decisions of the United States Supreme Court**

University of Tennessee, 1993, 221 pages, Dissertation, Advisor: Mary Jane Connelly  
Dissertation number: 9421611/ProQuest document ID: 304078901/OCLC number: 31771877

**Abstract**

This legal research study selected nine Supreme Court cases that dealt with student control issues, beginning with the Tinker (1969) decision and ending with the Hazelwood (1988) ruling. The purpose of this study was to identify aspects of each case that involved the discretionary decisions of school administrators in their capacity of dealing with student management and disciplinary action. Principles used by the Supreme Court in structuring the discretionary relationship between school administrators and students were identified and described. Guidelines were provided for school administrators in exercising discretion in school discipline situations.

Principles, concepts, and doctrines which served to guide the Supreme Court's regulation by judicial review of administrative discretion in these student management cases are summarized in the following statements: (1) Reasonableness in rules, procedures, and punishment was a central concept in the Supreme Court's review of discretionary acts of discipline. (2) The standard of reasonableness increased as a discipline matter impinged on a constitutional right or interest. (3) Administrative action often received a greater "reasonableness" endorsement when supported by federal, state, or local procedures, by clearly defined educational interests, and by involvement of students at different levels in the processes. (4) Consistent rules and procedures, and supporting factual evidence helped substantiate a reasonableness review. (5) In reviewing the interaction between student and administrator in a disciplinary situation, the Supreme Court carefully considered the following factors: uniqueness of the school environment; students as minors; flexibility needed for certain actions of misconduct; authority and abuse of authority issues; student versus other students' and the school's interests; and a type of cost/benefit analysis in adding or withholding additional protections or procedures. (6) A qualified immunity was provided by the Court for certain discretionary acts involving the violation of students' civil rights. (7) A lawsuit against an administrator for monetary damages was determined to require proof of injury and an actual monetary amount, similar to other tort liability claims.

**BILLINGS, WILLIAM HARMOND**

**High school journalism in North Carolina: A survey of teachers, programs, and instructional needs**

University of North Carolina at Chapel Hill, 1974, 106 pages, Thesis, Advisor: Eugene F. Shaw  
OCLC number: 23925284

**Abstract-**

In March 1973 a structured mail questionnaire was sent to each of the journalism teachers in the 229 public high schools that offered journalism during the 1971-'72 school year. Data from the questionnaires was analyzed in two phases, using the Statistical Package for the Social Sciences (SPSS). The frequency totals or marginal revealed that only 36 per cent of the respondents had completed journalism courses, but 85 per cent would be willing to take journalism courses toward recertification, and 57 per cent favored certification requirements for journalism teachers. The cross-tabulations revealed that journalism training and experience was highly correlated with the respondent's self-rating as a journalism teacher and with the quality of journalism instruction. On the basis of the survey findings, the author concluded that the primary needs of high school journalism in North Carolina were: (1) teachers who are better qualified to teach journalism, and (2) more journalism courses in the average size high school.

**BILLINGSLEY, JAMES MARK**

**Teachers of the year in journalism and other journalism teachers: A comparison**

University of Texas at Austin, 1992, 73 pages, Thesis  
OCLC number: 28559990

**BIRINGER, JOSEPH ALAN**

**Selected Pennsylvania secondary school students' knowledge of freedom of expression rights and responsibilities**

Temple University, 1980, 172 pages, Dissertation, Advisor: H.C. Hudgins  
Dissertation number: 8025070/ProQuest document ID: 288333798/OCLC number: 6979108

**Abstract-**

This study determined the status of the knowledge of selected Pennsylvania secondary school student leaders concerning their First Amendment freedom of expression rights and responsibilities. A review of 80 state and federal court decisions through 1977 set the legal foundation for the research study.

The sample consisted of 744 selected student leaders from the 194 schools in which the superintendent and principal had given their permission for the study to be conducted. A true/false questionnaire was developed from the review of case law and related literature and mailed to the respondents. The SPSS computer program was used to analyze the data, and a three-way analysis of variance was used to test null hypotheses.

The majority of students understood their First Amendment freedom of expression rights and responsibilities. Although a majority of students had been previously exposed to this information, 40 percent of the respondents had not been exposed. Various sources of knowledge were indicated by the students. Exposure to the information proved significant to student knowledge for the total questionnaire, the "Expression in General" section, and the "Prior Review" section. The information in the "Symbolic Expression" section was determined to be

common knowledge.

School size (small, medium, or large) had no effect on student knowledge of these rights and responsibilities for all of the questionnaires except the “Prior Review” section. Here a significant difference in student knowledge was found between the small and large categories of school size. The four selected categories of students (school newspaper editor, features writer of the school newspaper, student government president, and senior class president) were found to make no significant difference in students’ knowledge of their freedom of expression rights and responsibilities.

**BIRKE, CHRIS A.**

**Attitudes of public school superintendents toward student press freedom in states with and states without student press freedom laws**

Ball State University, 1999, 48 pages, Thesis, Advisor: Marilyn Weaver  
OCLC number: 43841531

**BIVANS, IRA**

**A course in radio for senior high schools**

Iowa State University, 1939, 65 pages, Thesis  
OCLC number: 36872989

**BLACKWELL, RAYMOND EARL**

**The development of an achievement test in high school journalism**

Indiana University, 1932, 61 pages, Thesis  
OCLC number: 22806437

**BLANEY, FRANCIS C.**

**Teaching unit for producing television commercials without videotape equipment for a high school mass media course**

Ball State University, 1977, 44 pages, Thesis  
OCLC number: 9395442

**BLANK-LIBRA, JANET D.**

**A guide to writing for high school journalists**

University of Montana, 1988, 145 pages, Thesis, Advisor: Warren J. Brier  
Thesis number: EP38454/ProQuest document ID: 1490994715/OCLC number: 41759037

**Abstract-**

This thesis is a high school journalism writing text that addresses the educational needs of a high school journalist. One of its major strengths is that it speaks directly to high school journalists (and) addresses ways in which a high school journalism student can learn to write well. The ingredients of good writing are stressed—sometimes more than once. Articles of high school journalists from across the country are used as examples. Most of the stories are award-winning Quill & Scroll entries.

**BLICK, THOMAS EDWARD, JR.**

**Practices, management, and advising of high school newspapers and their rating in a**

**national contest/critique**

University of Tennessee, 1986, 138 pages, Dissertation, Advisor: James Crook

Dissertation number: 8701776/ProQuest document ID: 751474511/OCLC number: 15088771

**Abstract-**

Significant differences occurred when five major characteristics of award-winning scholastic newspapers were cross-tabulated with the newspapers' rankings and subjected to the chi-square test. Those characteristics were (a) the adviser's high school newspaper advising experience, (b) the adviser's attendance at workshops, (c) the adviser's formal education in journalism, (d) the adviser's professional experience in journalism, and (e) the newspaper's membership in high school publications organizations.

This study investigated high school newspapers and the people who produce them. The population consisted of 373 scholastic newspapers entered in Columbia Scholastic Press Association's yearly contest/critique in 1985 and in at least two of the years 1981-1984. A sample of 189 was drawn, and mail questionnaires were used to survey the advisers of those newspapers. The response rate was 71.9 percent.

Findings suggest that an adviser who learns from his or her experience may help a newspaper to improve. They also suggest that the adviser should learn more about journalism by attending workshops, taking college courses, and working with a professional newspaper. Finally, they indicate that newspapers should join several organizations for high school publications in order to gain additional training and motivation.

**BLINN, JOHN ROBERT****A comparison of selected writing skills of high school journalism and on journalism students**

Ohio University, 1982, 132 pages, Dissertation, Advisor: J. William Click

Dissertation number: 8304361/ProQuest document ID: 749856481/OCLC number: 11244258

**Abstract-**

This study examines the proficiencies of high school seniors on a controlled information human interest exercise using gender and writing preparation as independent variables. The writing instrument was administered to advanced placement and senior honors composition classes in 12 Ohio secondary schools in rural, suburban, and urban settings.

Students were separated into one of four groups: journalism male, journalism female, non-journalism male, or non-journalism female. The writing efforts were examined using two-way analysis of variance, Pearson product-moment correlation coefficients, and descriptive analysis. The 19 dependent variables used for each group included 12 writing skill criteria, six readability factors, and the total number of errors.

Data analysis revealed that journalism writers make fewer errors in most of the writing skill criteria than do non-journalism students. In all four of the criteria selected as measures of information presentation and selection judgment, errors in fact, information omission, opening sentence, and editorializing, journalism students make significantly fewer errors than do the non-journalism writers in the study.

In three of the four criteria used as measures of conventions of word usage and appropriate language, spelling, wrong word for context, and redundancy, journalism students make fewer mistakes than do the non-journalism writers. Only in the phrasing criterion was there no significant difference between the error means of journalism and non-journalism students. Finally, in two of the four criteria examined as measures of grammar correctness, punctuation and agreement, journalism writers make fewer errors than do non-journalism students. No significant differences were obtained for any of the four groups in the run-on sentence and sentence construction criteria.

The findings of this study suggest that prior journalistic writing instruction and practice may influence certain expository writing skills of high school seniors. It is not surprising that journalism students make fewer errors than their peers in spelling, wrong word for context, punctuation, agreement, and redundancy, for these are editing skills stressed by journalism teachers that few non-journalism writers are exposed to during high school. A few criteria, errors in fact, information omission, opening sentence, and editorializing, are specific skills inherent in the teaching of journalistic writing.

**BOBKOWSKI, PIOTR S.**

**Religion inside the schoolhouse gate: Gatekeeping forces and religion coverage in public high school newspapers**

University of Houston, 2006, 118 pages, Thesis

OCLC number: 73501072

**Abstract-**

This study investigated religion coverage in U.S. public high school newspapers. Using a survey of 274 advisers, it identified possible individual and organizational gatekeeping forces associated with the quantity of religion coverage. Findings indicate that there is less religion coverage in newspapers whose advisers are more religious, whose advisers are less experienced, and that are located in smaller communities. Discussion focuses on the cultural positions concerning religious freedom, religious tolerance, and public education that may be reflected in the results. Practical implications for journalism educators and advocates of religious studies curricula in public schools are proposed.

**BOCKS, WILLIAM M.**

**A study of the topics to be included in a student handbook for the high school**

Western Michigan University, 1958, 42 pages, Thesis

OCLC number: 22256736

**BOGGS, TERESA J.**

**The First Amendment rights of high school students and their student newspapers**

West Virginia University, 2005, 47 pages, Dissertation, Advisors: Terry Wimmer/Ivan Pinnell

Dissertation number: 1429074/ProQuest document ID: 305419034/OCLC number: 61115416

**Abstract-**

The greatest of all human rights are the freedoms of speech and expression included within the First Amendment to the Constitution. These allow all Americans to say what they feel, dress as they want, and print opinions that may not always be popular. Throughout time journalists of all ages have endured criticism for printing questionable and controversial information. In student

newspapers, however, rarely does one find a story of consequence, one that sparks criticism and casts a light of upheaval on the school system that supports it.

Student journalists across America have become victims of limited speech, whether by choice, by the hand of their teacher, or the jurisdiction of their administration. Research indicates that students are printing a very limited number of stories with any type of controversial content. All this would suggest a system of gatekeeping and an authority exercising censorship of student newspaper content, a direct violation of the First Amendment rights of high school students.

**BOOTH, RAY E.**

**A study of high school newspapers in the state of Kansas**

Kansas State University, 1971, 40 pages, Thesis, Advisor: Richard G. Hause  
OCLC number: 31441901

**BOSTICK, CLYDE M.**

**A survey and analysis of the student handbooks used by Louisiana schools**

Northwestern State University of Louisiana, 1957, 95 pages, Thesis  
OCLC number: 24636018

**BOUDIGNON, LARA FERNANDE**

**The yearbook program: Observation and analysis of secondary school yearbook teachers and the implementation of their curriculum**

University of Toronto (Canada), 2001, 190 pages, Dissertation, Advisor: John Ross  
Dissertation number: NR73073/ProQuest document ID: 870508529/OCLC number: 225467518

**Abstract-**

The purpose of this thesis was threefold: to explore the curricular innovations of yearbook teachers, to emphasize similarities between the curricula of the participants and to question the need for yearbook curriculum standards.

The literature review provided information from three aspects of education text: yearbook literature, teacher narratives and curriculum inquiry related to teacher narrative. The last section included three frameworks, applied in data analyses: Tyler's model, Eisner's model and curriculum integration. Once a questionnaire process ascertained the number of schools administering yearbook courses, two candidates were willing to participate. Structured interviews and artifacts detailed their curriculum-making process. The findings were reported in a multiple-case, replication logic research design. The conclusions revealed that yearbook teachers share similar objectives, but plan different learning experiences. These results and a lack of resources require further inquiry into creating standards for yearbook curriculum and more research into the phenomenon of the yearbook program.

**BOUNDS, HANK MITCHELL**

**Mississippi educators' and prospective educators' knowledge of school law as it relates to selected components of student rights and tort liability**

University of Mississippi, 2000, 111 pages, Dissertation, Advisors: Bobbie C. Smothers/  
Eugene R. Anderson  
Dissertation number: 9988737/ProQuest document ID: 304609212/OCLC number: 47064927

**Abstract-**

The purpose of this research was to determine the knowledge of school law as it relates to freedom of speech and expression, freedom of religion, search and seizure, due process, corporal punishment, and tort liability possessed by student teachers, practicing teachers, principals, and superintendents in the state of Mississippi. The research further attempted to determine if the variables of status, certification level, certification type, years of experience, membership in professional organizations, or route for obtaining certification impacted the understanding of the aforementioned components of school law.

Student teachers from three state university teacher education programs were surveyed. Forty superintendents were surveyed. And, teachers and principals from thirty public schools were surveyed. The survey participants represented all types of public schools and public universities in Mississippi. It was concluded that legal knowledge tended to increase as the status, years of experience, and level of certification increased. In addition, legal knowledge tended to increase as membership in professional organizations increased among the subjects. All survey participants tended to better understand the legal component of tort liability. However, no group proved to thoroughly understand all of the components of school law. Finally, it was concluded that educators knew the least about the legal components of due process and freedom of religion.

**BOWER, BETTY JEAN RUDY****Present status of yearbooks in curricula of 128 representative secondary schools in Missouri**

University of Missouri, 1957, 145 pages, Thesis  
OCLC number: 27921080

**Abstract-**

Based on questionnaires sent to 150 advisers brought out the diverse conditions under which yearbooks are published in Missouri. Facilities available, methods of staff selection, financial aspects, supervision, and training background of advisers were among the topics studied.

**BOWERS, LINDA ANN****Language arts through the school newspaper**

Texas Tech University, 1965, 55 pages, Thesis  
OCLC number: 145571801

**BOWLES, DOROTHY ANN****Newspaper editorial support for freedom of speech and press, 1919-1969**

University of Wisconsin- Madison, 1978, 183 pages, Dissertation  
Dissertation number: 7817095/ProQuest document ID: 302914736/OCLC number: 34050259

**BOWLIN, DAVID ALLEN****Cyberspace off-campus student rights: A legal frontier for school administrators**

University of Pittsburgh, 2004, 107 pages, Dissertation, Advisor: Charles Gorman  
Dissertation number: 3158755/ProQuest document ID: 305145463/OCLC number: 694095008

**Abstract-**

Schools and, more specifically, school administrators, have been charged with balancing the expressive rights of students while maintaining a safe school environment. Recently, student

created websites have become the chosen method in which students have voiced their opinions about schools, teachers and school administrators. Many school administrators have been quick to discipline students for off-campus Internet speech because they feel the content may be socially inappropriate. Quite simply, the shootings at Columbine gave school administrators all the reasons they needed to trounce the First Amendment rights of public school students in the name of preventing violence. Absent, however, of any “true” threat or substantial disruption to the educational environment, student Internet speech issues that have been litigated have been found mostly in favor of the student. In some cases, there were out of court settlements as well as rulings that included a significant cost to the school district. There is a great need for descriptive guidelines to assist school administrators when dealing with First Amendment Internet speech issues.

This dissertation analyzes Lower Court recent case law pertaining to student Internet free speech. A Reasonable Forecast Tool, developed from historical U.S. Supreme Court First Amendment case law, is used to analyze the Lower Court cases and to help create the descriptive guidelines. These guidelines enable the administrator to determine the location of the speech (on-campus or off-campus) as well as apply the substantial disruption standard as proscribed by *Tinker v. Des Moines Independent Community School District*, 393 U.S. 503 (1969). The guidelines provide the administrator with the ability to make a well-informed decision ensuring the protection of student expressive rights while being able to maintain a safe learning environment.

**BOYD, JOHN ALLEN**

**The editorial page: A study of the editorial page of printed high school newspapers in Indiana**

Indiana University, 1941, Thesis  
OCLC number: 44086944

**BOYD, JOHN ALLEN**

**High school newspaper advisers in Indiana and their instructional program in journalism**

Indiana University, 1960, 166 pages, Dissertation, Advisor: M.E. Stapley  
Dissertation number: 6002993/ProQuest document ID: 763729351/OCLC number: 32438188

**Abstract-**

High school journalism appeared on the educational scene as early as the late 18th century as an extra or co-curricular activity, but as a curricular activity it has had only fifty year of history. During this time various practices have been in use: volunteer workers “put out” publications, publications were a senior (or similar) class project, clubs were formed to produce publications, and the journalistic training and experience was gained in the classroom. And each of these practices has had many variations in the different schools. So this study was designed to answer some of the questions the educators and administrators should want to know in an area of high school education: journalism instruction and practices.

Several investigations have been made in an effort to find out just how journalism fits into the high school curriculum and to find out the status of the newspaper adviser, yet there has been no thorough study undertaken in Indiana. The purpose of this study was to get a better insight into (1) the high school newspaper advisers in Indiana, (2) their instructional program, and (3) the school newspaper itself.

Findings: (1) The publishing of the school newspaper (and the yearbook) should be included as part of the curriculum in the high schools of Indiana and the work on school publications should be accurately accredited. In so doing, the school, community, parents, general students, and staff members would benefit. (2) The school newspapers should be issued on regular schedule (and in many instances on a more frequent schedule) and should be made self-supporting if possible and desirable. (3) Further study should be made concerning the role of the adviser in selecting staff members. (4) Further study should be made of the premise that good school systems have good student publications. (5) Further study should be made to determine under what conditions and to what degree the publications activities should be a part of the curriculum or as part of the co-curricular program.

**BRABEC, EDITH**

**A study of the general interests and sensory expressions found in the elementary school newspapers contributed by sixth, seventh, and eighth grade pupils in three types of Chicago public school communities**

DePaul University, 1941, 68 pages, Thesis  
OCLC number: 12063249

**BRADEN, JAMES NEIL**

**A study of the relationship between teacher, principal and student and student attitudes and organizational climate**

University of Missouri- Columbia, 1970, 139 pages, Dissertation  
Dissertation number: 7103313/ProQuest document ID: 302536443/OCLC number: 30521421

**BRADLEY, ALBERT L.**

**An analysis of public high school newspapers in Massachusetts**

Boston University, 1947, 88 pages, Thesis  
OCLC number: 7829171

**BRADY, KATHLEEN A.**

**A school newspaper for Bryant Junior High School**

Fresno Pacific University, 1988, 168 pages, Thesis  
OCLC number: 21143168

**BRAINARD, ROBERT N.**

**The content of student handbooks used in South Dakota high schools, 1947-1948**

University of South Dakota, 1948, 31 pages, Thesis  
OCLC number: 9173824

**BRAND, ROBERT GEORGE**

**A study of the new-type high school annual in the rural schools of Ohio, 1936-'37**

Ohio State University, 1937, 56 pages, Thesis  
OCLC number: 50698568

**BRANSON, RICHARD JAY**

**First Amendment rights and high school journalism: The evolving definition of substantial disruption**

University of Oregon, 1986, 91 pages, Thesis

Thesis number: 1329305/ProQuest document ID: 303500378/OCLC number: 18677368

**BRAYCICH, JOSEPH N.**

**Criteria for improving the quality of makeup for high school duplicated papers**

University of Montana, 1951, 89 pages, Thesis

Thesis number: EP39816/ProQuest document ID: 1470984986/OCLC number: 41770208

**Abstract-**

Nearly 100 high schools in the State of Montana have duplicated high school newspapers that act as spokesmen for these schools. Duplicated high school newspapers sell themselves to the public by their treatment of news, and by their appearance. They act as a means of expression to the students that work on them. Many papers lose their potential punch because the makeup is of inferior quality, and consequently reader interest drops. This writer chose makeup quality for his thesis topic because the problem seemed important in respect to the high school duplicated newspaper. However, poor makeup may be overcome by proper instruction, and by following the basic criteria necessary for good makeup on the duplicated high school newspaper.

The aim of this thesis is to suggest improvements in the makeup of high school duplicated paper by pointing out the necessary equipment that can be best utilized for good results. In addition, this writer will show how the quality and appearance of duplicated papers may improve by careful planning.

**BREISETH, RUTH CRISTINA**

**A study of the content and management of high school papers**

University of Minnesota, 1925, 89 pages, Thesis

OCLC number: 19386166

**BRENNER, DONALD JOHN**

**A study and evaluation of the summer high school publications workshop at Ohio University**

Ohio University, 1957, 126 pages, Thesis

OCLC number: 57446145

**Abstract-**

The purpose of this project was to study and evaluate the High School Publications Workshop at Ohio University, which is one of the largest and oldest such workshops in the nation. The author wanted to provide a guide for persons seeking to establish or improve similar workshops.

Information was gathered on the history, development, procedures and organization of the workshop. Personal observations of the 1957 workshops were also included. A survey was also conducted that included three questionnaires to workshop participants.

**BRETERNITZ, LOUIS A.**

**The extra-curricular program of activities in selected three, four, and six-year high schools in Nebraska**

University of Northern Colorado, 1940, 151 pages, Dissertation

Dissertation number: 0000285/ProQuest document ID: 301771813/OCLC number: 24131505

**Abstract-**

A study of 165 high schools in Nebraska revealed that smaller schools are limited in the range of extra-curricular activities, that inter school competition is most frequent in athletic activities, non-athletic competition includes both boys and girls while athletics is limited mainly to boys, and that the size of the school (enrollment) is the governing factor in determining the status of the extra-curricular program.

**BREUNIG, GEORGE W.**

**The development of a student handbook for the Needham Senior High School**

Boston University, 1961, 42 pages, Thesis

OCLC number: 7839430

**BRIER, HOWARD MAXWELL**

**The status and teaching of news writing in the high schools of the state of Washington in 1931**

University of Washington, 1931, 75 pages, Thesis

OCLC number: 19990747

**Abstract-**

This survey of news-writing practices in the state of Washington revealed a trend towards the recognition of such a course as valuable aid to the English curriculum and to the use of the school newspaper as a lab for the English classes.

**BROCK, DEBORAH J.**

**The value and use of historical-based processes in a contemporary high school photography program**

University of Florida, 2012, Project (in lieu of thesis), Advisor: Elizabeth Delacruz

OCLC number: 882043895

**Abstract-**

The purpose of this capstone project was to examine and use current technologies creatively to help preserve, perpetuate, and express historical-based photography processes as they are investigated and produced in new and contemporary ways within a high school photography program. Student participating in this capstone project were part of a high school photography classroom in which I created three lesson/projects asking students to explore and create historical-based photographic processes in contemporary artwork. In addition, this capstone project used action research to examine how these projects and techniques informed the identity of the students as artists-photographers and their understanding and role in contemporary art photography. Findings from this pilot study have informed and supported my hypotheses and interest in validating the importance of historical and wet processes in photography education.

**BROCK, VENTRESS NOLAN**

**The effectiveness of the high school newspaper as an instrument in public relations**

University of Texas at Austin, 1957, 110 pages, Thesis

OCLC number: 36668545

**BROOKES, ELIZABETH GLADYS**

**A course of study for the teaching of journalism for Reynolds High School, Winston-Salem, North Carolina**

University of North Carolina at Chapel Hill, 1943, Thesis

OCLC number: 37393168

**BROOKS, NELL**

**Preparation of teachers of journalism and advisers of publications in Indiana high schools**

Indiana University, 1977, 139 pages, Thesis, Advisor: Mary Benedict

OCLC number: 4267895

**Abstract-**

This study sought to determine what preparation journalism teachers in Indiana have had, and what deficiencies in that preparation the teachers themselves identify. Mail questionnaires were sent to a total of 511 individuals who either were teachers of journalism or advisers of publications in Indiana, those who had experienced the preparation in journalism between 1974 and 1976 or those who were responsible for that preparation. The analysis of the 327 returned questionnaires (63.99 percent) indicates that preparation of teachers of journalism in Indiana is at best only semi-adequate. One out of five publications advisers in Indiana have no training in journalism. Two out of those five have only the state minimum in journalism while the remaining two out of the five have either a major or minor in journalism.

The majority of publications advisers in the state feel they are self-trained whether they had any college courses in journalism or not. Those with collegiate experience felt that their college courses were not adequate to prepare them to advise high school publications. Since more than half of the publications advisers in Indiana have the responsibility for publication of both the newspaper and the yearbook, an overriding inadequacy of the courses was specified as not training potential publications advisers in yearbook, photography and business areas. Most of the advisers feel they are self-trained in that the top influence in their training as newspaper adviser or yearbook adviser was on-the-job experience in the area of newspaper and even more emphatically in the area of yearbook advising. A second major influence on newspaper advisers is college journalism classes, and college or high school publications. A major influence on yearbook advisers comes from the yearbook company representative with the third most important influence being workshops: regional and state.

**BROOKS, ROMEO FREAR**

**The extra-curricular activities of the secondary schools of West Virginia**

Northwestern University, 1935, Thesis, Advisor: Mary E. Brooks

OCLC number: 36149047

**BROWN, ANNIE R.**

**Intellectual origins of the First Amendment and Supreme Court First Amendment applications to education**

University of Illinois at Chicago, 2004, 212 pages, Dissertation, Advisor: Ward Weldon

Dissertation number: 3154443/ProQuest document ID: 305071737/OCLC number: 123447283

**Abstract-**

This historical study describes and analyzes the historical, philosophical, political, legal, and

educational perspectives of the First Amendment and its interpretations by the United States Supreme Court as well as its impact on education. The root of First Amendment thought pertinent to the framers' motives when they wrote the First Amendment in the Bill of Rights of the United States Constitution was examined. The rationale by which the United States Supreme Court tends to interpret the Establishment and freedom of speech clauses of the First Amendment was also examined in the context of education. Historical and legal documentation was directed at the description and identification of the philosophies that engulfed the thought and dictated the practices of the entire Western European world. This pre-colonial Western European thought spawned the educational, political, and legal foundations in the development of America. Early libertarians and United States Supreme Court Justices, past and present, shed light on their own motivations through historical and legal records and these were assessed largely in the scope of legal and educational theorists. Findings revealed the First Amendment framers' intent was the progeny of their past experiences. The United States Supreme Court relies largely on the past, or precedents.

Overall, the findings revealed that early ideologies still influence the legal and political communities that impact education and Supreme Court First Amendment opinions.

**BROWN, FREDERICK S.**

**A study of student newspapers in the public high schools of New Mexico**

University of New Mexico, 1957, 64 pages, Thesis

OCLC number: 45992800

**BROWN, KRISTINE C.**

**Creating an online presence for a high school newspaper**

Ball State University, 2011, 34 pages, Thesis, Advisor: Mark H. Masse

OCLC number: 808140087

**Abstract-**

Today's journalists are expected to be fluent in much more than print media. Professional journalists are expected to provide immediate posts and frequent updates to online media, as well as full-blown stories for print publications. Providing secondary publications students the opportunity to work in both media allows them to participate in these real-world experiences and gives them valuable skills that appeal to college journalism programs. As a publications adviser at Fishers High School, the researcher is expected to provide students the reality of journalism.

This can be accomplished by offering print and online experiences on the school newspaper. Research to begin a school website included a review of literature on developing online news sites, including the Poynter Institute's Eyetracker survey. A review of several high school newspaper online sites provided practical examples in what high school journalism programs are capable of. In addition, a three-day workshop on moving publications to the Web at Ball State provided the technical information necessary to create the site. A mock site was created and FHS newspaper student staff members began publishing to the website in September 2011.

**BROWN, M. BERNARD MICHAEL**

**How high school journalism teachers are developing critical newspaper reading habits in students: A study**

Michigan State University, 1966, 65 pages, Thesis  
OCLC number: 20732772

**BROWNE, KENNETH A.**

**Desirable traits of a publications adviser and teacher of journalistic writing**

Stanford University, 1931, 80 pages, Thesis  
OCLC number: 83107591

**BROWNELL, PAUL CLIFTON**

**A study of the practices of advisers of secondary school yearbooks in schools of one hundred to five hundred pupils**

University of Washington, 1944, 74 pages, Thesis  
OCLC number: 19884463

**BRUNI, FRANCIS WILLIAM**

**A student handbook for Lebanon High School, Lebanon, New Hampshire**

Plymouth State University, 1964, 32 pages, Thesis  
OCLC number: 51090505

**BUCKLES, JOSEPH HUNTER**

**A suggested course of study in journalism for secondary schools in Oklahoma**

University of Oklahoma, 1941, 224 pages, Thesis  
OCLC number: 24781734

**BUCKLEY, PHILLIP D.**

**Constituting kids: Children's speech rights law, the status of children, and the meaning of citizenship**

University of Pennsylvania, 2011, 397 pages, Dissertation, Advisor: Sigal Ben-Porath  
Dissertation number: 3485598/ProQuest document ID: 908426860/OCLC number: 870342962

**Abstract-**

This dissertation is framed by three issues: the legal and political status of children; the meaning of citizenship; and the speech rights of public school students. Just as the status of children and the meaning of citizenship have been the subject of considerable, ongoing debate within scholarly literature, the speech rights of students have been the subject of such debate within the U.S. courts. Given the theoretical relationship between the status of children, the meaning of citizenship, and the speech rights of students, this dissertation examines judicial opinions from cases involving the students' speech rights in order to 1) deepen our knowledge of the ways in which children's status and the concept of citizenship are and have been understood and 2) deepen our understanding of the history and evolution of students' speech rights jurisprudence. The dissertation begins with a discussion of different visions of the status of children and the meaning of citizenship. The dissertation then uses these visions to frame a historical examination of fifty-six opinions from cases relevant to students' speech rights.

This historical examination, which spans eighty-five years (1922-2007), demonstrates that 1) judicial conceptions of children's status and the meaning of citizenship have varied over time and been marked by ambivalence and inconsistency; 2) particular judicial conceptions of children's

status and the meaning of citizenship have correlated with particular judicial positions in these cases; and 3) over time, judicial conceptions of children have coalesced around two approaches: latent citizenship and junior citizenship. Partly because of this coalescence, conceptions of citizenship have become increasingly important determinants of judicial responses students' speech rights cases. The dissertation concludes with a discussion of historical, legal, social, and educational implications of the research, including the suggestion that examining the questions implicit in the opinions – what are children and what is citizenship – should make policy and practice in this area more principled and sound and less amenable to legal challenge.

**BUELOW, ROBERT DONALD**

**An analysis of the duties and training of high school newspaper advisors in Iowa in 1953 with special reference to business teachers**

University of Iowa, 1953, Thesis

OCLC number: 148122999

**BULL, HARRY CLINTON, JR.**

**High school administrators' perceptions of their comfort levels with the law of safe schools**

University of Northern Colorado, 1997, 269 pages, Dissertation

Dissertation number: 9827959/ProQuest document ID: 304368472/OCLC number: 39799181

**Abstract-**

This study investigated high school administrators' comfort levels with the law in four areas: safe school environment; constitutional rights of students; discipline for disruptive students with disabilities; and sexual harassment of students. Additional analyses explored the relationship between administrators' comfort levels and their years of experience, the relationship between comfort levels and the frequency of reported disciplinary actions, and suggestions for improving comfort levels.

Administrators within 75 high schools of the eighteen Colorado districts with more than 10,000 students were surveyed. A questionnaire was mailed to all 226 administrators whose primary responsibilities included student discipline; 190 (84%) completed the questionnaire. Participants assessed their comfort level in a scenario in which the administrator arranged a meeting to discuss possible disciplinary consequences with a student and parent(s), and the family asked an attorney to join them. The level of comfort with the law reflected administrator's understanding of related legal principles and his/her ability to articulate the basis for a decision if challenged. Administrators reported relatively high levels of comfort in the following: safe school environment; search and seizure, with the exception of using dogs and urine testing to discover drug possession; and due process, with the exception of addressing the off campus criminal behavior of students and student requests regarding witnesses. They reported relatively lower levels of comfort in the following: First Amendment and freedom of expression, especially when censoring student publications; disciplining students with disabilities, especially regarding placement issues; and sexual harassment, in particular in situations that involve an employee.

There was a significant relationship between years of administrative experience and levels of comfort in safe school environment and constitutional rights of students. However, years of experience were not related to comfort levels when disciplining students with disabilities or confronting sexual harassment. There was a significant relationship between the frequency of

disciplinary incidents and comfort levels when dealing with search and seizure. In both instances of significance, however, the low correlations had little practical significance.

Recommendations for improved practice included professional development, sharing experiences among administrators, and advice from a district level in-house attorney.

**BUMSTEAD, PAM**

**A study of high school advisers' attitudes toward and use of multicultural components in high school journalism programs in six states**

Kansas State University, 1996, 122 pages, Dissertation, Advisor: J.D. Spears

Dissertation number: 9629024/ProQuest document ID: 304302649/OCLC number: 35022057

**Abstract-**

The purpose of this study is to explore the extent to which journalism teachers are practicing multicultural components (skills, representation, content and methods) in their journalism curriculum and explore the extent to which teachers feel that the inclusion of such components are desirable and feasible. Demographic variables— size of school, certification and ethnicity of the adviser, and the advisers' professional newspaper experience and participation in multicultural education courses— were also examined to determine if there was any relationship between these variables and practice and attitudes. An inventory was designed to request high school journalism advisers in six states (Arkansas, Kansas, Louisiana, Oklahoma, Missouri and Texas) to indicate how often components were included and the desirability and feasibility of including them.

The results of this study show that high school journalism programs are being taught by primarily white/Anglo certified journalism teachers with no professional newspaper experience or no college credit in multicultural education. It was also found that most respondents believe it desirable to incorporate multicultural components into the journalism curriculum, but most do not practice these components and do not feel strongly that the components are feasible to incorporate into their programs.

In order to effect a change in this situation, several recommendations are offered. Some of these recommendations include familiarizing teachers with ethnic journalists and program topics to enhance their knowledge about ways to incorporate multicultural components; abolish qualifications to recruit journalists based on grades in high school programs; offer a wider range of resource materials to incorporate into existing curricula; and implement tighter restrictions on certification processes for journalism advisers.

**BUMSTEAD, PAM**

**Scholastic journalism: Its role in Kansas public high schools**

Wichita State University, 1990, 81 pages, Thesis, Advisor: Vernon Keel

OCLC number: 23101927

**Abstract-**

This study examines the current attitudes of principals and advisers toward the scholastic press in Kansas public high schools. Several issues are addressed including the training of newspaper advisers, certification of journalism teachers, and administrative control on issues covered in publications. A self-administered questionnaire was mailed to principals and newspaper advisers

of all Kansas' 347 public high schools. Both questionnaires posed questions relating to attitudes about the journalism program, education level and general background, attitudes about controversial items and evaluation of the journalism program. The adviser's questionnaire sought additional information including journalism skills taught, selection and organization of the newspaper staff, teacher attitudes, frequency of publication, and size and content of the newspaper. A response rate of 59.8 percent for the principals and 40.9 percent of the advisers was obtained.

The questionnaire required objective answers that were treated as quantitative data. The statistical data-measuring method used was actual numbers. Additionally, chi square statistical tests were used to discover significant relationships among topic areas. Results showed that school size and the adviser's education level and experience play a significant role in determining press freedom. It was also found that even if a teacher is not certified to teach journalism, he is still being used to advise the newspaper during school time. Kansas' journalism programs can best be described as mediocre. It seems that teachers lack background in the First Amendment rights, and more and more problems are occurring with student newspapers in the state of Kansas.

**BURKHARDT, JOSEPH W.**

**An examination of the current utilization of video production in Pennsylvania high schools**

Kutztown University of Pennsylvania, 1999, 81 pages, Thesis, Advisor: Joseph Chuk  
Thesis number: EP21234/ProQuest document ID: 304548960/OCLC number: 51548533

**Abstract-**

Video production and video technologies are areas of education that are expanding at nearly the same rate as computers and computer related applications, just more quietly. In light of this information, school districts are creating new methods and curriculums to heighten awareness of how visual images impact upon us as individuals and as a society, and how students can enhance their critical viewing skills in a television dominated culture. While the study of video messages and television production is gaining popularity, it is now more apparent than ever that school districts of the future will need to incorporate video production as part of their curriculums. Historically, there have been very few concentrated efforts studying the beginning place for many people in the broadcasting industry, the college or high school television studio.

Furthermore, there has been very little research specifically designed to examine the current practices of high schools that offer video production experiences for their students. This study, therefore, meets a significant need by examining the ways in which Pennsylvania high schools are utilizing video production in their schools. Further, a model is presented that administrators and educators may use when creating, implementing, or maintaining a video production curriculum.

A high school video production survey consisting of 28 questions was created and used as the measuring instrument for this study. A total of 167 video production questionnaires were sent to Pennsylvania high schools identified by the researcher as having curriculums, courses, or clubs providing the students the opportunity to learn the fundamentals of video field productions or video studio productions. The researcher conducted an analysis of the data using simple percentages based on response rates. A total of 84 high schools returned the surveys.

Many Pennsylvania school districts already utilize video production studios for the training of students in the whole process of video production, from writing scripts to post-production editing using advanced editing systems. Altogether, the results of the survey on the use of video production in Pennsylvania high schools suggest that the use of video is proliferating. Results reveal that many Pennsylvania high schools have implemented programs that enable students to make and use videos, thus helping them learn to think, plan, organize, write, produce, and critique. In fact, 65 out of the 84 responding schools (77%) indicated video production is offered as a credit course, and the majority of these schools offer at least two production courses (47, 72%). The results also suggest a growing commitment to the creation and implementation of video production courses by schools that only offer video production as an extracurricular activity.

It is recommended that future research on high school video production continue to focus on the use of video cameras in the classroom, the implementation of video curriculums by educators, and student involvement in high school television production courses.

**BURKHART, R.S.**

**An analysis and evaluation of the contents of the high school yearbook**

University of Pittsburgh, 1927, Thesis

**BURNS, JENNIFER ANN**

**Introductory journalism curriculum**

California State Polytechnic University, Pomona, 2006, 155 pages, Thesis

OCLC number: 71671639

**BUSHEE, THOMAS E.**

**Media spokesperson credibility ratings by high school journalism students**

University of St. Thomas, 1995, 36 pages, Thesis

OCLC number: 49313761

**BUTCHER, WALTER WHITMORE**

**A study of Kansas high school newspapers**

Emporia State University, 1934, 41 pages, Thesis

OCLC number: 15269423

**BUTLER, JOHN MARVIN**

**An assessment of attitude patterns of selected persons in two Iowa school communities toward the school newspaper: A Q-methodological approach**

University of Iowa, 1980, 281 pages, Dissertation, Advisors: John McAdams/Albert Talbott

Dissertation number: 8022004/ProQuest document ID: 302973807/OCLC number: 78241020

**Abstract-**

Purpose of the study: The purpose of this study was to assess the attitudes of selected persons in two Iowa school communities toward the school newspaper. Areas of agreement and disagreement among these people, students, parents, educators, community adults and school board members, were investigated to determine whether attitudinal patterns could be identified. Of additional interest were distinguishing characteristics of each basic attitudinal pattern. Also,

the relationship between representative attitudinal belief patterns and selected personal characteristics: age, sex, occupation, place of residence, educational level, family income, and length of residence in the community.

Procedure: This study employed the concepts and applications of Q-Methodology to the treatment of data to assess areas of agreement and disagreement regarding the school newspaper in the two communities. The population sample consisted of 30 participants from each community, including 20 senior high school students and 40 adults.

Participants in the study sorted 60 statements relating to the school newspaper, its role and function in the school community. The sort was unstructured in that no preconceived theory influenced the selection of the variables. Only the general theme of the school newspaper bound the statements together. After completing the supervised Q-sort, each individual was asked to complete a personal data sheet so as to provide demographic information regarding the groups participating in the study. Data from the Q-sorts were analyzed using factor analysis.

Major findings and conclusions: An analysis of the data led to the following findings: (1) Four belief patterns were revealed in the study, characterized as Type I, Controlled Learning Advocates; Type II, Free Expression Advocates; Type III, Content Control Advocates; and Type IV, Person Emphasis Advocates. (2) There was little difference concerning people's beliefs whether the people lived in a community where they read the school paper as a page in the local newspaper or as a newspaper published on campus. (3) Students were the dominant groups in Type II and IV. (4) College educated persons provided the largest number of representative individuals, second only to the large number of high school students. (5) Adults were the dominant groups in Type I and III.

The latter type included more males and professional workers among its representatives than the other three types. (6) Adults advocated greater control of the learning climate and the content of the student newspaper and the behavior of journalism students than did students. (7) There was a difference among adults on Type I and Type III as to the relative place of responsibility of the principal and teacher in the decision-making process toward the school newspaper.

Conclusions derived from the study: (1) More and closer communication should exist among individuals with vested interests in student journalists and the school newspaper. (2) Attention should be given to clarifying the role of the school newspaper as it relates to student journalists and the consumers of their work. (3) Developing people's awareness and understanding of the First Amendment and its relationship to scholastic journalism activities is needed. (4) School systems should develop publication policies outlining desirable relationships of principals, teacher-advisers and student journalists in matters relating to the school newspaper.

**BUTLER, L.A.**

**An analysis and evaluation of high school newspapers**

University of Pittsburgh, 1930, Thesis

**BUTTON, CHERYL DIANE**

**Hazelwood v. Kuhlmeier: An analysis**

Pennsylvania State University, 1989, 61 pages, Thesis  
OCLC number: 299285404

**BUTTON, ROBERT LOCKWOOD**

**Understanding mass media: A unit for high school students**

University of Iowa, 1969, Thesis

**BUTTLES, MADELINE S.**

**Utilizing the school newspaper for guidance purposes**

Boston University, 1949, 189 pages, Thesis

OCLC number: 7881874

**BYERS, BURTON HOLMES**

**An evaluation of radio scripts available for high school broadcast**

University of Iowa, 1940, Thesis

OCLC number: 181138492

**CALL, IAN**

**Secondary pre-service teachers' knowledge and confidence in dealing with students' First Amendment rights in the classroom**

University of South Florida, 2008, 191 pages, Dissertation, Advisors: Howard Johnston/  
James Duplass

Dissertation number: 3326051/ProQuest document ID: 304460172/OCLC number: 422767488

**Abstract-**

Every year teachers find themselves involved in conflicts dealing with violations of students' First Amendment rights to freedom of expression and freedom of religion. Students and parents file lawsuits against school districts because they feel teachers and administrators have violated their First Amendment rights. As a result, many teacher preparation programs require pre-service teachers to learn about educational law and the rights students have at school. Yet, little research exists about how well pre-service teachers are prepared to deal with First Amendment issues in the classroom.

The purpose of this study was to investigate how well pre-service teachers are prepared to deal with First Amendment issues in the classroom. This study reviews the literature regarding the need for educational law in teacher preparation, historical cases providing guidance to teachers regarding students' First Amendment rights in the classroom, and recent court cases involving conflicts between students and schools regarding students' First Amendment rights. Using a mixed-methods approach, the researcher investigated pre-service teachers at a large urban college of education using a survey developed by the researcher and interviews with a sample of the pre-service teachers.

One hundred and ten secondary pre-service teachers submitted surveys, and 10 pre-service teachers participated in interviews. Using analyses of variance, the researcher found that there was not a statistically significant difference between the scores or confidence levels of pre-service teachers based on their subject area or their academic level (undergraduate/graduate). The knowledge that pre-service teachers have acquired is derived from experiences while in

school, teaching, or in their coursework. In addition, when pre-service teachers have a personal experience with a First Amendment issue, they are more confident in their knowledge and more likely to take action in dealing with the issue.

Pre-service teachers use several criteria when making decisions regarding First Amendment issues. These criteria include school policy, sense of right or wrong, offensiveness, and personal apprehension. Information about pre-service teachers knowledge and how they make decisions regarding First Amendment issues provides teacher educators with valuable information for building a curriculum that prepares pre-service teachers to deal with First Amendment issues in the classroom.

**CALLENDER, ROBERT CHARLES**

**Teaching language arts by the use of mass communications concepts: A handbook for secondary school teachers**

Ball State University, 1977, 138 pages, Thesis, Advisor: Ruth A. Iliff

OCLC number: 3916944

**Abstract-**

This creative project is a handbook for teaching language arts by the use of mass media concepts. It is divided into four sections: radio (audio), television (video), newspaper, and magazine (printed media) with a total of 33 exercises. Exercises are based on commonly accepted program and sectional breakdowns of the mass media. Exercises are divided into twelve parts: (1) Title, (2) Medium, (3) Description (This is a synopsis of the exercise), (4) language Arts Tie-ins (This explains some of the direct applications of the exercise.), (5) Purpose and Objectives, (6) Materials and Equipment, (7) Advance Preparation, (8) Preliminary Activities, (9) Review Skills and Background Information (This suggests the academic material that could be presented.), (10) Activity Procedures, (11) Time Required, and (12) Additional Assignments (These have been included in appropriate areas.). The handbook is to be used by language arts teachers to supplement their classroom program and serve as a motivational tool. Exercises are designed so that teachers can use the handbook using whatever equipment is available

**CALVERT, BLANCHE A.**

**The high school newspaper as a socializing factor in the senior high school**

Teachers College, Columbia University, 1930, Thesis

OCLC number: 56176162

**CAMPBELL, LAURENCE RANDOLPH**

**The teacher of journalistic activities in the American public high school**

Northwestern University, 1940, 552 pages, Dissertation

Dissertation number: 0165108/ProQuest document ID: 301808081/OCLC number: 25940335

**Abstract-**

It is the purpose of this investigation to answer two questions definitely and clearly. First, do teachers in public secondary schools need specialized training to guide boys and girls effectively through experiences in journalism courses, student publications, and allied activities? Second, if some specialized training seems necessary or desirable, how may present and future teachers of journalistic activities qualify themselves for opportunities they encounter?

Sources of data: Data presented and interpreted in this research were gathered from primary and secondary sources. The primary data consist of answers to a series of eight questionnaires used in the National Survey of High School Journalism and the correspondence and conversations supplementing them. The secondary data include information from bibliographies, books, periodicals, surveys, unpublished theses, courses of study, and university catalogs.

Conclusions: First, journalistic activities in the American public high school are worthwhile in the judgment of teachers, principals, and students. Second, if these journalistic activities are to be as rich in opportunities for growth and development as they should be, girls and boys who participate in them should be guided by a teacher who has the specialized training needed to make them effective. Third, in many instances the teacher of journalistic activities is not prepared adequately to teach journalism courses, sponsor student publications, or supervise publicity. Fourth, because of the nature of his functions and opportunities, the teacher of journalistic activities should have not only satisfactory general and education backgrounds, but also specialized training in journalism, preferably in a university with a recognized school or department of journalism.

**CANDLER, CHARLES**

**Financing high school annuals in Ohio during the school year 1937-1938**

Miami University, 1940, 59 pages, Thesis

OCLC number: 34644598

**CANNON, ALICE**

**A need of journalism in secondary schools**

Texas State University- San Marcos, 1954, 57 pages, Thesis

OCLC number: 46610756

**CAREY, GENE KELLY**

**A study of junior and senior high school student handbooks**

California State University, Sacramento, 1964, 106 pages, Thesis

OCLC number: 12797028

**CARLSON, DON**

**A student handbook for Central Junior High School, Ames, Iowa**

Drake University, 1958, 20 pages, Thesis

OCLC number: 232187414

**Abstract-**

It was the purpose of this project to (1) develop a student handbook for Central Junior High School, Ames, Iowa; and (2) recommend policies and procedures for financing and utilizing the handbook in Central. To achieve this purpose, the author reviewed the literature on the development, financing and use of handbooks in public schools and surveyed numerous handbooks through the state before making suggestions for detailed sections of student handbook for the junior high school.

**CARREIRO, ALEXIS LEIGH**

**Student voice in classroom media education**

University of Texas at Austin, 2005, 111 pages, Thesis, Advisor: Laura Stein  
OCLC number: 62459729

**CARROLL, JENNIFER HOPE**

**Phased-elective modular sequences for high school journalism**

East Texas State University, 1975, 99 pages, Thesis, Advisor: W.J. Bell  
OCLC number: 1728310

**Abstract-**

This study develops a sequential phased-elective program of journalism studies in nine-week and single semester modules. Eleven modules, two of which are relevant to mass media influences and writing, and two of which deal specifically with student publications, are proposed. In addition, by offering modules as individual electives rather than under the general course of journalism, the school will allow students to select those courses which will be of more benefit to them as they prepare to work on a student publication. The amount of credit students earn will be dependent upon their own interests, since not all courses are prerequisites of working on a publication.

Information on specific journalism programs was requested from authors of articles in scholastic journalism magazines and from state superintendents of education on the state's journalism programs. Books, manuals, and copies of pilot programs were collected and read for activities and course content suggestions. Scope, overview, and student behavioral objectives were established. Modules and their contents are: Understanding the mass media, visual language, print media, electronic media, press law, advertising and graphics, writing for the mass media, editing and design, newspaper production, yearbook planning, and yearbook production. Having taught the basic module "Understanding the Mass Media" two quarters during the 1974-1975 school year, the investigator is confident that it can be covered in nine weeks. Other modules can be fitted to the nine-week period. Additional courses such as broadcasting and photojournalism can be developed.

**CARTER, JOSEPH CLEVELAND**

**Student newspapers and magazines in senior high schools of the Philadelphia metropolitan area**

Temple University, 1964, 238 pages, Thesis  
OCLC number: 65412383

**CARVER, PATRICIA TRAYNOR**

**A method for instructing high school students in the history of journalism**

Ohio State University, 1967, 71 pages, Thesis, Advisor: Paul Barton  
OCLC number: 50872467

**Abstract-**

A new method of teaching the history of journalism is discussed; the method uses teaching units written by the author. Traditionally, if the history of journalism were taught, the teacher in some way associated the history with the men who contributed to journalism. However, the new method emphasizes the growth of newspapers in the United States. Reproductions of the historical newspapers were used in class to illustrate the growth of newspapers. The daily lesson used the reproductions to illustrate the beginning and growth of various modern journalism

trademarks such as headlines and cuts.

The advantage of this method over the traditional personality-associated instruction methods is that retention of information is higher, students see relevance to the history of journalism, and students can apply the information and skills to other areas of their journalism work and schoolwork. The appendix contains a copy of the teaching unit. Incorporated in the unit are the daily lesson plans, listing the daily objectives, the materials need and the classroom procedure. In addition to the written lesson plans, are student worksheets that direct the students' attention to various items on the newspaper reproductions. A teacher's fact sheet is included which gives information supplementing that found on the reproductions. Both new and experience teachers should find the unit of great help in instructing students in the history of journalism.

### **CASH, CAROLE DOLORES**

#### **Perceptions of school administrators about effects of legal restraints on student rights**

Illinois State University, 1978, 159 pages, Dissertation, Advisor: Ronald L. Laymon

Dissertation number: 7905085/ProQuest document ID: 302902693/OCLC number: 57375565

#### **Abstract-**

The purpose of this study was to determine congruence of perceptions between or among various classifications of public school administrators relative to actual and projects effects of legal restraints on student rights. Six school environmental factors were examined for perceived effects of restraints related to student discipline, student records, and program discrimination against students on the basis of sex.

The theoretical emphasis of this research held change within a social system, herein represented by the local school environment, to be a function of internal and external factors. The dominant concern of this research was the impact of external factors, represented by legal restraints on student rights.

Administrators were assumed to have begun complying with legal restraints affecting student rights by revising their individual school policies and program implementation. This assumption was substantiated by responses obtained from the administrator survey.

On the basis of additional data analyzed from the survey, the following conclusions were drawn and apply only to the participants and school district represented in the study: 1. The local school environment has been affected by legal restraints on student rights; 2. The visibility of effects in the local school environment is greater for administration and organization, curriculum and instruction, parent behavior, and pupil behavior; 3. Restraints related to student discipline have greater potential for affecting the school environment than those related to student records or program discrimination against students on the basis of sex; 4. Restraints related to program discrimination against students on the basis of sex have the least potential for affecting the school environment when compared to those related to student discipline and student records;

5. The tendency for significant differences to exist between school administrators relative to actual effects of legal restraints on student rights is greater when administrators are classified by position rather than by school traits, sex, ethnic background, or years of experience; 6. Administrators advocate the right of students of constitutional guarantees; 7. In view of

administrators perceptions about effects of legal restraints on student rights and administrator attitudes about the right of students to constitutional guarantees, the local school is likely or will continue to be affected by legal restraints on student rights; 8. Pupil behavior will most likely be affected by restraints related to sex discrimination and student discipline; and 9. Administration and organization, curriculum and instruction, and parent behavior will most likely be affected by restraints related to student discipline and student records.

**CASIDAY, HAROLD L.**

**A study of journalism in California high schools**

Stanford University, 1934, 74 pages, Thesis

OCLC number: 79698556

**CATES, EDWIN HINES**

**The differentiation of journalism from English in high schools**

University of Iowa, 1928, Thesis

OCLC number: 251956453

**CATES, JUDY MARIA**

**A study of the attitudes of journalism students in Dallas high schools toward journalism careers**

University of North Texas, 1976, 93 pages, Dissertation

Dissertation number: 1309491/ProQuest document ID: 761735391/OCLC number: 2857331

**CAUDILL, MELISSA ANN**

**Yearbooks as a genre: A case study**

Clemson University, 2007, 162 pages, Thesis, Advisor: Susan Hilligoss

Thesis number: 1447751/ProQuest document ID: 304885868/OCLC number: 221968716

**Abstract-**

In the United States, high school and college yearbooks are extraordinarily well known as a genre, yet they are largely unstudied. Yearbooks preserve images, stories, and facts from each year for one specific group of people, linked by age and geographic community. Yearbook production is a significant commercial enterprise, yet it involves novice writers, editors, and designers. Blending elements of craft, tradition, business, and media, yearbooks as a distinctive genre bear closer rhetorical study and application of professional communication theories.

This historical case study of production practices for a particular college yearbook positions yearbooks rhetorically as texts and sites of communication practices. The literature review examines the scholarship of yearbooks, rhetorical studies of genre and activity theory, and, because yearbooks are a visual genre, rhetorical studies of design. The research incorporates (1) a rich description of yearbook production from 2003-05, and (2) a rhetorical analysis of the spreads and images of the two college yearbooks produced during that period. The description of production relies on materials used in generating the yearbooks as well as a personal interview with a publishing representative and retrospective description of personal experience. It applies genre, activity theory, and genre ecology theory as a framework for analyzing yearbooks. The visual composition analysis applies the concepts of Kress and van Leeuwen.

The results show that these two yearbooks were produced by a complex and interconnected activity system involving many different people, documents, technologies, and actions. One change to the system affects all other aspects and influences the entire dynamic of production. An analysis of the images in the two yearbooks revealed that persons were depicted predominantly as making an *offer* in gaze, at *medium* social distance, and at *eye level* with the viewer. What emerged from an analysis of the composition of yearbook layouts was an understanding of information value and the power of yearbook creators in determining the order of importance in the spread.

The conclusion develops avenues for further study including reception, workplace communication, feminist studies, technology, and ideology. Ultimately, additional research might address this genre in terms of ideological critique, investigating Anis Bawarshi's formulation about genres as "sites for cultural critique and change." Yearbooks, with their longevity and adherence to tradition, tend to present positive images and rarely confront questions of who or what is left out of their covers. Cultural critiques of yearbooks might educate future advisers and even publisher's representatives.

**CAUSEY, HAROLD B.**

**Certain aspects of the high school newspaper in Georgia**

University of Georgia, 1937, 32 pages, Thesis

OCLC number: 17386816

**CHAMBLISS, JEAN MARY**

**The high school principal's attitude toward scholastic journalism**

University of Iowa, 1952, 40 pages, Thesis

OCLC number: 77193625

**CHANDLER, MARY RAYE DENTON**

**A textbook for yearbook editing, design, and production**

Oklahoma State University, 1975, 319 pages, Dissertation, Advisor: Leon L. Munson

Dissertation number: ED127632/ProQuest document ID: 63905703/OCLC number: 8395152

**Abstract-**

The guidebook described in this doctoral thesis supplies the novice adviser or staff member with the basic information necessary to produce a school yearbook. It contains instructions for organization and production and also encourages student initiative and creativity. Topics covered include the function of a yearbook, organizing the staff, organizing the book to tell the story of one particular school or one particular year, and adequately covering all aspects of a school year. Other topics include the creative use of type, budget keeping, yearbook managing, and revenue raising.

**CHARD, LAWRENCE AUSTIN**

**A survey of costs and methods of printing newspapers in Arizona high school**

Arizona State University, 1950, 82 pages, Thesis

OCLC number: 19011642

**CHAVEZ, RAFAEL (RALPH)**

**A study of the role of journalism and publications programs in the high school curriculum**  
University of Texas at El Paso, 1968, 130 pages, Dissertation, Advisor: John W. McFarland  
Dissertation number: EP00443/ProQuest document ID: 813829441/OCLC number: 728758310

**Abstract-**

Despite the fact that much progress has been made in the past five years, high school journalism and publications programs are still faced with a serious problem. How much time is to be devoted to actual teaching, and how much time to work on publications? This study will be primarily devoted to answering the above question, based on the preferences and experiences of students and teachers throughout the country. A secondary objective in this study will be an attempt to emphasize the significant aspects of journalism other than just teaching and publishing a school paper or yearbook.

Conclusions: 1. A proportionate amount of time should be allotted for both the instruction of journalism (theory) and for laboratory experiences (practical application) in a high school journalism program. 2. In addition to striving for a strong academic and practical course in the field of communications, there will be certain other specific goals that can and should be met by the high-school journalism program. Among goals to be sought in high-school journalism are the following: a. Opportunity for individual attention and assistance should be made to each and every student. B. Comprehension of the need for accuracy and clarity should be developed. C. Awareness of responsibilities and limitations should be developed. D. Understanding of an interest in the mass media can be developed more effectively through journalism than through any other secondary-school course.

3. In addition to the above conclusions, this study developed the following propositions: a). High school journalism programs need to accomplish more than the publication of a newspaper and a yearbook. b). Much more relevance should be given to the journalism courses in the secondary-school curriculum across the country. Emphasis should be placed in involving the professional communications workers more in the program. c). Administrators and teachers should cooperate to develop effective systems of financing, administering, and planning the entire activity. This includes everything from selection of qualified teacher to selection of proper textbooks. d). Probably the most notable progress made in scholastic journalism within the past five years are the contributions made by the Newspaper Fund, Incorporated, the Journalism Education Association, Columbia Scholastic Press Association, and the University of Texas Interscholastic League Press Conference.

**CHILDS, HAROLD**

**A comparison of the perceptions of secondary school administrators in the United States as those perceptions relate to administrator agreement or disagreement with recommended student rights policies**

University of Nebraska- Lincoln, 1976, 170 pages, Dissertation, Advisor: Ward Sybouts  
Dissertation number: 700933/ProQuest document ID: 302817519/OCLC number: 2684035

**Abstract-**

The purpose of this study is to (1) ascertain and compare the perceptions of public secondary school administrators in the United States as those perceptions relate to administrator agreement or disagreement with recommended student rights policies, and (2) determine to what extent administrators report the adoption or utilization of such policies in their schools.

Implications for administrators: For a long time, schools have operated under the aegis of in loco parentis, using rules designed to govern students' actions in much the same manner as a stern parent would regulate his children's behavior. Historically, in loco parentis has been supported by parents and educators. However, rapid changes in our society have caused parental support to dwindle over the past several years. Clearly, it is the school administrator's responsibility on one hand to ensure student rights and on the other, to maintain an orderly school climate. Evidence provided in Chapter IV indicates that there are ample student rights policies to accomplish this task. Over and over again, however, the courts have been asked to make decisions regarding the rights of students. It appears that many students seek justice in the courts that should be ensured by the schools. The school administrator must be firm, sensitive to societal changes and proactive to make students rights a reality.

Implications for teachers: Teachers are in a key position to help safeguard students' constitutional rights and at the same time improve the climate for student maturation. The responsibilities that come with student rights can and should be stressed by classroom teachers. Implications for students: Student must remember that education is a constitutional right as long as that right does not infringe upon the rights of others. There are indeed many responsibilities that accompany this right that must be borne by students.

Implication for school boards: While there is some confusion regarding the legal status of compulsory attendance, American children are essentially obliged, by law, to attend school in all states except Mississippi. Most children attend public schools whose policies are determined by state and local officials. The only choice that most parents have regarding attendance is whether their child will attend public, private, or parochial school. A great portion of the plenary power that states have in educational matters is entrusted to local schools boards. As our society becomes more urban and the operation of schools more complex, it is clear that school boards must continue to become more sophisticated than they were in the past. It is probable that school boards' policies regarding student rights and administrators' perceptions and practices have changed during the time needed to conduct this study. Student rights policies must continue to safeguard students' constitutional rights and school boards must lead the efforts.

**CHILTON, BRADLEY STUART**

**A study of high school newspapers in Texas**

Hardin Simmons University, 1954, 56 pages, Thesis  
OCLC number: 9293107

**CHOTINER, TARA N.**

**High school newspapers and sports coverage: An examination of gender equity**

University of Washington, 2002, 36 pages, Thesis  
OCLC number: 51633235

**CHRISTENSEN, JENNA S.**

**Landmark cases of American public school education: How the past has influenced the present**

Capella University, 2009, 134 pages, Dissertation, Advisor: Anne Auten

Dissertation number: 3378411/ProQuest document ID: 305161445/OCLC number: 670540608

**Abstract-**

Landmark cases have shaped the way present American public schools function. Because of this, one would wonder what influences brought about those landmark cases and this study shows a strong relationship between those cases and events that happened in social history. The language of those cases has also been a factor in public schools because of the varying interpretations of the landmark cases. Each administrator could draw his or her own conclusions on the interpretation of the law, which could lead to a fair degree of confusion if everyone had a different interpretation. This study not only looks at American public school law and the landmark cases, but at attitudes and preparation of Nebraska public school administrators with regard to coursework in school law. It also studies the resources available to Nebraska public school administrators and how knowledgeable they are when it comes time to use those resources. A study of various landmark cases such as *Brown v. Board of Education* (1954), *Tinker v. Des Moines* (1969), *Wisconsin v. Yoder* (1972), and *Debra P. v. Turlington* (1979) as well as the social events in history (such as the Civil Rights movement and the Evangelical movement) which inspired those cases being brought to the Court are also studied. The relevance of these cases to this study is included for reader convenience so that one might further understand the relationship between the law and American public school education.

**CHRISTENSEN, ROLAND**

**Yearbook publication practices and procedures in California high schools**

San Francisco State University, 1961, 94 pages, Thesis

OCLC number: 9004063

**CLANCE, JEFFREY W.**

**Student off-campus electronic communication: Balancing school safety and student First Amendment rights**

Mercer University, 2014, 130 pages, Dissertation, Advisor: Kevin Jenkins

Dissertation number: 3580005/ProQuest document ID: 1520561603

**Abstract-**

In 1969, the U.S. Supreme Court, in *Tinker v. Des Moines Independent Community School District*, determined that the First Amendment extended into schools and that students did not give up their constitutional right to freedom of speech or expression upon entering the school campus. Educators cannot limit student speech simply because it is uncomfortable or unpleasant, but must identify clearly that the speech creates or has the potential to create a substantial disruption to the learning environment

As digital technologies become the norm, many students have embraced Internet, texting, and social networking sites as tools to talk with their friends and express their personal views. Recently, concerns have emerged regarding the use of these technologies to criticize aggressively other students and school staff. The purpose of this study was to investigate the current status of the law concerning school punishment for off-campus student speech and provide some guidelines for administrators to address off-campus speech by students and protect public school student First Amendment rights.

While the appellate courts have provided conflicting rulings, each circuit explicitly considered

the specific facts associated with each case and applied U.S. Supreme Court precedent accordingly. Evident in each of these decisions is each court's application of the *Tinker* standard and its primary role in deciding student free speech issues. Disciplinary action in itself is not sufficient in addressing the problem of online harassment. Schools must begin to develop interventions that will influence student, faculty, parent, and community attitudes regarding online harassment. Building a framework of expectations and establishing social norms that reject harassment in any form will serve to create a positive school climate that fosters mutual respect for students and faculty alike. Further research on the application of state constitutions as well as state laws regarding libel and defamation to student free speech rights would provide insight into differences in protected speech between states and school districts.

**CLARK, KRISTA M.**

**A critical analysis of Internet sites for secondary language arts and journalism teachers**

University of Nebraska- Lincoln, 1999, 152 pages, Thesis

OCLC number: 42022895

**CLARK, TOMMY RONALD**

**Mississippi superintendents' and secondary educators' knowledge of school law as it relates to student rights in selected areas**

University of Southern Mississippi, 1990, 145 pages, Dissertation, Advisor: Bobby Anderson

Dissertation number: 9106562/ProQuest document ID: 303887182/OCLC number: 27599105

**Abstract-**

The purpose of this study was to survey superintendents, principals, and teachers that belonged to selected school districts in Mississippi to ascertain if there were significant differences in their knowledge of the components of school law. The study also investigated whether this knowledge of the components of school law differed according to law education and superintendent status (elected or appointed). In addition, relationships between educators' years of experience and knowledge of the components of school law were tested. The components tested in this study were freedom of expression (speech/press), search/seizure, religion, suspension/expulsion, school attendance, corporal punishment, child abuse, special education, school vandalism, and divorce/child custody.

Although there was a significant difference in the knowledge of the components of school law among superintendents, principals, and teachers, the knowledge possessed by all these groups were only marginally correct. A significant difference was found between those educators who had a course in school law and those educators who had not taken a course in school law, thus supporting the idea that such education will enhance knowledge. Teachers' years of experience and their knowledge of the components of school law yielded a significant relationship only in the components of freedom of expression, religion, suspension/expulsion, attendance and search/seizure. Administrators' total years of experience did not produce a significant relationship in the knowledge of the components of school law except in the area of divorce/child custody.

This study illustrates the need to develop a curriculum for staff development in the area of student rights and the law. The study also demonstrates the need for teacher education programs to develop courses that will help prepare teachers and administrators to cope with situations

involving students' rights.

**CLARKE, BARBARA LOU**

**The Hazelwood v. Kuhlmeier Supreme Court decision: Its effects on Oklahoma public high school newspapers**

University of Oklahoma, 1991, 92 pages, Thesis

OCLC number: 46412777

**CLICK, JOHN WILLIAM**

**Development of a model for the short-term training of school publications advisers**

Ohio State University, 1977, 273 pages, Dissertation, Advisor: John C. Belland

Dissertation number: 7724612/ProQuest document ID: 302801839/OCLC number: 46603997

**Abstract-**

This study assessed the needs of high school publications advisers in the United States, developed principles for the training of advisers from the assessment of needs, subjected these principles to an expert jury for validation and finally constructed a model, based upon these principles, for the short-term training of publications advisers.

Summary. A model for short-term training of advisers was developed by (1) ascertaining needs of advisers through two surveys, (2) developing principles for training advisers, (3) validating those principles by submitting them to an expert jury and (4) constructing a model from the validated principles. In ascertaining and assessing the needs of advisers, 131 advisers in 14 states and the District of Columbia and 41 professors who teach courses for advisers responded to separate surveys. Advisers' responses were analyzed in two groups, those with 18 or more quarter hours of journalism and those with 13 or fewer hours. Although 46.6 percent of the advisers in the survey teach journalism, only 18.3 percent hold certification in it and only 22.9 percent have completed more than 13 quarter hours of college journalism courses.

**CLOER, THERESA COLLEEN UDD**

**A study of the professional and educational backgrounds of the photography teachers in the Texas secondary schools**

University of North Texas, 1978, 69 pages, Thesis

Thesis number: 1312098/ProQuest document ID: 302891779/OCLC number: 4468942

**COATES, J. DORLAND**

**The extra-curricular program of activities in the schools of Kentucky**

Colorado State University, 1937, 105 pages, Dissertation

OCLC number: 24643945

**Abstract-**

A study of approximately 60 per cent of the high schools in Kentucky. The study revealed that smaller schools have a more limited range of activities, inter-school competition was greater in athletic activities than in non-athletic and that the trend is toward more support by the boards of education in supporting the extra-curricular program.

**COBB, WILLARD E.**

**Study of the student handbook in Iowa high schools with enrolments of one hundred or**

**more**

Drake University, 1942, 43 pages, Thesis

OCLC number: 232188280

**COE, WILFRED CURSLEY**

**A study of the make-up, management, and content of high school newspapers**

University of Chicago, 1928, 70 pages, Thesis

OCLC number: 270117084

**COFFEY, CASEY HARMON**

**Junior high school student handbook**

Muskingum College, 2002, Thesis

OCLC number: 475692702

**COGDILL, JERRY**

**A yearbook curriculum for advisors of student publications**

University of North Florida, 1985, 87 pages, Thesis

OCLC number: 12951852

**COHEN, ELISSA DALE**

**Policy guidelines on student rights and responsibilities in Florida public schools**

University of Miami, 1979, 224 pages, Dissertation, Advisor: Robert J. Simpson

Dissertation number: 8014155/ProQuest document ID: 302925504/OCLC number: 6588739

**Abstract-**

Purpose of the study: Florida law required school boards to develop and distribute student rights handbooks effective the beginning of the 1977-'78 academic year. During the first year in which Florida Statute 230.23(6) (d) was in effect, only fourteen of the sixty-seven Florida school districts were in compliance. Therefore, the questions still existed in 1979 as to (1) how many Florida public school districts currently comply with this statute and (2) what degree their student rights handbooks satisfied the requirements as set forth in the law. The purpose of this project was to determine the status of each Florida public school district's compliance with Florida Statute 230.23(6) (d). In addition, comparisons, where applicable, were made between the original handbooks analyzed in 1977 (Cohen, 1977) and those collected for this study. This project also establishing or updating their student rights handbooks consistent with state law.

Procedures: An analysis of prevailing case law and related state and federal statutes and regulations pertaining to student rights was made to develop suggested policies, rules and regulations for each of the pertinent sub-topics represented in the student rights handbooks collected from this study. A hierarchy of law, listing the appropriate sources of law at the federal, state and, sometimes, local levels, was used to determine the quality of the categorical arrangement of policies, rules and regulations listed in the handbooks collected.

Findings: (1) Fifty-four of the sixty-seven Florida public school districts responded to the researcher's letter that requested a copy of their district's student rights handbook. Fifty-three of the fifty-four responding school districts sent copies of their student rights handbook. (2) In comparison to the response of the pilot study (Cohen, 1977), thirty-nine more student handbooks

were collected for this study (1977 = 14; 1979 = 53). (3) In comparison to 1977, thirty-nine additional school districts were found to be in compliance with Florida Statute 230.23(6) (d). (4)

The specific areas of student rights which were most emphasized in the 1979 handbooks included: Attendance; Corporal Punishment; Freedom of Speech, Assembly, Expression, Petition and Publication; Suspensions and Expulsions; Due Process and Redress of Grievances; Search and Seizure; Student Records, and Student Government, Clubs and Secret Societies. (5) Only student rights handbooks for the secondary school student were received, although, F.S.230.23(6) (d) and the letters of inquiry did not specify or delimit a grade level (study thus focused upon secondary schools). (6) Changes in the topical contents from 1977 included the deletion of detailed topical discussions on Sex Offenses, Weapons, Narcotics, Smoking, and Assault and Battery. These topics were discussed only in terms of rule infringements and their penalties. (7) Another change from the 1977 handbooks was the inclusion of charts describing specific misconduct offenses and their penalties. (8) Florida Statutes were detailed and specific in the areas concerning the control of students, curriculum, student welfare and attendance regulations.

Conclusions: Since the first statutorily mandated year of compliance with F.S.230.23(6) (d), thirty-nine more Florida school districts reported having published student rights handbooks. Although the availability of such handbooks has increased, in-depth operational coverage of the rights guaranteed juveniles has not. Many handbooks relied heavily on the wording of the Florida Statutes and did not reflect a local analysis and implementation of the prevailing case law pertaining to the rights of students. The researcher did conclude, however, that there have been noticeable improvements in terms of organization structure and legal support for the available student rights handbooks (those supplied to the researcher by the LEA's) developed by the Florida public schools during the past two years.

#### **COHN, ADRIAN ALFRED**

##### **A proposed curriculum in journalism for Wisconsin high schools**

University of Wisconsin- Madison, 1948, 160 pages, Thesis

OCLC number: 55043174

#### **COLEMAN, SUSAN LAVA**

##### **Just one click – The eternity of social media: A legal and administrative perspective on the collision of cyberspeech and the First Amendment in schools**

Northern Illinois University, 2013, 194 pages, Dissertation, Advisor: Christine Kiracofe

Dissertation number: 3611342/ProQuest document ID: 1501658944

##### **Abstract-**

This paper investigates how districts can avoid legal challenges for disciplining students for the content of their cyberspeech. Specifically, this study researched current case law, legal scholarship and existing policy regarding First Amendment violations of school districts when they attempt to regulate cyberspeech created by students both inside and outside the schoolhouse gates. Analysis of the case law and court decisions provides insight into how likely a school district will prevail when they discipline students for their cyberspeech. Finally, recommendations for school districts are discussed, including a comprehensive tool school administrators can use when a cyberbullying incident occurs. This tool was designed to address

the majors concerns courts have when determining the constitutionality of discipline of student cyberspeech. By using this tool, administrators will be able to document necessary evidence that will help them to make sound and legal decisions when determining whether or not to discipline students for their cyberspeech.

**COLES, ALICE ANN**

**Problems of newspaper advisers in Catholic secondary schools with accompanying guidebook**

University of Texas at Austin, 1958, 163 pages, Thesis

OCLC number: 37249938

**CONAWAY, ANNE F.**

**An analysis of First Amendment protection for student expression, mid-1900s-2011**

University of Oregon, 2012, 261 pages, Dissertation, Advisor: Timothy W. Gleason

Dissertation number: 3544882/ProQuest document ID: 1237207798/OCLC number: 820687298

**Abstract-**

This dissertation sought to determine if federal-level, post-secondary student freedom of expression case law was developing in a similar path to that at the K-12 level of education. It also investigated the ways in which a K-12, highly speech-restrictive legal standard arising from the K-12 case *Hazelwood v. Kuhlmeier* has been utilized at the post-secondary level of education. The question of this case's applicability to post-secondary freedom of expression case law has resulted in a federal circuit court split on the matter. The U.S. Supreme Court has denied *certiorari* in these cases, leaving lower courts to guess as to whether or not to utilize it in decision-making.

In answering these research questions, all federal-level case law found at both levels of education from 1940 to 2011 was analyzed through both traditional legal case analysis and an analytical process specifically designed for this project. The findings revealed that, for the most part, postsecondary student expression case law is, indeed, developing both substantively and at the same pace as that at the K-12 educational level. Much of this consistency is due to utilization of another K-12 freedom of expression case, *Tinker v. Des Moines Independent Community School District*. This case has been highly protective of student expression at both levels of education.

In regard to the second research question, this research found that one federal circuit court case declined to apply *Hazelwood*, indicating it was not an appropriate standard for use at the postsecondary level of education. Three federal circuit courts and one federal district court, however, have decided cases per *Hazelwood*. Application, however, has been neither consistent nor speech-protective. Further, it is expected that unless or until the U.S. Supreme Court rules on its applicability to post-secondary student expression, the number of cases in which it is utilized will continue to rise.

**CONLEY, CHARLES C.**

**Current practices in high school newspapers**

Stanford University, 1929, 88 pages, Thesis

OCLC number: 84223430

**CONNER, H. MOODY**

**A course of study guide for high school radio speech**

Abilene Christian University, 1961, 204 pages, Thesis

OCLC number: 41831054

**CONNOLLY, KIERAN J.**

**Voice of the youth: A democratic journalism curriculum for at-risk youth**

Prescott College, 2011, 225 pages, Thesis, Advisor: Bev Santo

Thesis number: 1502980/ProQuest document ID: 914241792/OCLC number: 798740490

**Abstract-**

In an era of increased standardization of education in the United States more students are becoming alienated and unsuccessful in their schooling experiences. In Democratic Education, this paper will address one potential solution to our nation's public education woes. Through the philosophy of Paulo Freire, Myles Horton, Diana Baumrind, and others combined with the working models of the Central Park East Secondary School, Big Picture Learning Network, Coalition of Essential schools, and New School (Kennebunk, ME), I will provide an answer to the following research question: In what ways could a democratic journalism curriculum foster a sense of empowerment, teamwork and responsibility in adjudicated youth, while meeting the academic benchmarks for humanities disciplines in the state of Oregon? Through a qualitative case study I will supply an answer to this question and, in so doing, highlight the work of the author and his colleagues at the Klahre House Alternative School in Hood River, OR.

**CONVERSE, E.J.**

**Certain educational values claimed for the high school newspapers**

Yale University, 1928, Thesis

**COOK, A.B.**

**Recent trends in the contents of high school annuals**

University of Cincinnati, 1935, 70 pages, Thesis

OCLC number: 37347348

**COOKSEY, ELIZABETH W.**

**Problems of school newspapers as perceived by secondary principals**

University of Toledo, 1971, 71 pages, Thesis

OCLC number: 36544147

**COON, E. DEAN**

**The status of journalism in Nebraska high schools**

University of Nebraska- Lincoln, 1951, 91 pages, Thesis

OCLC number: 34873031

**COOPER, ALVIN CARL**

**A study of student publications in the white accredited secondary public schools of Virginia**

University of Virginia, 1931, 100 pages, Thesis

OCLC number: 20608432

**COOPER, JULIE A.**

**Changing the traditional high school photography curriculum: Integrating traditional and digital technologies**

Georgia State University, 2010, Thesis, Advisor: Melody Milbraandt

OCLC number: 867742489

**Abstract-**

This thesis presents a photography curriculum for a beginning high school level photography class. It is designed as a teaching guide to structure a photography class that incorporates both film photography and digital photographic technology. One of the biggest challenges for teachers of photography is how to structure a curriculum with a limited number of enlargers and space in the darkroom, while incorporating digital technology with limited computer access for students. The curriculum presented here includes three major parts: a traditional photographic film component, a digital photography component, and a concepts component where students will experiment with different photographic techniques of manipulation as well as tackle photographic history, criticism, and visual literacy.

**COPLAI, LOUIS**

**A study of high school newspapers as a medium of school publicity**

State University of New York at Buffalo, 1948, 109 pages, Thesis

OCLC number: 56323488

**CORDRY, HAROLD VINCENT**

**A study of the journalism teacher in the secondary schools of Kansas**

University of Kansas, 1968, Thesis

OCLC number: 56534512

**CORLETT, JOHN HAROLD**

**High school newspaper production in the Four Corner states**

University of Arizona, 1973, 91 pages, Thesis, Advisor: Philip Mangelsdorf

OCLC number: 29290581

**Abstract-**

This study presents high school newspaper advisers with a summary of production methods, finance bases and newspaper formats at high schools in Utah, Colorado, New Mexico and Arizona. Of 553 high schools queried, 253, or 46 per cent, returned a questionnaire. The survey found that 145 of the respondent schools used offset printing, 61 schools used mimeograph method, 16 schools used letterpress, and the others used a combination of the three or produced more than one newspaper by different methods. The larger the school the more the offset method tended to be used, while the smaller schools turned more to the mimeograph.

More than 80 per cent of the schools published papers at least once a month. The annual per pupil cost of publishing a student newspaper ranged from \$1.35 per student in schools with enrollments of less than 250, to \$1.08 per student in schools whose enrollments exceeded 1,350. About 43 per cent of the school newspapers received complete or part funding from the school district. The other newspapers depended on advertising or student fees or a combination of the two. Although censorship was not a question considered by the survey, at least 45 schools commented on the subject and agreed that censorship tended to increase proportionately with the

amount of funds contributed by the school district administration. The thesis includes a copy of the questionnaire submitted to the schools, and tables for each category of investigation with responses listed in each of five population areas.

**CORLISS, PAMELA**

**Finance and production methods of student newspapers in California high schools**

California State University, Fresno, 1980, 78 pages, Thesis

OCLC number: 7189922

**CORNELIUS, LUKE M.**

**“A special concern of the First Amendment”: The legal limits of faculty academic freedom and administrative authority in primary, secondary, and post-secondary education**

University of Florida, 2001, 416 pages, Dissertation, Advisor: R. Craig Wood

Dissertation number: 3009892/ProQuest document ID: 251727996/OCLC number: 54428153

**Abstract-**

In *Keyishian v. Board of Regents* the U.S. Supreme Court declared academic freedom, “...a special concern of the First Amendment.” This study was a legal analysis of case law relating to the academic freedom of public school teachers and college faculty. This study addressed the legal limits of academic freedom law in public primary and secondary schools and in higher education. Using a variety of legal databases, including West Law and LEXIS, the researcher sought to identify and analyze all published legal decisions regarding faculty academic freedom in these contexts. The scope of the study was national and encompassed legal rulings from both federal and state courts.

The objective of this study was to delineate, as specifically as possible, the legal limit between the academic freedom rights of faculty to speak and express themselves and the authority of educational administrators to regulate such speech and expression. This study separately examined the academic freedom of public school teachers and college faculty and then divided the relevant case law into three distinct speech contexts: classroom, intramural, and extramural. Unlike similar studies, this project also sought to examine all academic freedom case law and to examine academic freedom issues within specific topics such as political and union activities, religious expression, and newspapers.

The researcher made both general and specific conclusions regarding faculty academic freedom. In general, academic freedom increases as the case law moves from the classroom to the intramural and extramural context. Educational leaders may only regulate speech on a matter of public or curricular concern when an overwhelming educational reason for the regulation exists. As a practical matter such reasons are easier to establish in the primary and secondary context.

Courts also ruled that personal speech is not protected under academic freedom doctrines. Specific conclusions also were made regarding a wide range of specific academic freedom activities. Certain areas of speech and expression, such as union activities, external testimony, and policy criticism, are almost completely protected from administrative action. By contrast other areas, such as religious expression, personal grievances, and text selection, may, in most contexts, be effectively regulated by administrators.

**CORNELL, HELEN R.**

**High school press associations in America: A study of their history and an analysis of their values**

State University of New York at Buffalo, 1934, 84 pages, Thesis

OCLC number: 56050910

**CORRY, FRANCIS**

**The school newspaper and its use in the teaching of English**

Teachers College, Columbia University, 1930, Thesis

OCLC number: 56167209

**COYNE, J. MICHAEL**

**Planning and implementing a media/TV program at the high school level**

Glassboro State College, 1989, 49 pages, Thesis

OCLC number: 20943161

**CRANFORD, ROBERT JOSHUA**

**A sample survey of the attitudes of Iowa high school seniors toward journalism and careers in journalism**

University of Iowa, 1953, 323 pages, Dissertation

Dissertation number: 0006500/ProQuest document ID: 301976933/OCLC number: 4599141

**Abstract-**

This study was made in an effort to discover the thinking that motivates a high school senior in his choice of vocations. More precisely, it inquired into the reasons why a number of Iowa high school seniors of the academic year 1952-'53 elected or rejected journalism as a life occupation. The method employed was the stratified-random sample. The universe being sampled was the 1952-'53 senior class population of Iowa high schools,, public and parochial. Questionnaires were administered to 1,036 respondents by school authorities. The respondents were supposed to constitute a cross-section that was representative, in significant respects, of the universe under study.

The patterns of responses tended to suggest the following: (1) Iowa high school seniors of the academic year 1952-'53 who elected journalism as a career field for themselves were more strongly motivated by the promise of non-monetary rewards than by material ones; (2) The level of aspiration of the student is in direct proportion to the level of achievement of his family group; (3) More students rejected journalism as a career field because of difficulty encountered in efforts, in school courses, to communicate ideas in writing than because of misinformation in counseling; (4) The student's impressions of the pay and working schedules in journalism are, in general, inaccurate; (5) The respondents' knowledge of schools that offer training for journalism and of the details of the preparatory training was found to be vague; (6) Scarcely any relation was found between the student's dislikes in the content of journalism and in his decision to reject it as a career, or between his impressions of the types of persons who practice the profession and his decision; (7) Little influence upon the student's decision seemed to have been exerted by his impressions as to the comparative difficulty of preparatory study or of the work itself, or the comparative prospects for income, renown, or community prestige; and (8) The term "Mass Communications" appeared to suggest ideas vaguely related to mass communications; but there

was an insufficient number of meaningful responses to a question about “Mass Media” to indicate significant awareness of the term.

**CRAWFORD, IMAGENE SCOGIN**

**Journalism activities in Texas public high schools with special reference to influences on the work of journalism teachers and advisers**

East Texas State University, 1969, 48 pages, Thesis, Advisor: W.J. Bell

OCLC number: 25846159

**Abstract-**

The purpose of this study was to assess the journalism activities in Texas public high schools with special reference to influences on the work of journalism teachers and advisers. The study probed the educational background of teachers, the teaching load, support given the journalism program by the school administration, assessment of the program from the point of view of the newspaper advisers, journalism teacher, and school principal. Data for this study were obtained from Texas high school journalism teachers, newspaper advisers, and principals. Questionnaires were sent to the principals of these same schools. Sixty-two teachers and advisers and seventy nine principals provided usable questionnaires.

Lack of time and adequate facilities was the major problem confronting the teacher/adviser. Twenty-seven of the sixty-two also sponsored the yearbook. Twenty-five teachers/advisers reported that they handled school publicity to some extent. Twenty-two teachers/advisers indicated that they were handicapped by lack of equipment. Forty-two saw their administrators as cooperative toward the journalism program, and one said his administrator saw it as a necessary evil. Many teachers reported that the journalism program was improving in their schools. Administrators viewed the programs less critically than did the teachers/advisers.

None of the 79 principals indicated that they wanted to check copy for the paper before it was printed, but several pointed out that the teacher/adviser should read everything carefully that goes into the school newspaper. The journalism program in Texas high schools is improving, although some schools reported situations that are still unfavorable. Texas has a requirement for qualifying teachers of journalism but has no requirement for qualifying publications advisers. Lack of time and facilities was the main influence on the teachers/advisers' work. A large majority of the administrators viewed the journalism program in their schools favorably.

**CREADY, VERA**

**The compiling and publishing of a photographic yearbook as a tool for developing a positive self-concept in the physically handicapped teenager**

University of Toledo, 1973, Thesis

OCLC number: 7058776

**CRISWELL, GEORGE STUART**

**A study of the subject matter in high school journalism courses and of the possibilities for extension and improvement**

University of Colorado at Boulder, 1941, 108 pages, Thesis

OCLC number: 47183040

**CRITCHFIELD, RAYMOND EDWARD**

**A course of study leading to an amateur radio license in Kelso High School**

University of Washington, 1953, 104 pages, Thesis

OCLC number: 20059622

**CROMPTON, ROBERT J.**

**A brief examination of the use of student handbooks in American secondary schools and a Keene Junior High School handbook for pupils and parents**

Keene State College, 1960, Thesis

OCLC number: 33053994

**CROOK, JAMES ARTHUR**

**A study of the relationship between newspapermen and public school administrators in Iowa**

University of Iowa, 1963, 123 pages, Thesis

OCLC number: 233125044

**CROOK, JAMES ARTHUR**

**Teaching about mass media in society in the public schools**

Iowa State University, 1973, 124 pages, Dissertation, Advisor: James W. Schwartz

Dissertation number: 7325216/ProQuest document ID: 302663334/OCLC number: 17756973

**Abstract-**

This study has provided recommendations for introducing a new curricular area into a school system, that of teaching about mass media in society. The impetus comes from the growing role mass media play in the lives of all Americans. By surveying the 50 states, the writer discovered that teaching about mass media through courses and units occurred in 20 percent or less of the schools in 1972. Units about mass media were more common than courses. Teaching about mass media was greatest in both units and courses at the senior high level followed by the junior high level and the elementary level. Projections for the next five years made by state department of education officials indicated an increase in these types of courses could be expected in most states. The study suggests that the content of mass media courses be an investigation of the crucial role of mass media in a democratic society and the leveling effect of the mass media on popular culture. The argument contends that mass media studies should be included at all levels of educational organization. It is recommended that students learn to be discerning in their media consumption and that they practice communication skills by using a mass medium.

**CROW, LORRIE RONA E**

**The impact of Texas high school students' and principals' perceptions of student press freedom following the Hazelwood v. Kuhlmeier Supreme Court decision**

University of Oklahoma, 1992, 163 pages, Thesis

OCLC number: 46405296

**CRUM, GLEN LAVERNE**

**A course of study for basic radio in the Puyallup High School**

University of Washington, 1952, 217 pages, Thesis

OCLC number: 20059451

**CULLEN, M.S.**

**An experience book in high school journalism**

Stanford University, 1942, Thesis

OCLC number: 38669149

**CUZZOCREA, JOHN LEANDRO**

**Participation in extracurricular activities and the sense of belonging, self-esteem, and risk of dropping out among grade eleven students**

University of Windsor (Canada), 2002, 181 pages, Thesis, Advisor: Linda McKay

OCLC number: 55474314

**Abstract-**

This study examined participation in extracurricular activities as a predictor of sense of belonging, level of self-esteem, and risk of dropout among grade eleven students. Section A of the Student Questionnaire was developed by Pascarella (1982) and was used to measure the level of involvement in each of the extracurricular categories outlined in the research: (a) athletics, (b) intramural athletics, (c) high school publications, (d) department clubs, (e) social clubs, (f) religious organizations, (g) student government, and (h) music and drama. Section B was developed by using questions from both the San Diego Community College Campus Climate Student Survey (1994) and the Compton Community College Campus Climate Survey (1994) as a measure of student sense of belonging. Section C was designed by Cassidy and Broks (1978) and was used as a measure of student self-esteem. Section D examined risk of student dropout and was designed using predictors outlined in the review of literature. The sample consisted of 240 grade eleven secondary school students from three urban Ontario secondary schools.

**CZRNAWSKI, HELEN CATHERINE**

**The construction of a student handbook for Ashland High School, Ashland, Massachusetts**

Boston University, 1957, 63 pages, Thesis

OCLC number: 7826841

**DALE, NANCY**

**Utilizing collaborative learning to teach television production**

The Union Institute, 1995, 62 pages, Dissertation

Dissertation number: 9606401/ProQuest document ID: 304297793/OCLC number: 781761624

**Abstract-**

The Project Demonstrating Excellence was the production of a videotape utilizing collaborative learning to produce a "live" broadcast created and initiated by teenagers entitled TEEN TALK. The purpose of the project was to demonstrate how teenagers were able to operate a closed-circuit high school television station to create half-hour video broadcast. The production was created and produced by students from inception of the concept to the final "live" broadcast. The students acted as a production team, performing all tasks to create the program. The instructor acted as a "coach" who encouraged students to overcome obstacles encountered in the self-education, self-initiation, self-discipline and individual responsibility to collaborate in producing TEEN TALK.

The purpose of the program was to respond to the desire of the teens in a television production

class at Port St. Lucie High School, Florida, to express their unique views in a self-created class production.

The collaborative learning process is defined as a method of teaching cooperative attitudes, acknowledging differing learning styles, cultivating listening skills, developing critical thinking skills, engaging in problem solving clarification of values and acquiring communication skills. In order for students to learn the technical skills required to operate a fully equipped television studio, they had to collaborate with each other by sharing knowledge, communicating to each other what they learned about their specialized jobs and to perform as a team member to create the broadcast.

The collaborative learning process allowed students the freedom to collectively decide on the topic for the program, the format and set design, as well as select the guests, audience and job responsibilities they wanted to learn. The unique contribution of the Project Demonstrating Excellence is the broadcast the students accomplished on their own, developing the skills they needed to produce a quality program to be aired on cable television, which accomplished a secondary goal to express their own teen voices and perspectives on issues which affect their reality.

#### **DANIELS, GEORGE LAMAR**

##### **Uncovering factors in urban high school students' media career considerations: A media center interest model**

University of Georgia, 2002, Dissertation, Advisor: Lee Becker

Dissertation number: 0804486/ProQuest document ID: 765044791/OCLC number: 52995636

##### **Abstract-**

Based on previous work of social cognitive career theorists, vocational psychologists and journalism and mass communication scholars, a Media Career Interest Model (MCIM) was developed to suggest relationships between such variables as high school media involvement, parent-child career communication, mass communication career self-efficacy, outcome expectations and the outcome measure, media career consideration. Demographic variables such as race, gender and socioeconomic status were also included in the conceptual model.

The model was tested using a survey of 538 high school students in two Southern states. While many were involved in newspaper, yearbook, literary magazine, or video production classes, more than a quarter of respondents were not in any such activities or classes. To be included in the sample, all respondents were students in so-called "media-rich environments" at eight urban high schools that had at least three media outlets (i.e. newspaper, TV program, yearbook).

The hypothesized model predicted 4% of the variance in media career outcome expectation, 6% of the variance in mass communication self-efficacy, and 20% of the variance in media career consideration. There were a total of 10 relationships depicted in the MCIM. Of those 10 relationships, only three (3) had statistically significant beta weights. Mass communication self-efficacy predicts about a third of the variance in media career consideration. Media involvement only predicts 18 percent of the variance in mass communication self-efficacy. Media career outcome expectation predicts about a quarter of the variance in the media career consideration.

The Media Career Interest Model takes an important step toward increasing our understanding of the process of one's career consideration. With regards to race, the data suggest rather than a direct effect, race has an indirect effect on one's media career consideration. Instead, it is cognitive factors such as outcome expectation and self-efficacy that are the most direct influences on one's media career consideration.

**DANIELS, RICHARD CHARLES**

**The basis of student press decisions as made by California high school principals**

California State University, Fresno, 1980, 104 pages, Thesis

OCLC number: 7189834

**DANIELSEN, LYNNE JOAN**

**Administration of the yearbook in the large high school**

Chapman University, 1969, 102 pages, Thesis, Advisor: Richard A.R. Watson

Thesis number: EP29952/ProQuest document ID: 302491279/OCLC number: 798835870

**Abstract-**

The two major facets of yearbook administration are management of finances and utilization and instruction of student personnel. This manual is designed to codify these administrative procedures for the adviser in the large high school. It explains what an adviser should know about his school situation, the companies soliciting his business, the services he should expect from these commercial institutions, and preparation of bids and contracts which will be advantageous both to the artistic execution of the his book and to the financial management of his budget.

**DARDENNE, ROBERT WARD**

**A method of planning newspaper planning**

University of Florida, 1980, 108 pages, Thesis

OCLC number: 6928358

**DARNELL, MARTHA**

**A study of the teaching of high school journalism**

Texas Wesleyan College, 1961, 137 pages, Thesis

OCLC number: 16677881

**DAVENPORT, ALLEN M.**

**A question of administrative censorship: High school press**

University of Wyoming, 1973, 76 pages, Thesis, Advisor: Myron Basom

Thesis number: EP17021/ProQuest document ID: 302734836/OCLC number: 10513079

**Abstract-**

This study was primarily designed to investigate case law, and some pertinent literature of a philosophical and extra-legal nature, in connection with the high school press, with which the school official may not be familiar. Furthermore, supporting evidence was secured to support opinions on student rights and responsibilities, the role of authority used by the school officials in the regulation of student conduct and their expression of a belief, obscenity, censorship, and some of the standing United States Supreme Court opinions concerning the First Amendment. The investigation of the above materials is designed to present some solutions or possible

alternatives that may be of use to the administrator that finds himself with a problem of censorship with the high school press.

It can be seen that the legal interpretation of various actions change with the times, and in the area of free speech the following conclusions have been upheld: (1) Personal intercommunication may occur between students or between students and administrators even though this communication may be contrary to or held incompatible by local mores or value systems, if the act itself is not disruptive. (2) Students who wish to express their objection to or rejection of a local or national issue may do so, as long as their communications do not subsequently result in a school disruption. (3) Students may not be punished on the presumption that an act might cause disruption—action must be issued after the fact. (4) School boards, as officers of the state, cannot enforce policy per se in the anticipation that student activities may result in disruption of the educational atmosphere.

(5) Propriety claims of school officials as to the economic control of public institutions is not to be used to control or to otherwise censor publications of that institution in the role of publisher/owner. (6) Publications that are established as a teaching instrument can require students to present their work for approval, corrections, and changes prior to publication. (7) Schools are not necessarily the unfettered masters of all they create, and officials may not then place limitations upon the use of that creation. (8) It is imminent that in the future, administrations will reduce personal “bias” in decisions that impinge on student’s civil rights. School officials will, more and more, be required to stand in opposition to the majority, or perhaps the vocal minority; although they themselves may be a part of that group, in order to protect the individual who disagrees with that group, and to protect anyone’s right to free expression.

**DAVIES, ALTON L.**

**A study of the status of journalism and student publications in Kansas junior high school**

University of Kansas, 1963, Thesis

OCLC number: 55888726

**DAVINROY, KATHRYN A.H.**

**Developing a literate identity through participation on a high school newspaper**

University of Colorado at Boulder, 1998, 320 pages, Dissertation, Advisor: Shelby Wolf

Dissertation number: 9827703/ProQuest document ID: 304422186/OCLC number: 42375072

**Abstract-**

This study explores the developing literate identities of 23 high school students producing their school newspaper, sharing the goal of “getting out the news through the power of words.” Qualitative methods of data collection and analysis were guided by current theories of genre and a socio-historical approach to learning and teaching. Genre, long constrained by traditional modes and surface regularities, is understood as the contextualized whole of recurring rhetorical situations, textual production, and social practices that take place regularly within a community. Work in this classroom is Activity as defined by Activity Theorists and is thus a system of tasks and actions performed to achieve a collective goal.

Initially, students viewed writing as a teacher-directed, school-based assignment. Over time,

their perceptions of literacy, especially writing, evolved to embrace writing for personal voice and public efficacy. Students moved along membership trajectories from newcomer to veteran and came to see themselves as writing agents for social action. Importantly they became members of a team whose success depended upon dedication and responsible performance.

As students took on the group's norms and ideologies, they simultaneously developed writer identities reflecting their social and classroom statuses. Mini-case studies of three students represent the voices of individuals illustrating the range of participation possibilities. Variety and flexibility of roles allowed development of personal ways of writing, crucial for personal satisfaction and group success. Students performed valuable social– arguably critical– work through their written words. They reflected on changing their minds or the minds of their peers about issues like AIDS, teen pregnancy, and censorship. Risk taking in writing elicited tangible changes in the school.

This research suggests ways for rethinking writing pedagogy, curriculum, and teacher education. When writing is real– with real consequences, audience, and issues– it leads youth to engage with social worlds outside the teacher-student dyad. A genre approach to writing pedagogy places the student community at the center, encourages ownership and responsibility for literate acts, and puts skills and strategies in a real context.

**DAVIS, DREWISE**

**Current trends in Texas high school yearbooks**

Southern Methodist University, 1948, 112 pages, Thesis  
OCLC number: 15075184

**DAVIS, IVAN W.**

**High school yearbook practices in Ohio**

Ohio State University, 1940, 79 pages, Thesis  
OCLC number: 61821862

**DAVIS, MICHAEL A.**

**Television production as a component of the high school curriculum: A Westport High School model**

University of Massachusetts, Dartmouth, 2001, 44 pages, Thesis  
OCLC number: 311272390

**DAVIS, MYRTLE C.**

**A study of student publication in the smaller secondary schools of Pennsylvania**

Temple University, 1936, 89 pages, Thesis  
OCLC number: 490068652

**DAVIS, NANCY T.**

**Evaluating the evaluators: A comparative study of high school newspaper critique services**

Indiana University, 1981, 80 pages, Thesis, Advisor: Mary Benedict  
OCLC number: 8852226

**Abstract-**

High school publication staffs depend on national critique services as a major means of evaluation and recognition, but most have no measure of how one critique service compares to the others, because they can afford the entry fee for only one evaluation. Thus, a study was conducted to test the validity of three major national critique services– Columbia Scholastic Press (CSPA), National Scholastic Press Association (NSPA), and Quill and Scroll– by submitting nine school newspapers for evaluation by all three services. The school newspapers all were produced in a mid-western state, and none had been submitted for evaluation within the three years prior to the study.

The evaluation scorebooks indicated that Quill and Scroll placed a greater emphasis on content/coverage, NSPA stressed physical appearance, and CSPA emphasized writing, editing, and physical appearance. CSPA was the only service that emphasized the writing/editing section. Only two of the papers received a first place rating across the three services, and ratings assigned to two test papers by NSPA contradicted the explanation of the ratings in the scorebook. Quill and Scroll appeared to be the most difficult service from which to get a top rating. Staff and advisers should first decide on the strength of their publications and then submit them to the service emphasizing that area.

**DAVIS, ROSAMOND ADAMS**

**High school journalism**

University of Washington, 1929, 43 pages, Thesis

OCLC number: 19990773

**DAVIS-COOPER, SHARON DENISE**

**Student-produced media and free expression in Tennessee public high schools in 1994**

University of Tennessee, 1995, 96 pages, Thesis, Advisor: Dorothy Bowles

OCLC number: 33141156

**Abstract-**

This study was conducted to understand the present condition of student media in the public high schools of Tennessee. It describes the perceived importance of freedom of expression by student editors, media advisers, principals, and superintendents. It also examines how these groups view the flow of communication patterns among these involved with student media. Survey results show that most student editors and media advisers view journalism in general as “very important,” but at their own schools, only “somewhat important.” Principals and superintendents view journalism in general as “important.” Respondents reported a low level of controversy.

Only 11 respondents reported any type of controversy that suggests a controlled student media. Only two student editors, one media adviser, one principal, and seven superintendents reported that they thought they could discuss advising problems with school board members and other individuals involved with student media. Results are reported in percentages and cross-table tabulations. This paper also makes suggestions for improving journalism in the high schools and writing policies based on five others states that have passed legislation for free expression.

**DEADY, JOHN JOSEPH**

**A comparison of technical graphic arts competencies needed by high school journalism and graphic arts teachers in Indiana**

Indiana University, 1970, 154 pages, Dissertation, Advisor: Thomas R. White  
Dissertation number: ED055075/ProQuest document ID: 64248452/OCLC number: 12436318

**Abstract-**

It was the purpose of this study to provide empirical information necessary in planning for future pre-service and in-service teacher education in journalism and graphic arts education. The empirical information took the form of a rating of 97 technical graphic arts competencies, which were judged by both groups of educators. These competencies were subdivided into eight categories within the research instrument. A census of Indiana journalism teachers and advisers and graphic arts teachers at the high school level comprised the population chosen for the study. Identical questionnaires were mailed to both groups. An assessment of the responses of graphic arts teachers indicated they needed to possess a higher degree of understanding of the 97 variables included in the research instrument than journalism personnel. Both groups indicated a need for technical arts competencies but at different levels of importance. The responses of both the journalism and graphic arts teachers need further investigation in order to isolate and rank the responses, according to their importance, for future curriculum development.

**DEAL, LAWRENCE EDWIN**

**An investigation of student speech and press rights in the state of Washington**

University of Washington, 1981, 145 pages, Thesis, Advisor: Roger Simpson  
OCLC number: 7930760

**Abstract-**

The purpose of this investigation was to discover more about the nature of speech and press rights of students in Washington's public schools. An effort was made to determine what incidents have occurred in the school system through student surveys, perusal of newspapers, and contacts with individuals and organizations. A study of court findings, with a focus on *Tinker v. Des Moines School District*, revealed that students have gradually gained First Amendment rights that approach those of adults, through numerous federal court cases. Further support for giving students broad speech rights was found in the history of America and recent findings in personality theory.

Local school officials receive conflicting advice from various organizations, and local policy statements often fail to comply with the findings of numerous courts. The student surveys revealed that censorship and prior restraint were common, and the power of editorial control was usually given to the adviser or a school official, not the student. The investigation concluded that freedom of speech is not encouraged in the public schools of Washington State and that illegal practices often occur with official sanction.

**DEAN, WILLIAM FRANK**

**A study to identify elements of a model pre-service training program for secondary school journalism teachers**

Texas Tech University, 1971, 214 pages, Dissertation, Advisor: Weldon E. Beckner  
Dissertation number: 7210346/ProQuest document ID: 756924851/OCLC number: 145605542

**Abstract-**

The major purpose of this study was to identify elements of a model pre-service training program for secondary school journalism teachers. The elements included objectives, skills to be acquired, hours required, courses included, content of certain courses, academic disciplines to be

included and experiences to be included. As a result of preliminary research and a pretest of the questionnaire two categories were selected in which to identify these elements. These were (1) teacher certification program in journalism– the teacher who elects journalism as a major or minor teaching field and (2) limited courses approach– the teacher who is exposed to several journalism courses as part of teacher training in another program.

The participants in the study included 100 teachers who belonged to Journalism Education Association, 87 secondary school principals serving as state officers of the National Association of Secondary School Principals, 54 deans or chairmen of schools or departments of journalism and/or mass communications that were accredited by the Association for Education in Journalism and 74 editors whose newspapers participated in the *Wall Street Journal's* intern program.

Findings and conclusions included: 1. There were no significant differences found in “The Spearman Rank Correlation Coefficient Test” which measured the correlation of the pairs of variables. 2. There was no significant difference found in the “Kendall Coefficient of Concordance: W” which expressed the degree of association among all four groups. 3. Primary emphasis in all categories was placed on acquisition by prospective journalism teachers of the basics of the subject area, namely newsgathering, newswriting and editing of copy. 4. In the area of objectives, primary importance for both programs should be on competency in teaching journalism and directing student publications as opposed to some of the other facets of operation– business, advertising, careers, radio-TV, and literary magazines. 5. Newswriting editing, reporting and forms of specialized writing should rate prime importance in the category of skills in both programs. 6. Aside from the three basic courses already mentioned, to “methods” courses should also be required. These two are Methods of Teaching High School Journalism and Directing High School Publications. 7. Radio-TV should not receive much emphasis in any category.

8. Student publications work and student teaching should be the most important experiences for the certification program, while student publications work alone should be given top consideration under the limited courses approach. 9. In considering topics for methods courses, again the basic fundamentals are most important. 10. English and social studies should be a part of academic disciplines in which a prospective journalism teacher should be trained. 11. It is unrealistic to expect that a teacher in a limited program might accomplish all of the recommendations made in this study, especially in the course work area. However, a teaching minor might be expected to follow these recommendations. 12. Editors placed much emphasis on the value of professional experience in advance of teaching. 13. Teachers expressed great concern over the number of “unqualified” advisers and journalism teachers in the high schools. Those who, themselves, were “unqualified” as beginning teachers, were emphatic in recommending a definite certification program.

**DECKER, RICHARD G.**

**Sponsoring the school newspaper: A guide for advisers**

Teachers College, Columbia University, 1954, Dissertation

Dissertation number: 0195581/ProQuest document ID: 302039179/OCLC number: 84289116

**Abstract-**

This (project) for advisers of student newspapers offers suggestions for the neophyte adviser. The author explains the terminology and the processes of news writing, ad writing, and head writing in simple terms, making this (project) an especially suitable one for the field of journalism. Various forms useful in student newspaper production of staff organization are included.

**DEELEY, NORAH DEAN**

**Student rights and responsibilities in schools: Has anything changed since *Tinker v. Des Moines independent school District* (1969)?**

Spalding University, 1999, 105 pages, Dissertation, Advisor: Mary Angela Shaughnessy  
Dissertation number: 9921362/ProQuest document ID: 304567624/OCLC number: 47807994

**Abstract-**

This work examines a selected review of court cases involving school law issues from *Tinker v. Des Moines Independent School District*, 393 U.S. 503, 506 (1969) through cases decided in 1998. This review was conducted to determine any changes in the courts' interpretation of student rights and responsibilities in both public and private schools. Thirty-six cases were studied, summarized and analyzed to evaluate their impact on the formulation and application of policies and procedures in private schools. Pertinent issues explored were: safety and negligence, freedom of expression, privacy rights, search and seizure, and due process.

The analysis addressed the following questions: (a) What should be the guidelines for teachers and administrators in private schools for avoiding negligence lawsuits by maintaining a safe learning environment? (b) What are a student's rights to privacy in public and private schools? (c) What are students' first and fourteenth amendment rights in private schools with regard to the publication of school-sponsored newspapers, yearbooks, literary magazines, and electronic publications? (d) What are the legal parameters of search and seizure in public and private schools? (e) What are the specific differences in the application of due process in public schools and the procedures for fundamental fairness in private schools?

After all of these cases were studied and explained, some recommendations were made for teachers and administrators in private schools for the formulation and application of new policies and procedures. These recommendations should not be construed as legal advice; they are merely to be suggested guidelines based on decisions made by the courts.

**DEKAT, KRISTINE L.**

**Media convergence at the high school level: Why should high school journalism classes use technology currently used by professional publications?**

Fort Hays State University, 2011, 88 pages, Thesis, Advisor: Arthur L. Morin  
OCLC number: 793852669

**Abstract-**

The digitization of media organizations has brought about changes in both the organization and the practices of journalism, which have resulted in a change in how the news is made. Media convergence has required news organizations to combine online media, broadcast news, and print media to create news stories. This thesis will examine why convergence has become necessary for professional publications and how they are converging. The research includes original research gathered from surveying journalism schools to understand how colleges are

preparing students for careers in the professional media. High school journalism programs were also surveyed to identify how high schools are preparing students for a future in journalism. Through the examination of the technology currently used by journalism schools and in high school journalism classes, this research shows the technological skills students have when they enter j-schools and explain the foundation that students should have before entering journalism programs.

**DENGER, ROY ERNEST**

**Use of WOI guidance broadcasts in Iowa high schools**

Iowa State University, 1939, 93 pages, Thesis

OCLC number: 31881961

**DENNIS, JOE**

**Prior review in the high school newspaper: Perceptions, practices, and effects**

University of Georgia, 2007, 94 pages, Thesis, Advisor: Kent R. Middleton

OCLC number: 350197172

**Abstract-**

The high school newspaper provides an ideal forum for students to develop critical thinking skills, an essential component of education. However, a 1988 Supreme Court ruling in *Hazelwood v. Kuhlmeier* legalized the practice of prior review, giving high school administrators the right to review student-produced publications before they are released. Administrators who practice prior review fail to recognize the value of high school journalism and its powerful role in the education and development of the student. Newspaper advisers were invited to complete an online survey regarding the demographics, perceptions, and practices of the newspaper they advise. The results show a strong correlation between prior review and adviser censorship. The adviser's perception on prior review and the newspaper's mission also affects whether their newspaper is subjected to prior review, and if they are likely to censor student content themselves.

**DENNY, THOMAS D.**

**Student Internet speech: Where does the schoolyard end in the cyberworld?**

Illinois State University, 2013, 153 pages, Dissertation, Advisor: Elizabeth Lugg

Dissertation number: 3609724/ProQuest document ID: 1498560144

**Abstract-**

This study examines student Internet speech that originates off-campus but results in discipline from school. The history of the issue of student speech is explored to set the foundation for the current issue. In the absence of a Supreme Court ruling on student off-campus Internet speech, cases reaching the federal level are explored in search of commonalities. The resulting information is synthesized to create two artifacts. The first is a matrix to summarize the rulings and rationale of the cases. The second is a reference tool to guide administrators in dealing with similar student speech cases.

**DE ROCHE, DANIEL GEORGE**

**Illinois school districts' response to *Hazelwood v. Kuhlmeier* (1988)**

University of Illinois at Urbana-Champaign, 1994, 256 pages, Dissertation, Advisor:

Paul W. Thurston

Dissertation number: 9503173/ProQuest document ID: 304109045/OCLC number: 774905952

**Abstract-**

The United States Supreme Court decision in Hazelwood School District v. Kuhlmeier (1988) granted local school officials greater latitude in controlling student expression in the public schools. Local board of education policy on student expression was a key factor in the Hazelwood decision. There is a rich body of literature on local policymaking, but there is little research on the policy response of local boards of education to a United States Supreme Court decision.

The sample size was 10% of the public school districts in Illinois. Ninety-four public school districts were included in a telephone survey. The response rate was 100%. Those districts reporting the existence of a written policy were asked to complete a written survey and submit a copy of the district policy on student publications. The response rate for the written survey was 91%, and the response rate for the policy submission was 43%. A document analysis was completed for the policies submitted, and 12 personal interviews were conducted. In addition, the chi-square measurement was used to determine the correlation between the existence of a written policy on student publications and six identified district demographic variables.

Of the 94 districts surveyed, 47 (50%) had a written policy on student publications and 47 (50%) did not. The document analysis of local district policies on student publications revealed a reliance on a model policy provided by the Illinois Association of School Boards (55%). The only demographic variable showing a correlation with the existence of a written policy was student population.

As a result of the study, the following recommendations were made: (a) school districts without a policy on student publications should adopt one; (b) school districts with a policy on student publications should conduct a policy review to ensure that it contains Hazelwood provisions; (c) all school districts should adopt a student publications policy which includes the determination of an open or closed forum, the articulation of curriculum objectives, and a statement of purpose for student publications; (d) school districts should subscribe to a policy service, and (e) local school board members and administrators should be required to receive training in policymaking.

**DERRICKSON, ROBERT KELLY**

**A study of annuals in the rural high schools of five counties in northwestern Ohio**

Ohio State University, 1939, 101 pages, Thesis

OCLC number: 53018110

**DEUTSCH, STEVEN JOSEPH**

**Factors associated with censorship attitudes and behaviors of principals, advisors, and student editors**

Indiana University, 2001, 215 pages, Dissertation, Advisor: Martha McCarthy

Dissertation number: 3021662/ProQuest document ID: 725912041/OCLC number: 48173427

**Abstract-**

In the 1988 Supreme Court decision Hazelwood v. Kuhlmeier, the Supreme Court supported the principal's right to control school-sponsored student press based on pedagogical purposes. An important question is how the Hazelwood decision has affected the censorship attitudes and

behaviors of administrators, newspaper advisors, and student editors. A survey was conducted to compare school press censorship attitudes and actual or potential censorship behaviors among principals, newspaper advisors, and student editors in Indiana public and private high schools and to analyze these attitudes and behaviors by selected school, setting, and personal characteristics. Response rates of the returned survey were as follows: 52.6% of principals, 43.7% of advisors, and 38.3% of student editors. In schools without a school newspaper, only the principal responded.

Findings reveal few incidences of the removal of articles from student publications in Indiana high schools. However, higher incidents of censorship were found in rural schools and those schools with predominately white populations. Regarding individual censorship scores, higher censorship for student editors was associated with having an after school job, lack of familiarity with *Hazelwood v. Kuhlmeier*, not viewing the press as a public forum, not supporting a state law granting student press control, and frequent involvement in extracurricular activities. Among items associated with higher censorship for advisors were their lack of familiarity with *Hazelwood v. Kuhlmeier*, having no clear policy regarding obscene and vulgar material, and having a profitable newspaper. For principals, higher censorship was associated with being more politically conservative, being affiliated with fewer professional organizations, and having a profitable newspaper. Overall, principals had higher censorship scores than advisors and student editors. When analyzed across principals, advisors, and student editors, being male was associated with higher censorship scores. Articles that were removed or had the potential to be removed included libelous or vulgar content and criticisms of school staff.

**DEVERIAN, JOSEPH T., JR.**

**A student's handbook for Washington Junior High School**

University of Southern California, 1948, 54 pages, Thesis

OCLC number: 424512136

**DEWLANEY, BARBARA CONSTANCE**

**Problems confronting teachers of newswriting in California**

Stanford University, 1928, 65 pages, Thesis

OCLC number: 81868796

**DEXTER, MIRIAM LENORE**

**Editing and copy reading high school publications**

Kansas State University, 1933, 102 pages, Thesis

OCLC number: 31466352

**DEZORT, MARY FREDERICK**

**A study of the effects of writing skills resulting from publishing a monthly upper-elementary newspaper**

Saint John College of Cleveland, 1966, 85 pages, Thesis

OCLC number: 27361293

**DIAMORE, JOSEPH R.**

**Attitudes and opinions of principals and non-athletic co-curricular advisers concerning**

**activity advisership in New Jersey public and nonpublic high schools**

Widener University, 1997, 188 pages, Dissertation, Advisor: Robert J. Wright

Dissertation number: 9811800/ProQuest document ID: 304430362/OCLC number: 39211106

**Abstract-**

The purpose of this study was to survey the opinions and attitudes on non-athletic co-curricular activities from principals and non-athletic co-curricular advisers within New Jersey public and non-public schools that graduate a twelfth grade class. The respondents were surveyed as to what factors motivate advisers to take on advisership, whether colleges of education should professionally train aspiring new teachers for advisership, and whether academic eligibility policies for such activities should be required. Respondents were also asked if such activities should address multiculturalism, promote human rights, and address the needs of at-risk students.

A total of 130 public and 130 non-public schools were used as the sample, and all twenty-one counties within the state of New Jersey were represented. The principal, school governance adviser, school publication adviser, and music/drama adviser from each school was sent a survey. Of the 1,040 possible returns, 710 questionnaires were returned representing a 68% return rate.

The respondents believed that getting to know and work with students was the main motivating factor for advisership. Hobby interest in the associated area was considered to be somewhat of a motivating factor, and stipend was considered a low motivating factor for advisership. The respondents agreed that colleges of education should offer advisership training to aspiring new teachers, and also felt that academic eligibility policies should be in place for these activities. They did not believe that such policies would have adverse effects on students at-risk and not at-risk for dropping out of school. The respondents also agreed that these activities should address multiculturalism, the needs of at-risk students, and should promote human rights. Other questionnaire responses showed that a majority of advisers put between 0-20 hours per week into advisership, and that the public school advisers receive between \$1,000-\$1,500 more stipend for advisership as compared to their non-public school colleagues.

Further research recommendations included seeking information on other factors that might motivate such advisers to advisership. The investigation of how colleges of education might train aspiring new teachers for advisership, and attempting to establish whether academic eligibility policies for such activities are punitive or supportive. Further future research might also attempt to solicit recommendations from respondents on other methods of how these activities could address multiculturalism, the needs of at-risk students, and promoting human rights. It is also recommended to survey other types of activity advisers on these topics.

**DICK, ELIZABETH TAYLOR**

**Professional problems of the high school journalism teacher**

University of Idaho, 1936, 23 pages, Thesis

OCLC number: 41735554

**DICKEY, JOAN LOUISE**

**A study of the influence of the Ball State workshops on students selecting Ball State University**

Ball State University, 1971, 41 pages, Thesis, Advisor: Louis E. Ingelhart

**Abstract-**

Entering its sixth year of significant contribution to scholastic journalism, the Ball State summer journalism workshop for junior high and high school students has acquired national recognition for its efforts and accomplishments. However, the effectiveness of the workshop's influences, if any, needs to be considered in relation to workshop students selecting Ball State for continuing their education. Negative workshop influences, as well as positive ones, may alter a high school student's opinion about the Muncie campus, associating regulations and curriculum for the workshop with University regulations and college curriculum established by Ball State. In its growing stages, the workshop has changed directors and curriculum coordinators three times. With each change, the administrators strived for workshop improvement to benefit the students, not the sponsoring University. Now that John M. Butler is serving his fourth year as workshop director and the summer programs have completed five years of academic service to high school journalists, a study on the workshop influences can be undertaken.

The purpose of "A Study of the Influences of the Ball State Journalism Workshop on Students Selecting Ball State University" is to establish the influences of Ball State's summer publications workshops on the students who return to this University to continue their education. To date, no graduate studies have been done along these lines of workshop influence and the main question this study will be asking is "why workshop students selected Ball State University?" With this purpose in mind, the writer spoke with students who attended the workshop, having them answer questions as to why they selected Ball State University, in order to devise a reliable and usable study for the benefit of workshop and University administrators. This study is the result of information gained from examining student answers, related literature of other summer workshops and information supplied by Ball State University.

**DICKINSON, ALTA RUTH**

**The status of the yearbook in Nebraska high schools, 1950-1951**

University of Nebraska- Lincoln, 1951, 106 pages, Thesis

OCLC number: 35079909

**DILBECK, PAULA L.**

**Who's teaching journalism in Oklahoma secondary schools?**

University of Oklahoma, 2003, 157 pages, Thesis

OCLC number: 52884666

**DIXON, DENNIS MCKEEVER**

**Coppertonian, inc.: A feasibility study to determine if a high school yearbook can be used as a vocational education program**

Westminster College, 1980, 79 pages, Thesis

OCLC number: 7370836

**DODD, JULIE EM**

**The plight of the high school press adviser**

University of Kentucky, 1976, 143 pages, Thesis, Advisor: Dwight Teeter

OCLC number: 2961600

**DODD, JULIE EM**

**High school principals' and newspaper advisers' evaluations of the important characteristics for newspaper advisers**

University of Kentucky, 1982, 144 pages, Dissertation, Advisor: Harry Barnard

Dissertation number: 8309052/ProQuest document ID: 751733231/OCLC number: 10052253

**Abstract-**

The purpose of this study was to determine the effect of a high school newspaper adviser's or principal's own background in journalism on the importance that he/she attached to newspaper advisers having a journalism background. The study also examined the relationship between the adviser's journalism background and the number of conflicts that he/she had with the administration and with newspaper staff members. In addition, a comparison was made of the principals' and advisers' ratings of important characteristics for advisers.

To obtain the information needed, a mail survey was conducted of high school principals and newspaper advisers in Kentucky. Two questionnaires were developed, one for the principals and one for the advisers. Techniques of exploratory data analysis (Hartwig & Dearing, 1981), t-tests, and one-way analysis of variance were used in examining the data. Because the population of the study was not a random sample, the results were reported as descriptive statistics.

The following results were obtained: (1) The adviser's own background in journalism did not affect the importance that he/she placed on an adviser being certified to teach journalism. (2) The principal's own background in journalism did not affect the importance that he/she placed on an adviser being certified to teach journalism. (3) Advisers with college journalism training were more likely to have conflicts with their publication staff members than those advisers with no college journalism training. (4) The more college journalism training an adviser had, the greater the likelihood that he/she would have conflicts with the school administration. (5) In evaluating 13 personality characteristics of advisers, major differences existed between the principals' and advisers' ratings of six of the items. (6) In evaluating 13 training characteristics of advisers, major differences existed between the principals' and advisers' rating of six of the items. The results of the study have implications for college and university teacher preparation programs and journalism programs, for potential newspaper advisers, for the Kentucky State Department of Education, and for principals and boards of education.

**DOLAN, JOSEPH CHESTER**

**The status of high-school radio shop instruction in the United States**

University of Washington, 1954, 456 pages, Dissertation

OCLC number: 19784304

**DOUGLAS, MARTHA CAROL**

**The status of high school journalism and the high school press in Contra Costa County: A survey of high school journalism programs and of attitudes toward the high school press**

San Jose State University, 1976, 126 pages, Thesis

OCLC number: 13791324

**DOVERSPIKE, DAVID E.**

### **The principal, students, and the law**

University of Akron, 1990, 1087 pages, Dissertation, Advisor: W. Henry Cone

Dissertation number: 9027330/ProQuest document ID: 303863925/OCLC number: 23134177

#### **Abstract-**

A superficial understanding of school law is becoming increasingly inadequate for the principal of the 1990s. The principal's legal knowledge must go beyond a shallow, mechanical level so that a fuller appreciation of liability risks can be reached. The principal's job has changed dramatically since 1969 as a result of the law's influx into the classroom. Traditionally, the principal was considered a professional mentor, instructional leader, site manager, disciplinarian, and chief decision-maker. In matters of building administration, the principal's authority was rarely challenged. The traditional components of the principal's role, and the expectations held by the principal's organizational superiors, are much the same today, but fulfilling job responsibilities has taken on new complexity.

This increased complexity is largely due to the advent of the student rights movement spawned by the Supreme Court's landmark 1969 ruling in *Tinker*. Additional factors include changes in the scope of sovereign immunity protections, and legislation such as P.L. 94-142, which imposes new obligations and responsibilities upon the principal. To a degree unthought of in 1969, the principal has had to become—at least as far as several specialized areas of interest are concerned—a legal expert.

This study provides a comprehensive treatment of these three areas of interest—constitutional, tort, and special education law—that impact most significantly on principals in the course of their daily duties. Among the many duties that principals must perform are those that involve interaction with students. Each of these three areas of school law is shaped by the nature of the relationship the principal shares with students: one that is intense, ongoing, and recognized by the courts as unique within the gamut of interactions between governmental actors and private citizens.

The study examines not only actual court holdings, but supporting arguments and public policy positions underlying each competing view. Source materials for the study are drawn from both the educational and legal professions. The end products of the study are a comprehensive treatment of each addressed area and a series of conclusions and recommendations that will enable principals to more effectively manage legal risks in the public schools.

### **DRYDEN, JOE**

#### **School authority over off-campus student expression in the electronic age: Finding a balance between a student's constitutional right to free speech and the interest of schools in protecting school personnel and other students from cyber bullying, defamation, and abuse**

University of North Texas, 2010, 193 pages, Dissertation

Dissertation number: 3451974/ProQuest document ID: 863483416/OCLC number: 722800267

#### **Abstract-**

In *Tinker v. Des Moines Independent School District*, the Supreme Court ruled that students have speech rights in the school environment unless the speech causes or is likely to cause (1) a substantial disruption, or (2) interferes with the rights of others. The Supreme Court has yet to hear a case involving school officials' authority to regulate electronically delivered derogatory

student speech, and no uniform standard currently exists for determining when school authorities can discipline students for such speech when it occurs off campus without violating students' First Amendment rights.

This dissertation examined 19 federal and state court decisions in which school authorities were sued for disciplining students for electronically delivered, derogatory speech. Eighteen of these cases involved student speech that demeaned or defamed school teachers or administrators. Only one involved speech that demeaned another student. Each case was analyzed to identify significant factors in court holdings to provide a basis for the construction of a uniform legal standard for determining when school authorities can discipline students for this type of speech. The full application of *Tinker's* first and second prongs will provide school officials the authority needed to address this growing problem while still protecting legitimate off-campus student cyber expression. Predictions of future court holdings and policy recommendations are included.

**DUBOIS, R.E.**

**A course of study for high school journalism**

Ohio State University, 1922, Thesis

**DUDA JOHN JOSEPH**

**Improving writing instruction through journalism study: A professional learning community of teachers**

University of California, Los Angeles, 2011, 147 pages, Dissertation, Advisor: Wellford Wilms  
Dissertation number: 3519954/ProQuest document ID: 1033009806/OCCLC number: 806962541

**Abstract-**

Writing instruction has become the “silent R” in our nation’s lowest performing high school classrooms due, in large part, to our failure to provide quality professional development programs for teachers that are job-embedded, ongoing, and content-specific. Journalism education represents a promising content lens for training teachers to become better writers and writing instructors because research indicates that students who study journalism are more engaged in school and outperform their peers in standardized tests of writing instruction.

This study combines research on best practices in writing and journalism instruction, with best practices in teacher development, with research into adolescent psychology and seeks to measure the efficacy of a two-week writing intensive program in raising the writing proficiency and confidence of novice journalism teachers as writers and writing instructors. The intervention that represents the focus of this study brought together ten teachers from four schools (two high-performing and two low-performing) to study their own writing and writing instruction through the lens of journalism and as part of a professional learning community. Teachers received explicit instruction both in journalism writing specifically and writing instruction generally from experts in their respective fields.

Findings from this mixed-methods study indicated the intervention was correlated with improved teacher writing proficiency and an increase in confidence among teachers as writers, writing instructors, and journalism advisers. Teachers offered suggestions for program improvement, and uniformly praised both the collaborative format and the supportive peer and professional networks they took away from the intervention.

**DUMIRE, JANE E.**

**Survey of journalism in West Virginia's public secondary schools**

West Virginia University, 1962, 76 pages, Thesis, Advisors: Guy H. Stewart/Quintus C. Wilson  
OCLC number: 17997305

**Abstract-**

The current status of journalism education and the feasibility of its continuance as a curricular or as an extracurricular activity in the public secondary school curriculum of West Virginia was the purpose of this survey among principals, journalism teachers, and publications advisers in this state. Two questionnaires were devised and mailed, one to principals of the state 237 high schools and one to all the known journalism teachers and publications advisers in West Virginia. Investigations into past research in the field of journalism education in the state were also made.

Results from the study showed the lack of trained instructors and advisers, lack of statewide certification of journalism as a teaching field, heavy teaching loads, insufficient time for publications work during the school day, disinterest of some school administrators, and inadequate facilities for journalism teaching.

**DUNCAN, EDGAR V.**

**Guide for high school yearbook production**

University of Massachusetts, 1964, 84 pages, Thesis  
OCLC number: 32307058

**DUNFEE, EMERY S.**

**A proposed radio course for high school students**

University of Maine at Orono, 1948, 34 pages, Thesis  
OCLC number: 49824598

**DVORAK, JOHN (JACK) EDWARD**

**High school principal-newspaper adviser relationships their effects on freedom of school-sponsored newspapers**

University of Missouri – Columbia, 1975, 293 pages, Dissertation, Advisor: William H. Taft  
Dissertation number: 7621942/ProQuest document ID: 760458811/OCLC number: 3739925

**Abstract-**

This study examined the relationship between school newspaper advisers and principals in Missouri high schools to determine whether the quality of this relationship affects freedom of expression in school newspapers. Responses on two questionnaires (the Newspaper Adviser's Questionnaire and the Principal's Communication Questionnaire) concerning principal's management style, adviser's job satisfaction, and communication conditions were gathered from 88 overlapping pairs of principals and advisers (from 134 responding principals and 113 responding advisers). Testing of nine major hypotheses revealed that communication conditions, job satisfaction of advisers, and the length of time an adviser has worked with school newspapers were the key variables related to censorship.

**DYER, WILBUR C.**

**Present practices of financing annuals in Ohio schools**

Ohio State University, 1928, 108 pages, Thesis  
OCLC number: 58594321

**ECONOMY, NICOLETTA M.**

**A study of the status of the yearbook in the comprehensive high schools of Kansas**

University of Kansas, 1964, Thesis  
OCLC number: 56375536

**EATON, BRENDA SUE WARE**

**A survey of conditions, equipment and facilities for high school publications in the state of Indiana**

Ball State University, 1975, 62 pages, Thesis, Advisor: Louis E. Ingelhart

**EDWARDS, MICHELE DUDLEY**

**An examination of court cases involving Bethel School District vs. Fraser**

University of Alabama, 2011, 337 pages, Dissertation, Advisor: David L. Dagley  
Dissertation number: 3461042/ProQuest document ID: 879551430/OCLC number: 743793235

**Abstract-**

The modern day school administrator understands that the First Amendment right to free speech is becoming more and more complex in the public school environment. Where students do have constitutional rights in the school atmosphere, the school administration does have protection when facing potential legal ramifications. A school official, be it a principal, superintendent, or school board, must take a proactive approach to address and possibly avoid situations that could possibly violate the constitutional rights of the students in the area of free expression. It is the responsibility of school officials to provide a safe and secure learning environment for students, free from substantial or material disruptions; lewd, offensive, or profane language; and messages containing references to drug use and drug paraphernalia.

This research project is a qualitative study reviewing law cases citing *Bethel School District v. Fraser* (1986) and then analyzing the decisions made in each. The study included court cases that cited *Bethel v. Fraser* (1986) from 2000-2010 in order to allow for an adequate number of cases for analysis. The intent was to use the Shepard's United States Citations, which provided a useful tool for investigating the cases with the *Bethel* citation, while at the same time providing the researcher with a resource of relevant cases. The lineage of cases in this study has revealed 34 principles that could possibly decrease litigation for school officials in the area of the First Amendment right to free expression.

**EGGERT, VIRGINIA RAE TRAMBLEY**

**Student television production: The effects on student attitudes towards self and others**

University of Arizona, 1985, 222 pages, Dissertation  
OCLC number: 79291472

**Abstract-**

This investigation attempted to answer the following research questions, based upon student participation in "hands on" television production activities: (1) What shifts in the students' perceived acceptance of themselves occurred, (2) what shifts in the students' perceived acceptance of others occurred, and (3) what shifts in the students' perceived acceptance of school

occurred?

In seeking answers to the above three questions, the investigator located seven volunteers from a high school dropout retrieval program. As it developed, all of them were of Mexican American heritage. This investigation was based upon a theoretical framework drawn from perceptual psychology, education, and television. The framework consisted of television as a perceptual experience tending to affect acceptance of self, others, and school. A small 'n' research design with multiple measures was used during this investigation. Data were collected with a student self-report measure using a modified Likert-type response mode. Qualitative data were collected from student interviews and investigator observations recorded as field notes.

The research results indicated no significant patterns in acceptance of self and others as a group. The qualitative data revealed the variety of individual shifts in acceptance of self, others and school. Certain unanticipated results occurred because the participants were Mexican American. These included cultural-related observations. The data indicated that "hands on" television production activities involve "learning in context" processes which might have important implications for dropout retrieval programs. The investigator recommended further "learning in context" TV or video studies with multicultural groups of students.

**ELLIOTT, CHRISTINE**

**Situating student portraits: An analysis of high school yearbook photography in  
Bloomington, Illinois**

School of the Art Institute of Chicago, 2011, 51 pages, Thesis  
OCLC number: 763249496

**ELLIS, BARBARA GAIL**

**Major inhibitory factors in the assessment of themes by Oregon high school English  
teachers**

Oregon State University, 1990, 530 pages, Dissertation, Advisor: Marcelene Ling  
Dissertation number: 9032657/ProQuest document ID: 303880926/OCLC number: 24304784

**Abstract-**

This study's purpose was to provide data on major inhibitory factors experienced by a third of Oregon high school English teachers in areas of: attitudes, behaviors, and physical and emotional effects of theme assessment. Methods employed two analyses: (1) statistical testing of the independent variable of teaching experience (1 to 2, 3 to 5, 6 to 10, and 11+ years) applied to twelve null hypotheses by the Chi-Square test for significance; and (2) descriptive analysis of frequencies.

Hypotheses were stated to measure no significant differences between years of experience and twelve assumptions about: (1) number of themes assessed per month, (2) hours spent per month on theme assessment, (3) assessment turnaround time, (4) amount of commentary given, (5) perceptions that most students do not seem to apply assessment suggestions to subsequent themes, (6) fatigue affecting judgment in assessment, (7) perceptions that assessment may adversely affect eyesight, (8) feelings of despair over students making the same errors previously pointed out, (9) perceptions that burnout is related to assessment, (10) perceptions that a journalism copyediting course would be unlikely to lessen assessment time, (11) the belief that

composition should be taught as a separate course, (12) perceptions that a teachers' short course on assessment would have practical application to an increased theme load.

Measured by Chi-Square, the first hypothesis was rejected; the other eleven were retained. Descriptive analyses supported null hypotheses results and yielded conclusions about: (1) assessment loads and teachers behaviors, (2) in-service training and assistance, and (3) attitudes about a national standardized theme structure, theme writing per se, and work loads of other disciplines.

Recommendations include smaller and fewer classes, a separate composition course, and further assessment training. Suggestions for further research include investigating the lack of militancy in high school English teachers, feasibility of shifting assessment training to Education Departments, applicability of copyediting training, studying teachers' physical and emotion-related ailments.

**ELLIS, CLIFFORD LOREN**

**The history of the South Dakota High School Press Association**

Indiana University, 1950, 101 pages, Thesis

OCLC number: 34240625

**ELLIS, CORA E.**

**Educational interpretation by means of high-school newspapers**

University of Wyoming, 1948, 131 pages, Thesis, Advisor: L.R. Kilzer

Thesis number: EP20208/ProQuest document ID: 301835955/OCLC number: 27846504

**Abstract-**

It was the purpose of this study (1) to find out what taxpayers of Wyoming schools want to know about their educational systems; (2) to determine what high-school pupils read in the school paper; (3) to ascertain what administrators and patrons think of the high-school paper as an interpretative agent; (4) to reveal the use school systems make of their town newspaper in interpreting education; (5) to indicate the circulation and the cost of publishing high-school papers; and, finally, (6) to make a survey of a sampling of Wyoming high-school papers to determine the kind and the amount of educational interpretation that they contain.

In so far as the data in the present study present a true picture, the following conclusions seem justified: 1. Most adults and pupils read the high-school paper rather regularly. Considered from the standpoint of the number of persons who read it, the school newspaper is a good medium of interpretation. 2. Except in the smaller schools, little attempt is made by persons in charge of distribution to circulate the paper among everyone in the community. However, pupils do take it home for parents to read. 3. Since the average cost of publication is nominal, the high-school paper would be an economical medium for educational interpretation. 4. High-school papers devote little space to articles of an interpretative nature. However, since both adults and pupils ranked features rather high in reader-interest, this type of writing, used to interpret education, might appeal to both adults and pupils.

5. The average school paper is not published often enough to give a continuous, well-balanced story of the school. The school paper in the local paper is published most often and would be the

best medium from the viewpoint of frequency. 6. Since the “school page in the local paper” entails no cost to the school, it is the best medium from the viewpoint of economy. However, pupils express dissatisfaction with the use of the local paper for dispatching school news because pupils receive the paper indirectly rather than receiving it personally at school. 7. Most stories about “athletics” do not interpret needs, aims, or values, but stressed competitive games—in some instances, giving a play-by-play account of a game that was played a month before the story appeared in print. 8. Many of the stories about “allied activities” do not include the educational aspects involved, but deal mostly with names and recapitulation of past events.

**ELLIS, WILLIAM GEIGER**

**A study of student publications in the secondary schools of New Jersey**

Temple University, 1934, 78 pages, Thesis

OCLC number: 49006672

**EMBRY, JAMES DUANE**

**A review and analysis of U.S. law concerning the First Amendment, students, and the Internet**

University of Georgia, 2007, 108 pages, Dissertation

OCLC number: 320732335

**Abstract-**

The desire for freedom, especially in the realm of speech, is ancient and generally thought of as a prerequisite to many other human liberties. The understanding of what the government can regulate with relation to free speech has generally been a perplexing question. This is especially true in the public school setting where students, while they do not shed their constitutional rights at the schoolhouse gate, do have restrictions placed on them that limit some freedoms that would otherwise be unacceptable for adults. This study found that speech, especially in the public school setting, cannot be regulated unless it can be shown to create a substantial disruption to the functions of the school environment or will substantially disrupt the educational purpose of the institution. Even though the Court determined in *Reno v. ACLU* (1996) that the Internet is a unique mode of communication and is afforded more freedom of speech protection than other mediums, the basic ideas established in *Tinker v. Des Moines School District* (1968), *Bethel School District No. 403 v. Fraser* (1986), and *Hazelwood School District v. Kuhlmeier* (1988) still apply.

**ENGLISH, EARL**

**A workbook for high school journalism**

University of Iowa, 1937, Thesis

OCLC number: 77760885

**ENGLISH, LINDA CAROLENE**

**Student rights and high school newspaper coverage: A view from four audiences**

Texas Tech University, 1976, 69 pages, Thesis

OCLC number: 2618330

**ENGMAN, JAMES W.**

**An analysis of the constitutionality of prior review and restraint of high school newspapers**

University of Wisconsin- Milwaukee, 1979, 124 pages, Thesis  
OCLC number: 24565815

**EPSTEIN, IRENE MELTON**

**Handbook of aids for secondary teachers of high school journalism**

San Jose State University, 1961, Thesis  
OCLC number: 13797986

**ERDMANN, LAURIE M.**

**The working situation of high school newspaper advisers in northern Illinois**

Northern Illinois University, 1982, 106 pages, Thesis, Advisor: Abraham Bass  
OCLC number: 9315044

**Abstract-**

Although the high school newspaper has been an established American entity since the 1920s, the newspaper adviser, who builds, guides and ultimately bears the responsibility for it well-being, has remained a shadowy figure. At one school, he may be viewed as an activity director, monitoring the newspaper as an extracurricular venture; at another, he may be regarded as a clinician, overseeing a laboratory operation. Advisers usually find themselves putting in extra hours of supervision, for which they may or may not be compensated with extra time or money. One may be responsible for mechanical duties such as typesetting or full production, including press runs. To meet increasing printing costs, one may receive funds from the school board while another may have to brainstorm fund-raising ideas per issue. And, in addition to the newspaper, the adviser may supervise one or more publications.

The typical advisership has no local job description, so that when a question of pay, duties, or conditions arises, there are no locally accepted standards. In these times of budget slashes, advisers need to know where they stand in relation to others in their field and what they can reasonably expect or request in terms of compensation and conditions. This study examines the working situations of high school newspaper advisers in Northern Illinois, in particular, those employed at schools on the Northern Illinois School Press Association mailing list. A questionnaire was mailed in May 1982, to the 150 schools listed and 67 responses were received, for a 43 percent return. Twenty closed-ended questions were asked about the amount of time and type of workers used for newspaper production, as well as the degree of adviser compensation.

Frequencies were tabulated, indicating that most respondents receive some extra pay yearly and that most agree strongly that payment for work outside of class time should be given. An overwhelming 98 percent work "overtime," and a majority said their students do more than 75 percent of the production work. Overall, this study sheds light on the duties, pay, and working conditions of high school newspaper advisers in Northern Illinois.

**ERICKSON, GEORGE ARTHUR**

**A sociological analysis of selected secondary schools of Oklahoma as indicated by high school newspapers**

Oklahoma State University, 1932, 41 pages, Thesis  
OCLC number: 32458625

**ERICKSON, PAUL J.**

**Evaluation of production methods of high school newspapers**

California State University, Sacramento, 1957, 64 pages, Thesis

OCLC number: 12778174

**ERVIN, ROBERT FERRELL**

**Functions of the high school press as viewed by three publics within a high school social system**

Oklahoma State University, 1973, 117 pages, Thesis, Advisor: Walter J. Ward

OCLC number: 32305332

**Abstract-**

In this exploratory study, three publics within the high school (Faculty, Students and Newspaper Staff) were asked to express their agreement on the functions for the high school press. From 70 statements, reviewed by a group of judges selected from the director of several high school press associations and advisers to the "Pacemaker" newspapers, 25 statements were selected as representing four types of functions for the high school press: public relations, student voice, professional training, and learning device. These 25 items comprised a scale administered to the principal, superintendent, publication adviser, 10 faculty members, 10 general student body members and 10 publication staff representatives in 20 high school selected at random in Arkansas and Oklahoma. A total of 660 respondents completed the scale.

Analysis indicated significant differences in functions. Respondents unexpectedly had high agreement that the high school newspaper should operate as professional training. This unanticipated conclusion implies that the student newspaper should prepare the student staff for positions in the journalism profession or an allied field. Few respondents favored the public relations or student voice functions. It was noted that often faculty support the student voice concept more strongly than do students or student staff. Data suggests that each student newspapers is an "individual" venture and cannot be planned without consultation of the school in which it is printed. The paper must match its individual audience. Another strong indication is that the persons within the schools who hire journalism advisers must select personnel carefully if the student newspaper prepares students for a career.

**EVANCHYK, LINDA P.**

**Education, experience, and certification among Florida high school journalism advisers**

University of West Florida, 1993, 76 pages, Thesis, Advisor: Martha Saunders

OCLC number: 29125286

**EVANS, LEODA MAHAR**

**Scholastic journalism in Arkansas high schools**

University of Missouri- Columbia, 1951, 113 pages, Thesis

OCLC number: 28140491

**EVANS, M.E.**

**The curricula of the high schools of Texas, 1942-1943**

University of Texas at Austin, 1943, Thesis

**EVANS, SHERRY WILLIAMS**

**Channel One in the curriculum: Teaching tool or free equipment for schools?**

Baylor University, 2000, 38 pages, Thesis, Advisor: Larry J. Browning

Thesis number: 1400135/ProQuest document ID: 304578902/OCLC number: 45072198

**Abstract-**

The purpose of this study was to investigate the value of and need for Channel One in the curriculum. A written survey instrument was distributed to each teacher in five high schools, and 145 teachers responded.

The results of the survey indicate that educators believe the program teaches current events with accuracy, covering the most important issues, and a majority of teachers believe that the school should continue to show the program. A majority of educators see Channel One News as a stand-alone program, and most are not using the program to teach anything.

As a result, schools receiving the broadcast should set up teaching guidelines to be followed by all educators. Further study, on a larger scale, should be conducted to verify the results of this survey and to determine if students are actually learning the lessons that the Channel One Network is attempting to teach.

**EVESLAGE, THOMAS E.**

**Toward an integrated model for assessing compliance with federal circuit court decisions: Prior restraint in public schools**

Southern Illinois University, 1979, 261 pages, Dissertation, Advisor: Robert Trager

OCLC number: 6281771

**Abstract-**

Most studies of how court decisions filter to affected parties have involved the Supreme Court and compliant behavior. In this study, an issue dealt with differentially by federal circuit courts—prior restraint of high school publications—was examined to identify factors related to the amount of awareness and noncompliance affected school personnel reveal. The principal and newspaper adviser in 76 public high schools in the Second and Fourth Circuits were surveyed. Data helped test eight research hypotheses and examine relationships between corollary variables and awareness and compliance. No significant difference was expected between principals and advisers in awareness of and compliance with the law. More awareness, but also more noncompliance, was expected among respondents in the Second Circuit, which has tended to support school authorities, while the Fourth Circuit has supported students. Also, awareness was thought not to be a reliable predictor of noncompliance.

The 38 schools in each circuit were randomly selected from lists of large or small schools (+/- 578 students) in large and small cities (+/- 50,000 people). Telephoning was done in February 1979. Survey data proved inadequate for testing noncompliance among advisers. No significant difference across circuits was found in awareness scores of either group. Awareness was not a reliable predictor of compliance and awareness scores did not differ significantly between principals and advisers. Impact literature, the theoretical basis for much of this study, suggests that many factors may influence one's reaction to court decisions. More information came by examining the corollary variables. Circuit and respondent role appeared to be inadequate predictors when lower court decisions on student rights were involved. But awareness was

related to several other variables. Professional training, daily responsibilities and activities, contact with or knowledge of other organizations that share the phenomenon under investigation, and professional enrichment through reading or attendance at relevant meetings seem to provide clues to understanding why some officials are aware and others are not. The amount of related training, length of experience, personal confrontation over the issue, message of the courts, and frequency of related court decisions seem to be related to compliance/noncompliance.

This study suggests that awareness is a prerequisite, but not a predictor of compliance. Awareness of the law on prior restraint was quite widespread. The one major indication of compliance was the adoption of procedural guidelines, which the courts have said are required for prior review by school officials. Where the courts have relayed this schools reported procedural guidelines more often; and in schools where such guidelines exist, there were fewer indications of prior restraint. Professional meetings were the primary source of student rights information for advisers; professional publications provided principals that information. The study suggested that the tone and interpretations of course messages by intermediaries might be more reliable predictors of response than the messages themselves. Both respondent groups recorded some backlash behavior. A contextual field study is needed to get a more meaningful evaluation of the awareness and compliance phenomena.

#### **FABIAN, FRANK HUTCHINGS**

##### **Public school response to the out-of-school conduct of students: The case law**

University of Georgia, 1980, 181 pages, Dissertation

Dissertation number: 8029119/ProQuest document ID: 303008493/OCLC number: 7633976

##### **Abstract-**

This study investigates the status of the case law pertaining to the authority of public school officials to respond to out-of-school conduct of students occurring while the students are not under the direct supervision of school personnel. Recognized techniques of legal research were used to locate reported court decisions relevant to the issue, the cases were examined from a historical perspective, and the decisions were sequenced, analyzed, and summarized in a thematic organization.

A review of the general authority of public school officials to regulate student conduct is included in the study. Following this review, an analysis is made of the court decisions that have ruled on the propriety of public school officials' responses to non-criminal out-of-school conduct of students and the cases that have considered the appropriateness and validity of the responses of school officials when public school students have been charged with out-of-school criminal activity. The latter decisions were also examined to determine the judiciary's position in regard to constitutional issues involving double jeopardy, self-incrimination, and unreasonable search and seizure that were raised in this litigation.

Analysis of the case law revealed that the authority of the public schools to regulate student conduct cannot be demarcated on an in-school or out-of-school dichotomy. The true test of the authority of public school officials to control student conduct is not the time or place of the conduct, but rather its effect on the morale and efficiency of the school. Courts have been unwilling to affirm school disciplinary actions taken in regard to off-campus conduct where they perceived the nexus between the conduct and the management or governance of the school to be

tenuous. The judiciary has supported responses of public school authorities to off-campus conduct only where the school interest was seen to be quite strong and paramount over other interests of society. The courts have accorded approval to public school actions taken in response to out-of-school conduct that they held threatened the safety and well-being of the school population, caused material and substantial disruption to the school or its activities, ridiculed staff members, brought discredit to the school and its programs, decreased academic achievement and the efficiency of the school, or had a deleterious influence on the school. Future study is needed to determine if subsequent litigation augments and more precisely delineates the case law pertaining to the legality of public school response to out-of-school production and distribution of student publications and the authority of public school officials to protect students from association with those charged with out-of-school immoral conduct.

Model policies based on the case law are included in the appendix to the study. Although the judiciary has held that it is not mandatory that written policies support actions of public school officials taken in regard to regulation of student conduct, they have stressed the desirability of written policies and regulations. Therefore, it is recommended that appropriate national and state organizations formulate model policies based on the case law to be used as a guide by local boards of education or that local school boards modify the policies included in the study and develop their own regulations consistent with the statutes and case law of their jurisdiction.

**FAIRBANKS, ALICE TUTTLE**

**High school publications: The newspaper and the annual**

Boston University, 1927, 164 pages, Thesis

OCLC number: 7858120

**FARR, ERNESTINE**

**Effective high school newspaper and yearbook advertising**

University of Missouri- Columbia, 1969, 282 pages, Thesis

OCLC number: 32299117

**FARRAR, CATHY**

**Assessing the impact in science journalism activities has on scientific literacy among high school students**

University of Missouri- St. Louis, 2013, 185 pages, Dissertation

OCLC: 795784199

**Abstract-**

As part of the National Science Foundation Science Literacy through Science Journalism (SciJourn) initiative (<http://www.scijourn.org>; Polman, Saul, Newman, and Farrar, 2008) a quasi-experimental design was used to investigate what impact incorporating science journalism activities had on students' scientific literacy. Over the course of a school year students participated in a variety of activities culminating in the production of science news articles for SciJourn (<http://www.scijourn.org>). Participating teachers and SciJourn team members collaboratively developed activities focused on five aspects of scientific literacy: contextualizing information, recognizing relevance, evaluating factual accuracy, use of multiple credible sources and information seeking processes.

This study details the development process for the Scientific Literacy Assessment (SLA) including validity and reliability studies, evaluates student scientific literacy using the SLA, examines student SLA responses to provide a description of high school students' scientific literacy, and outlines implications of the findings in relation to the National Research Council's A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas (2012) and classroom science teaching practices. Scientifically literate adults acting as experts in the assessment development phase informed the creation of a scoring guide that was used to analyze student responses. The expert/novice comparison provides a rough description of a developmental continuum of scientific literacy. The SciJourn Scientific Literacy Assessment was used in a balanced crossover design to measure changes in student scientific literacy. The findings of this study including student results and Generalized Linear Mixed Modeling suggest that the incorporation of science journalism activities focused on STEM issues can improve student scientific literacy. Incorporation of a wide variety of strategies raised scores on the SLA.

Teachers who included a writing and revision process that prioritized content had significantly larger gains in student scores. Future studies could broaden the description of high school student scientific literacy and measured by the SLA and provide alternative pathways for developing scientific literacy as envisioned by SciJourn and the NRC Frameworks.

**FATHREE, SUE K.**

**A survey of journalism practices in Alaska's secondary schools**

University of Alaska- Fairbanks, 1963, 48 pages, Thesis

OCLC number: 41704112

**FAUSNAUGH, ESTHER LEONA**

**A newspaper unit in the high-school English program**

Ohio State University, 1944, Thesis

OCLC number: 65222742

**FELDMAN, SAMUEL NATHAN**

**The high school underground press: Content analysis, member attitudes, and beliefs**

University of California- Los Angeles, 1973, 154 pages, Dissertation

Dissertation number: 7318624/ProQuest document ID: 302713682/OCLC number: 5703245

**Abstract-**

Developing a rationale for the high school underground press is the objective of this study. To accomplish this, principals, underground editors, and student editors were asked to rate six concepts and to complete an attitudes and beliefs scale, and thirteen high school underground newspapers and five major court decisions were examined using symbolic content analysis to determine the primary symbols and meanings of the publications. School is the strongest symbol throughout the newspapers. The major themes are that school is irrelevant, racist, oppressive, and inhuman but powerful because it provides a link to the larger system of government and to the executors of its power, the police and court systems. The dominant underlying theme in all of the newspapers is fear, danger, death, and punishment. The major themes of the legal cases are similar to those of the newspapers themselves. These include freedom, school violence, and authority. Libel and obscenity are not treated as major issues. The primary objective of the underground press is to unify students and make them aware of problems and also to gain legal

access to fellow students without threat of punishment.

**FENBERG, KATHLEEN SLACK**

**The origin and development of underground high school newspapers**

California State University, 1969, 81 pages, Thesis

OCLC number: 11661399

**FERGUSON, GEORGE B.**

**Advice to yearbook advisors in a small high school**

St. Cloud State University, 1955, 31 pages, Thesis

OCLC number: 7995557

**FIEBELKORN, GARY D.**

**A suggested student handbook for the Langford High School**

Northern State University, 1968, 68 pages, Thesis

OCLC number: 11660532

**FILES, JAMES ABNER**

**Academic and professional perceptions of the roles and functions of the student newspaper**

Oklahoma State University, 1987, 425 pages, Dissertation, Advisor: Marlan Nelson

Dissertation number: 8729593/ProQuest document ID: 303614710/OCLC number: 17335995

**Abstract-**

Scope and Method of Study: The purpose of the study was to collect and analyze the perceptions of college and university presidents, journalism program administrators, student newspaper advisers, and commercial newspaper editors and publishers regarding the roles and functions of student newspapers in colleges and universities in the United States. Survey methodology involving a 79-item instrument was undertaken, with a 72 percent response rate represented by 247 respondents. It was hypothesized that four functions and four roles would emerge from the data. Functions were named as follows: Freedom of Expression, Instructional Tool, Campus Communication Vehicle, and Career Training. Roles were titled Watchdog, University Support, Commercial Counterpart, and Thorough News coverage. Data were distributed in a crosstab analysis using the SPSS-X computer program, then subjected to significance tests (ANOVA and t-tests), factor analysis by social category, and multiple regression tests.

Findings and Conclusions: The basic hypotheses were supported. University presidents and commercial newspaper professionals tend to perceive student newspapers in a similar pattern many times, often opposite to perceptions held by journalism administrators and newspaper advisers. Although supportive of First Amendment principles, presidents tend to perceive the student newspaper as a specialized publication to a greater extent than other respondent groups. The dichotomy of forum model vs. laboratory model is not an obvious issue, per se, although clarification of responsibility for liability for content material is indicated.

**FINELLA, ROBERT T.**

**The development of a video curriculum for high school students**

Bank Street (New York), 1996, 128 pages, Thesis

OCLC number: 36831030

**FINK, SALLY CHICOINE**

**Veto power: Censorship and the high school press**

Ball State University, 1978, 69 pages, Thesis, Advisor: Frank E. Walsh

OCLC number: 5376992

**FISCH, CECIL ERNEST**

**A consumer's course for high schools in reading newspapers and journalistic writings**

University of Idaho, 1939, 26 pages, Thesis

OCLC number: 41734423

**FISCHBACH, ROBERT L.**

**A gatekeeper study of South Dakota public high school newspaper**

Iowa State University, 1980, 116 pages, Thesis, Advisor: J.K. Hvistendahl

OCLC number: 6590231

**FITHIAN, CLARISSA RAE**

**Journalism curriculum for junior or senior high school**

University of Northern Colorado, 1973, 58 pages, Thesis

OCLC number: 6386609

**FITTS, BETH LANGSTON**

**Journalism in the secondary schools of Mississippi**

University of Mississippi, 1990, 95 pages, Thesis

OCLC number: 23043282

**FLANDERS, GEORGE W.**

**Symbolic student speech since Tinker**

University of Nevada, Las Vegas, 1998, 219 pages, Dissertation, Advisor: Gerald C. Kops

Dissertation number: 9923730/ProQuest document ID: 304491857/OCLC number: 77766664

**Abstract-**

When students exercise their First Amendment right of free speech, it can sometimes conflict with the obligation of public school officials to maintain a safe and orderly environment on their campuses. Three Supreme Court decisions— *Tinker v. Des Moines*, 393 U.S. 503 (1969), *Bethel v. Fraser*, 478 U.S. 675 (1986), and *Hazelwood v. Kuhlmeier*, 484 U.S. 260 (1988)— have addressed the most common types of student expression. *Hazelwood* dealt with school-sponsored printed material and *Fraser* established ground rules to handle public address by students. In both instances, the Supreme Court endorsed the school's authority to regulate the amount of "free speech" that can be exercised by students in the public schools.

Only *Tinker*, the earliest of the three decisions and heavily quoted from in the other two, spoke to the issue of symbolic speech: that which is neither spoken aloud nor published for distribution. Symbolic speech is the type most frequently encountered in schools, given the Court's endorsement of reasonable prior restraint of the printed word and schools' careful monitoring of students' public speaking.

Over the years, student speech cases have found judges seeking to resolve issues which were not exact fits for these landmarks by quoting “sound bites” from one or more of them. This has resulted in rulings that often can raise more questions than they answer.

This study targeted symbolic student expression: that which is neither spoken aloud nor published. In reviewing case law dealing with this type of speech, the study determined how the various federal courts have interpreted the *Tinker* landmark over the past three decades. The study investigated possible patterns in the courts’ rulings that could provide additional guidance for today’s harried school administrators.

**FLEENOR, LEONARD ALONZO**

**An analysis of the content, management, and cost of high school annuals**

University of Minnesota, 1929, 193 pages, Thesis

OCLC number: 19385072

**FOLEY, BETTY JANE**

**The kinds and extent of classroom news, features, and pictures in forty high school newspapers**

Florida State University, 1954, 57 pages, Thesis

OCLC number: 26820385

**FOLTZ, BARBARA D.**

**Radio as a correlative factor in the high school curriculum**

Wayne University, 1939, 55 pages, Thesis

OCLC number: 18655779

**FONTANA, CHARLOTTE JUDITH**

**The federal constitution and the student: The aftermath of Tinker and Gault**

University of Pittsburgh, 1980, 380 pages, Dissertation

OCLC number: 7508447

**FORD, JUSTIN**

**Internal ratings data to measure classroom participation in viewing the daily live television announcements produced and delivered by high school students**

Northwest Missouri State University, 2012, 41 pages, Thesis

OCLC number: 851512957

**Abstract-**

The Park Hill School District launched the Broadcast Journalism program at both Park Hill and Park Hill South High Schools in 2007-2008 in order to provide the opportunity for students to learn and grow in the area of multi-media. Broadcast journalism also served as a classroom resource for the school providing daily announcements in the form of live television that is produced and delivered by students for students. This would replace the previous form of an Administrator reading announcements over the intercom. The following study was conducted to provide numbers to show classroom participation level in viewership of daily television announcements. Using Chi-Square, this study will determine the level of participation at both schools and determine what factor different variables play at each school. The ultimate goal is

100 percent classroom participation in daily announcements. This study will provide data that can be used to determine the appropriate steps in the future to achieve 100 percent classroom participation.

**FOSS, GENEVA E.**

**The value of journalism in the high school curriculum**

University of Montana, 1937, 54 pages, Thesis

OCLC number: 60404192

**Abstract-**

A questionnaire was sent to Washington State junior and senior high schools with an enrollment of 250 or more students. Sixty-eight questionnaires were returned. The purpose of the study was to determine what was being done in the junior and senior high school journalism programs in Washington State and to obtain the opinions of those directing journalism programs in the schools there. It was also used to determine the value of the newspaper to the school.

**FOSTER, JOLYNN K.**

**Problem based learning: A student centered approach for the journalism classroom**

North Central College, 1997, 28 pages, Thesis

OCLC number: 56998243

**Abstract-**

The research project was designed to evaluate the effects of Problem-Based Learning on junior and senior level high school students enrolled in a regular level Language and Composition class which is an introduction to Journalism. The class is responsible for producing the school newspaper.... The study implements a teacher directed approach for the first unit, Issue 1 of the school newspaper, and implements the PBL model for the second unit, Issue 2 of the school newspaper. Both student involvement and student achievement were measured. Student involvement was measured using student journals containing time spent working independently and time spent working collaboratively. Student achievement and progress was evaluated by comparing the class grade average of Issue 1 with the class grade average of Issue 2.

Achievement was also measured by comparing the evaluations assigned to the newspaper. ... The results of this study indicated that PBL availed students of a more active role in their learning than afforded by the teacher directed approach. The time spent by students working collaboratively increased dramatically from using the PBL method. Class grade averages also improved, rising nine points with the PBL unit. The quality of the school newspaper also rose significantly based on the criteria of well-researched articles, high-interest topics and eye-catching page design. Finally, PBL positively effected student attitude toward learning. The results of the unit evaluation reflected strong feelings of student ownership during the PBL unit while the teacher directed method resulted in feelings of competitiveness and isolation. Students also viewed PBL as a more "real life" situation. Ninety nine percent of the students favored PBL over the teacher directed approach leading this researcher to conclude that PBL provides a more meaningful and valuable experience for students.

**FOX, EDITH HORTENSE**

**A high school course of study in journalism in Texas**

University of Texas at Austin, 1931, 87 pages, Thesis

OCLC number: 41234469

**FRANKLIN, JACOB**

**A study of the high school newspaper**

Clark University, 1948, 57 pages, Thesis

OCLC number: 36334877

**FREDRICK, CATHERINE J.**

**Creating and maintaining a self-sustaining journalism program in an urban high school**

Hamline University, 2010, 68 pages, Thesis

OCLC number: 745036298

**FREELAND, MARY MAUDE**

**An introductory study of journalism for elementary school children**

University of Missouri- Columbia, 1965, 267 pages, Thesis

OCLC number: 11225362

**Abstract-**

For eight years elementary journalism became a tool of investigation to determine whether its use would make the media more pleasurable; whether it would be a means of supplementing and enriching general education in addition to their regular work. The ultimate goal sought to challenge children to see news as a whole, to view participation in reading and writing as a challenge as great as involvement in sports. Material written by children was published. Then comparison and contrast of the types of material written and the progress of the writing became a part of the study. After presentation of journalism techniques, the children expanded their writing material. They started using the knowledge learned. It was found that the involvement of journalism for children increases their interest and pleasure in the newspapers.

**FREEMAN, MARION EVANS**

**The school newspaper as a device in teaching English with particular reference to 'the Whirlwind,' school newspaper of Central Junior High School, Amarillo, Texas**

Texas Tech University 1932, 69 pages, Thesis

OCLC number: 28386595

**FREEMAN, ROBERT JOSEPH**

**A survey study of the financing of the high school annual in Missouri high schools with enrollments between 300 and 900 students**

Pittsburg State University, 1959, 52 pages, Thesis

OCLC number: 22994645

**FREUND, MARY A.**

**A typology of high school student newspapers**

Northern Illinois University, 1981, 135 pages, Thesis, Advisor: Anthony J. Scantlen

OCLC number: 7758308

**Abstract-**

Changes in American society over the past decade have produced changes in the quality and role of the high school student newspaper. With the quieting of student unrest and the stabilization of

student-oriented issues, high school newspapers seem to have evolved into one of three categories. The first hypothesized category includes model high school newspapers characterized by those publications which abide by clearly defined professional standards of journalism while serving the needs of their constituencies, the study body and general school community. The second category includes those newspapers best described as average; it is characterized by newspapers that serve the student body and school community primarily as a positive public relations tool while adhering to some journalistic principles. The third category includes those newspapers that are newspapers in name only; it is characterized by newspapers that display little or no adherence to generally accepted journalistic principles. They often are little more than a published school calendar with minimal student participation and input.

This study was designed to show the existing typology in high school newspapers by using the 24 South Inter Conference Association (SICA) high schools as a typical grouping— all are confined within the South suburbs of Chicago, and all meet the requirements set out by the SICA school regulations. The first phase of this project was a brief questionnaire sent to high school newspaper advisers in the spring of 1979. The response showed that the newspapers would be cooperative in a more in-depth examination. The next major facet was follow-up contact in the fall of 1979. Interviews with the advisers were held, with the author as the sole interviewer. All notations and tabulations were completed solely by the author. The division in this grouping of SICA newspapers became more evident and more clearly divisible with each step of investigation. Throughout the 1979-'80 school year, sample copies of each of the SICA high school newspapers were collected and read for graphic differences, which allowed the author to further confirm separations and finalize the placement of those high school newspapers into the three categories.

### **FRICK, HAZEL MORTON**

#### **An analysis of Rehnquist Court decisions related to the authority of school officials**

University of North Carolina at Charlotte, 2002, 106 pages, Dissertation, Advisor:

John S. Gooden

Dissertation number: 3056523/ProQuest document ID: 275757255/OCLC number: 234381222

#### **Abstract-**

Throughout the years, court decisions have impacted the issue of the authority of school officials and student rights. Because school officials must insure that all students receive an optimum education, it is imperative that they provide a safe, learning environment through the enforcement of reasonable rules and regulations. When students do not comply with these directives, school officials assign consequences. As a result of their actions, school officials may find that they are in opposition with the beliefs of students and parents. When these situations occur, the Supreme Court may be called on to resolve the conflict. Not only does the Supreme Court determine the ultimate result, its rulings frequently predict subsequent decisions by all levels of courts.

This study has investigated the authority of school officials and student rights. The researcher examined First, Fourth, and Fourteenth Amendment issues related to the subject. The research included an examination of six landmark cases that were decided by the Supreme Court of the United States while William Rehnquist has been Chief Justice. The purpose of the study was to determine the impact of the decisions of the Rehnquist Court on the authority of school officials.

The researcher concludes that the authority of school officials has been enhanced by decisions in some cases while in others, authority has been diminished. In the cases that were analyzed, the Court established clear guidelines that effective school officials should follow.

**FRITZ, NATHAN**

**The relationship between students' proficiency in computer applications and their perception of the school newspaper**

Milligan College, 2010, 43 pages, Thesis, Advisor: Lyn Howell  
OCLC number: 662302127

**FROMM, MEGAN ELIZABETH**

**Everything but "censorship": How U.S. newspapers have framed student free speech and press, 1969–2008**

University of Maryland, College Park, 2010, 222 pages, Dissertation, Advisor: Susan Moeller  
Dissertation number: 3409696/ProQuest document ID: 734386058/OCLC number: 665073189

**Abstract-**

Legal scholars rarely focus on student First Amendment rights, and general public understanding of the extent of these rights is vague at best. While media scholars have focused much attention on newspaper coverage of more mainstream issues, no notable attention has been given to examining the way news media cover student First Amendment rights. As future leaders in a democracy, students at public schools are inculcated with notions of civic duty, independent thinking, and a respect for the freedoms that distinguish the U.S. from other countries. However, many public school students are consistently denied their rights to the very same freedoms they are expected to value. When students seek legal action to guarantee First Amendment protections, how U.S. newspapers frame these lawsuits and the students involved can greatly impact public perception of these issues.

This study examines newspaper coverage of eight court cases that set precedent on student free speech and press rights. The cases are *Tinker v. Des Moines*, *Papish v. Board of Curators*, *Healy v. James*, *Hazelwood v. Kuhlmeier*, *Kincaid v. Gibson*, *Dean v. Utica Community Schools*, *Hosty v. Carter*, and *Morse v. Frederick*. Using a grounded theory approach and relying on agenda setting literature, a textual analysis of these eight court cases answers the central research question: How do U.S. newspapers frame high school and college students' right to freedom of speech and press? This study finds U.S. newspapers fail to adequately cover student First Amendment cases in four distinct ways. Most significantly, by framing the infringement of students' First Amendment rights as everything but "censorship," U.S. newspapers minimize students' claims and marginalize their positions.

**FROST, MARGARET FULLERTON**

**Radio broadcasts at Lassen Union High School and Junior College**

Stanford University, 1949, 133 pages, Thesis  
OCLC number: 643714139

**FRY, ROBERTA JEANNE**

**High school newspaper advisers: Their status and needs**

Ohio State University, 1963, 103 pages, Thesis

OCLC number: 51393486

**FUMA, PAIGE**

**Rights and restrictions on high school student newspapers**

University of Illinois, Springfield, 1997, Thesis

OCLC number: 863753198

**FURST, H.D.**

**A study of the high school annual in the rural and exempted village schools of Ohio for the school year 1926-1927**

Ohio State University, 1928, 109 pages, Thesis

OCLC number: 56916534

**GAFFNEY, PATRICK VINCENT**

**Knowledge of and attitudes toward the legal rights of public school students on the part of undergraduate education students at the University of Mississippi**

University of Mississippi, 1991, 229 pages, Dissertation, Advisor: Ronald R. Partridge

Dissertation number: 9130785/ProQuest document ID: 303981567/OCLC number: 26227304

**Abstract-**

This study examined knowledge and attitudes about student rights held by juniors and seniors in elementary and secondary education at the University of Mississippi. The extent that a need existed to incorporate exposure to student rights within their teacher preparation programs was also investigated. In total, 310 out of 335 students participated in this study.

The Student Demographics Checklist, the Student Rights Questionnaire, and the Student Rights Inventory were used to collect the data. The latter two measures assessed, respectively, knowledge and attitudes about 14 student rights areas.

These findings resulted from data analysis using ANOVAs and Pearson correlations: (1) Participants were knowledgeable about less than half of the items on the Student Rights Questionnaire. (2) Elementary education seniors and seniors overall were significantly more knowledgeable about student rights than elementary education juniors and juniors overall. (3) No significant difference was discovered between secondary education juniors and seniors regarding student rights knowledge. (4) No significant difference was found between elementary and secondary education students regarding knowledge and attitudes about student rights.

(5) Participants were most knowledgeable about patriotic school exercises, liability for rights violations, and remediation of English deficiencies and least knowledgeable about education of alien children. (6) Participants had most favorable attitudes toward education of the handicapped and due process in suspensions and least favorable attitudes toward freedom from religious influences and activities in the forms of school prayer and Bible reading. (7) Participants demonstrated an overall favorable attitude toward student rights. (8) No significant difference was discovered between juniors and seniors in elementary or secondary education regarding student rights attitudes. (9) Among participants, a positive and significant relationship was found between knowledge and attitudes about student rights. (10) Overall, participants agreed with including exposure to student rights in their teacher preparation programs.

These conclusions were drawn: (1) These teacher preparation programs were not adequately informing participants about student rights. (2) Participants were basically homogeneous regarding knowledge and attitudes about student rights. (3) Knowledge and attitudes about student rights were particularistic in nature. (4) Attitudes toward student rights tended to be more favorable as knowledge of such rights increased.

**GAGNARD, ALICE LOIS**

**Legal and ethical judgments of high-school newspaper advisers on First Amendment rights**

Louisiana State University, 1980, 173 pages, Thesis, Advisor: E. Joseph Broussard

OCLC number: 6846050

**Abstract-**

The study sought to obtain from high-school newspaper advisers legal and ethical judgments of case items related to First Amendment rights of the high-school press and relate these response to items of general information. A national survey was conducted using an instrument with nine case items and other questions of general information. Case items were drawn from court decisions relating to the area of student First amendment rights. The survey was mailed to a randomly selected group of 260 advisers selected from a list of 8,660 high schools in the United States. Response rate was 138, or 53 percent.

Simple percentages were computed for correct and incorrect legal responses, and for ethical responses to case items. Chi-square was computed to determine relationships between subgroups. Results were applied to the directional hypotheses. Chi-square was also used to assess relationships between subgroup responses to individual case items. The McNemar Test was used to assess the dichotomies of ethical/legal responses. The researcher concluded that high-school newspaper advisers as a group have inadequate knowledge of legal issues in the area of First Amendment rights. A significant dichotomy of ethical/legal responses was found in five of the case items.

**GALDE, PETER MASON**

**Production methods used in high school journalism in Santa Clara County, 1973-1974**

San Jose State University, 1975, 144 pages, Thesis

OCLC number: 13791430

**GARETS, WALLACE EARL**

**Journalism in the high school: A course of study**

University of Idaho, 1947, 39 pages, Thesis

OCLC number: 41735579

**GARLICK, EDNA ELIZABETH**

**An analysis and evaluation of junior high school newspapers published in selected cities of North Carolina**

University of North Carolina at Chapel Hill, 1946, 60 pages, Thesis

OCLC number: 37449588

**GARRITY, BYRNINIA MARIE**

**A study of high school newspapers in Illinois**

Loyola University of Chicago, 1929, 118 pages, Thesis

OCLC number: 496640360

**GARY, ROBERT OWEN**

**A comprehensive study of high school journalism in southern Illinois high schools**

Southern Illinois University, 1970, 87 pages, Thesis, Advisor: Bryce W. Rucker

OCLC number: 10308986

**Abstract-**

Although a great deal has been written and said about high school journalism programs in recent years, very little was actually known about the status of journalism in Southern Illinois high schools. This study has attempted to survey the situation as a whole on two different occasions, four year apart. A mailed questionnaire was used for information-gathering, the same form being administered in both surveys. High school newspaper advisers were found to be extremely poorly prepared academically— less than 40 per cent had ever had any journalism courses at all. Even fewer had had any professional journalism experience. Over half received no extra pay or reduction in class load for advising the newspaper. The staffs of these newspapers varied in number from under ten to over sixty, and requirements for staff membership were equally varied. As a rule, staff membership was open to any Junior or Senior who cared to join, with no prerequisites.

Although the newspapers were produced by four different processes, by the largest number were mimeographed. This process was prevalent in the smaller schools (under 500 enrollment) and either letterpress or photolithography prevailed in larger schools. Most newspapers were published monthly. Finances were of major importance to every newspaper surveyed. Some were self-supporting; however, the majority were subsidized wholly or in part by administration. Any plans for expansion of the journalism program were so rare or so vague as to be nearly impossible to put into words. Most that were mentioned involved establishing a journalism class.

**GATHMAN, LETA BIERBOWER**

**Integration language arts through a fifth grade newspaper**

Illinois State University, 1951, 70 pages, Thesis

OCLC number: 47188489

**GAULEY, JEAN L.**

**High school students and American core value orientations**

University of Denver, 1997, 216 pages, Dissertation, Advisor: Edith W. King

Dissertation number: 9721923/ProQuest document ID: 304368063/OCLC number: 37396576

**Abstract-**

The focus of this study was on 16- and 17-year-old students at Grand Junction (Colorado) High School and the extent and influences on their belief in American core values and their participation in the American cultural dialogue. The research questions centered on whether students at this high school (and which ones) believe in and/or express concern about American core values and participate in the American cultural dialogue. What characteristics in the school environment, home, peer group, and community influence adolescents' commitment to American core values? Does ethnic identity affect belief in American core values?

The research design was a dominant (qualitative)--less dominant (quantitative) method of collecting data from 298 student surveys, 18 in-depth interviews with students and educators, and examination of two years' issues of student newspapers and community newspapers, as well as curriculum materials used in Social Studies classes. An inductive approach led to the following findings: students (at least 69%) in the study do identify with American core beliefs. They most strongly agree with the core values of honestly, hard work, equal access to success, belief in the common good, freedom of choice. The students showed the weakest identity with optimism in the future and the recognition of a shared belief system among Americans. Students with high grade point averages and from higher socioeconomic status homes showed a stronger identity with the core beliefs. Ethnicity was not related to strength of American core beliefs. Themes that emerged from the data also included the importance of identifying with a subgroup (although not necessarily an ethnic or racial group), need for learning more than one perspective on important issues, need for students to be trusted and offered more autonomy, value of a participatory model of schooling and community service, importance of parental (and significant other adult) influence.

Schools and communities can shape programs and curriculum based on the findings of this study. They can teach awareness of the shared beliefs and encourage participation in the cultural dialogue that is unique to American culture.

**GAUTHIER, L.A.**

**South Carolina high school journalism: Censorship attempts, reactions and results**

University of South Carolina- Columbia, 1996, Thesis

**GAYDA, THOMAS D.**

**A workbook for high school newspaper design**

Ball State University, 2005, 32 pages, Thesis, Advisor: Marilyn Weaver

OCLC number: 65192123

**GEORGE, FRANKLYN**

**The rise and fall of free speech in the public schools**

Boston College, 1991, 217 pages, Dissertation

OCLC number: 39264885

**Abstract-**

Free speech in the public schools has become an area of growing concern in the last few years. With the recent Supreme Court decisions in *Bethel School District v. Fraser* (1986), and *Hazelwood School District v. Kuhlmeier* (1988), the broad constitutional protections accorded students in the nation's public schools have eroded considerably. The Supreme Court decision in these two cases not only limit students' constitutional freedoms, but signal an increasing "judicial deference" toward local school authorities in determining what speech is appropriate within the "schoolhouse gates". Although these decision appear to reflect a marked departure from historical precedent supportive of students' free speech, a closer examination of the Court's procedure in First Amendment analysis reveals an underlying pattern of changing rules, standards, and categories that have profoundly affected the manner in which free speech cases are reviewed. These changes in "judicial review" significantly influenced the decisions in *Fraser*

and *Kuhlmeier*, and clearly demonstrated that their outcomes were not aberrations, but logical and predictable, evolving out of a “narrowing” of children’s constitutional rights. The Court’s process of adjudication has become so mired in formalistic rules and categories that it is no longer a simple “balancing” of competing interests, but a “jurisprudence of labels” that has led the Court far afield from the basic tenets of the First Amendment.

Chronicling the rise and fall of free speech in the public schools shows how far the pendulum has swung since the first intimation of students’ free speech rights in *Meyer v. Nebraska* (1923). For nearly fifty years the Court slowly but consistently broadened the constitutional protections for students culminating in the landmark decision of *Tinker v. Des Moines independent School District* (1969), where students’ rights were nearly “co-extensive with those of adults.” However, at the same time *Tinker* and its progeny were enjoying these new found constitutional rights and protections, the Court was undergoing a change of its own, a change that was to have a profound effect on free speech in the public schools.

**GEORGIADY, ALEXANDER PHILLIP**

**Analysis of the elementary school newspapers**

University of Chicago, 1939, 64 pages, Thesis

Thesis number: TM23577/ProQuest document ID: 301767793/OCLC number: 270116686

**GERCHICK, WILLIAM S.**

**Media convergence through a high school journalism production**

Arizona State University, 2010, 174 pages, Thesis

OCLC number: 740054368

**GESTAUT, JOSEPH P.**

**A survey of student participation in extracurricular activities in integrated high schools of Arkansas as depicted by yearbooks**

University of Arkansas, 1974, 152 pages, Thesis

OCLC number: 383687992

**GIBBS, JESULON SHARITA RONAE**

**The First Amendment and modern schools: A legal analysis of off-campus student speech cases**

Indiana University, 2008, 265 pages, Dissertation, Advisors: Suzanne E. Eckes/  
Martha M. McCarthy

Dissertation number: 3324540/ProQuest document ID: 304607293/OCLC number: 817561335

**Abstract-**

Student off-campus speech is a growing concern for K-12 school officials. Traditional notions of behavioral issues warranting discipline are no longer confined to the four walls of the school building. Specifically, the revolution of technology presents new legal issues for educators. Advances in technological modes of communication, particularly the Internet, have changed the landscape of when, where, and how students express themselves. Equally important, as streams of communication expand so does the willingness of students to frankly express what is on their seemingly unfiltered minds. The complicating factor is that such speech is uttered off-campus but oftentimes is discussed on-campus resulting in punishment of the student-speaker. Some

parents and students claim that First Amendment violations occur when school officials discipline students for their speech uttered off-campus.

However, courts vary on the applicable legal standard for cases of student off-campus speech since no specific U.S. Supreme Court ruling governs student off-campus speech issues. Therefore, in light of the reoccurring disputes, courts, school administrators, and legal scholars are re-examining the notion of students' rights to freedom of expression as guaranteed by the First Amendment of the United States Constitution. This study employed legal research to collect and analyze all published lower court rulings on incidents of student off-campus speech.

Coextensively, the history and philosophy of student free expression rights was examined to augment this paramount body of school law precedence. Given the need for clarity on the applicable legal framework for student off-campus speech cases, a modern uniform legal framework for off-campus student speech incidents was crafted and recommended based upon the database of cases studied. The proposed framework can be used to consistently resolve student off-campus speech cases.

**GIBSON, JOYCE STILL**

**A study of the status of high school newspapers in the Virginia public schools**

University of Richmond, 1961, 93 pages, Thesis

OCLC number: 73675077

**GIBSON, MARTIN LEROY**

**Freedom of the press: Foundations and attitudes.**

University of Texas, 1974, 301 pages, Dissertation

**Abstract-**

This study reports the results of a national survey of the attitudes of five demographic groups toward freedom of the press. The groups are newsmen, state legislators, high school teachers, high school students, and the general public. The survey is broken into two parts, the first dealing with general principles (e.g., support for a law against slanting of the news) and the second with hypothetical situations. The survey found significant differences in attitudes between and in some cases within groups. Legislators and newsmen stand apart from other groups in opposing legislation that would correct flaws but that in doing so would restrict freedom of the press. Respondents are found to be more restrictive toward freedom of the press when they are given a specific use than when they are merely questioned on their support for the principle of press freedom. The survey's findings are considered in a framework that traces the evolution of press freedom from Magna Carta to the present and that examines its philosophical bases. A concluding section attempts to forecast the status of freedom of the press if present trends and attitudes continue.

**GILBERT, MARJORIE E.**

**A standard course of study in high school journalism for the state of Iowa**

University of Iowa, 1931, 117 pages, Thesis

OCLC number: 83699681

**GILL, JOSEPH CLARENCE**

**The extent to which high school papers aid in developing inquiry**

Pennsylvania State University, 1928, Thesis

OCLC number: 80537754

**GILLILAND, DOUGLAS L.**

**A content analysis of online high school newspapers in the United States**

Ball State University, 1998, 36 pages, Thesis, Advisor: David E. Sumner

OCLC number: 399766773

**GILLISPIE, MARY ANN**

**A survey of journalistic practices in small high schools in the United States**

Syracuse University, 1939, 93 pages, Thesis

OCLC number: 654398937

**Abstract-**

A study of the status of the newspaper and journalism class in small high schools throughout the United States reveals that while most schools limit enrollment or participation on school paper activities and journalism classes to students with B averages in English, most schools also indicate that the main value is to motivate students in study of English. The writer feels that the poor student should be the one who really needs this motivation.

**GIMM, DEARV G.**

**A survey of the pupil population and school community of the Cambridge High School: Elements of a successful yearbook**

Macalester University, 1958, 20 pages, Thesis

OCLC number: 45133463

**GISSLER, JOYCE HELEN**

**First Amendment rights as applied to the high school press**

University of Nebraska at Omaha, 1982, 79 pages, Thesis, Advisor: Todd F. Simon

OCLC number: 9027357

**Abstract-**

First Amendment rights as applied to the high school press is an unsettled area of constitutional law. The courts must focus upon five key topics when hearing student press cases: (1) public v. private institution; (2) reasons for controlling student expression; (3) type and distribution form of student publications; (4) attempted method of controlling expression; and (5) publication established as public forum. This thesis emphasizes the importance of high school staffs implementing publication guidelines as a procedural safeguard in protecting First Amendment rights. However, the guidelines must be written concisely and specifically in order to avoid vagueness and over-breadth.

Also researched were prior review and prior restraining techniques as means of censoring the high school press and controversies over the age of high school journalists. Studying a variety of high school student press court cases was used as the method of analysis during research. Student press rights is a complicated subject. But, as student journalists and school administrators become more knowledgeable about constitutional guarantees, there will be a better understanding of issues in the area of First Amendment rights as applied to the high school press.

**GLASSMEYER, GERARD EDWARD**

**An analysis of the involvement of four groups of high school students in videotape productions**

Ohio State University, 1976, 187 pages, Thesis  
OCLC number: 2668872

**GLOWACKI, JOSEPH W.**

**Creation and evaluation of a placement test, daily assignments and photo evaluation form for the Ball State University summer workshops in photography for high school students**

Ball State University, 1971, 46 pages, Thesis, Advisor: Robert L. Heintzelman

**GODBOLD, JOHN JAKE**

**An analysis of elementary school newspapers in the state of South Carolina**

Duke University, 1940, 88 pages, Thesis  
OCLC number: 21470371

**GOODSON, F. TODD**

**Defining community: The high school as rhetorical situation**

University of Kansas, 1993, 233 pages, Dissertation

Dissertation number: 9408983/ProQuest document ID: 304045388/OCLC number: 29210664

**Abstract-**

This study was a qualitative investigation of a single high school. The study attempted to answer a central research question: To what extent does the social context of the high school restrict literacy-learning activities? Data were collected using multiple qualitative methods—context-sensitive textual analysis of school-sponsored student publications, interviews with teachers, ethnographic field observations, and text-based interviews with students.

The data suggest that the high school is a complex and dynamic rhetorical situation with a rich inter-textual web of school-sanctioned writing. As such, these texts act to both shape and reflect the school community's definition of self. This definition of community establishes the boundaries or constraints with regard to available topics, content, vocabulary, and tone for anyone wishing to communicate within the sanctioned community. No content can be available for literacy learning that the community is not willing to validate and absorb into the community's definition of self.

As this process of self-definition is interactive it involves two things. First, the content of the literacy curriculum always involves a degree of tension. Second, forces both from within the community and from outside the community can act to force the border in either direction (i.e., in toward the core of the community or out away from that core). The study also found evidence of a rich inter-textual web of student communication that is not part of the officially sanctioned community. There is no evidence, however, to suggest that the official school community would or could absorb those smaller communities into the officially defined school. While that student communication might be termed "authentic," it cannot be validated and made part of the official school.

Further, the school community interprets content and pedagogical theory from the outside for its members. Students do not study literary works in some abstract and pure form, rather students study a version of those texts that has been transformed by the social context of the school. Likewise, pedagogical theory is interpreted to fit the social and physical constraints of the situational context.

**GOODWIN, ARTHUR E.**

**The high school newspaper**

Kansas State University, 1937, 133 pages, Thesis

OCLC number: 31767584

**GORDON, GREGORY L.**

**A status of journalism education and mass media communication education in Michigan secondary schools**

Central Michigan University, 1973, 68 pages, Thesis, Advisor: Thomas R. Rood

OCLC number: 15797810

**Abstract-**

This study was designed to develop data concerning the state of journalism education and mass media communication education in Michigan secondary schools. Further, the author hypothesized that there was a trend toward students studying the press as consumers of the mass media rather than as potential journalists. Results were based upon 467 returned from a total of 600 questionnaires that were mailed in November 1972. The traditional approach to journalism education, the production of a school newspaper, still flourished in the public education system, although a 5.67 per cent decline in newspaper production was noted. Most schools offered one or two journalism classes, and those were usually newspaper and yearbook technique and production courses. Most newspapers were published monthly.

Additionally, the survey disclosed: 1. School newspapers received financial support from a variety of sources: advertising, subscriptions and sales, and the school general fund. 2. The majority of student newspaper editors, 55.69 per cent, and many staffs, 32.72 per cent, were appointed by advisers. 3. Approximately one in six schools that had a student newspaper also published both a yearbook and magazine. 4. Fewer schools offered mass media communication courses than offered journalism courses, with 42.84 per cent offering no mass media communication course and 25.60 per cent offering no class in journalism. 5. Most schools considered, "to teach students to acquire a critical attitude toward news and the ability to evaluate the mass media," an important objective of mass media communication courses. 6. English departments housed 83.88 per cent of the mass media communication courses. 7. Most teachers who taught journalism or mass media communication courses majored in English while in college. 8. More students were enrolled in mass media communication courses than were enrolled in journalism courses. Also, more faculty were involved in teaching mass media communication courses than in teaching journalism courses.

**GOUGH, JOHN A.**

**The status of the school paper in American schools for the deaf**

Gallaudet University, 1932, 69 pages, Thesis

OCLC number: 26953966

**GRAHAM, FRANK R.**

**A comparison of selected school newspapers as to public relations content**

Kansas State University, 1955, 54 pages, Thesis

OCLC number: 22104672

**GRANBERG, G. GORDON**

**The present status, trends, and objectives of the high school annual**

Colorado State University, 1932, 177 pages, Thesis

OCLC number: 24121026

**GRAY, MARK BRYAN**

**A survey of journalism education in Utah high schools**

University of Utah, 1976, 59 pages, Thesis, Advisor: George Everett

OCLC number: 2413009

**Abstract-**

While high school newspapers are published in all but four of Utah's 92 public and private high schools, there have been few studies on the newspapers and the corresponding journalism programs. This study, through the mailing of questionnaires to each principal and journalism advisor of each high school, attempted to gather data on Utah high school journalism enrollment and newspaper production methods, the training of journalism teachers, the attitudes of high school advisors and principals toward student newspaper content, the advisability of making journalism a more job-oriented course and the advisor attitudes toward teaching of high school journalism. Responses were received from 72 percent of the advisors and 81 percent of the principals.

The study concluded: 1) Utah journalism enrollment has not increased significantly since the last enrollment count in 1963, but the number of schools allowing journalism to fulfill English credit requirements has doubled in the 13 years. 2) Almost half (49 percent) of the principals and advisors state the primary purpose of the student paper is a channel of student news. However, a large percentage (46 percent of the principals and 38 percent of advisors) view the paper's primary purpose as a training ground for future journalists. 3) Two-thirds of the advisors have never completed a college journalism course, and 75 percent have less than six hours of college journalism coursework. 4) A large majority of the advisors (71 percent) altered or censored at least one story for content reasons during the past year.

When given a list of controversial subjects, both principals and advisors generally in agreement as to which areas were inappropriate for school newspapers. Advisors and principals in larger schools (1,200 students or more) were slightly more inclined to allow the listed controversy areas than were advisors and principals in smaller high schools. Based on the study, recommendations included a requirement by the State Board of Education that journalism teachers certified in English take at least one college journalism course, and that the Board along with the individual school districts form detailed statements regarding the rights and responsibilities of advisors and student journalists regarding content in school publications.

**GREENBERG, HAROLD L.**

**A study of attitudes of principals, advisers and editors toward stories offered for publication in Northeastern Ohio high school newspapers**

Kent State University, 1972, 111 pages, Thesis

OCLC number: 569994

**GREENFIELD, STEVEN L.**

**The application of the First Amendment and the Fourteenth Amendment to the United States Constitution to the legal rights of students**

Northwestern University, 1973, 149 pages, Dissertation

Dissertation number: 7407751/ProQuest document ID: 302701586/OCLC number: 71850011

**Abstract-**

The purpose of such a study will be to compare the influence of recent constitutional cases involving the legal status of students with the more traditional legal concept of the teacher-student relationship, that of "in loco parentis." This study will attempt to determine if the legal relationship of the student to his school and teacher has changed as a result of recent constitutional cases involving student rights and if it has changed, the nature of such changes.

**GREER, SARAH BEASON**

**The status of journalism in secondary schools of South Carolina, 1962-1963**

Furman University, 1964, 184 pages, Thesis, Advisor: Ira L. Baker

OCLC number: 20140420

**Abstract-**

This study was made in the form of a survey to investigate the status of journalism in the white, public, state-accredited, secondary schools of South Carolina during the 1962-63 term. The hypothesis was that school administrators in South Carolina are overlooking the potential educational value of journalism in the curriculum by failing to obtain qualified journalism instructors and qualified newspaper advisers and by failing to provide adequate conditions for an effective journalism program.

The survey was conducted by sending a seven-page questionnaire to the twenty-six teachers who taught journalism and also advised newspaper publications in the South Carolina secondary schools and to the additional one hundred and three advisers who only supervised newspaper publications. An additional questionnaire was sent to the certification departments of each of the fifty states to obtain information concerning certification requirements of journalism teachers, their state-adopted courses of study, and the number of units granted by the state for credit toward graduation standards.

Data from these questionnaires were organized in tables and analyzed in detail to indicate qualifications of journalism teachers, emphases in their instructional program and analyses of their newspaper publications; the qualifications of the newspaper advisers and the analyses of their newspaper publications. Statistical analysis of the data indicated that the hypothesis was valid.

**GREGORY, ADA MARY**

**High school publications**

University of Idaho, 1928, 133 pages, Thesis

OCLC number: 42991175

**GREGORY, LINDA SUE**

**Controls exercised by advisers of Indiana high school newspapers**

Indiana University, 1971, 121 pages, Thesis, Advisor: G. Cleveland Wilhoit

OCLC number: 34274137

**Abstract-**

To determine the degree and type of control exercised by advisers of Indiana high school newspapers, a mail questionnaire was sent to 334 advisers at North Central and First Class rated schools in the state. The analysis of the 222 returned questionnaires (66 per cent) indicates that control does exist in a variety of forms among advisers with certain characteristics. Advisers are exercising control by suggesting ideas for editorials or editorial positions, approving editorials before they are written, approving all copy prior to publication, reading copy prior to publication, and preventing publication of an editorial or news story. The degree to which these controls are exercised and the conditions under which they are employed are largely dependent upon the adviser's journalism training in college, the type of adviser's journalism training in college, the type of journalism curriculum offered at the school, and the frequency of the newspaper's publication.

Advisers like to exercise the most control over the school newspaper are those teaching at rural schools which have newspapers published no more often than once a month. No journalism is offered at the school and the adviser has little or no collegiate background or training in journalism. In general, the publications situations which seem to be most open and free, or least restricted by adviser control, are those schools with qualified trained advisers, that have newspapers of at least biweekly frequency, and that offer at least one year of journalism instruction. Less than half of the schools studied had a code of ethics or policy statement to guide the staff even though many staffs are members of the state's press association that does have a code for all members. Although advisers agreed that one of the proper functions of the school press was to provide a forum for student opinion, most made the claim seem shallow when they later stated they would have to approve all editorial opinion or would even prohibit some editorial matter.

**GRIFFITH, CLARENCE ARTHUR**

**A survey of Indiana newspaper editors to determine their attitudes concerning secondary school journalism instruction and practices and its ability to prepare secondary school students for future employment on commercial newspaper staffs**

Ball State University, 1970, 62 pages, Thesis, Advisor: Louis E. Ingelhart

**GRIGGS, RUTH MARIE**

**Yearbook economy: Ways to save money and time in managing and producing student annuals**

University of Wyoming, 1944, 122 pages, Thesis, Advisor: James C. Stratton

Thesis number: EP24386/ProQuest document ID: 301898542/OCLC number: 27846509

**Abstract-**

Yearbooks often have been criticized for two principal reasons: they cost too much and they take too much of the student's time. C. Gordon Granberg in his thesis on The Present Status, Trends,

and Objectives of the High School Annual recommended that, inasmuch as the cost of publishing the high school annual had been listed in his survey as the chief disadvantage, a study be made that would endeavor to find: (1) better way of financing the annual, (2) ways of reducing the expenses of publications, and (3) greater economics through ore able management.

While economy in yearbook production is always of importance, it has taken on new meaning during the war years when there are scarcities of materials, reduction of metal, shortages of manpower among the craftsmen, and limited time on the part of the students. Annually millions of dollars and untold hours are spend on yearbooks in this country; many of these dollars and hours could be used more efficiently. To help advisers and staffs who wish to study the problem of saving money and time in managing and producing student yearbooks, this thesis is offered. Eighty ways to save money and time are ultimately noted.

**GRIMMESEY, KAY**

**A survey of current practices in journalism in the public junior high schools of Southern California**

University of South California, 1979, 115 pages, Thesis  
OCLC number: 5703204

**GROSZEK, MARY ALVERNIA**

**A critical analysis of the student handbooks in the Chicago high schools**

DePaul University, 1958, 91 pages, Thesis  
OCLC number: 11741825

**GRUBB, DONALD RAY**

**A critique of the status of journalism in American public secondary schools**

University of Utah, 1956, 339 pages, Dissertation, Advisor: Paul C. Fawley  
Dissertation number: 0017569/ProQuest document ID: 763969451/OCLC number: 14937870

**Abstract-**

This study addresses the status of the journalism teacher and a comparison of the progress made in improving this status. Although teachers of journalism have improved in amount of training received, further advancement needs to be made in the areas of teacher training and in the employment of assignment policies of school administrators relative to the journalism teacher. Specifically, the study involved an investigation of two aspects of journalism education in American public high schools. A first are for investigation was concerned with the nature of the high school journalism course. This investigation attempted to answer the questions: What was the status of high school journalism as a curricular course? How was it organized? What topics were stressed? Answers to these questions have helped to explain the conceptual role of high school journalism. (1) Has it functioned for the sole purpose of producing school publications? (2) Has it attempted to broaden the student's understanding of the mass media and their impact on society? A second area for investigation was directed to the study of the high school journalism teacher. This investigation attempted to answer the questions: What were the academic and professional backgrounds of the journalism teacher? How has the teacher conceived of journalism course objectives? What provisions have colleges and departments of journalism made for preparing the teacher of high school journalism?

A three-page (high school) questionnaire was designed in the fall of 1954 with the co-operation of the National Association of Journalism Directors. After minor revisions, questionnaires were prepared in final form, and from an NAJD mailing list containing 1500 schools, a total of 852 public secondary schools was compiled. A two-page (college) questionnaire was designed in the spring of 1955 for use in the college and department of journalism survey. The instrument was mailed to 103 states, private, and denominational college and universities listed in *Editor and Publisher Yearbook, 1954*.

It appears that the high school journalism course could contribute much to meeting life needs of students by stressing the significance of mass communication in day-to-day living, and an understanding of how these media gather, report, and disseminate the glut of human interactions. In developing these objectives, the journalism course could do much to bring into focus the broader psychological meaning of communication. The mechanical experiences students have in producing school publications, such as interviewing, reporting, writing, and edition, serve to bring them into closer contact with the communicative arts.

**GURSKI, KELSEA M.**

**Central Illinois high school journalism handbook**

University of Illinois Springfield, 2008, Thesis

OCLC number: 863741662

**GUSKE, JACK DEAN**

**Management and evaluation guidelines for high school yearbooks advisors**

Washington State University, 1983, 144 pages, Thesis

OCLC number: 29725971

**GUSSNER, ERWIN ARNOLD**

**The problem of making a student handbook for the Hawley High School**

University of Colorado at Boulder, 1940, 57 pages, Thesis

OCLC number: 48054833

**HACHIYA, ROBERT FRANCIS**

**Balancing student rights and the need for safe schools**

University of Kansas, 2010, 186 pages, Dissertation, Advisor: Michael Imber

Dissertation number: 3409512/ProQuest document ID: 637761743/OCLC number: 733061810

**Abstract-**

The purpose of this study was to examine if school safety and security can be maximized without reducing student rights and freedoms. A review of school violence literature supports the early research on how schools should respond to school violence. An analysis of court cases that have arisen from legislative and school responses to school violence concludes that student rights continue to be challenged, and that cyber-speech cases are an unsettled and growing area of litigation.

Students today are affected by tragic school shootings and the aftermath of the September 11, 2001 terrorist attacks. School districts face a dilemma as they attempt to balance the issue of school safety and student rights. This study is concerned with school districts' enforcement of

new laws and policies written in response to school violence. While it is easy to understand why school officials are obligated to provide student safety, a more subtle and yet impassioned argument exists for the school officials to also be *guardians* of student liberty. As school officials attempt to balance the rights of students with the need for safe schools, they face significant challenges. The implications for school personnel are far-reaching, and administrators should take into consideration the fact that students face violence both at school and away from school.

Analyzing what programs and policies are in place in schools reveals what works and does not work to prevent school violence. Most studies discredit zero tolerance policies, as well as support anti-violence programs that do not diminish student rights. School administrators need guidance that helps them make decisions that protect their students and additional guidance to help them make decisions that respect student rights. The concern of striking the proper balance of school safety and student freedom should be a part of the consideration when implementing school safety programs. Educators wishing to develop school environments that keep students safe without taking a toll on student freedom have research and resources to turn to.

**HADDICK, MAX RAY**

**A study of common weaknesses in Texas high school newspapers with an analysis of their nature and causes**

University of Texas at Austin, 1956, 227 pages, Dissertation

Dissertation number: 0206274/ProQuest document ID: 301949685/OCLC number: 43575219

**HADFIELD, ROBIN W.**

**The status of student press freedom in Nebraska's high schools**

University of Nebraska- Lincoln, 1978, 94 pages, Thesis

OCLC number: 4573859

**HAEN, JOANNE LEE**

**The status of journalism in the junior high schools of Kansas**

Kansas State University, 1968, 95 pages, Thesis, Advisor: Del Brinkman

OCLC number: 34301060

**Abstract-**

Despite the disadvantages cited by many journalism educators, the newspaper is becoming an integral part of both the curricular and extra-class programs in the junior high school. Literary editions, yearbooks, and other similar publications also are expanding modes of expression at this level of the secondary school. Most of the attempts in journalism are amateurish. Journalism education majors are preparing for high school level teaching and ignoring the junior high. In addition, a lack of journalism textbooks and workbooks at the lower secondary level has presented a serious handicap. The major purpose for this study was to determine the status of junior high newspaper in Kansas—how many exist, their organization, their problems, and why educators believe they are or are not significant experiences for the junior high student.

A short history of junior high newspapers precedes the discussion concerning publications in the Kansas junior highs. Secondary resources for this section of the study were limited. Those available provided little information concerning the values of journalism at this level. A questionnaire for the Kansas report was prepared and mailed to 145 junior high schools. Because

the study was limited to grades seven through ten, only seventy-two of the 100 returned questionnaires qualified. Those advisers reporting newspapers completed six pages on the questionnaire in the following areas: (1) General information about the sponsor, (2) Newspaper reproduction, (3) The newspaper staff, (4) Finances and financial problems, (5) Contents and format of the junior high newspapers, and (6) Adviser-principal evaluation of junior high journalism. In a separate chapter principals who indicated their school had no publication were asked to give reasons. In addition, the principals evaluated journalism programs in the junior high. A general summation, which covered the entire study, and recommendations for junior high newspapers concluded the study.

**HAGEN, STEPHEN N.**

**Research and development of a high school curriculum in the area of communication**

Ball State University, 1979, 128 pages, Thesis, Advisor: R. Thomas Wright

OCLC number: 6342520

**Abstract-**

This creative project dealt with the research of existing materials in the area, of communications and the development of a curriculum for such aimed at early high school experiences. Major emphasis was given to the areas of communication in printed graphics, technical graphics, photography, and electronics. An actual curriculum was developed that included reading material, related stories, and suggested activities. Supporting materials developed with the curriculum included a rationale, objectives for the program, a taxonomy of instructional topics, and a suggested program schedule. The creative project was added to the required paper as the appendix.

**HAHN, PATRICIA M.**

**Introducing high school students to TV production: A survey and curriculum**

Kutztown University of Pennsylvania, 2005, 84 pages, Thesis

Thesis number: EP21317/ProQuest document ID: 305387163/OCLC number: 71214628

**Abstract-**

Many school districts throughout Pennsylvania are experiencing tremendous growth and development. Schools must adjust to changes in enrollment each year by adapting and fashioning courses to embrace changes in educational philosophy and new technology. Many school districts are embracing video production, which can help students develop many talents. School districts are growing their video production, technology, and communications programs as equipment becomes more sophisticated and cost-efficient. The survey conducted by this researcher provides evidence that schools are expanding their video production programs to allow more and more students access to non-traditional successful experiences.

The purpose of this thesis was to investigate current television production curricula components in schools throughout Pennsylvania in order to have a base on which to build a curriculum for 9<sup>th</sup> and 10<sup>th</sup> grade students at Exeter Township Senior High School in Berks County, Pennsylvania. Surveys were sent to high schools known to have television production or video production courses accredited in their schools. The surveys included content areas derived from two textbooks, one a workbook series called *Literacy Media: Thinking Critically about Television and Thinking Critically about Advertising*, a Peyton Paxson series, and another called *Visual Journalism: A Guide for New Media Professionals* by Christopher Harris and Paul Martin Lester.

Survey respondents filled out a 9-page questionnaire. From responses received, the researcher collated a set of critical skills and concepts necessary for the teacher to include in an introductory course to television and video production. Some of these concepts and skills are taught and re-taught at each level of video production.

The survey provided other information that was important to the researcher's goal of writing a television production curriculum that would be most helpful to Exeter students. Most schools offering video production courses offer a number of other communications courses as well. Given the findings of the survey and the existing curricula at Exeter Township Senior High School, journalism and speech have been heavily integrated into the new course offering. Respondents to the survey were asked to provide television or video production curricula if possible. Though many did, more replied that they were unable to do so. The curriculum included in this thesis, Media Communications, meets a need in Pennsylvania for a codified introductory course to video or television production. The written curriculum meets state standards in language arts, mathematics, and technology. Many of the ideas included in curricula sent by respondents have been integrated into the new course offering, Media Communications.

**HALL, JAMES NATHAN**

**High school publications**

University of Oklahoma, 1928, 109 pages, Thesis  
OCLC number: 25522704

**HALL, R.H.**

**Subjects taught in the high schools of Texas**

University of Texas at Austin, 1946, Thesis

**HAMMEL, THOMAS CECIL**

**An evaluation of various high school press associations**

University of Missouri- Columbia, 1959, 101 pages, Thesis  
OCLC number: 29156901

**Abstract-**

Goals and accomplishments, as well as the objectives of these press groups are summarized, with considerable data obtained from questionnaires. Also, some historical highlights are noted. Programs of the various organizations are also discussed.

**HANSON, GLENN GEORGE**

**The Illinois State High School Press Association**

University of Illinois at Urbana-Champaign, 1959, 117 pages, Thesis  
OCLC number: 646829505

**HANSON, ROBERT E.**

**A study of Kansas junior high school newspapers**

University of Kansas, 1968, Thesis  
OCLC: 56534617

**HARLOW, GARY LEE**

**A study of minority involvement in Texas high school journalism programs**  
East Texas State University, 1975, 60 pages, Thesis  
OCLC number: 1728437

**HARPER, SUSAN FRENCH**  
**Producing a high school literary-art magazine**  
Bank Street (New York), 1989, 73 pages, Thesis  
OCLC number: 29968265

**HARRIS, DONNELLY LEROY**  
**An investigative study of the extent to which high school publications in Idaho are subject to content control**  
Brigham Young University, 1970, 111 pages, Thesis, Advisor: Rulon L. Bradley  
OCLC number: 367261727

**Abstract-**

Freedom of the press, one of the most fundamental of human rights, is controlled to various degrees by sources that seek to influence the degree to which that freedom is exercised. The purpose of this study was to determine to what extent secondary school publications in Idaho were subject to content control as expressed in the opinion of school administrators, publications advisers, and student editors.

Among the major findings of the study are: 1. That there is not one single, primary purpose for the existence of the scholastic press, but rather many related purposes; 2. That a relatively large majority of the control exercised on secondary school publications in Idaho is by the adviser and/or editor; and 3. That guidelines are used by a simple majority of the publication staffs, but the majority of these guidelines are not written, but are verbal only.

**HARRISON, ROBERT**  
**A study of a selected group of high schools in the states of Kansas, Missouri, and Oklahoma to determine the status of school publications with implications for improving the publications of Douglass High School**  
Pittsburg State University, 1960, 32 pages, Thesis  
OCLC number: 22141188

**HARTMAN, WILLIAM F.**  
**A work book for high school journalists**  
University of Northern Colorado, 1938, 161 pages, Thesis  
OCLC number: 7832779

**HARVEY, TRUMAN MARSHALL**  
**The high school newspaper**  
East Texas State University, 1949, 91 pages, Thesis  
OCLC number: 26714589

**HASELEY, GREGOR A.**  
**Student handbook, St. Paul Park High School: Consolidated school district 102**

**Washington County**

Macalester University, 1957, 36 pages, Thesis

OCLC number: 45157148

**HASEROT, DOROTHY S.**

**The status of journalism in the junior high schools of California**

University of Southern California, 1931, 171 pages, Thesis

OCLC number: 401825337

**HATCHER, BETTY VIRGINIA ROCKWELL**

**A study of the newspapers in senior high schools of Texas**

University of Texas at Austin, 1944, 80 pages, Thesis

OCLC number: 27216237

**HAUTH, LOUISE FRANCES**

**A study of publications advisers in small high schools of southern Illinois**

Southern Illinois University, 1966, 106 pages, Thesis, Advisor: W. Manion Rice

OCLC number: 8926925

**Abstract-**

A survey of the publications advisers in high schools with enrollments of 275 or under in Southern Illinois was made by mail questionnaire. Advisers were asked to record their years of advising experience, amount of journalism training, professional journalism experience, and publications experience. They were asked their teaching field and college major and minor. The questionnaire also dealt with whether the advisers received financial compensation for advising, reduction of workload, or any other compensation for advising duties. Results showed that nearly all of the advisers were teaching English or business education subjects and that still others had completed college courses in one of these fields. Very few advisers possessed journalism training or professional journalism experience. Only 5 percent of the schools reporting had a journalism class. Students received most of their publication training from fellow staff members. This study shows small high schools need press association services, but do not utilized them as fully as they should.

**HAVRON, D.**

**The Ball State summer workshops in journalism, yearbook division**

Ball State University, 1982, Thesis, Advisor: Earl L. Conn

**HAWTHORNE, BOBBY FRANK**

**Job satisfaction among Texas high school journalism teachers**

University of Texas at Austin, 1989, 95 pages, Thesis, Advisor: Wayne A. Danielson

OCLC number: 21386595

**Abstract-**

This study examined the levels of job satisfaction and dissatisfaction expressed by Texas public high school journalism teachers. Teachers surveyed are those who joined the Interscholastic League Press Conference, a high school journalism association affiliated with the University Interscholastic League. This study identified the aspects of their jobs that are most important in the overall level of job satisfaction and dissatisfaction. The survey is based on Frederick

Herzberg's two-factor theory, which contends that certain intrinsic or motivating aspects of a job (achievement, recognition, possibility of growth) contribute to high job satisfaction, while other extrinsic or hygienic aspects of job (supervision quality, working conditions, salary) contribute to job dissatisfaction.

The results of this study generally agreed with those of Herzberg in that teachers cited the work itself, recognition, achievement and responsibility as primary factors affecting job satisfaction. They also cited salary, work conditions and effects on personal life as primary factors affecting work dissatisfaction. However, teachers cited work with subordinates as the primary factor affecting job satisfaction. Herzberg held that interpersonal relations are a factor contributing to job dissatisfaction.

**HAY, H.W.**

**An analysis and evaluation of the high school magazine**

University of Pittsburgh, 1926, Thesis

**HAYES, BRIAN D.**

**A manual for creating a design style handbook for high school newspaper advisers**

Ball State University, 2002, 63 pages, Thesis, Advisor: Marilyn Weaver

OCLC number: 50996934

**HAYES, LEORA MARIE**

**The possibilities of the duplicated school newspaper for the smaller secondary school**

Southwest Texas State University, 1939, 220 pages, Thesis

OCLC number: 29253645

**HAYNER, CAROL K. HOULTRAM**

**The impact of constitutional rights of students on 'in loco parentis' in the administration of elementary and secondary public education**

University of North Carolina at Greensboro, 1986, 149 pages, Dissertation, Advisor:

Joseph E. Bryson

Dissertation number: 8710665/ProQuest document ID: 303414527/OCLC number: 17004156

**Abstract-**

The advent of constitutionally protected rights for students brought about a new role for elementary and secondary public school administrators. Representing the parent, the state and the Constitution of the United States requires that administrators have an understanding of the bases of authority and the limitations of authority for these sometimes conflicting roles. The three bases of authority for public school administration are: the parents, the state, and the Constitution of the United States.

The purpose of this study is to clarify and distinguish the changing bases of authority for student governance and discipline in elementary and secondary public school administration. This dissertation traces the history of the concept of in loco parentis from the Hammurabian period to the present, presents significant case law demonstrating the concept of in loco parentis in American education from 1833 to present, analyzes and interprets landmark Supreme Court decisions which established constitutionally protected rights for juveniles and for students, and

demonstrates the impact of these constitutionally protected rights on the diminishing concept of in loco parentis in the administration of elementary and secondary public schools. The study identifies constitutional issues in the establishment of first, fourth and fourteenth amendment rights of students. Substantive and procedural due process issues are presented.

The study concludes that (1) the establishment of constitutionally protected rights of students diminished in loco parentis authority in public elementary and secondary school administration; (2) the in loco parentis role of the educator changed; (3) the underlying bases of authority for elementary and secondary public school administration continue to be defined and redefined by the Courts; (4) Landmark cases define the extension of constitutionally protected rights to students; (5) public school administration in student governance and discipline changed with the implementation of due process procedures; (6) courts will intervene in matters of public school administration if an individual's constitutionally protected right has allegedly been denied. The concept of in loco parentis continues as a basis of authority in public school administration but is diminished and redirected by the establishment of constitutionally protected rights of students. Courts may intervene if an individual's constitutionally protected rights have allegedly been denied.

Administrators should be aware of the alterable nature of the law so that they know the significance of the living constitution and can assume roles of leadership in the protection of constitutional rights of students.

#### **HAYNES, SARAH WYNDER**

##### **The relationship of selected high schools and student characteristics with scores achieved on the ACT assessment in the seven Great Plains states**

University of Iowa, 1982, 108 pages, Dissertation

Dissertation number: 8222237/ProQuest document ID: 303217513/OCLC number: 79184115

##### **Abstract-**

The problem of this study was to investigate the relationship of selected high school characteristics and student gender, achievement measures and experiences with the 1980-81 ACT Assessment scores of students in the seven Great Plains States: Iowa, Kansas, South Dakota, North Dakota, Minnesota, Nebraska, and Missouri.

The population in this study consisted of approximately 123,400 persons in the seven Great Plains States who took the ACT Assessment during the 1980-'81 academic school year. A 10% random sample was drawn from the population and totaled 12,343 persons.

The criterion measure was student composite scores on the ACT Assessment. Data were obtained from American College Testing, Incorporated, Iowa City, Iowa.

The independent variables studied were: size of high school graduating class, type of high school (public or non-public), self-reported high school grade point average, rank in high school graduating class, number of years studied or planned study in mathematics, English, natural sciences, social studies, business/commercial, and vocational/occupational, and participation in athletics, instrumental music, debate, student government, drama-theater, and student publications, and gender. The source used for obtaining data relative to the independent variables

was the ACT Interest Inventory and Student Profile Section of the ACT Assessment. Data were analyzed using simple linear correlations, multiple linear regressions, one-way analyses of variance and t-tests.

The results of this study reflect that the five independent variables making the highest contribution to the criterion measure in order of contribution were: high school grade point average, years studied or planned to study in mathematics and natural sciences, rank in high school graduating class, and gender. These five variables accounted for 48 percent of the variance. The 17 variables investigated in combination accounted for approximately 50 percent of the variance in the ACT Assessment.

Scores on the ACT Assessment increased as students spent a greater number of years studying the four traditional subjects: English, mathematics, social studies, and natural sciences. Student mean ACT Assessment scores increased as the size of high school graduating class increased. Mean ACT Assessment scores were approximately the same for public and non-public students.

**HEATH, WILLIAM S.**

**A student handbook for Risley Junior High School, Pueblo, Colorado**

Colorado State University, 1956, 28 pages, Thesis

OCLC number: 838648081

**HEATHERLY, OPAL**

**Qualifications required to teach journalism in high schools in Missouri and surrounding states**

University of Missouri- Columbia, 1966, 102 pages, Thesis, Advisor: William H. Taft

OCLC number: 11281316

**Abstract-**

Since research studies have indicated that high school journalism instructors lack the necessary qualifications to perform an effective job, this study was made to determine such qualifications needed in this area in the AAA schools. Letters and questionnaires were sent to the commissioners of education in all fifty states and journalism instructors in each of the 141 AAA schools. Answers were received from all 50 departments and 113 of the schools. The information from the departments indicated that the requirements are still low but are increasing. Eighteen states lack any requirements; 53 have English requirements. In the states where credit in journalism is required, the number of hours necessary ranged from five to thirty-six.

The responses disclosed a wide variation in journalism requirements from state to state and school to school. Teachers feel a need for more specific and rigid requirements on the state level. The majority of journalism instructors have had little if any training in journalism and they should not be required to teach this area without some specialization in the field. Journalism teachers realize the need for more training and have kept up with or surpassed the national average in acquiring degrees. A heavy teaching load plus the extracurricular activities add to the instructor's problems.

**HEBERT, FRANCES**

**Third grade newspaper activates primary language arts program**

Western Connecticut State University, 1968, 54 pages, Thesis  
OCLC number: 29289836

**HENDERSON, ROMEO CLANTON**

**An analytical study of the high school periodical**

Cornell University, 1938, 109 pages, Thesis  
OCLC number: 63918171

**HEINTZ, MARY ANN CHRISTINE**

**A comparison between the standard eleventh grade English course and an experimental course in communications at the eleventh grade level as to methodology, objectives and results in the teaching of composition, research skills and interpretation of periodic literature**

Marquette University, 1961, 148 pages, Thesis  
OCLC number: 23174562

**HENG, CATHERINE M.**

**Journalism education in Michigan secondary schools**

Central Michigan University, 1969, 95 pages, Thesis  
OCLC number: 18701479

**HENLEY, DAVID CLEMENT**

**A study of the educational and professional backgrounds of journalism teachers in California public high school with enrollments of one thousand or more**

United States International University, 1974, 105 pages, Dissertation, Advisor:  
James M. Thrasher

Dissertation number: 7508073/ProQuest document ID: 757758511/OCLC number: 57153375

**Abstract-**

Undertaken in April and May of 1974, this study utilized a two-page, 52-item questionnaire that was mailed to 300 high school journalism teachers in the state of California. The teachers were selected by random sampling and represent 78 percent of the estimated 382 who teach at schools with enrollments of 1,000 or more. One hundred seventy-six questionnaires were returned and 158 (52.6 percent) were usable for tabulation purposes. The hypotheses that high school journalism teachers lack professional and academic journalistic experience and that they desire help in improving their qualifications were borne out by the results of the study.

Recommendations for improving teacher preparation in California are discussed and several solutions are suggested.

**HENRY, TAMARA MAXINE**

**Media influences explored: What high school students say about the power of newspapers, television and magazines**

University of Maryland, College Park, 2005, 175 pages, Dissertation, Advisor:  
Katherine C. McAdams

Dissertation number: 3201968/ProQuest document ID: 304994120/OCLC number: 76833357

**Abstract-**

A body of theoretical works on media, their effect and impact shows that the ubiquitous nature of media messages tinges the beliefs, attitudes and behaviors of media consumers (Katz and Blumler 1974; Ball-Rokeach and DeFleur 1976; Shoemaker and Reese 1991; and, Gerbner 1995). To investigate high school students' awareness of media, a survey of 355 Florida and Pennsylvania students was conducted during the 2004-2005 school year. Focus groups in both states in May and June 2005 followed up on survey responses. Both the survey and the focus groups sought to answer a central research question: How cognizant are high school students of media influences on various aspects of their lives, particularly the impact of newspapers, television and magazines? Today's youth are multi-billion dollar consumers, so the goal of the research project was to understand how well students identify media messages, comprehend the purposes and sources of the messages, recognize the strategies of media to win conformity to their messages and appreciate why media suggest certain actions, beliefs and behaviors. This type of understanding is popularly known as "media literacy," a relatively new, fast-developing field of study. Past media surveys and studies typically have focused on children and students' exposure to and use of media, rather than on media literacy.

The dissertation's cogent theme is that students need a sophisticated knowledge of how media function in society, a grasp of media's disparate languages and the skills to successfully navigate their terrain. Data showed, however, that these high school students do appear to have an elementary understanding of the power of the media with the majority denying media's influence in their choice of clothing, snacks and beverages or their opinions about such things as what makes teens popular or cool. These students do acknowledge media's influence with intangible things like the issues that they consider important. In conclusion, the study found unequal effects of media on different racial and ethnic groups and suggests that further research is needed to develop specific ways to empower students to understand, enjoy and challenge the media, while avoiding unpropitious influences.

**HENSON, HOMER H.**

**To determine a method of procedure for the organization and control of a school newspaper**

Colorado State University, 1933, 71 pages, Thesis  
OCLC number: 81028970

**HEPKER, ROBYN RASCHELLE**

**A marketing study of the journalism Advisers' Hotline: The first year**

Iowa State University, 1989, 60 pages, Thesis, Advisor: Walter Niebauer  
OCLC number: 19889595

**Abstract-**

This research studies the first year of a hotline established in Iowa State University's Department of Journalism and Mass Communication for Iowa high school journalism teachers. It traces the hotline through its initial creation, surveys uses and non-users and ends with recommendations for persons or organizations wishing to start a hotline. Survey data are broken down into two groups: demographic and marketing. Demographic data were collected on users and non-users and were split and compared as two distinct groups of responses. Marketing data were not split among users and non-users, and simply categorize the use and effectiveness of the hotline during its first year. Respondent suggestions on improving the hotline were also included. Also included

in an appendix is a log of questions the hotline received during its first year.

**HERMAN, CURTIS W.**

**A study of actual and recommended content for student handbooks in selected North Dakota high schools: A non-credit research paper**

North Dakota State University, 1965, 50 pages, Thesis

OCLC number: 11125088

**HERB, CAROL M.**

**A study of the problems involved in the advising of publications and the releasing of publicity in selected Ohio high schools**

Ohio University, 1957, 129 pages, Thesis

OCLC number: 57510758

**Abstract-**

Questionnaires were sent to 111 city high schools in Ohio. Separate questionnaires were sent to the principal, the newspaper adviser and the yearbook adviser of each high school. The questionnaire mailed to the principals was concerned with the existing publicity program for material directed to mass communications media. The questionnaire mailed to the advisers was concerned with the problems involved in advising yearbooks and newspaper staffs. The purpose of the study was to attempt to supply principals, advisers, and other educators with basic suggestions for ways to improve their school publicity programs.

**HERRING, JOYCE SYDELL**

**First Amendment attitudes and knowledge: A survey of Texas high school principals, newspaper advisers and student editors**

University of Texas at Austin, 1974, 147 pages, Thesis

OCLC number: 6046314

**HERRMAN, ANN ELIZABETH**

**A study of use of desktop publishing for Indiana high school publications**

Ball State University, 1990, 24 pages, Thesis, Advisor: Mark N. Popovich

OCLC number: 24016639

**HERRON, MARK J.**

**A study of curriculum at accredited journalism schools to determine which skills and theories related to media convergence are valued and taught**

Ball State University, 2003, 38 pages, Thesis, Advisor: Marilyn Weaver

OCLC number: 53127046

**HERSHNER, LADD L.**

**Rethinking scholastic journalism: A participatory paradigm for introductory and advanced journalism courses**

University of Nebraska- Lincoln, 1995, 127 pages, Thesis

OCLC number: 32382207

**HERTEL, CHARLES A.**

**A workbook for senior high school journalism students**  
University of Colorado at Boulder, 1940, 120 pages, Thesis  
OCLC number: 48175751

**HERTEL, CINTHIA ADELHARDT**  
**Perceived effects of Kansas Student Publication Act on selected high school journalism advisers, principals, and student editors**  
Fort Hays State University, 1995, 65 pages, Thesis, Advisor: Willis M. Watt  
OCLC number: 793860706

**HESS, JOHN W.**  
**The development of a junior high school student handbook**  
University of Toledo, 1966, 54 pages, Thesis  
OCLC number: 36451716

**HICKS, JAMES LOWELL**  
**Journalism in the high schools of Washington state 1949**  
University of Washington, 1949, 72 pages, Thesis  
OCLC number: 19867814

**Abstract-**

A study of the status of the school newspaper and the journalism class in Washington. Suggestions for improving the program include better training of advisers and investigation into the lithographing of the paper as an improvement for mimeographed papers and more economical for better-press publications.

**HIERONYMUS, NAOMI**  
**A tentative guide for the production of an elementary school newspaper by the eighth grade Peoria public schools**  
Arizona State University, 1951, 47 pages, Thesis  
OCLC number: 18956660

**HILL, CLOVIS LEE**  
**A handbook for the journalism department of Helix High School**  
San Diego State University, 1956, Thesis  
OCLC number: 11928755

**HILL, DEBBIE**  
**Publications codes and freedom of the student press: A First Amendment analysis**  
California State University, Fullerton, 1986, 207 pages, Thesis, Advisor: Rick D. Pullen  
OCLC number: 15354805

**Abstract-**

In 1977, the California legislature enacted section 48907 of the Education Code— the nation's first statutory law guaranteeing freedom of expression for student publications. It permits censorship only of libelous and obscene content or of material that might cause a campus distraction or unlawful acts. Section 48907 also directs each school district to adopt a student publications policy. This study investigated whether California's 50 largest school districts had

actually adopted publications policies and whether those policies authorize more censoring than the law allows. Letters and follow-up telephone contact produced responses from all 50 districts, of which only 30 had policies concerning official student publications. All 30 student publication policies prohibit libelous and obscene material, while 29 forbid potentially disruptive material. About half also allow censorship for other reasons, thereby violating the law.

**HINCE, THADDEUS EDMUND**

**An analysis of the editorial content and policy of twenty selected high school newspapers in Pennsylvania**

University of Pittsburgh, 1973, 387 pages, Dissertation

Dissertation number: 7313166/ProQuest document ID: 302602941/OCLC number: 46604012

**Abstract-**

Through interviews with student editors, a questionnaire survey, and an analysis of editorials in high school newspapers, this study attempted to (1) discover the relative importance of, or interest in, certain topics through quantification; (2) rank these topics in order of importance; (3) determine the editorial attitude toward each topic; and (4) determine the explicit and implicit pressures or controls placed upon editorial writers by sources outside the newspaper.

Results indicated the frequency of positive and neutral editorials showed no distinct pattern, although the negative editorials exceeded the combined total of positive and neutral editorials in any given month except September and June, with peaks in October and February. Following each of the two major vacations of the year, there was a lower frequency of critical editorials followed by a surge of criticism and a gradual decline thereafter. Editorial attitude toward topics outside the school tended to be less negative than toward topics in school. Explicit and implicit controls consisted of overt censorship, influence before publication, and pressure after publication. Finally, few newspapers had written editorial policies and most relied on unwritten rules that also controlled editorial expression.

**HINES, BARBARA ANNE BEALOR**

**A history of the Columbia Scholastic Press Association, 1924-1981**

University of Maryland- College Park, 1981, 345 pages, Dissertation, Advisor: John C. Carr

Dissertation number: 8202600/ProQuest document ID: 303184863/OCLC number: 8178306  
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**Abstract-**

Since 1924, the Columbia Scholastic Press Association based at Columbia University, New York, has been serving school publications staffs through its annual convention, conference, critiques, and magazine, *The School Press Review*. More than 182,000 students have attended the annual convention programs and more than 35,000 have attended the conferences that draw students from all regions of the United States. This investigation undertakes the history of the organization from its founding in 1924 by Joseph M. Murphy, and specifically answers these questions: (1) how has the structure of the organization evolved? (2) why has the organization promoted the policies and activities it has?, (3) why has this organization proved to be enduring?, (4) what is the role of this organization in relation to other national scholastic journalism organizations? and (5) what is the current status of the organization?

The dissertation discusses briefly the development of student activities and school journalism

and shows the academic, social, and civic values provided by participation in school journalism. The researcher chronicled the history of the organization in four time periods: The Early Years, Golden Years, 1953-1969; and A Modern Association, 1970-1981. Each chapter details the activities and impact on the CSPA during a particular time span. Principal sources for the development of this dissertation were (1) the literature review, (2) the review of the historical and correspondence files of the CSPA, and (3) the use of oral history techniques through interviews with the founder, former director, and acting director, and those people associated with the CSPA's long history.

The CSPA impact on schools has been felt worldwide. Through international exhibits, workshops, and presentations by the director, the CSPA has provided leadership in the school press field. The dissertation explains the relationship between the CSPA and the Columbia Scholastic Press Advisers Association, which was formed in 1927, with the first president elected in 1928. It traces support the organizations have provided. It explains Murphy's role in the founding of and direction of the CSPA for 45 years and how at times, his name and CSPA were synonymous. It documents recent administrative and procedural changes and innovations that have become necessary for the future growth of the organization. Finally, the dissertation offers observations on the CSPA and suggestions for future research in the field of scholastic journalism.

#### **HOFFMAN, DAVID EMERSON**

##### **The First Amendment rights of high school newspapers in Virginia**

University of North Carolina at Greensboro, 1980, 151 pages, Dissertation, Advisor: Elisabeth Bowles

Dissertation number: 8021775/ProQuest document ID: 303028883/OCLC number: 8759670

##### **Abstract-**

As a result of *Tinker v. Des Moines* (1969) students have become more aware of their constitutional rights. However, the First Amendment rights of student newspapers have been abridged even after the *Tinker* decision stated that students' rights did not end at the schoolhouse gate. Even though the courts have recognized certain rights of both the student press and the professional press, areas of litigation during the past few years have involved obscenity, libel, and prior restraint. Of these three abridgments, the imposition of prior restraint by school administrators tends to be the greatest threat to a free student press.

This study was begun with the intention of defining student press rights by reviewing major court cases involving the professional press as well as the student press, studying the literature in the area of the student press, and sending a questionnaire to the high school newspaper advisers in Virginia. This dissertation is pragmatic in that it provides a working instrument for identifying student press freedoms as determined by court rulings. Also included in the study are guidelines of press rights for student reporters, newspaper advisers, and school administrators. The study provides an accurate picture of present-day student press rights in Virginia as seen by high school advisers.

The results of the survey indicate that student newspaper advisers in Virginia are involved in a majority of the final decisions regarding what goes into the high school newspapers. The advisers' major legal concern is with obscene rather than libelous materials. The survey also

indicates that over 30% of the Virginia newspaper advisers have had no course in journalism and most of the advisers in Virginia are not certified in journalism. The study of student court cases indicates that prior restraint of student publications is permissible although the courts have established more stringent guidelines for prior restraint than for post-publication sanctions. Prior restraint of material that the school administration considers obscene is difficult for the courts to define. The review of major obscenity cases shows this difficulty.

With the student newspaper proving to be such a prominent area of potential litigation, school administrators must realize the importance of appointing qualified advisers. Also, until more advisers become knowledgeable about the rights of the student press, the press will remain predominantly a voice of the administration or faculty adviser.

**HOFFMAN, LYNN MARIE**

**Social and academic priorities in American high schools: What students and their yearbooks tell us**

University of Maryland- College Park, 1996, 197 pages, Dissertation, Advisor:  
Vivienne Collinson

Dissertation number: 9719748/ProQuest document ID: 304316946/OCLC number: 37717501

**Abstract-**

High school yearbook students from five high schools in a large suburban school system participated in focus group interviews to investigate how adolescents use their high school experiences, including extracurricular activities, to complete the work of their change in status from children to young adults. The elements of adolescent ethos as described by Chang (1992) provided a conceptual framework. These elements include getting along with everyone, being involved, and becoming independent. The presence of rites of passage and intensification experiences embedded in the high school program (Burnett, 1969) and students' awareness of these rites were examined through the focus group interviews, student surveys, and the yearbooks the students produced. Students' articulation of the important elements of their high school experience generally reflected the elements described by Chang, although yearbook students in this study did not appear to equate fundraising with independence.

Additional markers of independence suggested by the students in this study were earning the trust of adults, receiving mail from prospective colleges, and experiencing the death of a classmate. Yearbook students equated growing up with accepting responsibility. Students also supported Burnett's description of the presence and importance of rites of passage and intensification in the high school program. Students expressed a relative lack of interest and concern about their academic program, while asserting the importance of friends and the achievement of various markers of independence, including driving, having a job, and participating in extracurricular activities, and these elements were reflected in their yearbooks.

This study elaborates how high school rite of passage ceremonies might be used to mark students' academic rather than social achievements. The study challenges the neutrality of adults and suggests that students value adults who clearly articulate high standards for performance and behavior. Finally, the study proposes the integration of academics into the adolescent ethos by adopting instructional practices that incorporate yearbook class elements into students' academic program.

**HOFFMAN, MARY FRANCINE JOHNSON**

**A course of study for teaching journalism in Texas high schools**

East Texas State University, 1962, 167 pages, Thesis

OCLC number: 26336647

**HOFFMAN, SUSAN L.**

**Censorship in education**

Maryville College- Saint Louis, 1988, 53 pages, Thesis

OCLC number: 18787578

**HOHLBEIN-KOECHLEY, LORI A.**

**Discovery in the newswriting process: A protocol analysis case study of two high school student journalists**

Bowling Green State University, 1999, 154 pages, Thesis

OCLC number: 44436938

**HOIST, WILL HENRY**

**The analysis of the junior high school newspaper as an extra-curricular activity**

University of Southern California, 1928, 76 pages, Thesis

OCLC number: 407183270

**HOLBROOK, MARTINE**

**A study of some characteristics of fifty high school newspapers**

University of Texas at Austin, 1939, 61 pages, Thesis

OCLC number: 39152431

**HOLBROOK, WILLIAM LEE**

**A study of attitudes toward language usage of high school and college newspaper advisers along with secondary newspaper editors**

Ball State University, 1972, 90 pages, Thesis, Advisor: Max D. Smith

OCLC number: 12063791

**Abstract-**

This thesis has studied the attitudes of high school and college newspaper advisers and high school newspaper editors concerning their approach to language usage that would be appropriate in a student newspaper. In order to discover these attitudes, a questionnaire on language usage was sent to 225 school journalists (75 to each group) with an enclosed stamped self-addressed envelope that allowed the form to be returned. The returns netted 149 questionnaires (49 from each of the adviser groups and 51 from the editors). It was found that the school journalists were much more conservative toward acceptance of language usage than published linguistic data had suggested likely. Also it was found that the student editors were much less liberal than the two groups of advisers had suspected they would be. The three groups contradicted themselves to a certain degree in their negative reactions to certain rules of usage and their positive reactions to certain specific grammatical examples illustrating the rules of usage.

**HOLCOMBE, GORDON BUSH**

**Real-world writing: Defining the pedagogical benefits of a student-generated, in-class newspaper**

California State University, Dominguez Hills, 2002, 54 pages, Thesis, Advisor: Ages Yamada  
Thesis number: 1409990/ProQuest document ID: 230797859/OCLC number: 52417067

**Abstract-**

This study is an investigation of the various pedagogical benefits of in-class newspaper production and the motivational element associated with it. A survey specific to the experience of creating and publishing an in-class newspaper was given to nine middle school and high school English and language arts teachers who have done such a project with their students. The survey results showed that, according to the perceptions and experiences of these participating teachers, writing for an audience of peers (being “published”) on subjects of interest (and becoming a “mini-expert” in that area of interest) fostered a more positive attitude toward writing in many students and generally resulted in students becoming more motivated to write.

**HOLDER, ROBERT**

**The high school yearbooks as a mirror of the times**

State University of New York at Buffalo, 1947, 39 pages, Thesis  
OCLC number: 56215489

**HOLDER, WILLIAM GLENN**

**A survey of high school newspapers, high school journalism courses, and high school journalism teachers**

Indiana University, 1935, 189 pages, Thesis  
OCLC number: 34274191

**HOLLAND, HARRIETT ELAINE**

**Current status of the high school newspapers in South Carolina**

University of South Carolina- Columbia, 1967, 96 pages, Thesis, Advisor: Reid H. Montgomery  
OCLC number: 3685801

**Abstract-**

This thesis will probe into one activity of the school publications in South Carolina, the newspaper– its purposes, characteristics, problems, and solutions to these problems. The high school press associations and the journalism curriculum in South Carolina will also be discussed. In order to obtain the information about South Carolina high school newspapers, a questionnaire was mailed to advisers in the 350 secondary schools in the state; 110 replied. A follow-up questionnaire was mailed– both included a self-addressed, stamped envelope– and thirty-five more were returned. Of the 145 received, ninety-one have school newspapers. Literature in the field of scholastic journalism was also examined, as were two theses relating to high school journalism in South Carolina. These materials were used for comparison with and in contrast to the survey.

**HOLLINGSWORTH, MADOLYN**

**A survey of Illinois public high school top award-winning newspapers and yearbooks**

Southern Illinois University, 1975, 107 pages, Thesis, Advisor: Robert Trager  
OCLC number: 2302521

**Abstract-**

The purpose of this survey was an attempt to find and record some common characteristics among Illinois public high schools that consistently produce top award-winning newspapers and yearbooks. This study examined four categories for possible common characteristics: 1) the schools, 2) the administrators, 3) the adviser, and 4) the students producing these publications. High schools were selected for this survey on the basis that their publications won either the Gallup award, given by the Quill & Scroll Society; the Medalist award, given by the Columbia Scholastic Press Association; or the All-American award, given by the National Scholastic Press Association, at least two out of the past three years, i.e. during the school years of 1971-1972, 1972-1973, and 1973-1974. Twenty high schools qualified for this survey. Twelve of these schools consistently produced top award-winning newspapers and nine consistently produced top award-winning yearbooks during the past three school years.

Questionnaires were sent to the principals of schools producing top award-winning publications and to the advisers of these publications. A 75 percent response from the principals and an 80 percent response from the advisers were received. From the information obtained from the principals and advisers, it was found that most top award-winning publications are being produced, year after year, in large, suburban schools that have principals supporting publications, journalism included in the curriculum, publication laboratories during school hours, qualified and capable advisers, who were hired to advise a publication, and a high caliber of student staffs producing publications.

**HOLLOWAY, MARY LUCIA GEORGE**

**High school students' attitudes toward journalism as a career**

University of Mississippi, 1964, 172 pages, Thesis

OCLC number: 25664488

**HOLLOWELL, MARY LOUISE**

**Survey to determine the design and implementation of a mass communications course in the high school**

University of Florida, 1962, 82 pages, Thesis, Advisor: Kenneth A. Christiansen

OCLC number: 13014809

**Abstract-**

The purpose of the survey was to determine the design, content, and implementation procedures for a consumer-oriented mass communications course in high school. Respondents were Florida teachers who were members of the Florida Scholastic Press Association. Their recommendations included units in each of the several media, in media criticism, and in propaganda. They recommended twelve topics applicable to the major units and indicated special emphasis on items designated as continuing and emerging mass media problems. Teachers favored a consumer-oriented mass communications course that would be at least a one-semester offering. While teacher preparation and training may be limited, the respondents asserted they thought they could teach the course effectively using guides and aids.

**HOLWEGER, KIMBERLY LYNN**

**High school journalism advisors' perceptions of control over student newspapers**

California State University- Fresno, 1992, 105 pages, Thesis, Advisor: Paul Adams

Thesis number: 1351847/ProQuest document ID: 304018966/OCLC number: 29674053

**Abstract-**

The present study examined high school journalism advisors' perceptions of their latitude to control the content of the student newspaper in the wake of the Supreme Court's decision in *Hazelwood School District v. Kuhlmeier*. The researcher used cross tabulations to examine the relationships between demographic factors such as school experience as a professional journalist, political party affiliation, and age evaluated across definition of "censorship," factors affecting

decision to allow controversial stories, and topics within advisors' latitude to allow. Contrary to prediction, the demographic factors school size, city size, and advising experience did not have an impact on advisors' reported perceived latitude to allow controversial stories. Predictions concerning the factors, journalism degree and professional background in journalism, were supported. Those factors had statistically significant relationships with advisors' perceived latitude to control newspaper content. Possible explanations for this pattern of results, limitations of the survey, and potential areas for future research are discussed.

**HOPE, JENNIFER MICHELLE GAUBLE****Exploring the nature of high school student engagement with science and technology as an outcome of participation in science journalism**

University of Missouri- St. Louis, 2012, 157 pages, Dissertation

OCLC number: 796086903

**Abstract-**

In a mixed-methods study of high school student participants in the National Science Foundation-funded Science Literacy through Science Journalism (SciJour) project, the new Youth Engagement with Science & Technology (YEST) Survey and classroom case studies were used to determine program impact on participant engagement with science and technology as well as describe the experience of SciJour students. Student engagement with science and technology is considered as a construct made up of three components: student action, interest, and identification.

Analysis of quasi-experimental administration of the (YEST) Survey resulted in rejection of the hypotheses that SciJour high school student participants would exhibit higher engagement survey scores than their non-participant peers and also that students taught by teachers considered to be high level implementers of SciJour would score higher than peers in classes of lower-level implementers. Three collective case studies of high school science classrooms involved in both the consumption and production of original science news illustrated the diverse roles of teacher-implementers and the resulting affordances and constraints allowed through the participation structures resulting from their project implementation choices. On an individual student level, case studies provided insight into the complexity of the engagement construct, and the potential for gains in engagement especially when student choice and long term participation in SciJour were supported.

Contrasts between the post-SciJour engagement scores as measured by the YEST Survey and qualitative data support the conclusion that a response-shift bias occurred especially among students in high implementation classrooms, due to greater student specificity in the nature of what they consider to count as science in their everyday lives. The complex nature of engagement as exhibited by classroom case study participant experiences is presented in a new

interactive model of the interplay between interest, action, and identification, into which students may enter from a variety of points, and which drive one another.

**HOPKINS, MYRNA GAIL**

**Are Arkansas public high school newspapers censored?**

University of Arkansas at Little Rock, 1982, 151 pages, Thesis, Advisor: Leonard A. Granato  
OCLC number: 8780174

**Abstract-**

This study examines the operation of the public high school press in Arkansas to determine whether or not the state's public high school students are being denied their First Amendment rights to freedom of the press. The study is presented in two parts. The first part, Chapter 1, provides a legal analysis of cases dealing with the First Amendment rights of public school students. The second part, Chapter 2, provides results of a survey of advisers, principals, and student editors concerning the operational aspects of the Arkansas public high school press.

The legal analysis reveals that public high school students are citizens with First Amendment rights to freedom of speech and of the press. Furthermore, school officials represent the state and are prohibited by the Fourteenth Amendment from censoring student expression without a showing that the expression will "materially and substantially" interfere with the orderly operation of the school. Thus, students in public high school have the right to publish their newspapers without censorship. In contrast, the survey of Arkansas public high schools reveals that, in spite of the courts' recognition of student rights to freedom of speech and of the press, the majority of public school newspapers published in this state are unconstitutionally censored by advisers and principals. However, the majority of advisers, principals, and editors appear unaware that the acts of suppression constitute censorship.

**HOPKINS, WILLIAM**

**A study of student handbooks from selected junior high schools in the state of Kansas and a student handbook content proposal for the Junction City Junior High School**

Kansas State University, 1963, 38 pages, Thesis  
OCLC number: 30045510

**HOPPE, JACQUELINE ROYES**

**A study of the role of advertising in meeting production costs of Oregon high school newspapers, 1961-1963**

University of Oregon, 1963, 85 pages, Thesis  
OCLC number: 27367955

**Abstract-**

The problem of this study was to determine how Oregon high school newspapers meet rising production costs and to what degree advertising helps to meet the financial needs of Oregon high school newspapers, and how advertising can be used more effectively.

Mimeographed questionnaires were mailed to advisers of 145 Oregon high school newspapers in schools with enrollments of 150 or more students. Sixty usable questionnaires were returned. It was found that most of the publications financed the production costs by a combination of the student activity fees and advertising. Over half of the newspapers received slightly over 50

percent of their revenue from advertising sales. It was felt that until most of the high school advertising staffs adopt better practices, high school newspaper advertising will remain amateurish and, perhaps, ineffective.

**HOWARD, LINDA C.**

**Journalism in the community classroom: A curriculum model for cultural journalism in Oklahoma**

University of Oklahoma, 1981, 121 pages, Thesis

**Abstract-**

This paper introduces the medium of cultural journalism as an effective means of intensified basic communication training and community involvement. Part one contains a report of a needs assessment and a subsequent pilot project on cultural journalism that was conducted at an Oklahoma high school. The needs assessment also reports on similar projects conducted in and around the Oklahoma region, the attitudes of community members toward such a project, the problems and possibilities associated with such curriculum development, and advice from other proponents of experience based education. The report on the pilot project that resulted from the needs assessment— a 36-page magazine produced within the regular newspaper journalism class— includes responses from both students and members of the community. The second part of the paper focuses on the development of a curriculum model designed to expand on the pilot project. This section contains general information about organizing cultural journalism projects, including planning the project, implementing the program, designing basic curriculum modules (ten are outlined), and evaluating the program. A selected bibliography and appendixes of data and material used in the needs assessment and the pilot project are also provided.

**HOWELL, ROBERTA LEE**

**The high school newspaper**

University of Missouri- Columbia, 1929, 102 pages, Thesis

OCLC number: 56547333

**HSIEH, MIN-CHUNG**

**Newspaper reading habits of selected southern Illinois high school students**

Southern Illinois University at Carbondale, 1982, 149 pages, Thesis

OCLC number: 633214112

**Abstract-**

Purpose of the study: The purpose of this study was to investigate newspaper reading habits, time spent in reading newspapers and newspaper content preferences of selected high school students in Southern Illinois. The newspapers were geographically classified as big city newspapers, town newspapers, and school newspapers. Data analysis was to determine whether a statistically significant relationship existed between newspaper reading variables and student demographic factors such as student school grade levels, parents' education, family size, sex, academic grade averages, course work which related to newspaper reading, and news writing or newspaper editing.

Methods: Although this study did proceed from the author's hypotheses, its basic design was descriptive and investigative, based on fact-finding. The sample of convenience was employed. The 982 students who participated in this study were selected from eleven high schools from

grades 10, 11 and 12. A Chi-square test was used to search for significant occurrences of the elements of newspaper reading variables and student demographic factors.

Findings: The findings of this study showed that the grade “A” average students preferred to read stories, while other students preferred to skim newspapers section by section. A large proportion of the grade “A” students and the students with mothers having graduate school education indicated that they spent less time (10 minutes) reading newspapers than the other students or the students with mothers having lower levels of education. However, a small proportion of those “A” students and students with mothers having graduate school education spent more time (at least one hour) reading newspapers.

The excellent students (grade “A” and “B”), and students in the higher grades read more straight news such as international news, Washington news, local news in big city or town newspapers, and read more current news in school newspapers. They also indicated that they inclined to read editorials, advice columns, opinion or commentary, and feature stories in the three types of newspapers. The students from families having three children reported that they read more news items. A special note indicated that the girls read more news items than boys.

As to the influence of newspapers on the students, the excellent students reported international news and Washington news were helpful for their learning; while the poor students reported that local news was helpful. On the other hand, the excellent students reported that town newspapers had more influence on their daily lives; while the poor students indicated that none of the newspapers influenced them. Other data showed that the students who had taken courses in which newspapers had been used as a teaching tool read more newspapers than those who did not take such courses.

Conclusion: Most students were inclined to skim the three types of newspapers and spent 10 minutes in reading those newspapers. The time spent reading newspapers seems to be related to reading ability and content preferences. That means that more time spent reading newspapers would not necessarily indicate more materials read. Whether or not the time spent can be used to determine the amount of material read needs to be confirmed.

The majority of students preferred local news and reported that town newspapers were the most helpful for their learning. They also reported that town newspapers had influenced their daily lives. It would appear that town newspapers played an important role in the young people’s education. It also appears that students have much more concern for domestic issues and events of local communities than international affairs. The parents’ education in relation to the children’s newspaper reading showed that the fathers’ education yielded more significant relationships than the mothers’.

**HUBER, PAUL H.**

**High school annual: The present state of the high school annual according to a survey of typical schools together with suggested plan for a course of instruction in annual publication**

Stout Institute, 1940, 59 pages, Thesis

OCLC number: 7658681

**HUCKEY, JOHN A.**

**A mini-course plan to include journalism in the junior high school**

Ball State University, 1972, 49 pages, Thesis, Advisor: Louis E. Ingelhart

**HUFF, BESSIE M.**

**A study of high school newspapers**

University of Kansas, 1928, Thesis

OCLC number: 53443632

**HULSEN, ALBERT LINSEY**

**The high school student-operated educational-ten-watt frequency-modulation radio station**

Ohio State University, 1955, 255 pages, Thesis

OCLC number: 51899716

**HUNT, DEASON L.**

**News content of fifty-nine Texas high school newspapers**

East Texas State University, 1972, 136 pages, Thesis, Advisor: W.J. Bell

OCLC number: 25680011

**Abstract-**

The purpose of this study was to investigate current practices of high school newspapers in news coverage balance and to use the findings to provide broad guidelines for inexperienced advisers and students on school newspapers. News articles from fifty-nine Texas high school newspapers that responded to a questionnaire and sent each issue of the school-year for analysis were counted and placed in categories. Three newspapers awarded the best-of-category rating by the Texas Interscholastic League Press Conference were compared to each other and to results of all the papers in the study to show differences in news practices.

News of organizations and activities topped five news categories used in the study with 45 percent of all stories. Sports was second with 23 percent; curricular news, third with 17 percent; individual achievements, fourth with 12 percent; and community news, fifth with 4 percent. All best-of-category papers had less organizational-activity news, but more curricular and individual achievement. Weaknesses noted in news coverage were (1) lack of information in meeting stories other than time and place, (2) bias in sports news writing, (3) little reporting of significant issues in schools or education, and (4) there was very little community or in-depth news. Most news stories in the newspapers studied went to organizations and primarily those active around school such as student government and band. Very little attention, however, was given to more significant news of issues and problems facing society and the teenager today.

**HUNT, JEAN**

**The status of the mimeographed secondary school newspaper in the state of Colorado**

Colorado State University, 1939, 88 pages, Thesis

OCLC number: 8484130

**Abstract-**

This study is largely devoted to a survey of the methods used in financing mimeographed papers in Colorado and the mechanical equipment in use throughout the state. Although no figures were

given, apparently a surprisingly large number of these mimeographed papers rely on advertising as a source of revenue.

**HUNT, WILLIAM F.**

**The level of excellence for high school newspapers**

Montclair State University, 1934, 112 pages, Thesis

OCLC number: 37778111

**HUNTER, JEAN WARD**

**An analysis of journalism in Florida secondary schools**

University of Florida, 1958, 118 pages, Thesis

OCLC number: 14218094

**INGELHART, LOUIS EDWARD**

**The teaching of journalism in Colorado high schools**

Colorado State University, 1947, 102 pages, Thesis

OCLC number: 24163414

**Abstract-**

This study surveyed of practices of teaching journalism in Colorado. Methods used and results of the questionnaire both indicated inadequate training on the part of advisers. More than half the teachers of journalism have had no training at all. Teachers colleges in the state offer little opportunity for training of journalism teachers.

**INSALL, THELMA LEONORA**

**A study of the student handbook in junior and senior high schools of Texas**

University of Texas at Austin, 1942, 83 pages, Thesis

OCLC number: 27213303

**IRBY, JANET R.**

**The tensions of collaboration: Spoken dialogues about revision in the high school newspaper production classroom**

University of Washington, 1995, 246 pages, Dissertation, Advisor: Timothy C. Standal

Dissertation number: 9609681/ProQuest document ID: 304253541/OCLC number: 35209586

**Abstract-**

This study of the social process of revision in the high school journalism production classroom uses ethnographic methodology to identify the contextual factors that support revision dialogue in four classrooms. Cases of revision dialogue surrounding one story within three of the classrooms are then analyzed, using discourse analysis, to determine the patterns of participation and the higher order thinking represented in the talk. At each of these schools one case represented less skilled, less experienced students and the other more skilled, more experienced students. Patterns of expert consulting/collaboration and peer consulting/collaboration in the dialogues are differentiated as well as episodes of teaching and negotiation.

Findings imply that both expert and peer conferences work together to balance scaffolded instruction with student engagement. A theoretical construct emerges from the study suggesting that revision dialogue and higher order thinking result from the dynamic tension between high

standards for journalistic practice, the adviser's role as strong leader and collaborator, and student ownership of the revision/editing process. When these factors are in play, producing a sense of shared ownership of the revision process, the resulting collaboration and negotiation lead to the public construction of the group's shared values. The study also explores the tensions between a cognitive and social constructivist framework for the journalism production classroom, concluding that editing and revision inevitably become collaborative when participants share concern for the impact of their publication on the larger community of readers.

**IRWIN, H.G.**

**A study to determine the place of high school publications in the junior high schools**

University of Southern California, 1928, Thesis

**ISENBERG, VIRGINIA**

**Democratic attitudes in high school newspapers**

Stanford University, 1950, Thesis

OCLC number: 25136334

**JACKSON, JOYCE MERRILL**

**The Interscholastic League Press Conference and its influence on high school journalism in Texas**

University of Texas at Austin, 1955, 188 pages, Thesis

OCLC number: 39303281

**JACOB, CAROL HERBERT**

**A readership survey of students of the University of Utah and the high schools of Salt Lake City, Ogden and Provo, Utah, including a study of students' uses of the agencies of mass communications and a study of certain student concepts of freedom of the press, with a secondary comparative study of the students of the State Industrial School, Ogden, Utah**

University of Utah, 1950, 100 pages, Thesis

OCLC number: 38461699

**JACOBS, LOIS E.**

**Freedom of the press and student publications**

Iowa State University, 1977, 91 pages, Thesis

OCLC number: 19484880

**JACOBSEN, CHARLES HERBERT**

**An analytical study of one hundred selected secondary school newspapers in seven western states**

University of Washington, 1957, 121 pages, Thesis

OCLC number: 20076888

**JAMES, EDMUND GALE**

**The law and student rights**

Ohio State University, 1972, 109 pages, Dissertation, Advisor: Robert H. Bremner

Dissertation number: 7227031/ProQuest document ID: 302641024/OCLC number: 620042

**Abstract-**

The purpose of this dissertations twofold in nature: (1) to acquaint students, teachers, and administrators with certain rights and responsibilities owed each other by law, and (2) to suggest a viable set of guidelines which would bring outdated administrative policies into line with the existing state of the law. The investigation has shown that in recent years there has been a rapid extension of the legal rights of minors. This process appears to be ongoing, and in many respects is comparable to the earlier extensions of constitutional rights to blacks and women. As in each of those cases, the new boundaries of constitutional rights reflect a pervasive re-examination of societal values. But as compared to the political upheaval which preceded the Fourteenth, Fifteenth and Sixteenth Amendments to the Constitution, and the disciplined and persistent drive that resulted in the women's right to vote, the extension of constitutional rights to children has been largely unorganized. Although legislation has played a part (most recently the passage of the Twenty-sixth Amendment to the Constitution), judicial decisions have played the major role.

**JAQUISH, MARILYN REGESTER****A case study in high school newspaper readership**

Indiana University, 1972, 100 pages, Thesis

OCLC number: 34345195

**JARDINE, WILLIAM C.****Remedial methods for common faults in high school journalism**

Indiana State University, 1933, 62 pages, Thesis, Advisor: Leslie Meeks

OCLC number: 17638793

**JARVIS, ESTHER ANN****Movie reviewing: An activity for the high school journalism class**

University of Illinois at Urbana- Champaign, 1953, 46 pages, Thesis

OCLC number: 642209767

**JENKINS, LAURENCE W.****A study of the status of the school newspaper in the Utah high schools**

Utah State University, 1943, 81 pages, Thesis

OCLC number: 33447037

**JENSEN, JESSICA J.****Teaching high school journalism in South Dakota: A case study of 10 veteran female educators**

South Dakota State University, 2007, 79 pages, Thesis, Advisor: Lyle Olson

Thesis number: 1458953/ProQuest document ID: 304816090/OCLC number: 228414007

**Abstract-**

This study investigates whether gender bias exists in the journalism high school classroom towards female educators. Prior research has shown that both male and female students treat their female teachers differently than male educators simply because of being women. To explore this idea in high school journalism education, 10 female educators across the state of South Dakota were interviewed to find their views on gender bias in the high school classroom. It was confirmed from the interviews that gender bias does actually exist in the high school

journalism classroom and that many female educators in the state have dealt with this issue in some way.

**JENSEN, MELVIN LAWRENCE**

**School activities handbook for South Dakota high schools**

University of South Dakota, 1949, 80 pages, Thesis

OCLC number: 9336313

**JEWELL, BUFORD MAURICE**

**The democratic role of the principal in developing a student handbook**

George Peabody College of Education, Vanderbilt University, 1967, 28 pages, Thesis

OCLC number: 52180782

**JOFFRION, REBECCA DUPRIEST**

**The status of journalism in selected east Texas high schools**

Stephen F. Austin State University, 1975, 99 pages, Thesis

Thesis number: 1308049/ProQuest document ID: 302798796/OCLC number: 10454666

**JOHANNABER, LORNA JEAN**

**A plan for the organization of a student handbook for use in a junior high school**

Willamette University, 1957, 53 pages, Thesis

OCLC number: 35968843

**JOHNSON, CLIFFORD PHILIP**

**High school journalism: A teacher's and student's handbook**

University of Minnesota, Duluth, 1978, 57 pages, Thesis

OCLC number: 68960448

**JOHNSON, DAVID MATTHEW**

**Alabama public middle and secondary school principals' perceptions of selected First Amendment student rights**

University of Alabama, 1991, 187 pages, Dissertation, Advisor: Lanny Gamble

Dissertation number: 9130241/ProQuest document ID: 303932698/OCLC number: 24237714

**Abstract-**

Five hypotheses were tested in this study. Three were accepted and 2 were rejected. The findings of this study reflect a moderately strong correlation between Alabama public middle and secondary school principals' perceptions regarding the importance and extent of implementation of selected First Amendment student rights. A significant difference was found to exist among principals' perceptions regarding the student right of speech based on the number of years of experience.

The study did not reveal a significant difference regarding the degree of importance and the extent of implementation of the selected student rights, nor a significant difference regarding the importance and extent of implementation of the individual First Amendment student rights of speech, press, religion, or assembly. No significant difference among principals' perceptions regarding the importance and extent of implementation of individual student rights was revealed

based on the degree held by the responding principal.

**JOHNSON, JAMES C.**

**The practices and problems of advising and producing student newspapers in Minnesota high schools**

Minnesota State University Moorhead, 1968, 94 pages, Thesis

OCLC number: 10305949

**JOHNSON, KRISTA ANN**

**An analysis of leadership traits in high school journalism students**

University of Wisconsin- Green Bay, 2005, 76 pages, Thesis

OCLC number: 62499059

**JOHNSON, RALPH JACKSON**

**High school publications**

Arkansas State College, 1960, 29 pages, Thesis

OCLC number: 26649723

**JOHNSTONE, KATHERINE KELSEY HODGES**

**An exploratory study of student news bureaus at the secondary school level**

University of Oregon, 1964, 115 pages, Thesis, Advisor: Galen R. Rarick

OCLC number: 27367985

**Abstract-**

The purpose of the study was to obtain and analyze data in an effort to answer the following question: Can the student news bureau, operating at the secondary school level, be justified as being educationally sound and as being an effective communicator? A questionnaire was sent to the 47 participating news bureau advisers. It was discovered that the prime movers in the establishment of the bureaus were school principals, news bureau advisers, and representatives of the local newspapers. Most of the bureaus were established as educational devices. In general, it would seem that student news bureaus are educationally justified and that a good share of the school news can be written successfully by students, under competent guidance, for release to the mass media.

**JONES, GALEN**

**Extra-curricular activities in relation to the curriculum**

Teachers College, Columbia University, 1936, 99 pages, Dissertation

Dissertation number: 0133357/ProQuest document ID: 301798985/OCLC number: 16960133

**JONES, IVAN LIVINGSTON**

**An analysis of the educational problems peculiar to school-newspaper advertising**

University of Washington, 1961, 103 pages, Thesis

OCLC number: 19873652

**JUNGBLUT, JOSEPH A.**

**Northern Illinois high school newspapers: A comparison of format and design based on the school's community**

Northern Illinois University, 1981, 103 pages, Thesis, Advisor: Irvan Kummerfeldt  
OCLC number: 8265646

**Abstract-**

The formats of high school newspapers in the Northern Illinois area were explored. A mailed survey of Northern Illinois advisers found that a limited range of formats was being used, even though the high school press had many more options than that of the community press. The advisers were using two types of formats exclusively: the tabloid and the mini-tab. Even though the communities differed in size, location and types of business in the community, the advisers chose to adhere to those two very traditional formats.

Few advisers have changed the format of their publication over the years. With the increase of high school journalism workshops during the school year and during the summer, there seemed to be little notice paid to the actual format selected by the staff and adviser. Workshops lent themselves to writing, editing and design and rarely discussed the use of format for their school and community. Press association literature and the Northern Illinois High School Newspaper Advisers' Survey found that copy-cattism was rampant. Bi-monthly eight-page tabloids using the five-column format and professional printers was the case, not the exception. Even though seventy-five percent of the advisers used an outside printer where a choice of format could be made, the tabloid was selected.

**KAHN, RANDALL O.**

**Publications handbook for Hanover Central High School**

Ball State University, 1977, 54 pages, Thesis, Advisor: Ruth A. Iliff  
OCLC number: 3855673

**KAHOOKELE, LISA MAILE**

**The adoption of desktop publishing in Iowa high school journalism**

Iowa State University, 1992, 90 pages, Thesis  
OCLC number: 27239227

**KALKOWSKI, MARSHA A. STITHEM**

**Diffusion of innovation: Technology in the high school journalism classroom**

University of Nebraska at Omaha, 2000, 89 pages, Thesis  
OCLC number: 44996948

**KAPPMAYER, PATRICIA**

**Prior restraint of the student press**

Texas Tech University, 1986, 227 pages, Thesis  
OCLC number: 14772125

**KAUFFMAN, JON RUSSELL**

**An examination and comparison of the present condition of the downriver Detroit, Michigan school press to the findings of the commission of inquiry into high school journalism**

Ball State University, 1982, 100 pages, Thesis, Advisor: Louis E. Ingelhart  
OCLC number: 9832180

**Abstract-**

This study has examined the present condition of 16 high school newspapers known as the Downriver high school press by comparing it to the findings of the Commission Of Inquiry Into High School Journalism, as well as comparing the recommendations made by the Commission to the present status of the high school press in the Downriver Detroit, Michigan area. The Commission's findings were published in a book titled *Captive Voices*.

**KEARNEY, S. JEANNE**

**A survey of the financing of high school newspapers in South Dakota**

University of South Dakota, 1935, 53 pages, Thesis

OCLC number: 9398871

**KELSEY, MARILYN JEAN**

**The opinions of student newspaper editors on racial news coverage, editorial page content, and press freedom of the high school newspaper**

Indiana University, 1971, 124 pages, Thesis

OCLC number: 3435275

**KENNEDY, KARLA D.**

**Framing "Bong Hits 4 Jesus": A content analysis of local newspapers' coverage of the Supreme Court's decision in *Morse v. Frederick* and its effect on American school districts' student speech policies**

University of Florida, 2011, 162 pages, Dissertation, Advisor: Cory Armstrong

Dissertation number: 3586559/ProQuest document ID: 1520793760/OCLC number: 817970124

**Abstract-**

This study examines the effect Supreme Court decisions in student speech cases may have on student expression in schools by focusing on the recent Supreme Court student speech case *Morse v. Frederick* (2007) also known as "Bong Hits 4 Jesus." This controversial case brought student speech back into the public arena, because it was the first student speech case the Court had granted certiorari in 25 years. In order to measure the trickle-down effect of the decision, the researcher conducted three analyses. First, newspaper articles written about Bong Hits were analyzed utilizing issue salience identified in framing theory. The frames identified were loaded characterizations of students and their claims, conflicting institutional attitudes, inadequate attention to detail, superficial legal context, and providing supplemental information.

Next, school districts' student speech and student publications policies were used as a surrogate for public opinion because school board members are citizens of the communities they represent. The district policies were content analyzed for comprehensive value in several categories. Finally, student media advisers in Miami-Dade County Public Schools were surveyed to ascertain the effects of the *Morse* decision in their schools and classrooms in the categories of purpose and control and censorship. First Amendment theory, practicing democracy in schools, and the Supreme Courts' student speech doctrine are foundational elements of this research. Results indicate that although the case was controversial, the media framed the case to be more about illegal drug usage than the defense of student free speech and the terms democracy and free speech were mentioned in less than 10% of the articles analyzed. Three of the school districts' student speech policies reference the Supreme Court's decision in *Morse*. The media

advisers surveyed did not keep up with the case and felt it had no effect on free speech in their school.

**KENNEDY, PATRICK W.**

**Newspaper reporting as a career: Attitudes of a selected group of male high school editors**

Pennsylvania State University, 1964, 123 pages, Thesis

OCLC number: 79999132

**Abstract-**

Since 1959, the Newspaper Fund has awarded more than 3,000 summer study grants to high school teachers with journalism responsibilities but little formal journalism education. The fellowships are awarded on the premise that better-trained teachers can motivate students to adopt a favorable attitude toward journalism as a career. This is a study of the effect of this teacher education program on the attitudes of male high school students toward one aspect of journalism: the newspaper reporter and his job. All of the participants had two points in common: (1) each was the student of a Newspaper Fund Fellow in a public high school; and (2) each was a school newspaper editor or staffer.

A random sample of 500 teachers names was selected fro The Newspaper Fund's mailing list. A six-page questionnaire was sent to them and they were asked to give the questionnaire to the appropriate student. An original mailing and a follow up resulted in a usable return of 73 per cent. The influence of an experienced teacher is evident. For example, when asked who urged them to join the school newspaper staff, students named the journalism teacher by a three-to-one margin. A strong high school journalism program and the influence of the daily or weekly community newspaper also apparently play roles in the development of journalism career interest.

More than three out of four of these students said they had considered a career as a newspaper reporter. Newspapers were named by students as the medium which most influenced them in forming their impressions of the reporter and his job. Fifty per cent said they read the community newspapers at least six days a week. The study revealed that few of the young people knew a newspaper reporter personally. It was concluded that this phenomenon is partially responsible for the student's failure to regard highly the reporter's prestige and to lay great weight on the reporter's intellectual challenge. However, the findings indicate the effectiveness of the teacher training program, suggesting that a strong scholastic journalism program must be supplemented by interest in young people on the part of professional journalists.

**KERLEY, MICHAEL VINCENT**

**A teaching discussion about television for teenagers**

Teachers College, Columbia University, 1987, 225 pages, Dissertation

OCLC number: 33081753

**Abstract-**

As more and more educators began stressing the need to use television more effectively, the decade of the 1970s ushered in a number of important conferences and research grants. Educators began to create curricula designed to make the television hours spent by the student more beneficial and worthwhile. These curricula stressed awareness, the constructive uses of the medium, and the development of critical television viewing skills. The purpose of this study was

to determine whether or not critical television viewing skills and increased knowledge of television could be developed through a teaching discussion format.

The procedure for the teaching discussion began with the seminar format utilized by Columbia University Seminars on Media and Society, a program of the graduate school of journalism, and evolved through a series of innovations. A session involving eleven teenagers from Columbia High School in Maplewood, New Jersey, two advertising professionals, and myself as the moderator was held on November 17, 1986. The session lasted for an hour and a half and was videotaped. An interview with each teenager was held the weekend after the session.

Participant reactions to the teaching discussion were chronicled in the interviews. The majority of the ten questions asked of each student were designed to ascertain the effectiveness of the teaching discussion format. Each interview session lasted approximately thirty minutes. The consensus was that the format provided an enjoyable opportunity to question advertising professionals. Students found the teaching discussion exciting, innovative, and educational. They welcomed the responsibility to ask questions and professed to have learned a great deal about the construction of television commercials. The written materials that follow introduce and provide context for the videotape that resulted from the teaching session.

**KERN, DONALD WARREN**

**A survey of North Carolina school newspapers**

Duke University, 1940, 87 pages, Thesis

OCLC number: 21418823

**KEYES, EARL ROBERT**

**A survey and evaluation of high school student handbooks from high schools of thirty states**

University of Washington, 1940, 116 pages, Thesis

OCLC number: 19792696

**KIDD, EVE**

**Luring the young: Have attempts to "grow" young newspaper readers been successful?**

University of Missouri- Columbia, 2004, 74 pages, Thesis, Advisor: Charles Davis

OCLC number: 63681563

**KIEHNA, MARC L.**

**Steeleville High School student handbook: A slide-tape presentation**

Southern Illinois University at Carbondale, 1983, 16 pages, Thesis

OCLC number: 10177828

**KIMBLE, MARILYN A.**

**Development of a photography manual for high school yearbook editors**

Ball State University, 1970, Thesis, Advisor: Louis E. Ingelhart

**KING, MARIANNE R.**

**Attitudes of administrators and publications advisers toward journalism**

**education and school publications in the secondary schools of South Carolina**

University of South Carolina- Columbia, 1971, 119 pages, Thesis, Advisor: Perry J. Ashley  
OCLC number: 4867538

**Abstract-**

The original study, a survey of publications advisers in schools holding membership in the South Carolina Scholastic Press Association (SCSPA) was made in December 1969. The results of this study are considered valid after conferences with Dr. Perry J. Ashley and Mr. J. James McElveen, former directors of the yearbook and newspaper divisions, respectively. According to their records there has not been a significant turnover among advisers during this time period, nor have there been any significant changes in SCSPA membership.

Questionnaires were mailed to advisers of SCSPA members schools, both newspaper and yearbook divisions, in December 1969. A total of 159 questionnaires, containing stamped and return addressed envelopes was mailed. Newspaper division advisers were recipients of 108, while 51 went to advisers of the newly formed yearbook division. Returns were received from 120 with the following breakdown: newspaper advisers, 61; yearbook advisers, 29; advisers of newspapers and other journalistic activities, 12; advisers of both newspapers and yearbooks, 8; advisers of yearbooks and other journalistic activities, 2. Only 39 questionnaires were not returned (75.5 percent return rate).

After an extensive study of the advisers' questionnaires, the next step seemed clearly evident—another questionnaire to determine the attitudes of administrators. This questionnaire was sent to area or district superintendents, director or coordinators of curriculum, high school principals and principals of private schools. A list of 445 names in these categories was obtained from the 1970-1971 South Carolina High School Directory published by the South Carolina State Department of Education. A structured sample was drawn and questionnaires were mailed to every fourth name on the entire list, with a total of 112 questionnaires being mailed.

District or area superintendents received 23 questionnaires and 15 were returned. To directors of curriculum went 11, with seven being returned. High school principals were recipients of 66 and they returned 55. Principals of private schools received 12 questionnaires and returned six. With a total return of 83, this meant that only 29 were not returned (74.1 per cent return rate).

**KING, SUSAN ROBINSON**

**Television journalism: The world of television news for high school students of mass media**

Fairfield University, 1973, 104 pages, Thesis  
OCLC number: 719275

**KING, THOMAS JOSEPH**

**Freedom and control of student publications in the American high school**

Kent State University, 1974, 307 pages, Dissertation, Advisor: Roger M. Shaw  
OCLC number: 13283909

**Abstract-**

The focal point of this legal research was “freedom and control of student publications in the American high school” as it existed at the close of the 1973-'74 school year. Included within the modus operandi were those various and esoteric research techniques customarily employed by a

legal scholar preparing analyses for publication in law reviews, or by a judge in writing the court's opinion in deciding a case. Although this investigation was limited almost exclusively to the realm of legal research, modest historical research was also conducted in the area of non-legal sources, related 'lex scholae' literature, and landmark "freedom of the press" decisions handed down by the United States Supreme Court.

The study was confined to an analysis and clarification of the legal aspects of student publications with regard to the following four queries in school law: 1. May the teachers and/or administrators of a school exercise "prior censorship" or control over the content of independent-underground and/or school-sponsored student publications? 2. May a school board adopt a student expression policy or rule which restricts "obscenity and/or pornography" in independent-underground and/or school-sponsored student publications? 3. May school administrators establish "rules which prevent or regulate the printing, distribution, or circulation" of independent-underground and/or school-sponsored student publications both in and outside of school? 4. May an administrator take punitive action (i.e. punish corporally or by suspension or expulsion) against a student involved in the production or distribution of independent-underground and/or school-sponsored student publications, which are obscene or pornographic, or contain articles critical of the school's administration, or advocate violation of laws or school rules?

In summarizing the majority viewpoint of the nineteen student publications cases considered, the following pertinent points are relevant: (A) There is nothing unconstitutional per se in a requirement that secondary students submit materials to the school administration prior to distribution. (B) Prior restraint systems must contain precise criteria defining what may or may not be written, as well as procedural safeguards setting forth submission and expeditious review procedures of submitted materials. (C) School boards may adopt student expression policies which restrict "Obscenity and/or pornography" in student publications as both fall outside First Amendment protections. (D) As a general principle, it has been held that with the exceptions of student publications classifiable as "obscene and/or pornographic," school authorities may not prevent the printing, distributing, or circulation of secondary student publications unless a failure to do so would "materially and substantially: interfere with the requirements of appropriate discipline in the operation of the school, disrupt classes or classwork, cause disorder, chaos, violence, intrusions into school activities, or the lives of others.

(E) The legality of suspension and/or expulsion of recalcitrant students from the school environment for violation of rules, found not be unreasonable or ultra vires in nature, had been firmly established by state statutes providing such action is administered in adherence to precisely defined procedural due process requirements. (F) An administrator may take punitive action against a student involved in the production or distribution of independent-underground and/or school-sponsored student publications that are found to be obscene or pornographic. (G) Punitive action against students who produce and distribute publications which contain articles critical of the school's administration, or advocate violation of laws or school rules, must be administered within the guidelines set forth heretofore in Points (D) and (E) above. The foregoing is, in essence, the developmental state of the law concerning freedom and control of student publications in the American high school as it exists at the close of the 1973-'74 school year.

**KING, YVONNE HART**

**Attitudes toward journalism: Journalism teachers and/or publications advisers and students in West Virginia high schools (9-12, 10-12)**

West Virginia University, 1963, 61 pages, Thesis, Advisors: Guy H. Stewart/Quintus C. Wilson  
OCLC number: 43665932

**Abstract-**

Following an examination of literature concerning what motivates high school students towards journalism study and journalism careers, a survey was conducted among journalism classes and publications staffs in 75 high schools in West Virginia. Purposes of this survey were to determine the ratio of girls to boys enrolled in journalism classes; to ascertain whether advisers' attitudes concerning journalism are reflected in their students; and to determine whether today's journalism students are tomorrow's career journalists. Main outgrowths of this survey are the contentions that advisers must be adequately trained to lead today's young people into a journalistic career and, secondly, a statewide programs needs to be set up whereby certain standards would be established for all journalism classes in the state.

**KIREK, MARGARET PAGE**

**Teaching aids for the high school journalism teacher**

Kent State University, 1971, 144 pages, Thesis  
OCLC number: 273311

**KLAWITTER, CALVIN M.**

**Problems of supervision of the secondary school newspaper**

Hamline University, 1953, 80 pages, Thesis  
OCLC number: 7370052

**KLEIN, MATTHEW AARON**

**An evaluation of the T.V. high school project of the Detroit Urban Adult Education Institute and Michigan Blueshield**

Michigan State University, 1969, 114 pages, Dissertation  
OCLC number: 25324563

**KLEINE, GLEN ALBERT WILLIAM**

**Secondary school journalism as viewed by 400 Missouri principals**

University of Missouri- Columbia, 1959, 121 pages, Thesis  
OCLC number: 28639101

**Abstract-**

This study addressed the number of journalism courses offered in Missouri, how long the courses have been offered, eligibility of students to take the courses, and backgrounds of teachers teaching the courses. "Pro" and "con" remarks from principals on the uses of the newspapers and the yearbooks provide qualitative insights.

**KLUG, JOSEPH HENRY**

**The use of popular film in the secondary journalism class**

Truman State University, 2001, 75 pages, Thesis, Advisor: Karon Speckman

Thesis number: 1404006/ProQuest document ID: 304785826/OCLC number: 47884297

**Abstract-**

Extending the research into popular film use in high school classrooms, the present study investigated the possible uses of popular film in the high school journalism classroom. The study was designed to establish connections between 3 popular films and 3 goals of the Journalism Education Association. The connections demonstrated the potential for students to become more media literate through investigation and discussion of the films. Finally, the study proposes potential guidelines for popular film use in the high school journalism classroom.

**KNAPP, KENNETH J.**

**Analysis of the newspapers of selected Minnesota secondary schools with enrollments above 700 in the senior high and above 1,500 in the combined junior and senior high to determine factors that contribute to a quality product**

Winona State University, 1968, 55 pages, Thesis

OCLC number: 8357749

**KNOTT, DAVID L.**

**Treatment in selected high school journalism textbooks of the First Amendment as it relates to the rights of students to express themselves in print**

University of Toledo, 1981, 128 pages, Dissertation, Advisor: Mary Jo Henning

Dissertation number: 8121655/ProQuest document ID: 753122481/OCLC number: 10133552

**Abstract-**

The purpose of this study was to assess the degree of treatment of the concepts of the First Amendment rights of students presented in selected, recently published high school journalism textbooks. The study was designed to test two questions: (1) To what degree do high school journalism textbooks published since 1970 contain a discussion of the rights of students to express themselves freely in their school newspapers? (2) With what references do high school journalism textbooks published since 1970 deal with the First Amendment rights of students to express themselves freely in their school newspapers?

The 1970 publication date was used because the Supreme Court ruling in the Tinker case in 1969 led to scores of subsequent court decisions that significantly changed or clarified the law as it relates to the high school press. Selected for this study were the five high school journalism textbooks appearing most frequently on the adoption lists of the ten largest school districts in the United States and the eighteen states having statewide adoption of textbooks. A content analysis instrument was developed to provide both a quantitative and a qualitative measurement of the content of these textbooks. Thirteen points of law relating to the high school press were used as the standard against which these textbooks were measured.

The quantitative measurement revealed that one textbook included no legal references whatsoever, while two textbooks discussed only the three points of law related to libel. Some of the legal precedents set after 1969 were reported by the other two textbooks, but in neither textbook was the discussion more than minimal. Little detail or elaboration was offered by any textbook on any of the thirteen points of law.

Results of the qualitative measurement indicated that four of the five textbooks included a

considerable number of indirect references to student press law. Most such references were by implication rather than citation. Two of the textbooks were very subtle in their implications. Two other textbooks were far more direct and frequently implied that the law, particularly libel, is an ever-present threat to the high school journalist. Both of these textbooks tended to present the rights of the student journalist as secondary to the will of school or community authority.

Four of the five textbooks stated in their introductions that these books were written to assist students in producing their school newspapers. Each of these textbooks also referred to the vital importance of the First Amendment to the safeguarding of American democracy. The failure of these textbooks to report adequately the law relating to the student press could tend to alienate already skeptical students. Such an omission also does a disservice to the journalism discipline in that the law is a vital factor to be considered in every aspect of publishing. Students need to know and understand press law if they are to be adequately prepared to seek a career in journalism. And finally, whether we really want our schools to prepare students for life in a democratic society must be questioned. If the answer is yes, then a strong journalism education and a free student press can offer great assistance. But high schools must be willing to practice democratic principles, including the promotion and support of a free student press, with all the ramifications that can entail.

**KNOWLES, JOHN HAWLEY, JR.**

**A study of courses in methods of teaching secondary school journalism with a proposed ideal methods course**

University of Kansas, 1974, 123 pages, Dissertation, Advisor: Oscar M. Haugh

Dissertation number: 7517627/ProQuest document ID: 759741281/OCLC number: 41266711

**Abstract-**

The purpose of this study was to determine what is being offered by colleges and universities to prospective teachers in methods of teaching secondary school journalism. A review of the literature was made, and a questionnaire was sent to 138 colleges and universities, asking whether the institution offered a publications course, a methods course and workshops, seminars, and journalism days; and requesting information on course outlines, objectives, and textbooks. Both the literature review and the survey showed that high school methods courses are being examined professionally, and prescriptions for developing such courses that include as a major objective preparing students as future media consumers are being offered. It was concluded that there is a need for more emphasis on social awareness in journalism education; there is a similar need in high school journalism courses; there is a need to motivate students to learn English composition and to use school publications as laboratories; and there is a need to give future journalism teachers a grounding in the social sciences, in journalism, and in ways to teach journalism. Recommendations for an ideal methods course are also included.

**KOCH, STEVEN DOUGLAS**

**Is there a schoolhouse gate in cyberspace? The extent of public school officials' authority over student cyberspeech**

Northern Illinois University, 2008, 142 pages, Dissertation, Advisor: Christine Kiracofe

Dissertation number: 3324338/ProQuest document ID: 304541818/OCLC number: 259382735

**Abstract-**

In the wake of violent school events such as Columbine, public school administrators have

become more proactively vigilant, looking to identify warning signs that might reveal the next intended school-related massacre. Such attentiveness, however, must be balanced against the constitutional rights of the students, and this delicate line becomes complicated by the newest, the most pervasive and yet the least understood medium of communication: cyberspace. Even as society looks to increase the safety of its schools and prevent another tragedy on school grounds, those most responsible for maintaining the integrity of the schools—the school officials—find themselves paralyzed by conflicting messages in both the existing case law as well as the legal literature that offer no clear guidance for proper legal conduct in responding to threatening cyberspeech. The catch-22 is plain for school officials who come across threatening cyberspeech from their student body: take action and risk a lawsuit for violating the Constitution, or do nothing and hope that the truth on the website is the disclaimer on the webpage, and not the violent hit list posted just above it.

To help clarify this dilemma for school administrators, this study set out to examine historical and current case law as well as the legal literature on public school discipline on student speech to determine how prior litigation in this area might inform current school officials' disciplinary action in response to student cyberspeech.

Though contradictions between courts abound, even for cases with similar fact patterns, school officials may nonetheless glean some conclusions to help them make informed decisions that respect their students' constitutional rights. To do so, administrators should establish and communicate updated policies on cyberspeech to the students, staff, and community; they should look to involve other authorities at an early phase; they should look to establish a nexus between the expression and the school; they should collect documentation of all adverse effects created by the communication; finally, they should look to create a multifaceted case based upon a close examination of multiple contextual and historical factors to demonstrate an objectively reasoned reaction to the speech.

**KOEHLER, MARY**

**A developmental study defining objectives for mass media instruction suitable to the upper-elementary level of public schools in the United States**

California State University, 1970, Thesis

**KOHLHOFF, IRVAN ELMER**

**The critical evaluation of high school newspapers in Arizona**

University of Arizona, 1935, 80 pages, Thesis

OCLC number: 27389135

**KOMANDOSKY, SUSAN WHITE**

**The League Press Conference: A history, 1924-1980**

North Texas State University, 1981, 99 pages, Thesis, Advisor: Douglas P. Starr

OCLC number: 9743107

**Abstract-**

This study describes the development of the Interscholastic League Press Conference, its goals, intents, and membership growth from its inception through 1980. The current director and all available past directors of the organization were interviewed and the organization's records

searched for insight into the history of the organization. This study concludes that the organization and its directors have influenced the development of high school journalism in the state of Texas through convention sessions, critiques, and judging of newspapers and yearbooks. The organization's founder, DeWitt Reddick, exerted a lifelong influence through his personal involvement and his influence in the selection of six of his seven successors.

**KONOPAK, JOHN PACE**

**Re-inventing the public sphere: Critical theory, social responsibility, schools, and the press**

Louisiana State University, 1989, 305 pages, Dissertation, Advisor: William F. Pinar

Dissertation number: 9017270/ProQuest document ID: 303800049/OCLC number: 25584857

**Abstract-**

This study examines the contemporary discourses of journalism and pedagogy from the standpoint of critical theory to assess the impact of technocratic rationality and instrumental logic on the practices of communication and education. It is premised on the observation which, spurred by the imperatives of trans-national capital accumulation, privatization inimical to democratic interests has begun to colonize public education. The study represents an effort to reactivate a concept and rhetoric of "social responsibility" that would animate a project of reclaiming cultural space to be occupied by a "public sphere," in a struggle analogous to that waged against feudalism and monarchical "Divine Right."

The study argues that communication and education, the essential minima of language, are the basic elements of all cultural development. It makes the case that, by deploying artificial antinomies, education and communication techno-bureaucracy conceals fundamental similarities between the projects of journalism and pedagogy at the levels of both theory and practice--with respect to their complementary roles in enabling citizen participation and appropriating social knowledge in democratic culture--in order to better facilitate reproduction of dominant corporatist ideologies.

Taking as the paradigm case the U.S. Supreme Court's 1968 decision in the matter of *Hazelwood School District v. Kuhlmeier*, the study applies a Foucauldian analytic to evaluate both the Court's decision and responses to it in mainstream press editorials, press industry trade and association periodicals, and journalism reviews. It finds mainstream acceptance on the grounds of its representation of "real world" conditions, equivocal "balance" in the trades, and "resistance" themes in the reviews.

The study then 'thematizes' the operation of techno-bureaucratic rationality in the decline of the bourgeois public sphere, and responds to critics who have disparaged social responsibility theory. Finally, it argues for the relevance of such a theory, and explores its implications as a rationale for educational praxis based on the public sphere as counterpoise to the hegemony of state corporatism. Suggestions for further research on the impact potential of desktop publishing installed in communities, condominium-style, and prepared for by teaching journalistic praxis for a democratic local press, are proffered.

**KOPPENHAVER, GARY ROSS**

**A school page and its adult readers: A readership study of *Time-Plain Dealer* subscribers**

Iowa State University, 1979, 126 pages, Thesis, Advisor: J.K. Hvistendahl

OCLC number: 5365309

**KOTARSKI, JOHN E.**

**School-based community television**

Wayne State University, 2008, Thesis

**Abstract-**

Schools are well situated to teach the history, business, technology, language, civics, and art of community media. This can be done using a community practicum that is outlined in this thesis. This practicum fills a community need due to collapsing commercial media outlets and creates a shared identity for public schooling.

**KOWALSKI, DIANE DISSE**

**A symbolic content analysis of high school underground newspaper and related legal decision**

California State University, Northridge, 1973, 207 pages, Thesis

OCLC number: 10385876

**KOZIOL, ROBERT VICTOR**

**Reasons for high school students' course and career choices in journalism**

University of Maryland, College Park, 1979, 82 pages, Thesis, Advisor: W. Lawrence Patrick

OCLC number: 16986396

**Abstract-**

During the winter and spring of 1979, a survey was taken of 321 high school journalism students from ten high schools in the Baltimore, Maryland-Washington, D.C., area. A questionnaire using ranking systems and open-ended questions was administered by the researcher to both Journalism 1 (211) and Journalism 2 (110) students. The questionnaire asked the students to indicate their reasons for choosing a journalism course or courses, and their reasons for choosing to continue in journalism through courses and/or careers. The study also attempted to determine students' interest in and influence from professional journalism. Both Journalism 1 and Journalism 2 students ranked a desire to learn to write well and a desire to work on a school publication as the major reasons for choosing a Journalism 1 course. Interest in being a professional journalist was given a high ranking as well. The Journalism 2 students said the most important reason for choosing a Journalism 2 course was a desire to work on a school publication, followed by the experience of their first journalism course and a desire to learn to write well.

Overall, 74.8 percent of the students surveyed chose some future connection to journalism (71.1 percent of Journalism 1 students and 81.8 percent of Journalism 2 students). A desire to use and develop writing, speaking and/or creative abilities was the most important reason, with an interest in being a professional journalist also ranked highly. High school publication work, professional status, and job opportunities followed. Open-ended questions concerning reasons for course and future choices in journalism generally reinforced the rankings. Questions on students' interest in and influence from professional journalism showed print journalism to be strongest among suburban students, with broadcast journalism exerting nearly equal or greater influence in urban areas.

**KOZMA, PETER MICHAEL**

**The status of the teaching of journalism in the high schools of South Carolina**

University of South Carolina- Columbia, 1953, 73 pages, Thesis, Advisor: J.M. Daniel

OCLC number: 38754981

**Abstract-**

This thesis is an attempt to examine the historical development and to show the present status of the teaching of journalism in the high schools of South Carolina. The study was conducted by questionnaires, which were mailed to the 295 high schools in South Carolina. Each questionnaire consisted of four printed pages, and divided into two sections. The first section consisted of thirty-seven questions, and the second section included nine questions. A letter was also mailed with each questionnaire, which was sent to the principal whenever possible, or, otherwise, to the school superintendent.

Conclusion: The teaching of journalism and related activities is increasing in the schools of South Carolina. It is important that leaders realize the necessity for trained personnel and exert every effort to provide adequate training. Experience is valuable, but a broad background and knowledge of the subject will enrich that experience. The high schools of South Carolina must not wait until necessity demands specialized training for its instructors of journalism and its advisers of publications. The criteria should be well established now. Necessity may be the mother of invention, but progress is made through the attainment of those things that are highly desirable, whether or not they constitute necessities.

**KRAUS, LARRY L.**

**An analysis of the effect of censorship on the high school newspaper**

Southern Methodist University, 1974, 74 pages, Thesis

OCLC number: 13757979

**KRISTOF, NICHOLAS D.**

**Freedom of the press in high school newspapers**

Harvard University, 1981, Thesis, Advisor: H.N. Hirsch

OCLC number: 7990321

**Abstract-**

High school students are among the last people whom it is still respectable to treat as second-class citizens— people who have no “rights” but only such tidbits of freedom as the school administration deigns to provide. This study has examined the issues of student press rights from four perspectives— empirical analysis, social policy, the law and socialization— and all of these perspectives point in the same direction: that high school students should have the same rights of freedom of the press as exist in adult society. These perspectives also point to censorship in most high schools that is oppressive and stultifying. More than 80 percent of schools surveyed for this study report some censorship or potential for censorship, and at many schools the pressure is constant and unrelenting.

The great irony is that the schools that most need the fresh air and democratic voices are those that are least likely to get them. Vigorous school newspapers are precisely what traditional communities need, because the newspapers would provide an alternative to the authoritarianism that dominates the local culture. But precisely because such a newspaper is an alternative—

because it conflicts with accepted values— it is unlikely to sprout in a traditional community. Censorship and community hostility would choke it in its infancy. So the catch-22 is that an activist school newspaper requires a supportive culture of democratic attitudes, but democratic attitudes require some source such as a vigorous school newspaper. If a school has neither democratic attitudes nor a vigorous school newspaper, it is unlikely to sport either.

**KROM, GRAYCE ALDRICH**

**A faculty advisor's guide for supervision of the high school newspaper**

Central Connecticut State University, 1961, 107 pages, Thesis

OCLC number: 48072185

**KROPF, GLENN SAMUEL**

**An analysis of junior high school newspapers**

University of Chicago, 1932, 83 pages, Thesis

Thesis number: TM16461/ProQuest document ID: 301789655/OCLC number: 277069646

**KRUCOFF, SIBYL ELAINE**

**Meeting the advertising challenge: Guidelines for newspaper advisers**

Indiana University, 1985, 78 pages, Thesis

OCLC number: 13299558

**KRUGER, WENDY ELIZABETH**

**Student press rights in Indiana public schools: A survey of Indiana public school principals' attitudes and actions toward the student press**

Ball State University, 2002, 266 pages, Dissertation, Advisor: Joseph R. McKinney

Dissertation number: 3069541/ProQuest document ID: 765000771/OCLC number: 51945908

**Abstract-**

The purpose of this study was to examine Indiana public high school principals' actions and attitudes toward the student press in public Indiana high schools. Another purpose was to examine the impact of the independent variables of geographic location, enrollment, and selected areas of concern, on the principals' attitudes and actions toward the student press. The researcher surveyed each of the 351 Indiana public high school principals. A total of 225 surveys were returned for a response rate of 64 percent.

The researcher found that principals of schools located in rural settings tended to be more restrictive of student press rights than their counterparts in town settings. Furthermore, as enrollment increased in rural settings, administrators were more likely to be more restrictive toward student press rights than their counterparts in town settings. The researcher also examined the impact of variables such as concern with school safety, public relations concerns, and legal concerns upon the attitudes and actions of school principals. Concerns with public relations concerns as well as others negatively impacted the actions of public school principals toward the student press. There was also a correlation between the attitudes of the public school principals toward the student press and their actions toward the student press.

**KUCK, CYNTHIA LOUISE**

**A study of public and parochial teachers' knowledge, attitudes, and practices relating to**

**student rights**

University of Illinois at Chicago, 1992, 144 pages, Dissertation, Advisor: Julius Menacker  
Dissertation number: 9310136/ProQuest document ID: 304019269/OCLC number: 27668365

**Abstract-**

The purpose of this study was two-fold. First, it compared public and parochial elementary school teachers' legal knowledge, attitudes, and classroom practices as they related to students' rights to due process and privacy. Secondly, it sought to explore the association between this knowledge, their attitudes, and their classroom practices. Data was collected via a 41-item questionnaire that was specifically developed for this study. Measures of central tendency and multiple regression procedures were used to analyze the data. A total of 269 teachers completed the questionnaire, 137 of which were public school teachers and 132, educators working within church-related schools. The resulting data was analyzed using measures of central tendency and multiple regression procedures.

Four significant findings emerged from this study. First, teachers have an inadequate knowledge of their legal responsibilities. Further, teacher in-service programs and personal reading were found to be ineffective in raising their knowledge. Secondly, teachers' attitudes towards their legal responsibilities were found to be inconsistent and situationally dependent. Parochial teachers were found to have more liberal attitudes towards students' privacy than did their public school counterparts. Third, the classroom practices of teachers in church-related schools were found to be more reflective of related Supreme Court decisions than were public school teachers' practices. This finding is contrary to these teachers' legal obligations. Finally, there appears to be a "chain effect" in the association of teachers' legal knowledge, their attitudes, and their classroom practices. Knowledge appears to influence attitudes, and attitudes to influence practices. This study concludes with various policy recommendations and suggestions for future study.

**KUNKLER-LAAKE, TINA MARIE****The effects of an intensive advertising sales training program and tracking on high school yearbook advertising sales income**

Oakland City University, 2007, 38 pages, Thesis  
OCLC number: 870952408

**KUPPIG, DIANNE K.****A study of perceptions of advisors concerning decision-making in high school yearbooks**

University of Nebraska- Lincoln, 1980, 131 pages, Thesis  
OCLC number: 7055257

**LABRUCHERIE, MARY LOUISE****An analysis of reported State and Federal Appellate Court cases occurring from 1960 to 1988 which define the authority of board of trustees and school officials to make rules and regulations governing public school students**

University of La Verne, 1990, 182 pages, Dissertation  
Dissertation number: 9024489/ProQuest document ID: 303901193/OCLC number: 23164976

**Abstract-**

Purpose: The purpose of this study was to analyze reported State and Federal Appellate Court

cases occurring from 1960 to 1988 which define the authority of boards of trustees and school officials to make rules and regulations governing public school students in order to assist school authorities in understanding the impact and ramifications of court decisions affecting public education.

Procedure: The historical method of research was used to study reported Federal and State Appellate Court cases during the period 1960 to 1988 in order to categorize, synthesize, document, and interpret their influences on boards of trustees and school officials to make and enforce rules and regulations governing public school students.

Selected findings: There were very few appellate cases reported on the subject of the authority of boards of trustees and school officials to make rules and regulations governing students in the early 1960s. From the mid-1960s to mid-1970s there was a significant rise of reported appellate cases evidencing an explosion of challenges to school rules and regulations. From the mid-1970s to the present, the number of reported appellate cases has declined drastically, which seems to signify that the courts have more narrowly defined, and are settling, the law in the area of school rules and regulations.

Selected conclusions: School trustees and officials derive authority to make rules and regulations from their state constitutions and legislatures. The courts have basically held that school authorities have wide discretion in making and enforcing school rules and regulations so long as the rule or regulation is reasonable. As such, it is the desire and policy of the courts to uphold the validity of school rules and regulations, unless the rule or regulation violates protected constitutional rights or public laws. Accordingly, the courts have addressed the validity of numerous school rules and regulations common to most school districts. Of particular importance for this study were court decisions on rules and regulations in the areas of: student discipline, recreational and social activities, interscholastic activities, secret clubs, student free speech and free press, and student searches and seizures.

Selected recommendations: In order to effectively administer public schools, school trustees and school officials should be familiar with the principles of law that govern their actions. As a supplement to this study, recommended areas for further study include: (1) An analysis and comparison of historical social trends and their relationship to appellate court rulings; (2) Determining the level of knowledge school authorities have regarding their legal rights and obligations in controlling public school students; (3) Further studies updating this dissertation because of continuing rulings by appellate courts.

## **LA CONTO, ROBERT LOUIS**

### **A study of the journalism programs of fifty Ohio secondary schools**

Ohio University, 1963, 161 pages, Thesis, Advisor: Loren J. Hortin

OCLC number: 35949703

#### **Abstract-**

The purpose of this study was (1) to present what is characteristic of those schools that do and of those schools that do not publish school newspapers; (2) to show how the journalism programs are administered with regard to the policy of school officials concerning what may be published in school newspapers, to the amount of liberty allowed student editors by advisers, and to the

criteria used for choosing staff members; (3) to show for the journalism programs something of the quality evident from the contents of journalism instruction of those schools where courses in journalism are a part of the curriculum, from the kinds of staff organizations in use, from what student editors believe to be their major problems, and from the training and experience of journalism advisers; and (4) to analyze for quality and for variety of content one student newspaper form each school that published one. The study involved fifty Ohio secondary schools chosen at random from each of three enrollment groups— those schools with enrollments of 1,000 or more, those with enrollments of between 500 and 999, and those enrollments of 499 or less. A total of fifty principals, thirty-five newspaper advisers, and thirty-five student editors took part in the study.

Although 30 per cent of the schools in the study neither published a school newspaper nor offer journalism instruction in their curricula, the 81.4 per cent of the total number of pupils enrolled in the remaining schools are offered a journalism program of some kind. With some outstanding exceptions, the quality of the journalism programs is higher in the large schools than in the others in the study. Nearly one-half of the advisers neither have taken a journalism course in college nor have attended a journalism workshop. However, the adviser from large schools are better prepared to teach journalism than the advisers from the other schools, and their staffs are chosen by standards substantially higher. The best papers are usually those published by large schools on letterpresses; the worst are of small schools and are usually mimeographed.

**LADD, PAUL E.**

**A handbook for the students of Continental-Palmer High School**

University of Toledo, 1964, 28 pages, Thesis

OCLC number: 41103811

**LAKE, ADELAIDE VALETA**

**A study of the educational values of high school newspapers through an analysis of their contents**

Oregon State University, 1942, 209 pages, Thesis

OCLC number: 19135040

**LAMBERT, LOUIS ERSKINE**

**Functions of the high school newspaper: An attempt to discover through a study of 18 high school publications what these functions are, and whether the papers published show evidence of these functions**

University of Iowa, 1936, 42 pages, Thesis

OCLC number: 83613740

**LAMBERTSEN, PAUL GEORGE**

**Vocational guidance for high school journalists in Washington State**

Central Washington University, 1960, 101 pages, Thesis

OCLC number: 32297544

**LAMOREUX, STEVE**

**A comparison, the Idaho and the Oregon high school journalism adviser**

University of Oregon, 1960, 178 pages, Thesis  
OCLC number: 47681346

**LANDINI, ANN LACKEY**

**A study of the professional and educational backgrounds of high school journalism teachers and publications advisers in Tennessee**

Murray State University, 1977, 137 pages, Thesis, Advisors: Carl J. Denbow/  
Robert J. McGaughey III  
OCLC number: 4161568

**Abstract-**

The purpose of this study was to provide information concerning the professional and educational backgrounds of Tennessee's high school journalism teachers and publications advisers. At the present time, Tennessee does not have any certification requirements for journalism teachers and/or publications advisers. Acting upon the urging of the advisers' section of the Tennessee High School Press Association, the Advisory Council on Teacher Education and Certification has proposed addition of an endorsement area in mass communications, but the Tennessee Board of Education has not yet approved the proposal. Questionnaires were sent to journalism teachers and/or publications advisers of 303 public secondary schools on the mailing list of the Tennessee High School Press Association. The response rate was 33.3 per cent.

The review of literature indicated similar students conducted in other states had revealed that a low percentage of high school journalism teachers and/or publications advisers had either professional media experience or college courses in journalism. Four of those responding had majored in journalism, and four had minored in journalism. No one indicated either having a master's degree in journalism or being presently enrolled in a master's program in journalism. One respondent planned to enter a master's program in journalism within the next five years. Ten respondents had taken post-graduate work in journalism. Less than half of those responding who had neither majored nor minored in journalism reported taking either undergraduate or graduate courses in journalism. The average number of journalism courses taken was 1.1. Approximately one-third reported having college media experience, and six out of ten had worked on high school publications.

Only twenty-eight of the 101 responding reported having professional media experience. Nearly three-fourths of the respondents favored certification for journalism teachers, but only four out of ten favored certification for publications advisers. Less than a third of the respondents indicated they would take the courses necessary for certification if the state enacted certification requirements for journalism teachers and/or publications advisers. Based on the results of this study and other related literature, it appears that in order to provide qualified instruction in high school journalism courses in Tennessee, certification in journalism is necessary.

**LANE, MARTHA GRACE**

**A study of the educational value of the high school annual**

University of California, 1926, 140 pages, Thesis  
OCLC number: 27765946

**LANE, ROBERT WHEELER**

**Beyond the schoolhouse gate: Free speech and the inculcation of values**

University of Wisconsin- Madison, 1992, 375 pages, Dissertation, Advisor: Donald A. Downs  
Dissertation number: 9230167/ProQuest document ID: 304003254/OCLC number: 30403106

**Abstract-**

On what grounds do students merit First Amendment speech protection? In answering this question, I reconsider the values underlying free speech, the aims of public education, the legal status of children, and the proper role of the federal courts in local school governance. Accordingly, I examine scores of federal court decisions, along with an extensive body of scholarship, to provide both a framework for thinking about student free speech, and a normative prescription for granting students free speech protection.

Three related claims form the core of my argument. First, free speech for students should not be coextensive with adults. Second, the inculcative function of public schooling significantly limits First Amendment protection. Third, because student First Amendment disputes involve diverse issues, they warrant distinctive degrees of judicial scrutiny. For disputes regarding independent student expression, I call for significant Constitutional protection. For disputes concerning student expression requiring the assistance of school officials, the courts should confer significant editorial authority to educators. For disputes regarding student access to non-student expression, substantial discretionary authority should be granted school officials, since these disputes, properly understood, primarily involve educational policy-making rather than First Amendment law.

This tri-level analysis recognizes that disputes concerning student free speech are not homogenous. The descriptive component discusses the emergence of children's rights, along with contemporary constitutional doctrine. The analytical component examines both the legal reasoning employed by the courts, and the resulting controversies. Finally, the normative component addresses the legal status of children, the proper parameters of the First Amendment, and the role of the courts in school governance. This approach recognizes that free speech disputes differ in quite significant ways; that children require a healthy mix of both protection and autonomy; and that the inculcative function serves a vitally important role in public schooling. This contribution to the debate regarding First Amendment rights of students, then, underscores the claim that strongly held positions need not be extreme.

**LANG, SARAH E.**

**Video production for middle/high school students: Online course curriculum development**

Ball State University, 2010, 41 pages, Thesis, Advisor: Brian D. Hayes  
OCLC number: 708257757

**LANGLEY, ROGER RICHARD**

**Newswriting one: A programmed lesson**

Syracuse University, 1965, Thesis

**Abstract-**

The purpose of the thesis was to contribute to journalism education in secondary schools. Lack of time, lack of training and lack of adequate instructional materials are problems faced by secondary teachers with journalism responsibilities. The author gave a method of teaching newswriting as using colored slides and script, which was carried out in the study. Then there

was a practice session with the test following. With 23 set as passing, 72 percent of the students tested passed with a score of 23 or more correct responses. Over half of the teachers rated each aspect of the program either excellent or outstanding. Nearly all said they would use the lesson themselves in their classrooms.

**LANGWORTHY, KENNETH**

**A survey of the school paper in boys' public high schools, including a collection of suggestions with the aim of making the paper more interesting and worthwhile to the students**

Canisius College, 1950, Thesis

**Abstract-**

A brief survey of major problems confronting school newspaper advisers in boys' high schools reveals their major problems as being the securing of released time during school for staff members, the high cost of printing and engraving and making of the interesting and of value in schools where there is little social life.

**LARSEN, MARY JOAN**

**A survey of journalism in Utah public secondary schools**

University of Utah, 1963, Thesis, Advisor: Milton C. Hollstein

Dissertation number: 0203563/ProQuest document ID: 762553921

**Abstract-**

This study is concerned with the journalism instructors, journalism courses, newspaper sponsors, and Utah public high school newspapers. Questionnaires were sent to teachers and principals of public secondary schools. Journalism instructors and newspaper sponsors throughout the Salt Lake area were interviewed. The author had personal correspondence with journalism instructors of two and four-year coeducational institutions and she also had personal experience as a newspaper sponsor. It was found that the student body became interested in extra-curricular activities and started publishing high school newspapers when there was a large increase in total enrollment (1910). It was also found that while the number of high school newspapers in Utah has increased from 1950-1962, the number of journalism classes has decreased. However, the total student enrollment in journalism classes has increased because there are more students enrolled in each journalism class.

Through the data found, it is recommended: First, students working on a newspaper should be required to take a journalism course to gain the fundamentals of story writing and mechanics and techniques of page make-up and headline composition. Second, in order that a good newspaper—one that serves the purpose of the students—be printed, a newspaper class period must be scheduled during the day. During this period, staff members would plan and work on the newspapers. Third, students who in the opinion of the principal and teachers can educationally benefit by taking journalism instead of English should be allowed to do so. Fourth, schools should offer journalism to all three grades—tenth, eleventh, and twelfth. Fifth, there should be two advisers for each newspaper; one who is well versed in business should take care of those ends and the other, versed in journalism should take care of the writing end. Sixth, only teachers with journalism knowledge should be hired to teach journalism and sponsor school newspapers. Seventh, universities and colleges should do their part. All of them should offer journalism classes during the summer. Finally, it is recommended that future studies be carried out to: (a)

determine the value of journalism education in Utah high schools, (b) discover what percentage of those students who take journalism in high school major in journalism in college, and (c) evaluate the teaching of journalism in private high schools.

**LARSON, DEANNA ARLENE**

**Teaching journalism to the junior high student**

University of Texas at Austin, 1968, 149 pages, Thesis, Advisor: DeWitt C. Reddick

OCLC number: 36748978

**Abstract-**

A lack of information on junior high school journalism prompted the writer of this thesis to undertake the development of a summary curriculum for the teaching of journalism to the junior high student. The objectives of this thesis are: (1) to survey a cross section of Texas junior high schools in which newspapers are published to determine the background and position of the teacher, the position of the student, the subject matter of the junior high school journalism unit, and the operation of the school newspaper in relation to the journalism unit; (2) to prepare a guidebook for the use of the adviser in working with the staff members of the junior high newspaper, and (3) to prepare a curriculum guide for the junior high journalism adviser and student, outlining major topics in the journalism unit with appropriate references.

A five-page questionnaire was mailed to thirty-four junior high school advisers, and twenty-five responded. In addition, the writer interviewed other junior high teachers who had previous experience in advising student publications and/or in teaching journalism units. The writer also drew upon her own three years of such experience in developing the study.

**LATTIMORE, LAURIE ANN**

**Quest for freedom: Fighting censorship in the scholastic press**

University of Alabama, 2001, 132 pages, Dissertation, Advisor: James G. Stovall

Dissertation number: 3027358/ProQuest document ID: 304683894/OCLC number: 609901646

**Abstract-**

In 1988, the U.S. Supreme Court issued a landmark opinion regarding scholastic journalism that changed the nature of the high school press from a public forum operating under a social responsibility philosophy to a non-public forum operating under an authoritarian/totalitarian framework. Six states have passed laws guaranteeing First Amendment protection to student publications, and more than two dozen other states have tried unsuccessfully in the past decade to pass similar legislation.

This evaluation of 13 incidences of censorship in the high school press shows censorship is alive in today's public school newspapers but journalism advisers and student journalists are not clamoring for state legislative support.

**LAUB, STEPHEN MARK**

**The status of student publications in public secondary schools**

University of Missouri- Columbia, 1989, 188 pages, Dissertation, Advisor: Floyd G. Delon

Dissertation number: 8925302/ProQuest document ID: 303831572/OCLC number: 21531289

**Abstract-**

Purpose. The purpose of this study was to assess the legal status of student First Amendment

rights in public schools, and to examine school district policies and practices regarding student publications.

**Procedure.** The investigation consisted of an analysis of relevant court cases to determine the legal status of student publications under the federal constitution. A national survey of 435 secondary school principals was conducted to determine the status of school policies and practices pertaining to student publications.

**Findings and conclusions:** (1) Students are entitled to the same expressive rights as adults. These rights may be diminished where they conflict with legitimate governmental interests. (2) As a result of the majority ruling in *Hazelwood v. Kuhlmeier*, a school district may, but is not required to, limit the method and content of school sponsored student expression, needing only to demonstrate a “reasonable” educational purpose. Such purposes might include, but are not limited to, disassociating the school from endorsing controversial viewpoints, shielding less mature students from potentially harmful information, or protecting the school from tort liability as the result of statements made in school sponsored student publications. (3) In most areas of the country, school officials may demand to review all materials to be distributed on a public school campus. Most judicial circuits require a speedy, equitably applied review process.

(4) School administrators may not control the content of unofficial student expression, but may establish impartial time, manner and place distribution conditions, and student publishers or distributors may be punished for material and substantial disruption resulting from on-campus distribution of unofficial publications. (5) Students may not be punished for expressive activities not produced or distributed on or near campus, even where such activity disrupts school activities. (6) Principals appear aware of case law and how it impacts their schools. (7) Very few responding schools have adequate written publications policies, although the actual review and censorship practices reported appeared equitable and within the law. (8) Although most principals surveyed believed they could censor official student publications and might do so in certain circumstances, most respondents who commented were not currently censoring, and had no plans to do so. (9) Very few school sponsored student publications are currently being censored.

**LAUFFER, KIMBERLY ANN**

**Examining the state of high school journalism in Michigan nine years after *Hazelwood v. Kuhlmeier***

Michigan State University, 1997, 115 pages, Thesis, Advisor: Stephen Lacy

Thesis number: 1386875/ProQuest document ID: 304357184/OCLC number: 39264402

**Abstract-**

Little research into high school journalism has been done in the state of Michigan. An assessment of the current situation is necessary, especially as the tenth anniversary of *Hazelwood v. Kuhlmeier* looms. Additionally, the practical problems faced by Michigan’s high school publications advisers are an understudied research area. A four-page, double-sided questionnaire with 55 items was sent to 350 randomly selected high school publications advisers in Michigan. The response rate was 55 percent after the third wave (195 of 354 questionnaires returned). Adviser’s experience, including length of time advising, years teaching and educational background, was not significantly correlated with incidence of censorship. However, whether an

adviser perceived administration as likely to censor did significantly correlate with acts of censorship by the adviser. Size of school was significantly correlated with the number and types of publications offered to students as was size of school and whether publications were offered as a class during the school day.

**LAUGHERY, WAYNE W.**

**The development of student and faculty hand books for Mission Bay High School: A project**

San Diego State University, 1955, 55 pages, Thesis  
OCLC number: 11931506

**LAW, MARIE**

**A survey of high school newspapers in Alabama**

Auburn University, 1949, 109 pages, Thesis  
OCLC number: 20136551

**LEACH, CAROL S.**

**Typographical guidelines for Wyoming high school yearbooks as determined by a critical analysis of selected 1971 yearbooks**

University of Wyoming, 1972, Thesis

**LEAP, ALBERT**

**A description of material included in secondary school handbooks in Cambria and neighboring counties in Pennsylvania**

Indiana University of Pennsylvania, 1964, 54 pages, Thesis  
OCLC number: 869387231

**LEARNED, ROY ERNEST**

**A study of student publications of the rural high schools of California**

Stanford University, 1924, 82 pages, Thesis  
OCLC number: 80808152

**LEE, NANCY LEE**

**Financial and business management for the high school yearbook adviser and business staff**

Ball State University, 1979, 138 pages, Thesis, Advisor: Marilyn Kimble  
OCLC number: 11319439

**LELAND, CYRUS J.**

**A study of journalism curricula in New Mexico secondary schools**

Western New Mexico University, 1953, 55 pages, Thesis  
OCLC number: 24089808

**LEROUX, GEORGES**

**Junior reporter; a pupil-teacher manual for junior high school journalism**

University of Montana, 1938, 148 pages, Thesis, Advisor: W.R. Ames

Thesis number: EP38455/ProQuest document ID: 1447467124/OCLC number: 41764027

**Abstract-**

The reason for this work: The Junior Reporter, a manual for pupils and guide for teacher of Journalism in junior high school, constitutes the main part of this work. It was conceived when a teacher was assigned to the task of starting a school paper in the Junior High School of Great Falls, Montana, and found himself lost as to how to begin and what method to follow. The “why” of junior high school journalism also crept into this teacher’s mind in some of his more dubious moments. The first steps were, naturally enough, a search through the school and public libraries for reading material on the subject, and long talks with supervisors and principles. The former yielded little; and the latter indicated that they knew what they wanted by way of results, but had little to offer by way of procedure. They felt confident, however, that the activity was educationally sound.

Among the reasons stressed by these local educators were: Journalism in junior high school should— 1. Provide further for the recognition of individual differences, especially among superior students in English; 2. Give these children something extra in the way of character training, training in leadership, responsibility and vocational exploration. 3. Improve the entire school’s learning situation and socializing opportunities. 4. Continue and improve the pupil, school and community relationships.

**LIGHTHART, C.E.**

**Journalism in high school: A concentration of journalistic problems of the smaller city school and county school**

Ball State University, 1969, Thesis, Advisor: Louis E. Ingelhart

**LIMOGES, LEO LEONARD**

**A study of non-public Christian high school student handbooks**

California State University, Sacramento, 1981, 50 pages, thesis

OCLC number: 8816969

**LINCOLN, CLARENE**

**An evaluation of the content and management of high school news papers in the accredited schools of the Southern Association of Colleges and Secondary Schools**

Duke University, 1935, 104 pages, Thesis

OCLC number: 21360509

**LINDABURY, COREY J.**

**Preparing for the television industry: A case study examining the learning outcomes from studying television production in high school**

Chapman University, 2002, 110 pages, Thesis

OCLC number: 52448668

**Abstract-**

High school is a time for learning and growing. Although the main focus of high schools is to educate a student, it is also a time when students come to know why they really are and to start developing into well-rounded young adults. Recently, one way to do this is to provide career-oriented classes to students that not only educate and to give student new learning experiences,

but to provide them with new experiences to develop their character. One type of career-oriented classes is television production.

This thesis is a case study on Santa Margarita Catholic High School, which looks at the outcomes of learning television production in high school. The thesis begins with issues regarding this topic, such as technology's place in classrooms, the benefits of using television production in classrooms, the benefits of visual learning and the need to prepare students academically and socially for their future professional careers. An overview of Santa Margarita Catholic High School and its television production program is presented as a unique case to be studied. Surveys, which were distributed to current freshmen and alumni who took a class in their senior year of high school, revealed the expectations of the freshmen and the effects of learning television production on the alumni.

Also, the administration and key personnel from the school were surveyed to see why the school formed its own television production program. From the data collected, four general outcomes were revealed: students will receive hands-on experience, students will be prepared for colleges, students will have the opportunity to learn new information about something they usually take for granted, and most importantly, students will learn important personal characteristics that help to develop their character, which in turn helps them academically, socially and with their future.

**LINDERMAN, FRANCIS M.**

**A statistical study of the effectiveness of the fourth Southern California Scholastic Publications Association Yearbook Editors Workshop**

San Diego State University, 1971, 113 pages, Thesis  
OCLC number: 11928764

**LINLEY, MARCIA**

**More efficient yearbook production**

Ashland University, 1998, 40 pages, Thesis

**Abstract-**

This practicum was designed and implemented to create and establish a more efficient means for producing a high school yearbook as part of the English curriculum. The practicum focused on three student and two teacher objectives and was implemented in a suburban school district in central Ohio. This setting was unique in that the high school was a new addition, the second in an expanded two high school district. Thus, the impetus for wanting to begin and establish a strong yearbook production program was rooted in the excitement of creating a new high school identify. There were many successes, and from the failures there was much to be learned. Although technology continues to change the face of yearbook production work, the process itself remains relatively static.

**LITTELL, RICHARD RILEY, II**

**Free expression rights of students in newspapers and other curricular activities: Legal analysis and study of recognition of those rights by selected Ohio high school principals**

Miami University, 1993, 220 pages, Dissertation, Advisor: Nelda Cameron-McCabe  
Dissertation number: 9320237/ProQuest document ID: 304070791/OCLC number: 28754358

**Abstract-**

**Problem:** The purpose of the study was to analyze the evolution of legal principles that govern judicial decisions related to high school students' freedom of expression and to assess the use of prior restraint over these expressions and the climate created for the use of prior restraint by high school principals in Ohio.

**Procedures:** The first part of the study was a legal analysis of federal court decisions involving freedom of expression from *Tinker v. Des Moines* through *Hazelwood v. Kuhlmeier* including cases decided subsequent to *Hazelwood*. The second part of the study involved on-site semi-structured interviews with principals of Ohio high schools whose newspapers had been honored nationally for excellence in writing.

**Conclusions:** The legal analysis revealed five major strands which the courts have isolated in First Amendment decisions: The *Tinker* material disruption standard and its extension to psychological as well as physical disruption; interpretation of age-appropriateness of certain topics; the distinction between curricular and extracurricular activities; distinctions between public, limited public, and non-public forums as established by the school; and the doctrine of *in loco parentis*. The *Hazelwood* case united the last five of these points into new precedent on which to ground administrative action.

All high school principals interviewed understood the law and expressed diverse personal philosophies on the boundaries of student freedoms. No change in operation subsequent to *Hazelwood* was found in the high schools studied. Only one principal actually practiced prior restraint regularly although a number were consulted in controversial matters. Most said students' expression rights should be similar in curricular and extra-curricular activities, but cited differences in practice. Universally, the communication between principal and adviser was seen as a critical issue. Most principals preferred informal policy guidelines to formal ones. The principals related a variety of expression conflicts in their schools including dramatics, library and textbooks, art, and racial identity issues.

**LIVEOAK, MARY GLADYS****Survey of the opinions of yearbook advisors**

DePauw University, 1966, 38 pages, Thesis

OCLC number: 695448847

**LONERGAN, MARGARET ANNE****High school publications**

Cornell University, 1927, 111 pages, Thesis

OCLC number: 8815667493

**LONG, HAZEL GERTRUDE****Methods of teaching journalism in secondary schools**

University of Southern California, 1929, 244 pages, Thesis

OCLC number: 404153721

**LOPATA, M. HAROLD**

**A study of journalism as taught in Catholic high schools**

Marquette University, 1959, 115 pages, Thesis

OCLC number: 23886077

**LOPER, ORVILLE P.**

**Survey of high school newspapers in Henry, Louisa, and Washington counties, state of Iowa**

Drake University, 1943, 66 pages, Thesis

OCLC number: 22188657

**LOPEZ, KIMBERLY ANNE**

**Student speech rights: First Amendment implications for high school students on popular online social networks, MySpace and Facebook**

University of Florida, 2008, 148 pages, Thesis, Advisor: Laurence Alexander

OCLC number: 664114051

**Abstract-**

Online social networks such as MySpace and Facebook have garnered great popularity over the past few years. As with other new communicative technologies, the online social networks have brought about questions concerning the First Amendment. Free speech on these online social networks has become an issue in high schools across the nation. Thus, the main question is whether students enjoy free speech rights on online social networks. The study used a legal research methodology to determine what types of speech are protected on online social networks, what standard courts have employed in evaluating student speech on online social networks, and whether courts had relied upon First Amendment theories in reaching these decisions.

Results showed that there is little guidance from the courts involving online social networks. Rather, any discussion of student speech on online social networks relies on the holdings of what is referred to as the student speech trilogy. The study found that these three cases handed down from the U.S. Supreme Court over a span of twenty years provide a starting point in determining when school officials can punish or regulate student speech on online social networks. However, the study also reveals that a recent decision of the U.S. Supreme Court may change the landscape by which courts interpret and decide student speech cases.

Relying on the available student speech jurisprudence, the study concludes that the U.S. Supreme Court's standard of "material and substantial" disruption is the appropriate standard to apply to student speech cases involving online social networks. This standard allows courts to recognize student free speech rights while allowing school officials to maintain control of the educational process.

**LOVE, RYAN F.**

**A wired world: A primer on electronic research, Wikipedia, social networking, and Web journalism**

University of Nebraska- Lincoln, 2010, 273 pages, Thesis, Advisor: Mary Kay Quinlan

OCLC number: 642674515

**Abstract-**

The Internet initiated profound changes that are difficult to contextualize. Having grown up with

the Internet, young people are particularly likely to perceive the wired world as a given condition, rather than the result of a developmental process. To understand and shape our society, people must see how the Internet has transformed it. After an introduction, this thesis contains three more chapters, focusing on electronic research and Wikipedia, social networking sites, and journalism. The text provides contextual understanding by describing the revolutionary changes that brought these areas to where they stood in May 2010.

The introduction discusses various uses of the Internet, describing how major Web tools functioned at the time of writing. It also explains four principals that detail how the Internet effects change. The research chapter compares the revolution of the printing press to the Internet's effects. The benefits and drawbacks of electronic research are explained. The chapter provides guidance for how to search for sources and evaluate their credibility. Finally, the chapter discusses Wikipedia's evolution through peer production and its quality.

The chapter on social networking sites discusses their brief history and focuses largely on Facebook and Twitter. Controversies discussed include the sites' effects on offline communication, privacy issues, and cyberbullying. The political and marketing uses of social networking sites are also explored. The chapter about journalism explains the history of news on the Web and how the Internet has transformed journalism. Topics covered include the impact of the 24-hour news cycle, audience segmentation, blogs, news aggregation, citizen journalism, and the search for 21st century business models that can sustain newspapers.

This introductory text provides overviews of these topics. The author, a professional educator, explains complex issues in everyday language and provides concrete examples to demonstrate concepts. The text assumes no prior knowledge on the part of the reader and will prove useful for readers of any level—be they high school or graduate students.

**LOVELLETTE, NORMAN**

**A study of the problems of high-school newspapers in Illinois**

University of Illinois at Urbana- Champaign, 1933, 86 pages, Thesis

OCLC number: 717567376

**LOWMAN, HARMON LUTHER**

**Motivating the study of high school English through the school newspaper**

University of Texas at Austin, 1925, 88 pages, Thesis

OCLC number: 40447992

**LUCERO, SHARON A.**

**A manual for creating a 21st century staff manual for high school newspapers**

Ball State University, 2009, Thesis, Advisor: Brian D. Hayes

OCLC number: 379478032

**LUDTKA, JOHN ELLIOTT**

**A survey of high school newspapers in New Mexico, 1960**

South Dakota State University, 1961, 74 pages, Thesis

OCLC number: 13944186

**LUDWIG, CAROLYN LEE GOODMAN**

**A good high school newspaper: What the students want and what the rating services require**

University of Arizona, 1975, 50 pages, Thesis

OCLC number: 30352239

**LUECK, C.E.**

**An analysis of five hundred thirty high school annuals**

University of Chicago, 1931, Thesis

**LUM, PHILIP ALBERT**

**High school journalism instruction and career choices: An exploratory study**

University of California- Berkeley, 1962, Thesis

OCLC number: 14466510

**LYLE, CORNELIUS RAILEY**

**The uses of journalism in the high school curriculum**

Keene State University, 1961, Thesis

OCLC number: 33380294

**LYNCH, A.C.**

**The editorial content of high school newspapers**

Ball State University, 1975, Thesis, Advisor: Louis E. Ingelhart

**LYNCH, ROBERT C.**

**Student rights and administrator opinions: A survey of the responses of selected public school administrators to the issues in student rights**

Wayne State University, 1974, 376 pages, Dissertation, Advisor: Lynn Nicholas

Dissertation number: 7429830/ProQuest document ID: 302757924/OCLC number: 18899485

**Abstract-**

The primary purpose of this study is to determine the opinion of selected Ohio superintendents and high school principals relative to certain guidelines and recommendations that have been made concerning the implementation of student rights. By means of a questionnaire, the participants in the study responded to sixty-five Likert-type statements, selected largely from, or implied within, three documents, The Reasonable Exercise of Authority by Robert Ackerly and distributed to its membership by the National Association of Secondary School Principals and Student Rights and Responsibilities: Administrative Guidelines, distributed to all Ohio school districts, through their superintendents, by the Ohio Department of Education and Academic Freedom in the Secondary Schools, distributed nationally by the American Civil Liberties Union.

Items included in the questionnaire were those recommendations which have resulted from recent legal controversy or which appear to be contrary to current and accepted school practice and policy. Respondents were asked to indicate the extent of agreement or disagreement with each of the statements.

A total of 195 useable questionnaires was returned: 83 superintendents and 112 from secondary school principals.

**MACKET, MARY DEVEREUX**

**Journalism handbook for a three weeks' resource unit for the English curriculum of the secondary school**

Saint Mary's University of Minnesota, 1967, 92 pages, Thesis

OCLC number: 12874597

**MACKSAM, JEAN E.**

**A study of high school journalism surveyed in works of authors in communication studies and a plan for operating a newspaper and journalism course in the public high school of Flandreau, South Dakota**

South Dakota State University, 1963, 40 pages, Thesis

OCLC number: 13958715

**MACLACHLAN, WILLIAM B.**

**Frozen time: East Idaho athletes in high school yearbooks**

Idaho State University, 2006, 85 pages, Thesis

OCLC number: 182524052

**Abstract-**

Ten high schools in Southeast Idaho were visited, and their yearbooks from 1965 to 2004 were reviewed in five-year increments to determine how much coverage in the sports sections was devoted to men's and women's sports. Since the inception of Title IX in 1972 there has been a noticeable increase in the number of females participating in interscholastic and intercollegiate sports. Numerous studies have shown that the quantity and quality of media coverage for female athletes, however, has not shown the same type of improvement. High school yearbooks are a medium that has not been investigated up to this time. This study recorded the amount of pages and pictures devoted to male and female athletes in the sports pages of their high school yearbooks during the selected time period. The study showed that from 1965 to 2004 there was an increase in the number of pages devoted to female athletic teams and that there was an increase in the number of pictures devoted to female athletic teams.

**MADISON, EDDIE, III**

**Journalistic learning: Rethinking and redefining language arts curricula**

University of Oregon, 2012, 231 pages, Dissertation, Advisor: Kim Sheehan

Dissertation number: 3544901/ProQuest document ID: 1237275104/OCLC number: 820687282

**Abstract-**

The purpose of this research is to address ongoing challenges in American education that relate to student engagement, retention, and achievement. The intent is to examine current high school language arts pedagogical practices and to explore journalism's potential to make a broader and more positive difference in the overall learning process – in previously unconsidered ways. The study employs a multi-method approach. Through qualitative fieldwork, it examines the award-winning scholastic journalism program at Palo Alto High School, in Northern California. Quantitatively, this study surveys 664 high school language arts students from 10 high schools across the United States. Specifically, it investigates how journalism and non-journalism students

self-report motivational beliefs and learning strategies, after controlling for school and student demographics (community type, class-standing, or socioeconomic status). Further, the study compares journalism students with Advanced Placement Literature students to investigate why they enroll in their respective courses.

This study fills several significant gaps in the literature surrounding journalism and educational research. First, it applies *situated-learning* and *communities of practice* theories to journalism pedagogy by specifically looking at peer-to-peer mentoring within student publication staffs. Second, it applies *self-determination theory* to high school journalism students to explore variables that can catalyze intrinsic motivation and enhance learning. Finally, it examines the lived experiences of high school journalism students to explore how this course of study affects their personal growth, sense of self, and group affiliations.

**MADURSKI, MATTHEW P.**

**Free speech stuck at the schoolhouse gate: A study of censorship in student produced high school newspapers**

Ohio University, 2002, 136 pages, Thesis

OCLC number: 51538127

**MAGRUDER, RALPH CLARK**

**Examining the functions of graphics/art work in literary magazines**

Ohio State University, 1989, 528 pages, Dissertation, Advisor: Kenneth Marantz

OCLC number: 22403318

**Abstract-**

An investigation and description of how graphics/art work functions within literary magazines. A main focus of the study are the literary magazines in Texas that use graphics/art work within the time frame of 1988-1989, as well as certain selected literary magazines throughout the United States. The study includes a description of the amount of art usage ("the continuum"), as well as summarized responses to a question survey of editor/sponsor opinions. Included is a description of interviews with randomly selected literary magazine editors or sponsors and commentary upon the employment of artwork within the seven individual magazines. Various literary magazines are discussed and analyzed for the ways in which they presented graphics/art work.

Additional subjects included in the study are: (1) A chapter describing the history of one of the first literary magazines (The Yellow Book), to attempt to balance art work with literature. (2) An essay describing the use of artwork on magazine covers, how this usage compares to poster art and a description of why literary magazines in the study were generally not effective in their employment of cover art. (3) An essay devoted to various means of effectively combining images and text. Among these various means, 'photo-texts' as a genre are discussed and two examples are analyzed. Photographs as a widely used art form in literary magazines are discussed and certain literary magazines that employed different strategies in presentations of photography are annotated. (4) An essay describing the issue of the doubly talented author/artist as occasionally found in literary magazines. Artists' books are described as one example of this phenomena, along with a literary magazines that publishes artists' books. (5) An essay describing certain literary magazines as idiosyncratic artifacts created by the editor working as an artist. Some examples of literary magazines fitting the description of idiosyncratic artifact are

analyzed. (6) An essay discussing the widespread use of desktop publishing techniques in literary magazine laboratories among Texas universities. Linked to this essay are some predictions for the potential of color printing in the arena of desktop publishing. (7) An essay indicating the fruitful potential of literary magazines as objects of further study for art educators.

**MAKSL, ADAM M.**

**On parents, peers, administrators, and advisers: Developing a system to understand self-censorship of controversial topics in the high school press**

University of Missouri - Columbia, 2012, 182 pages, Dissertation, Advisor: Charles N. Davis  
Dissertation number: 3533998/ProQuest document ID: 1261955072/OCLC number: 872569058

**Abstract-**

Two surveys of young college students (N1=134; N2=372) were used to examine what perceived familial and educational factors influenced former high school journalism students' comfort levels with controversial stories running in the student newspaper. Using theory from developmental psychology, newsroom sociology, communications, and legal studies, this dissertation develops a model for understanding both direct and indirect influences on freedom of expression in the scholastic press. Specifically, results suggest that perceptions of peers' and advisers' comfort with publishing controversial stories influences individual comfort levels. Contrary to suggestions from other scholastic journalism research, former scholastic journalists' perceptions of their principals' opinions were not predictive of individual comfort levels with running controversial stories. Both theoretical and practical implications are discussed.

**MAKSL, ADAM M.**

**The road to scholastic press freedom: A survey of mid-western high school newspaper advisers to determine the effects adviser backgrounds and school demographics have on student press freedom**

Ball State University, 2007, 72 pages, Thesis, Advisor: Marilyn Weaver  
OCLC number: 166432524

**Abstract-**

This study examines what characteristics of schools and advisers have the most effect on fostering free student press practices as reported by advisers. Advisers' perceptions were measured based on three scales: one that measured student practices, one that measured administrative practices and one that measured adviser practices. Data suggested that existence of student free expression laws and open forum policies, number of years of teaching and advising, licensure and certification to teach journalism, and membership in professional journalism organizations are among the characteristics that have the greatest effect on fostering freer scholastic press practices. Recommendations were made to scholastic media organizations to use this data to help prioritize the initiatives to best free press practices in school newspapers.

**MALLIET, RICHARD N.**

**A student handbook for Lincoln High School, Des Moines, Iowa**

Drake University, 1968, 136 pages, Thesis  
OCLC number: 21247883

**MALONE, GRACE ANN**

**An analysis of the physical content and make-up of twenty-five high school yearbooks in**

**Texas**

University of Texas at Austin, 1954, 221 pages, Thesis  
OCLC number: 39143388

**MANEVAL, MARY MAY**

**An investigation of certain values of radio broadcast from a metropolitan suburban high school**

University of Michigan, 1950, 107 pages, Thesis  
OCLC number: 12966820

**MANN, JAMES W.**

**Content and purposes of junior high school newspapers**

Northwestern University, 1934, Thesis  
OCLC number: 36080759

**MANTON, THOMAS J.**

**Major objectives and teaching techniques of journalism in Texas high schools**

Southern Methodist University, 1951, 68 pages, Thesis  
OCLC number: 14970536

**MARCHBANKS, LINDA LOVAN**

**An annotated bibliography of recommended journalism textbooks for the secondary school program**

University of Central Missouri, 1971, 202 pages, Thesis  
OCLC number: 28170035

**MARCHESE, JOSEPH PAUL**

**Practices and opinions of those responsible for the administration of yearbook publication in public senior high schools of Nassau and Suffolk counties, New York**

St. John's University, 1965, 263 pages, Dissertation  
OCLC number: 17779166

**MARKOPOULOS, ELAINE**

**A study of certain administrative concerns in the publishing of a high school newspaper**

University of Toledo, 1967, 50 pages, Thesis  
OCLC number: 36458565

**MARREN, PATRICIA P.**

**A student weekly local newspaper for the St. Paul public schools**

St. Cloud State University, 1985, 67 pages, Thesis  
OCLC number: 13845625

**MARTIN, CHARLES VANCE**

**Earl English and journalism education**

University of Missouri- Columbia, 1978, 238 pages, Thesis  
OCLC number: 4859790

**MARTIN, DON RICHARD**

**A study of photography in Indiana high school newspapers**

Indiana University, 1968, 87 pages, Thesis

OCLC number: 3435309

**MARTIN, FOREST R.**

**The yearbook in the curriculum of Winslow High School**

Northern Arizona University, 1960, 78 pages, Thesis

OCLC number: 3354355

**MARTIN, JIMMY H.**

**Publicity handbook for high schools: A study of the uses of publicity through the newspaper, radio, and television**

Texas A&M University- Commerce, 1958, 111 pages, Thesis

OCLC number: 26474413

**MARTIN, RAYMOND R.**

**Teaching high school journalism by the laboratory method**

University of Utah, 1953, 68 pages, Thesis

OCLC number: 29923673

**MARTIN, RICHARD OWEN**

**A "profile" of the Oregon scholastic press member-adviser: His role assayed with regard to declining college journalism enrollments**

University of Oregon, 1959, 313 pages, Thesis

OCLC number: 47681272

**MARTINDALE, M.J.**

**An analysis of how high school students perceive arts coverage in newspapers**

Ball State University, 1977, Thesis, Advisor: Mark N. Popovich

**MASE, JOHN RICHARD**

**A testing program for a high school journalism course**

Ohio State University, 1955, 88 pages, Thesis

OCLC number: 52348696

**MASON, DONALD EDWARD**

**Free speech in public schools since Hazelwood**

University of Alabama, 2010, 213 pages, Dissertation, Advisor: David L. Dagley

Dissertation number: 3409038/ProQuest document ID: 610142672/OCLC number: 732687476

**Abstract-**

The purpose of this study was to analyze selected federal court cases that relate to students' freedom of expression and speech to provide public school administrators with operational guidelines so that their policies and procedures on student expression and speech coincide with those of the Federal and State courts.

The primary sources that were used in this research were decisions handed down by the state and federal courts that primarily dealt with students' rights to free speech and free expression. Case analysis was the methodology used to analyze the court cases. Chapter 1 is the introduction to the study. The second chapter of the study contains a historical background of freedom of expression in the American public schools and a review of the literature in the research area.

This chapter and the remainder of this work describes and recognizes the work of University of Alabama-Birmingham Professor George Theodore, whose extensive research on this topic is a precursor to this study. Chapter 2 also provides a discussion of the various legal and non-legal post- *Hazelwood* commentaries arising from First Amendment cases in the public school setting. Part II of the second chapter examines some common claims of infringement arising from post- *Hazelwood* cases. Chapter 3 describes the methodology and procedures utilized in the performance of this study and provides an outline of the case research, commentaries and other electronic resources utilized in this study.

Chapter 4 includes briefs and analyses of cases that have been adjudicated since *Hazelwood* and Theodore's 1997 study. Chapter 4 also includes a discussion of the various standards that the courts are currently utilizing in the post-*Hazelwood* modern era. Chapter 5 presents a summary of the trends in judicial analysis and conclusions of the findings of this study. Chapter 5 examines the differing trends demonstrated by the courts since George Theodore's examination of this topic in 1997. The final section the study provides recommendations for further study and some guiding principles for school administrators with regard to their consideration of public school students' free speech assertions.

**MASSOTH, CAROL**

**The effect of mode of instruction on student learning of yearbook layout skills at the high school level**

University of Wisconsin- Stout, 1982, 96 pages, Thesis  
OCLC number: 8686835

**MATTHIAS, WILLIAM P.**

**An analysis of high school newspapers for guidance content**

Boston University, 1949, 61 pages, Thesis  
OCLC number: 7870361

**MATTOON, ALBERT L.**

**The publication of newspapers and magazines in county school districts**

Ohio State University, 1932, 98 pages, Thesis  
OCLC number: 58044174

**MAURER, DIANA JUNE**

**Producing and financing central Illinois high school newspapers**

University of Missouri- Columbia, 1978, 163, Thesis  
OCLC number: 5858375

**MAWHINNEY, PAUL E.**

**The development of basic principles and techniques for planning and producing the high school yearbook as an educational enterprise**

University of Denver, 1951, 103 pages, Thesis

OCLC number: 36941059

**MAXWELL, GWYNELL**

**The effects of headline writing style in high school newspapers**

East Central University, 1971, 55 pages, Thesis

OCLC number: 6506270

**MAY, LOUIS H.**

**The development of a student's handbook for Keene Junior High School (Keene, New Hampshire)**

Keene State College, 1956, 19 pages, Thesis

OCLC number: 19471397

**MAYER, B.**

**An evaluation of the total journalistic experience of the high school newspaper editor**

Ball State University, 1970, Thesis, Advisor: Louis E. Ingelhart

**MAYER, HECTOR MICHAEL**

**A yearbook guide for high schools of one hundred to seven hundred fifty students**

Northern Arizona University, 1953, 51 pages, Thesis

OCLC number: 3335954

**MAYS, ROY P.**

**Florida high school newspaper adviser attitudes on scholastic press freedom following the Supreme Court's Hazelwood decision**

University of Florida, 1992, 139 pages, Thesis, Advisor: Julie E. Dodd

OCLC number: 30385836

**Abstract-**

The focus of attention on scholastic publication advisers has intensified since the U.S. Supreme Court's 1988 decision in *Hazelwood v. Kuhlmeier* that gave school authorities, in that instance, the right to censor articles in a student newspaper.

A problem was presented for advisers faced with redefining the role of adviser in terms of the changing legal status of the student newspaper and the need for awareness of school district policy which dealt with student publications. This project sought to determine the extent to which advisers had seen a change in their role as a result of the Supreme Court's decision and their knowledge of publication policy in their district.

The project included a survey of advisers of high school newspapers in Florida who were members of the Florida Scholastic Press Association during the 1991-'92 school year. In the spring of 1992, those advisers were mailed a questionnaire which asked a series of questions to determine their knowledge of local student publication policy and to rank on a Likert-type scale

their response to statements concerning the rights of student journalists and the role of the student newspaper in Florida high schools.

This thesis presents the response of those advisers who took part in the survey and case histories of high school newspaper in Florida which have had to resolve issues related to the possibility of censorship in the post-Hazelwood period.

The researcher concludes that 1. Florida school district publication policies have been examined and rewritten following the *Hazelwood* decision. 2. School district publication policies are not more restrictive than prior to the *Hazelwood* decision. 3. Advisers are not always aware of what their school district's policy is or if their district even has a policy. 4. Advisers said that *Hazelwood* has had an impact on their student publications but did not alter their support of scholastic journalism.

**MCANALLY, RUTH WALTON**

**Guidance through the high school newspaper**

Texas A&M- Kingsville, 1952, 96 pages, Thesis

OCLC number: 18001485

**MCBRIDE, JATTIE ALBERTA PATRICK**

**A history of journalism in the accredited secondary schools of the state of Florida**

Florida State University, 1940, 74 pages, Thesis

OCLC number: 24376180

**MCCARTHY, MARY LORRAINE**

**A survey of the publication practices for 915 high school newspapers as exemplified on the N.S.P.A. critical survey of 1937**

University of Minnesota, 1939, 247 pages, Thesis

OCLC number: 17906975

**MCCARVILLE, MARY BERNICE**

**Survey of factors entering into the success of students working on publications in the Catholic high schools**

Marquette University, 1942, 75 pages, Thesis

OCLC number: 24026482

**MCCAULEY, CYNTHIA MOHR**

**The development of a course of study and curriculum guide for the media writing class at Triway High School**

Ashland University, 1988, 36 pages, Thesis

OCLC number: 19506747

**MCCLINTOCK, CAROLYN HOLDER**

**The high school newspaper as seen by administrators and advisers**

Indiana University, 1962, 139 pages, Thesis, Advisor: Gretchen A. Kemp

OCLC number: 34345247

**Abstract-**

Principals and advisers in schools where the papers had been rated "All American" by the National Scholastic Press Association were asked to discuss their experience with and attitudes toward six facets of publications work: 1) administrative actions contributing to the success of a school newspaper; 2) benefits the paper might and does provide; 3) competence and number of pupils attracted to publications work; 4) qualities and qualifications considered in selecting newspaper advisers; 5) policies followed in releasing school news; and 6) stories that can be published in the school paper. Questionnaires developed from this survey were sent to principals and advisers of the North Central schools in the 19 states where it is the accrediting body. A few of the problems revealed from these questionnaires were: 1) the scarcity of competent, trained advisers; 2) high turnover of newspaper advisers; 3) a failure to relate publications work to pupil learning and achievement in other areas; and 4) a failure to relate the school paper to needs for improvement and action within the school and to needs for good relations outside the school.

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**MCCOY, DAVID MARC****Teaching television: A qualitative analysis of the discourse of practice of scholastic video production teachers**

Kent State University, 2005, 343 pages, Dissertation, Advisor: Averil McClelland

Dissertation number: 3180720/ProQuest document ID: 304994249/OCLC number: 65197027

**Abstract-**

The purpose of this study was to investigate and analyze the practice beliefs of Northeast Ohio secondary school video production teachers. By exploring the meaning behind the experience of teaching technical and aesthetic skills to high school students, this research sought to unearth the teaching philosophies of an understudied population. The study focused on the choices, decisions, and intentions of teachers regarding the process of instruction. Nine video production teachers were interviewed in three focus group sessions to create an environment in which a discourse of practice would thrive and produce meaningful data. The focus group sessions were transcribed, analyzed, and subjected to a Grounded Theory methodology. The creation of a Video Production Teachers' Perceptual Beliefs Model was the outcome of the Grounded Theory analysis. This model suggested that video production teachers employed both Professed (Ideal) Beliefs and Practice (Real) Beliefs in developing their basic teaching philosophy. The findings indicated broader implications for teacher thinking and beliefs that connect theory to practice. Discussion included recommendations for further research.

**MCCUNE, CAROLYN COWGER****Preparation of the high school journalism teacher: Certification requirements related to teacher needs**

West Virginia University, 1974, 96 pages, Thesis, Advisor: Edward C. Smith

OCLC number: 17997283

**Abstract-**

The purpose of the study is to determine the preparation needed by West Virginia high school journalism teachers. Colleges and secondary schools were surveyed to learn what preparation is offered teachers and what the teachers believe they need. Journalism teachers and advisers in West Virginia are interested in becoming better prepared. Indications are that schools and departments of journalism at state colleges and universities are becoming more concerned for the

preparation of the high school journalism educator. Colleges are revising their programs that prepare students to become teachers of high school journalism. Colleges are including practical study of such topics as are anticipated as are anticipated as problems of the advisers. Twenty-nine teacher-advisers reported they had received no advance preparation for their responsibilities. Topics they would like included in preparation for teaching high school journalism include review of basic journalism techniques, staff organization, publications financing, yearbook design, curriculum planning, evaluating student work, and printing processes. Based on questionnaire responses, the thesis author offers the following recommendations: strictly enforce existing journalism certification requirements, include two high school journalism-related courses in state journalism certification requirements, strengthen or abandon certification in language arts comprehensive program, assist journalism teachers and advisers through in-service workshops, relevant summer school courses, and visits by college journalism instructors to the high school classroom.

**MCCURDY, EDWARD B.**

**A manual for use in Montana high school yearbook production**

Montana State University, 1953, 134 pages, Thesis

OCLC number: 41789197

**MCDERMOTT, MARY VIRGINIA**

**An evaluation of selected Catholic high school newspapers**

Catholic University of America, 1957, 76 pages, Thesis

OCLC number: 52769271

**MCDONALD, SUSAN MARIE**

**Factors and issues affecting press freedoms in private high schools**

University of South Carolina- Columbia, 1999, 119 pages, Thesis, Advisor: Bruce E. Konkle

OCLC number: 41576055

**Abstract-**

While freedom of the student press in public schools has been the focus of much research, there is little work exploring this disputed right in private high schools. Adapting previous scholastic press research, this study charts students press freedom issues and characteristics of private school newspapers. Compared to prior research, advisers and editors at 74 private schools nationwide indicated their student newspaper enjoyed greater press freedoms than their public school counterparts.

**MCFADGEN, NEIL RAE**

**The status of journalism in North Dakota high schools**

South Dakota State University, 1969, 112 pages, Thesis, Advisor: George H. Phillips

OCLC number: 13958667

**Abstract-**

This study attempted to provide a recent evaluation of the status of newspaper journalism programs in all North Dakota high schools during the 1967-'68 school year. A questionnaire, along with cover letter, was mailed to principals of the 301 operational schools in the state. There were 216 usable responses, a 72 percent return. Only one of the 218 responding advisers has a journalism major, with four having minors. Forty-seven percent have English majors and 31

percent business education majors. Thirty-one percent of the advisers had undergraduate courses in journalism while six percent have had graduate courses in journalism. Thirty-two percent of the advisers had college newspaper experience while 13 percent had college yearbook experience. More than 50 percent of the responding advisers stated they would be in favor of a journalism minor being taught at the state college level.

A small percentage of the schools offer journalism as part of their curriculum— 22 percent. Only three percent of the 216 school responding implied that additional journalism courses would be added. Seventy-six percent said they did not expect that journalism courses would be added soon. Course loads for newspaper advisers vary from three who teach no other classes to 29 percent who teach five other classes and 15 percent who teach four other classes. Only eight percent of the advisers are granted released time for advising. In reference to the objectives of a school paper nearly one-fourth indicated “develops qualities of cooperation, tact, accuracy, tolerance, responsibility, initiative and leadership,” as being first. The greatest number of student newspapers in North Dakota are subsidized by the school district. Only six are completely supported by advertising. Eighty percent of the high school papers are published as an extracurricular activity. Half the papers are mimeographed and more than half publish every six weeks with less than one-fourth monthly.

**MCGAUHEY, LOWELL E.**

**A handbook for Ankemy Community Junior and Senior High School students**

Drake University, 1961, 78 pages, Thesis

OCLC number: 232187163

**MCGARRY, MARGARET D.**

**Curriculum and methods in B11 journalism**

University of Southern California, 1929, 225 pages, Thesis

OCLC number: 403958161

**MCLLROY, BAIRD CHARLES**

**A survey of journalism as it is taught in Iowa high schools**

University of Iowa, 1939, Thesis

OCLC number: 251836192

**MCKAY, EARL ARTHUR**

**The purpose, content, and value of the high school mimeographed newspaper**

University of North Dakota, 1953, 92 pages, Thesis

OCLC number: 16939012

**MCKEE, KATHY BRITTAIN**

**High school principles and the student press: Functions, procedures and regulation**

University of Georgia, 1992, 195 pages, Dissertation, Advisor: Kent R. Middleton

Dissertation number: 9235453/ProQuest document ID: 303986122/OCLC number: 26625870  
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**Abstract-**

The purpose of this study was to describe how student publications are being regulated in the

post-Hazelwood era and to determine if there were a relationship between perceived functions of the high school press and the regulatory activities of high school officials. A mail survey of a systematic random sample of public high school principals was conducted in January and February 1992. The survey elicited a 79 percent response rate. Data were analyzed using descriptive statistics, factor analysis and discriminate analysis.

Results of the study indicated that administrators play active roles in regulating publications. At more than 9 of 10 high schools surveyed, the faculty advisor is responsible for approving material before it can be included in student publications. Forty percent of principals reported that they approve material before it can be published in newspapers, and about 33 percent reported that they approve material before it can be published in yearbooks or magazines. Student newspaper editors are allowed to approve material for publication at only 70 percent of the schools surveyed. Yearbook editors are allowed to approve materials at about 66 percent of the schools, and magazine editors are allowed to approve materials at almost 80 percent of the schools.

Half the surveyed principals report that they have written or unwritten policies regarding what type of advertising is acceptable for publication, and about half report that their schools have some type of written guidelines or policy statements for their publications. Factor analysis of responses revealed that principals perceive four functions for student publications, including a Public Relations/Communicating function, a Socialization/Inculcating function, a Pedagogy/Learning function, and an Opinion/Expressing function.

Discriminate analysis revealed that certain regulatory behaviors are related to belief in one of these functions. For example, principals who perceive the Public Relations/Communicating function or the Pedagogy/Learning function are unlikely to allow student editors to approve material for publication in the newspaper or yearbook. Certain demographic factors, such as the principal's length of employment at present school, also were related to regulatory behaviors.

**MCKELLAR, ARLENE MARIETA**

**The high school newspaper as a medium of public relations for public schools**

University of Wisconsin- Madison, 1941, 75 pages, Thesis

OCLC number: 608927056

**MCKELLAR, BRUCE**

**A student handbook for Amphitheater Junior High School**

Arizona State University, 1951, 108 pages, Thesis

OCLC number: 18964063

**MCKENNA, BRIAN JOSEPH**

**"Getting to yes": Teachers and their choices regarding tolerance**

State University of New York at Albany, 1998, 148 pages, Dissertation

Dissertation number: 9831212/ProQuest document ID: 304472229

**Abstract-**

We know both intuitively and through research that teachers' attitudes and beliefs influence students and their academic achievement. Teachers, what they believe and why they believe it,

impact and influence student development in matters of character as well. This study explores teachers' attitudes and beliefs about four controversial topics: interracial dating, homosexuality as a curricular topic in public high schools, censorship of high school student press, and freedom of expression through dress. These attitudes and beliefs are teased and examined through the combined use of both quantitative and qualitative methods. The quantitative method, a survey, is made up of fourteen questions borrowed from national polls, twelve similarly constructed questions, and eleven questions related to four "real-life" vignettes. The vignettes are intended to provoke thought and frame the subsequent qualitative component, the use of focus groups.

Focus groups began over sixty years ago but have only in the past decade found their niche in social science research. For while they have enjoyed extensive use in marketing, focus groups do not provide the neat and tidy findings common to its quantitative counterparts. What focus groups do provide is depth. They allow a researcher to ask why opinions and beliefs are held. In focus groups, group interaction enables debate and reflection uncommon to other methodologies. In this study, focus groups were used to ask teachers about their responses to the vignettes. Eight focus groups were held with a total of seventy-seven participants, all experienced teachers. In addition two hundred, forty-five students in graduate education programs completed the survey instrument. The data collected enabled an examination of attitudes and beliefs and a determination of whether teachers chose tolerance when it was an option for behavior.

Tolerance is a virtue that enables people to live together peacefully in a diverse society. As our society grows ever larger and more diverse, tolerance will become an increasingly necessary component of our young people's character. This study has found that many teachers often choose to avoid offending others and to maintain social order above tolerance. The implications of this are considered and suggestions offered for consideration.

**MCKINLEY, MELODY A.**

**A curriculum and guide for yearbook publication**

University of Toledo, 1984, 74 pages, Thesis

OCLC number: 11674321

**MCKINLEY, ROY D.**

**A survey of student handbooks in Ohio**

Ohio State University, 1940, 76 pages, Thesis

OCLC number: 60592666

**MCKINNEY, REID L.**

**A survey study of the high school yearbook**

Pittsburg State University, 1951, 48 pages, Thesis

OCLC number: 22597209

**MCKOY, DEBORAH LYNN**

**Inside school-based enterprise: Productive environments and enterprising minds**

University of California, Berkeley, 2000, 209 pages, Dissertation, Advisor: David Sern

OCLC number: 47230206

**Abstract-**

This dissertation investigates the potential of school-based enterprise (SBE) to improve students' educational experiences and academic achievement. Students in thousands of high schools across America engage in productive activities, yet little research has been conducted as to the educational benefit of engaging in such experiences. This case study of a school newspaper and radio station included: a year of ethnographic research to learn the daily experiences and social context in which enterprise learning takes place; forty-two interviews with students, six with teachers, three with school administrators, and three with professional partners; collection of enterprise student records (n = 119), analysis of student work products; and an end of the year survey (n = 89). Students' experience was at the core of this study as they are the ultimate stakeholders in any educational process.

This data suggested that enterprise experiences can benefit participants in three ways. (1) Enterprise provides an arena for action that students refer to as "freedom time," where they are at liberty to pursue production activity that allows them to express who they are and what is important to them. (2) Enterprise fosters academic knowledge and abilities. Learning in enterprise complements and builds on the academic core of school, and gives learners the opportunity to discover new knowledge that is relevant to them, their lives and communities. (3) By creating communities of practice inside school, SBE can transform learners' personal identities by fostering a sense of being special, professional, and able to resist racialized- and class-based notions of who they are as urban youth. Some also become able to take political action in public and socially conscious ways.

The dissertation concludes with an examination of the challenges facing broader implementation of SBE, and identifies a particular form of SBE, which I call *Social Enterprises For Learning* (SEFL). As indicated by the two enterprises in this study, SEFL could offer significant benefits to the millions of high school students who seek, and deserve, a meaningful and engaging education.

**MCLAUGHLIN, MICHAEL JOSEPH**

**A guide to teaching journalism in the senior high schools**

Rhode Island College, 1950, 132 pages, Thesis

OCLC number: 36417061

**MCMILLIN, CAROLYN HEARD**

**A history of the Mississippi Scholastic Press Association**

University of Mississippi, 1985, 272 pages, Thesis, Advisor: Will Norton, Jr.

OCLC number: 12747374

**Abstract-**

The Mississippi Scholastic Press Association (MSPA), founded in 1947 at the University of Mississippi, was designed to promote high school journalism. It is the only organization of its kind in the state and annually attracts about 500 students to its Press Institute. Since its inception in 1947, it has grown extensively in both membership and service. Its first Press Institute attracted 139 students and sponsors; 701 students and sponsors attended in 1975. Services provided by MSPA have included workshops throughout the state, instructional publications, critiques and contests for students, as well as recognition of outstanding journalists. This thesis explores constraints on MSPA as it has attempted to enhance achievement of its purposes. These

limitations include: the lack of emphasis on journalism in the secondary school system; high adviser turnover; financial pressures and geographic distance. Other high school press associations do indeed incur these obstacles and have found ways to overcome them. Their solutions are used as suggestions for improving MSPA.

**MCNAMARA, EDWARD J.**

**The development of student freedom of expression rights in the state of New Jersey**

Rutgers University- New Brunswick, 1981, 142 pages, Dissertation

Dissertation number: 8120839/ProQuest document ID: 303181091/OCLC number: 15386307

**Abstract-**

Purpose: The purpose of this study was the determination of the rights of public high school students to freedom of expression in the State of New Jersey. "Freedom of Expression" is defined as the right of an individual in a free society to speak, act or in any chosen manner convey his or her beliefs to others.

Scope of the study: This study was confined to an examination of Federal court decisions involving freedom of expression as well as an analysis of New Jersey State laws and the decisions of the New Jersey Commissioner of Education as they apply to public high school students.

Content: Chapter I examined the rationale for this study. It defined the terms of the study as well as its parameters. Chapter II analyzed the general, dynamic interaction of government (federal and state) and education. There was an examination of the philosophical foundation for the individual citizen's freedom of expression rights. Balancing the rights of the individuals, the need of the school to exercise authority over students in loco parentis in order to accomplish its objectives was analyzed. The role of the judiciary and state and local agencies in resolving the conflicting interests was explained. Chapter III examined federal court decisions concerning symbolic free expression and written free expression. The circumstances surrounding each case were described and the decision reached was explained.

Chapter IV was devoted to a detailed description of disputes involving student freedom of expression rights in the State of New Jersey. These controversies were decided by the New Jersey Commissioner of Education. Chapter V summarized the earlier investigation at the federal and state level. It stated the findings and recommendations of the study.

Findings and recommendations: This study found that the student in an American high school has constitutional rights that cannot be abrogated or restricted except for the most compelling reasons. These rights are safeguarded by the federal judiciary and state educational agencies and must be observed by local boards of education and their administrative agents. Freedom of expression rights can be exercised by students in schools through the use of symbols, the free choice of personal dress and appearance and the publication and distribution of literature as long as they do not materially or substantially interfere with the educational process.

It was also found that in New Jersey the decisions of the Commissioner of Education clearly paralleled those of the federal judiciary. At times the Commissioner relied on the court decisions, e.g. symbolic freedom of expression, while at other times the Commissioner appeared to be

ahead of the federal courts, e.g. dress and appearance. Written freedom of expression rights were defended by the Commissioner but in a slightly more restrictive manner.

It was recommended that school administrators should consider the following for implementation: (1) the adoption of a comprehensive district-wide policy with regard to student rights; (2) this policy should have broad based input; (3) this policy should reflect the most recent judicial findings; (4) "reasonable" rules and regulations in the policy which recognize individual student rights as well as the interests of the school; (5) these written rules and regulations should be stated for the student in a clear and concise manner. They should indicate a rationale, specific criteria, enforcement mechanisms and penalties; (6) these rules and regulations should be applied consistently, equally and fairly to all students.

**MEACHAM, LYLE E.**

**The editorial development and visual arrangement of the yearbook with an analysis of design principles and their application to yearbook layouts**

San Jose State University, 1962, Thesis

OCLC number: 13798544

**MEEHAN, KATHLEEN**

**Status of journalism in Indiana high schools**

Ball State University, 1948, 91 pages, Thesis

**MERXBAUER, DEB**

**Reflections of change in American society: A content analysis of basketball coverage in Washington High School yearbooks from 1899 to 1996**

South Dakota State University, 1997, 150 pages, Thesis

OCLC number: 39041088

**MICHAELSOHN, WILLIAM E.**

**The school newspaper in North Dakota**

University of North Dakota, 1928, Thesis

OCLC number: 13847105

**MICHAELSON, DONALD H.**

**A survey of the types of high school annuals published in the high schools of South Dakota**

University of South Dakota, 1950, 60 pages, Thesis

OCLC number: 9483880

**MIKULEWICZ, ROBERT THOMAS**

**An approach to the problems of beginning high school journalism teachers**

University of California, 1966, 87 pages, Thesis

OCLC number: 29419649

**MILLANE, JOHN J.**

**Trends in high-school yearbooks**

University of Pennsylvania, 1940, 67 pages, Thesis

OCLC number: 63653723

**MILLARD, KRISTINE SNOW**

**The search for a standard for evaluating alleged infringements of public high school student expression**

Boston University, 1989, 46 pages, Thesis

OCLC number: 29533112

**MILLER, ELLIOTT LAURENCE**

**An analysis of the role of teachers and students in the planning and preparation of award winning junior high school yearbooks**

Yeshiva University, 1961, 213 pages, Dissertation

OCLC number: 15992905

**MILLER, IRVING E.**

**A study of administrative opinions relating to four aspects of yearbook production in 135 Oregon high schools**

Willamette University, 1956, 50 pages, Thesis

OCLC number: 36072202

**MILLER, LAURA J. WARE**

**Disability and the media: Attitudes and news choices of high school journalists regarding persons with disabilities**

Iowa State University, 1993, 120 pages, Thesis, Advisor: Jane W. Peterson

OCLC number: 29408221

**Abstract-**

This study sought to review the relationship between journalists' attitudes toward disability in general and in a news situation. The goal was to explore factors that may have led to poor news media coverage in 1990 of major civil rights legislation for persons with disabilities. Literature suggests that the mass media historically have presented persons with disabilities in negative, stereotypical or paternalistic ways that have created many disadvantages for this group of people.

However, few studies have explored whether a disability bias exists in the news media. A sample was selected from 515 high school students registered for a 1992 journalism workshop at Iowa State University. Over 300 students completed self-administered questionnaires, of which 279 were usable for analysis. Students indicated a very progressive approach toward disability in general, but a somewhat traditional approach toward disability in a news situation.

The study also showed that students may be more sensitized to racial and gender issues than they are to disability issues and pointed to a need for classroom education and further research in this area.

**MILLER, STEPHANIE SUE**

**Institutional factors that influence participation in a pilot project: A study of the Franklin County high school journalism exchange electronic bulletin board service**

Ohio State University, 1995, 113 pages, Thesis, Advisor: Lee Becker

OCLC number: 34050932

**MILLS, FLORENCE WAECHTER**

**Teaching journalism 1 in secondary schools**

University of Washington, 1933, 121 pages, Thesis

OCLC number: 21991873

**MILNER, JOE WILLIAM**

**A study of objectives of forty-seven Oklahoma high school newspapers**

University of Oklahoma, 1955, 98 pages, Thesis

OCLC number: 26134643

**MITCHELL, ETHEL STROTHER**

**Trends in journalistic instruction and supervision in the secondary schools of California**

University of Southern California, 1932, 89 pages, Thesis

OCLC number: 79697882

**MITCHELL, PAULINE**

**Means of awakening interest in journalistic English in high school**

Marquette University, 1933, 156 pages, Thesis

OCLC number: 24124147

**MOCK, ALBERT A.**

**A study of high school publications**

Indiana University, 1922, 160 pages, Thesis, Advisor: H.G. Childs

OCLC number: 32631388

**MONCRIEF-PETTY, TANJULA LARELLE**

**Alabama public school principals' self-perceptions of their knowledge of education law as it relates to select areas of student rights**

Alabama State University, 2012, 191 pages, Dissertation

Dissertation number: 3530098/ProQuest document ID: 1082015461/OCLC number: 830457118

**Abstract-**

The purpose of this quantitative study was to determine the self-perceptions of Alabama public school principals' related to their knowledge of education law in the areas of compulsory attendance, discipline, due process, freedom of expression (press and speech), religion, corporal punishment, and search and seizure. A second purpose of this study was to determine the variation in self-perceptions of their knowledge of education law related to students' rights by the type of degree held by the public school principals, the level of the school in which the principal serves, the number of years of school administrative experience that principals have, the most recent law preparation principals received, and the number of education law courses they have taken.

The *Alabama Principals' Legal Survey* (APLS), a forced-choice 44-item instrument, was used to collect demographic and professional information. Additionally, the APLS was used to determine Alabama public school principals' self-perceived knowledge of education law in the

select areas of students' rights. The APLS was submitted to principals electronically via Survey Monkey ®. The survey was submitted to 331 principals via the simple random sampling technique. There were 312 surveys returned, yielding a 94.3% response rate.

Data were analyzed in two ways: descriptive and inferential statistics. The analyses of variance (ANOVA) and the post hoc test were employed to determine if there was a statistically significant difference in the mean self-ratings of the principals' knowledge of education law (dependent variable) by the independent variables. The ANOVA revealed that there were statistically significant differences between the principals' highest level of degree earned and their self-perceived education law knowledge.

Additionally, there was a statistically significant difference between years of administrative experience and principals' self-perceived knowledge in education law pertaining to students' rights component of compulsory attendance. The ANOVA indicated that statistically significant differences existed in all education law components relating to students' rights and the principals' self-perception of their knowledge in education law by the number of education law courses that they had taken.

Recommendations include requiring that school districts conduct in-service seminars related to education law and requiring the Alabama State Department of Education partner with the Council of Leaders in Alabama Schools (CLAS) to fund principals' attendance at the annual Law Conference. Also, it is recommended that all colleges and universities offer education law courses in Instructional Leadership preparation programs at the Class A and Class AA levels.

**MONTGOMERY, REBECCA ANN**

**An analysis of elementary school newspapers published in Ohio cities of 100,000 population**

University of Cincinnati, 1943, 121 pages, Thesis

OCLC number: 37706214

**MONTGOMERY, REID HOOD**

**High school journalism in South Carolina**

University of South Carolina- Columbia, 1938, 103 pages, Thesis, Advisor: Orin F. Crow

OCLC number: 9261083

**Abstract-**

The writer of this thesis has been for the past two years a teacher of high school journalism in the Sumter High School. As such, he became interested in the status of high school journalism in South Carolina and the United States. This thesis does not attempt to cover the entire field of high school journalism—to do this would require a volume of too great proportions for the present.

This writer has attempted to show something of the growth of high school journalism in the United States and in South Carolina, and to present a study of the types of publications found in these schools.

From this point on, the major attention is paid the high school newspaper on the assumption that it comes nearer approaching journalism than any other form of publication. The purpose of the

newspaper, its educational value, and its problems, policies, supervision and faults are reviewed. The cost of publishing school publications is studied, but no attempt has been made to analyze staff organization or the problem of securing funds. Likewise, editorial staff organization has been eliminated from this study. A brief survey of high school press associations in the state and nation is presented since they represent one of the most vital factors in the growth and improvement of school publications. The final chapter attempts to sum up the ways in which a school paper can be checked to see if it is meeting the standards that have been set for them.

Material for this thesis has come from books on the subject, magazines, and various publications of press associations; from questionnaires submitted by this writer and others to which he has had access; from replies to letters of inquiry sent to various persons in the state and nation; from a study of files of Sumer *High News*; and from various other sources.

**MOOK, LINDA DIANA**

**Designing and testing a high school programed instructional unit in headline writing**

California State University, Fullerton, 1978, 134 pages, Dissertation, Advisor: James Alexander  
Dissertation number: 1312072/ProQuest document ID: 761783301/OCLC number: 5136482

**Abstract-**

Hypothesis of the study was that principles of headline writing can be successfully taught to high school students through programmed instruction. A booklet to teach headline writing skills was designed and tested on 138 students. Results supported the hypothesis. Students achieved an 85 percent accuracy level on 16 behavioral objectives, specifying 80 percent competence for mastery. On post-test scores, 91 percent showed a gain of one or more points when compared with the pretest. Of the 93 percent who wrote a headline, 87 percent wrote a headline with no major faults and 72 percent wrote a headline with no major faults and not more than one minor fault. Evaluation of the program was positive with 59 percent of the students and 94 percent of the teachers indicating on a summated rating scale they "agree: or "strongly agree" with positive statements regarding the program

**MOORE, JUDSON N.**

**An examination of methods used to finance student newspapers and yearbooks in Montana high schools during 1951-1952**

Montana State University, 1955, 162 pages, Thesis  
OCLC number: 41777095

**Abstract-**

A thorough analysis of the methods used in financing student newspapers and yearbooks in Montana indicates that over 90 per cent of the schools in the state publish a newspaper of some sort regardless of size. Better methods of financing these papers are recommended with a clarification of policy by the school boards relative to papers which fall financially short at the end of the year urged.

**MOORE, M.H.**

**Development of a student handbook for use in the Clermont high school, Clermont, Iowa**

Drake University, 1948, 50 pages, Thesis  
OCLC number: 232188229

**MORELOCK, CHARLES FRANCIS**

**Journalism education in Kansas high schools: A study of courses, teachers, and newspaper advisers**

University of Kansas, 1962, Thesis

OCLC number: 56879848

**Abstract-**

A survey was made in which questionnaires were sent to 320 Kansas high school newspaper advisers. The questionnaires were concerned with a variety of facts, such as the adviser's college journalism background, if he taught an organized class in journalism, if he really liked his work, if he would like to teach a full schedule of journalism classes and nothing else, his relationship with the administration, and his personal feelings on whether or not the state should adopt a unified, common goals plan which would provide for a common journalism curriculum.

**MORPHEW, JESSE DONALD**

**A guide for high school yearbook advisers**

San Diego State University, 1964, 153 pages, Thesis

OCLC number: 11928777

**MORRIS, BEUNYCE RAIFORD**

**Responsibilities of newspaper and yearbook advisors in the public senior high schools of Washington, D.C.**

American University, 1958, 126 pages, Thesis

OCLC number: 56613808

**MORRISSEY, PATRICK JOHN**

**A theory of the student literary magazine: A purposeful device for functional English in junior high school**

Laurence University, 1973, 460 pages, Dissertation, Advisor: Robert Treanor

OCLC number: 28331980

**MORSE, GERALDINE EMMA**

**A critical survey of yearbook production with recommendations for aid and improvement**

University of Idaho, 1955, 54 pages, Thesis

OCLC number: 41716403

**MOSELEY, PATRICIA ANN**

**An examination of and proposals for implementation of a high school journalism program**

University of Texas at Austin, 1972, 111 pages, Thesis, Advisor: DeWitt C. Reddick

OCLC number: 5994535

**Abstract-**

After briefly tracing the history of the modern American secondary school curriculum and how it evolved, the traditional secondary school journalism program is examined with representative examples from Des Moines, Iowa, Denver, Colorado, and Houston, Victoria and Ft. Worth, Texas. The criteria for examination are those of J.G. Umstattd, renowned educator. The proposed curriculum devised by the Texas Education Agency Journalism Curriculum Committee is presented in its entirety, and examined in light of these same criteria. Suggestions for

implementation of this curriculum and unit plans for three new units in mass communications, photojournalism and audiovisual communications comprise the final chapter. The appendix and bibliography are selective.

**MOSS, APRIL M.**

**A content analysis of how staff diversity affects diversity in high school yearbooks**

Ball State University, 2005, 40 pages, Thesis, Advisor: Marilyn Weaver

OCLC number: 61453009

**MOTLEY, ROBERT J.**

**Current practices of the business department in publishing the high school newspaper**

Truman State University, 1958, 46 pages, Thesis

OCLC number: 8138526

**MUIR, KATE**

**World-aware yet community-challenged: An examination of the American teenager's understanding of community as conveyed through high school student newspapers in the Internet age**

Penn State University, Harrisburg, 2011, 50 pages, Thesis

OCLC number: 744453146

**MULDOON, MARY MARGARET**

**The construction of a scale for measuring the editorials of senior high school newspapers**

University of Chicago, 1934, 88 pages, Thesis

Thesis number: TM20574/ProQuest document ID: 301785179/OCLC number: 270116922

**MUNCHEL, ALVIN JOSEPH**

**A manual for the preparation of a mimeographed school newspaper**

University of Cincinnati, 1949, 102 pages, Thesis

OCLC number: 37820641

**MUSSO, JOSEPH VINCENT**

**Student speech in the schoolhouse gate: Pedagogical theories and the First Amendment**

University of Alabama, 1992, 194 pages, Thesis

OCLC number: 27981301

**MYERS, HAZEL VIVIAN**

**Financing high school yearbooks in Texas, 1939**

University of Texas at Austin, 1939, 65 pages, Thesis

OCLC number: 27200245

**NADER, ALEX N.**

**The revision of a students' handbook for Casa Grande Union High School**

Northern Arizona University, 1957, 52 pages, Thesis

OCLC number: 3337005

**NAULT, JUDITH THERESE**

**Quality high school journalism: Program principles and publication guidelines governed by press law**

University of Nevada, Reno, 1976, 91 pages, Thesis, Advisor: LaRue W. Gilleland

Thesis number: 1309665/ProQuest document ID: 302783114/OCLC number: 8676742

**Abstract-**

High school journalism programs are generally ineffective because they lack concrete direction for course content and student publication policy. This thesis defines the problems of high school journalism, finding that an ignorance of professional press practices— as they relate to press law— is the common denominator in each problem. Professional journalists depend upon law to set policy on press freedoms and press responsibilities. Rarely, however, is press law introduced into high school journalism programs because school administrators and publications advisors are either not aware that these legal guidelines exist or are not convinced that they apply to high schools. This study demonstrates, by detailing court cases specifically involving the high school press, that these legal guidelines do apply to high schools. The purpose is to prove that press law can solve existing problems in high school journalism and offer a sound basis for building quality high school journalism programs.

**NAYLOR, F.W.**

**A survey of high school press associations**

University of Kansas, 1962, Thesis

**NEELY, JEFFREY C.**

**Youth, news, and community: An examination of youth-generated news websites and their potential for promoting community attachment**

University of Florida, 2011, 386 pages, Dissertation, Advisor: Kim Walsh-Childers

Dissertation number: 3586326/ProQuest document ID: 1512429162/OCLC number: 778882639

**Abstract-**

Existing literature suggests that youth of the late 20th and early 21st century feel largely disconnected from their communities. Many scholars and practitioners have suggested that this disconnect is a result of youth feeling uninvited by adults to participate in community-building activities. Regardless of the reasons, the broader communities as well as individual youths suffer when these young people are excluded from discussions of community concerns or not allowed to participate in community-building efforts. Youth-generated news outlets may provide an opportunity to overcome these barriers. Given the broader reach, interactivity, and decreased overhead costs associated with online media, youth-generated news websites show potential to engage both teen content producers and teen audience members in a way familiar to a generation of digital natives.

This study employed two qualitative methods— a qualitative content analysis and semi-structured in-depth interviews— to examine how and to what extent youth-generated news websites demonstrate the potential for promoting community attachment as an antecedent for community-building.

Seven scholastic websites and seven non-scholastic websites from major metropolitan U.S. cities were randomly selected for this study. The results suggest that while some differences

emerge in the specific ways in which scholastic and non-scholastic sites connect to local communities, the overall categories are consistent across both of these dimensions of youth news. Most notably, youth-generated news websites provide youth content producers with a platform to express a common youth voice directed toward a target audience of their peers. The primary result of this with respect to community attachment is that such sites thus serve as a medium for peer support and youth solidarity among local youth. Communication to an adult audience does occur, but it is generally a byproduct of the primary aim of youth communicating to their peers about teen-relevant issues.

The results of this study also suggest that given the importance of electronic media in teens' lives, these websites must make better use of interactive multimedia if they hope to be relevant to youth in the 21st century. The discussion provides consideration of the theoretical contributions and other practical implications of the findings, as well as the study's limitations and ideas for future research.

**NEIDENBERGER, BARBARA ANN**

**A study of the advising of publications in Ohio's inner-city high schools**

Ohio University, 1969, 130 pages, Thesis

OCLC number: 31452122

**NEILAN, JUDITH A.**

**Desktop publishing and photo manipulation: A survey of Indiana high school publications advisors**

Ball State University, 1999, 107 pages, Thesis, Advisor: Mark N. Popovich

OCLC number: 43904431

**NEIMAN, MARK J.**

**Censorship in the schools: A study of high school newspapers**

California Polytechnic State University, 1997, 35 pages, Thesis

OCLC number: 38209754

**NELL, EDWARD JOHN**

**A study of advertising in representative high school newspapers**

Northwestern University, 1934, Thesis

OCLC number: 36026677

**NELSON, D. LLOYD**

**High school publications**

Stanford University, 1929, 120 pages, Thesis

OCLC number: 81076985

**NELSON, RICHARD ALBERT**

**A study of the motivations of high school students to careers in journalism**

University of Wisconsin- Madison, 1976, 154 pages, Thesis

OCLC number: 46604441

**NESTOR, ROBERT A.**

**Financing high school newspapers in the San Joaquin Valley (California)**

California State University, Fresno, 1964, 74 pages, Thesis

OCLC number: 61332195

**NEWCOMB, TIMOTHY**

**Tackling television production in a high school setting**

University of Wisconsin- River Falls, 2006, 124 pages, Thesis

OCLC number: 244794015

**NEWMAN, TINA MARIE**

**A personal compass to media in a middle school classroom**

Pacific Lutheran University, 2000, 122 pages, Thesis, Advisor: Paula Leitz

Thesis number: 1401911/ProQuest document ID: 304681360/OCLC number: 51308625

**Abstract-**

This paper provides a look at the media classroom in a middle school. It delves into what is currently being taught in the media classroom and provides a possible curriculum that includes applied learning, problem solving, student-led approaches, and cooperative learning projects.

This curriculum gives students an introduction to the media world and the culture in a professional newsroom, while giving students interesting writing opportunities using the writing process. The purpose of this study and curriculum is to provide an understanding of possible next steps for middle school media classrooms.

**NEWTON, CAROL CHAPMAN**

**Activity participation during high school: Influences of involvement on outcomes**

University of Nebraska- Lincoln, 1991, 215 pages, Dissertation, Advisors: James Walter/  
Al Kilgore

Dissertation number: 9200146/ProQuest document ID: 303985156/OCLC number: 24163704

**Abstract-**

The purpose of this study was to explore the relationships between the levels of involvement (high= more than 12 hours/week; moderate= 6 to 12 hours/week; low= less than 6 hours/week) and activity categories (extracurricular, private clubs, social organizations, and work) of high school sophomores and seniors and their self-concept. Parent and student perceptions of outcomes due to involvement were investigated. The sample included 445 students from a large mid-western, predominantly white, middle to upper income, suburban high school. Three instruments administered to gather data included the Student Involvement Activity Questionnaire, the Student/Parent Activity Involvement Structured Interview, both designed by the researcher, and the Piers-Harris Children's Self-Concept Survey, a standardized instrument.

Eighty-three percent of the sophomores were highly involved in either extracurricular activities or work with 60 percent of the seniors highly involved in work. Multiple regression was used to calculate the correlations between the independent variables (level of involvement, activity category, class) and the dependent variable (self-concept). Level of involvement was statistically significant for sophomores for total self-concept ( $p=.02$ ) and for the self-concept subtests of behavior ( $p=.01$ ), intellectual and school status ( $p=.03$ ), and popularity ( $p=.04$ ). No

significance was found for seniors, activity type, or the self-concept subtests of anxiety, physical, or happiness and satisfaction. Analysis of variance showed a three-way statistical significance ( $p=.007$ ) for class, level of involvement, activity category, and behavior. Parent and student interviews revealed they agreed the major reason for involvement was to be involved with people outside the family. Students reported they made their own decisions about their involvement in activities. Benefits of involvement included learning how to work with people, making new friends, time management, making money, responsibility for actions, and leadership skills. Sacrifices included spending less time with friends, family, and studying. Personal characteristics rated by subjects indicated that extracurricular and private club activities were related to the development of the characteristics.

**NICHOLS, CASEY EUGENE**

**Meeting yearbook deadlines: An analysis of high school programs, sales representatives, and yearbook publishing companies**

Ball State University, 1987, 135 pages, Thesis, Advisor: Marilyn Weaver

OCLC number: 16793063

**NICHOLS, JOHN ELIOT**

**Federal constitutional protection of freedom of the high school and college student press**

University of Wisconsin- Madison, 1976, 419 pages, Dissertation

Dissertation number: 7628166/ProQuest document ID: 302863358/OCLC number: 9480656

**NICHOLS, SUZANNE YOUNG**

**Journalism instruction and activity in Wisconsin public high schools**

University of Wisconsin- Madison, 1964, 87 pages, Thesis, Advisor: Bruce H. Westley

OCLC number: 53790427

**Abstract-**

A mail questionnaire was sent to the 422 high schools in Wisconsin in 1960 to determine the extent and status of journalism activities in Wisconsin public high schools. Replies were received from 367 schools (86.9%) and a total of 516 journalism teachers and advisers. All data were analyzed by size of school. Only one-eighth of the schools had formal journalism classes. Seventy percent were in schools with enrollments of more than 600. Almost all (94%) had some type of journalism program. Journalism activities were primarily extra-curricular. The number of classes being offered had declined since 1955.

Journalism teacher-advisers most frequently taught English and business education, with English predominating in the larger schools and business education in smaller schools. Most of them advised other activities besides publications. Less than half of them received compensation for their advising activities in the form of extra pay or released time; but more large-school teachers were given a reduced teaching load or additional salary or both. Most teacher-advisers said they enjoyed their journalism duties but about one fourth of them would not continue, given the choice. Less than half of the journalism teacher-advisers had taken even one college course in journalism and only 7% had majored or minored in journalism. The majority had English majors. Many had majored in business education. Half the teachers had had no practical experience in journalism and most of those who had experience listed work on high school and college publications. However, all those who taught classes had had at least one course in journalism.

Only 11 percent of the teacher-advisers were employed primarily for journalism activities and most of them were found in the largest schools. Most teacher-advisers were assigned to their journalism duties after joining the school system. Nevertheless the rate of turnover was not great. Most of the teachers had had journalism duties for two to ten years. More than half of them had never participated in workshops or institutes, although there was widespread agreement that these and other in-service training were or would be beneficial for themselves and their students. The study also explores details of the publications activities of the schools.

**NIDAY, DONNA MAE**

**A study of a journalism writing assessment as tested in two Iowa high schools**

Iowa State University, 1984, 106 pages, Thesis, Advisor: J.K. Hvistendahl

OCLC number: 11203701

**Abstract-**

This study attempted to assess the amount of growth in journalistic news writing by testing students in two Iowa high schools at the beginning and end of a one-semester journalism course. The study did not show a significant statistical difference between the pre- and post-tests, possibly because of the short time period, the small number of participants, and the shortness of the assessment, and possibly because the study proved author Charles Cooper's prediction that writing growth is "very slow in the secondary and college years." The study did show the rating of the three scorers to be consistent, but there was not a significant difference between the two schools. However, there was a difference in the students' scores on the two test forms, possibly showing which analytical skills were emphasized during the semester.

The revision portion of the study showed that students make mostly small wording and mechanical changes rather than larger revisional changes. The background literature compares and contrasts the holistic, analytical, primary trait, T-unit, cohesive, and other writing assessments. This study was adapted from the Northern Trails Writing Assessment, a combination of the primary trait, revision, and analytical types of assessment. The study concludes by calling for more state and local writing assessments to be made so that teachers can better assess how to help their students increase their writing growth.

**NIPPS, JACKIE LOUISE**

**Journalism in southern Illinois high schools**

Southern Illinois University, 1980, 43 pages, Thesis

OCLC number: 695666

**NISSEN, S.B.**

**Newspapers as socializing agents for the school: A study of selected newspapers in South Dakota with reference to their news content for the school year 1928-1929**

University of Minnesota, 1931, Thesis

**NIXON, OLA FLOYD**

**Student publications in the high schools on the accredited list of the North Central Association**

University of Chicago, 1922, 105 pages, Thesis

OCLC number: 270117108

**NOLAN, WILLIAM**

**Organization and teaching of the beginning journalism course in Bay area high schools**

University of California, Berkeley, 1961, Dissertation

Dissertation number: 0222644/ProQuest document ID: 762734391/OCLC number: 21693360

**NOLL, VERNON KEITH**

**How some high schools meet the problem of adequate finance for yearbooks and newspapers**

Kansas State University, 1953, 34 pages, Thesis

OCLC number: 22645738

**NORMAN, KATHERINE STEWART**

**Editorials and editorial responsibility in Texas high school newspapers**

University of Texas at Austin, 1956, 136 pages, Thesis

OCLC number: 39737324

**NORTON, WILLIAM RANDOLPH**

**Student newspapers in the high schools of West Virginia**

Duke University, 1935, 78 pages, Thesis

OCLC number: 21552068

**NOVAK, THADDEUS J.**

**Direct market segmentation applied to high school yearbook sales**

Northern Illinois University, 1978, 91 pages, Thesis, Advisor: A.Z. Bass

OCLC number: 4810896

**Abstract-**

The past five years have shown a steady decrease in percentage of yearbook sales to student populations and in some cases on the college level, they have been discontinued entirely. While it would seem that the student yearbook should be accepted as valuable on the basis of its primary function as memory book much like a family photograph album, statistics prove otherwise. Unless the declining sales can be explained, the peripheral functions of the yearbook as historical record, reference book, information source for the community and educational project will be forfeited unwittingly. As with any marketable product, the success or failure of the yearbook rests with its consumers, who perceive it as valuable and desirable. Therefore, this study describes and classifies student consumers to identify the existing and any potential readership market, which could generate future sales and insure the future of the publication.

The project used the case study approach, utilizing McHenry High School students. Two random samples were drawn from the total school population and a questionnaire incorporating twenty-eight objective variables was then distributed. After accumulation and analysis of the data, it was possible to isolate student consumers from non-consumers on the basis of the twenty-eight independent variables. T-tests were used to reveal the relationship between the dependent variable, purchase, and each of the independent variables. The two groups were indistinguishable when asked to rank the various purposes for the yearbook. This led to the rejection of the first

hypothesis, which was concerned with student perceptions of the value and purpose of the book.

However, six of the twenty-eight independent variables were significantly related to purchase at and beyond the .05 level: sex, grade point average, purchase habit, perception of yearbook value, involvement in co-curricular music, and involvement in the school pep club. Thus, the second hypothesis concerning objective differences between the two groups was accepted. The study concluded with a profile of the typical yearbook purchased and showed a sizeable potential market of occasional purchasers.

**NOVEK, ELEANOR MYRA**

**Newsmaking, knowledge construction, and self-determination: A community newspaper as an empowerment strategy for African American high school students**

University of Pennsylvania, 1994, 394 pages, Dissertation, Advisor: Oscar H. Gandy

Dissertation number: 9503803/ProQuest document ID: 304110579/OCLC number: 187466683

**Abstract-**

The social practices of newsmaking involve communication processes and practices that can enable people to exert influence or “make a difference” in their social environments. This dissertation contributes to communication theory by providing a systematic examination of the social processes involved when newsmaking is strategically applied for self-determination. In a new methodological approach the author calls committed intervention, interpersonal and group connectedness play key roles in enabling newsmaking participants to take empowering action. To explore these dynamics, the author conducted an educational intervention at an urban public high school in West Philadelphia from December 1991-June 1993. Under the direction of an English teacher and the researcher, African American adolescents produced and distributed five issues of a community-focused newspaper. In so doing, they engaged in communication practices with the potential to build a sense of community and enable action to increase their social influence.

Committed intervention supported these interactions by making interpersonal and group connectedness an integral part of both the pedagogical and research processes. In practice, views of community enhanced the adolescents’ communicative competence in their families and neighborhoods, and supported reference group identification in larger ethnic and peer groups. News theory and practice made them more critical of media representations and enabled them to challenge the cultural reproduction of stereotypes. Small group collaboration and one-on-one relationships enabled individuals to develop affirming ties with others, inspiring more confidence in school, work and other settings. Community learning and interviewing equipped students to cross perceive social boundaries to interact with others. Verbal skill development and computer literacy improved their communication competencies for work and community life, and enhanced career choices. In sum, the dissertation explored how the intervention’s strategies led to demonstrable changes in the behavior of some of the young people, both in the classroom and in their lives outside, and offers recommendations for extending these findings through future research.

**NOWLIN, LELA**

**An experiment in the use of school publications as laboratory work in English**

University of Texas at Austin, 1938, 163 pages, Thesis

OCLC number: 41242765

**NUSSMAN, D.Z.**

**Journalism in the senior high schools of Los Angeles County**

University of Southern California, 1933, Thesis

**OBERMIER, DUANE A.**

**A study of press law in high school journalism**

Kansas State University, 1971, 77 pages, Thesis

OCLC number: 34649102

**OLIVER, CHRISTINA ELIZABETH**

**Secular trends in expression of positive emotionality: A study of high school yearbooks**

Florida Atlantic University, 2004, 36 pages, Thesis

OCLC number: 55989256

**OLSEN, JOHN WILTON**

**High school yearbooks: A working manual for teachers and students**

Teachers College, Columbia University, 1949, 268 pages, Dissertation

OCLC number: 83908114

**OLSON, DONALD WILLIAM**

**A survey of the development, use, contents, and physical characteristics of student handbooks used in Washington high schools**

University of Washington, 1954, 117 pages, Thesis

OCLC number: 19997473

**OLSON, EUGENE B.**

**A study of the possibilities of using offset lithography for high school newspaper publication**

Pacific University, 1951, 58 pages, Thesis

OCLC number: 39229195

**O'NEIL, PAUL LEONARD**

**The development of a handbook for Nashua Junior High School students**

Boston University, 1954, 63 pages, Thesis

OCLC number: 7827184

**OSCHERWITZ, RUTH KAMBER**

**Analysis of news and editorial content of twenty-seven Oklahoma high school newspapers**

University of Oklahoma, 1968, 137 pages, Thesis

OCLC number: 25768738

**OTT, M.M.**

**A high school yearbook finance survey**

University of Pittsburgh, 1930, Thesis

**OWNBY, POWELL WINGFIELD**

**Production of public service radio broadcasts in the Sacramento Senior High School: 1940-'41**

Stanford University, 1941, 102 pages, Thesis  
OCLC number: 79266771

**PALMER, ROBERTA ANN**

**Values and objectives in the teaching of secondary school journalism as found in selected periodical literature, from 1958 to 1967**

Catholic University of America, 1968, 132 pages, Thesis  
OCLC number: 50117819

**PARRAMORE, JAMES ROY**

**An analysis of school board guidelines for high school-sponsored student publications after the "Hazelwood School District v. Kuhlmeier" decision of the United States Supreme Court**

University of Colorado at Boulder, 1989, 189 pages, Thesis  
OCLC number: 21027638

**PATTERSON, DANIEL ANTHONY**

**The development of a high school journalism curriculum as a means of providing a practical school district relations program**

Northern Arizona University, 1971, 36 pages, Thesis  
OCLC number: 27714308

**PEACOCK, WILLIAM HENRY**

**An analysis of student handbooks of junior high schools in the United States**

University of North Carolina at Chapel Hill, 1940, 120 pages, Thesis  
OCLC number: 37544873

**PEARSON, GEORGE PETER**

**A study of journalism activities in Minnesota public high schools, with special reference to influences bearing upon the work of journalism teachers and advisers**

University of Minnesota, 1966, 109 pages, Thesis, Advisor: Edwin Emery  
OCLC number: 19384091

**Abstract-**

This study probes the background and experience of high school journalism teachers and newspaper advisers; some facets of the organization of their programs; characteristics of students who participated in journalism and publication activities; support given the journalism program by the school administration; assessment of the program from the point of view of the newspaper adviser, the journalism teacher and the school principal. Primary research tool was the mail questionnaire. Separate questionnaires were designed for newspaper advisers, journalism teachers and high school principals. In all, 325 advisers, 57 journalism teachers and 207 principals provided usable questionnaires. A Minnesota Department of Education booklet list 484 public senior highs schools in the state; the study included only senior high school (10-12).

Among the findings: 57 per cent of the advisers had taken no journalism courses at the college level; this figure was reduced to 18 per cent among journalism teachers. 47 per cent of the advisers had majored in business or commercial subjects, 37 per cent in English; among journalism teachers, 9 per cent had majored in business, 63 per cent in English. 53 per cent of the advisers had been given an advisership in their first year of teaching; 41 per cent were in their first or second year of advising. 62 per cent of the mimeograph newspapers were advised by business teachers, 23 per cent by English teachers. 21 per cent of the schools studied reported a journalism course in the curriculum; 72 per cent of the schools with more than 1,000 students reported a journalism course. Fewer than 10 per cent of the principals agreed that "The school paper should be completely independent of school administration insofar as editorial policy is concerned"; more than 70 per cent of the advisers agreed that "Administration leaves editorial policy decisions completely up to the adviser."

**PECK, GEORGE STAFFORD**

**A course of study in journalism for Montana high schools**

University of Montana, 1948, 198 pages, Thesis

OCLC number: 41780103

**Abstract-**

The study was to design for Montana high schools a course of study that could be used as a part of the English instruction program and that unified the teaching of journalism in all Montana high schools. It was planned as an elective course to fit the needs and capabilities of high school juniors and seniors, and to formulate a special unit of instruction that would include general rules of actual newspaper production of value to those who must, without previous experience, print or mimeograph a school publication. To do this, two questionnaires were sent to Montana's 176 high schools. A total of 105 replied. Information obtained from the questionnaires was used, in part, to determine the needs of the schools.

**PEETZ-BALLWEG, TRICIA LYNN**

**The process of implementing literary magazines in southern Wisconsin schools**

University of Wisconsin- Platteville, 2013, 80 pages, Educational Project, Advisor:

Daniel Leitch

**Abstract-**

Statement of the problem: This research investigated in part, whether students attending Lodi High School and River Valley Middle School, both southern Wisconsin schools, have an interest in participating in the creation of a literary magazine. Additionally, if by implementing a literary magazine in these schools, where none previously or currently exists, whether or not school community culture will be promoted or enhanced.

Methods and procedures: This study was conducted over an eighteen week period in which the first nine weeks' focus was centered on a local high school, and a consecutive nine week period on participants from a local middle school. To commence the study, an interest survey was initiated including approximately six hundred students in which half were high school students encompassing a sampling from grades nine through twelve and the other half were middle school students grades sixth through eighth. Due to the responses indicated in the initial surveys, literary magazines were created and implemented in both locations.

Summary of results: While the research question regarding interest was answered, the other two were not substantially answered but were beneficial in signifying areas for future research in this realm. Future research should not only use this method to collect data, but also others, such as focus groups or journal keeping in which to determine how school community culture changed by implementing literary magazines.

**PENDERGAST, JAMES JOSEPH**

**A study of business practices that have been developed in the publication and financing of high school newspapers in Washington, Oregon and California**

University of Washington, 1940, 131 pages, Thesis

OCLC number: 19911156

**Abstract-**

A thorough study of the business practices of the student newspapers in 86 schools of the west coast. The study deals mainly with schools of over 1,000 enrollment.

**PENN, JAMES B.**

**Hazelwood: A new standard of protected expression in America's public high schools**

University of Wisconsin- Milwaukee, 1991, 81 pages, Thesis

OCLC number: 24789887

**PENN, MARYNELL ANDERSON**

**A study of the methods of financing printed Texas high school newspapers**

East Texas State University, 1974, 99 pages, Thesis, Advisor: W.J. Bell

OCLC number: 1069247

**Abstract-**

The study was designed to discover the methods used by Texas high schools to finance printed newspapers and to give journalism advisers and student newspaper staff members some idea of these methods. A questionnaire was mailed to the 250 Texas high schools whose printed newspapers participated in the 1973 spring rating of the Interscholastic League Press Conference. The 211 returned questionnaires were then analyzed. The 211 participating high schools represented all size classifications and weekly, bi-weekly, tri-weekly, monthly, and infrequent newspapers. Circulation ranged from less than 250 to more than 1,000. Costs were figured for an average four-page newspaper and ranged from less the \$50 to more than \$201 for a four-page newspaper.

Advertising was used by 86 per cent and paper sales by 63 per cent. The other three methods followed in this order: subscriptions, 40 per cent; school administration, 36 per cent; miscellaneous methods, 18 per cent. School administration subsidy was used more than subscriptions by tri-weekly, monthly and infrequent papers; smaller schools; newspapers printed by school print shops; papers with circulations more than 1,000; four-page newspapers; and papers that cost between \$51 and \$100 and those that cost more than \$150 for a four-page issue. Most of the 211 questionnaires included in the study were from AAA high schools. They were also bi-weekly or monthly newspapers published commercially. Most of the participants had four-page or eight-page tabloid newspapers with a circulation between 500 and 1,000 copies.

**PERKINS, CLARA A.**

**The role of Ball State's journalism workshop in producing minority journalists**

Ball State University, 1974, 38 pages, Thesis, Advisor: Mark N. Popovich

**PETERSON, GLEN J.**

**Student activities: An analysis of educators' attitudes**

University of Minnesota, 1988, 240 pages, Dissertation

OCLC number: 29051662

**PETERSON, JANE WILLOUGHBY**

**A study of the co-orientation of high school principals, journalism teachers, and local news media representatives in selected Iowa communities**

Iowa State University, 1987, 146 pages, Dissertation

Dissertation number: 8721919/ProQuest document ID: 303601181/OCLC number: 17355435

**Abstract-**

This research studies the orientations of selected Iowa high school journalism teachers, high school principals and newspaper editors toward issues of high school journalism. The issues of high school journalism that became the objects of the co-orientation study are the value of high school journalism to the high school student, the rights and responsibilities of the high school journalist, and the roles of partners in a high school journalism and news media partnership.

The impetus for the study comes from previous studies showing a climate of isolation between the high school journalism program and the professional news media, from recent reports on education in the United States calling for closer ties between education and industry, and from a very recent surge of interest in high school journalism demonstrated by the professional news media and college and university journalism programs.

The perspective for the study comes from the co-orientation model of communication and the variables for study are agreement, congruency, and accuracy. The selected respondents were asked to respond on a Likert-type scale to statements representing the value of high school journalism, the rights and responsibilities of student journalists, and the roles of partners. A one-way analysis of variance shows the three respondent groups are co-oriented toward the roles of partners in a high school journalism/media partnership. High school principals and newspaper editors are co-oriented on the value of high school journalism and on the rights of high school journalism.

With few exceptions, t-test results show that the respondent groups do not demonstrate congruency or accuracy when asked to predict the responses of members of the other respondent groups. The respondents do not often perceive the others to be in agreement with them about the issues of high school journalism and they do not, as a rule, accurately predict the actual responses of the other respondent groups.

**PETERSON, PAUL VANARD**

**Audio-visual suggestions and sources for high school and survey courses in journalism**

University of Minnesota, 1954, 58 pages, Thesis

OCLC number: 6617266

**PETTIBONE, JOHN FRANCIS**

**An analysis of editorial content in secondary school student newspapers**

Ohio State University, 1963, 95 pages, Thesis, Advisor: Paul Barton

OCLC number: 54055087

**Abstract-**

The author of this study wanted to find out what student newspapers contain. Newspapers from 40 secondary schools were used. The content was divided into News and Feature Content, Editorial Pages, Sports Pages, and Photography. Findings indicate that there is an unbalanced situation in school newspaper coverage. Stories reporting non-academic activities by far were in the majority. Sports and other extracurricular activities such as dances and talent shows numbered 500 stories or 55.7 per cent of the 897 stories dealing with sports and news items. By comparison academic activities (classroom activities, pupil progress, and new courses of study) totaled 16.4 per cent with 147 stories, and faculty-administration-community relations stories numbered 94, or 10.5 per cent. Too much space is given to sports and the extracurricular activities; whereas, very important parts of the school picture are not reported as they should be to get good and complete coverage. Photography followed the pattern of the news coverage with sports pictures and extracurricular activities totaling 162 pictures or 43.9 per cent of the 370 pictures used. The one strong point was the editorials. The editorials reversed the pattern.

**PFISTER, ROBERT JOHN**

**The involvement of high school students in the development of a yearbook: The implications of this activity for art education**

Ohio State University, 1954, 58 pages, Thesis

OCLC number: 54055067

**PFLIEGER, MARTIN C.**

**An investigation of censorship of printed and online student publications by high school administrators**

Kutztown University of Pennsylvania, 2008, 68 pages, Thesis, Advisor: Joseph Chuk

Thesis number: 1453422/ProQuest document ID: 304374902/OCLC number: 443332951

**Abstract-**

Newspapers and television no longer are the only media high school students use to practice journalism. The Internet gives students another outlet for exercising their First Amendment rights. To determine the extent to which high school administrators are censoring online student publications compared to their print counterparts, an electronic survey of high school journalism teachers and advisers from around the country was conducted. A total of 93 teachers and advisers filled out a 33-question, web-based survey that explored their experiences with prior review and censorship of the two types of publications they oversee.

An analysis of the study data found that administrators are more likely to exercise prior review of print publications and censor their content than they are online publications. Although just under 40% of survey respondents said their students produced an online newspaper, 86% indicated their schools do not have policies governing what students can publish online. And, 55% indicated that students have the final say over what is published online, a percentage only slightly higher than the 52.5% of respondents who said students have the final say over the

content in their print publications.

Overall, administrators exercise less control over online newspapers compared to print newspapers, and cede more decision-making control to students who publish online compared to students who publish in print.

**PHELPS, LAWRENCE EDWARD**

**Student newspaper production practices in California high schools**

California State University, Long Beach, 1973, 87 pages, Thesis

OCLC number: 6692542

**PHIFER, ANTHONY DEAN**

**How to improve sports writing in high school newspapers**

University of Northern Colorado, 1979, 22 pages, Thesis

OCLC number: 6100924

**PHILLIPS, KATHLEEN DOUGLASS**

**Free to speak? The First Amendment and North Carolina high school journalism**

University of North Carolina at Chapel Hill, 1991, 186 pages, Dissertation, Advisor:

William S. Palmer

Dissertation number: 9207983/ProQuest document ID: 303935420/OCLC number: 26237739

**Abstract-**

This study shows that North Carolina high school journalists experience prior review, prior restraint, and censorship as basic tenets of their journalism education. Under First Amendment guarantees of free speech, specifically applied to students in the Supreme Court's 1969 holding *Tinker v. Des Moines Independent School District*, high school journalists technically claimed that right. However, this study reveals that North Carolina journalism teachers-newspaper advisers have put a tight rein on student journalists. When the Supreme Court handed down its decision January 13, 1988, in the first high school freedom of the press case, *Hazelwood East School District v. Kuhlmeier*, the high school press groaned beneath the added burden the official restrictions that named the principal as publisher and gave him full authority over the student press. These most recent government-authorized restraints point up the need for the adoption of precise publication guidelines and the investigation of all means available to promote the education of high school students in the claiming of free speech. Information in this study was gathered through a survey of North Carolina journalism teachers-newspaper advisers and through a case study of advisers and their classes at three high schools.

**PHILLIPS, KATHLEEN DOUGLASS**

**Freedom of expression for high school journalists: A case study of selected North Carolina public schools**

University of North Carolina at Chapel Hill, 1988, 192 pages, Thesis, Advisor:

Margaret Blanchard

OCLC number: 18423934

**Abstract-**

This study shows that prior review, prior restraint and censorship are part of daily lives of high school journalists in North Carolina. Based on the 1969 Supreme Court holding in *Tinker v. Des*

*Moines Independent Community School District* that teachers and students do not lose their First Amendment freedom of expression rights when they come onto campus, scholastic journalists have technically enjoyed free speech. However, subjects in this case study reveal that because North Carolina requires no journalistic training of its journalism teachers-newspaper advisers, insecurity in and unpreparedness for the task have caused them to put a tight rein on student journalists. With the deciding by the Supreme Court of the first high school press case, *Hazelwood School District v. Kuhlmeier*, January 13, 1988, the high school press bears the added burden of official restrictions. The combined effect of ill-prepared advisers and government-authorized restraints points up the need for high school publication guidelines in order to maintain a degree of freedom in that work. Information in this study was gathered by interviewing advisers, principals and student editors in selected high schools.

**PICKETT, FLORENCE**

**Purposes, content, and management of the high school newspaper in Texas**

Texas Tech University, 1935, 70 pages, Thesis

OCLC number: 28437943

**PIERIK, M. GABRIELLE**

**An analysis of the content of Catholic high school newspapers in Illinois**

Loyola University Chicago, 1934, 102 pages, Thesis

OCLC number: 496872159

**PILKINGTON, BETH A.**

**A photography curriculum for the high school level student**

Queens College, 1990, 85 pages, Thesis

OCLC number: 23230721

**POMBO, MONICA TEIXEIRA**

**Video production in Ohio high schools: The role of media pedagogy in youth identity**

Ohio University, 2003, 380 pages, Dissertation, Advisor: Norma Pecora

Dissertation number: 3081122/ProQuest document ID: 288272357/OCLC number: 53322696

**Abstract-**

By applying British cultural studies this dissertation compares mainstream and critical pedagogy in high school video production classes. I analyze how teachers' pedagogical styles impacts on the construction of student identity assignments. Research involved two case studies of Ohio high schools (one in Cleveland and one in Columbus) that have video production in curriculum.

The aim of the project was three fold: to evaluate the extent to which video production and media literacy and media education are taught in Ohio high schools; to do ethnographic fieldwork in two Ohio high schools to compare mainstream and critical pedagogy; and to evaluate students identity videos through textual analysis. Students were asked to create a video about their identity and to keep a journal reflecting on their media use and production experience. Findings illustrate that in mainstream pedagogy students tend to reproduce mainstream media; in the critical pedagogy classroom students tend to be more self reflective on the impact media and consumer culture have in their everyday life.

**POPOVICH, MARK N.**

**A study of bookkeeping practices and procedures employed by Indiana high school yearbooks and newspapers**

Ball State University, 1968, Thesis, Advisor: Louis E. Ingelhart

**PRATT, JAMES ROBERT**

**A study of the legal aspects of freedom of speech in the school-sponsored press at the secondary school level**

University of Alabama, 1978, 226 pages, Dissertation, Advisor: Bruce Peseau

Dissertation number: 7905431/ProQuest document ID: 302877092/OCLC number: 4864760

**Abstract-**

The decision was made to conduct an in-depth study of the concept of freedom of speech in the school-sponsored student press at the secondary level as defined and delimited by the Federal courts. Chapter 1 presented the background information and the rationale for the study. A study was instituted to identify and analyze for their operational significance all pertinent Federal court cases related to the problem under study. The cases involving the First Amendment right of freedom of speech in the school-sponsored student press were identified, analyzed, and included in Chapter 2. The case analysis method, a point-by-point review system, was utilized and the cases were presented in chronological order. Chapter 2 traced the evolution of the concept of freedom of speech in the school-sponsored student press through a long series of Federal court suits. Two cases, *Dixon v. Alabama State Board of Education* and *Burnside v. Byars*, which served as legal precedents for later students' rights press cases, were analyzed and presented first.

In 1967, the United States District Court for the Middle District of Alabama, in *Dickey v. Alabama State Board of Education*, held that freedom of speech in the school-sponsored student press was protected by the First Amendment of the United States Constitution. The United States Supreme Court's landmark decision in *Tinker v. Des Moines Independent Community School District*, 1 1969 case, formally extended the First Amendment right of freedom of speech to students in the nation's public school system. Through a series of judicial pronouncements rendered since *Tinker*, the Federal courts have continued to define and delimit the First Amendment rights of public school students to freedom of speech in the school-sponsored student press. The Supreme Court's reasoning in *Tinker* has served as the basis for these decisions.

Following the analysis of the *Dixon* and *Tinker* cases, each of the later Federal court suits involving the school-sponsored student press at the secondary level was reviewed in detail. Cases from the postsecondary level also were included when the issues involved were pertinent to the study. In Chapter 3, an analysis of the underlying conditions relevant to the increased Federal court involvement in the school-sponsored student press was presented. Implications derived from the analysis of the related Federal court cases were presented and the concept of freedom of speech in the school-sponsored student press was delimited in congruence with the mandates of the Federal judiciary. Chapter 4 presented a summary of the study and provided conclusions derived from the review of Federal court cases involving the First Amendment rights of public school students to freedom of speech in the school-sponsored student press. A list of recommendations formulated to assist practicing school administrators charged with the legal responsibility of supervising the school-sponsored student press at the secondary level was

formulated and included in Chapter 4.

**PRENTISS, ROBERT GILBERT**

**A sample survey of the attitudes of students working on Illinois public high school publications toward newspaper journalism as a career**

University of Iowa, 1965, 337 pages, Thesis

OCLC number: 80596394

**PRESLEY, R.H.**

**Methods of conducting a high school paper**

University of Southern California, 1928, Thesis

**PRESSON, JOHNNY E.**

**Constitutional rights and the public high school student**

University of North Carolina at Greensboro, 1974, 276 pages, Dissertation, Advisor:

Thomas Joseph McCook

Dissertation number: 7422028/ProQuest document ID: 302720609/OCLC number: 41266311

**Abstract-**

The purpose of this study is to examine on a case-by-case basis decisions in the federal courts that define the constitutional rights of public high school students. The following issues are considered: (1) freedom of speech and expression, (2) freedom of the press and student publications, (3) assembly and association, (4) search and seizure, (5) dress and grooming. These emerging student rights are protected by the First, Fourth and Fourteenth Amendments of the United States Constitution. The constitutional rights of students have increasingly come under scrutiny by federal courts since 1967.

The data for this study are based primarily on research of federal court cases involving the constitutional rights of secondary students. Pertinent state cases are used to supplement the data in the absence of federal cases on a particular issue. Additional data have been collected from a review of the literature.

Analysis and review of federal court cases and the literature indicate an emerging interactive pattern between student life style and efforts to secure constitutional rights. This interactive pattern is having great impact on the total school program. This interaction is bringing about changes in the curriculum school organization and approaches to discipline in secondary schools. One finds greater student involvement with high schools adopting codes of student rights and responsibilities, student disciplinary hearing boards and revitalizing student council. These changes are also bringing about examination of other school practices.

The status of the constitutional rights of secondary student, basic on cases in this study, is given as a summary. Conclusions are given in the form of guidelines for school administrators. These guidelines should help administrators to maintain discipline and avoid litigation in the federal courts.

**PROBERT, E.**

**Status of journalism in the senior high schools of California**

University of Southern California, 1931, Thesis

**PROVOST, RICHARD LEON**

**Discovering the problems, interests, and needs of students by examination of the high school yearbook**

Drake University, 1956, 51 pages, Thesis

OCLC number: 232187622

**PYSON, WILLIAM S.**

**The function of the student-written literary magazine in the high-school composition program**

Ohio State University, 1940, 116 pages, Thesis

OCLC number: 61751634

**PULLEY, CYNTHIA FORD**

**Censorship of Utah high school newspapers by advisors**

Utah State University, 1983, 63 pages, Thesis

OCLC number: 9728862

**RALSTON, NEIL ALAN**

**An investigation of the relationships between high school environment and the students' knowledge and attitudes regarding free expression**

University of Missouri- Columbia, 2002, 163 pages, Dissertation, Advisors: Ed Lambeth/  
Rob Logan

Dissertation number: 3052210/ProQuest document ID: 305587708/OCLC number: 51276481

**Abstract-**

This study examined the relationships among high school students' knowledge of free expression, their attitudes regarding free expression and their opinions of the free-expression environment of their high schools. The data came from more than 1,000 surveys completed by freshmen at a Midwestern university. After the data were analyzed, several findings came to light, including these: (1) Students who believed they had "total" or "a lot of" freedom of expression in school were more likely to support free-expression principles than were those students who believed they had "some," "little" or "no" freedom of expression in high school. (2) Students who believed they had "total" or "a lot of" freedom of expression in school were more likely to obtain most of their news from print sources than were those students who believed they had "some," "little" or "no" freedom of expression in school. (3) Students who scored higher on a free-expression knowledge test were more likely to obtain most of their news from the broadcast media than were students who scored lower on the test. (4) Students who scored higher on a free-expression knowledge test were more likely to support free-expression principles than were students who scored lower on the test.

These results suggest that free-expression knowledge and attitudes are linked to many variables, including a person's environment and media use. Therefore, those who support free-expression principles should consider these linkages when they work to increase support for First Amendment values among members of the public.

**RAMEY, R. CHACE**

**The school official's ability to limit student First Amendment freedom: Exploring the boundaries of student speech and expression in school as defined by the United States federal courts**

University of Iowa, 2009, 260 pages, Dissertation, Advisors: Larry D. Bartlett/Liz Hollingworth  
Dissertation number: 3356224/ProQuest document ID: 304901600/OCLC number: 434660539

**Abstract-**

The purpose of this study was to identify and review the current legal boundaries of student speech and expression rights in public school, as developed and defined by the U.S. federal courts, to better enable educators to make informed decisions regarding student speech and expression when confronted with such situations. The study examined federal court student speech and expression decisions published between January 1, 1983, and December 31, 2008. Four Supreme Court decisions and numerous lower federal court decisions were reviewed and analyzed to identify the current legal boundaries of student speech and expression in school.

The Supreme Court decisions in *Tinker v. Des Moines Indep. Sch. Dist.* (1969), *Bethel Sch. Dist. v. Fraser* (1986), *Hazelwood Sch. Dist. v. Kuhlmeier* (1988), and *Morse v. Frederick* (2007) were reviewed to identify the principles that express the Supreme Court's perspective of student speech and expression in school. The study then focused on the lower federal courts' interpretation and application of the Supreme Court's student speech and expression decisions to specific circumstances, and school leaders' utilization of these principles in making informed decisions regarding student speech and expression rights under the First Amendment.

The study concluded that the current constitutional boundaries of student speech and expression rights in school were identified by applying the Supreme Court's student speech and expression principles to specific factual situations encountered by school leaders and addressed by the federal courts. The results of the study were condensed into a reference table that displays a spectrum of possible student speech and expression factual situations, identifies how the Supreme Court's student speech and expression principles may be applied to specific sets of facts, and provides educators with an instrument that may be used to assist in making informed decisions regarding student speech and expression in school.

**RASMUSSEN, PATRICIA ANN**

**California high school newspapers and the law**

California State University- Fullerton, 1979, 35 pages, Thesis, Advisor: Rick D. Pullen  
Thesis number: 1314090/ProQuest document ID: 302962871/OCLC number: 6921767

**Abstract-**

The 1969 Supreme Court decision over a student free expression issue, *Tinker v. Des Moines Independent School District*, ushered in a new era of speech freedom for student journalists. Subsequent litigation in the nation, and California, helped to establish press freedom in the nation's high schools. This study investigated legal cases that came to court from 1969 to 1977 in the nation, and in California, to establish if press freedom was being afforded to student journalists. Cases that never reached the California courts, but were nonetheless incidents of speech abridgement, were also investigated. In addition to the legal study, a survey of 50 journalism advisers was conducted to ascertain whether the Education Code, regarding the student press, was being followed in California. The results of this limited study concluded that

although the student press is legally free, it is restrained by pressure from journalism advisers and school administrators, and the Education Code regarding the student press, is not being followed in California.

**RAU, MILBERT**

**A survey of the financing of high school newspapers in South Dakota**

University of South Dakota, 1952, 61 pages, Thesis

OCLC number: 11313221

**RAYMOND, JACQUELYNN O.**

**The status of administrative censorship of, and attitudes toward, the scholastic press in public secondary schools in Kansas: A survey and case studies of how controversial issues are covered**

University of Kansas, 1972, 169 pages, Thesis, Advisor: Del Brinkman

OCLC number: 40793920

**Abstract-**

To discover the status of administrative attitudes and censorship of the scholastic press in Kansas public secondary schools, four research methods were used: personal interview, questionnaires, case studies, telephone conversations. To furnish a broader basis to evaluate the results, ten selected studies from other geographic areas were used for comparative purposes. Either by personal interview or questionnaire, publications advisers and principals were surveyed in every Kansas public secondary school offering a newspaper journalism program. The response was 96 per cent. Results indicated that 40 per cent of the advisers were operating under varying degrees of administrative dictum and 38 per cent of the principals viewed the school newspaper as solely a public relations tool.

Results further indicated a positive correlation between journalism programs and publications of high quality and the qualifications of the journalism teachers involved. Seventy-one per cent of the schools offered journalism in one class period or less a day; 47 per cent published on a monthly basis or less; and 53 per cent of the journalism teachers had had only six credit hours, or fewer, of journalism. Case studies and telephone conversations with those directly involved in controversial situations arising from administrative censorship examined both irresponsible and responsible handling of specific topics. These interviews, surveys, and case studies indicated that administrators in Kansas public high schools do wield a tremendous power over scholastic journalism and do stringently administer and curtail both editorial and news scope in school newspapers.

**REA, A.A.**

**A study of student handbooks for high schools**

University of Chicago, 1927, Thesis

**REARDON, H.M.**

**A comparative study of trends in the teaching of journalism in three cities of northeastern Kansas**

University of Kansas, 1934, Thesis

**REDFORD, EDWARD H.**

**A critical study of the curriculum of high school journalism**

Stanford University, 1939, Dissertation

OCLC number: 26174049

**REDFORD, EDWARD H.**

**A study of journalism in American secondary schools**

Stanford University, 1930, 80 pages, Thesis

**Abstract-**

The need for a definite philosophy regarding the place of journalism in the high school curriculum is emphasized in this analysis of the status of journalism as a class. A comprehensive bibliography is included in this study.

**REICHARD, M.K.**

**Organizing the school paper as an English composition project**

Columbia University, 1930, Thesis

**REILLY, BRIAN THOMAS**

**New media and new literacies: Understanding the culture of a high school video production classroom**

University of California, Berkeley, 1998, 285 pages, Dissertation, Advisor: Glynda Hull

Dissertation number: 9902212/ProQuest document ID: 304465302/OCLC number: 40643719

**Abstract-**

The question of how best to use new technologies in education has been an important one in the United States at the end of the twentieth century. The development of the microcomputer, inexpensive video cameras, and the World Wide Web have led to sweeping changes in the world of business, but slower and less marked changes in the world of schooling. Public and political interests have made the use of technology in schools a priority, but often without much discussion of how the technology would be used by teachers and students and with limited understanding of the culture of schools and classrooms.

In this study, I examine the use of a new technology, video, in one classroom at Bell High School, a large urban school located in the Los Angeles Unified School District. The video production program at Bell High School has evolved over more than twenty years into a student-centered video culture where collaboration, apprenticeship learning, alternative assessment, and multimedia literacy are standard practice. Students use video technology to create a range of projects, including public service announcements, video poems, and video essays. While this multimedia work has a marginal status within the school as a whole, and in the academic world at large, it offers a look at potential changes in the nature and use of literacy and illustrates many of the challenges involved in using technology in a school setting.

My description and analysis of the video production program is based on notes from 250 hours of classroom observation, analysis of videotape of key classroom learning events, and 95 interviews with teachers and students. This description and analysis encompasses four primary areas--the video production process, instruction and teacher change, literacy and student multimedia work, and changes in the classroom culture. Ultimately, it is the culture of the classroom, in this case built around a curriculum based entirely on student work, public

assessment of student work by peers, and stories about the making of student work, which defines the relationship between new technologies and new literacies.

**RENTSCHLER, DONALD RICHARD**

**Judicial interpretation of Tinker v. Des Moines Independent Community School District**

Duke University, 1981, 180 pages, Dissertation

Dissertation number: 8129714/ProQuest document ID: 303142059/OCLC number: 8235395

**Abstract-**

The traditional judicial response of judges to litigation arising from education institutions has been deference to school authorities. Judges have traditionally been reluctant to substitute their judgment for that of school authorities, even in cases where judges thought the school officials' actions were unwise or inexpedient.

In *Tinker v. Des Moines Independent Community School District*, 393 U.S. 503 (1969), however, the Supreme Court held that absent disruption, educational institutions could not restrict the First Amendment rights of students. The Court ruled that absent a material and substantial interference with schoolwork or discipline, school officials could not limit free expression. This so-called "Tinker" test is the focus of this study.

As a result of *Tinker*, legal and educational writers alternately suggested that the decision was either an important advancement for student rights or a limited application of First Amendment rights on behalf of school children. In light of these varying predictions as well as the voluminous court decisions in which *Tinker* was subsequently cited there is a need to examine the actual impact that this seminal decision had in subsequent decisions affecting schools and colleges and to assemble this information into an orderly body of knowledge. The purpose of the study, then, is to measure this impact and to organize the information in a useful, understandable manner.

Shepards' United States Citations was used to find all the reported cases in which the *Tinker* case was cited. These cases were classified and examined for their usefulness to the study. The five most significant areas of litigation from educational institutions were then examined in detail. These were publications, assembly, insignia, speech, and hairstyle.

This study indicates that the judicial application of the "Tinker" test to these First Amendment cases created very "mixed" results. The First Amendment rights of students and teachers were upheld by some judges, but in other courts, judges continued to defer to school authorities in spite of the lack of any disruption, potential or actual. The study indicates that judges used varying "thresholds of disruption" in deciding the cases, resulting in clearly different levels of protection under the First Amendment.

**RESNICK, ESTELLE**

**Controversial material in the high school press: Implications for public relations and civil rights**

Glassboro State College, 1973, 88 pages, Thesis

OCLC number: 7853055

**RESZEL, BARRY JOHN**

**Toying with Tinker: An analysis of the U.S. Supreme Court rulings in the Bethel School District no. 403 v. Fraser and Hazelwood School District v. Kuhlmeier**

University of North Carolina at Chapel Hill, 1988, 115 pages, Thesis

OCLC number: 20082415

**REYNOLDS, DEBORAH M.**

**A suggested course outline for a high school mass media class**

University of Kansas, 1981, 98 pages, Thesis, Advisor: Dorothy Bowles

OCLC number: 8957391

**Abstract-**

Today's society is mass media-oriented. With men learning almost everything they know through some medium of mass communications, it is essential and most beneficial for a study of mass media to be offered on the high school level. Unfortunately, such a course is facing many obstacles, particularly a lack of strong course of study outlines and textbooks to assist the teacher. This study promotes the cause of the high school mass media course in order to aid the student in considering his role and that of mass media in society, and perhaps interest him in further studies in some aspect of journalism. A course overview, detailed 18-week outline, sample exercises and test questions, and extensive list of supplementary books and audio-visual resources will provide educators, particularly inexperienced ones, with direction in offering such a comprehensive mass media course to eventually develop a better educated audience and more responsible mass communicators.

**REYNOLDS, G.**

**A study of curriculum methods of journalism education in high school**

University of Utah, 1952, Thesis

**ROMANIO, JANIS FRANKE**

**A study of the correlation of school journalism and English composition, with emphasis on Texas high school publications**

University of Texas at Austin, 1942, 156 pages, Thesis

OCLC number: 27213528

**RHUDY, VAUGHN GIBSON**

**A study of the relationship between the presence of state student free expression laws and the perceived scholastic journalism practices in public high school in the United States**

West Virginia University, 2004, 100 pages, Dissertation, Advisor: Michael Cunningham

Dissertation number: 3152281/ProQuest document ID: 828402201/OCLC number: 55125760

**Abstract-**

The purpose of this study was to determine if a correlation exists between the presence of state student free expression laws and the student press practices of public high school principals and student newspaper advisers. Two versions (Form A and Form B) of The Student Press Practices Survey were used to gather self-reported data from principals and advisers. The population of this study consisted of principals and student newspaper advisers at systematically selected public high schools in six states that currently have student free expression laws and in six purposively selected states that do not have such laws. A total of 500 schools were selected from

a list of 1,502. The appropriate form of the survey instrument was mailed to the principal and student newspaper adviser at each of the 500 selected schools. Fourteen surveys were returned unusable.

**RHODY, VAUGHN GIBSON**

**A survey of existing and proposed state legislation protecting high school students' rights to free expression and a free press, and a proposal for such legislation in West Virginia**

Marshall University, 1991, 82 pages, Thesis, Advisor: George T. Arnold

**RHULE, IMOGENE G.**

**A survey of the journalism curriculums and student publication programs in a selected list of junior high schools with an enrollment of 400 or more students in the state of Indiana**

Ball State University, 1976, 52 pages, Thesis, Advisor: Earl L. Conn

**RICE, LAWRENCE M.**

**A critical evaluation of instructional purposes and materials in high school journalism**

California State University, Sacramento, 1955, Thesis

OCLC number: 12856243

**RICE, WILLIAM MANION**

**A survey of determinant factors in the choice of journalism as a career**

Southern Illinois University at Carbondale, 1967, Thesis, Advisor: Bryce W. Rucker

**Abstract-**

A shortage of competent college graduates trained for the various positions within the broad field of journalism brought a need for a study of past and current recruiting practices and a survey of factors determined to the study of journalism in college by young people who take positions in the profession. The writer proposed to survey the journalism graduates of five major Midwestern schools or departments for five years, 1961 through 1965, by using a questionnaire to collect facts about these graduates along with their opinions as to why they chose journalism as a profession. Journalism graduates were used because the true test of a choice of an occupation is actual work experience. Universities whose graduates were surveyed were Southern Illinois, Missouri, Northwestern, Iowa and Minnesota. Determinant factors were divided into educational, sociological, personal, and professional categories. The null hypothesis that differences would not be found among the graduates when grouped by school, graduation year, major, and sex difference was examined. Differences were found for twenty-four of the forty-six questions among schools, in only one instance among graduation years (the reading of non-guidance materials about journalism careers), twenty-seven times among majors, and twenty-eight instances when grouped by sex difference.

Southern Illinois and Northwestern graduates differed more than others especially with regard to factors of scholastic rank in high school, family background and income, and size and location of originating high school. Advertising majors differed most from news-editorial, magazine, and radio-television graduates in selecting a career interest, being least interested or talented in writing, and in reasons for choosing the field. Female journalism graduates had better scholastic records, were increasing in numbers yearly, preferred magazine courses, and came from families with higher incomes. The most important factor determining a young student's interest in

journalism seemed to be ability, interest in, and success with the English language. Less valuable factors than believed previously were participation in secondary school publications, enrollment in a high school journalism class, and the role of the teacher-adviser.

**RIFFLE, VALERIE GENE**

**A critical study of the high school literary magazine in the English program**

Ohio State University, 1949, 128 pages, Thesis

OCLC number: 57195857

**RILEY, LEWIS ALFRED**

**Team: An experimental high school sports magazine**

California State University- Fullerton, 1976, 79 pages, Thesis

Thesis number: 1309239/ProQuest document ID: 302831128

**RINGDAHL, ELEANOR GERTRUDE**

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

Boston University, 1957, 42 pages, Thesis

OCLC number: 7829391

**ROBERTS, MARTHA MARIE BECK**

**High school business education department theories and practices in publishing a duplicated high school newspaper in the small Minnesota high schools**

University of North Dakota, 1961, 136 pages, Thesis

OCLC number: 16897587

**ROBEY, ELNORA J.**

**A readership survey of the Crestwood High School papers, including students' attitudes toward specific types of newspaper items**

Winona State University, 1965, 129 pages, Thesis

OCLC number: 8858786

**ROBINSON, JUDY L.**

**The history of the Florida Scholastic Press Association: 1945-1993**

University of Florida, 1994, 138 pages, Thesis, Advisor: Julie E. Dodd

**Abstract-**

The Florida Scholastic Press Association was, and continues to be, one of the most noteworthy state scholastic press associations in the United States. From its inception in 1945, due to a group of enthusiastic and dedicated journalism advisers, through its formation as the Southeastern Interscholastic Society of Journalists, to its established recognition as the Florida Scholastic Press Association, the history of this organization evolves. Newsletters, minutes of executive board meetings, and interviews with members, presidents, and directors, present the association's activities, growth, successes and difficulties.

**RODGERS, LINDA**

**Case studies: English teachers turned journalists**

University of South Carolina- Columbia, 1992, 83 pages, Thesis, Advisor: Leara Rhodes

**Abstract-**

In most high schools, particularly those in South Carolina that do not require that journalism teachers be certified, the journalism teacher or newspaper adviser is an English teacher. In the 13 case studies done for this paper, 10 are English teachers, one is a certified journalism teacher (whose degree also include English education), one is a Spanish teacher and one is an administrative assistant to the principal.

Since both English teachers and journalism teachers teach writing, making journalists out of these English teachers is as simple as putting them in charge of the school newspaper and giving them a journalism textbook instead of an English text, at least according to the conventional wisdom of the administrators who routinely do this. However, as Dennis R. Jones said in an article in the Summer 1986 *Journalism Educator*, "there are two distinct breeds of writing teachers: those who teach journalism and those who teach English."

**ROEBEN, J.****Newspaper promotion directed toward secondary school students**

St. Bonaventure University, 1965, Thesis

**ROLLINS, RICHARD ALLEN****Teaching endorsement in journalism: A survey of Tennessee high school newspaper advisers**

University of Tennessee, 1971, 155 pages, Thesis, Advisor: Kelly Leiter

OCLC number: 83253568

**Abstract-**

The purposes of this study were (1) to compare Tennessee with other states on the question of journalism endorsement for secondary teachers, (2) to present a cross-section of Tennessee high school newspapers and journalism programs, and (3) to present reactions of Tennessee advisers to the question of journalism endorsement by the State Department of Education. Primary data were obtained through questionnaires. Information concerning journalism endorsement also was gathered from education officials in other states through a mailed questionnaire.

Tennessee was found to be one of 11 states surveyed that does not offer an endorsement in journalism. Advisers in 31 percent of the high schools surveyed said that they would take additional courses if the State Department instituted a journalism endorsement; 51 percent said they would be interested in teaching journalism if it were offered. Only 13 of the 140 sampled received extra pay for their extra duties. Five recommendations were made by the author to strengthen the journalism program in the state.

**ROOP, JOSEPH E.****High school journalism: A study on the larger public high schools of Missouri, Kansas, and Oklahoma**

University of Missouri- Columbia, 1931, Thesis

OCLC number: 28616843

**ROOT, DEBORAH GAY****Arkansas journalism education: A survey of continuing education needs, wants and**

**offerings, and opinions on state requirements**

Oklahoma State University, 1991, 146 pages, Dissertation, Advisor: Charles Fleming

Dissertation number: 9205335/ProQuest document ID: 304021015/OCLC number: 24822469

**Abstract-**

Scope and method of study. Through surveying high school journalism teachers in Arkansas and the journalism department chairpersons at the state's colleges and universities, this study sought to determine if there is a discrepancy between the continuing education needs of the journalism teachers and what the state's colleges and universities are offering. Second, this study sought to determine the continuing education wants of the journalism teachers. Third, the study sought to determine if there is a discrepancy between the certification/approval laws and what the high school journalism teachers and university department chairpersons believe should be required.

Findings and conclusions. This study concluded that teachers in 42 of Arkansas' 74 counties cannot obtain journalism certification, and English-certified teachers in 13 counties cannot receive journalism approval, through continuing education within a 75-mile driving distance of their county. Second, this study concluded that 50 percent of the teachers were unlikely to pursue continuing education and 50 percent were likely or undecided. The most preferred course was desktop publishing and the most preferred format was correspondence through new technology. Third, this study concluded that the majority of the respondents disagreed with the current certification/approval laws and believed the course content of the hours required for certification and approval should be specified. Both teachers and department chairpersons listed newswriting as the most beneficial course for preparation to teach high school journalism.

**ROOT, JEFFREY RONALD****A Delphi study of the predicted effects of video yearbooks on high school journalism programs**

Oklahoma State University, 1991, 190 pages, Dissertation, Advisor: Charles Fleming

Dissertation number: 9205336/ProQuest document ID: 303953244/OCLC number: 24822485

**Abstract-**

Scope and method of study: This study identified predicted benefits and problems (as well as their solutions) related to the introduction of video yearbooks in high school journalism programs. A three-round Delphi Technique was the method of study and the respondents consisted of scholastic journalism educators and working professionals in the print and/or video yearbook industry. In Round I, respondents listed benefits and problems related to the emergence of video yearbooks. In Round II, respondents rated both the benefits and problems on a scale of importance. In Round III, respondents were asked to offer potential solutions to the seven problems that had received the highest ratings on the scale (most important).

Findings and conclusions: As a group, the respondents listed 21 benefits and 34 problems related to the introduction of video yearbooks in high school journalism programs. The benefits which rated highest on a scale of importance included: the teaching of broadcast journalism skills; the video yearbook as a creative outlet for imaginative students; the learning of organizational skills; making students more marketable for job opportunities; and the fostering of cooperative learning. The problems which rated highest included: prepackaged video formats which do not take into account the personality of each school; the high price of video yearbooks; a lack of time on the part of present journalism teachers and students; a lack of teachers trained in video; the

difficulty of keeping the project affordable to small schools; and competition between the staffs of the video yearbook and other publications. Solutions to the problems were varied, but often centered around the potential of video. Solutions included the need for a separate adviser and staff for the video yearbook, but emphasized a high level of cooperation between the staff members of all publications.

**ROPPA, KATHLEEN M.**

**The U.S. Constitution and the student: A decade of change**

University of Pittsburgh, 1992, 369 pages, Dissertation, Advisor: Sean Hughes

Dissertation number: 9319148/ProQuest document ID: 303984259/OCLC number: 30403123

**Abstract-**

Investigation into the role of the U.S. Constitution and the Student revealed what was once the traditional view of children's rights has changed over the years as more and more rights have been challenged in and out of the court system. Case law shows that constitutional restriction on the power of Congress and the state to encroach upon the rights of students are frequently challenged under the First, Fourth, and Fourteenth Amendment to the Constitution along with the Equal Access Bill.

Active and lively litigation continued after Tinker addressed such issues as the wearing of buttons or other symbols, the use of obscenity and fighting words, suspensions and expulsions, religious affiliations and school access, censorship of student publications and distributions, sexual harassment and abuse, and special education. The history of social and political changes in law shows the effects these changes have had under the Constitution, and the support for the rights of students. An examination of court decisions in these areas reveals that courts often must balance student's constitutional rights against the duty of public school officials to maintain an appropriate environment for learning and safety.

**ROSENBERG, MALCOLM FRANCIS**

**The administration of the high school journalism program**

Tulane University, 1948, 135 pages, Thesis

OCLU number: 16851507

**ROSS, DONALD KEITH**

**W.G. Bleyer and the development of journalism education**

University of Wisconsin- Madison, 1952, 165 pages, Thesis

**ROWLES, TERRY LEE**

**An analysis of students' rights and school discipline**

Arizona State University, 1978, 242 pages, Dissertation, Advisor: James John Jelinek

Dissertation number: 7815241/ProQuest document ID: 288055279/OCLC number: 4445383

**Abstract-**

It was the problem of this investigation to delineate the most fundamental of students' rights in the state of Arizona in the areas of freedom of expression, personal appearance, corporal punishment, and due process of law; to generally discuss these rights as they pertain to school discipline; and to outline the recent trends in the field of school law concerning students' rights. Forty-one court decisions were presented which the investigator found to be most relevant to the

topic of students' rights and school discipline as they pertain to freedom of expression, personal appearance, corporal punishment, and due process of law.

The cases summarized here include those that have been decided in state, district, circuit, and U.S. Supreme courts and may apply either specifically to Arizona or to other jurisdictions. Each case summary indicates (1) the issue(s) involved, (2) the background of the case, (3) the decision, and if applicable, (4) the significance and/or consequences of the decision as determined by the researcher.

**ROWLES, TERRY LEE**

**An analysis of students' rights and school discipline**

Arizona State University, 1978, 242 pages, Dissertation

**ROY, BARBARA**

**Writing school news for a local newspaper and producing a school radio show**

University of Minnesota, Duluth, 1982, 98 pages, Thesis

OCLC number: 68960329

**RUDESUL, ETHEL**

**Business management of newspapers in the larger high schools of California**

Oregon State University, 1944, 95 pages, Thesis

OCLC number: 19017089

**RULE, PAUL FREDERICK**

**Virginia high school journalism contrasted with the professional concept of journalism**

College of William and Mary, 1964, 61 pages, Thesis

OCLC number: 9742259

**RUSHING, JOHN T.**

**The development of a handbook for the junior high school yearbook adviser**

University of Redlands, 1980, 176 pages, Thesis

OCLC number: 7212368

**RUSSELL, SANDRA W.**

**Freedom of the press: The status and implications of First Amendment theory for the high school press**

Central Missouri State University, 1974, 220 pages, Thesis

OCLC number: 28383556

**RUSSELL, WILLIAM DONALD**

**Teaching journalism and publishing a newspaper: A simultaneous project**

East Texas State University, 1969, 157 pages, Thesis, Advisor: W.J. Bell

OCLC number: 25852462

**Abstract-**

The purpose was to write a booklet that would aid inexperienced journalism teachers and especially those teachers who have had little or no journalism training. The text was primarily

designed to assist those who face the problem of an untrained staff and who must teach journalism and publish the school newspaper at the same time. Having been faced with the problem of putting out a school newspaper with a new and inexperienced staff each of the past eleven years, the author has based this study on his own experience, plus reading and sharing experience of others. Material and pointers for solving the problem of teaching and publishing simultaneously have been included. The test is arranged in the order that the author presents the material at the first of the year in a training session, and it also contains lesson plans for a course designed to prepare a staff rapidly for the publication of a school newspaper.

Many secondary schools have one-year journalism programs, thus creating the situation in which journalism teachers must train staffs in a rapid manner before publication can begin. Some of the larger and better schools have well-defined journalism programs that offer beginning journalism as a year's course before the students take advanced journalism for the second or third year, more or less as laboratory experience. It is possible to organize instruction so that staff training in the first few weeks can prepare members to get out a paper. With concentrated effort on the part of the teacher and a group of students who are sincerely interested in putting out a sound publication, the class can get underway on the first issue after a week and one-half or two weeks of instruction of the fundamentals of newspaper production.

**RYAN, THOMAS KEVIN**

**Mass media and the secondary school: An examination of the attitudes of the National Council of Teachers of English, 1911-1960, toward five selected mass media as expressed in *The English Journal***

Ball State University, 1971, 290 pages, Dissertation, Advisor: Richard G. Whitworth  
OCLC number: 12078321

**RUTHERFORD-BLACK, CATHERINE MAY**

**Conformity in dress: Analysis of visual representation in high school yearbook portraits**

University of Minnesota, 1993, 173 pages, Dissertation, Advisor: Joanne B. Eicher  
OCLC number: 29137806

**Abstract-**

The purpose of this study was to investigate the nature of conformity in dress at a particular point in time using high school yearbook photographs of adolescents as a database for analysis. Adolescents were selected as the population for this study because they are often stereotyped as conformists. Conformity in dress was assessed using Roach-Higgins and Eicher's (1992) "system for classifying types of dress and their properties," which focuses on "the total arrangement of an individual is an assemblage of (1) modifications of the body and/or (2) supplements to the body" (p. 1). A second methodological foundation for this study was influenced by the work of Marilyn DeLong (1987). DeLong (1987), in her book *The Way We Dress*, has developed a visual framework for the analysis of dress.

Content analysis was the means of analysis used by the researcher to measure conformity. The database involved 300 black and white photographs of twelfth grade students in the 1991 yearbook from a mid-western suburban high school. The research instrument was designed to obtain information on forms of garments, as well as interactions among the visual parts presented in the photographs. Conformity was exhibited among males and females through transformations

of hair, specifically the properties of volume and proportion, hair length, silhouette, and texture. Hairstyles differentiated males and females; females' hair was wavier in texture, longer length, and had more volume than males. Body supplements including enclosures and attachments to the body were also important in contributing to the amount of conformity or nonconformity. The findings indicated little conformity between males and females in the study, with conformity strongest within genders. Significant differences between males and females were identified for the garment types and styles worn, as well as the number of visible garment layers. Males were less conforming than females, presenting a variety of visual relationships. The findings indicated three groups to which students conform, namely "formal," "semi-formal," and "casual" dress.

**SAIKI, PATSY SUMIE**

**An appraisal of newswriting classes and school newspapers in Oahu public high and intermediate schools, 1958-1959**

University of Hawaii, 1959, 109 pages, Thesis

OCLC number: 663385283

**SALKIN, ERICA R.**

**A foundation for the future: Creating a system of public student free speech and expression**

University of Wisconsin- Madison, 2012, 295 pages, Dissertation, Advisor: Robert Drechsel

Dissertation number: 3522050/ProQuest document ID: 1037063264/OCLC number: 814290072

**Abstract-**

Speech and expression are at the heart of our political process as well as American education.

The extent to which that speech and expression should be free and unfettered has been a challenge not only for society in general, but also for our public school environments, especially as communication forums become more complex and technology moves faster than the law.

While the courts have attempted to distinguish between protected and unprotected speech and expression in public educational environments, these precedents have more often confused instead of clarified the issue.

The core problem, this dissertation asserts, is a lack of theoretical foundation to tie the diverse issues of public student speech together and offer a degree of consistency to the analysis of student speech. Using law, philosophy, history and educational theory, this dissertation presents a new foundation for student speech freedom analysis, starting with core rationale for protection and suggesting guidelines by which a student speech issue might be analyzed for its constitutionality. Ultimately, the goal of this dissertation is to provide strong guidance for schools and administrators as they create policy to proactively set guidelines for their student bodies that protect both the First Amendment freedom of speech as well as the integrity of the American educational environment to effectively advance education, knowledge and research.

**SALKIN, ERICA R.**

**Public high school newspaper advisors and free speech: The law in inaction**

University of Wisconsin- Madison, 2007, 76 pages, Thesis

OCLC number: 609164222

**SANDS, GENE**

**A profile of Oklahoma high school yearbooks**

University of Oklahoma, 1967, 97 pages, Thesis, Advisor: C. Joe Holland  
OCLC number: 26434172

**Abstract-**

This thesis examines Oklahoma high school yearbooks in terms of their advisers, staffs, methods of financing, content, and evaluations by advisers, student editors and high school principals. Data were collected by questionnaires to 300 high school yearbook advisers, student editors and high school principals. Usable returns numbered 221 and were divided into five classes according to enrollment. With the exception of the curriculum section, yearbook content is relatively the same throughout all class sizes of schools in Oklahoma. Schools in the three smallest classes (by enrollments) are consistent in these classes are not supervising the yearbook staff by choice, and most of the teachers in these classes are poorly prepared for the responsibilities as advisers. Less than 45 per cent of these advisers have taken any college courses in journalism.

Only 43 per cent of the advisers in all five classes receive additional compensation for the yearbook, and only the two largest school classes have yearbook advisers who teach journalism subjects. The prime consideration for making staff selections in all five class sizes of schools is scholastic ability, followed by student interest. The least more important consideration is the student's journalistic ability. In every class size of schools there are more girls, almost 2 to 1, than boys serving on the staffs. In 85 per cent of the schools, excluding the largest schools, the yearbook staff met after school rather than during the regular class period. The books in the larger schools are financed primarily through the sale of subscriptions while the smaller schools depend upon advertising as their main source of revenue. Yearbook prices range from \$4 to \$5. Production expenditures were \$1,500 to \$8,000.

**SAVILLE, ANITA KESTER**

**The effect of perceptions of student press role and other factors on attitudes toward student press freedom**

University of Maryland, 1983, 110 pages, Thesis, Advisor: Barbara B. Hines  
OCLC number: 11602044

**Abstract-**

The purpose of this study is to examine how the constitutional rights of student journalists compare with those of professional journalists and to test what effect, if any, student newspaper advisers' perceptions of student press role and other factors have on advisers' attitudes toward student press freedom. The study also considers how well advisers understand the legal status of the student press and whether the student press enjoys the First Amendment freedoms the courts have granted. The hypothesis of this thesis is that publications advisers' perceptions of student press role may affect their attitudes toward the constitutional rights of student journalists. To test this, the advisers of Maryland public high school newspapers were surveyed concerning their attitudes toward student press function and student press freedom. The survey showed that advisers who view the student publication as a tool of communication were more likely to believe that student journalists should have the same First Amendment rights as professional journalists than are advisers who view the publication as an educational tool.

The survey also found that support for a free student press tends to be strongest among advisers in suburban schools and among those who have the most teaching experience and journalism

education. In contrast to earlier research, there was not strong relationship between advisers' legal understanding of the student press and their attitudes toward student press freedom. A survey of student publication editors found that they are more conservative in their views of student press freedom than their advisers. In addition, the survey found that although Maryland high school publications appear to enjoy greater freedom of expression than the publications examined more than a decade ago, at least the potential exists for abuse of student press rights. Many schools do not use the publications guidelines recommended by the courts and few publications exhibit broad freedom through the use of editorials, letters to the editor or the coverage of events outside the school.

The research for this thesis recommends improved education for student publications advisers and editors. It is particularly important that this education include the forum theory of student press role— so that advisers and editors, understanding that the student press serves the same function as the general press, will afford the student press the same constitutional freedoms enjoyed by the general press. Additional research, from a larger and more representative sample of advisers and editors is also suggested.

**SCAMMAN, E.A.**

**Student newspapers in Ohio village high schools**

Ohio State University, 1929, 86 pages, Thesis

OCLC number: 62157997

**SCARBROUGH, ALEX**

**Profile of a high school yearbook**

Bowling Green State University, 1973, 35 pages, Thesis

OCLC number: 773115

**SCARLETT, MELVIN G.**

**The production of yearbooks in small colleges and high schools**

University of Florida, 1951, 176 pages, Thesis

OCLC number: 13722965

**SCATTERGOOD, KATHY SUE KVALE**

**A survey of award-winning high school newspapers in Texas**

North Texas State University, 1980, 87 pages, Thesis, Advisor: Tae Guk Kim

Thesis number: 1314980/ProQuest document ID: 303031282/OCLC number: 7213611

**Abstract-**

This study identifies the common characteristics of the advisor, the journalism program, and the newspaper of the high schools consistently winning awards. The purposes of this study were to identify the award-winning newspapers, to examine and describe the characteristics and elements (those rated by ILPC) of the newspapers, the attitudes and opinions of the principals, and the opinions of the advisors. Based on the results, there was no pattern that indicates a given high school newspaper will receive awards.

**SCHAEFER, L.L.**

**A policy manual for a high school yearbook photography staff**

Ball State University, 1976, Thesis, Advisor: Robert L. Heintzelman

**SCHEUERELL, SCOTT K.**

**A case study of high school students who researched and produced a digital video on National History Day**

University of Missouri- Columbia, 2006, 184 pages, Dissertation

OCLC number: 144352267

**SCHLEGEL, CLARENCE WAYNE**

**Problems of teaching high-school journalism with reference to needs and conditions at Lewistown, Illinois**

Western Illinois University, 1954, 137 pages, Thesis

OCLC number: 8890996

**SCHLOSSER, WILLIAM E.**

**An investigation of the practices and policies of teaching drama, journalism, radio, and speech in the public elementary, junior high schools, and senior high schools in the state of Oregon**

University of Oregon, 1955, 265 pages, Dissertation

Dissertation number: 0200839/ProQuest document ID: 776364971/OCLC number: 46313180

**SCHMIDT, CAROL PRESENKOWSKI**

**A study of the professional and educational background of high school journalism teachers and advisers in Wyoming**

University of Wyoming, 1975, 87 pages, Thesis, Advisor: David C. Henley

Thesis number: EP16889/ProQuest document ID: 302816081/OCLC number: 10763523

**Abstract-**

There are several factors that affect the quality of high school journalism, including facilities available, cooperation of administrators and faculty and time available. But, as determined by the literature, the journalism teacher is probably the one most important aspect controlling the quality of secondary scholastic journalism.

This study found that the vast majority of high school journalism teachers were not academically or practically trained to qualify for certification in Wyoming, and could not be certified in most other states. Most of the respondents said they enjoyed their job, although few planned to further their journalistic training. It would seem apparent that if Wyoming high school journalism is to improve these teachers must be prodded into upgrading their training and their situation.

**SCHMIECH, HELEN LUCILLE PEARSON**

**A study of the relationship between the principal-adviser-staff interaction process and the thematic content and intensity of coverage of the high school press**

University of Houston, 1971, 176 pages, Dissertation

Dissertation number: 7127871/ProQuest document ID: 302592057/OCLC number: 13959465

**SCHNEIDER, BARBARA PEDIAN**

**Administrative control of the student press in Illinois and its impact on a student**

**newspaper's internal and external credibility**

Loyola University of Chicago, 1999, 209 pages, Dissertation, Advisor: Janis Fine

Dissertation number: 9917802/ProQuest document ID: 304512486/OCLC number: 44800742

**Abstract-**

In an attempt to bring some of the consequences of decision-making to the forefront, this study's intent was to discover just what impact, if any, administrative policies, procedures, and pressures have on students and their newspapers in the public high schools of Illinois. The research was designed to investigate six high schools located in the suburbs of Chicago, all of which had student newspaper programs which matched the definition of a student press considered to be supported by the district financially, and, therefore, one that would fall under the control of the administration, according to the *Hazelwood* decision of 1988.

Six case studies were completed to determine whether or not a different level of credibility and pattern of readership exists for student newspapers which are censored under the tighter restraints of the *Hazelwood* decision as compared to those that are permitted the Tinker standard of freedom of expression. Specifically, the study intended to discover how each school's student press was controlled, and then, to analyze the readership of the student paper both by the internal and external communities. The six case studies were conducted to reveal any pattern of readership among students and staff, as well as among key community members and representatives of the local press core.

As a result of the study, it became apparent that if well-prepared teachers with financially supported, well-grounded curricula still find administrative prior review to be the status quo, increasing principals' comfort levels with the student newspaper is paramount. Alleviating conflict with an adopted policy; hiring a qualified, well-trained adviser who has a global view of the district; providing him/her with support to keep current in the field through membership in state and national organizations; incorporating a well-grounded journalism curriculum that stresses First Amendment rights along with responsibilities; and taking on the role of a team player in cooperation with the staff and adviser are all methods of increasing the principals' comfort level. The implications for administrative training culminated in the design of a proposed two-hour workshop and a template for state level administrative training and resource booklet for student newspapers. This plan to develop an administrative attitude of trust and empowerment toward the student press should encourage student journalists to accept the responsibility that accompanies the First Amendment and produce nationally acclaimed publications year after year.

**SCHOEN, ANDREA****Publication, production, yearbook: A one-semester curriculum designed for ninth graders to produce a junior high school yearbook**

State University of New York at New Paltz, 1989, 149 pages, Thesis

OCLC number: 20411415

**SCHOLZ, OLGA A.****The prevailing practices in the production of the annual in Texas high schools**

Southwest Texas State University- San Marcos, 1939, 100 pages, Thesis

OCLC number: 30207815

**SCHRACK, JOHN HOWARD**

**A study of student handbooks published by public high schools of Pennsylvania**

Duke University, 1937, 117 pages, Thesis

OCLC number: 21470741

**SCHRAUM, BRIAN**

**Trained to censor?: A study of student expression issues in Missouri principal preparation programs**

University of Missouri- Columbia, 2010, 80 pages, Thesis, Advisor: Charles N. Davis

OCLC number: 682715665

**Abstract-**

This study analyzed the training school principals receive in student speech and press law. The study has three components. First, the researcher collected school law course syllabi from 13 of Missouri's 17 principal preparation programs. These were analyzed to determine the amount of time devoted to student expression issues and the instruments used to measure pupil performance. Second, in-depth interviews were conducted with a sample of six school law instructors to explore their attitudes about student expression and how those issues are presented in their courses. Finally, a statewide survey of public high school principals measured administrator knowledge of and attitudes toward both student expression and their leadership training. The results indicate a very shallow presentation of the relevant legal standards, particularly in the area of student press law. Personal stories often overshadowed important principles from case law. The study concludes with specific suggestions for improvement.

**SCHROEDER, VIRGINIA HARRIS**

**An index to high school journalism**

Boston University, 1948, 142 pages, Thesis

OCLC number: 7821466

**SCHULER, M.P.**

**The status of the high school newspaper as a curricular activity in the published works on high school journalism**

Denver University, 1931, Thesis

**SCOTT, ALAN**

**Secondary school journalism: Current practices and trends**

University of Texas at Austin, 1955, 224 pages, Dissertation, Advisor: J.G. Umstatt

Dissertation number: 0201022/ProQuest document ID: 301938243/OCLC number: 44753527

**Abstract-**

This study gives the background, development and significance of journalism, includes some history of high school publications prior to 1910 and into the early 20th century, notes values of high school journalism and addresses teaching journalism in high schools in Texas. Recommendations: High school journalism must be much more than merely the school newspaper or the school yearbook. The student newspaper in secondary schools, generally speaking, has developed into an excellent thing but it should not be a substitute for a course of study for which the student may earn a unit of credit. It is high time that more secondary schools

make available to their students the opportunities latent in journalism course work. Before this can be done, however, it is necessary that school boards, school administrators, and principals: 1. Recognize the educational possibilities of the journalism course. 2. Provide the funds and equipment necessary to make the course effective. 3. Realize that the journalism course and journalistic activities must be in charge of teachers with specialized training.

**SCOTT, JAMES WESLEY**

**A survey of public high school journalism departments in the State of Washington**

Central Washington University, 1959, 98 pages, Thesis

OCLC number: 32141945

**SEATON, DORIS M.**

**A survey of journalism as it is taught in California public senior high schools**

San Jose State University, 1955, 74 pages, Thesis

OCLC number: 13797904

**SEAVERN, CHARLES F.**

**An analysis of the content in selected New England high school newspapers**

Boston University, 1953, 73 pages, Thesis

OCLC number: 7827126

**SECORA, CHARLENE L.**

**The role of editorials in Missouri secondary schools**

University of Missouri-Columbia, 1969, 234 pages, Thesis

OCLC number: 32458717

**SEYLE, ELIZABETH GRADY**

**Student publications in the high schools of South Carolina**

University of South Carolina-Columbia, 1930, 41 pages, Thesis, Advisor: Patterson Wardlaw

OCLC number: 38504994

**Abstract-**

Data for this thesis were drawn from three sources: (1) Questionnaire returns from twenty-seven schools; (2) A study of the representative types of student publications; (3) A study of secondary sources of information concerning student publications. Returns were received from five distinct types of student publications: printed newspapers represented by eighteen schools; mimeographed papers, by three schools; school news in the local newspapers, by four schools; magazines, by three schools, and annuals, by seven schools.

General conclusions: In a careful survey of the student publications in the high schools of South Carolina the writer has come to the following conclusions: (1) That the newspaper is the most popular form of student publications; (2) The present trend of high school journalism is toward standardization rather than originality; (3) That the high schools have not yet worked out a satisfactory method of financing their publications; (4) That the field of journalism has been neglected; (5) That interest taken in student publications is increasing.

**SHAHZAD, ERUM H.**

**First Amendment constraints of public school administrators to regulate off-campus students' speech in the technology age**

University of North Texas, 2013, 111 pages, Dissertation, Advisor: Joseph Dietrich

Dissertation number: 3579240/ProQuest document ID: 1506548280/OCLC number: 875677560

**Abstract-**

In a world where students and teachers both rely on technology in the process of education, understanding the constraints of public school administrators to regulate off-campus student's speech is a vital issue. This dissertation focuses on ways to evaluate legal analysis of cases involved in off campus speech. The methodology of legal analysis is used to identify judicial reasoning concerning established legal principles pertaining to the constitutional right of public school students to freedom of expression, and the application of those principles to off-campus student expression delivered by electronic means. This research produces a number of key findings: Many lower court cases have favored with the students unless the school district could prove substantial disruption to the learning environment or a true threat existed due to the off campus speech. In addition, it is crucial for the districts to have concrete policies in place to educate the students about acceptable usage of technology.

The main conclusions drawn from this research are that current approaches to punishing students for their offensive off campus speech does not uphold in the courts and administrators must be resilient to speech that may be unpleasant to them. This research also includes several recommendations for administrators such as guidelines on how to write their acceptable usage policy. It also provides a chart with a summary of critical cases of importance to administrators.

**SHANER, JAMES GERALD**

**Scholastic journalism's influences in college**

University of Missouri- Columbia, 1969, 373 pages, Thesis, Advisor: William H. Taft

OCLC number: 32458720

**Abstract-**

One purpose of this study was to search for significant differences between college students with a high school journalism background and those without that background regarding their performance in college journalism classes and their exposure to and attitudes toward the mass media. In addition, students with backgrounds in Missouri high school journalism were placed in "above-average," "average" and "below-average" categories on the basis of this writer's rating of the high school journalism programs that produced them. These students were compared in the above areas and in the following areas as well: their attitudes toward influence of high school journalism upon their grades in college journalism, English, and speech classes, and their attitudes toward high school journalism's development of certain skills and attitudes. Such skills as the ability to write and ability to determine a publication's position upon current issues were examined. Examples of attitudes that were investigated included the college student's attitude toward high school journalism's development of his self-confidence.

A general review of the literature reports the goals of high school journalism as seen by journalism educators on the college level, by authors of scholastic journalism textbooks, and by high school journalism teachers or advisers, administrators, and students. Review of the literature also is included after chapters that examine the Missouri high school journalism programs and the differences between the high school journalism and the non-high-school-journalism groups in

order to put the data presented in these chapters into perspective.

**SHANKEN SKWERSKY, SERENA**

**The dialogical imaginings of adolescent and youth: Discourses on gender, language, and power in student literary magazines from 1900 to 1929**

University of Pennsylvania, 1989, 396 pages, Dissertation, Advisor: Carroll Smith-Rosenberg  
OCLC number: 25118562

**Abstract-**

The central purpose of this thesis was to examine the images and discourses of gender and power in student-authored stories and to compare them to the images and discourses within adult literary constructions; in particular, those in advice books and polemics. What do youth and adolescent authored short stories tell us about gender, power and language? How did student authors between 1900 and 1929 define masculinities and femininities, how did they empower male and female characters, and how did they divide conversational space between conversers? I placed the gender analysis within context by comparing the students' concepts of gender, power, and language to the normative ones in advice books, and the radical ones of polemics. What was the process by which youths enter into dialogue with the various ideologies of their culture? What were the ways in which young people's stories reflected and rejected the dominant ideologies of their cultures? Working from the premise that there were many social dialects, which dialects influenced which groups of students? Students' forms were transformations of older forms. To what extent did the students' own youthful experiences take linguistic stylistic form, altering their heritage of older dialects? What can their stories tell us about process of the production and reproduction of ideologies? What were the generational shifts?

A random sampling of 600 stories from six student literary magazines from the secondary and university/college level was the primary source of data for student discourses. One hundred and fifty advice books and polemics provided the normative contextual background. I uncovered dominant and muted discourses at the adult level. The former accented a sexually dichotomous world and the latter one resisted it. The school literary magazines varied in their transformations of adult discourses. All-male literary productions opted for the dominant message of sexual dichotomization. All-female productions drew on the muted discourse of advice books, emphasizing equal access to traits and strategies for both sexes. The coeducational literary production formed compromises between equalization and non-equalization.

**SHANNON, R.W.**

**History of the Oklahoma Interscholastic Press Association: The first fifty years, 1916-1965**

University of Oklahoma, 1965, Thesis

**Abstract-**

Four separate questionnaires were sent to all senior high schools in Oklahoma to help determine historical information about the association and its past members. The oldest association of its kind, the Oklahoma Interscholastic Press Association was started by Prof. H.H. Herbert on December 15, 1915, but was formally organized at the School of Journalism, University of Oklahoma on May 6, 1916. From a rally of 23 students representing 15 high schools, the organization has grown into a membership of 89 schools in 1965.

**SHAUGHNESSY, ELIZABETH JANE**

**Suggestions for advisers of small high school newspapers: Business education curriculum in the secondary schools**

Macalester University, 1955, 58 pages, Thesis

OCLC number: 44940128

**SHEETZ, ALYCE ROGERS**

**A profile of the Oregon high school yearbook, its adviser, and staff**

University of Oregon, 1963, Thesis, Advisor: Roy Paul Nelson

**Abstract-**

To determine what procedures are being used in yearbook production in Oregon, a detailed questionnaire was submitted to 238 high school yearbook advisers. Slightly over 60 percent responded. The questionnaire was in three sections and pertained to the yearbook adviser, the student staff, and the mechanics of publishing the book. It was found that the interested and trained adviser wants some standards to be established. A few of these standards are regular class periods for the book, academic credit for the students, knowledge of current practices as to content of the book, more awareness on the part of advisers and administrators concerning the role in public relations that a good yearbook can play.

**SHEFFIELD, ELIZABETH LAMB**

**Junior journalism: A study of the use of the school newspaper below the high school level in the good citizenship program**

Northwestern University, 1937, Thesis

OCLC number: 36167423

**SHELGREN, J. GORDON**

**A student handbook for Indianola High School**

Drake University, 1958, 69 pages, Thesis

OCLC number: 232187465

**SHIPP, LESLIE ROSELLE**

**Principles should guide student publications, not principals: A co-orientation study of journalism law knowledge and practice by secondary school principals and advisors of IHSPA member schools**

Iowa State University, 1966, 71 pages, Thesis

OCLC number: 36269045

**SHRENK, MURRAY HAMILTON**

**Student magazines and newspapers in certain junior high schools of Pennsylvania, New Jersey, and New York for the school year 1931-1932**

University of Pennsylvania, 1932, 143 pages, Thesis

OCLC number: 83004150

**SHUFELBERGER, DUANE C.**

**Present status of newspapers in the curricula of 124 representative high schools in Kansas**

University of Missouri- Columbia, 1958, 134 pages, Thesis

OCLC number: 28597087

**Abstract-**

This study seeks to determine the newspaper's place in the curriculum in Kansas public schools. Questionnaires from 124 schools are used to study facilities, staff selection methods, finances, and supervision policies.

**SILBERHORN, GEORGE A., JR.**

**A Woodward-Granger Junior High School handbook**

Drake University, 1968, Thesis

OCLC number: 703437646

**SIMONDS, ISAAC E.**

**Journalism in Oklahoma high schools**

University of Oklahoma, 1936, 69 pages, Thesis

OCLC number: 27371719

**SIMONS, PAULA RUTH**

**Freedom of the press in high school newspaper and yearbooks: A status report, 1973-1974**

Kansas State University, 1974, 285 pages, Thesis

OCLC number: 34297706

**SIMONSON, DAVID ELLSWORTH**

**An analysis of the content of yearbooks produced by selected public high schools in the state of Washington in 1962**

University of Washington, 1964, 72 pages, Thesis

OCLC number: 22920647

**SIMPSON, STEVEN W.**

**No faith in freedom: An examination of high school press rights before and after Hazelwood School District v. Kuhlmeier**

University of Washington, 1988, 72 pages, Thesis

OCLC number: 20445439

**SINCLAIR, THOMAS JAMES**

**Journalism: Its place in the secondary school system**

Boston University, 1937, 161 pages, Thesis

OCLC number: 7878164

**SINGLETARY, IRENE REED**

**South Carolina superintendents' and secondary educators' knowledge of school law as it relates to selected areas of student rights**

South Carolina State University, 1998, 119 pages, Dissertation, Advisor: Walter Childs

OCLC number: 48088692

**Abstract-**

The purpose of this study was to determine the congruencies among South Carolina's school district superintendents', secondary school principals', and secondary teachers' knowledge of school law in selected areas of student rights. The selected areas of student rights were freedom

of expression (speech and press), search and seizure, religion, suspension and expulsion, school attendance, corporal punishment, child abuse, special education, school vandalism, and divorce/child custody. Data collected were analyzed relative to the respondents' present positions and their ages, which for this study functions as the years of experience in education. This study is a partial replication of the study conducted by Dr. Tommy Ronald Clark (1990) at the University of Southern Mississippi.

The investigator used the instrument, The Legal Knowledge Survey, which was developed and utilized for Dr. Tommy Ronald Clark's study. The instrument consists of 10 scenarios; each of which describes a situation that relates to one of the previously identified 10 areas of student rights. Each scenario was followed by a Likert-type scale, consisting of five options: definitely true, probably true, unsure, probably false, and definitely false. Those who completed and returned The Legal Knowledge Survey consisted of 42 superintendents, 40 principals, 116 teachers, and 5 respondents who did not identify their positions, equaling a total of 198 respondents.

The data were analyzed using t-tests, a 2-way analysis of variance, and a one-way analysis of variance. The analyses of the data resulted in several findings. First, there is evidence that principals possess a generally superior level of knowledge regarding school law relative to student rights than superintendents and teachers. Also, the study provided evidence to support that, in some cases, there are significant interactive effects of years of experience in education and the educators' position upon the subjects' knowledge of school law relative to student rights. Finally, teachers, principals, and superintendents with the highest level of school law knowledge were the more experienced educators. Improving knowledge of student rights law should result in fewer court cases dealing with the violation of student rights.

**SILVER, JOSEPH J.**

**The junior high school magazine of Philadelphia**

Temple University, 1934, 76 pages, Thesis

OCLC number: 490076689

**SISSON, DONNA H.**

**The development of a student handbook for Milan Public High School**

University of Toledo, 1967, 53 pages, Thesis

OCLC number: 36654305

**SLACK, JENNIE F.**

**A survey of student publications in the smaller high schools of the state of Indiana**

Indiana State University, 1938, 46 pages, Thesis

OCLC number: 17370780

**SLIDER, SANDRA P.**

**Confessions of yearbook addict: A guide for new or confused advisers**

University of Nebraska- Lincoln, 2005, 83 pages, Thesis, Advisor: Charlyne Berens

OCLC number: 64672093

**Abstract-**

Every year, teachers are thrust into the job of yearbook adviser with little or no background and training for the job. Today's yearbooks are sophisticated publications that require skills in design, photography, writing, organizing, and computer technology. The purpose of this thesis is to provide a comprehensive guide for new advisers or for more experienced advisers who want suggestions on how to survive a year's worth of deadlines. Combining information from scholastic press publications, materials from yearbook publishers, and from experienced yearbook advisers, this thesis offers detailed information on yearbook basics, advice on how to work with school administrators, the yearbook printer and the school photographer, along with specifics on how to accomplish the tasks necessary to complete a yearbook. Each chapter includes suggested assignments and PowerPoint training to help the adviser share the information with his or her students.

**SMITH, ANGELINE**

**An evaluation of newspapers from selected secondary schools for Negroes in North Carolina**

North Carolina A&T State University, 1948, 127 pages, Thesis  
OCLC number: 764728108

**SMITH, CHRISTY LACK**

**A quantitative analysis of Arkansas principals' knowledge of school law**

University of Arkansas, 2010, 226 pages, Dissertation, Advisor: John W. Murry, Jr.  
Dissertation number: 3407383/ProQuest document ID: 305182771/OCLC number: 657134746

**Abstract-**

The purpose of the study was to quantify the legal knowledge of Arkansas public school principals in seven areas: Arkansas law, constitutional issues, discipline, employee relations, federal law, special education/504, and tort liability and determine if significant relationships existed between legal knowledge recency of school law training, years of administrative experience, number of students in the participants' schools, population of the community, type of legal professional development. Legal knowledge was measured by an 84-item survey, which included 8 demographic questions tied to the research questions, and 76 true/false statements. The survey was submitted via electronic mail to 1,093 principals; 332 were returned, for a response rate of 30.38%. Participants earned a mean score of 70.83%; a low of 55.26% and high of 93.42%.

Analysis of variance (ANOVA) and post hoc tests were performed, with significance established at [Special characters omitted.] = .05. ANOVA revealed significant relationships in recency of school law training and mean score on discipline subtest (.027); years of administrative experience and total score (.002), Arkansas law (.005) and tort liability (.042); population of community and discipline (.023), federal law (.039) and tort liability (.048); and type of professional development and total score (.000) and tort liability (.029).

Post hoc testing indicated that the highest total and subtest scores were earned by principals who received their school law training more than 10 years before the study, who had more 12 years of administrative experience, who lived in communities with populations between 5,000 and 9,999, and worked in schools student enrollments from 1,000 to 1,999 students. Principals who reported the Arkansas School Board Association (ASBA) or the Arkansas Association of Educational

Administrator as their primary source of law-related professional development earned significantly higher scores than their peers who reported the Arkansas Department of Education (ADE), district level staff, or legislative reports as their chief source of legal updates.

The significant findings in the relationship between experience and size of school/community suggest that the application of the fundamental school law knowledge gained in principal preparation programs enabled administrators to earn higher overall and subtest scores. The implication is that experience is a critical factor in a principal's ability to move from basic to proficient knowledge of school law. The negative effects of inexperience can potentially be mitigated through professional develop which focuses on application of legal fundamentals. Recommendations include the collaboration of AAEA, ASBA and ADE to create a school law professional development model that is offered statewide to all public school administrators and included in the Beginning Administrator Induction Program. Further, it was recommended that ADE mandate that a portion of principals' required 60 professional development hours be in the area of school law.

**SMITH, EDWIN DURETTN**

**Student and curriculum aims in high school journalism**

Stanford University, 1947, 68 pages, Thesis

OCLC number: 25609359

**SMITH, NORMA M.R.**

**A student handbook for the Audubon, Iowa, Community Junior-Senior High School**

Drake University, 1962, 71 pages, Thesis

OCLC number: 232187011

**SMITH, SHARON LEE**

**Kansas high school journalism: Journalism workshop design**

Kansas State University, 1971, 155 pages, Thesis, Advisor: Deryl Leaming

OCLC number: 34649074

**Abstract-**

This thesis is to show the need for a supplemental journalism program in Kansas and to give the design for such a program. The thesis is divided into four basic sections. The first describes the journalism program in Kansas showing the lack of uniform standards and the need for a supplemental workshop. The second gives the description of a journalism workshop designed to supplement the current high school situation in journalism education. In the third section, a day-by-day analysis of the course of study for each of the eleven workshop divisions are given. The final section features examples of journalistic writing aid and a stylebook and procedures manual to be used as guides for individual schools as they plan such material for their own program.

**SMITH, VELMA FRANCES**

**A study of the organization and publication of a yearbook for a secondary school**

Arkansas State University, 1959, 41 pages, Thesis

OCLC number: 26622064

**SMYRE, SILAS HARL**

**Forty years of curriculum development in the high schools of Texas**  
University of Texas at Austin, 1945, 99 pages, Thesis  
OCLC number: 46788436

**SNYDER, GLADYS LILLIAN**  
**Making the high school annual**  
University of Southern California, 1929, 300 pages, Thesis  
OCLC number: 402770894

**SODER, SCOTT**  
**Tinker v. Des Moines Independent Community School District: The marketplace of ideas applied to primary and secondary schools**  
Cornell University, 1979, 184 pages, Dissertation  
Dissertation number: 7926965/ProQuest document ID: 302927743/OCLC number: 50488243

**SOWA, W.E.**  
**A study of teachers of journalism in the American public high school**  
Northwestern University, 1950, Thesis

**SPARACIO, STEPHEN**  
**The high school newspaper advisor: A comparison of the criteria of authorities concerning responsibilities with the reported responsibilities of advisors in secondary schools with 1,000 or more enrollment in New York state**  
Teachers College, Columbia University, 1968, 240 pages, Dissertation, Advisor: David B. Austin  
Dissertation number: 6811142/ProQuest document ID: 757418561/OCLC number: 263148626

**Abstract-**

This study is an attempt to identify and assess the role and responsibilities of the secondary school newspaper advisor in order to provide information that may be useful to advisers, administrators, and school systems in their efforts to improve journalism instruction in New York State. The literature of secondary education concerning the role of journalism and the school newspaper advisor was studied, particularly those aspects dealing with purposes, curriculum, and staffing. Scholastic journalism literature about the advisor was studied to determine questionnaire questions and responsibilities and practices considered to be important by authorities. Previous research in scholastic journalism was also examined.

A questionnaire, seeking information about the background and journalism responsibilities of advisors and other relevant supporting data, was developed and sent to advisors in 316 secondary schools (with a grade 12) in New York State. The results of the questionnaires from 132 responding schools were analyzed and weighed in the light of the criteria and the findings reported. Recommendations for the improvement of conditions influencing the responsibilities of advisors were made by the writer.

**SPARLING, GRETCHEN B.**  
**Predicting burnout in high-school journalism teachers: An exploratory study**  
University of North Texas, 2011, 84 pages, Thesis, Advisor: Koji Fuse

Thesis number: 1520469/ProQuest document ID: 1070816469/OCLC number: 817126550

**Abstract-**

This research investigated high-school journalism educators' use and teaching of convergence technology, as well as their self-efficacy, job satisfaction, job dissatisfaction, and burnout. In general, instructions and uses of multimedia tools were not as prevalent as traditional-journalism instructions and tools. One-third of the teachers expressed moderate or strong levels of burnout in terms of their emotional exhaustion. Although both job satisfaction and job dissatisfaction were strong predictors of burnout, self-efficacy was not. Job dissatisfaction was the strongest predictor of burnout, but contrary to the past research, gender turned out to be the second strongest predictor. Qualitative in-depth interviews with a controlled random sampling of survey respondents revealed that maternal mindset and gender roles strongly contribute to female high-school journalism teachers' expressed burnout and emotional exhaustion.

**SPONSELLER, EDWIN H.**

**Legal aspects concerning teachers' First Amendment rights of freedom of speech and expression within the public school classroom**

Temple University, 1976, 261 pages, Dissertation

Dissertation number: 7615865/ProQuest document ID: 302809919/OCLC number: 40419516

**Abstract-**

This study discusses the extent to which the First Amendment rights of freedom of speech and expression apply to teachers in the public schools. A historical perspective of the First Amendment rights of educators is provided; techniques of standard legal research were used to establish the primary sources of law. Investigation, which focuses on the period after the 1969 "Tinker" decision, culminated in four major conclusions: Between 1970 and 1974, the courts expanded protection for teachers in their use of "questionable" utterances and grooming habits. (Challenged and found to be unprotected were the rights of teachers to ignore dress codes and to proselytize in the classroom.) Courts also extended protection for teachers determining classroom procedures and instructional methods—especially with regard to the discussion of controversial issues. In addition, teachers must now be given clear guidelines illustrating what types of speech and expression are prohibited in the classroom. Finally, although the "Tinker" decision signaled some expansion of First Amendment rights, school authorities may still limit a teacher's right of expression when it can be shown that such activity disrupts or threatens to disrupt discipline and order.

**SPRINGER, EDWARD PAUL**

**A study of student publications in the public high schools of New Mexico**

University of New Mexico, 1940, 89 pages, Thesis

OCLC number: 46734162

**ST. JOHN, RICHARD A.**

**A survey of high school student handbooks and a handbook for Start High School**

University of Toledo, 1966, 211, Thesis

OCLC number: 27690513

**STALLINGS, MILDRED E.**

**A course of study in journalism to be used at the Central High School, Washington, D.C.**

George Washington University, 1930, 66 pages, Thesis  
OCLC number: 29675068

**STALLWORTH, FRANCES H.**

**Current trends in teaching composition in selected Florida high schools: Successes and failures**

Florida State University, 1982, 132 pages, Dissertation  
OCLC number: 8720682

**Abstract-**

This study attempted to answer seven questions regarding how department heads in selected Florida high schools (9-12) approach the teaching of composition. The questions dealt with: (1) objectives of writing, (2) concepts of writing, (3) types of textbooks used, (4) supplementary materials used, (5) writing programs available, (6) successful writing programs, and (7) unsuccessful writing programs. The investigator was interested in determining if such characteristics as state expenditure in the school district, degrees held, and years of experience affect the way department heads teach composition.

In order to acquire the necessary data, the investigator used two questionnaires that were sent to 71 department heads in 71 high schools located in 19 counties selected by the stratified method. When the questionnaires were returned, they were analyzed according to mean, median, or percentages.

Findings. The investigator was able to detect a trend in the responses from the more experienced department heads who tended to be more divergent and more successful in their efforts to teach writing. Other findings include: (1) Clear communication was top priority for teaching writing; (2) The majority of the department heads reported extensive use of Warriner's English Grammar and Composition; (3) Audio-visuals were used widely; (4) Although writing was widely reported as an integrated part of the total language arts programs, several schools in the surveys cited specific writing programs such as creative writing, journalism, writing laboratory, composition, and college preparatory. Successful Writing methods. (5) Use of students' personal experiences; (6) Careful teacher evaluation; (7) Frequency of writing; (8) Pre-writing; Unsuccessful Writing Methods. (9) The holistic approach; (10) Increasing syntactic growth; (11) Teaching grammar. Conclusions. Based on available data, state expenditure did not play a significant role regarding how writing is taught. Department heads with masters' degrees and more than 10 years' experience tended to be more divergent in their approaches to teaching writing than did the less experienced ones.

**STAPLETON, MARIA FREDERICK**

**Trends in journalism education in the Catholic secondary schools of Ohio**

Catholic University of America, 1959, 68 pages, Thesis  
OCLC number: 50303093

**STEPHENS, RONALD WILLETTE**

**A study of U.S. Supreme Court decisions from 1970 to 1977 as the basis for developing policy for censorship of curriculum materials by American public schools**

University of Nebraska- Lincoln, 1978, 405 pages, Dissertation, Advisors: Dale K. Hayes/

Kenneth Hanson

Dissertation number: 7901945/ProQuest document ID: 302884907/OCLC number: 4142231

**Abstract-**

The problem in this study was to determine if there were guidelines evident in U.S. Supreme Court decision from 1970 to 1977 for the development of policy for censorship or curriculum materials by American public schools.

Specifically, this study sought to conduct an historical analysis of U.S. Supreme Court cases using a case law approach to accomplish the following: 1. Examine the constitutional and legal basis evident in U.S. Supreme Court decision that would indicate limitations placed upon public schools in censoring curriculum materials. 2. Identify the constitutional issues evident in U.S. Supreme Court decision regarding censorship of curriculum materials by public schools. 3. Examine the critical issues of a non-constitutional nature or of a peripheral constitutional nature confronting the U.S. Supreme Court in cases dealing with the issue of censorship or curriculum materials in public schools. 4. Identify the tests used by the U.S. Supreme Court in deciding cases involving censorship of curriculum materials in public schools. 5. Consider whether the cumulative weight of court cases indicated a consistency of judicial view of censorship of curriculum materials by public school and formed a basis for consistent national policy parameters originating from the U.S. Supreme Court. 6. Consider the implications for future research in related school issues.

**STEPHENS, YVONNE JEAN**

**A survey of yearbook production practices in California high schools in the year 1949-1950**

California State University, 1951, 45 pages, Thesis, Advisor: J.P. Shannon

OCLC number: 12930707

**STEWART, K.R.**

**Circulation and readership of high school newspapers**

Ball State University, 1970, Thesis, Advisor: Louis E. Ingelhart

**STEWART, MARIETTA**

**The measurement of the quality of the conventional news story found in high school newspapers**

University of West Virginia, 1933, 33 pages, Thesis

OCLC number: 42611830

**STIDMAN, D. DWIGHT**

**Staff selection practices of student publications advisers**

Idaho State University, 1969, 110 pages, Thesis

OCLC number: 56918702

**STINE, MARILYN J.**

**Speech and academic freedom in the secondary schools: An emerging First Amendment right**

Southern Illinois University, 1975, 114 pages, Thesis, Advisor: Robert Trager

OCLC number: 2043437

**Abstract-**

Utilizing pertinent court decisions of the sixties as well as more recent court rulings, three areas of academic freedom were examined. These include: curriculum and textbook selection, protected speech inside the classroom, and protected speech outside the classroom when tied to a professional affiliation. In spite of the Supreme Court's acceptance of academic freedom as a requisite to a healthy democracy, the implementation of such has been largely left to local school boards. Functional differences in roles between the post-secondary and the secondary level of education in addition to presumed differences in maturity levels have dictated judicial policy in the development of a theory of academic freedom.

Curricular decisions in the classroom are largely regulated by local school board actions. In the assignment and discussion of instructional materials in the classroom, the teacher must consider the applicability of the material to the subject and to the age and maturity of the students. The Pickering decision has been unsuccessfully applied to in-class speech. The discussion of certain sensitive subjects, particularly sexual conduct, is an unresolved issue. Abusive and critical speech of other professionals is unprotected in the classroom. However, the application of Pickering to expressions concerning professional matters outside the classroom is too vast and amorphous to make any accurate judgment as to its effectiveness. Lack in uniformity of state laws regarding tenure and substantive review handicaps the development of a judicial theory of academic freedom in the area of protected speech in the classroom. However, efforts to retard communication between teachers as members of professional organizations within the confines of the school system appear to be constitutionally impermissible.

**STINGLEY, JEFF J.****An examination of high school photography classes offered as part of the regular curriculum in Iowa, Nebraska, North Dakota, South Dakota, and Wyoming**

South Dakota State University, 1978, 63 pages, Thesis, Advisor: Woodrow P. Wentzy  
OCLC number: 14628681

**Abstract-**

A two-page questionnaire was mailed to 60 high school photography instructors in the five states. The objectives of this study were to examine and discuss photography programs for secondary schools in five mid-western states that offer photography as part of the regular curriculum. Specific areas investigated were photography courses offered, length of classes, number of classroom sessions, name and author of textbooks, class sizes, hours of darkroom use, student laboratory fees, film processing procedures, types of school-owned cameras, photography budgets, teacher qualifications, photography contests, success of programs, equipment and cost to initiate a basic course, use of second-hand equipment, years courses were offered, classroom instruction materials, and class outlines.

For additional analysis, cross comparisons were made and were listed under five subheadings: 1) course content, 2) budget, 3) teacher qualifications, 4) equipment and facilities and 5) administration. Based on the responses, the thesis author reports the following findings: school enrollment and photography class size are not major factors for a school to offer photography, photography courses are feasible for any school that can budget a minimum of \$647 and have a room suitable for darkroom purposes, school enrollment is not a major factor of whether a color course is offered, and thirty-eight percent of the instructors had not received any formal

photography training before teaching high school photography. Few high schools in these five states (less than four percent) offer photography courses in their curricula. Responses by the instructors indicate photographic instruction in high school is well worth the time and money for student scholarships, a future profession or a lifelong hobby.

**STOCKDALE, BRENDA S.**

**A study of qualifications of a randomly selected sample of Kentucky high school journalism teachers**

Murray State University, 1973, 77 pages, Thesis, Advisor: J. Neil Woodruff

OCLC number: 7217035

**Abstract-**

The purpose of this study was to provide information concerning professional, practical and academic qualifications of a randomly selected group of journalism teachers and high school principals concerning their opinions on journalism education. Two questionnaires were sent to a randomly selected group of journalism teachers and high school administrators in the state of Kentucky. Sixty-one questionnaires were sent to teachers and sixty were sent to high school principals. The response rate was over 61 per cent. Eight justifications were answered in conducting this study. The hypothesis stated that the majority of the randomly sampled teachers would not be qualified to instruct journalism courses by state requirements, nor would they have college publication experience to perform duties in conducted journalism classes.

Only 10.8 per cent of the total numbers sampled were qualified to teach by certification standards. A high percentage (73.5 per cent) of respondents did have experience in educational media as students. Almost 53 per cent of teachers indicated that they had professional media experience. Fifty per cent of the responding sample who had not majored or minored in journalism at the college level had taken journalism courses. A majority of the sample majored in English (44 per cent). The percentage of teachers who were "appointed" to the position during the school year total 41.7 per cent. Only 20.6 per cent volunteered for the position.

Only 5.9 per cent indicated that they expected to receive an advanced degree in journalism. A total of 61.7 per cent of the responding teachers had attended journalism workshops, seminars and meetings. Only one individual majored in mass media and one majored in journalism. Two teachers each minored in mass media and journalism. The findings also indicated that there is a need for stricter journalism certification standards. A good photography seminar offered to students and journalism teachers is also recommended. Lack of facilities and funds were mentioned frequently by the respondents. Teachers also stated that courses should be expanded to meet the needs of journalism education in the state.

**STOCKDELL, HEATHER EILEEN**

**Hazelwood v. Kuhlmeier: Supreme Court decision provides new possibilities for scholastic press**

Butler University, 1997, 58 pages, Thesis

OCLC number: 38005787

**STOFER, KATHRYN T.**

**Life after Hazelwood: Journalism programs in Nebraska schools 1992**

University of Nebraska- Lincoln, 1992, 124 pages, Thesis  
OCLC number: 27956419

**STOKER, LINDA R.**

**Journalism courses and school publication in Kansas junior high schools**

University of Kansas, 1976, 77 pages, Thesis  
OCLC number: 2906763

**STOLTEBEN, HILDEGARDE MARIE**

**Journalism in high school: A textbook**

University of Iowa, 1935, 272 pages, Thesis  
OCLC number: 78148574

**STONE, MARION MCDERMAND**

**A survey of secondary journalism in the central states**

Northwestern University, 1934, Thesis  
OCLC number: 36116251

**STOVER, KERMIT MARTIN**

**Student yearbooks in Pennsylvania high schools**

Duke University, 1937, 216 pages, Thesis  
OCLC number: 21575039

**STRAINIC, JILL MARANO**

**High school publications demonstrate higher quality when students control content**

Kent State University, 2007, 88 pages, Thesis, Advisor: Timothy D. Smith  
Thesis number: 1450906/ProQuest document ID: 304844054/OCLC number: 236862099

**Abstract-**

This study examines the relationship between American high school journalists' First Amendment rights and the quality of work those student journalists produce. Based on a survey of National Scholastic Press Association members, this research shows that there is a positive relationship between student press freedom and publication quality for both newspapers and yearbooks. It also shows relationships between publication quality and other factors, including the a school's attitude toward student press freedom, state student free expression laws, and adviser experience.

**STREET, C.M.**

**Financing of high school yearbooks**

Marquette University, 1938, 278 pages, Thesis  
OCLC number: 24616015

**STREHLAU, BETTY GENE**

**A survey of selected secondary school newspapers in eight western states**

University of Washington, 1954, 114 pages, Thesis  
OCLC number: 19903683

**STUBBLEFIELD, CHARLES F.**

**A study of the values of high school newspapers**

Texas A&M University- Commerce, 1949, 85 pages, Thesis

OCLC number: 26951912

**STUBBLEFIELD, HUGH HIX**

**An analysis of the problems of newspaper advisers in 102 Tennessee high schools**

University of Missouri- Columbia, 1969, 120 pages, Thesis

OCLC number: 11376919

**STUBEDA, WALLACE S.**

**High school publications and public relations**

University of St. Thomas, 1955, 42 pages, Thesis

OCLC number: 11948812

**STUCKEY, ROBERT ERNEST**

**High school journalism**

Eastern Illinois University, 1960, Thesis

OCLC number: 18201735

**STURGEON, VELVA**

**Duplicated high school annuals**

Butler University, 1945, 171 pages, Thesis

OCLC number: 22378581

**SULLIVAN, BARBARA W.**

**High school communications in Georgia**

University of Georgia, 1965, 99 pages, Thesis

OCLC number: 17439079

**SULLIVAN, MICHAEL JAMES**

**Student production of interactive video in a junior high school**

University of Texas at Austin, 1993, 154 pages, Dissertation

OCLC number: 31141808

**SULLIVAN, MARGARET M.**

**Training of teachers of journalism in secondary schools**

Teachers College, Columbia University, 1932, Thesis

OCLC number: 84459577

**SULLIVAN, NORA ANNE**

**Speak as I say: An examination of legal standards applied to compelled speech in public high schools**

University of North Carolina at Chapel Hill, 2011, 151 pages, Thesis, Advisor: Cathy Lee Packer

Thesis number: 1496639/ProQuest document ID: 883121964/OCLC number: 761059099

**Abstract-**

First Amendment protections against the government compulsion of student speech in public high schools have been addressed by the U.S. Supreme Court on two occasions and by lower courts in seventeen additional cases. This thesis examines those nineteen cases to determine what level of First Amendment protection courts previously have recognized to protect against different types of compelled student speech. From this analysis of the cases, four categories of compelled student speech were identified—compelled recitations, compelled speech for mandatory education efforts, compelled speech as a form of punishment, and compelled speech that is both part of mandatory education efforts and a form of punishment. Utilizing these categories, a framework for courts to use in the future is proposed; this framework ensures that courts recognize the proper level of First Amendment protection against compelled student speech while also safeguarding the schools' ability to carry out their educational mission.

**SUMMERS, BETH A.**

**School discipline in the dark: Crippling court confusion offers mixed messages for school administrators attempting to discipline students for cyber misconduct**

Northern Illinois University, 2013, 164 pages, Dissertation, Advisor: Jon Crawford

Dissertation number: 3567785/ProQuest document ID: 1420362742

**Abstract-**

This dissertation examines the demarcation line of school authority between off campus conduct and on campus discipline involving student cyber speech. A lack of clear direction from the Supreme Court has left school administrators wading through a quagmire of advice and disparate lower court rulings regarding their authority to punish students when off campus speech affects the educational environment on campus. Specifically, this dissertation analyzes four seminal Supreme Court school speech cases, and two current appellate panel decisions in an attempt to find connections to today's legal needs from past precedential cases that were decided prior to online communication tools. Student speech cases decided decades ago can still be relevant to today's social media student speech cases. However, a close reading of judicial opinions and intent is required to use seminal cases to handle today's student social media speech that interferes with the educational aims of public schools.

**SVEUM, CAROL JONES**

**Analysis of the adviser's opinion of journalism publications serving the scholastic audience**

Texas Tech University, 1976, 64 pages, Thesis

OCLC number: 2619144

**SWAN, LEO WARREN**

**The nature and extent of participation in the extracurricular activity, school publication, in high school and college by representative seniors in the**

**University of Nebraska**

University of Nebraska- Lincoln, 1938, 87 pages, Thesis

OCLC number: 41308049

**SWARTZ, THURSTON BRYAN**

**A survey of the teaching of journalism and the content of journalism courses in the secondary schools of Oklahoma**

Oklahoma State University, 1939, 69 pages, Thesis

OCLC number: 31500165

**SWENSON, PATRICIA LOUISE GREEN**

**Radio in the public schools of Portland, Oregon: The historical development of educational broadcasting in the public schools of Portland, Oregon, and the schools' radio station, KBPS**

New York University, 1958, 319 pages, Dissertation, Advisor: Charles A. Siepmann  
Dissertation number/5901050/ProQuest document ID: 301948413/OCLC number: 58668735

**Abstract-**

The investigator concludes from her examination of the historical evidence concerning the twenty-seven-year span covered by this study that the development of KBPS and educational radio in the Portland public school system can be attributed directly to four factors: 1. The vision and leadership of far-sighted individual members of Portland's professional staff or administrators, subject supervisors and directors, school principals, teachers, and students. 2. The vision and leadership of individual members of Portland's Board of School Directors. 3. The help of lay members of the community of Portland and particularly of the staffs of the city's commercial stations. 4. The belief held by the four managers of KBPS: Allingham, Kenyon, Gilmore, and Green, in developing the station and the program of radio in the schools to its fullest educational potential, regardless of personal cost in time, energy, or money—the willingness of each to work well beyond the call of professional obligations.

The investigator further concludes... that four areas remain still to be developed to a greater degree. These are: 1. The granting of even longer periods of released time to teachers for the planning, writing, and production of KBPS in-school series. 2. The provision of definite periods of time in which student announcers can gain more skill in announcing and related broadcasting speech activities. 3. The expansion of the role of the station as a medium of communication between the central administrative building staff of board members, superintendents, directors and supervisors, and the complete staff (principals, teachers, secretaries, custodians, cafeteria personnel) of the nearly one hundred elementary and high schools of the city system. 4. The exploration of an expanded role for the station in the areas of adult education where the needs exist in the community.

**SWIHART, HAROLD A., JR.**

**English electives in Iowa high schools: A survey**

Drake University, 1973, 46 pages, Thesis  
OCLC number: 20645035

**SYPHER, RUTH MARGARET**

**A study of the management of school magazines in representative Pennsylvania high schools**

Duke University, 1941, 90 pages, Thesis  
OCLC number: 21586573

**TALLY, DIANA LEWIS**

**A guide to the production of the literary magazine in Class B Texas public schools**

Stephen F. Austin State University, 1979, 139 pages, Thesis

OCLC number: 6238808

**TATE, WILLIAM H.**

**A student handbook developed for use in the Rossville Community High School**

Eastern Illinois University, 1955, 13 pages, Thesis

OCLC number: 18235099

**TATE, WILLIAM PRESTON**

**An analysis of the magazine articles and courses of study in high school journalism published between July 1933 and January 1938**

University of Rochester, 1939, 196 pages, Thesis

OCLC number: 1760967

**TEEL, CAROLYN ANN**

**An investigation of the need for a course in mass communication in the high school curriculum**

Ohio University, 1967, 135 pages, Thesis, Advisor: Ralph Izard

OCLC number: 34020104

**Abstract-**

This was an attempt to develop a journalism course that would meet the needs of high school students. The first step was a questionnaire administered to 169 Ohio university freshmen, most of whom were not journalism majors. Even among those who had taken a high school course in journalism, there was interest in and need for material on such areas as career opportunities, history of journalism and how to use the mass media. The second step was the development of a nine-lesson experimental unit that was taught by the author to four classes at Wooster (Ohio) High School. Pre-test and post-test data indicated that the unit succeeded both in imparting information and in changing attitudes about the media. On the basis of this experience the author developed a full semester course entitled "An Introduction to Mass Communications." Included are units on Role and Structure of the Mass Media, Propaganda, Newspapers, Electronic Media, Magazines and Photography and Public Relations.

**TEMPLETON, CATHERINE MARY**

**A guidebook in effective speech and radio for pupils in a commercial vocational high school**

Emerson College, 1944, 346 pages, Thesis

OCLC number: 34528097

**THAER, HELEN M.**

**A study of the content of newspapers in the senior high schools of New Jersey**

Temple University, 1939, 63 pages, Thesis

OCLC number: 490079758

**THAYER, COREY MICHAEL**

**The impact of a media literacy program on critical thinking and writing in a high school TV production classroom**

Touro University International, 2006, 141 pages, Dissertation, Advisor: Keeja Kim

Dissertation number: 3232068/ProQuest document ID: 304910773

**Abstract-**

The purpose of this study is to examine the effectiveness of a media literacy program, adapted from the Center for Media Literacy, in a TV Production course relating media literacy to critical thinking skills in education. The link between media literacy and critical thinking is examined with the survey instruments developed by Rene Hobbs (2004), Rudd and Baker (2000), and Friedel (2004), in a ninth grade TV Production basic course in Florida. The level of media literacy and critical thinking skills between and within the groups in the course is examined in relation to media literacy in a TV Production class in order to support the theory that a learning strategy can improve skills associated with critical thinking and writing in students of any curricula.

Statistical analyses include: descriptive analyses, correlations, and ANOVA. The 10-week Media Literacy Intervention in the TV Production classroom revealed evidence that critical thinking can be learned and can have an effect on student development in the critical thinking and writing. Statistical evidence revealed that when a media literacy intervention was introduced into a TV Production classroom, students were more capable of higher order thinking and writing skills associated with critical thinking. Accordingly, this study supports the Florida State Standards in the development of a curriculum of critical thinking. This study adds to a growing body of evidence that critical thinking and writing can be enhanced by a specific learning strategy such as media literacy.

**THOMAS, RONALD LEE**

**The development of resource units for the secondary teacher of journalism in the Oak Harbor, Washington public schools, emphasizing possible correlations with the language arts courses of study**

University of Washington, 1955, 132 pages, Thesis  
OCLC number: 20000698

**THOMPSON, DAN M.**

**Current trends in Texas high school newspapers**

Southern Methodist University, 1950, 56 pages, Thesis  
OCLC number: 15075212

**THOMPSON, LAURA S.**

**Journalism teacher certification in Indiana**

Ball State University, 2002, 44 pages, Thesis, Advisor: Marilyn Weaver  
OCLC number: 51749415

**THOMPSON, THOMAS CLYDE**

**Publications guidelines for secondary schools**

University of Arizona, 1972, 83 pages, Thesis  
OCLC number: 27873259

**THOMURE, LAURA ROSE**

**Formulation of score cards for rating junior high school newspapers and magazines**

University of Chicago, 1929, 213 pages, Thesis

Publications number: AAITM18225/OCLC: 46409555/OCLC number: 46409555

**THORNBURG, TIMOTHY D.**

**Staff handbooks for Shawnee Mission Northwest High School**

East Carolina University, 1994, Thesis

OCLC number: 33005934

**THRALL, WILLIAM HERMAN**

**The preparation of a high-school yearbook**

Ohio State University, 1946, Thesis

OCLC number: 70108729

**THURSTON, RICHARD**

**A study of the construction, development, contents, and use of student handbooks in Washington junior high schools**

University of Washington, 1961, 70 pages, Thesis

OCLC number: 19947838

**TIEDEMAN, HARRY G.**

**Current practice in financing high school publications in Minnesota**

University of Iowa, 1933, 176 pages, Thesis, Advisor: R.C. Puckett

OCLC number: 610211030

**TISCHLER, MORRIS S.**

**A study of scholastic organizations offering aid to publications in the public white secondary schools of Virginia**

University of Virginia, 1949, 118 pages, Thesis

OCLC number: 21129722

**TORGESON, HELEN ANNA**

**A study of school publications and duplicated materials supervised by the business teachers of Kansas high schools**

Pittsburg State University, 1943, 81 pages, Thesis

OCLC number: 27951340

**TRIGG MARYLEE**

**The First Amendment and public high school journalism in Oklahoma**

University of Oklahoma, 1977, 82 pages, Thesis

OCLC number: 515185537

**TUCKER, ALICE GRIFFIN**

**Journalism in the high schools of the United States**

University of Akron, 1925, 98 pages, Thesis

OCLC number: 9715226

**TUCKER, JAMES BERLIN**

**A content analysis of the high school press**

University of Iowa, 1967, 76 pages, Thesis

OCLC number: 82232282

**TURNER, BRIAN**

**A handbook for teachers and students of the Flagstaff Junior High School**

Northern Arizona University, 1955, 72 pages, Thesis

OCLC number: 3331520

**UPDIKE, LELA CRANFORD**

**An evaluation of radio broadcasts for junior high schools in the District of Columbia**

George Washington University, 1943, 97 pages, Thesis

OCLC number: 29040460

**URQUHART, C.A.**

**Financing the high school newspaper**

University of Southern California, 1932, Thesis

**UTSLER, MAX ROY**

**Using communication apprehension and other sociological variables as a method for journalism career prediction and development of curriculum and instruction**

University of Missouri- Columbia, 1981, 140 pages, Dissertation

Dissertation number: 8223483/ProQuest document ID: 753842431/OCLC number: 9437427

**Abstract-**

Studied several sociological and one psychological variable to see if it would be possible to classify and predict which journalism students would choose which major field, which first job, and which job at age fifty. Implications for curriculum development in journalism training programs were discussed.

Four hundred and eighty-nine of nearly eight hundred University of Missouri School of Journalism undergraduates answered the questionnaires. The students provided information including: grade point average, population of hometown, number in high school class, previous journalism experience, number of brothers and sisters, and parent's estimated annual income. The students also filled out a twenty-five item inventory, Personal Report of Communication Apprehension. The instrument measures a person's real or imagined fear of an interpersonal communication situation.

The data were analyzed using Step-Wise Discriminant Analysis. Results showed Previous Journalism Experience the number one factor in all three predictions and classifications: journalism major, first job, and job at age fifty. Communication Apprehension was a factor in choosing major and job at age fifty.

Overall, 39 percent of the students were correctly classified among the five majors. Advertising had the best prediction level at 68 percent. Forty-three percent of the students were correctly classified among the nine categories of first job. Reporter had the best prediction level at 72 percent. Twenty-eight percent were correctly classified in job at age fifty. Non-journalism career

had the best prediction level at 66 percent. Communication Apprehension turned out to be a much weaker factor than originally thought. This was mostly due to the fact that the average Communication Apprehension Score among the journalism students was much lower than the population in general. There was little variance in the scores. While the study obviously did not identify a specific discriminant formula for predicting journalism student major and job choice, it did provide the framework for future research in this area.

**VARNER, DIANE SIM**

**Computer use and journalism teachers: How Oklahoma's secondary journalism teachers use computers for classroom instruction**

Oklahoma State University, 2005, 161 pages, Thesis, Advisor: Stan Ketterer

Thesis number: 1431116/ProQuest document ID: 30538533/OCLC number: 60932302

**Abstract-**

The purpose of this study was to assess the availability of computers for Oklahoma's secondary journalism teachers in light of federal mandates and to understand how they were used for classroom instruction. The questionnaire adopted from Hogarty, Lang & Kromrey (2003) aimed to understand how computer technology has diffused in classroom instruction. Roger's diffusion of innovation was used as the theoretical framework. Teachers' attitudes toward computers were also examined. Paper and online questionnaires were used to gather responses of teachers; frequencies, as well as inferential statistics such as one-way ANOVA and independent t-tests were used to analyze data.

**VAN ALLEN, ARTHUR ROSS**

**The problems of integrating radio and television into the curricula of Indiana high schools**

Indiana University, 1959, 130 pages, Thesis

OCLC number: 35766060

**VAN ANTWERP, RICHARD F.**

**Tinkering at the brink of disruption: School officials and the student press**

University of Maine, 1984, 56 pages, Thesis

OCLC number: 84043972

**VAN EEPOEL, VICKI VEGA**

**Journalism certification in Florida: Time for a review**

University of Florida, 1971, 61 pages, Thesis, Advisor: John V. Webb

OCLC number: 13165925

**Abstract-**

This thesis reviews and assesses current minimum journalism certification requirements in Florida. After surveying members of the Florida Scholastic Press Association (FSPA), an active organization of secondary school journalism teachers and publications advisers, and comparing Florida's requirements with those of every other state, it is concluded that Florida's minimum certification program combining suggestions by FSPA members with programs already established in Ohio and Indiana is recommended.

**VENDITTO, CARL R.**

**Organizing the elementary school newspaper to develop phases of the**

**language arts curriculum**

Central Connecticut State University, 1961, 69 pages, Thesis, Advisor: Ashley Gray  
OCLC number: 48041311

**VERNON, EMILY JANE**

**Factors influencing occupational commitment among students pursuing careers in journalism**

University of Alabama, 2011, 75 pages, Thesis, Advisor: Wilson Lowrey  
Thesis number: 1501140/ProQuest document ID: 903793147/OCLC number: 777391103

**Abstract-**

This study evaluated factors that influenced students' decisions to pursue a journalism career and their commitment to the field. Students from two Alabama universities were surveyed. A quantitative analysis was used to analyze factors that explained students' decision to pursue journalism and their commitment to the field based on three types of occupational motivation-- affective, normative and continuance motivation. Statistical analysis compared factors of decisions to pursue and commitment among students whose emphasis of study was journalism and students studying in other areas of communication and enrolled in journalism classes.

Findings revealed that student perceptions about the current health of the journalism industry were not influential in their decisions to pursue journalism or their commitment to the field compared to other factors such as journalist skills like writing, reporting, etc., and perceptions of the media, salary expectations and involvement in journalism activities in high school and college.

**VINCENT, CLIFFORD O.**

**The contents and use of the student handbook in South Dakota high schools**

University of South Dakota, 1942, 85 pages, Thesis  
OCLC number: 9779124

**VISSER, STEVE**

**Kuhlmeier: Censorship of a high school newspaper, a case study**

University of Missouri- Columbia, 1987, 179 pages, Thesis  
OCLC number: 18567482

**VORTREFLICH, CHARLES ROBERT**

**Freedom of the press in high school newspapers: Federal court decisions and New York state practices**

Columbia University, 1974, 184 pages, Dissertation  
Dissertation number: 7411813/ProQuest document ID: 302720416/OCLC number: 81391307

**Abstract-**

The purpose of this study was to determine the congruence of practices of the student press with the developing body of judicial law. A questionnaire was submitted to a random sample of principals, faculty advisors, and student editors in New York State high schools. The questionnaires were analyzed in terms of the legal criteria previously derived. Some of the findings were that there was widespread censorship of one type of advertisements and six types of articles; schools most likely to violate the law on censorship were rural schools with principals

who would be considered conservative in their opinion toward the student press; schools least likely to violate the law would be non-rural schools headed by liberal principals; and those variables not related to censorship in the school were the attitude of the student editor toward the student press, whether the principal had ever been a student editor himself, the publication of underground newspapers, and threats of withdrawal of school funds from the school newspaper.

**VOTAW, LORENZO DOW**

**The high school paper: What it should contain and how it should be managed**

University of Missouri- Columbia, 1922, 43 pages, Thesis

OCLC number: 27823264

**WAGSTAFF CUNNINGHAM, AUDREY E.**

**Beyond the perceptual bias: The third-person effect and censorship behavior in scholastic journalism**

Kent State University, 2012, 166 pages, Dissertation, Advisor: Paul Haridakis

Dissertation number: 3534596/ProQuest document ID: 1277649727 OCLC number: 840402636

**Abstract-**

In this study, I utilized the third-person effect hypothesis to examine high school administrators' perceptions and self-reported propensity to censor a potential story in their school newspaper about teenagers engaging in sexual activity. The sample consisted of (N=187) public high school administrators from across the United States. Participants completed measures of third-person perceptual bias, locus of control, self-efficacy, perceived First Amendment knowledge, actual First Amendment knowledge, First Amendment support, past experience with censorship, message desirability, social distance, and propensity to censor to protect students enrolled in the administrator's school and the school's reputation. Results indicated the administrators exhibited third-person perceptions when comparing perceived effects of exposure to the story on themselves to other groups including students in their school, parents of students in their school, and members of the school community. Message desirability significantly negatively predicted third-person perceptual bias. Hierarchical regression analysis was used to examine predictors of propensity to censor to protect students and propensity to censor to protect the school.

Variables were entered in three steps (background variables, external factors, and perceptual bias). Self-reported propensity to censor to protect students was predicted by self-efficacy, message (un)desirability, and third-person perceptual bias. When considering the role of social distance and perceptual bias from oneself to parents of students, external locus of control was also a predictor. Self-reported propensity to censor to protect the school was predicted by self-efficacy,

First Amendment support, message (un)desirability, and third-person perceptual bias. When considering the role of social distance and perceptual bias from oneself to school community members, external locus of control was also a predictor. Practical and theoretical implications for these findings are discussed, and directions for future research are suggested.

**WAHLERT, AMY JOLENE**

**The high school newspaper: Its role in the Colorado high school**

University of Northern Colorado, 1979, 32 pages, Thesis

OCLC number: 6160469

**WAHLFELDT, STEPHEN N.**

**H2O, Highlighter handbook of organization (high school newspaper publications handbook: A resource for organizational and journalistic success)**

University of Nebraska- Lincoln, 2004, 104 pages, Thesis

OCLC number: 55590342

**WALL, DONALD GENE**

**A status study of the yearbook in the public high schools of Pennsylvania**

University of Pittsburgh, 1962, 242 pages, Dissertation, Advisor: Vernon C. Lingren

OCLC number: 24117366

**Abstract-**

In the past and within recent years constructive critics have pointed out that the yearbook activity has failed in many instances to fulfill its obligations as an educational activity and to reach its coming of age. On a national level Fretwell and McKown in earlier periods and Kildow and Boyd in more recent years have criticized its weakness. In Pennsylvania Burkhart in his 1927 study and especially Stover in his 1937 study commented on the deficiencies found in the yearbook activity.

The purpose of this study was to determine the status of the yearbook activity in selected public high schools of Pennsylvania with respect to personnel, facilities and equipment, finances and business management, and yearbook content. Subject to those limitations set forth previously and conclusions develop from the investigation of these areas.

Findings (abbreviated): 1. Of the various methods used in selecting the yearbook adviser the most prevalent one used in Pennsylvania high schools is administrative appointment. 2. In general, the individuals selected to advise this activity are adequately prepared both educationally and professionally. 3. In the selecting process there is no marked tendency to assign this activity to one particular sex. 4. In the selecting process faculty personnel other than teachers of English are frequently assigned to advise the yearbook. 5. There is a tendency to assign only one adviser to the yearbook activity. 6. The yearbook advisers presently engaged in sponsoring this activity are mature individuals (in terms of age) and experience educators who possess moderate longevity in their respective school districts.

7. There is no marked tendency among school to grant compensation either in terms of time, money, or both time and money to yearbook advisers. 8. The evidence suggests that advisers lack sufficient time to carry out the many duties demanded by their dual position of classroom teacher and yearbook adviser. 9. As a group yearbook advisers appear reluctant to join journalistic associations or to engage in various types of in-service training activities designed to develop their skill and proficiency. 10. Although advisers are dedicated individuals, who given a choice would still prefer to sponsor this activity, many of them fail to sense the major goals and objectives of the yearbook activity. 11. In the staff selecting process several practices and trends are discernable in a majority of schools. 12. Staff size is dependent upon the size of the school and the coverage requirements of the yearbook. 13. In a majority of schools formal training programs designed to acquaint staff members with production and business methods are lacking.

14. Yearbook staff, like yearbook advisers, display an apathetic attitude toward joining those journalistic associations especially designed for them.

15. Yearbooks staffs show little concern for developing yearbook reference libraries and for improving the quality of those in existence. 16. Yearbook staffs and advisers appear reluctant to have a critical evaluation made of the yearbook by a recognized evaluation agency. 17. With the exception of photography, staff members generally assume most of the responsibility for handling major areas of production. 18. The practice of granting some type of award to yearbook staff members is employed in slightly more than half of the schools. 19. Many schools fail to provide a functional work environment for yearbook production. 20. The total amount of money needed to finance the yearbook varies in relation to the size of the school. 21. Almost all money raised by yearbook staffs is used to defray production expenses. 22. The cost of producing one yearbook in small schools is approximately one dollar higher than it is in medium-sized and large high schools, even though yearbooks in the latter schools contain substantially more pages.

23. In financing the yearbook, staffs rely rather heavily on three principal sources of income: subscriptions, advertising assessments, and patron fees. 24. Advertising rates tend to increase in relation to the size of the school. 24. In all sizes of schools there is uniformity in rates established for the patron fee system. 26. In the general business procedures employed by yearbook staffs both strengths and weaknesses are apparent. 27. The number of yearbooks sold increase in relation to the size of the school. 28. Almost all schools issue a limited number of complimentary copies of the yearbook. 29. There is little difference between the student and non-student subscription rates. 30. As a rule the yearbook production period begins in September and is terminated in February or March.

31. An analysis of yearbook specifications reveals that a majority of yearbook staffs prefer a book that is printed by an offset method on 8 1/2 X 11 enamel paper of 100-pound weight. 32. An unusual number of staffs and/or advisers are unable to provide information about such basic book specifications as the printing process, the typesetting process, the type of binding, and the type and weight of the paper. 33. In the yearbooks, content is almost exclusively arranged by sections. 34. Although yearbooks cover most all phases of school life, they are deficient in covering the curricular program. 35. Of the eight featured sections the senior, extracurricular, athletics, and advertising sections are assigned considerably more space than are the other four. After an analysis of data contained in 183 questionnaires, 19 recommendations are given based on the 35 findings noted above.

**WALL, KATHRYN MACKINNON**

**An Indiana high school newspaper and its underground newspaper: An attitude study**

Indiana University, 1971, 122 pages, Thesis, Advisor: G. Cleveland Wilhoit

OCLC number: 34458308

**Abstract-**

This survey of a random sample of 300 Bloomington (Indiana) High School students compared attitudes toward the high school newspaper, *The Optimist*, and an underground newspaper, the *New Amerikan Mercury*, existing at the school during the 1969-'70. Three major questions were asked during the Match 1970 study: (1) What was the readership of the high school newspaper and the underground newspaper? (2) What were the students' attitudes toward the balance of

news content in these newspapers? (3) What purposed were these newspapers serving for the high school?

The data indicated that 93.5 per cent of the students read the school newspaper regularly, and the underground newspaper was read by 39.1 per cent of the students. Thirty-eight per cent of the sample labeled the underground an extremist group-oriented student newspaper; 47 per cent labeled the school newspaper either a representative student newspaper or a club-classroom-oriented student newspaper. No relationship existed between being involved in school activities and reading the school newspaper, but such a relationship appeared to exist for the underground. The underground newspaper was read only by a minority of students, but they were likely to be those who were more interested in campus life.

Primacy of story preference was the only readership difference that existed between the sexes—boys usually read sports stories first in the school newspaper, and the girls preferred feature stories. In the underground newspaper both sexes preferred reading the editorials first, even though most students felt that the underground did not adequately study all sides of an editorial issue. Likewise, the students felt that the underground newspaper expressed more editorial comment about school issues than the school newspaper. Fifty-nine per cent of the sample determined that the major purpose of the school newspaper was to act as a representative student newspaper, informing the faculty and student body about school events. Forty-one per cent supported other purposed: (1) to serve as a channel for student opinions and expressions, (2) to train journalism students, (3) to present an administrative good image of the high school. On the other hand, no major purpose emerged in the opinion data for the underground newspaper's serving the high school.

**WALLACE, CHARLES E.**

**A survey of quantitative factors relating to yearbook production at 98 representative high schools of Oregon**

Willamette University, 1952, 154 pages, Thesis

OCLC number: 36479081

**WALTON, RALPH DEE**

**A study to determine differences between public schools and new independent schools in Georgia**

University of Mississippi, 1981, 298 pages, Dissertation, Advisor: Ronald Partridge

Dissertation number: 8128122/ProQuest document ID: 303147388/OCLC number: 8166016  
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**Abstract-**

The purpose of the study was to determine if differences existed between public schools and new independent schools in Georgia with respect to the composition of the schools and the viewpoints of the administrators of the schools. Specifically addressed were the areas of administrator qualifications; curriculum requirements; and administrator's attitudes toward Judeo-Christian values, moral standards, spiritual values, evolution, federal aid, vocational education, dress codes, due process, corporal punishment, editing of student publications, the National Education Association, sex role stereotyping, faculty involvement in decision making, homosexuals as teachers, sex education and the desire for ethnic homogeneity in the schools.

Seventeen independent school headmasters and eighteen public school principals comprised the sample population of the study. The data collection was conducted over a six-month period beginning in October 1979 and concluding in March 1980. Each administrator responded to a four-part questionnaire that was followed up by an in-depth personal interview. The collected data were statistically analyzed using either a t-test for matched pairs or chi square as was applicable.

The significant findings of the study were: (1) All administrators participating in the study possessed proper academic qualifications and the necessary experience for the jobs they held. (2) The independent schools spent less per pupil and paid teachers significantly less than the public schools. (3) The independent schools required a significantly larger number of basic academic courses for graduation than did the public schools. (4) The headmasters were more active in promoting a Christian value system in their schools than were the principals. (5) The headmasters strongly opposed federal aid to education while the principals supported such aid.

(6) Headmasters strongly rejected a vocational role for the high school while the principals supported such a role. (7) Headmasters supported sex role stereotyping and opposed the Equal Rights Amendment while principals opposed sex role stereotyping and supported the Equal Rights Amendment. (8) Headmasters strongly opposed sex education courses that included instruction in the use of contraceptives while principals favored such instruction. (9) Headmasters did not feel that integration had been an enriching experience while principals felt that it had. (10) A basic philosophical difference regarding the purpose and role of the school existed between headmasters and principals.

**WARD, MARVIN MARTIN**

**The high school newspapers in city administrative units in North Carolina**

University of North Carolina at Chapel Hill, 1940, 52 pages, Thesis

OCLC number: 37600101

**WARFORD, LAUREN R.**

**Some mechanical techniques for producing a high school newspaper by offset lithography**

University of Wisconsin- Stout, 1962, 44 pages, Thesis

OCLC number: 8263479

**WATERMAN, EDWARD C.**

**The development of a national monthly art newspaper for junior and senior high school students**

New York University, 1962, Dissertation

OCLC number: 58668603

**WATERS, ROBERT L.**

**Independent lesson packets for high school journalism**

Ball State University, 1976, 63 pages, Thesis, Advisor: Ruth A. Iliff

**WATSON, RONALD LEONARD**

**Attitudes of selected groups of teachers and principals toward high school journalism**

University of Missouri- Columbia, 1968, 249 pages, Thesis, Advisor: Donald Brenner  
OCLC number: 11376957

**Abstract-**

This study was to test the hypothesis that a compatibility of attitudes held by a teacher and principal toward high school journalism is necessary for the production of a successful high school journalism program. Questionnaires, composed of attitude and information-oriented questions, were mailed to two groups so-called Outstanding and Average teachers of journalism and their principals, designated by 16 high school press directors as representative of their states. Included in the Outstanding group were winners and runners-up of The Newspaper Fund's Teacher of the Year award since 1960. The study sought to determine if the Outstanding teachers-principals had more compatibility of attitudes toward the program, as indicated by their answers, than the Average. Information-oriented questions were included to that further characteristics that separated successful from non-successful programs could be identified.

Analysis of data supported the hypothesis, in that when both teacher and principal held compatible attitudes the program had a greater probability of success. A prevalent attitude that distinguished the Outstanding programs from the Average ones was "freedom to do the job." The principals in the former situation felt confident that, because of the teacher's practical experience and/or journalism training and apparent willingness to do a good job, a better publication program would arise if the teacher was more or less left alone to make his own decisions. Here the principal cooperated by providing the adequate space, equipment, facilities, money, extra time, and encouragement to do the job.

**WATTERS, CHARLES WESLEY**

**Black armbands and silent protest: Tinker v. Des Moines and the right of symbolic free speech**

Texas Christian University, 1998, 286 pages, Dissertation, Advisor: Kenneth R. Stevens  
Dissertation number: 9832813/ProQuest document ID: 304461210/OCLC number: 40003331

**Abstract-**

In the midst of growing sentiment against United States participation in the conflict in Vietnam, several students in Des Moines, Iowa, agreed in December 1965 to wear black armbands to school to mourn the dead in the conflict and to demonstrate support for a Christmas truce. Several students defied a school district ban and wore armbands to school on December 16 and 17; five were suspended for their actions. The Des Moines School Board upheld the ban in early January 1966; the actions of the school board caused parents of three of the suspended students to initiate legal action against the school district.

The legal issues in the case that became Tinker v. Des Moines Independent Community School District concerned the rights of students in the public schools and the constitutional protection afforded symbolic expression under the First Amendment's guarantee of free speech. The Supreme Court ruled in February 1969 that students possess basic constitutional rights. Although weakened in recent years, Tinker remains a landmark decision with regard to the rights of students.

**WEATHERHOLT, KATHY L.**

**Qualifications, duties and responsibilities of the secondary journalism educator in West**

**Virginia**

West Virginia University, 1983, 55 pages, Thesis, Advisor: Michael Ryan

OCLC number: 10163986

**Abstract-**

A survey of West Virginia journalism educators was conducted to determine their qualifications, duties and responsibilities. Results of this study could be utilized by secondary school administrators and educators to determine the status of the secondary journalism educator in the present system. Two hundred and thirty-eight surveys were mailed to journalism teachers/advisers in West Virginia; 60.5 percent were returned. Of those returned, 40.3 percent indicated they were certified to teach journalism, while 59.7 percent were not. However, 61.6 percent of the respondents felt they were educationally prepared to teach journalism and 59.4 percent felt their professional experience prepared them to teach/advise journalism. Of those who were not presently certified, only 6.4 percent planned on becoming certified in the near future. The majority of the respondents had bachelor's degrees with majors in English (37.9 percent).

Only 11.4 percent of the respondents had bachelor's degrees in journalism. English was also the most popular major for those presently pursuing master's degrees. The majority of respondents indicated they spent 10 to 24 percent of their day teaching/advising journalism. A total of 53.5 percent advised the yearbook; 50 percent advised the newspaper. A significant number taught a journalism class (31.9 percent); 49.3 percent taught a yearbook class; and 39.6 percent taught a newspaper class. Overall, most teachers/advisers seemed to be satisfied with their jobs, although the research suggested three distinct areas for improvement: 1) Journalism teachers/advisers should be certified if they are to teach journalism in West Virginia. 2) Journalism teachers/advisers should be compensated for their time and effort. 3) School administrators need to assign journalism a more secure and structured place in the secondary school curriculum in West Virginia.

**WEBB, EDWARD JENNINGS****High school press freedom in Mississippi**

University of Mississippi, 1986, 156 pages, Thesis

OCLC number: 14960844

**WEBER, UNA M.****A study of censorship methods practiced by high school newspapers in southeastern Wisconsin**

University of Wisconsin- Milwaukee, 1977, 173 pages, Thesis

OCLC number: 24565381

**WEESE, KEITH COOLIDGE****A survey of the procedures related to the public relations functions of an elementary school newspaper**

DePaul University, 1961, 75 pages, Thesis

OCLC number: 11383613

**WELCH, LORNA VIRGINIA****Journalism with a vision: An expanding conception of the journalism course in Southwest**

**High School, Kansas City, Missouri**

Columbia University, 1959, 192 pages, Dissertation

Dissertation number: 0209886/ProQuest document ID: 763221381/OCLC number: 84503189

**WELLMAN, R. KEITH**

**A study of the influences of the Ball State journalism workshops on students selecting journalism for their occupation or vocation**

Ball State University, 1972, 50 pages, Thesis, Advisor: Louis E. Ingelhart

**Abstract-**

Ball State University's 1972 High School Journalism Workshop was its seventh. According to a flyer publicizing the summer program, the workshop is organized to assist high school students in preparing themselves to "serve as useful members of their school publications staffs."

Although never expressed in announcements before or after the workshops, another purpose may be to encourage young people to enjoy the task of publishing a high school newspaper, yearbook, literary publication or magazine well enough to develop a desire to further their education and perhaps, even, to pursue journalism as a vocation. According to John W. Click, director of the workshops conducted annually at Ohio University in Athens, Ohio, and himself a former Ball Stater, there are over 40 journalism workshops each summer appealing to high school students and advisors and to college students and faculty. Most of these workshops are conducted on college campuses throughout the United States where there are more than ample recreational and cultural opportunities available to the workshop participants. These workshops rang from a few days duration to several weeks in length, and though most college campuses during summer months are different than they are from August to May, those attending the workshops have a chance to see what college campus life is like.

Since some of the workshops also invite professionals from the media fields to perform as quest lecturers and/or instructors, the workshop participants sometimes have opportunities to see firsthand "how the pros do it." Ball State conducted its third workshop in 1968. Student participants in that particular workshop, for the most part, would be at about the proper age to rank as seniors in college beginning the fall of 1972. Most everyone receives some amount of encouragement when he knows he has contributed to helping someone else achieve a goal or at least to get started towards that goal's achievement.

No one before has attempted to measure the accountability or success of the Ball State workshops. It seems a logical question, then, of whether the Ball State workshops were accomplishing as a side benefit the encouraging of young people to further their educations in colleges or universities and, perhaps more importantly, if the Ball State institutes actually had a bearing upon the selection of journalism as a career. By sampling the students of the 1968 workshop instead of a later one, conclusions might be drawn from questions posed to those persons who might be more sure of just what it is they plan to do with their lives. The problem, then, is do the Ball State University journalism workshops influence students in selecting journalism as an occupation or vocation?

These findings should be significant in that they will provide directors and staff members of future Hall State workshops with data indicating what past participants have elected to do with

the academic guidance they received as a direct result or as a side effect of attending a particular workshop. At the same time, by limiting the subject of the research to an isolated area (Did the workshop participant choose journalism as a vocation specifically because of some influence at the workshop?), future workshop directors and staffers may wish to study further other aspects of influences upon those attending the Ball State sessions. Since the persons interviewed in this study were selected at random, it would have been impossible to have drawn conclusions or to establish scientifically whether the workshops were turning high school journalists to professional media interests prior to the study.

**WELTY, WILLIAM E.**

**A handbook for advisers of duplicated school newspapers**

Kansas State University, 1956, 87 pages, Thesis

OCLC number: 22864762

**WENDT, KATHRYN C.**

**The high school newspaper as a public relations agent**

DePaul University, 1952, 72 pages, Thesis

OCLC number: 6247292

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**WESCHE, LILBURN E.**

**A study of practices and procedures used in supervising and producing student newspapers in some high school of the United States with particular emphasis on the Northwest**

University of Northern Colorado, 1961, 581 pages, Dissertation, Advisor: William Hartman

Dissertation number: 6106921/ProQuest document ID: 302065561/OCLC number: 39061314

**Abstract-**

This investigation has attempted to determine which techniques and practices used in producing high school newspapers are most successful in providing a profitable learning situation for the students involved, and achieve the greatest value to the school, its student body and its patrons. The initial phase of this study was to determine what practices and procedures are now used by high school student newspaper advisers in the United States. A second objective was to subject these practices to a careful analysis by authorities in the field to determine which, in their opinion, are the most desirable under typical circumstances.

A review of articles, texts, and research related to this area of school journalism was made to provide background data for the study and material from which a research questionnaire could be prepared. Advisers in 426 schools were sent questionnaires to determine practices and procedures in use. The 280 responses, which represented 65.7 per cent of the advisers contacted, were then classified as to the size of their school. Large schools were those of over 500 enrollment, medium-sized schools were those with enrollments from 250-500 students and small schools were those with 249 or fewer students enrolled. The schools were also classified according to location with comparisons drawn between those in the five northwest states of Idaho, Montana, Oregon, Washington and Wyoming and schools in the remaining states.

Conclusions: 1. Most of the procedures used by a majority of the student newspapers met with the approval of the board of experts. 2. With the exception of the objective of molding and

influencing public opinion, all major objectives for the student newspaper, as cited by the panel, were being satisfactorily met by the majority of student newspapers studied, according to the advisers. 3. There appeared to be no significant differences between general practices in vogue among student newspaper in the northwest and those in the remaining states. 4. Among different sized schools, a greater percentage of the newspaper staffs in the large schools followed those practices cited as desirable by the experts. 5. Contrary to the recommendations of the experts many student newspaper advisers are commercial teachers rather than English or journalism instructors. 6. Administrators, too frequently, have made the assignment for the newspaper advisement without first taking into consideration the qualifications necessary for the task. 7. Almost half the advisers have served in the capacity for five years or less, indicating a large turnover in advisers. 8. Over one-third of the advisers did not have any affiliation with a professional school newspaper adviser's organization. 9. College courses in journalism and student newspaper production, although recommended as being of considerable value by the authorities, were not meeting the needs of the advisers.

10. Although it was common for a journalism class to be directly responsible for the production of the student newspaper, this practice was not considered an essential one. 11. The annual, or yearbook, was not usually a responsibility of the journalism class that produced the student newspaper, even though the newspaper adviser was frequently the adviser for the annual. 12. Definite prerequisites should be established for students seeking admittance to the newspaper staff. 13. Although the practice was prevalent, the use of numerous titles on the staff is to be discouraged. 14. Many newspaper staffs had failed to develop a staff policy manual and did not have a stylebook. 15. Over one-fourth of the newspapers did not assign regular beats. 16. Rewriting by the adviser was not an uncommon practice, although an undesirable one. 17. The distribution of cost for the student newspaper was fairly uniform throughout the country. 18. It was a common and recommended practice to prohibit certain types of advertising in the student newspaper. 19 Advertising and circulation were the main sources of income for the student newspaper.

20. Over one-third of the schools studied did not reach 90 per cent or more of their student body with the student newspaper. 21. A definite room for staff use was desirable but only about half the schools had such an arrangement. 22. Pica size typewriters were considered as best for newspaper work although used by only about half the newspapers studied. 23. Awards for work on the staff were desirable but they should be simple and not monetary in nature. Granting of awards of value was not uncommon. 24. Jokes were not a desirable form of filler material in the student newspaper even though used by over one-third of the printed publications and by 60 per cent of the non-printed newspapers. 25. "Gossip" columns have no place in the student newspaper and were common to only about 12 per cent of the newspapers studied. 26. Critical rating services provided by national and regional press associations were used by most newspapers. Advisers considered these services valuable but expressed strong criticism of some aspects of the critical evaluation program. 27. The predominant practice among schools with a journalism class responsible for producing the newspaper was to provide full credit for journalism to each staff member in the class. There were a wide variety of other practices prevalent, however, in awarding of journalism credit to staff members.

**WESNER, CHARLES F.**

**Handbooks for high school students**

University of Oklahoma, 1937, 108 pages, Thesis

OCLC number: 26369583

**WESTON, MARGARET PHILLIPS**

**Is the answer “xtreme”? Can a youth section aimed at teenagers effectively attract people ages 15-18 to a daily newspaper?**

University of Georgia, 1998, 110 pages, Thesis, Advisor: Kent R. Middleton

OCLC number: 41571010

**WHEELER, ODETTE**

**Principles for engaging learners in the construction of school newspapers**

University of Pretoria, 2011, Thesis

OCLC number: 820521968

**WHEELER, WAYNE B.**

**A study of school publications in county schools with especial reference to the school publications of county schools in Wayne and surrounding counties in Ohio**

Kent State University, 1952, 174 pages, Thesis

OCLC number: 7496310

**WHITE, ANNE**

**Journalism: Its place and its adviser in the high school, 1954-1955**

Florida State University, 1955, 92 pages, Thesis

OCLC number: 44623834

**WHITE, NEIL RONALDSON**

**A study of journalism courses offered for academic credit by Mississippi public high schools**

Louisiana State University, 1969, Thesis, Advisor: A.O. Goldsmith

**Abstract-**

The purpose of this study was to investigate academic journalism education in Mississippi public high schools. Questionnaires were sent schools offering journalism academic credit during the 1967-'68 school year. Forty-one of the forty-two responded. Thirty-seven schools conducted journalism classes. This was seven per cent of the state's 519 public high school. Less than one per cent of the state's 235,992 students enrolled in journalism. No standards were followed in journalism concerning maximum number of years offered, credit given, or prerequisites.

Thirty-five schools reported publishing a newspaper. Twenty-six were printed and eight were mimeographed. Frequency of publication ranged from weekly to twice annually. Financing was primarily through advertising, subscriptions and sales, and school budget. Twenty-five schools reported membership in one or more scholastic press associations. All but three teachers taught additional subjects. Club and organizational sponsorships were indicated by twenty-two teachers. Twelve teachers were certified in journalism. Eight teachers had membership in professional journalism organizations. Eight journalism textbooks were used in the schools.

Conclusions included: Mississippi rated low in number of high school journalism students and in percentage of students enrolled in journalism, advertising was not included in the curricula of all schools, value of membership in the Mississippi Scholastic Press Association was lacking, nonexistent, or unknown to half of the schools surveyed, journalism certification and membership in professional journalism organizations of teachers was low, and journalism course standards varied. Recommendations are: establishment of journalism curriculum guide, provision for journalism extension courses through which journalism certification may be implemented, journalism education should be offered in more high schools, and a journalism education methods course should be included in preparatory requirements of English education majors, as twenty-nine of thirty-seven journalism teachers taught English.

**WHITING, JEREMY**

**Convergence in the classroom: Expanding new media delivery and content in journalism and broadcast courses**

Michigan State University, 2010, 76 pages, Thesis, Advisor: Gary Reid

Thesis number: 1493387/ProQuest document ID: 871195239

**Abstract-**

Journalism and broadcast programs have long been staples in high school curriculums. The skills needed to produce a successful newspaper, yearbook, radio program, or television show reach across multiple disciplines, fulfilling many state standards along the way. Students work collaboratively to create something original with a focus on their local audience. Increased technology use and availability has altered how these publications are created. However, that has not lead to widespread changes in how content is delivered over the Internet.

Meanwhile, the professional journalism world has taken steps to embrace these changes. More content is being delivered online, with a focus on new media technologies instead of the written word. Content is still at the heart of respectable publications, but they are adapting to fit changing consumer needs. As this happens, student publications must take the cue and start creating new types of content. They can repurpose traditional reports for new media applications. This will prepare young journalists for their future careers.

This paper will present the reasons why some schools have already made the switch, as well as show ways to reproduce the results in other classrooms.

**WHITTLE, DOUGLAS DALE**

**A needs assessment of continuing education in journalism for the secondary teacher/adviser in Iowa**

Iowa State University, 1983, 79 pages, Thesis, Advisor: J.K. Hvistendahl

OCLC number: 9961705

**Abstract-**

This study attempted to determine the perceived continuing education needs and preferences of Iowa journalism teachers and advisers. In addition, this study attempted to determine the extent of journalism education being offered in Iowa high schools and the characteristics of the journalism teachers and advisers in these schools. A sample of 168 school names was drawn from the universe consisting of 470 high schools in Iowa. A mail questionnaire of fifty questions was sent to these journalism teachers and advisers. Of the 168 questionnaires mailed out, 121

were returned.

Four hypotheses were developed in this study: 1) Personal convenience, in terms of time of year and location of workshop, will be an important factor when journalism educators consider workshops. 2) Teachers will show definite preferences for the types of instructors who lead workshops. 3) Advisers will express a need for workshops and services that provide help for immediate and practical concerns. 4) Iowa advisers and teachers will follow the national trend regarding preparation, education, and professional involvement. The data derived from this study supported the first three hypotheses. When comparing the “typical” Iowa adviser and teacher with the typical adviser and teacher on the national level, hypothesis four proved both correct and incorrect. The results from this study seem to indicate that a positive attitude exists on the part of Iowa advisers for journalism workshops that carry graduate-level credit and that are conveniently available.

**WIDMER, LAURA BETH**

**Censorship of Missouri high school newspapers**

Iowa State University, 1983, 120 pages, Thesis, Advisor: Richard Keilbowicz

OCLC number: 9414870

**Abstract-**

The author surveyed 165 Missouri high school principals, newspaper advisers and high school newspaper editors to determine the attitudes and actions of each group regarding censorship and the First Amendment rights of high school newspapers in the state. The survey revealed that attitudes toward press freedom did not always coincide with practice. Although most principals did believe that the student newspaper staff should be able to write about sex, birth control, alcohol and drugs, in practice, those controversial articles were avoided or covered in a limited manner. In short, actions often contradicted attitudes.

There were seven hypotheses discussed and the results of the survey showed that: 1) There was no relationship between the adviser's degree and the amount of censorship exercised, 2) Forty-one percent of the principals realized that student journalists have about the same First Amendment rights as professional reporters do, 3) Medium and smaller schools have more censorship than larger schools, 4) Experienced advisers, five years or more, are less likely to review copy or censor prior to publication, 6) Missouri high school newspapers suffer about the same amount of censorship, compared to similar studies from South Dakota and Illinois, 7) Editors who attended journalism workshops are more aware of their First Amendment rights and are less censored. Missouri high school newspapers aren't as free of censorship as they should be. The results of the survey indicate that there is a need for the three groups to learn more about current high school press law. Friction can be minimized by having the three groups work together. The answer to censorship and prior review could simply be newspaper guidelines which should be adopted before school begins. However, those guidelines should support the First Amendment rights of the high school press.

**WIEBE, THEODORE A.**

**An evaluation study of the 1954 yearbooks of seven north central Kansas high schools**

Pittsburg State University, 1955, 51 pages, Thesis

OCLC number: 22864881

**WILLARD, ROSWELL BELLFIELD**

**A proposed course of study in journalism for secondary schools**

Arizona State University, 1951, 120 pages, Thesis

OCLC number: 19021899

**WILLIAMS, ERIC**

**Functions and control of student newspapers at public high schools: Perceptions, practices and policies of Wyoming principals and advisers**

University of Nebraska- Lincoln, 2005, 169 pages, Thesis, Advisor: John Bender

OCLC number: 60409101

**Abstract-**

First Amendment jurisprudence as it applies to free speech at public schools is a contentious branch of constitutional law. Six states have laws that expand protections for student expression in school publications, although 25 states have considered adopting student expression laws since Hazelwood. Wyoming failed to pass student free expression bills in 1991 and 2003. The primary purpose of this study was to assess how Wyoming public high school principals' and newspaper advisers' perceptions of the functions of student newspapers compared with their stated support for or opposition to student control over school publications. The data helped investigators gauge overall levels of support for a state statute and to test relationships between principals' and advisers' views about control over school publications and respondents' states levels of support for a state student free press law.

The data only shows statistically significant differences between respondents' levels of agreement with one statement about the correlation function, one statement about the entertainment function and one statement about the pedagogical function of student newspapers. The data showed statistically significant differences between principals' and advisers' levels of agreement with statements about the pedagogical, continuity and mobilization functions of student newspapers compared to respondents' stated levels of support for a state student free press law. The data showed no significant differences between principals' and advisers' levels of agreement with the attitude statements compared to respondents' total years experience as a principal or as an adviser and only two significant differences between principals' and advisers' level of agreement with the attitude statements compared to respondents' school enrollments. Twenty-eight percent of principals and 59 percent of advisers working in schools without formal publications policies thought that their schools should develop written policies, while only 21 percent of all principals and 39 percent of all advisers indicated support for a state student free press law. 85 references, 7 appendixes and 41 tables were included.

**WILLIAMS, HAROLD ORVAL**

**A study of the teaching of appreciation of the mass media in certain secondary schools of ten western states**

Brigham Young University, 1959, 70 pages, Thesis

OCLC number: 367062058

**WILLIAMS, ROBERT H.**

**A student handbook for St. Croix Falls High School**

Stout State University, 1969, 75 pages, Thesis  
OCLC number: 8330171

**WILLIAMS, THEODORE ROBERT, SR.**

**Educational policy implications (K-12) of the U.S. Supreme Court decision in the Tinker v. Des Moines case**

University of Iowa, 1978, 332 pages, Dissertation

Dissertation number: 7902960/ProQuest document ID: 302882935/OCLC number: 43498787

**WILLS, DONNA M.**

**All that's fit to print: A practical manual for high school newspaper advisers**

Morehead State University, 1994, 108 pages, Thesis, Advisor: Lawrence Albert

OCLC number: 30880311

**WILMES, AMANDA M.**

**Features: A unit plan for Elkhorn High School journalism**

University of Nebraska at Omaha, 2006, 46 pages, Thesis

OCLC number: 85248440

**WILSON, MAURICE WALLACE**

**An analysis of student handbooks of selected Minnesota high schools in 1959-1960**

North Dakota State University, 1960, 74 pages, Thesis

OCLC number: 11824394

**WILSON, NORMA RUTH PARKER**

**A guide to yearbook organization and production for the beginning adviser**

University of Kansas, 1973, 135 pages, Thesis, Advisor: John B. Bremner

OCLC number: 3528102

**Abstract-**

Only two states require that a teacher have a major in journalism to be certified to teach journalism in secondary schools. In fourteen states and the District of Columbia no specific certification requirement must be met if one wants to teach high school journalism classes. For advising newspapers and yearbooks, most states have no requirements whatsoever. Year after year teachers who have no journalism background are assigned to advise school publications without knowing where to start, what to do, or where to go for help. This offers some practical advice to the teacher who has been assigned to advise the yearbook and who is not sure how to proceed.

Chapters on yearbook aims, classroom organization, content organization, copy, layout, pictures, and financing are included. Probably most valuable to the beginning adviser is a chapter that directs him to other books, magazines, and organizations that offer special services and information to yearbook advisers. Samples of various forms are also included at the ends of chapters and in the appendixes. The work had as its intention the offering of some basic, helpful information on yearbooks to the inexperienced person who is not so much interested in fancy graphics and A-rated books as in getting a yearbook finished in a suitable way. The thesis has been published in book form as Adviser's Guide to Painless Yearbooking (Josten's/American

Yearbook Company).

**WILSON, STAN LE ROY**

**A study of objectives and values in high school journalism**

Stanislaus State College, 1966, 83 pages, Thesis

OCLC number: 11975483

**WISSEN, RICHARD CROSS**

**The substitution of journalism in lieu of required English**

University of Utah, 1955, 66 pages, Thesis

OCLC number: 7524649

**WITTER, DOROTHY ANN**

**Continuing education, certification and educational technology needs of secondary journalism teachers in Oklahoma public schools**

Oklahoma State University, 1995, 125 pages, Dissertation, Advisor: Bruce Petty

Dissertation number: 9618444/ProQuest document ID: 304269083/OCLC number: 34654188

**Abstract-**

Scope and method of study: During the Spring of 1995, 66 journalism teachers and advisers at public secondary schools in Oklahoma who were 1994 members of the Oklahoma Interscholastic Press Association were surveyed to determine the continuing education needs, certification needs, and employment needs of career journalism secondary teachers who desire coursework pertaining to technology advances. The survey also was to help identify the continuing education needs of journalism teachers in terms of course content, course level, and delivery format so that Oklahoma colleges and schools of education could better serve the needs of these teachers. At the current time, only two colleges of education in Oklahoma's public universities offer coursework to meet certification requirements for secondary journalism teachers.

Findings and conclusions: This 1995 study had a response rate of 69.7 percent. The findings showed that a large number of respondents did not hold major or minor degrees in journalism, although all respondents advised at least one student publication. The majority of respondents held master's degrees or above (60.87 percent, n=28); however, only two teachers held master's degrees in journalism, with the largest number of master's degrees being in education (65.52 percent, n=19). Graduate level needs were evidenced as not being met by the respondents' interest in pursuing graduate level coursework in journalism, followed by educational technology, education and video production/editing. The top three reasons identified for taking graduate level courses were to improve skills for the teaching position, for self-improvement, and "other reasons." Respondents overwhelmingly chose taking courses at the university as their preference for delivery method, followed by taking coursework locally. They also preferred, by a nearly 70 percent choice rate, to take classes in summer sessions of four weeks in length.

**WOLFE-DAWSON, LEIGH**

**A biographical study of namesake John F. Tinker on the landmark legal case Tinker et al. v. The Des Moines Independent Community School District et al.**

Colorado State University, 2008, 172 pages, Dissertation, Advisor: Clifford P. Harbour

Dissertation number: 3346450/ProQuest document ID: 304636222/OCLC number: 320436892

**Abstract-**

The purpose of this biographical study was to understand the effect of the case *Tinker et al. v. The Des Moines Independent Community School District et al.* circa 1965-1969, on namesake John F. Tinker, circa 2008. John Tinker was involved in a landmark 1969 United States Supreme Court decision nearly 40 years ago. He was 15 years old when he wore a black armband to school to protest the Vietnam War; he is 57 now. In legal and educational environments, *Tinker* is known as a name on a school-related legal decision, but there is a person behind that name. While there is abundant information about his legal case, not much is known about the namesake.

This study attempted to understand how Tinker experienced his legal case and how he understands its effect on his life. This study centered on John Tinker's own voice. Through in-depth, open-ended, one-on-one, face-to-face, voice-to-voice, and computer-to-computer conversations, an account of his life using his own words emerged. What was discovered was that Tinker is a multi-faceted person and the *Tinker* legal case is only one aspect of his full and unique life. This study is important because Tinker is a living being who as a teenager was involved in an activity that culminated in a landmark decision by the United States Supreme Court. That legal decision holds today— 40 years later— and affects every public school student in the United States.

**WOODHOUSE, CHARLES GEORGE****A perspective of journalistic activities in the American high school**

University of Washington, 1940, 137 pages, Thesis

OCLC number: 19984128

**WOOLEGE, LUCILLE ROBERTS****The content of high school handbooks**

Northwestern University, 1932, Thesis

OCLC number: 35906191

**WORSHAM, ANNE GOLDEN****Framing political news in the high school classroom: The case of Channel One**

University of Utah, 2007, 423 pages, Dissertation, Advisor: Peregrine Schwartz-Shea

Dissertation number: 3287713/ProQuest document ID: 304800590/OCLC number: 183705760

**Abstract-**

In this research project I analyze the Channel One news programs that were broadcast to 8 million teenage public school students over the span of 2 school years, from September 2003 through May 2005. This was a time period when the corporate leaders of Primedia (the corporation that owned Channel One) become involved in national politics as part of pursuing a politically conservative corporate agenda. This period of political involvement occurred during the time period leading up to and including the Bush-Kerry presidential campaign. During the time of the campaign, a Channel One vice president was a top Bush fundraiser and was the only major fundraiser for President Bush who was listed as representing a news company. At this same time, Channel One's reporters were covering the presidential campaign and other political issues. Also, during this time period the military was a major advertiser on the broadcast, as the news station was covering the war in Iraq, the war against terrorism, controversies at home

concerning civil liberties, and other international news.

This research study interweaves several methodologies in order to conduct a more robust and multidimensional analysis of the text. The following methodologies are used: case study analysis, frame sponsorship analysis, frame analysis, typology construction and standards comparison. I draw insights from the various analyses to construct a typology of frames and frame sponsorship patterns. I construct a typology of frames to identify the frames found in this news source that are commonly found in other news sources. I also analyze the frames that emerge in this news source that “wesche” may not be commonly found in mainstream news sources or in pre-existing research studies. I also conduct a comparison of the news offerings with the articulated editorial standards of this news service. I argue that during this time period, the Channel One news service failed to live up to its potential as a news source for the public schools.

**WOSCHITZ, FRANK**

**Newspaper printing programs in 11 Indiana high schools**

Indiana University, 1960, 118 pages, Thesis

OCLC number: 34458334

**WUTKA, MARY E.**

**Newspaper printing programs in 11 Indiana high schools**

Central Michigan University, 1980, 129 pages, Thesis, Advisor: Gilbert O. Mainknecht

OCLC number: 6505362

**Abstract-**

In 1969 the Supreme Court gave explicit rights and freedoms to the high school journalist. In view of those rights an examination of the current role and position of the high school press was necessary. The objective of this study was to determine the policies and practices utilized in the production of the high school newspaper in Michigan. The four areas of investigation were: 1) the high school journalism program, 2) high school newspaper organization and publication practices, 3) newspaper policies and their effect on content, and 4) the local newspaper and its influence on the high school press. The study was confined to the Class A high schools in the state of Michigan. Journalism teachers of the 172 Class A schools received a mail questionnaire which formed the basis for the compilation of the data. Approximately 45 percent of the schools responded.

The findings of the study indicated that the adviser's role and influence on the student journalist was significant in all aspects of newspaper production. Advisers did practice censorship either directly by refusing to print articles or indirectly by their selection of staff and editors. Most schools did not have a written policy for their school paper. Furthermore, students are expected to be as responsible for the publications as their professional counterparts. However, the student is given little voice in decisions and determinations of the high school newspaper and its policy. Local Newspapers had little influence on the student population.

**WYNNE, HAROLD M.**

**Guidelines for making instruction in mass media relevant for all students in Seventh-day Adventist secondary schools**

Loma Linda University, 1971, 102 pages, Thesis  
OCLC number: 33116454

**YAGLE, PAMELA D.**

**Journalism teaching-advising courses at West Virginia University and 103 other schools**

West Virginia University, 1975, 188 pages, Thesis

OCLC number: 21110023

**Abstract-**

To consider the most effective journalism teacher education program that West Virginia University could offer, 117 college journalism teaching-advising programs were surveyed in the United States. Faculty of 104 schools (88.8 percent) responded to one of three mailings. The findings indicated that most instructors who were surveyed enroll all types of majors in journalism education classes, the most commonly used textbook is "Scholastic Journalism" by Earl English and Clarence Hach, most schools have no course or rank prerequisites for entering journalism teaching-advising courses, teacher certification requirements range from six to twenty-four hours of journalism, persons conducting teacher education programs at almost one-half of the journalism schools responding have not previously taught high school journalism, and most high school journalism teachers feel ill-prepared to teach and advise high school publications. It was concluded that the West Virginia University journalism teacher education program is limited, but closely resembles the type of journalism teacher education curricula for high school teachers provided by more than one-half of the schools responding.

**YASKIN, SHIRLEY**

**Freedom of expression in high school publications as perceived by student editors**

University of Miami, 1992, Thesis, Advisor: Michael B. Salwer

**Abstract-**

This study examines whether high school editors are familiar with the legal cases involving their high school newspapers, and the perceptions they have regarding freedom of expression in their schools. In-person surveys were conducted at the National Scholastic Press Association Convention in Chicago, Ill. in November 1992. Editors answered a 22-question survey about their perceptions of their student newspapers. The results of the surveys were used to determine whether editors see their publications as open forums, whether students can enjoy the same freedom as the professional press.

The study also examines whether the principal or adviser reads the copy before it is published, and whether students have control over deletion of certain materials. The study also examines who has the final say before going to press and if there is a subtle self-censorship among high school students. The population of the school and size of the community from which students came is also observed in order to determine if there was any correlation between the makeup of the community and the control of the student newspaper.

**YOCUM, LOIS JULIANA**

**Eighth-grade writers and meaning-making: A study of computer-mediated conferencing and publishing**

Iowa State University, 1999, 208 pages, Dissertation, Advisor: Leslie R. Bloom

Dissertation number: 9940258/ProQuest document ID: 729802191/OCLC number: 43462196

**Abstract-**

A practitioner research methodology characterizes this investigation and analysis. This study is based on observations, interviews, surveys, and analyses of students' writing, and it is grounded in constructivist theory. The purpose of this study is to determine ways in which eighth graders in creative writing, online journalism, and language arts classes find meaning in three activities: (1) computer-mediated collaborative conferencing with distant audiences, (2) publishing their school newspaper on the Internet, and (3) preparing multimedia projects.

This study illustrates the relationships among conducting practitioner research, promoting curriculum change, and encouraging student empowerment through writing for broader audiences. Research in the area of collaborative, computer-assisted writing instruction in middle schools suggests that providing specific, real-world audiences and purposes for students to write promotes a high degree of task-engagement, heightens self-esteem and self-efficacy toward linguistic tasks, and generally improves the quality of students' writing.

This study explores eighth-grade students' perceptions of themselves as collaborative writers/thinkers/workers. It is also the story of an experienced middle school language arts teacher who reflects on her teaching practice to understand the multi-layered complexities of classroom interactions that emerge when she facilitates computer-mediated process writing instruction in a technology-rich, constructivist writing workshop.

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**YODER, ALICE M. RAITH****Content of mass media courses in Iowa public high schools**

Iowa State University, 1978, 73 pages, Thesis, Advisor: J.K. Hvistendahl

OCLC number: 4142922

**Abstract-**

This study was attempted to examine the content of mass media courses in Iowa's public secondary schools and the academic preparation of mass media teachers. Results compiled from a self-administered questionnaire returned by 62 percent of the sampling frame— one in every four schools— indicated that an overall mass media curriculum is not defined. Media is offered in 71 percent of the schools in which 54 percent of the respondents gave high emphasis to television and 12 percent did not treat it at all. Similarly, 34 percent gave a high percentage of class time to newspapers while an equal number did not include this medium in the course. Considerable emphasis was given to advertising-propaganda. Film and radio content ranged from not time to 12 percent. Relatively low emphasis content areas were photography, comics, and cartoons, magazines and current events.

Teachers devoted the most time to hands-on production projects and media's effect on society. History of and careers in media were low in emphasis. The study indicated media teachers are most often prepared in English, speech or journalism. Fifty-nine percent had had fewer than 12 semester hours in media-related course work; 37 percent had no courses or training for the discipline. Although television was given the most emphasis, 69 percent of the teachers had taken no courses in that area. Despite the fact that teachers indicated they were ill-prepared to teach mass media, a large majority said the course is important and should not be dropped from the curriculum.

**YOUNG, JESSICA JEAN**

**Collaboration in Action: The impact of a cooperative learning environment on student engagement in ninth grade English**

University of California, San Diego, 2011, 178 pages, Thesis, Advisor: Claire Ramsey  
Thesis number: 1502094/ProQuest document ID: 907261440/OCLC number: 76320065f4

**Abstract-**

*Collaboration in Action* was designed to facilitate a learning environment that would increase motivation and engagement among students in ninth grade English classroom. The model that was used was based on the structure used in scholastic journalism, which required the participating students to be teachers, learners and collaborators. The curriculum was implemented in a ninth grade English classroom at a Title I high school. Prior to the implementation, the class average was in the D+ range.

*Collaboration in Action* was used alongside a novel study. The students were grouped based on skills and social interactions and expected to work together to complete tasks. The students were reliant on one another to complete tasks and turn in assignments, in order for their groups to succeed. It was critical for the students to monitor and manage one another's progress.

Through this curriculum, it was found that by placing students in structured, collaborative learning environments, they were more likely to be engaged in their material, than when in a traditional classroom environment. Creating a structure in which students had to rely on one another made each student feel personally responsible for the success of his/her peers.

*Collaboration in Action* facilitated a sense of belonging, ownership and community for students that helped them feel supported. Through *Collaboration in Action*, teachers can borrow from the successful practices of the journalism classroom. Despite the unique nature of scholastic journalism, the structures that are used in electives can garner meaningful results in the core subject areas as well.

**YOUNG, VIRGIL EDWARD**

**Microfilm in high school media programs**

St. Cloud State University, 1970, 32 pages, Thesis  
OCLC number: 9038058

**YUNT, REBECCA S.**

**A comparison of teacher qualifications and certification requirements and their effect on school publication in the greater Louisville area**

Ball State University, 1977, 94 pages, Thesis, Advisor: Ruth A. Iliff  
OCLC number: 12194065

**Abstract-**

This thesis used a questionnaire to survey the qualifications of teachers and the types of journalism programs found at the secondary level in schools in the Greater Louisville High School Press Association. The responses from three Indiana schools and three Kentucky schools were reported. The thesis identified: the number of years the adviser had been responsible for the newspaper; the additional subject areas and responsibilities of the adviser; the qualifications of the adviser for teaching and advising the newspaper including workshops, degrees, and/or

professional work. The thesis identified the duration of journalism courses and whether the publications class was part of the school day or extra duty, and the credit earned by the student. State requirements for teaching journalism in Indiana and Kentucky were compared and the newspapers from each school were rated according to the Kentucky High School Press Association's Newspaper Rating Sheet. This rating device measured general appearance, news coverage, writing quality, and special pages. The publications were then compared overall and in each category.

**ZIMBERT, MAX ABRAMS**

**A renaissance for newspapers rich and poor**

University of Southern California, 2009, 25 pages, Thesis, Advisor: William Celis

Thesis number: 1467573/ProQuest document ID: 304997520/OCLC number: 857682196

**Abstract-**

Professional newspaper reporters describe themselves as dinosaurs. All media is changing, but none more rapidly than the newspaper. Yet the high school newspaper tradition continues. No matter what kind of resources exist in the school district, newspapers take root and enhance the high school experience. Working on the newspaper is the highlight of students' days. Published stories are a feather in the cap for some students. For others in different circumstances, the newspaper article is a year's worth of work on a life-changing subject. The achievements and skills of scholastic journalism programs vary, but student journalists become better students in and throughout life.

**ZUEHLKE, DONALD J.**

**Trends in financing and publishing high school yearbooks in the small high schools of Wisconsin**

University of Iowa, 1953, 102 pages, Thesis

OCLC number: 78572322

\*A limited number of projects, theses or dissertations also address: extra-curricular courses (of which student publications have been or are still designated as such); elementary and junior/middle high school communications/journalism/publications (if applicable to the teaching of high school journalism or advising high school publications); student handbooks (another critical student-produced publication, most prominent during the 1940s, 1950s and 1960s); student news bureaus (most prominent in some schools before school districts added their own public information director or specialist positions); English courses (if a journalism unit was included in the English curriculum); radio production (which might have been part of a journalism or communications curriculum); television production (which might have been part of a journalism or communications curriculum); and video production (which might have been part of a journalism or communications curriculum). The current college or university name is also used to help standardize the information and make searching for materials a bit more systematic.

**Updated: 10.23.17/970 entries**