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FREEDOM OF THE PRESS
IN HIGH SCHOOL NEWSPAPERS AND YEARBOOKS:
A STATUS REPORT 1973-74

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CHAPTER I

OVERVIEW OF THE PROBLEM

"No government ought to be without censors; and where the press is free, none ever will."¹

A journalist in Madison High School, Madison, Florida, wrote an editorial in 1971 in which she cited the "childishly atrocious behavior of a number of Madison High students during Homecoming Week" and proceeded to explain "some students feel that they, for racial reasons, were discriminated against because of the outcome of the elections." The writer further cited other incidents throughout the year which indicated the "rotten attitude" of the "whole student body." See Appendix A for a copy of the editorial.

The result?

- (1) A walkout staged by black students;
- (2) The closing of eight county schools, deemed necessary by the County Superintendent and the School Board;
- (3) The superintendent's suspension of the paper for the remainder of the semester;
- (4) Security guards assigned to the school for the remainder of the school year.²

In Troy, Montana, the February 7, 1972, issue of the school newspaper *Trojan Trumpet* ran the results of a community poll concerning the "no long hair" ruling established by the Board of Education. A community member resented the telephone poll, called the principal and said, "It was none of our business how she felt," Mrs. Margaret Maness, adviser, explained.³

Furthermore, the *Daily Interlake* in Kalispell, Montana, picked up the news item and did a take off on the "long hair" situation with the article "Does George Need a Haircut?"⁴ See Appendix B for a copy of the article printed in the *Trojan Trumpet* and also the article carried in the *Daily Interlake*.

The result?

The bomb fell and I was reprimanded. 'It was an invasion of privacy' the principal said. I answered that I didn't feel it was because all they [community members] had to do was say they didn't care to answer. Then he informed me that he and the board wanted only stories about school, not involving the community.⁵

In 1970, R. C. Jergeson, journalism instructor and adviser to the student newspaper at Sheridan High School, Wyoming, was dismissed from his job on the basis of "[i]ncompetency, as evidenced by the April 1, 1969, edition of. . .the school newspaper."⁶ (The details of the article and full connotation of the picture were not revealed in the reference material.)

Jergeson maintained there were no rules and regulations concerning his responsibilities as adviser and that the student editor was responsible for the

publication.

The result? A Wyoming court upheld Jergeson's dismissal. The Court observed:

[Other incidents and] his apparent approval of a picture of a row of urinals in the school newspaper are not exactly fine examples to set for impressionable students. It is not that these students or at least a part of them have not been exposed to a more base and filthy humor outside the schools, but in the halls of an institution where lofty ideals and examples should be the rule, it is out of place.⁷

A situation in which a caption under a student's picture provoked difficulties occurred in South Orange, New Jersey. In the case of *Robert Mele vs. Robert Cuddy, the Board of Education of the Village of South Orange, and American Yearbook Company*, Mele sought compensation for injuries resulting from the publication of *Freshman 66*, a yearbook put together by the ninth grade graduating class of the South Orange Junior High School.⁸

The caption under Mele's picture read: "A good fisherman and a master baiter."⁹ The cutline, written by three school girl editors, went unnoticed by the mathematics teacher assigned to supervise the yearbook and by the yearbook publishing company.

Result? As revealed through Mele's testimony, he was subject to public scandal, ridicule, contempt and disgrace, became extremely despondent and in the fall of 1966 began the use of drugs after which he voluntarily sought treatment at the Alfred Adler Mental Health Clinic.¹⁰ See Appendix C for the

case summary sent to Paula Simons by Alan Sweetser, Secretary and General Counsel for American Yearbook Co.

Also involving yearbook material, two students from Cleo Springs, Oklahoma, filed suit to prevent publication of the school's 1973 yearbook until their pictures were included.¹¹ See Appendix D for the newspaper article from *The Wichita Eagle*.

Plaintiffs Kathy Kingcade and Becky Rogers Wallace were elected Queen of Future Farmers of America and Senior Class Queen respectively. Both became pregnant during their reign.¹² Due to these pregnancies, the school board refused to put the girls' pictures in the extra-curricular activity section of the yearbook. See Appendix E for case summary sent to Paula Simons by Alan Sweetser.

In the Madison, Florida, incident, the paper was re-established after "black members were placed on the staff. The newspaper has always been open to black members," Martha W. Faught, adviser, explained.¹³

The Madison staff members got their fingers burned, but they illustrated the right to report and weathered the storm to re-establish their newspaper as a laboratory for students to communicate their ideas.

The Troy, Montana, incident, however, incited the resignation of the adviser Mrs. Maness, who was Montana journalism teacher of the year in 1968 and whose paper held an all-state rating.

"I felt my staff was unjustly treated for a creative endeavor. . . . This, [not reporting community news] I feel, is wrong because the students are

part of the community . . . I don't care to work under such pressures." Mrs. Maness said.¹⁴

Concerning the *Jergeson* case in which the adviser's dismissal was upheld, the Court decided that the article and letter to the editor which was critical of faculty members "collide with the rights of others, namely the teachers and administrators of the school."¹⁵

The School Board could have well decided within its discretion that when the faculty member in charge of the newspaper . . . permits such articles to appear that he is, in this way, expressing his incompetence. The students in speaking out in the school paper as they did were not entertaining a subject such as the war in Vietnam or some controversial matter of a public nature, but were making personal attacks on members of the faculty. . .¹⁶

However, in the *Mele* case which was settled in the Essex County Court, Newark, New Jersey, judgment was entered in favor of the plaintiff and against the defendants in the total amount of \$38,000.00.¹⁷ The jury found that the statement "A good fisherman and a master baiter" was libelous and caused emotional disturbance and mental anguish to the plaintiff.

Although compensatory damages were not awarded in the case of the pregnant girls because the U.S. District Court, Oklahoma City, held that no "substantial Federal Constitutional question was involved," the case was dismissed without prejudice to the rights of Plaintiffs to refile the case in State Court. However, no action was taken, thus, no precedent was set. In their original suit the plaintiffs contended that "the only permanent recogni-

tion and enjoyment of queenship honors is through the publication of the Plaintiffs' pictures as queen in the 1972-73 yearbook.¹⁸

"Permanent" becomes the key term, not only in this case, but in any other in-court or out-of-court publication controversy. The fact that the published material goes on a permanent record opens the high school press to a situation not faced by any other area or field of learning.

Whether these five sample cases illustrate encroachment upon the students' rights to a free press or whether they inculcate editor, adviser, School Board and/or printer, all exemplify the problems currently faced by those involved with high school publications.

In all phases of life "change" is an important word, for as social mores change, the student citizens, articulate, sensitive and conscious of their rights, question policies, demand their right to know and rebel against suppression, looking to the high school press as a medium for exchange of comment and criticism.

When Thomas Paine wrote his message of distress in *American Crisis*, "change" also became his concern with the words, "These are the times that try men's souls."

Since firebrand Paine scorched his challenge 200 years ago, times still "try the souls" of writer, teacher and administrator.

Fear was once the predominant factor which stifled the high school press. The young writer was fearful of composing an article which he

expected to be cut or killed; the adviser was fearful of taking the story to the administrator because of possible reprisals; the administrator was fearful of allowing controversial issues to be published because of the possibility of facing the austere superintendent who was fearful of not pleasing the community.

In a 1974 report of a survey on freedom, Laurence R. Campbell, director of *Quill and Scroll Studies*, explained:

In more than one-third of the high schools; [94 schools represented], high school publication staff members were disciplined or criticized for publication content or view point, indicating that the high school is not a marketplace for free expression.¹⁹

In an article published in 1971, Bob Trager and Ron Ostman said, "The principal is the publisher and the publisher controls the newspaper. In some high schools that axiom is explicitly stated, in others it is subtly [sic] understood."²⁰

However, in another publication, Trager, one of the leading authorities on scholastic press freedom, stressed the importance of remembering that young journalists are studying democracy and the constitution and the American struggle for freedom in their social studies classes. "It does not seem possible that they should learn oppression in school and then act as responsible citizens in adult life."²¹

To promote responsible, involved reporting and to coordinate community involvement with the school, some advisers are encouraging more

in-depth reporting, the kind of reporting which administrators most often fear.

This element of fear came to the fore in Torrance High School, Torrance, California. The School Board of Torrance Unified School District and Principal Carl Ahee fired journalism adviser Don Nicholson for not complying with Ahee's wishes to review articles which carried administration quotations, which involved the Pueblo District of Torrance, or which included survey reports.

Nicholson opened his teaching career at Torrance High School as the teacher of journalism and faculty adviser to the student newspaper, the *Torrance News Torch*. He taught for two years, from 1968-70. His background included a B.A. degree from the University of Washington and a Juris Doctor from Gonzaga University, Spokane, Washington, eight years of news work including a post with United Press International, and six years as a Washington State Legislator.²²

Nicholson relates that when he started at Torrance High, he found no guidelines or policies concerning the permissible scope in newspaper content. Principal Ahee introduced to Nicholson and the journalism staff the Four Way Test of Rotary which was on an inscribed plaque upon his desk.

Ahee approved articles by judging them on the Four Way Test:

(1) Is it the truth? (2) Is it fair to all concerned? (3) Will it build

good will and better relationships? (4) Will it be beneficial to all concerned?

Building "good will and better relationships" and being "beneficial to all concerned" established the newspaper as a house organ, promulgating only those ideas and views acceptable to the institution and its leadership. These final elements of the Four Way Test also contradict the statement of Julius Duscha and Thomas Fischer: "If these newspapers do their job well, they will occasionally strike sparks, make their readers wince, and cow or infuriate the objects of their criticism."²³

The first of the articles to "make readers wince" but which was opposed by the administration was the series about the Pueblo area.

Nicholson explained that student editors came to him with the idea to provide "some in-depth coverage of Torrance's Chicano community, and the attitudes and educational problems of students who came to school from this area."²⁴

The article "Minority Problems Probed" quoted a named source stating that "many of the Pueblo women have their babies at home because they don't want to go to the county hospital. The people feel out of their element asking for things." See Appendix F for a copy of the article.

According to Principal Ahee, the article caused "distress" on the part of some of the residents living in the area, and the principal

was called to a meeting of the citizens. He was told of some alleged inaccuracies that appeared in the article and of some quotes which were taken out of context. Residents particularly took exception to the comment about Pueblo women having their babies at home. This, Principal Ahee classified as "distress." He discussed the situation with Nicholson and ordered all articles on this subject to be submitted to him for the Four Way Test approval.

Nicholson discussed the inaccuracies with the reporter and used it as a learning situation; on April 10, 1969, a second article was printed in an effort to round out the views quoted in the first one by presenting a different aspect. The article was not taken to the principal, but nothing occurred with the citizenry in regard to the second publication. However, the fact that Nicholson did not adhere to administrative orders to clear the article is being used as part of the defendants' case.

Beyond his insistence in applying the Four Way Rotary Test, Principal Ahee also maintained that any article concerning an administrator or carrying an administrator's quote must be taken to him. In an article in the *Torrance News Torch* on January 26, 1970, "Main Building's Future Unsure," the reporter sketched the outlines of the controversy concerning the oldest building on the campus and a favorite gathering point for students. Because the administrator was quoted in the article, the staff was instructed to submit the entirety

of the article for the administrator's review. The article was not submitted. See Appendix G for a copy of the article.

According to Nicholson, "On the stated reason that it wanted to 'check quotes,' the administration reserved to itself the absolute power to veto coverage of any topics it felt to be sensitive or controversial. The prior submittal directive reserved the power not only to veto entire coverages, but to veto the style or manner of coverage."²⁵

Another article cited by the hearing officer as part of the reason for Nicholson's dismissal concerned Coach Willard Boerger of Torrance High, who in early October 1969 decided to step down from his head coaching position and move into another assignment with the School District. Boerger, who had to his credit five varsity basketball championships and five baseball championships, had been a coach for seventeen years, twelve of these at Torrance.

In the October 6, 1969, issue of the school paper, an article praised the retiring coach and reviewed his years of leading championship teams. However, readers took exception to the banner headline "Coaching Shakeup: Boerger Out." Below this was the article's headline "Varsity coach quits; Little takes over." See Appendix H for a copy of the article and the headlines.

In his affidavit, Nicholson says,

I agree this was not the best choice of words, because the last two words leave open the implication that the coach was forced out. To mitigate the misleading banner, the staff published a 'Correction' apology in the next edition of the paper. The mistake was the subject of a classroom lesson on the unintended meanings of words used in headlines. To this I added my personal apology to Coach Boerger, who accepted the same.²⁶

These and other articles considered by the principal to be "unsuitable" for a high school newspaper were slated as reasons for the release of Nicholson from Torrance High School on June 24, 1970.

In Nicholson's affidavit he referred to the various articles including one which involved a survey of police-student relationships, he said:

In my view, the real aim of the administration was to pre-censor each and every news survey of opinion for its acceptability under the Four Way Test of Rotary, and its compatability with administration views. . . What my administrators insisted on was not a simple ministerial authority to control the times when surveys would be taken, anyhow. What they did was assert a very naked power to pre-censor the very content of any news survey, to stop it, to prevent the discussion and reportage of ideas they did not like.²⁷

The affidavit was prepared by Nicholson after he brought suit against the Torrance Unified School District on June 21, 1973. He is represented by attorneys Roy Lucas of San Francisco, California, and Fred Okrand of Los Angeles, California. The attorneys were retained through the DuShane Fund of the National

Education Association (NEA). The fund is reserved for the legal defense of teachers' rights.

"If the four-way Rotary test had been applied to the Watergate affair, news of the first story of the burglary would never have been published because it would have been unfair to burglars," said Lucas, according to a news release from the California Teachers Association.²⁸

On September 17, 1973, Jan Wiseman, president of the Journalism Education Association (JEA), spoke for the officers of the Association in a letter of support to Nicholson.

Truth sometimes is not pleasant. It may hurt a person's reputation. It may make us sick at heart. But it must be found and reported to the public, and this certainly includes students. For some persons, it may be more comfortable to live in a fantasy world in which nothing is bad and no one suffers. But ignoring a problem does nothing to solve it. It is up to the press [including the scholastic press] to make this problems [sic] known so that they may be solved and so that we will eventually have a better world in which to live.²⁹

See Appendix I for a copy of the letter in its entirety.

At present, the judge is reviewing motions and briefs concerning the case of *Don Patrick Nicholson v. Board of Education, Torrance Unified School District, et al.*, Civ. No. 73-1420-FW.

In a letter written by Nicholson on November 1, 1973, he explained:

As to the case itself, our attorneys argued this week in L.A. against the district's motion to dismiss; the judge allowed the district time to submit more affidavits. What it comes down to is that he will ponder their motion to dismiss (based mostly on passage of time grounds) and our motion for summary judgment, then either rule or go with a full scale hearing on both the legal merits and the damages (incl. injunction to put me back in the classroom.) In other words, the case is static for the next month or two while the judge reviews these motions and briefs.³¹

Again on April 26, 1974, Nicholson, to keep the author informed of current action in his case, sent this information:

Latest on my case is favorable court action on the defendants' second motion to dismiss the complaint. So far they have completely ignored the constitutional issue. No trial date is set. The next step may be deposition-taking. Thus, we are still in pre-trial.³¹

In a November 19, 1973, letter to JEA President Wiseman, Nicholson, expressing his appreciation for the backing of the organization, relayed a statement most pertinent to the journalism advisers who need to maintain freedom of the press:

Please convey my gratitude to every member. We will continue to push for the legal recognition journalism teachers must have to do their jobs. . . and to conduct our struggle in a manner that brings honor to the profession.³²

"Honor to the profession" appears to be the prime rebuttal as censorship, freedom and responsibility headline journalism positions in various sections of the nation. Involved in the profession are

those advisers who remain in their positions and fight for press freedom, those who find the situation intolerable and unchangeable and resign because of it, those who err in allowing the publication of carelessly reported material, and those, who, dismissed, bring suit and spend time, money and endless study of cases to set a precedent for high school journalism. In each case the adviser has affected the profession because he passed this way.

FOOTNOTES

CHAPTER I

¹Writings, Washington, D.C.: Thomas Jefferson Memorial Assn., 1905, vii p. 406, as cited in *Freedom of Information Center Report No. 272*, "Supreme Court and the Right to Know," November, 1971, p. 1.

²Paula Simons. "Weathering the Buffets," *Scholastic Editor Graphics/Communications*, October 1973, p. 9.

³Paula Simons. "How Much Editorial Freedom?" *Communication: Journalism Education Today*, Vol. 5 (Summer 1972) p. 13.

⁴Ibid.

⁵Personal letter from Margaret Maness to Paula Simons, n.d., received March, 1972.

⁶George E. Stevens and John B. Webster, *Law and the Student Press*, (Ames, Iowa, 1973, The Iowa State University Press) p. 19.

⁷Ibid., p. 20.

⁸Alan Sweetser to Paula Simons, 26 April 1974, *Robert Mele v. Robert Cuddy, the Board of Education of the Village of South Orange, and American Yearbook Company*, case summary.

⁹Ibid.

¹⁰Ibid.

¹¹"Pregnant High School Girls Want Picture in Yearbook," *The Wichita Eagle*, 20 July 1973, p. 1.

¹²Alan Sweetser to Paula Simons 26 April 1973, *Kathy Kingcade & Becky Rogers Wallace v. Aline-Cleo School District & Josten's American Yearbook Co.*, case summary.

¹³Martha W. Faught to Paula Simons 15 January 1972.

¹⁴Margaret Maness, personal letter.

¹⁵Stevens and Webster, *Law*, p. 20.

¹⁶Ibid.

¹⁷Sweetser, *Robert Mele v. Robert Cuddy, et al.*

¹⁸Sweetser, *Kingcade and Wallace v. Aline Cleo School District, et al.*

¹⁹Campbell, Laurence R. "Freedom of Communication in Senior High Schools," *Quill and Scroll Studies*, 1974, p. 16.

²⁰Bob Trager and Ron Ostman. "Caging the Censorship Dragon," *Scholastic Editor Graphics/Communication*, December 1970-January 1971. p. 8.

²¹Bob Trager. "How Much Freedom is Available for the Student Press," *Quill and Scroll*, Vol. 45, No. 3 (February-March 1971), p. 12.

²²*Don Patrick Nicholson v. Board of Education, Torrance Unified School District, et al.*, Civ. No. 73-1420-FW, United States District Court, Central District of California, "Brief in Support of Motion for Summary Judgment," p. 2.

²³Julius Duscha and Thomas Fischer. *The Campus Press: Freedom and Responsibility*, (A Publication of the American Association of Colleges and Universities under the sponsorship of the John and Mary R. Markle Foundation, Washington, D.C., April 1973) p. 57.

²⁴*Don Patrick Nicholson v. Board of Education, Torrance Unified School District, et al.*, Civ. No. 73-1420-FW, United States District Court, Central District of California, "Affidavit of Plaintiff Don Patrick Nicholson in Support of Complaint and Motion for Partial Summary Judgment," (20), p. 11.

²⁵Ibid., (29), p. 18.

²⁶Ibid., (24), pp. 12-14

²⁷Ibid., (33), p. 23.

²⁸California Teachers Association, 1705 Murchison Dr., Burlingame, Calif., Elmer Wells, Director of Press Relations, 6/21/73, p. 2.

²⁹Jan Wiseman, President, Journalism Education Association,
to Mr. Don Nicholson, 17 September 1973.

³⁰Don Nicholson to Paula Simons, 1 November 1973.

³¹Don Nicholson to Paula Simons, 26 April 1974.

³²Don Nicholson to Jan Wiseman and Friends in J.E.A.,
19 November 1973.

CHAPTER II

REVIEW OF RELATED LITERATURE

"The peculiar evil of silencing the expression of opinion is that it is robbing the human race." (John Stuart Mill)

In recent years judges have rendered opinions which have correlated student rights and Bill of Rights standards.

It has been established that courts are reluctant to overrule school officials' decisions, but with specific reference to schools, the key terms are reasonable rules and regulations governing activities which "materially and substantially interfere with school order."¹

Prominent in the area of freedom of expression in high schools is the primary landmark case, *Tinker v. Des Moines Independent Community School District*, 393 U.S. 503, 21 L Ed. 2d 731, 89 S Ct. 733, (1969).²

In this case high school students were suspended from school for the wearing of black arm bands in protest to the Vietnam War. The Eighth Circuit Court of Appeals affirmed the administrative decision. But, with Justice Fortas writing the majority decision, the Supreme Court reversed the Circuit Court opinion upholding that the prohibition against the armbands was unconstitutional under the First and Fourteenth Amendments because

. . .the record does not demonstrate any facts which

might reasonably have led school authorities to forecast substantial disruption of or material interference with school activities, and no disturbances or disorders on the school premises in fact occurred.³

The Court recognized that the wearing of an armband for the purpose of expressing certain views is the type of symbolic act that is within the Free Speech Clause of the First Amendment.

It can hardly be argued that either students or teachers shed their constitutional rights to freedom of speech or expression at the school-house gate. This has been the unmistakable holding of this court for almost 50 years.⁴

With the Court opinion given by Justice Fortas, Justice Stewart and Justice White concurred, while Justice Black and Justice Harlan dissented. Vehement in his dissent, Justice Black said:

Nor does a person carry with him into the United States Senate or House, or into the Supreme Court, or any other court, a complete constitutional right to go into those places contrary to their rules and speak his mind on any subject he pleases. It is a myth to say that any person has a constitutional right to say what he pleases, where he pleases and when he pleases...The original idea of schools, which I do not believe is yet abandoned as worthless or out of date, was that children had not yet reached the point of experience and wisdom which enabled them to teach all of their elders.⁵

However, in the final decision, the Supreme Court ruled that school officials were not immune from First Amendment limitations and to ban and seek to punish petitioners for silent, passive expression of opinion "unaccompanied by any disorder or disturbance on the part of the petitioners"⁶

was restricting expression and, therefore, was forbidden.

In our system, state-operated schools may not be enclaves of totalitarianism. School officials do not possess absolute authority over their students. Students in school as well as out of school are 'persons' under our Constitution. They are possessed of fundamental rights which the State must respect, just as they themselves must respect their obligations to the state. In our system, students may not be regarded as closed-circuit recipients of only that which the state chooses to communicate. They may not be confined to the expression of those sentiments that are officially approved. In the absence of a specific showing of constitutionally valid reasons to regulate their speech, students are entitled to freedom of expression in their views.⁷

Considered one of the landmark cases involving freedom for high school publications, *Zucker v. Panitz*, 299 F. Supp S.D.N.Y. (1969), established the court decision that the paper was "a communications medium regarding controversial topics and that the teaching of journalism includes dissemination of such ideas. Such a paper is truly an educational device."⁸

Principal Panitz had refused to allow the students to print an advertisement opposing the Vietnam War after the editorial board had already approved the ad. The plaintiffs alleged that the school paper was

...to provide a forum for the dissemination of ideas and information by and to the students of New Rochelle (N.Y.) high school. Therefore, prohibition of the advertisement constituted a constitutionally proscribed abridgement of the freedom of expression.⁹

However, the defendants argued that the publication "is not a newspaper in the usual sense, but is a 'beneficial education device' developed as part of the curriculum and intended to inure primarily to the benefit of those

who compile, edit and publish it."¹⁰ They further argued that the paper would be just as valuable an educational tool if it were compiled then filed without publication. Allowing the paper to print an item unconcerned with school subjects violated the objective of the paper--an outlet for the dissemination of news and activities related only to the school.

The Court examined past issues of the paper and cited articles concerning draft procedures, state issues and community projects. The Court concluded:

It is unfair in the light of the free speech doctrine, to close it as a forum to this specific idea... It would be both incongruous and dangerous for this court to hold that students who wish to express their views on matters intimately related to them, through traditionally accepted non-disruptive modes of communication, may be precluded from doing so...¹¹

The right of printing editorial opinion came to the fore in the Court decision on *Scoville v. Board of Education of Joliet Township High School District 204*, Court of Will, State of Illinois, 1969.¹²

Raymond Scoville and Arthur Breen, students at Joliet Central High School, wrote the pertinent material in "Grass High," a publication of fourteen pages which contained poetry, essays, movie and record reviews and a critical editorial labeled "My Reply" which referred to the school's pamphlet, "Bits of Steel." The article "My Reply" appears in Appendix J.

The publication "Grass High" was an off-campus booklet sold in the school for fifteen cents each to approximately sixty students and faculty members.

After the pamphlet was distributed, the plaintiffs were told they could not take their fall semester examinations and were suspended for a period of five days. Nine days later, Scoville was removed as editor of the school paper. The dean then sent a report to the superintendent of schools with a recommendation for expulsion for the remainder of the semester.

Scoville's mother wrote a letter to the board expressing sorrow for the trouble the boys had caused, but stated they had learned a lesson and that the parents were worried and upset about the possible interruption in education. She further stated she thought the boys had already been adequately punished.

However, the board expelled the plaintiffs from day classes for the second semester. The case was taken to court and the plaintiffs contended that the expulsion order violated their First and Fourteenth Amendment freedoms. The District Court upheld the school board, but the Seventh Circuit Court reversed the decision.

The Court's opinion was:

Plaintiffs' freedom of expression was infringed by the Board's action, and defendants had the burden of showing that the action was taken upon a reasonable forecast of a substantial disruption of school activity. No reasonable inference of such a showing can be drawn from the complaint...The "Grass High" editorial imputing a "sick mind" to the dean reflects a disrespectful and tasteless attitude toward authority. Yet does that imputation to sixty students and faculty members, without more, justify a "forecast" of substantial disruption or material interference with the school policies or invade the rights of others? We think not...In view of our conclusion that the complaint "on its

face" discloses an unjustified invasion of plaintiffs' First and Fourteenth Amendment rights, it follows that we agree with plaintiffs that the Board applied the Illinois statute in an unconstitutional manner.¹³

Constitutionality and its effect on the high school student have developed over the past 50 years and have greatly affected the roles of school and student.

Justification for the school's regulation of student activity had formerly been based on the theories that the school stood *in loco parentis*, that education was a privilege accorded the student at the institution's discretion, or that the student impliedly waived his rights by contracting with the school. These theories have been generally disavowed. Courts recognize that the public school functions as an agency of the state, serving in the interest of the state, and that its authority is derived from the state.¹⁴

The issue of prior restraint has been most important in high school cases.

In 1970 three Chicago public high school students brought a class action in Federal District Court "on behalf of themselves and all students in Chicago schools."¹⁵ The issue of the action was Section 6-19 of the Rules of the Chicago Board of Education which stated:

No person shall be permitted...to distribute on the school premises any books, tracts, or other publications...unless the same shall have been approved by the General Superintendent of Schools.¹⁶

All three students had been suspended after distributing written material in school without having obtained approval from the administration.

Two of the students had published and distributed copies of an 'underground' newspaper, *The Cosmic Frog*. The third student had been suspended twice:

once for handing a petition calling for an anti-war teach-in to another student in the school corridor; and the second time for distributing anti-war leaflets to other students while assembled outdoors during a fire drill.¹⁷

With the case having gone to the Seventh Circuit Court of Appeals, the Court ruled that all suspensions be expunged from the students' records. Furthermore, the Court contended that the rule of the Chicago Board of Education was "prior restraint in violation of the First Amendment."¹⁸

Another case involving prior restraint was taken to the United States District Court, Northern District of California, 1969, and is now the backbone of the defense in the November 1973 complaint issued by Mike Wiener, journalism instructor at Canoga Park High School, California. Representing the Los Angeles Journalism Teachers Association, Weiner has charged that censorship exists in about "20% of the high schools and 70% of the junior highs."¹⁹

The 1969 case, *David M. Rowe v. Campbell Union High School District 20* involved Rowe, a high school student in good standing, who approached defendant Miskulin, principal of Campbell Union High School, with a request to be allowed to distribute a newspaper on campus. The plaintiff and other students were to write and print the paper which dealt with student activities, affairs and opinions. However, Rowe was told that according to state law (Sections 9012-13) and school policy (Resolution 170-R) any off-campus compiled publication must be read by school officials and approved in form and content before it could be distri-

buted. Furthermore, Rowe and his father were told that if he should attempt to distribute the paper without having it approved, he would be subject to suspension and/or other discipline.

The action against Campbell Union High School was filed on March 28, 1969. In April the judge granted a temporary restraining order pursuant to preventing defendants from interfering with the distribution of the plaintiff's newspaper and from disciplining plaintiff or others for such distribution. The order was conditioned on the distribution not "materially and substantially interfering with the requirements of appropriate discipline in the operation of the school."²¹ Thereafter a three judge court was convened.

The case came before the court with plaintiffs asking for summary judgment on the validity of the state law and the school policy stating that Sections 9012-13 were "overbroad" and such terms as "propaganda" and "partisan" were termed "vague." They challenged school board regulation 170-R on the grounds of prior restraint and denial of the right to publish anonymously.²²

The plaintiff's attorney referred to the basic principle of *Tinker* explaining:

- (1) Students are 'persons' within the meaning of the constitution and are possessed of fundamental rights which are not lost in school.
- (2) Students are not the 'closed circuit' recipients of only that which the state wishes to communicate; they may not be confined to officially-approved sentiments.
- (3) Student freedom of speech includes personal

intercommunication of controversial ideas.

(4) School officials have the burden of showing constitutionally valid justifications for limitations on student speech.

(5) A generalized fear or apprehension of a disturbance is not a constitutionally adequate justification. A desire to avoid the expression of controversial or unpopular ideas or the discomfort and unpleasantness which accompany them is not a constitutionally adequate justification.

(6) School officials must demonstrate that the prohibited speech would have actually caused substantial and material disruption of, or interference with, classwork or with the requirements of discipline appropriate to the operation of the school.²³

The defendants argued that the immaturity of the students and the fact that they are allegedly a "captive audience" justified the board ruling of prior censorship.

The District Court found the term "captive audience," to be without merit because no student was forced to take any of the distributed materials. "Were one student to attempt to force material on another, he could be disciplined. There is no evidence whatsoever to indicate this has occurred."²⁴

This court finds that as a matter of law, none of the considerations urged by defendants and none of the 'disruptions' averred to in their affidavits justify the virtually total prohibitions contained in 9012-13...We reiterate, however, that this does not mean the school authorities are without power to control their schools or discipline their students... In sum, student communications cannot be prohibited because school officials disagree with what is being said or because they think students should only be exposed to ideas which they approve.²⁵

It is the violation of this final statement "student communications cannot be prohibited because school officials disagree with what is being said,"

that instigated Wiener's action on behalf of the Los Angeles journalism teachers.

In many school newspapers, students are not allowed to criticize the hamburgers in the school cafeteria or to lobby for an open campus or to even mention that their school may have a problem with drugs or vandalism.²⁶

Wiener presented his argument to the Board of Education in November, 1973. Associate Superintendent Jerry Halverson said:

The board believes that a student newspaper is essentially a classroom activity in instruction and that it is subject to the same restrictions as other educational material, including approval by the principal. Wiener's position is that student newspapers should be operated the way general circulation papers are.²⁷

The Student Rights handbook allows principals to censor "when necessary," Wiener said, and added, "some principals use this vague phrase to justify blue penciling anything remotely controversial."²⁸

A copy of this article and also an editorial carried later in the *Los Angeles Times* are included in Appendix K.

In April 1974, the *Los Angeles Times* spoke out editorially on the situation.

There may be some sticky problems, of course, in relaxing a principal's absolute right to decide what can be published in junior and senior high school papers.... Still, we believe the journalism teachers are correct in their contention that the traditional curbs may be doing more harm than good in promoting an atmosphere of learning and free inquiry.... The U.S. Supreme Court has held that students, too, have free speech rights under the First Amendment

of the Constitution. We suggest that the board recognize those rights with adoption of a more flexible arbitration procedure possibly similar to that sought by the students and teachers.²⁹

Clarifying the rights of administrators and students was the case of *Sullivan v. Houston Independent School District*, 307 F. Supp. 1328 (1969).³⁰

Clearly then, freedom of speech, which includes publication and distribution of newspapers may be exercised to its fullest potential on school premises so long as it does not unreasonably interfere with normal school activities. Administration can properly regulate the times and places within the school buildings at which papers may be distributed.³¹

In this case the Court went even further:

It is also clear that if a student complies with reasonable rules as to times and places for distribution within the school, and does so in an orderly, non-disruptive manner, then he should not suffer if other students, who are lacking in self-control, tend to overreact thereby becoming a disruptive influence.³²

The "reasonable rules" decision does not, however, apply to students violating the laws of libel, where adviser control may be essential.

As defined in Black's Law Dictionary, libel is:

False and unprivileged publication by writing, printing, pictures, effigy or other fixed representation to the eye which exposes any person to hatred, contempt, ridicule or obloquy or which causes him to be shunned or avoided or which has a tendency to injure him in his occupation.³³

A case pertaining to libel which could have been a key issue in scholastic journalism concerned a caption below a picture in a yearbook. In

1962 a \$1,000,000 suit was brought by the guardian of a sixteen year old, *Irene Bickerton against the Board of Education of the Central High School District No. 3: Anthony W. Yeneralo, Principal of the Sanford H. Calhoun High School: American Yearbook Company.*³⁴

The suit charges that a caption under a photograph of Irene Bickerton in the 1962 *Pacer*, the yearbook of the Stanford H. Calhoun High School in Merrick, was a false, scandalous, and defamatory statement. The caption on Page 103 of the yearbook, which was distributed to the graduation class about June 12 said: 'A soft, meek, patient, humble, tranquil spirit'...Thomas Decker - *The Honest Whore*.³⁵

As explained by Alan Sweetser, General Counsel, Jostens/American Yearbook Company:

The plaintiff contended that the captioned 'The Honest Whore' were the meanings specifically intended to be conveyed, and were vicious, insidious and calculated to injure, and were the meanings which would naturally be given and which were given to the statement by persons who read the same in the yearbook and by persons who heard about the statement.³⁶

A newspaper article datelined "MINEOLA, L.I.--Sept. 25 [1969]" explained:

...the law firm representing the plaintiffs said about 500 copies of the yearbook had been distributed. According to a member of the school board, about half the books were recalled and the caption was changed to: 'Gentle of speech, beneficent of mind' -- Homer, *Odyssey*.³⁷

The plaintiff settled out of court for \$3,846.57 paid by the Board of Education of Central High School District No. 3, Thomas Gilchrist, Anthony W. Yeneralo, and American Yearbook Company.³⁸

As Samuel Feldman, University of California, Los Angeles, and author of *The Student Journalist* series, explained,

Neither party will answer questions about the case. A court ruling could have set a precedent throughout the nation. Such cases usually are settled out of court, which is the major reason why there is a dearth of rulings on scholastic libel.³⁹

Defamation of character, invasion of privacy, obscenity and copyright infringement are great concerns of the press and in this study, the high school press in particular.

According to *Black's Law Dictionary*, the first two are defined as:

Defamation -- The offense of injuring a person's character, fame, or reputation by false and malicious statements.⁴⁰

Invasion of Privacy -- An encroachment upon the rights of another.⁴¹

Concerning obscenity, the high school press ruling coincides with that of all publications:

In order to be legally obscene, a publication has to possess the quality of patent offensiveness... Three elements must coalesce--It must be established that (a) the dominant theme taken as a whole appeals to a prurient interest in sex; (b) the material is patently offensive because it affronts contemporary community standards relating to the description or representation of sexual matters; and (c) the material is utterly without redeeming social value.⁴²

Devoting an entire section to copyright, the *California Law Review* explains that the copyright holder has the exclusive rights:

- a) To print, reprint, publish, copy, and vend the copyrighted work.
- b) To translate the work into other languages or dialects.
- c) To deliver . . . the copyrighted work in public for profit.⁴³

With infringement on these rights the copyright holder may file suit.

Beyond the legal concerns of publishing, writers also face moral and ethical issues.

Breaking down the line of jurisdiction in school publications to make it coincide with that of the commercial productions, one might say that the board of education is the publisher of the school newspaper, the principal is the editor and the adviser is the managing editor. However, in actual practice the editor rarely sees the stories (except for those schools where the administrator demands to read all copy) and publisher dictates either lie in district policies or general assumptions of the journalism adviser's responsibilities. Therein lies the paradox of actual practice and the legal jurisdiction of high school journalism.

Just as a paradox exists in legal responsibilities, so does it exist in the area of actual publication. Legally the student press can express its opinion as long as severe disruptions do not result because of that opinion. Morally, however, the student press

. . . has the duty of loyalty toward its sponsor or proprietor. At most institutions, the college [high school] subsidizes student publications in some degree, and assures them continuity and protection. Therefore, the student press ought to refrain from actions which would seriously discredit the parent institution and

possibly cause serious damage.⁴⁴

Devoting an entire chapter of his book *Legal and Ethical Issues* to the area of responsibility, Feldman states: "The rights of the student press ought to be broad; and the responsibilities of student editors ought to be serious."⁴⁵

Feldman explained that a criteria committee of the Associated Press Managing Editors Association drew up these criteria of responsibility for a good newspaper:

1. Use mature and considered judgment in the public interest at all times.
2. Select, edit, and display news on the basis of significance and its genuine usefulness to the public.
3. Edit news affecting public morals with candor and good taste and avoid an imbalance of sensational, preponderantly negative, or merely trivial news.
4. Accent when possible a reasonable amount of news which illustrates the values of compassion, self-sacrifice, heroism, good citizenship, and patriotism.
5. Clearly define sources of news, and tell the reader when competent sources cannot be identified.
6. Respect rights of privacy.
7. Instruct its staff members to conduct themselves with dignity and decorum.⁴⁶

Elaborating on the freedom and responsibility angle, Don Olson, assistant principal at Wichita Heights High School, Wichita, Kansas, spoke to members of the Kansas Organization of Publications and Advisers in November 1973.

When Olson presented his concept that most principals look upon

the school paper more as a public relations tool, advisers disagreed.

The administrator cautioned the advisers to use care in situations involving controversy. "Emotional" issues and issues "outside the scope of school" were two examples of subjects that Olson implied should be avoided.⁴⁷

"If they [students] don't get their feet wet," countered Jackie Engle, McPherson, Kansas, adviser, "how are they going to learn?" She said the publications adviser was concerned with getting the student interested and involved, but the administrator was concerned with how the student could be controlled.⁴⁸

"I'm trying to GET them to write," said Kitty Adams, Buhler, Kansas adviser, "but you're trying to KEEP them from writing."⁴⁹

However, because the high school student is still considered a youth and students in the school are labeled as a captive audience since public school education is compulsory, authorities are often skeptical of allowing the exercise of freedom of the press. Opposition has been voiced to giving these young students the same freedom as those attending college.

It has been said that 'it seems unwise to assume . . . that school children possess sufficient sophistication or experience to establish "truth" from "falsity" 'and there is no tradition of academic freedom in high schools comparable to that in colleges.⁵⁰

But judges trying cases have progressively concurred that "adulthood is not a prerequisite to the protection of constitutional rights and that educational institutions must grant those rights even to school children."⁵¹

On the other hand youth and immaturity have become prime considerations in the high school press.

In comparison with college students, they [high school students] are obviously younger and consequently less mature; because usually only the top half of high school graduates go on to college, they are, on the average less intelligent and because they have not studied politics and government as much, they are less knowledgeable in these fields. Nevertheless, both high school and college students attend institutions of learning, some to learn skills needed upon graduation, some to prepare for further study. Though there are quantitative differences, there are qualitative similarities. Despite these similarities, the freedom of the political advocacy that college students have asked for and have to some extent received, does not exist in high schools.⁵²

In an effort to keep administrators up-to-date on pertinent court decisions, Robert L. Ackerly, chief counsel for the National Association of Secondary School Principals, published a booklet to highlight cases involving both state and federal jurisdictions. Of the student press, Ackerly says:

School-sponsored publications should be free from policy restrictions outside of the normal rules for responsible journalism. These publications should be as free as other newspapers in the community to report the news and to editorialize.⁵³

Concerning freedom of expression, Ackerly says:

The basic position is: Freedom of expression cannot legally be restricted unless its exercise interferes with the orderly conduct of classes and school work. Students may freely express their points of view provided they do not seek to coerce others to join in their mode of expression and provided also that they do not otherwise intrude upon the rights of others during school hours.⁵⁴

If high school publications are to "be as free as other newspapers in the community to report the news and to editorialize," then the First and Fourteenth Amendments must be upheld.

Specifically, the Fourteenth Amendment states:

No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; Nor shall any state deprive any person within its jurisdiction of equal protection of the laws.

Although this amendment has been used by plaintiff attorneys for the past five years, the First Amendment advocating that Congress "shall make no law prohibiting the free exercise thereof; or abridging the freedom of speech or of the press" is the prime defense of press freedom.

The right to communicate a matter of vital public concern is embraced in the First Amendment right to freedom of speech and therefore is clearly protected against infringement by state officials.... Particularly, the Fourteenth Amendment protects the First Amendment rights of school children against unreasonable rules and regulations imposed by school authorities.⁵⁵

As high school papers take on a professional look, as young writers strive for a more exact and explicit journalism, clarification of their rights in accordance with a free press is essential.

Although a first-rate school press adheres to ethical standards, it is when those guiding the press take the ethics to the extreme of not allowing any critical or controversial issues to be published that dilemmas result. The Commission of Inquiry into High School Journalism recently revealed a

new dimension of expurgation in the high school press.

Sr. Ann Christine Heintz, St. Mary's Center for Learning, Chicago, and a member of the Commission, said, "The report [publication slated for July 1974] will come down hard on advisers. The evidence showed that many times it is the adviser who does the censoring, not necessarily the administration."⁵⁶

Lew Cope of the *Minneapolis Tribune*, President of the Minnesota Society of Professional Journalists, Sigma Delta Chi, said a resolution to offer support to high school journalism was passed by full membership of the chapter in November.

Cope said the Minnesota Chapter's concern arose after it learned the Commission had found evidence of "wide-spread censorship in the high school press; that minority students are frequently barred from the high school press; that high school journalism instructors and advisers frequently do not encourage the substantive issue-oriented journalism."⁵⁷

Fear often overrides all other factors of censorship. Fear of reprisals, fear of losing one's job, fear of violating already set standards may cause the adviser and/or administrator to take the safe approach to publishing.

In a recent case, Judge George Beamer stated:

The school corporation shall not prohibit publication of articles in official school newspapers on the basis of the subject matter or terminology used unless the article or terminology used is obscene, libelous or disrupts school activities.⁵⁸

This wording would suffice as a sound model guideline for any school

authority or adviser.

A reference to the college press, which could well apply to high school publications, explained,

A college or university is supposed to be dedicated to the concepts of freedom, and this surely should include freedom of the press. With such freedom comes, of course, irresponsibility as well as responsibility.⁵⁹

But unless the young writer investigates and "gets his feet wet" he will remain a second-class citizen, denied access to important issues that could build his journalistic skills.

Across the country, there are abundant examples of student newspapers that have led the way in exposing evils and achieving improvements on campus and in communities. There are also plentiful examples of ineptness, unfairness and other excesses. The one is the price of the other.⁶⁰

Justice Abe Fortas wrote the decision for the majority in the *Tinker* case and he was well aware of the fragility of freedom in a democratic system that permits its citizens, young and old, to speak out.

Any departure from absolute regimentation may cause trouble. Any variation from the majority's opinion may inspire fear. Any word spoken, in class, in the lunchroom, or on the campus that deviates from the views of another may start an argument or cause a disturbance.

But our Constitution says we must take this risk and our history says that it is this sort of hazardous freedom--this kind of openness--that is the basis of our national strength and of the independence and vigor of Americans who grow up and live in this relatively permissive, often disputatious society...⁶¹

FOOTNOTES

CHAPTER II

¹Robert Tager, "Freedom of the Press in College and High School," *Albany Law Review*, Vol. 35, No. 2(1971) p. 175.

²*Tinker v. Des Moines Independent Community School District*, 393 U.S. 503, 21 L Ed. 2nd 731, 89 S. Ct. 733 (1969).

³Ibid., p. 737.

⁴Ibid.

⁵Ibid., p. 746-747.

⁶Ibid., p. 740.

⁷Ibid.

⁸*Zucker v. Panitz*, 299 F. Supp. 102 (S.D.N.Y. 1969)

⁹Ibid., p. 103.

¹⁰Ibid.

¹¹Ibid., p.105.

¹²*Scoville v. Board of Education of Joliet Township High School District 204*, County of Will, State of Illinois, 425, F. 2d, 10 (1970).

¹³Ibid., p. 14-15.

¹⁴"Recent Cases," *Buffalo Law Review*. (Vol. and Year not available, Xeroxed copies as sent by Robert Skinner, assistant to the director, Newspaper Fund, Inc. to Paula Simons.) p. 612.

¹⁵Ibid., p. 611.

¹⁶Ibid.

¹⁷Ibid.

¹⁸Ibid., 612.

¹⁹Mike Castro, "Teachers [sic] Says School Newspapers Censored," *Los Angeles Times*, 11 November 1973, (Sunday edition).

²⁰*David M. Rowe, et. al., v. Campbell Union High School District, et. al., (No. 51060) and Allen J. Zeltzer, et. al., v. Campbell Union High School District, et. al., (No. 51501), (A Brief as sent by Don Nicholson to Paula Simons) p. 1.*

²¹Diana M. Kowalski, "Rowe v. Campbell Union High School District: The First Amendment and Students," (A Paper Presented to Dr. Ken Devol, San Francisco Valley State College) 11 May 1971, p. 2.

²²Ibid., p. 4.

²³*David M. Rowe, (A Brief), pp. 3-4.*

²⁴Ibid., p. 7.

²⁵Ibid., pp. 10-11

²⁶Mike Castro, "Teachers."

²⁷Ibid.

²⁸Ibid.

²⁹"Removing Principals from Censorship," *Los Angeles Times*, , Part II, 18 April 1974.

³⁰*Sullivan v. Houston Independent School District, 307 F. Supp., 1328 (1969).*

³¹Ibid., p. 1340.

³²Ibid.

³³Henry Campbell Black, *Black's Law Dictionary, Fourth Edition*, St. Paul, Minn., West Publishing Co., 1951) p. 1061.

³⁴Alan Sweetser, General Counsel, Josten's/American Yearbook Company, case summary of *Irene Bickerton et. al., v. Board of Education of the Central High School District No. 3: Anthony W. Yeneralo, Principal of the Sanford H. Calhoun High School: American Yearbook Company, sent to Paula Simons, p. 8.*

³⁵Sam Feldman, *The Student Journalist and Legal and Ethical Issues*, (New York, Richards Rosen Press, Inc., 1968) p. 106.

³⁶Alan Sweetser, case summary of *Irene Bickerton*, p. 9.

³⁷Sam Feldman, *The Student Journalist*, p. 22.

³⁸Alan Sweetser, case summary of *Irene Bickerton*, p. 9.

³⁹Sam Feldman, *The Student Journalist*, p. 23.

⁴⁰Henry Campbell Black, *Black's Law Dictionary*, p. 505.

⁴¹Ibid., p. 959.

⁴²Julius Duscha and Thomas Fischer, *The Campus Press: Freedom and Responsibility*, (Washington, D. C., American Association of State Colleges and Universities, April 1973), p. 81.

⁴³"Liability for Copyright Infringement--Handling Innocence In A Strict-Liability Context," *California Law Review*, Vol. 58, (June 1970), p. 955.

⁴⁴Sam Feldman, *The Student Journalist*, p. 110.

⁴⁵Ibid.

⁴⁶Ibid., p. 178.

⁴⁷"Principal, adviser keys to successful newspaper," *The Courier*, Vol. 9, No. 2, (21 November 1973), p. 1.

⁴⁸Ibid.

⁴⁹Ibid.

⁵⁰Robert Trager, "Freedom of the Press," p. 170.

⁵¹Ibid.

⁵²Sam Feldman, *The Student Journalist*, p. 106.

⁵³Robert L. Ackerly, *The Reasonable Exercise of Authority*, (Danville, Illinois, The National Association of Secondary School Principals, Inc., 1968), p. 17.

⁵⁴Ibid., p. 7.

⁵⁵*The Yearbook of School Law 1968*, (Danville, Illinois, The Interstate Printers & Publishers, Inc., 1968), p. 235.

⁵⁶"Minnesota pro's offer to boost high school journalism programs," *The Newspaper Fund Newsletter*, Vol. 15, No. 5, (Jan.-Feb. 1974), p. 1.

⁵⁷Ibid.

⁵⁸*Jann Wesolek v. The Board of Trustees, South Bend Community School Corporation*, Civil No. 73 S. 101, U.S. District Court, Northern District of Indiana, South Bend, Indiana, (Brief), p. 1.

⁵⁹Julius Duscha and Thomas Fischer, *The Campus Press*, p. 38.

⁶⁰Ibid., p. 24.

⁶¹Melvin Mencher, "Student journalists have constitutional rights , too," *The Quill*, October 1972, p. 9.

CHAPTER III

METHODOLOGY

"A free press can, of course, be good or bad, but without freedom it will never be anything but bad. . . . Freedom is nothing else but a chance to be better, whereas enslavement is a certainty of the worse." (Albert Camus)

The concept of freedom in the high school press is viewed differently by the student editor, the adviser, the administrator, the community member and the school's legal adviser. To study the concepts of these five sources, the author sent letters to those involved in each area, and those contacted were asked to complete questionnaires. Advisers were requested to supply names of community members and attorneys. Questionnaires were then sent to the community members and to the legal consultants whose names and addresses were supplied.

Questionnaires

The author formulated five questionnaires which included advisers, student editors, administrators, community members and legal advisers. Five pilot study interviews were conducted before the final questionnaires were drafted. All questionnaires dealt with freedom in the high school press, restrictions and where they occurred, controversies created after

materials were published, editorials and editorial policies, adviser training, publication limitations and actual study of press law. See Appendix L for copies of all questionnaires.

Mailing lists for the questionnaires were obtained from the 1972 membership directory of the *Journalism Education Association* and the 1972 school membership in *Quill and Scroll*. Letters were addressed to "Journalism Adviser," "Newspaper Editor," and "Principal."

In the envelope sent to the newspaper editor, a second questionnaire was inserted and a cover letter explained that this questionnaire should be given to the yearbook editor. A cover letter to each newspaper adviser requested the name of the yearbook sponsor, if different from the adviser. As indicated in the following chapter, fewer yearbook advisers replied than those in the newspaper area. The administrator's questionnaire also contained a cover letter. All letters are included in Appendix L with the questionnaires.

After the letters were sent in early November, the author sent a follow-up reminder post-card to all who had not returned their forms. This post card was mailed in mid-December.

Since the adviser return was slower than that of the editor and the administrator, a second letter and questionnaire were sent to forty-three advisers on February 26. These forty-three were specifically selected because editors and administrators from these schools had returned their queries, and the author was attempting to coordinate as many replies as possible. Of these

forty-three, eighteen returned the questionnaire on second request. See Appendix M for copies of the post card and reminder letter.

Each letter contained a stamped, self-addressed envelope.

Further Inquiries

Beyond the questionnaires, personal interviews were conducted. In October the author sent letters requesting interviews with advisers, administrators and editors in three Kansas Schools. A post card was included in order for the recipients to confirm the date and time. See Appendix N for copies of the letter and post card.

These personal interviews were valuable for insight into attitudes and feelings rather than simply looking at questionnaire results. The questionnaires, which were filled out in the course of conversation, were tabulated with the others, and, on occasion, personal comments from those interviewed are used in the thesis.

Besides these contacts, three interviews were conducted at the Kansas State University Fall Journalism Workshop, four at the Journalism Division of the Kansas-NEA meeting in November at Wichita, and three at the February regional contest of the Kansas Scholastic Press Association at Kansas University.

Furthermore, letter contact was maintained with two administrators and four advisers whose questionnaires and former acquaintances prompted the author to seek more information. Telephone conversations also ensued

with three advisers as well as with an attorney who provided more information to the study.

On March 15 a trip to the Journalism Division of the Northern Oklahoma Education Association brought the author into contact with five advisers who sent additional information and expressed their attitudes on press freedom.

In order to keep the study up-to-date, the author kept in letter contact with the attorney from Jostens/American Yearbook Corporation; Don Nicholson of the case involving *Nicholson vs. Board of Education, Torrance Unified School District*; the Freedom of Information Center, The University of Missouri; yearbook judges from Columbia Scholastic Press; the Commission of Inquiry into High School Journalism; the Newspaper Fund, Inc.; and the president of the Los Angeles Journalism Association, who was concerned about the censorship of high school papers in this area of California. The deputy general of the National Education Association was also contacted for the Rights and Responsibilities handbook, so the author could look at journalism as it is viewed in the overall area of education.

CHAPTER IV

QUESTIONNAIRE FINDINGS

"Freedom of expression is the well-spring of our civilization--the civilization we seek to maintain and further by recognizing the right of Congress to put some limitation upon expression. Such are the paradoxes of life."
(Justice Felix Frankfurter)

Findings reported in this chapter are based upon questionnaires returned from 125 publications advisers (forty-two percent of those who were sent questionnaires); 140 administrators (a forty-seven percent return); and from 160 student editors (a fifty-three percent return). Of the total 900 questionnaires sent, forty-seven percent were returned. Eleven of the responses, deemed unusable for one reason or another, were not tallied.

For purposes of analysis and tabulation, questionnaire results are dealt with in groups based on the size of enrollment in the schools. Group A includes data from schools with enrollments up to 800; Group B, schools with enrollments from 801 to 2,000; and Group C, schools with enrollments of 2,001 or more. While data appear in the tables in these groups, school size is discussed in the text only when it appears that size makes some meaningful difference in results.

To simplify tabulation of the advisers' replies, the tables do not differentiate newspaper and yearbook responses except when questions pertain-

ing specifically to yearbooks were asked.

Editors' replies, however, are tabulated by publication type, since responses came from both yearbook and newspaper editors and the questions varied on the basis of publication type.

Following discussion of these data, special consideration is given to some of the data from thirty-nine schools from which all three parties--editor, adviser, administrator--responded. Although this group is small, it was felt that direct comparison and/or contrasts would merit consideration.

Finally, comments from community members and attorneys are discussed. Data from community members and attorneys are not tabulated because response was too limited to be representative. Of the 125 advisers returning questionnaires, only forty-three sent names of community members and twenty-seven listed names of legal advisers. Of the forty-three questionnaires sent to community members, only twenty-four were returned, and only thirteen attorneys responded. However, comments add background information about attitudes toward high schools and journalism programs, so are used for discussion.

In the tables presented, percentages do not always equal 100 because of rounding.

Adviser, Principal, Editor Questionnaires

As illustrated in Table I, only six percent (eight out of 125) of the advisers sponsor the yearbook only, while fifty-one percent (sixty-four out of 125) teach newspaper only. Since the percentage of yearbook respondents was so minimal, all other tables combine their responses with

those of newspaper advisers. If yearbook respondents give additional insight into a situation, an explanation is carried after the tabulation.

Table 1 also shows that background preparation and credit hours in journalism were greater among those teachers responding in Group B (schools from 801-2,000). Respondents in larger schools indicated that their training to teach journalism is similar to that of respondents from the smaller schools, Group A. As Table 1 shows, thirty-nine percent of the responding advisers had nine or fewer college credit hours in journalism, eleven percent had ten to eighteen hours, and fifty percent had nineteen hours or more.

Coinciding with this, Table 2 lists administrators' replies to the question: "Check those points you took into consideration when you hired your journalism teacher."

TABLE 1
ADVISING RESPONSIBILITIES AND COLLEGE JOURNALISM
CREDIT HOURS HELD, AS REPORTED BY ADVISERS

Advisers' Survey	Group A (Up to 800)		Group B (801-2,000)		Group C (2,001-Above)		Total
	Responses	Perct. N=29	Responses	Perct. N=66	Responses	Perct. N=30	
Advising Responsi- bilities Reported by Advisers:							Perct. N=125
Newspaper Only	12	41%	34	52%	18	60%	64 51%
Yearbook Only	3	10%	5	8%	0	0	8 6%
Both	<u>14</u>	<u>48%</u>	<u>27</u>	<u>41%</u>	<u>12</u>	<u>40%</u>	<u>53</u> <u>42%</u>
Totals	29	99%	66	101%	30	100%	125 99%
College Credit Hours in Journal- sim Reported by Advisers:		N=27		N=65		N=30	N=122
Low - 0-9	15	56%	24	35%	9	30%	48 39%
Medium - 10-18	2	7%	9	14%	2	7%	13 11%
High - 19-Masters	<u>10</u>	<u>37%</u>	<u>32</u>	<u>49%</u>	<u>19</u>	<u>63%</u>	<u>61</u> <u>50%</u>
Totals	27	100%	65	100%	30	100%	122 100%

TABLE 2

POINTS CONSIDERED WHEN HIRING JOURNALISM
TEACHERS, AS REPORTED BY ADMINISTRATORS

Administrators' Survey	Group A		Group B		Group C		Totals	
	Response	Perct. N=37	Response	Perct. N=73	Response	Perct. N=30	Response	Perct. N=140
*Points Considered When Hiring Journal- ism Teachers as Report- ed by Administrators:								
Number of Years Advising	17	46%	41	56%	19	63%	77	55%
Background Train- ing in English	21	57%	45	62%	23	77%	89	64%
Interest Voiced by the Teacher	22	59%	49	67%	24	80%	95	68%
Number of College Hours in Journalism	17	46%	46	63%	18	60%	81	58%
The Only Teacher Who Had Not Been Assigned to Sponsor an Activity	4	11%	9	12%	4	13%	17	12%
Recommendations	3	9%	32	44%	18	60%	63	45%
Totals	94	228%	222	304%	106	353%	422	302%

*Percentages exceed 100 due to multiple responses. The N in each group indicates the total number of administrators responding in that group.

Rather than relying solely on college hours held by the prospective journalism teacher, administrators in all three groups ranked "background training in English," and "interest voiced by the teacher," above "number of college hours in journalism." However, those in Group B consider college hours more important than do the administrators responding from the other two categories.

Besides being concerned about the credit hours held by journalism teachers, this author investigated two other factors. Table 3 indicates that fifty-six percent of the respondents have a major area of teaching other than journalism. Of these seventy-one percent, (forty-nine out of sixty-nine), listed their major teaching area as English. Other teaching responsibilities not explained on the Table were speech, drama, industrial arts, government, psychology, and Spanish, and one adviser explained that he was also a counselor.

TABLE 3
MAJOR TEACHING AREA, AS REPORTED BY ADVISERS

Advisers' Survey	Group A			Group B			Group C			Total
	Response	Perct.	N=29	Response	Perct.	N=66	Response	Perct.	N=29	
Is Journalism Your Major Area of Teaching?										Perct. N=124
Yes	6	21%		30	45%		19	66%		55 44%
No	23	79%		36	55%		10	34%		69 56%
Totals	29	100%		66	100%		29	100%		124 100%
*If "no," what is the Major Area?			N=23				N=36			
English	15	65%		26	72%		8	80%		49 71%
Business	3	13%		2	6%		0	0%		5 7%
Art	0	0%		1	3%		0	0%		1 1%
Social Studies	2	9%		4	11%		1	10%		7 10%
Other	3	13%		3	8%		1	10%		7 10%
Totals	23	100%		36	100%		10	100%		69 99%

*The N on section two, "If 'no' what..." is the total of respondents answering
"no" for each group on the first section of Table 3.

Financing the school publications, a major concern of journalism advisers, is another responsibility coupled with teaching. As Table 4 shows, while the majority of the respondents indicated that their revenue came from advertising and sales, money-making was still listed as an essential element by forty-two percent of the advisers. Projects such as a patron raffle ticket, sales of candy, Christmas cards, donuts, baked goods, mums, class pictures and magazines, sponsoring game concessions, dances and faculty-student basketball games, accepting printing jobs, publicity brochures, requesting boosters or patrons, relying on commissions from the sale of underclassman pictures or encouraging contributions from parents are, it appears, essential in maintaining the publications. Contrasted to this, only thirty-six percent received financial backing from the school board.

Freedom in publishing is often coupled with financing because the latter illustrates the independence or dependence of the production upon school finances.

In Table 5, forty-one percent of the 125 advisers listed that "complete freedom of the press" was their situation. Still, twenty-three percent indicated that their principals clear controversial items. Furthermore, totaling responses regarding the areas of criticism of the administration, class or teacher and the area of pointing out school problems, twenty-two or eighteen percent indicated that items of this kind are not published in their school papers.

TABLE 4
METHODS OF FINANCING PUBLICATIONS,
AS REPORTED BY ADVISERS

Advisers' Survey	Group A		Group B		Group C		Total
	Response	Perct. N=29	Response	Perct. N=66	Response	Perct. N=30	
*Methods Used In Financing							Perct. N=125
Sales	16	55%	46	70%	18	60%	80 64%
Advertising	19	66%	57	86%	24	80%	100 80%
Activity Ticket	5	17%	19	29%	7	23%	31 25%
School Board	11	38%	24	36%	10	33%	45 36%
Money-Making	<u>8</u>	<u>27%</u>	<u>18</u>	<u>27%</u>	<u>27</u>	<u>90%</u>	<u>53 42%</u>
Totals	59	203%	164	248%	86	286%	309 247%

*Percentages total more than 100 due to multiple responses. N equals the total number of advisers responding in each group.

TABLE 5
EXTENT OF PRESS FREEDOM,
AS PERCEIVED BY ADVISERS

Advisers' Survey	Group A			Group B			Group C			Total
	Response	Perct. N=29		Response	Perct. N=66		Response	Perct. N=30		
*Extent of Press Freedom Perceived as Applicable by Advisers:										
Complete Freedom of the Press	7	24%		25	38%		19	63%		51 41%
Freedom on Those Issues Not Criticiz- ing Administrator	4	14%		6	9%		1	3%		11 9%
Freedom on Those Issues Not Pointing Out School Problems	2	7%		7	11%		1	3%		10 8%
Freedom on Anything That Does Not Criticize A Class or Teacher	2	7%		9	13%		1	3%		12 10%
Freedom Only If Thorough Proof is Given	7	24%		21	31%		5	17%		33 26%
Freedom on Any Con- troversial Item if the Principal Clears It Before Publication	12	41%		14	22%		3	10%		29 23%
Other	8	14%		21	32%		12	40%		41 33%
Totals	42	131%		103	156%		42	139%		187 150%

*Percentages total more than 100 because of multiple responses.

The following comments were recorded on various questionnaires from Group A, (enrollment up to 800):

Personal criticism of any individual is not allowed.

Freedom is subject to the whim of the school board and the administration. I have used my own judgment on most issues; however, only one controversial issue has arisen and that was decided against by the superintendent. I have had an uphill battle to just produce a quality yearbook. The students are interested in creating something funny rather than a yearbook that will commemorate the year in the light that it should.

The newspaper adviser from this same school said:

Only favorable events that pertain to the school. We cannot write about God, government, teachers, administration, school lunch, etc.

Other Group A comments included:

Controversial items cleared by the principal or the teacher affected.

Freedom, providing no libel is indulged in.

As adviser and former journalism professional, I am given responsibility to use 'judgment' in 'censoring' articles. (I never have, however.)

Schools in Group B, (enrollment 801-2,000):

Community pressure makes a difference.

Almost no freedom; very limited.

We have never had any censure at all, but students do not criticize individuals, only actions.

Freedom on anything that does not criticize a person.

We have complete freedom of the press--stories have to be okayed by adviser and editor.

Freedom until poor judgment is used (in the principal's opinion).

Clear issues which might disturb the community.

Complete freedom, but economically we are answerable to the Board.

Some limits on obscenity.

Interest in controversy depends much on staff outlook. I have had both radical and conservative editors.

Schools in Group C, (enrollment 2,001 and above):

No personal attacks permitted on faculty or students.

We must, of course, exercise judgment and not make bad errors--our administrators are sensitive.

Almost complete freedom--limited by standards of taste.

Freedom with pressure (by persuasion) to avoid 'hot' topics.

We have as much freedom as we can get away with.

Although forty-one percent of the 125 advisers' replies tallied in Table 5 indicate complete freedom of the press, out of the 115 who responded to the question "Have any specific topics been avoided in your school paper?" (See Table 6), forty-six percent stated they have withheld or avoided topics in the paper and twenty percent indicated a "yes" response for avoiding topics in the yearbook. Issues based on legalities such as libel, obscenity and copyright or those based on taste and decency offer sound justification for being withheld.

However, while thirty-five percent of those responding do indicate that administrative pressure and/or school board precautions have much to do with their avoiding coverage of topics, forty percent claim "personal convictions" as their reasons.

TABLE 6
TOPICS AVOIDED IN PUBLICATIONS,
AS REPORTED BY ADVISERS

Advisers' Survey	Group A		Group B		Group C		Total
	Response	Perct. N=25	Response	Perct. N=63	Response	Perct. N=27	
Have any topics been avoided in the paper?							
Yes	9	36%	31	49%	13	48%	53 46%
No	16	64%	32	51%	14	52%	62 54%
Totals	25	100%	63	100%	27	100%	115 100%
Have topics been avoid- ed in the yearbook?		N=15		N=35		N=10	N=60
Yes	2	13%	9	26%	1	10%	12 20%
No	13	87%	26	75%	9	90%	48 80%
Totals	15	100%	55	100%	10	100%	60 100%
*Pressure to avoid these topics comes from:		N=11		N=40		N=14	N=65
Personal Convictions	4	36%	19	48%	3	21%	26 40%
Fear of Losing Your Job	3	27%	8	20%	1	7%	12 18%
Religious Convictions in the Community	0	0%	2	5%	0	0%	2 3%
Administrative Pressures	6	56%	12	30%	5	30%	23 35%
School Board Precautions	3	27%	8	20%	2	14%	13 20%
Faculty	0	0%	4	10%	0	0%	4 6%
Student Interest Areas	0	0%	2	5%	2	14%	4 6%
Other	2	18%	6	15%	3	21%	11 17%

*N in Section Three is the total number of "yes" responses in Sections One and Two.

Comments concerning those issues which were avoided include:

Schools in Group A (Enrollment to 800):

Banning of controversial books -- very touchy subject.

Criticism of janitors -- slippery steps criticized once -- resentment developed.

Sexual references, profanity.

Any references to liquor.

We are without an activities building and have refrained from commenting recently for fear of 'rocking the boat' at the main office.

Schools in Group B (Enrollment 801 - 2,000):

We reported the teachers' strike but made no interpretation of it. On this kind of issue that is so controversial, I don't think the students were in the position to have the information to promote either side.

Drug arrests involved our students. I didn't think the students were qualified to write a story on this matter.

Dress code--anti-administration; race problems--too controversial; news censoring, school maintenance, criticizing administration, criticizing PTA, criticizing teachers or teaching methods, criticizing school board, etc. -- all avoided because of administrative pressure.

Criticism of faculty members or specific programs i.e., open campus, etc., are avoided.

Often editorials criticizing Blacks or Black favoritism or any Black problem are avoided as the administration feels this is a touchy subject. No ban on writing such articles but the pressures not to stir up any ill feelings are, nevertheless, communicated to all.

Death in the parking lot--paper did not come out until two weeks later and the story was dropped so as not to bring up bad news. Staff decision.

I feel certain some pressures would be brought by members of a very conservative school board if our students were to attempt stories dealing with personal articles -- the pill, pre-marital sex, etc.

Drug use -- personal witness story. Principal would not clear; use of contraceptives--adviser would not okay. I felt this was information a doctor should give, not a student newspaper.

Firing of teachers.

Stand on political issues and races -- board policy.

Tenure for teachers -- the principal was afraid it could be used during a student riot and would hold up a peaceful conclusion because there are teachers who aren't good instructors. This happened last year when I was new on the job, and now I am considering this article again. My approach this year is quite different. I am willing to lay my job on the line if the article and freedom of the press are involved.

Teachers are not discussed in our paper. An unsigned editorial appeared talking about the band. Everything was true--problem--the band parents' club is too active and I caught it from all sides. Band teacher resigned at the end of the year. We achieved our goal, but I almost lost my job. (The editorial was supposed to be signed by the drum major and also the editorial editor, but the printer left off the names.)

We avoid any mention of sex.

Local political subjects are avoided to avoid political bias.
My decision.

Schools in Group C (Enrollment 2,001 and above):

Abortion. The subject is well carried by other publications. We concentrate on school affairs.

We investigated the reason behind the cancellation of a film analysis class. The administration called and said we could not know the reason. We have a very strict editorial policy handed down from Central Administration.

We have a racially mixed school and the principal is afraid that discussing these problems might provoke racial violence.

We have been asked to avoid mention of dress codes and smoking, but do publish them anyway at times and get only grumbles from our boss. The smoking rules are un-enforceable and the dress code rules too unpopular.

I have pulled articles which criticize individuals, but do publish items which criticize policies.

Several cheerleaders were dismissed for drinking; the Student Council president was relieved of his office for improper conduct (he stole some lumber for a float); several football players were ruled ineligible for the year because of a party which occurred. In all these cases, it [publishing the articles] is a matter of punishing the students for things that they have been punished for by either school or civic authorities, and we feel they should not be made a matter of record in the school paper.

As illustrated by the replies, administrative pressures, school board policies and personal taste of advisers were prime reasons for withholding articles from publication. These, particularly the two former areas of jurisdiction, prompted the replies to "fear of losing your job" listed on Table 6. Of the sixty-five "yes" respondents, eighteen percent checked this category.

Responses from advisers, (see Table 7) and from administrators, (see Table 8) regarding censorship showed that pre-censorship of copy by administrators was not prevalent. As Table 7 indicates, fifty-eight percent of the advisers explained that the administrator "reads only copy taken to him by the adviser" and seventy-four percent indicated that

their administrator "openly consults with journalists and upholds journalism." The schools which ranked lower in percentage in these two areas were those with enrollment in Group C (2,001 and above). Responses in these areas, as indicated in Table 7, were higher than Group B (801-2,000) to the question "considers journalism a stepchild to English" and "is skeptical of student writers." Replies from the small schools definitely indicated that more administrators read copy prior to publication.

TABLE 7
ADMINISTRATORS' JURISDICTION OVER PUBLICATIONS,
AS REPORTED BY ADVISERS

Advisers' Survey	Group A		Group B		Group C		Totals	
	Response	Perct. N=29	Response	Perct. N=66	Response	Perct. N=30		Perct. N=125
*Administrators' Jurisdictions as Reported by Advisers:								
Reads Copy Prior to Publication	7	24%	7	11%	1	3%	15	12%
Reads Only Copy Taken to Him by Adviser	14	48%	53	80%	5	17%	72	58%
Filters News or Withholds Information	1	3%	8	12%	7	23%	16	13%
Clears Yearbook Copy and Pictures Before Publication	2	7%	2	3%	0	0%	4	3%
Openly Consults With Journalists and Upholds Journalism	19	66%	57	86%	16	53%	92	74%
Considers Journalism A Step-Child to English	6	21%	9	14%	8	27%	23	18%
Is Skeptical of Student writers	2	7%	9	14%	7	23%	18	14%
Totals	51	176%	145	220%	44	146%	240	192%

*Percentage totals do not equal 100 because of multiple responses.

Of the 140 administrators responding to the question about reading newspaper copy prior to publication, ninety-five percent stated they do not read all copy; of the 126 replying about yearbook material read prior to publication, ninety-eight percent said they do not read all copy. (See Table 8.)

If a "no" response was indicated, the administrators were asked to explain which, if any, copy they did read. In both categories, yearbook and newspaper, the greatest response (fifty-five percent in yearbook and sixty-two percent in newspaper) fell to the statement of reading "only copy which the adviser asks you to read." The second highest response checked (twenty-five percent in yearbook and fifteen percent in newspaper) was that of reading "no copy before publication reserving the right to comment later." Totally, only nine percent indicated that they requested to read "all controversial items" prior to publication.

TABLE 8
ADMINISTRATORS' JURISDICTION OVER PUBLICATIONS,
AS REPORTED BY ADMINISTRATORS

Administrators' Survey	Group A Response	Group B Response	Group C Response	Totals	Perc. N=140
Administrators' Jurisdic- tions as Reported by Admin- istrators:					
Reviews All Copy Before Paper Goes to Press:					
Yes	4	1	0	5	4%
No	32	72	29	133	95%
No Answer	<u>1</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>1%</u>
Totals	37	73	30	140	100%
Reviews All Copy and/or Pictures Before the Yearbook Goes to Press:					N=126
Yes	2	1	0	3	2%
No	<u>34</u>	<u>68</u>	<u>21</u>	<u>123</u>	<u>98%</u>
Totals	36	69	21	126	100%

Providing a sample situation in which the administrator reads controversial material was an adviser from Hickory, North Carolina:

A black student wrote a letter to the editor strongly castigating the white students of the school for their bigotry, racism and domination of the school. (The blacks make up about 20 percent of the student body.) He also accused them of distorting election results. At the end of the letter, he invited an answer. The next issue of the paper carried a letter written in reply by a white student who is a known racist in the school. In the last paragraph, he made some very strong anti-black statements. The day the paper came out, we had an assembly --unfortunately. The two factions confronted each other and a battle ensued which involved between 250 and 300 students. No one was seriously hurt, but we had an extremely tense situation for a few days before things quieted down.

I would like to add that at no time did the principal blame the newspaper or the adviser. I think we all felt the paper was an excuse for the trouble that was already brewing. However, it was at this time that we decided [we was not explained] to have the principal read controversial material so that he would know what was going on. I probably should qualify controversial--this applies only to letters to the editor that we think might have a strongly adverse effect on the student body.

Beyond the actual censoring of articles, filtering of news is of concern on the high school level. Comparing adviser responses on this topic to those responses from student editors, it is found that only thirteen percent of the advisers denoted that their administrators filtered news or withheld students from obtaining information or from meetings concerning school issues. (See Table 7). Still, on the student tallies as indicated on Table 9, thirty-six percent considered that the newspaper information was filtered, while twenty-four percent felt the yearbook information was filtered. It should be

noted, however, that newspaper and yearbook editor responses were to the following question: "Do you think that news about decisions on school policies, teachers, resignations, etc., is (check one) ____ filtered news ____ a full-truthful account." The filtering perceived by student editors does not necessarily come from administrators; students may be referring to adviser-filtering, faculty-filtering, etc.

TABLE 9
 EDITORS' SURVEY FILTERED NEWS, AS PERCEIVED BY STUDENT EDITORS

	Group A		Group B		Group C		Totals
	Response	Perct. N=33	Response	Perct. N=80	Response	Perct. N=39	
Do You Think News About Decisions on School Policies, Resignations, etc., is:							N=152
Filtered:							
Newspaper	15	45%	28	35%	12	30%	55 36%
Yearbook	10	30%	16	20%	10	25%	36 24%
A Full, Truthful Account:							
Newspaper	6	18%	23	29%	15	38%	44 29%
Yearbook	2	6%	13	16%	2	7%	17 11%
Totals	33	99%	80	100%	39	100%	152 100%

In the advisers' questionnaire, the questioning of their practices of withholding a student's article from publication brought more positive than negative responses, but reasons varied.

TABLE 10
STUDENT WORK WITHHELD FROM PUBLICATION,
AS REPORTED BY ADVISERS

Advisers' Survey	Group A		Group B		Group C		Total
	Response	Perct. N=25	Response	Perct. N=62	Response	Perct. N=29	
Have You Withheld A Student's Article or Picture From Publication?							
Yes	13	52%	43	69%	18	62%	74 64%
No	<u>12</u>	<u>48%</u>	<u>19</u>	<u>31%</u>	<u>11</u>	<u>38%</u>	<u>42 36%</u>
Totals	25	100%	62	100%	29	100%	116 100%

Responses concerning types of articles withheld included:

Schools in Group A (Enrollment to 800):

General topics--same old complaints, no solution.

Opinionated feature story.

Gossip Column.

Criticism of administration policies.

Editorial advocating hand-holding in school.

Editorial on coaches and athletic policies.

Ridicule of the creed -- staff agreed to withdraw it.

Obscene picture, also one of streakers.

Criticism of PTA withheld because of administrative pressures and various criticism of administration withheld for the same reason...In the case of faculty, administrative or school board opposition, we have printed retractions and refrained from printing future articles with the same subject. We have been thoroughly censored ever since a principal was fired four years ago. We believe this was partially because of newspaper-exerted pressure.

Schools in Group B (801-2,000):

Articles were sometimes delayed because printing at the particular time they were turned in would have endangered our freedom. They were eventually published.

Trite, poorly written and critical without good reason--This student was a 'radical'; like the hippies on campus, he tried to make himself as strange as possible.

An article for legalization of pot. We ran it in the paper but modified it to take a neutral position.

Some profanity which I judged to exist for itself only; one

article condemning a teacher which I judged was based on false information and exaggeration.

An editorial cartoon depicted the principal and two vice principals listening in on various classes via the PA system. Since it was a direct accusation without proof, the cartoon was withheld.

Schools in Group C (2,001 and Above):

A bulletin saying that 'according to reliable sources,' the baseball coach was being fired. The 'reliable source' was another coach with an enormous grudge against the principal. The situation itself was being negotiated through the City Education Association on a grievance. (We are strongly organized). And the coach was not relieved of his coaching duties. To have run a story on it would have interfered with the grievance procedure and jeopardized the coach's coaching position. In addition, the 'reliable source' was not willing to be quoted by name.

The topic was 'what to do if you are busted'--the principal censored it.

A former editor (1966-67) tells me I withheld an editorial column of his accusing the school district of 'gerrymandering' on boundaries of a new high school. (Incidentally, the 100% minority make-up of this high school was one of the factors which brought on the lawsuit.) I think that my reason for refusing to let him run the article was that he (and I) had very nearly got us both fired when he wrote one highly critical editorial column of our school's speech and music department faculty for not producing Broadway musicals like another local high school. Under the present administration (and with the added experience I have now) I'd handle both differently. I'd have him make sure of his facts and handle both subjects in an uninsulting manner. I'd consult with the school administration--and I believe we could run them now.

Sometimes because principal refused it--more often because writing or photo quality was below standard.

One adviser, perhaps speaking for many others, simply stated: "Hell, when they come up with scatological stuff, I make 'em review libel and obscenity

laws."

Although Boards of Publication, which might be expected to establish policies and/or deal with policy question to open viewpoints, could relieve the adviser or administrator from being the sole decision maker, data from advisers indicate that few such boards exist. Only seven (six percent) listed a board of publications as existing in their schools and 114 (ninety-four percent) said they had no such board. Four did not reply.

One means of expediting and promoting understanding of student publications is through the editorial policies established in some schools. Generally published in an early issue of the newspaper each school year, these policies determine the basis on which the newspaper will be run. Examples of policies to which various schools adhere are included in Appendix O.

However, responses indicated that some schools operate with no written policies. Various editors and advisers wrote out a brief summary of the policies they try to uphold in their publications, others simply explained, "We have no editorial policies."

Informal policies included:

Group A (Enrollment up to 300):

To commend worthwhile, noteworthy happenings and to tactfully point out areas of needed change.

We really have not put them down or even officially formed them -- we try to be fair and cover school, be interesting, avoid emphasis on few students.

Teachers, faculty and students are invited to write their opinions as long as they are willing to have their names printed below the article.

We encourage all letters to the editor provided they do not criticize any individual, teacher or student.

Group B (Enrollment from 801 to 2,000):

No set policies. We try to use good judgment and not hurt people's feelings. We accentuate the positive.

Our editorials are written by the individuals on the staff or other student contributors. They represent only the opinions of the writers and not those of the staff, faculty or administration.

Our editorial page deals with national affairs. We do not deal with issues that would cause controversy between faculty, students or administration.

A name can be withheld from a letter, but it is our policy that the name of the writer is available in the newsroom for anyone who wants to see it.

Briefly stated, our editorial policy (mine really) is that editorials may attack anything as long as the writer offers a better/alternate plan. Better plans are often hard to develop, but alternate plans often pass as improvements. This policy enables many touchy subjects to be available for the student journalist with some skill. However, it eliminates editorials by those with an axe to grind or those who lack reasoning skills.

Speak out on any issue deemed of social importance. No political stand for candidates. Editor and staff (two-thirds majority) decide subject and thrust of editorials. Guest editorials accepted and so labeled.

Any material is acceptable that is not obscene, libelous or in poor taste. The latter is determined by the editorial board (top editors and assistants--six members) which considers the general standards of our student body.

No letters of criticism of anything are published.

The purpose of the newspaper is to inform, educate and entertain the reader. We may not take an editorial stand on political issues or candidates unless a pro and con are given. We may not use four-letter words (whatever that means), but 'hell' and 'damn' are not rejected.

We may not run advertisements from tobacco or liquor stores; same is true of contraceptives. I, as adviser, will not allow articles (reviews) of X-rated films. We are free to criticize policy, curriculum, behavior, but we do not criticize the person, only his policy.

Editorials should be written purposely to enlist positive change in some area of Harmon student life. Should be no longer than 500 words. (We have no definite editorial policy.)

Group C (Enrollment from 2,001 and Above):

Anything that is relevantly and possibly interesting to many students -- Letters may be turned down because of libelous material -- subject matter should be 'respectable' as should word choice.

Letters must conform to Canons of Journalism i.e. be fair comment, non-libelous, not obscene, etc.

We take the responsibility for editorials and cartoons and require all letters to the editor to be signed. We take no responsibility for opinions in columns.

We try to promote the welfare of the school (students, faculty -- all people involved) and community. We do point out problems where they exist, and we try to suggest constructive solutions or invite them. We try to give credit and praise where deserved, and also criticism when we think it is deserved. We are neither flaming radicals nor head-in-the-sand conservatives on school and public issues.

Letters must be written somewhat coherently and no obscene letters are accepted; also no 'shoot the principal' types. Use facts--all sides of the question--good taste.

Our policies, as they have been formulated this year by myself and the adviser are, briefly, to exercise responsibility in reporting and to publish the most professional and highest quality newspaper possible. We, at this time, are not open to [just] any subject or any opinion, and avoid controversy and scandal for its own sake. (I've worked on student newspapers for six years. You find out that trying to stir up some action is usually not worth it in the long run.)

We have no set policy--we pretty much 'play it by ear' so to speak.

My newspaper has no set editorial policy. The day after the paper is distributed, our editorial board holds a meeting to discuss possible editorial ideas for the next issue. The Board is made up of the editor, managing editor, editorial editor, business manager and news editor. Administrators and Student Council officers are invited to attend the meeting and voice their opinions, but they have nothing to do with the final decision. We try to cover topics which directly affect the students and/or community.

Determining the editorial policies may be the responsibility of only advisers, advisers and administrators, administrators and school board only, or it may involve student journalists. Of the 148 editors responding to the question, "How is the editorial policy of your publication determined?", the majority (fifty-seven percent) said that students and adviser established the policy. The second largest percentage fell with student journalists only, at sixteen percent. Only four percent said that the administrator alone determined the policy, while eight percent listed the adviser as sole policy maker. Of those who replied, ten percent listed that advisers, administrator and/or students determined the policy, while the remaining five percent said their policy was city-wide, handed down by the administration.

A few responses indicated that the yearbook simply followed the newspaper policies. One editor stated, "We don't run editorials in the yearbook, so we need no policies," and twenty-one others also indicated that a yearbook does not need editorial policies.

Perhaps the tally in Table 11 explains why this feeling predominates. Of the respondents concerned with yearbook, fifty-nine percent indicated that they publish "predominantly the good but mention the adverse," and another fourteen percent explained they publish "only those incidents that helped the school." Only twenty-seven percent published "all incidents good and bad."

The information in Table 11 coincides with the student replies (See Table 12) in that only thirteen out of fifty respondents felt that a yearbook had caused controversy in the past year. This twenty-six percent contrasts with the sixty-one percent who responded that newspaper items had caused controversy.

TABLE 11
YEARBOOK AND NEWSPAPER POLICIES,
AS REPORTED BY ADVISERS

Advisers' Survey	Group A		Group B		Group C		Totals	
	Response	Perct. N=13	Response	Perct. N=33	Response	Perct. N=13	Response	Perct. N=59
Yearbook:								
Is the Policy of Your Yearbook to:								
Publish all incidents, good or bad	1	8%	11	33%	4	31%	16	27%
Publish Predominantly the Good but Mention the Adverse	10	77%	19	58%	6	46%	35	59%
Publish Only Those Incidents Which Helped the School	2	15%	3	9%	3	23%	8	14%
Totals	13	100%	33	100%	13	100%	59	100%
Newspaper:								
Is the Policy on Letters to the Editor That:								
All Must Be Signed	13	54%	29	44%	11	37%	53	44%
All Must Be Signed But Names Need Not Be Published	11	46%	37	56%	10	63%	67	56%
Totals	24	100%	66	100%	30	100%	120	100%
Who Makes the Final Decision on What Should Be Run?								
The Editor	4	17%	23	35%	11	37%	38	32%
The Adviser	8	33%	16	24%	3	10%	27	23%
The Adviser and Editor	12	50%	27	41%	16	53%	55	46%
Totals	24	100%	66	100%	30	100%	120	101%

TABLE 12
 CONTROVERSIAL ITEMS PUBLISHED IN PAST YEAR,
 AS REPORTED BY EDITORS

Editors' Survey	Group A			Group B			Group C			Totals	
	Response	Perct.	N=23	Response	Perct.	N=54	Response	Perct.	N=24	Perct.	N=101
Have Any Items Been Published in the Last Year Which Caused Controversy?											
Newspaper:											
Yes	12	52%		35	65%		15	63%		62	61%
No	<u>11</u>	<u>48%</u>		<u>19</u>	<u>35%</u>		<u>9</u>	<u>38%</u>		<u>39</u>	<u>39%</u>
Totals	23	101%		54	100%		24	101%		101	100%
Yearbook:											
<div> <div>Group A</div> <div>Response</div> <div>Perct.</div> <div>N=10</div> </div> <div> <div>Group B</div> <div>Response</div> <div>Perct.</div> <div>N=29</div> </div> <div> <div>Group C</div> <div>Response</div> <div>Perct.</div> <div>N=11</div> </div> <div> <div>Totals</div> <div>Perct.</div> <div>N=50</div> </div>											
Yes	1	10%		9	31%		3	27%		13	26%
No	<u>9</u>	<u>90%</u>		<u>20</u>	<u>69%</u>		<u>8</u>	<u>73%</u>		<u>37</u>	<u>74%</u>
Totals	10	100%		29	100%		11	100%		50	100%

From the student replies tallied on Table 12, there is a strong indication that the yearbook does not cause as much stir and consequently as much concern as does the newspaper. However, one yearbook editor from Texas wrote:

Our principal was unhappy with the faculty section of the '73 book. This was understandable as the faculty editor had neglected to label pictures of the principal, assistant principal, vice principal and activities director. (The pictures were obviously not large enough to suit his fancy either.) We held a press conference with the principal after distribution of the book, and he proceeded to deride several items in the book (i.e. certain graphic techniques, etc.) for no apparent reason.

From an editor in Indiana came this comment:

A picture of booze bottles on a car in the parking lot [caused controversy]. Community didn't think the picture should be shown because it publicized the drinking.

And an Oklahoma yearbook editor said:

The former adviser supervised everything that went into the book and was very careful about anything she felt would cause the least little stir. This year, with a new adviser, we've turned in some things that may be considered controversial when the book comes out in May. A questionnaire (sent to faculty members) caused a small rift. Twenty members of the faculty resigned last year, so we felt the question of 'Why did you stay in spite of the bad reputation of the school' was worthwhile. However, staff members said they 'resented' the questionnaire, and the administration ordered us to 'get it up now.'

Table 13 presents the breakdown of the sources of controversy as seen by advisers. According to the respondents, the highest percentage of resentment, fifty-six percent, comes from the faculty, while only fifteen percent

comes from the community , the area which is generally of greatest concern to administrators. The indignation which publications aroused among the student body and among administrators ranked equally at forty-two percent. The majority of resentment resulted because of newspaper, not yearbook, coverage.

Although advisers were not asked to categorize topics causing the greatest opposition, a review of the controversial articles they sent showed that the three areas which most frequently caused resentment were (1) sports stories criticizing any action or reaction of the players; (2) school policy articles which gave a negative view of any club, class, department or administrative action; and (3) items about drugs and sex, especially those indicating that drugs were available in the school or that students needed to know the dangers of sexual relationships.

TABLE 13

ARTICLES WHICH INSTIGATED OPPOSITION AND RESENTMENT,
AS REPORTED BY ADVISERS

Advisers' Survey	Group A			Group B			Group C			Total
	Response	Perct.	N=24	Response	Perct.	N=58	Response	Perct.	N=30	
*Has Any Article Published Resulted in Opposition?										
Yes	13	54%		36	62%		24	80%		73
No	11	46%		22	38%		6	20%		39
Totals	24	100%		58	100%		30	100%		112
										100%
Totals										
Totals										
**Did the Resentment Come From:	Response	Perct.	N=13	Response	Perct.	N=36	Response	Perct.	N=24	Perct. N=73
Administration	5	38%		16	44%		10	42%		31
School Board	1	8%		9	25%		3	16%		13
Faculty	7	54%		21	58%		13	54%		41
Student Body	5	38%		18	50%		8	33%		31
Community	6	46%		7	19%		4	17%		11
An Individual	5	38%		18	50%		9	38%		32
Other	7	54%		10	28%		8	33%		24
***Totals	36	276%		99	274%		55	233%		183

*Includes both newspaper and yearbook responses.

**The N in each group is the total of "yes" responses from each group in section one of this table.

***Percentages total more than 100 because of multiple responses.

Having received many more examples of newspaper controversy than yearbook, the author selected the following examples furnished by editors and advisers:

(1) An item headlined "Bathroom Stories" in the November 21 issue of *Some Times*, Golden High School, Golden, Colorado, drew resentment from a minister in the community. This satire, carried in full in Appendix P, referred to the student destruction in the school restrooms.

The minister complained to the administrator who said he would refer the complaint. He told me about it, but he said he didn't see anything wrong with the article. I tried calling the minister several times, but couldn't catch him at home. (Jill Christensen, Golden High School)

(2) From Las Vegas High School, Las Vegas, Nevada, an item concerning the necessity of school queens created a stir among the student body.

There was no action other than the fact that one of our editorials was answered by a rather well-written letter to the editor. (Steu Betterton, Vegas High)

A copy of the article "Queens, Who Needs Them?" and the letter in reply are included in Appendix Q.

(3) An article "Music Dept. Not in Tune" in the December 1973 issue of the *Wilsonian* created a stir among the faculty. The theme of the article was that the Music Department concentrated on "religion" and "heavy stuff" and the "audience is bored." It was a first-person article, by-lined and illustrating definite opinion.

The opposition was merely verbal. The English teachers felt the article was going to inflict pain on the music teachers. They felt the newspaper should not be distributed before the Christmas concert so it would not deter people from attending. We distributed the paper anyway the day before the concert. Three teachers snubbed me, but my English Department head scolded them and relations resumed. The newspaper staff and I feel we will still print what we feel is right despite faculty frictions.

The article is included in Appendix R.

(4) Involved in questioning both "good and bad reaction" from school students, teachers and administrators, Lawrence R. Watson, editor at Bishop Borgess High, Detroit, Michigan, related concerns about his editorial on drugs:

The writer (myself) underwent stern questioning from many people--students, teachers and mostly from the principal and his assistant. They asked for names of users and dealers and who my sources were. There were other stories that created havoc, but none so much as this one article.

The article carried complaints about the pushers in the "johns" and in the hallways.

There seemed to be no solution to the problem, but awareness was spread--it was a touchy subject that was previously unspoken about.

A copy of the editorial is in Appendix S.

(5) Carol Zuber, editor of the *Purple and Gold*, Hickman High, Columbia, Missouri, explained her staffs' experience with a proposed article on drugs. Self-censorship became involved to avoid controversy.

We wanted to broadcast a radio show and print an interview with drug users. But after consulting an

attorney, Mr. Dale Spencer, who is an expert in law of the press, we realized that we could be called before a grand jury to reveal our sources. The student reporters said they would not reveal their sources if asked to testify, so we decided we couldn't run it.

(6) Dave Mistreta, sports editor of *The A-Blast*, Annandale High School, Annandale, Virginia. was chastized after running a prediction column in the September 14, 1973, issue. A full copy of the article is carried in Appendix T.

According to adviser Dorothy Olin:

The sports editor predicted a re-building for the football team which was state champion last year and picked another school as probable champions. The day after publication, some 20-30 students egged his house (20 dozen eggs--\$750 damage). They were identified, consulted with parents etc., paid the damages. The incident received metro newspaper and TV news coverage. The school newspaper affirmed the right of the columnist to print his views. The team ended the season with a good record, but not champions. After the egging incident the principal did restrict editors from printing a special mimeo newsletter, but did not restrict any stories or letters to the editor in the next regular edition.

(7) Another incident involving sports criticism was related by adviser Mrs. Genie Certain, St. Pius X. High School, Atlanta, Georgia.

A poem, "O Superjock! My Superjock" was carried on November 2, 1973, issue of *Golden Lines*. Although the poem drew only one written response, Mrs. Certain explained that it caused "a lot more verbal comments. I would still run this if I had it to do over, but I never thought it would create an uproar."

The article and letter to the editor are carried in Appendix U.

(8) Sports comments also created a disturbance at Salina South High School, Salina, Kansas, when an editorial "The Problem With Our Sports" was published in the April 19, 1973, *Tripodium*.

Lamenting the fact that the football team was "short of winning the C.K.L.," and the basketball team was ripped "apart with the force of a thousand tornadoes," the editorial writer explained that the blame must lie not with the coaches but with "Crown Distributors: those evil men who work north of the tracks. The ones that make and sell BEER!"

The article in its entirety is carried in Appendix V.

(9) A direct reprimand against the coaches at Jefferson High School, Edgewater, Colorado, "caused many football players some angry moments. Letters were written to the editor and published, but there was no resolution made," explained editor Tina Shearer.

Here at Jefferson, the coaches have one thing on their minds. Winning! one boy's personal ambitions apparently deserve no attention when it comes to the final score.

The article is included in Appendix W.

(10) From Grosse Point, Michigan, Robert Button, adviser of *The Tower*, sent an editorial published in the October 27, 1970, issue. It was not so much the article which instigated concern as the editorial cartoon carried with the editorial. See Appendix X for a copy of the editorial, the cartoon, and the article on censorship which followed.

The original editorial referring to the vote to amend the state constitution to prohibit state aid to non-public schools stated, "It is important that this amendment be approved because the state has no business supporting private or parochial schools."

The accompanying cartoon illustrated a man in clerical robes labeled "State" handing out hosts in the form of money to a man on his knees. The community and school board were up in arms.

The adviser commented, "The three members of the board backed down under heavy pressure and freedom with responsibility was reinforced."

(11) An adviser from Arizona who prefers to remain anonymous supplied two items, which, he states:

Elicited angry responses from teachers, administration and (according to the principal) parents. The principal made a public apology for the article over the school intercom system, interrupting classes to do so. After this, I used the newspaper's editorial page directly for the first and only time as adviser to print the 'Letter to the Students, Staff and Parents.' Since then, there has been no further incident. The principal promises complete freedom, but urges and pleads that I use 'discretion.' I have promised to try but have served notice that our philosophies differ.

Since the adviser prefers to remain anonymous, a summary of the articles is presented here rather than in an Appendix so the name of the paper and school will not be identified.

In the original article, a brief profile of two members of the basketball team, the following comments were included: (Blanks are substituted for

the name of the school or paper so no implication is given as to the adviser or school involved.)

Jay feels that the teachers are what's wrong with _____ . They are 'wierd,' as he puts it.

James feels that the main problem at _____ is there are too many 'whities.'

The adviser's letter ran as follows: (Blanks indicate name of school or paper.)

At this writing the _____ has received a public scolding for permitting two _____ students to express negative opinions about groups of people within the general school population.

As adviser to the newspaper, I take complete responsibility for letting these statements appear in print. _____ in printing these opinions, did not endorse them, nor do I as adviser. In fact my personal feeling is that both were broad, sweeping generalizations. . .

But that is not the point. The issue is whether or not the _____ should permit individuals to make foolish, or even hurtful, statements in print.

There is a delicate question here concerning freedom of expression and the use of good judgment. The usual journalistic taboos are against obscenity and libel; for a school newspaper we might add a third--incitement to violence.

If none of these are present--and they were not--and if speakers or writers are willing to be quoted and take personal responsibility for their remarks, then, I believe, they should be allowed to speak their minds. Those who are offended by such remarks should answer them, and are invited to do so by means

honest debate and exchange of ideas on issues that matter to us.

We have choices. The _____ can be either a bland innocuous publication which causes no stir because it says nothing, or it can be truly a _____ paper which reflects the attitudes that really exist.

We can either stifle unpleasant attitudes, sweep them under the rug and pretend they aren't there, or we can open them up, discuss them, and possibly learn something. The latter choices are mine, and I hope yours, too.

Beyond these specific examples cited, other students and advisers sent illustrations but no detailed explanation was included. However, articles and two cartoons were selected by the author as representative of published items which were labeled as controversial, and these items are included in Appendix Y to offer additional insight of topics causing resentment.

As illustrated in the previous examples, faculty discontent often resulted from a published item. Questions were also included in both the editors' and advisers' questionnaires about faculty attitude toward publications in various schools. As shown in Table 14, faculty cooperation, rarely listed as "excellent," (twenty-one percent) may account for the strength of controversies in publications. Those respondents who listed faculty cooperation as "fair" or "poor" totaled twenty-two percent, and the majority fell in the category of "good" with fifty-two percent.

Among student editors, as illustrated on Table 15, thirty-four respondents out of ninety-five who were dissatisfied with their publications listed "lack of support from faculty" as one of their reasons for dissatisfaction.

TABLE 14
FACULTY COOPERATION AND ATTITUDES,
AS REPORTED BY ADVISERS

Advisers' Survey	Group A			Group B			Group C			Total	
	Response	Perct.	N=29	Response	Perct.	N=66	Response	Perct.	N=30	Perct.	N=125
Would You Classify Faculty Cooperation and Attitude Toward Publications as:											
Excellent	4	14%		16	24%		6	20%		26	21%
Good	17	59%		19	44%		19	63%		65	52%
Fair	7	24%		15	23%		5	17%		27	22%
Poor	1	3%		5	8%		0	0%		6	5%
No Answer	0	0%		1	2%		0	0%		1	.08%
Totals	29	100%		66	101%		30	100%		125	100%

TABLE 15
REASONS FOR DISSATISFACTION WITH PRODUCTIONS,
AS REPORTED BY EDITORS

Editors' Survey	Group A Response	Group B Response	Group C Response	Total	Perct. N=152
*Are You Satisfied With Your Publication?					
Yes					
Newspaper	2	15	7	24	16%
Yearbook	6	20	7	33	22%
No					
Newspaper	16	38	18	72	47%
Yearbook	3	14	6	23	15%
Totals	27	87	38	152	100%
**If "no" explain:					
Too Restricted					
Newspaper	6	7	5	18	19%
Yearbook	1	5	0	6	6%
Administrative Censorship					
Newspaper	5	9	2	16	17%
Yearbook	2	1	2	5	5%
Faculty Censorship					
Newspaper	3	5	0	8	8%
Yearbook	2	3	1	6	6%
Lack of Faculty Support					
Newspaper	6	12	6	24	25%
Yearbook	1	6	3	10	11%
Reporters Cover Only Certain Groups					
Newspaper	3	10	9	22	23%
Yearbook	0	5	0	5	5%
Facilities Are Limited					
Newspaper	7	12	7	26	27%
Yearbook	2	3	0	5	5%
Lack of Student Interest					
Newspaper	11	29	14	54	57%
Yearbook	2	9	2	13	14%
***Totals	51	116	51	218	223%

*N in Percent of Totals is equal to those responding in both publications, newspaper and yearbook.

**N in this section is equal to the total number of "no" responses from both newspaper and yearbook.

***The total percent is more than 100 due to multiple responses.

The final item on Table 15 indicated lack of student interest as the biggest problem among those facing the high school newspaper. Yet, why is there a lack of student interest? Is it because too many schools are publishing bland productions for an aware student body? And if that is the case, why are the publications so bland? If censorship and filtering of news are the cause from where is the censorship and/or filtering coming?

In recent years when concerns have been voiced about administrative attitude toward the school paper, one concept has been that most principals consider the school publication to be a public relations medium and, thus, are fearful of its effect on the school image.

However, data from administrators shown in Table 16 would indicate that the concept is a myth. Only twenty-nine percent of the administrators responded that they considered the school paper "an information medium for parents." In contrast, forty-one percent classified their paper as "a medium to give the readers an 'inside; look at school occurrences," and seventy-nine percent said the papers' most important function was as a "medium to let the student body know what is happening."

TABLE 16

PURPOSE OF THE SCHOOL NEWSPAPER,
AS SEEN BY ADMINISTRATORS

Administrators' Survey	Group A			Group B			Group C			Total
	Response	Perct.	Perct.	Response	Perct.	Perct.	Response	Perct.	Perct.	
		N=37	N=73			N=30			N=140	
*Would You Classify The School Paper As:										
A Medium to Let the Students Know What is Happening	30	81%		61	84%		20	67%	111	79%
A Medium to Let the Students Learn of Events Beyond School	16	43%		38	52%		17	57%	71	51%
An Information Medium For Parents	13	18%		21	29%		7	23%	41	29%
A Medium to Give the Reader's an 'Inside' Look at School Events	18	25%		28	38%		12	40%	58	41%
Totals	77	167%		148	203%		56	187%	281	200%

*N equals total number of responses in each group.

**Percentages total more than 100 because of multiple responses.

One way to promote freedom of the press on the high school level and to build understanding of good journalism is for editors and advisers to know the laws as they concern the press. However, Table 17 illustrates that twenty-three percent, (twenty-nine respondents), of the advisers devoted no time at all to teaching press law. Of those who teach law material, forty-nine out of 124 or forty percent devote three hours or less to the topic. Totally, seventy-eight advisers spend little or no time teaching press law.

TABLE 17
HOURS SPENT IN TEACHING LAW AND THE PRESS,
AS REPORTED BY ADVISERS

Advisers' Survey	Group A		Group B		Group C		Total
	Response	Perct. N=28	Response	Perct. N=66	Response	Perct. N=30	
How Many Class Hours Are Devoted to Teach- ing Press Law?							
None	8	29%	17	28%	4	13%	29 23%
One - Three	14	50%	22	33%	13	43%	49 40%
Four - Five	3	11%	13	20%	4	13%	20 16%
Six or More	<u>3</u>	<u>11%</u>	<u>14</u>	<u>21%</u>	<u>9</u>	<u>30%</u>	<u>26</u> 21%
Totals	28	101%	66	102%	30	99%	124 100%

Regarding methods used by those teachers who do give instruction in press law (ninety-five of the 124 respondents), Table 18 indicates the greatest percentage of teachers use lectures (sixty-five percent) and/or textbook (forty-six percent), while lesser percentages utilize "different" methods such as films or guest speakers.

TABLE 18
METHODS USED IN TEACHING PRESS LAW,
AS REPORTED BY ADVISERS

Advisers' Survey	Group A		Group B		Group C		Total
	Responses	Perct. N=20	Responses	Perct. N=49	Responses	Perct. N=26	
*Methods of teaching press law include:							
Lectures	12	60%	32	65%	18	69%	62 65%
Textbook	8	40%	24	49%	12	46%	44 46%
Film	1	5%	6	12%	6	23%	13 14%
Guest Speakers	2	10%	13	27%	5	19%	20 21%
Magazine Articles	1	5%	14	29%	12	46%	27 28%
Tests	1	5%	7	14%	7	27%	15 16%
Other	3	15%	14	29%	5	19%	22 23%
Totals	28	140%	110	225%	65	249%	203 213%

*Percentages total more than 100 because of multiple responses. N in each Group is the total number of respondents from Table 17 who listed that they taught one hour or more of press law. The "none" category in each group was not included in the N.

The twenty-two respondents who listed the "other" category of teaching methods, gave the following examples:

I give examples of law cases and then students are presented cases and they must decide if they are to be printed or not. They also give defenses.

Cases, usually colorful, are re-enacted.

Discuss law periodically as part of other topics.

I check legal press material with Dale Spencer, School of Journalism, University of Missouri, Columbia (Missouri).

We do actual exercises in libel--on paper and through discussion.

Group answers to law problems by role playing.

Much time is spent individually with students.

We utilize field trips to listen to speakers, etc.

Discuss Federal and Iowa law on libel.

Newspaper articles about 'new' media controversies.

Discussion as issues arise and discussion during specific days of teaching.

Others checking the "other" category, simply listed "discussion."

Again, the author points out that in this table it is Group B which teaches the most law and uses the most innovative methods, and it was this group which indicated the greatest number of college hours in journalism.

Students responding to the question "Do you understand the laws as they involve the high school press?" also ranked higher in the negative than the positive, coinciding with the adviser responses regarding the teaching

of law. (See Table 19). Of the total number of responses--156 from both newspaper and yearbook--four did not respond--fifty-six percent said they did not understand the laws of the press, while forty-four percent indicated that they understood the press legalities.

TABLE 19
UNDERSTANDING OF PRESS LAW,
AS REPORTED BY STUDENT EDITORS

Editors' Survey	Group A		Group B		Group C		Total
	Response	Perct. N=32	Response	Perct. N=85	Response	Perct. N=39	
Do you understand the laws as they involve the high school press?							Perct. N=156
Yes	17	53%	31	36%	20	51%	68 44%
No	15	47%	54	63%	19	49%	88 56%
Totals	32	100%	85	99%	39	100%	156 100%

It must be noted that although the advisers in Group B (Table 17) ranked higher in percentage of teaching press law, the students in this same group ranked themselves much lower in their understanding of the laws. The author also points out the conflict in tabulations between those advisers who teach no press law, (twenty-three percent), and those who teach one to three hours (forty percent) to the number of student editors, (Table 19) who said they understand the laws of the press.

Regardless of whether law is taught, most administrators feel the final responsibility for publication content lies with the adviser. Concerning the newspaper, fifty-nine percent of the administrators (eighty-three out of 140) held the adviser responsible; only eleven percent (fifteen out of 140) believed that the student editor was responsible, and this same percentage (eleven) contended that final responsibility lay with the principal.

Regarding the yearbook responsibility, 137 administrators responded and of this number fifty-five percent (seventy-six out of 137) felt the adviser was responsible for picture and content selection for the yearbook, eleven percent (fifteen out of 137) left the responsibility with the administrator, and only eight percent (eleven out of 137) felt the student editor should carry the responsibility.

These results contrast with those from the student editors. Out of the 101 newspaper editors responding, sixty-eight percent (sixty-nine editors) felt that they "determine what will be printed." Similarly, yearbook editors

explained that they held major responsibilities. Of the fifty-nine respondents, seventy-six percent (forty-six editors) felt they had final determination in the theme, eighty-one percent (forty-eight out of fifty-nine) contended that they determined the style for the book, and sixty-eight percent (forty out of fifty-nine) listed that they held the final responsibility for the copy.

Perhaps it is because of these conflicts in opinion--the person in whom the administrator places the final responsibility and what the editor sees as his responsibility--that problems result.

In regard to newspaper and yearbook, administrators appeared to be more concerned in general, about newspaper content. This concern was reflected in their response to "After you receive the published paper, which section do you read first?" Of the 137 respondents fifty-five percent (See Table 20) listed that they turn first to the editorials. Only fifteen percent said they simply read from front to back.

In contrast, (See Table 21) of the 127 administrators responding about yearbooks, thirty-nine percent said they looked at the introductory pages first and twenty-three percent simply read from front to back. Only twelve percent indicated that the administration and faculty sections were their greatest concerns.

TABLE 20

SECTION OF THE NEWSPAPER READ FIRST,
AS REPORTED BY ADMINISTRATORS

Administrators' Survey	Group A		Group B		Group C		Total	
	Response	Perct. N=35	Response	Perct. N=72	Response	Perct. N=30	Total	Perct. N=137
*After You Receive The Published Paper, To Which Section Do You First Turn?								
News	4	11%	14	19%	8	27%	26	19%
Editorials	18	51%	41	57%	16	53%	75	55%
Features	4	11%	11	15%	0	0%	15	11%
Front To Back	9	26%	6	8%	6	20%	21	15%
Totals	35	99%	72	99%	30	100%	137	100%

*N varies from the original number of respondents because not all administrators replied to this question.

CHAPTER 21
SECTION OF THE YEARBOOK READ FIRST,
AS REPORTED BY ADMINISTRATORS

Administrators' Survey	Group A			Group B			Group C			Total
	Response	Perct.	Perct.	Response	Perct.	Perct.	Response	Perct.	Perct.	
		N=34	N=71		N=71	N=22		N=22	N-127	
*After You Receive The Yearbook, Which Section Do You Read First?										
Classes	1	3%	6%	4	6%	18%	4	18%	9	7%
Clubs	0	0%	1%	1	1%	0%	0	0%	1	.08%
Activities	8	24%	10%	6	10%	9%	2	9%	16	13%
Essay Sections	1	3%	3%	2	3%	5%	1	5%	4	3%
Administration and Faculty	4	12%	13%	9	13%	9%	2	9%	15	12%
Introductory Pages	10	29%	50%	36	50%	18%	4	18%	50	39%
Front to Back	9	26%	17%	12	17%	36%	8	36%	29	23%
Nothing Definite	<u>1</u>	<u>3%</u>	<u>1%</u>	<u>1</u>	<u>1%</u>	<u>5%</u>	<u>1</u>	<u>5%</u>	<u>3</u>	<u>2%</u>
Totals	34	100%	101%	71	101%	100%	22	100%	127	99.08%

*N is not equal to that in Table 21 because ten fewer administrators replied to the yearbook question than did to the newspaper.

Analysis Of Three-Party Questionnaires
From Thirty-Nine Schools

In comparing and contrasting the questionnaires from the thirty-nine schools from which administrator, adviser and editor(s) replied, the author noticed instances where a communication breakdown appeared to initiate press problems or misunderstandings. Also, in various schools, adviser and administrator indicated an understanding of the role of the press, but the student editor did not share this understanding.

Immediately prior to this analysis, it was noted that administrative sense of responsibility and editor concept of responsibility often did not coincide. This same aspect was again evident in grouping replies from various schools.

Concerning the final responsibility checked by the administrator and the role of the editor checked by the editors, differences resulted in seven of the eight schools replying in Group A. While seven editors considered that they made the final decisions on copy, theme and style, the administrators contended that the adviser, not the editor, was responsible. Only one editor agreed with the principal's decision and recognized that the final responsibility lay with the adviser. In Group B, out of the twenty-three schools replying, fifteen editors contended they made the final decisions, while three agreed that the administrator or adviser and editor decided finally. Principal and editor were in agreement in four listings where both checked that

the editor must accept final responsibility for the decisions. Group C, with nine schools responding, listed three agreements between editor and administrator; two principals did check that the editor was the responsible party and one agreed with an editor who said both she and her adviser were responsible. Six editors who looked upon themselves as solely responsible for decision making were not in agreement with their administrators who checked "adviser," "principal and adviser," and "faculty committee."

Extremely evident disagreements resulted in the number of college hours actually held by the journalism teachers and the number of hours the administrators thought they held. If a principal actually thinks the adviser has more training than the adviser in truth has, the principal apparently expects the teacher to be more knowledgeable in journalism than the adviser's publications may indicate. Also, if an adviser holds more hours than the administrator credits to him, it appears that there is a lack of respect from the administrator for the teacher's knowledge and ability. This could well establish disagreements.

The following differences were noted:

<u>Advisers' Replies</u> <u>On College Hours</u>	<u>Administrators' Replies</u> <u>On Adviser Hours</u>
0	6
26	9
0	12
0	12
12	Bachelors Degree
9	12
0	9
Masters	2
12	0
18	26
0	Masters

Another evident deviation results in the number of hours of law and the press taught compared to the students who indicated understanding the laws. In Group A all advisers except one listed that they taught three hours or fewer of press law. One adviser listed four-five hours and his editor indicated he understood law and the press. However, of the others, five of the eight indicated they fully understood the laws even with the small training listed.

In Group B, four advisers checked that they taught four-five hours of law and three of their editors said they did not understand the laws of the press. Still, of those schools where the advisers taught three hours or fewer of press law, fifteen editors indicated that they understood the laws. Only four whose advisers taught little law stated they did not understand.

Of those advisers in Group C who checked three hours or fewer for the teaching of press law, three had editors who said they understood the laws, four did not. Providing the greatest conflict, however, were the two schools where the advisers taught six hours or more of law and both editors stated they did not understand the laws of the press.

As one editor stated, "Does anyone really understand? I'd like to say I do, but press laws are so complicated that I do not really understand them."

Another area indicating misunderstanding is that of press freedom. Of the thirty-nine matched responses, eleven of the administrators who checked that the newspaper should "let the student body know what is

happening" and five who checked that the paper should give the students an "inside look at school events" had student editors who felt restricted in publication. Also, although most adviser responses corresponded with administrators, variance existed in three.

One adviser stated, "He [administrator] favors complete freedom in theory, but he is unable to live up to these convictions." Another adviser whose administrator checked that the newspaper should cover "events beyond the realm of the school" and should "give an inside look" simply described the administrator as "fearful." In the third situation in which the administrator indicated freedom, the adviser listed various articles which could not be covered because the administration told the staff they "could not know the reason."

Although these variations are evident and may well explain the difficulties that exist in some schools, agreement of editor, adviser and administrator did result in more than fifty percent of all instances.

Probably the greatest hindrance to press freedom resulted when the adviser in twelve instances was looked upon by the editor as one who restricted the printing of material, and nothing in the advisers' responses indicated that they felt they were restricting the students. In one case from California, reading between the lines, so to speak, the author gleaned insight to the cooperation between administrator and adviser. However, the student editor's reply indicated that the students believe they had freedom to make their own publishing decisions. In the

majority of the cases, the advisers implied they were going to protect themselves and only two flatly stated they would be willing to "lay their job on the line" if it meant fighting for freedom of the press.

Analysis Of Responses From
Community Members And Attorneys

Of the 125 advisers returning questionnaires, forty-three sent names of community members and twenty-seven provided names and addresses of attorneys. Although all were contacted, only twenty-four community members and thirteen attorneys replied. Their responses are used here to add greater insight to school situations.

Of the legal advisers responding, none had defended a high school case or even had to consult with an instructor and/or administrator concerning press freedom. The only apparent support for this thesis was from three attorneys who furnished their guidelines and two who sent school policies or directives.

John A. Wilson, Osawatomie, Kansas, listed what he considers to be "an ideal list of guidelines for journalists to follow."

- 1) Accuracy in reporting
- 2) Objectivity in writing
- 3) Presentation of both sides, equally,
in a controversial issue.

From Quentin F. Harden, attorney at law, Bonners Ferry, Idaho,
came this advice:

Work with the adviser to produce a work of literary merit. Review problems on a case by case basis. Editorial Board of students should handle all questions of propriety.

Tanner T. Hunt, legal adviser for Forest Park High School, Beaumont, Texas, stated:

- 1) Seriousness of purpose (avoid 'cuteness')
- 2) Professional content (cover issues of importance; don't just print intramural scores.)
- 3) Responsible criticism (report school district affairs with candor, editorial comment).

Sending administrative directives and policies for their districts were J. W. Gary, representing Carroll High School, Corpus Christi, Texas, and James D. Griffin, adviser for Milford High School, Georgetown, Delaware. See Appendix Z for a copy of these directives.

Community members who responded offered much help and background for the thesis. The questionnaire opened with "After reading the newspaper from this school, I feel that (please check those which apply)" and five choices were given.

The breakdown for checking the various statements fell in this way:

<u>Respondents</u>	<u>Selections</u>
12	"The student writers have freedom as long as they do not directly criticize the administration or school board."
12	"Most controversial issues are probably cleared by the principal prior to publication."
10	"Freedom is definitely given to the student writers since various controversial issues are reported in the paper."
1	"More freedom would be taken by the writers, but community standards make them hesitant to take freedom."

1

"The student writers are given too many liberties in publishing and are reporting on items which should not be covered in a school paper."

In regard to the final statement, the community member stated:

Personal criticism and derogatory statements about personalities and policies that students knew nothing about but were allowed to be printed by school administrators.

I do not believe in the board suppressing the school papers--I do believe the people in the school system should insist that articles should be in good taste, factual and well written.

Those who commented on community standards as they affect the high school publication stated:

Story explaining charges of vandalism against high school youth by city police; editorials concerning unwed mothers policy; story concerning freedom of the high school press. All are cleared by the principal because we have a very conservative community and very apathetic student body.

Most issues which are reported aren't controversial at all, and the reason for this is that all articles must be cleared by the advisors. There is such a great amount of repression that all major editors except one and most of the staff quit and formed another paper which exists along with the official one.

Also highly criticizing the school-adviser censorship, was a respondent who crossed out all categories to be checked and explained:

All subjects are discussed with the instructor in charge before articles are inserted. There is no freedom of expression--only the views of the instructor. Preparation of the yearbook is done precisely the same as the newspaper--by the same instructor.

One community member who apparently upholds faculty restrictions stated, "With articles carefully screened by a responsible sponsor and administrator, controversial material is largely eliminated."

Four respondents did indicate that topics were published which caused differences.

A weekly occurrence [sic] in this newspaper is students usually criticizing administration or individual teachers and school policy.

In the newspaper, one article concerning the deplorable condition of a shop (due to a mentally ill teacher and bad administration interference) -- the editor was asked to 'tone down the criticism.'

Story on drinking--students pictured with beer bottles in their hands; article on religion--all about small group religion only. Some thought this to be very one sided.

Drug problem in the parking lot and conflict between some of the student body and the administration. The newspaper sensationalized the position of a few students and was not representative.

Concerning the yearbook, community members checked the following points:

<u>Respondents</u>	<u>Selections</u>
13	"The yearbook is mainly a history and record book for in-school activities with little being mentioned about state or national events."
10	"The yearbook is quite traditional with little evident change from one year to the next."
7	"The student journalists tend to publish primarily the good of the school year with little reference to 'bad' events."

"The student journalists publish both the good and the bad incidents which occurred during the school year."

The choices reveal why few administrators and community members are concerned about the yearbook. Although questionnaire results and studies indicate that some yearbooks are establishing a modern, all-inclusive style, the fact that few really publish good and bad incidents makes this publication less of a threat than the newspaper.

More than eighty-five percent of the community respondents labeled the yearbook as a "history of the school year" and a "book of record for future reference;" however, one respondent, labeling the yearbook as a "diary of year's events" stated "The newspaper is used more as a bitchin' forum about school life in general."

Considering the yearbook to be a well-planned product, a respondent from Tucson, Arizona, said, "The yearbook features all ethnic groups-- Black, Mexican-American, Oriental, Indian and Anglo. Here is a quote from the 1973 *Tucsonian*: 'I see white faces, brown faces, yellow and black faces. I have the friendship of many cultures and histories, many ideas, many situations. Tucson High is united in one effort; to come together as one despite the differences of beliefs and actions. No other school can say that.' (A Student).

Speaking as an experienced one-time staff member, June Benefield from Houston, Texas, sums up all aspects of journalism on the high school level, whether the subject be looked upon through the eyes of administrator, adviser, editor, attorney or community member:

I am a newspaper columnist as well as the mother of three children who have participated on the staff of the high school newspaper....I know little or nothing about the yearbooks except to say that the ones my kinds brought home were creative and rather unique. As for the newspaper, I find to my chagrin that I cannot recall specific incidents where they ran into the administration ...I know that there were times. My biggest complaint was that the papers were put out to satisfy the Texas Interscholastic League rather than to publish what might be interesting to the student body. Every time the editors would try to produce this kind of newspaper, they were shot down because the 'league' graded off for that kind of school newspaper....My kids and I got pretty uptight about this since it seemed that much of what might have made the paper something that the student body awaited eagerly, they found themselves putting out a paper which bored the socks off the student body. No one...I mean no one...is allowed to criticize our local school authorities...or school board. It is a sin worse than death.

However, and this is probably the most important point, my three went through high school journalism living within the limitations and still went on to college to graduate and become active and very creative members of the profession...so it couldn't have been bad enough to stunt their growth. Anything that works out that well cannot be too bad.

CHAPTER V

RELATED FINDINGS

"Certainly every adviser and every administrator needs to re-examine his attitudes. Neither is in a Kremlin. Each is in a community of learners supposed to learn through experience to be responsible citizens in a free society." (Dr. Laurence R. Campbell)

Not directly resulting from the questionnaires, additional findings related to freedom and responsibility of the high school press offered further insight into current problems surrounding publications produced by high school journalists. Sources who have worked with high school situations and advisers who have recently coped with or are still involved in turmoil resulting from dissatisfaction over a published item corresponded with or telephoned the author.

Dr. Max Haddick, director of The University Interscholastic League, The University of Texas, Austin, explained that his major concern was the responsibility necessitated of high school journalists. Saying, "I have never censored a story in all the years that I've worked with the high school press," Dr. Haddick did state:

I have sat down with many a student and gone over a story and explained what I thought was wrong with it and asked the student if he wanted it printed just as he had written it. In all cases, the student went back to do more research and get more facts on which to base his writing, and it always resulted in a fair article.¹

The Interscholastic League director stressed that guidance and ethical, fair journalism are prerequisites to freedom.

Dr. Haddick further stated:

I think that unbridled freedom can be a terrible burden for a youngster to bear. We could, by using 'freedom of the press' as an excuse, allow our students to make horrible blunders. These blunders, in my opinion, would not be the fault of the student, but would be entirely the fault of the adults charged with the education of the student.²

Unbridled and unguided journalism are also the concerns of Col. C. E. Savedge, adviser to the *Recall*, yearbook at Augusta Military Academy, Augusta, Georgia, and also the President of the Columbia Scholastic Press Advisers' Association. In evaluating a yearbook which was turned in to a state journalism association for judging and comments, Col. Savedge explained that someone forgot the duties and responsibilities of a yearbook staff.³

This author received photostated copies of various pages of the book in question. In the book, some of the headlines and cutlines coupled with the pictures imply sexuality, homosexuality, perversion and/or prostitution among the student body.

For example, a prominent headline in the senior class section states "Sr. Officers Orgy-Nize Activities." In this same section, a photograph showing two boys, arms around each other, carries the caption, "Lovers for a lifetime, high school sweethearts [names of students] gaily await the married life."

Similarly, another picture illustrating two girls with arms around each other is captioned: "Candidly caught unawares, Seniors [names of students] are just one of many of the Senior couples sashaying around [name of town]."

An implication of sexuality is illustrated in the cutline: "Displaying various moods, the Varsity Cheerleaders appear to have their hands tied with exception of freewheeler [name of student.]"

In the cheeleader copy block on this same page, the writer says:

The girls made their presence known at all athletic events and provided the spark for victory whenever possible. Besides providing the fires for the jocks on and off the field, the cheerleaders also ignited quite a few people in the stands...Those taboo chicks were led by Captain [name of student] and [name of student] who inspired them to produce. And produce they did, taking the Golden Eagle Award for the most well-rounded outfit in close summer camp competition...In all seriousness, the girls did very much for the jocks, (even washing them occasionally), by giving them the necessary support to carry on the ball game.

Another copy block concerning student government explained that permission for smoking courts could be attributed to the work of the student group. The copy block closed with:

According to unidentified spokesman [name of student,] the next issue will be a Love Court, to get that stuff out of the halls and into organized orgies where it belongs. Right on, gang!

The drug situation was also reviewed in the yearbook. Along with headline "Narcs Nab Naughty No-goods," was a picture of students (identifiable) getting into a paddy wagon. The cutline stated: "As they are rousted into the paddy wagon, these femmes fatales [name of students] get their just desserts."

On another page, the staff chose to utilize mood pictures of drug scenes (no identifiable people). A cutline below the first picture stated: "Ignored by teachers as miniscule, the drug problem is getting out of hand."

And the copy continued:

The 'reefer madness' seems to be in vogue, and seems to be continuing without too much Administration hassle. However, this is due for a change, especially after the February incident when three girls had to be rushed to the hospital after overdoses of tranquilizers.

Besides these direct derisions of the administration and faculty, another cutline directed sarcasm toward a student. Slated to leave a message about seniors and their dilemma in choice of colleges, a cutline below an identifiable girl in a picture states: "Because the college of her choice is giving her the cold shoulder, [name of student] must stop being cute and get to work."

Deviating from in-school comments and "cute lines" concerning students another yearbook shocked the community, Col. Savedge said, with copy, written in a cynical tone, concerning the community's treatment of minorities.

We would like to take this opportunity to clear up a myth which has been smearing the good name of our city for many years. Due to a rather obvious lack of minorities in [name of city] population, many have come to falsely assume prejudice. This is not true. [name of city] is a very open minded and progressive city. Blacks are welcome to visit the area any time they want as long as they don't get any subversive communist inspired ideas about

settling down here. To help our friends, the colored tourists, we concerned citizens have composed this little list of helpful hints.

A BLACK'S GUIDE TO

[name of city]

- 1) Address all white citizens with 'Sir' or 'Ma'am.'
- 2) The back seats of our buses are noted for their elegance. As a sign of our sincerity, we have specially reserved these cherished seats for members of your race.
- 3) A dingy, crowded cafeteria is no place to eat. For your own convenience we would suggest you carry sack lunches and dine in one of our many spacious city parks....
- 4) Speaking of our city parks, all are equipped with lovely park benches for your sleeping comfort. Perhaps a friendly policeman... will come along, arrest you for vagrancy, and out of the kindness of his heart supply you with a little cell you can call your own....

Your people are always welcome to our community as we are so happy to accommodate our guests. We would, however, recommend that you not travel in groups numbering three or more and also that you limit your stay to not more than one week.

...We hate everyone regardless of race, creed or color. Please do not accept our humble invitation. Be seeing you.

A take-off on the generation gap in this same yearbook satirized

"the ramblings of an intellectual mind."

When I was a kid we didn't give our elders no lip. We did as we were told and didn't question those wiser than us. I shoveled coal all day and was in every night at six doing chores around the house. None of this lying around the TV soaking up commie propaganda. We went to school well-groomed and brought home good grades. There was no vandalism and sin was something we didn't think about. With all this &*\$%\$&*¶ pornography floating around it's no wonder why all you &*\$% kids are so perverted. And this &*\$%\$&*¶ noise you kids listen to. How can you call that &\$%#* music? All I hear is a bunch of luna-

tics screaming their empty heads off about free love and drugs. Etcetera, etcetera, etcetera & *#%\$&*!\$* etcetera, etcetera....

The ramblings of an intellectual mind.

Also commenting on religion, the writers of this yearbook explained that "A rock opera entitled Jesus Christ Superstar, considered by some to be a satanic plot to strip Christ of His divinity, even dared to make an appearance..." The copy-writer then referred to members of the community as "staunch conservative church goers. God fearing souls turned to God in prayer that the minds of their children should not be corrupted."

On this same page was a mock dollar bill labeled "Ticket to Heaven" with the slogans "in God we profit" and "admit one."

According to Col. Savedge, the adviser of the first book mentioned has "been advising for over seven years and probably more. We [the judging committee] do not know of any action by the students concerned, nor of the reaction."⁴

The principal of the school in question withdrew the book from the judging committee after the association's executive secretary submitted information about the book to a panel (of principals who are directly responsible for the journalism section,) Col. Savedge explained.

Although Col. Savedge did supply the author with pages from these two yearbooks, he reviewed his work as a yearbook judge in this way:

Few yearbooks that I have ever seen have breached taste. Since I see over 1,000 [yearbooks] a year and judge books from The Columbian of Columbia University to junior high books in Oklahoma, I have been

happy to see touchy subjects handled tastefully. I've never objected except for unrealistic (rose-colored glass) copy or for lack of copy, but in the case of the first-mentioned book, I think tastelessness, due to cuteness makes it offensive and potentially dangerous.⁵

The author personally viewed "tasteless and potentially dangerous" yearbook material when in June 1974, a Kansas school requested a critique of their book. A picture of two boys in a passionate embrace and kissing each other on the lips was captioned "Gay friends?" When the author explained the danger involved in this type of publicity, the staff indicated it had no realization that any difficulty could evolve.

Although irresponsibility, tastelessness and perhaps ignorance of publication laws are the prime areas of concern in the above-mentioned cases, responsible reporting on "touchy topics" has, in three newspaper cases, initiated school board and/or administrative action.

Joan T. Lentczner of Muncie, Indiana, was informed in April 1974 that, as of the end of the 1973-74 school year, she would be terminated from her position as journalism teacher at Yorktown High School, Yorktown, Indiana.

Mrs. Lentczner, advising the Yorktown High School *Broadcaster* during the 1973-74 school year, permitted her managing editor to run a five-part series on "Sexual Related Problems of Yorktown High School Students," and it was this controversial series which prompted the board to release her from her teaching duties.

I was told by the Superintendent of my school district that the reason I was being dismissed was because of the Five-Part Series. My contract for the 1973-74 school year

was terminated (effective as of the end of this school year) after the second part of the Series was published.⁶
[March 29, 1974]

The high school writer opened the series with interviews from students who had had pre-marital sex (no names revealed), and in the second part of the series he explained the organization of Planned Parenthood as well as other social service organizations. The theme of the third part of the series was "From the doctor's viewpoint." Besides the interviews with doctors in Yorktown and Muncie (Indiana) concerning the problems of VD, side-effects of birth control devices and unwanted pregnancies, the young writer also interviewed clergymen about the rule of the churches in sex-related problems. In the fourth and fifth series, both carried in the same issue of the *Broadcaster*, abortion and sex education were topics which also involved interviews.

In the page immediately next to the final part of the series, May 13, 1974, information of Mrs. Lentzner's resignation was printed:

Mrs. Joan T. Lentzner, advisor to the Yorktown High School *Broadcaster*, has appealed to the Mt. Pleasant Township Community School Board for a public hearing to discuss reasons for her being fired, after she refused to sign a resignation form.

Mrs. Lentzner's lawyer, Mr. Richard Cardwell of the Hoosier State Press Association, has written a letter to the school board asking for an open hearing. According to Mrs. Lentzner, the issue at stake will be the freedom of the high school press.⁷

Regarding the issue of freedom of the high school press, in the third paper of the five-part series, April 28, 1974, Cindy Schroder, editor-in-chief, wrote an editorial headlined "Congress shall make no laws...abridging the freedom of speech or the press..."

...In recent weeks, a few members of the Yorktown community have complained through phone calls to school board members and administration officials that the *Broadcaster's* sex series is unnecessary and is sensationalizing a non-existent problem....

Although the *Broadcaster* staff agreed to work with administration officials in the preparation and subsequent publication of the five-part sex series, Mr. Pickell and Mr. Uptgraft [principal and assistant principal] do not have the power to censor or ultimately decide what will be printed....Because of the sensitive nature of the subject we have devoted a five-part series to, we have voluntarily agreed to let the YHS principal read each part of the series....

The only major criticism this newspaper's staff has heard about the series has come from community members outside the high school. But even at that, support has been expressed by those outside the high school...

Students living in the Yorktown area should consider themselves fortunate to be attending the school that daily exposes them to a wide variety of backgrounds and viewpoints.⁸

Mrs. Lentczner was released from her position as adviser shortly after this editorial appeared.

Just four days after the May 17, 1974, *Broadcaster* published the story of Mrs. Lentczner's resignation, the daily city paper, *The Yorktown News* printed the following information:

No action was taken regarding the non-renewal of Mrs. Joan Lentczner's contract at the school board meeting at the Mt. Pleasant Community Schools Corp. Monday.

The board recognized the Rev. Don Bowman, minister of the Yorktown Methodist Church, to speak on the matter of the sex-related articles appearing in the Yorktown High School *Broadcaster*...Mr. Bowman said he had read the first three issues in question and did not find them offensive and commended those involved for putting out such a fine publication.

Following Mr. Bowman, Marcus Haggard spoke his thoughts 'as a concerned parent.' He said the quality in

the Yorktown High School *Broadcaster* is something to be proud of not ashamed of.⁹

As further information broke on the case, the *Indianapolis News* of May 21, 1974, printed:

The Indiana Civil Liberties Union has tentatively agreed to defend a Yorktown High School journalism teacher who was fired after the student paper published a controversial five-part series on sex-related problems. Barbara Williamson, executive director of the ICLU, today announced the group's screening committee 'reviewed the matter last Thursday and felt as it was presented to us, it raised important 1st Amendment questions.'¹⁰

The *Indianapolis News* continued to explain that Ted Haggard, managing editor of the school paper and vice president of the senior class, presented the board with a petition bearing the signatures of "several hundred Yorktown High School students calling for Mrs. Lentzner's reinstatement."

Haggard, who comes from a Southern Baptist family and plans to attend Oral Roberts University this fall, wrote the series.

He and his family favored the series 'because the Bible advocates the truth.'

The future of journalism at Yorktown High School, he warned, will be jeopardized if Mrs. Lentzner's dismissal is not reversed.¹¹

According to young Haggard's explanation of the written series, he stated that he saw a need to print the information. He discussed the idea with the adviser and asked Principal Robert Pickell what he thought of the series. Haggard said Principal Pickell "had no objections."¹²

After publication of the first in the series, Haggard explained that he was aware of only one complaint to the school board. The managing editor

also explained that Mrs. Lentzner asked him to work with the school administration in the rest of the series. Part Two, dealing with Planned Parenthood, was taken to Assistant Principal David Uptgraft, and the assistant told Haggard not to publish a chart from the Department of Health, Education and Welfare which "dealt with the effectiveness of contraceptives."¹³

As Haggard closed his remarks to the school board, he stated:

This series did not advocate sex education, pre-marital sex or anything like that...we simply told the facts as we found them...we have cooperated with Pickell and Uptgraft completely.¹⁴

However, the administrators evidently did not look upon their pre-reading of the articles as cooperation from the Journalism Department.

Mrs. Lentzner explained, "In the principal's end-of-the-year evaluation of me, I was rated from good to above average to superior in all categories. At the bottom of the evaluation, the principal wrote that I am reluctant to work with the administration on matters that require togetherness, i.e. controversial issues."¹⁵

In a telephone conversation with Mrs. Lentzner on June 18, 1974, the author was told that as of June 21, Mrs. Lentzner would consult with her attorneys in Muncie, Indiana, and "we probably will file suit."

Prior to her teaching assignment at Yorktown, the 34 year old Mrs. Lentzner taught eight years in English and art, and advised publications at the secondary level in Long Island, New York.

Because the Commission on Scholastic Freedom, Journalism Education

Association, believed that Mrs. Lentzner was dismissed for teaching responsible freedom of expression, the chairman of the commission directed a letter to the attention of Mrs. Lentzner's legal advisers explaining that the association endorsed the adviser's cause.

Rather than terminating the employment of Mrs. Lentzner because of the freedom illustrated in these articles, the Yorktown Board of Education...should be proud to have hired such a teacher who is not afraid to teach each student to face facts, who is ready to counsel with a student who is concerned about a problem (as was Ted Haggard), and who teaches the student to approach and handle the problem on a professional basis.

....Too often advisers censor because of fear of losing their jobs....Thus, the students learn to write for controlled publications and may never realize the value of responsible reporting and facing up to the issues at hand. This, then, will be the same education they will carry with them throughout life.¹⁶

A copy of the letter in its entirety is included in Appendix AA.

Another case involving the dismissal of a 1973-74 journalism teacher occurred in Millington, Michigan. With termination effective at the close of the 1973-74 school year, Anne Hutchins explained, "I'm a second-year teacher who has been fired (dismissed doesn't sound so bad) because of 'poor public relations' and 'uncooperative attitude.'"¹⁷

However, in this situation, the school board reversed its decision as was revealed during the author's telephone conversation with Miss Hutchins on June 17, 1974. Miss Hutchins told the author she was "reinstated with tenure as of last week." The teacher attributed the reinstatement to the "tremendous amount of community support." She also explained that an arbitrator had been hired "and the cost might have made a difference" [in the school board's deci-

sion.]

The crux of this controversy resulted from a conflict of opinion with the desires of the editor of *The Millington Herald*, the local weekly newspaper, and what Miss Hutchins upheld as "ethics" in journalism.

Mr. Wilson [the editor of *The Millington Herald*] and I never had any overt conflicts until late January or early February of this year [1974]. He has repeatedly come to school and asked for copies of our school paper *The Cardinal Call*, and I have obliged him. This February, I believe, he asked for a *Cardinal Call* and two pictures that appeared in a recent *Call*. As usual, I obliged. Several days later in the *Herald* two of the *Call's* stories appeared copied identically sentence for sentence with no mention of the source. Parts of three of our stories were also used, but not word for word.¹⁸

Copies of the *Herald* articles and the originals from the *Call* are included in Appendix BB.

As explained by Miss Hutchins, a second conflict resulted when Mr. Wilson requested Basketball Homecoming pictures and was given eight to ten prints, but not the four main photos which the *Call* planned to run the Wednesday prior to the Friday publication of the *Herald*.

He stated I was greedy and doing a disservice to the parents of the queen candidates, and I replied that I can do favors only so far.¹⁹

Immediately after the encounter, Miss Hutchins explained the conflict, her actions and the reasons to Principal Robert Peterson.

On the front page of the February 24, 1974, edition of *The Millington Herald*, the editor inserted the following paragraph:

We regret we are not able to show the pictures of Queen Lanette Weber's Court in this issue. The *Herald* camera gave out and we lost all the pictures taken at the crowning. We were able to borrow one photo from the school, however, the *Cardinal Call* staff would not allow the *Herald* to use pictures of the Court. If we can find someone who took pictures and we can borrow them, we will run the picture in the next issue.²⁰

Two of Miss Hutchins' students "with no prodding from me," wrote letters to the editor to Mr. Wilson concerning the paragraph, and the letters were carried in that week's *Herald*, preceded by an editor's note criticizing the *Cardinal Call* staff.

The editorials and a copy of Mr. Wilson's notation which preceded the editorials appear in Appendix CC.

After this publication the principal set up a meeting involving the *Call* co-editors, another *Call* staff member, Principal Peterson, Mr. Wilson and Miss Hutchins.

"The final resolution...was made to help Mr. Wilson keep abreast of school news, to encourage *Call* staffers to write for the *Herald* and to work together to maintain a good working relationship for the school and community," explained Miss Hutchins.²¹

On March 15 Principal Peterson said he would recommend a third year probation status for Miss Hutchins for the 1974-75 school year rather than granting her tenure. But two weeks later, Miss Hutchins was dismissed.

In mid-May Miss Hutchins, through the Millington Education Association,

set up an appeal to the Board of Education. The Board had thirty days to arrive at a decision.²² During the week of June 10, Miss Hutchins was reinstated.

Supported by the community, Miss Hutchins, during the June 17 telephone conversation with the author, explained that at the end of an Awards Banquet held May 30, she presented the journalism awards.

"The yearbook kids gave me a plaque and flowers, and about 400 to 500 people in the audience gave me a standing ovation. The school board and administrator were in the audience so they had to stand, too," the 23 year old adviser explained.

Who decided upon the dismissal? Miss Hutchins felt the decision was strictly that of the superintendent and the board. "I think the principal has been with me all along, but he's afraid, too."

In a situation in the western part of the United States, however, the principal was not "with" the adviser, who contended it was the principal's decision to take away the "advisery" position.

In a telephone conversation with the author in early May 1974, the adviser said, "I have been dumped off the newspaper as adviser," but will remain in the school as an English teacher.

By request, the adviser's name, school or state will not be mentioned, nor will the author include any Appendix items which will allude to the school.

"I've put my job at stake and have probably already stuck my neck out too far. You see, I'm fifty-eight and too close to retirement," the adviser said during an initial telephone conversation in March.

The first correspondence from the instructor to the author was in late November when the author was consulted about an editorial and cartoon that appeared in the school newspaper. Concerning the "hall pass system" put into effect in the school, the editorial and cartoon criticized the administration for over-zealous implementation of the hall pass, and also for leveling suspensions of some students who had not carried passes, while others without passes were not suspended.

After this release, the adviser explained:

He [the principal] suggested the possibility that perhaps we did not need a newspaper if this sort of thing was to be published. He stated he objected more to the cartoon than the editorial. He also discussed the possibility of replacing the editor and adviser.²³

That first mention of dismissal was in November 1973.

Then on March 4, 1974, during a telephone conversation with the adviser, the author was told that the adviser still retained the position but, prior to publication, all copy had to be submitted to the principal. While this situation existed, the adviser was hospitalized. Furthermore, the printer advanced the copy-due date, so the adviser, still hospitalized, was not able to see the paper before it went to press. Checking with the editor, the adviser asked if anything controversial was included in the paper. The adviser was told there was no controversial material.

However, when the paper came out, the adviser explained, a straight news story had been dropped from the front page and in its place was a picture of a hall pass with the words "The Infamous Pass," and immediately below this

was a story which the editor had copied from another city paper. The article concerned the boycotting of schools in that city, and the editorial writer then suggested that students form a student union.

"The editorial did not say that this should be done, but the suggestion was there," the adviser said.

The instructor further explained that the principal had read the editorial and had reluctantly given his permission to print it as an editorial (not considering it would be a front page story, nor that the picture would be included.)

After this paper was released (one week prior to the March telephone call), the principal visited with the adviser and said he would take "some kind of action." Suggestions implied changing editors, changing advisers, or possibly doing away with the paper.

This, then, was the second mention of dismissal.

Shortly after this conversation with the principal, the adviser was evaluated (evaluation in this school is a yearly process) by the vice principal.

"I'm glad he did it. I can communicate with him. My evaluation was good," the adviser said during the telephone conversation.

At the time of the evaluation, the adviser explained to the vice principal, "Freedom of the press is the groundwork of the entire American system. It is so important that these kids learn this now."

However, the March telephone conversation ended with this comment from the adviser: "We have been submitted to censorship. What else can you call it when the principal reads all the copy?"

During the May telephone call the adviser revealed that the new adviser appointed by the principal did not have sufficient hours in journalism.

"Under normal circumstances, I really enjoy the newspaper, but it's a lot of extra work. I think the principal now is more concerned about the public relations angle of the newspaper. He does not want the students to criticize the administration and does not want anything to come out that is detrimental to them," the adviser said in May.

"Normal circumstances" to this adviser were evidently the years of working under the preceding principal. The administrator who dismissed the adviser from the newspaper position was, as of the 1973-74 school year, in his second year as principal.

Now, after thirteen years of advising the newspaper, this instructor who led students to win all-state four consecutive years (the top journalism honor in that region) has been relegated to the English Department.

"At the last faculty meeting, the principal gave me a big smile. I'm sure it's because I'm no longer a threat to him," the adviser stated as the May telephone conversation drew to a close.

Being a threat to the principal and, thus, being removed from advisership of a school publication deviates from the situation of Steve Eichelberger, adviser of *The Plaid*, the news magazine at Upland (California) High School. Throughout the 1973-74 school year, editorial writers questioned actions and decisions of the administration, but no removal from any position was reported to the author by Eichelberger.

As the adviser explained; resentment and opposition have come from everyone including the students, community, the school board and the administration, but termination was not the result.

The October 1973 issue of *The Plaid* opened the controversy with the article "The greening of the parking lot" by Rick White.

People driving by the UHS student parking lot last year probably wondered if some new class wasn't convening there. At times the number of students in the lot rivaled those in classes, except attendance was probably more regular at the lot.

...When UHS students registered for school this fall, rumors about new safeguards were plentiful. A letter explaining standard disciplinary procedure was sent home to parents. No statement about new methods of control was issued, however.²⁴

The article then proceeded to explain that Mr. Bill Stringer had been hired as a "parking lot superintendent" for UHS. Another new supervisor introduced through the article was Mr. Dale McKeon, "recently appointed assistant principal for public personnel services," and the article explained that McKeon was Stringer's "immediate administrative supervisor."

...Often repeating the statement 'we will talk to anyone at any time,' McKeon has made an effort to visit classes and give the students time for question and answer sessions. These discussions also give McKeon a chance to expound on administrative philosophies.

So far, classes who have heard him speak appear mostly upset and unimpressed. Social Studies teacher Mr. John Pickering said that McKeon 'didn't go over too well' during his visit to Pickering's class. McKeon made fewer friends in Mr. Don Frankson's sixth period American Music class....

Superficially, there seems to be an abrupt change from last year's disciplinary policies. The parking

lot, for the most part, appears under school control during Stringer's work hours [7:30 a.m. to 2:00 p.m.]. At 2:00 p.m. each day Stringer leaves the parking lot, and the students regain their territory. Cars race up and down, cigarettes reappear, and drugs are once more open for purchase. The game between students and administrators is the same, the rules have simply been altered.²⁵

In this same October issue, an editorial "the selling of the parking lot," again leveled criticism at the administration:

The 'new' discipline is futile, but has a better appearance than the 'old' discipline of benign neglect. The 'new' discipline is merely the old in an irritating package.

A change in administrative attitude toward students is necessary. Students cannot be treated with no respect without adverse effects.²⁶

Then in the November 1973 issue of *The Plaid*, an editorial and another article covered the parking lot topic. The editorial "a step in the right direction" stated:

When last month's *Plaid* exposed the Upland High administration's harassment of students over an ineffective parking lot reform, UHS administrators reacted predictably by charging the *Plaid* with unfair and inaccurate reporting.

A press conference was held in response to UHS Principal Dave Campbell's charge that the October feature, 'the greening of the parking lot,' was in his words, 'biased, slanted in a negative way, and hardly consistent with the standards... set for the *Plaid*.'²⁷

The editorial writer said that the reaction of the administration was "a characteristic, coincidentally, of cornered public officials in the current national administration." Explaining that seventy-five percent of the letters

from readers illustrated agreement with *The Plaid*, the editorial writer also explained that fifty percent of the students polled "were irritated by administrative disciplinary methods. Research on the topic was illustrated when the writer pointed out that a "state task force investigating school disorder has recently voiced supportive finding....the group said administrators should seek long-range solutions to crime and violence instead of relying on short term measures such as security guards..."²⁸

The editorial's closing paragraph stated:

But perhaps the administration was thinking similarly to the state task force, which said schools should guard against 'the long-range effects of turning schools from educational institutions into armed camps.' We applaud their reconsideration.²⁹

Again in the article "UHS ADMIN CHARGES BIAS" the administrators stated that bias was illustrated in the previous month's article. Assistant Principal McKeon was quoted as saying the feature was written "unfairly, inaccurately, and without a degree of good judgment."

The editorial closed with:

Campbell concluded the conference by declining the *Plaid's* offer of page space for a written rebuttal in the November issue. He said, 'I will not fight a battle in *The Plaid*.'³⁰

In the March 1974 issue of *The Plaid* a follow-up story investigated the effectiveness of the patrol system over the parking lot. The writer was attempting to present some facts and figures about the changes taking place since the patrol had been strengthened, but in the three opening comments from adminis-

trators, the writer revealed that information was being withheld. Finally, the writer stated:

The only alternative left was to go to the Upland Police Department's records. Detective Ron Summerhouse stated that crimes committed at UHS are not classified by specific areas....In order to break down the mass of accumulated reports, it was necessary to go through all cases reported in 1972 and 1973.³¹

A table presented with the article illustrated that in 1972 a total of twenty-three violations had been reported, whereas, now, with the increased patrol, thirty-four violations were listed on record.

To spark reader interest in this article, the staff placed a catchline on the front cover of the news magazine. The catch-line stated: "They lied."

These articles selected from *The Plaid* are not indicative of a constant battle with the administration nor of the publishing of controversial material for its own sake. The news magazine also reported on such topics as motocross, admission of girls into sports and graffiti as well as carrying sports briefs and news information.

Rather than being indicative of consistent controversy, the articles selected from *The Plaid* are illustrative of news reporting in a high school situation where fear does not dominate the in-depth coverage of pertinent issues. The masthead in each issue of the *The Plaid* states: "Opinions of the guest columnists and staff are their own and do not necessarily represent the editorial policies of *The Plaid*."

The use of a disclaimer on the editorial pages of high school newspapers is

also recommended by George E. Stevens and John B. Webster. Using an example from the *Philosopher* of Lew Wallace High School in Gary, Indiana, the authors listed:

The *Philosopher* is published by Journalism students of Lew Wallace High School. The opinions are those of the writers and not necessarily those of the school administration or faculty.³²

Examples cited in this chapter exemplify the varied situations which the high school press faces. The yearbooks illustrate irresponsible and pointless reporting; the newspaper articles from Yorktown, Indiana, are characteristic of items which various administrators and school boards look upon as controversial, likely to cause differences of opinion, and, therefore, items which must be classified as "to be avoided;" the Millington, Michigan, case indicates that dissension between a teacher and community member in a small town can promote board dismissal procedures; the items from the western state again exemplify a situation in which the administrator wants published only those items he wants to read, and this circumstance further demonstrates how student editors who strive for sensationalism (i.e. placing the editorial material on the front page) rather than responsibility can cause the adviser, unaware of the editor's actions, to suffer the consequences. Finally, the articles from *The Plaid* demonstrate freedom with research in high school reporting.

FOOTNOTES

CHAPTER V

¹Max Haddick, Director of the University Interscholastic League, The University of Texas, Austin, to Paula Simons, 4 October 1973.

²Ibid.

³C. E. Savedge, "Resonsibilities of the Student Press," *Quill and Scroll*, Vol. 20, No. 11 (April-May 1974) p. 8.

⁴Col. C. E. Savedge, yearbook adviser at Augusta Military Academy, Augusta, Georgia, and president of Columbia Scholastic Advisers' Association, to Paula Simons, 24 April 1974.

⁵Ibid.

⁶Joan T. Lentczner, former journalism teacher, Yorktown (Indiana) High School, to Paula Simons, 28 May 1974.

⁷"YHS journalism adviser refuses to resign," *Broadcaster*, Yorktown (Indiana) High School, 13 May 1974, p. 3.

⁸Cindy Schroeder, "Congress shall make no laws...abridging the freedom of speech or the press...", *Broadcaster*, Yorktown (Indiana) High School, 28 April 1974, p. 4.

⁹"Citizens speak on teacher's behalf," *The Yorktown (Indiana) News*, 17 May 1974, p. 1.

¹⁰"ICLU Backing Offered to Yorktown Teacher," *Indianapolis News*, 21 May 1974.

¹¹Ibid.

¹²"Citizens speak on teacher's behalf," p. 7.

¹³Ibid.

¹⁴Ibid.

¹⁵Joan Lentczner to Paula Simons.

¹⁶Paula Simons, Chairman of the JEA Commission on Freedom of the Scholastic Press, to Joan Lentczner and legal advisers, 18 June 1974.

¹⁷Anne Hutchins, journalism adviser, Millington, Michigan, to Paula Simons, 14 May 1974.

¹⁸"Information Sheet" written by Anne Hutchins, 16 March 1974, dated 2 May 1974, and supplied to Paula Simons 14 May 1974, p. 3.

¹⁹Ibid. p. 4.

²⁰"Around Town," *The Millington (Michigan) Herald*, 24 February, 1974, p. 1.

²¹"Information Sheet," p. 4.

²²Anne Hutchins to Marian Anderson, JEA Secretary, 14 May 1974.

²³Journalism adviser in western United States (name withheld upon request), letter to Paula Simons, 26 November 1973.

²⁴Rick White, "the greening of the parking lot," *The Plaid*, Upland (California) High School, Vol. 18, No. 1 (October 1973) p. 8.

²⁵Ibid., p. 9.

²⁶"the selling of the parking lot," *The Plaid*, Upland (California) High School, Vol. 18, No. 1 (October 1973) p. 2.

²⁷"a step in the right direction," *The Plaid*, Upland (California) High School, Vol. 18, No. 2 (November 1973), p. 2.

²⁸Ibid.

²⁹Ibid.

³⁰Chuck Segaloff, "UHS Admin Charges Bias," *The Plaid*, Upland (California) High School, Vol. 18, No. 2 (November 1973), p. 3.

³¹Dave Canup, "The Parking Lot Papers," *The Plaid*, Upland (California) High School, Vol. 18, No. 4, (March 1974), p. 4.

³²George E. Stevens and John B. Webster, *Law and the Student Press*, Ames, The Iowa State University Press, 1973, p. 23.

CHAPTER VI

SUMMARY AND DISCUSSION

"Experimentation is implicit in learning. Making misjudgments and committing indiscretions are to be expected as part of learning. Censorship does not promote the conditions necessary for education; rather it subverts those conditions." (William Birenbaru, president of Staten Island Community College)

Summary

Having studied press law cases, both those which promoted court decisions which are now part of the record and those in which decisions are pending as well as having analyzed the results of the surveys, the author has concluded that the high school press is seldom a medium for the free exchange of ideas, but tends, generally, to be a controlled center of information.

Results of this study showed that forty-six percent of the responding newspaper advisers and twenty percent of the responding yearbook advisers had withheld an item from publication. Combining newspaper and yearbook responses, forty percent said they withheld items because of personal convictions, and thirty-five percent said items were withheld because of administrative pressures. Although forty-one percent of the responding advisers said they felt they had complete freedom of the press, twenty-three percent reported that they published no controversial items unless these items were cleared

by their principals prior to publication.

Coinciding with these data, thirty-six percent of the newspaper editors and twenty-four percent of the yearbook editors felt that news about school policies, resignations, etc., was filtered. In the advisers' survey, however, only thirteen percent of the respondents said that filtered news came from the administration. Therefore, the rest of the filtering perceived by student editors evidently came from the adviser or possibly the faculty.

This leads to such questions as -- Why were various topics avoided for publication? Why was news filtered? Who avoided full coverage of various news topics? Since the advisers themselves said they had complete freedom of the press and since the administrators checked that they primarily post-read copy (only nine percent checked that they read copy prior to publication), the majority of the censoring, it appears, comes from the adviser.

This corroborates information presented in Chapter II where the author referred to a summary report from the Commission of Inquiry into High School Journalism (release date set for July 1974) which indicated that the advisers, not the administrators, are the censors.

Insights into the question of freedom of the high school press may be found by breaking down the analysis of this report into five areas:

1. College credit hours held by journalism advisers analyzed in light of their responsibilities and measured against administrators' criteria for hiring journalism teachers.

2. Teaching of press law , the establishment of editorial policies and the formation of boards of publication .
3. Editors' concepts of their responsibilities and of the high school press as compared to the principals' ideas of the editors' functions .
4. Topics which instigated the greatest concern or dissension .
5. Variation in responses from advisers-administrators and advisers-editors in those areas where all three individuals from one school replied to the surveys .

In listing their college credit hours in journalism, thirty-nine percent of the advisers reported they had nine or fewer hours. Although fifty percent of the advisers said they held nineteen hours or more in journalism, many explained they were expected to direct their efforts to other areas of teaching, the highest percentage (seventy-one percent) being in English. Furthermore, teaching journalism and advising publications were often coupled with the responsibility of making sure the publications could be financed. Of the respondents, forty-two percent reported they also had to be in charge of money-making projects.

College credit hours are not the major consideration in hiring a high school journalism adviser as was indicated when administrators responded to the question, "Check the points you consider when hiring your journalism teacher." Leading college journalism hours were "interest voiced by the teacher" with sixty-eight percent of the administrators checking this category

and "background training in English," sixty-four percent having checked this point . "Number of college hours in journalism" ranked third at fifty-eight percent, and closely behind it was "number of years advising publications," fifty-five percent .

Regarding law and the press twenty-three percent of the advisers responding taught no press law at all, and forty percent taught only one to three hours of law throughout the school year . Yet, fifty-one percent of the student editors said they understood the laws as they concern the press .

Adherence to formalized, written editorial policies is apparently limited in the high school press . Although the questionnaire for advisers did not specifically ask whether editorial policies were used, the author did ask advisers to enclose a copy of their editorial policies . Most advisers could not respond to this request, explaining they had no formal, written policies . Often they did list some type of guidelines which the publications' staff(s) tried to follow .

In the editors' questionnaire concerning who established publication policy, fifty-seven percent said the students and adviser jointly determined the policies, and sixteen percent said the editor alone set the policy, but again many replies indicated that no explicit, written policies existed .

In the cases of both the editors and advisers who summarized the guidelines of their newspapers, most "policies" referred only to letters to

the editor (whether they should or should not be signed and whether the writing could be revised); little was mentioned about guidelines for the newspaper in general. The statement "We try to use good judgment" was frequently used by both groups.

There were fewer formalized editorial policies for yearbooks than for newspapers. The advisers and editors simply stated that the yearbook followed the same policies as did the newspaper, or that policies for the yearbook were not necessary.

Boards of publication were even more of a rarity than policies with only five percent of the respondents indicating that such a board existed in their schools.

Regarding items which created controversy, seventy-five percent of the advisers contended that some type of controversy had existed in the past two years, while fifty percent of the editors, who were asked about controversies in only the last year, indicated that controversies were present. This could mean that the advisers, looking at a two year situation, were indicating major controversies whereas the editors, considering the recent controversies, were referring to all disputes, brief or long-lasting.

An area of disagreement between administrator and editor was that of responsibility. While most administrators (fifty-nine percent regarding newspaper content; fifty-five percent regarding yearbook content) felt final responsibilities for the publications lay with the advisers, most editors (sixty-eight percent regarding the newspaper; seventy-six percent regarding yearbooks) contended they had the prime responsibilities for selecting

what was to be printed, doing the final editing of copy, and determining yearbook style and theme.

Concerning topics which instigated the greatest dissension, advisers and editors sent the author newspaper articles which caused difficulty, or they explained published articles which caused reader indignation. Reviewing the advisers' comments and the items that were sent, the author found that the major newspaper controversies resulted from stories concerning sports. For example, criticizing lenient treatment of "jocks" compared to other students, discussing superior attitudes displayed by high school men involved in sports, commenting on the drinking of alcoholic beverages during training seasons, or predicting a game loss had caused dissent.

The second strongest items of contention were those related to criticizing or altering school policies such as, for example, whether homecoming should continue to be a part of the school activities, lack of qualifications among dramatists staging plays, or the removal of doors from the boys' restrooms. Ranking third in controversial items were those which discussed free usage of drugs in the school or those which referred to sex.

It was apparently when dissatisfied readers approached the school board or administration that difficulties arose.

As one adviser stated, "He [the administrator] compares journalism to his auto--if it functions properly, he ignores it. If it causes him problems, he gets mad, and though he may desire to get rid of it, he knows he needs it."

Regarding the variation in responses when all three parties replied from one school, the greatest deviation was in reports of college journalism credit hours held by advisers. In eleven out of the thirty-nine schools where all three individuals replied, the administrators did not know how many hours their advisers held in journalism. One adviser listed that he had "0" hours in journalism; the administrator checked that the adviser had a masters degree in the field; in another case, an adviser indicated twelve hours, the administrator checked bachelor's degree. Reversing this, one adviser checked that he held twenty-six journalism credit hours, the administrator checked nine; another adviser said he had his masters degree in journalism, the administrator listed this adviser as having two hours of journalism.

Another area illustrating differences was that of the editor and adviser, where, in twelve instances, the editors looked upon their advisers as censors, and the advisers seemed to have no feeling at all that they were considered to be censoring.

Study Limitations

In regard to this thesis, the major weakness this author saw was that the advisers' survey was too long and detailed. Questions such as

Check the facilities available in your school for the journalism staff(s):

Would you say the Journalism Department is (a) ___ adequately equipped, (b) ___ poorly equipped.

Check the printing method(s) which are applicable to your publication(s).

Does your school paper (a) ____ publish
items which influence student opinion (b) ____
publish items which follow the previously es-
tablished student opinion.

were all superfluous to the information needed for the study. The author's general concept was "Since I am asking anyway, I may as well ask this, too, just in case it helps." But when, after a follow-up post card and also a third mailing to those who did not reply, the author did not receive any more than 125 responses out of the 300 queries, the assumption was that the questionnaire was just too long and cumbersome for the already-busy adviser to take time to answer.

Discussion

The analysis of the number of college credit hours held by advisers was pertinent to this study in two areas. First, although close to half of the advisers reported having nine or fewer hours in journalism, questionnaires revealed they were expected by their administrators and community to adhere to "high" standards in publication. Since frequently these nine hours include no study of press law, advisers may well feel it is safer to withhold stories than to allow questionable material to be printed. Secondly, while half the advisers indicated they held nineteen or more journalism hours, their teaching loads included another subject (often classified as the major area of teaching) and they were expected to help earn money for their publications.

These responsibilities became logical after the author reviewed

administrators' criteria for hiring these teachers. Since number of hours in English and interest voiced by the teacher were listed as more important than the adviser's college preparation, it is evident the administrator expects the adviser to exert efforts in other areas. If this same question were asked of administrators hiring English teachers, science teachers or even coaches, would anything be placed above college hours and training?

In view of the data, the author concludes that (1) journalism teachers need more than nine college hours in their field and administrators need to become aware of the necessity of adequate training; (2) teachers need lighter class loads or additional in-school hours to work on publications; (3) teaching in other areas is feasible but the other area should be the minor preparation; (4) finances should be allocated for publications. A newspaper or yearbook adviser should not be expected to earn funds for the publications any more than a science teacher is expected to earn money for his equipment.

An area of particular consternation to the author was the data concerning press law. If so many high school students (fifty-one percent) feel they know the laws when so little time has been spent in actual instruction (twenty-three percent of the advisers taught no law; forty percent three or fewer hours), legal and ethical problems are likely to result. Although the previous statement is an assumption, the fact that so many students felt knowledgeable on the intricate topic of press law does concern

this author. It should be noted that sixty-three percent of the students from Group B schools (those with enrollments of 801 to 2,000) reported not understanding press law, while forty-one percent of the advisers in Group B said they taught four hours or more of law, a higher percentage than in either Group A or C. One could assume, therefore, that those students who were taught the most in legal issues realized the intricacies of the laws and felt they really did not understand them.

If advisers expect their administrators to erase any skepticism of the high school press, the advisers must know the legal issues involved and give the students access to this knowledge. Besides the costliness of lawsuits, the possibility of embarrassing publicity could make any administrator wary of the student press.

Regarding the paucity of formalized, written editorial policies, as long as no problems arise, this type of operation may work; if even the slightest difficulty occurs, however, managing a publication without a professional, written set of policies could prove perilous. As with any laws or guidelines, editorial policies must be "in black and white" to provide any defense.

Even fewer yearbooks than newspapers had written policy statements, apparently both editors and advisers felt little need for policies in this area. Since many yearbooks are bland copies following the format of the preceding year (fifty-nine percent of the advisers reported publishing predominantly good incidents with only slight mention of the adverse; fourteen percent

publish only the good), this may be true in many cases. Yet, if even one picture or one cutline raises a question (as did the Kansas book mentioned in Chapter IV), written policies are essential.

Utilized as another area of protection for journalism, the Publications Board rarely existed in high schools represented in this study. As with written policies, such a board would provide the Journalism Department an added touch of professionalism. This professional journalistic process, the author contends, would encourage greater administrative dependency on high school journalists.

This is not to say that problems in the high school press would disappear if each adviser established policies and a board of publications. Nor is the author presupposing that the administration would be happy with everything that was printed. But situations in which advisers must fight dismissals, in which the adviser and/or editor suffer reprimands for publishing what the administration does not like, or in which the paper is withheld from publication or distribution could well be less frequent. If anyone in authority knows that an employee is knowledgeable in his field and that the employee approaches the situation in a professional manner, the authority will realize he cannot take advantage of the individual. The fear of what will be published may still be there, and the administrators may still turn to the editorial pages first (as fifty-three percent of the responding administrators indicated they do), but the adviser will not be an easy target.

Another area in which a Publications Board might alter administrative opinion concerns what editors consider to be their responsibilities, which, to administrators, are duties of the advisers. For example, if administrators were given the opportunity to see student editors react to and vote on items presented to the Publications Board and realized the student voting power, they might credit the student editors with greater journalistic knowledge. Administrator responses indicated that only eleven percent believed the student newspaper editor held final responsibility and eight percent felt that the yearbook editor should make the final decisions. It appears that the principals look upon the editors as figureheads holding a title and position but having no major responsibility in decision making whereas the editors feel fully responsible to make final decisions. This could well account for differences of opinion between student journalists and administrators.

Also offering a reason for having a Publications Board is the number of controversies created by stories as explained by advisers and editors. The board could aid in resolving these controversies and offering support so the Journalism Department would not have to take the sole responsibility when an item is seen by some as controversial.

Sports, as explained, created the greatest controversy, and this could be because (1) the Sports Department tends to be a close-knit unit, and a comment about one segment of the department is taken personally by all; (2) truth in the articles may be difficult for some players and the coach

to face; and (3) since sports represent the school to a great extent, any comment about the Sports Department is a reflection on the school.

Perhaps the base of much of the difficulty is the lack of communication and thus understanding which was, at times, evidenced by responses from advisers and the administrators. For example, as explained in the summary, there was an extreme difference between the college journalism hours held by various advisers and the preparation their administrators thought they had. If the administrators do not know the preparedness of their advisers, how can they expect them to work up to their potential? Possibly administrators are expecting too much of advisers who are limited in journalism education and/or experience. Administrators certainly need to know if their advisers are qualified to direct young writers. There are risks involved when young people are given a relatively free reign, but this author feels there are greater risks in curbing press freedom without offering sound explanation. Only a trained adviser can give the student the outlet to learn the skills necessary for producing good publications, and it is only when the administrator is cognizant of his adviser's abilities and aims that the full task of communicating can progress.

Recommendations For Further Research

As was evident from responses from community members carried in Chapter IV and from the citizens' reaction to the Joan Lentzner case in Yorktown, Indiana, and to the Anne Hutchins situation in Millington, Michigan, covered in Chapter V, the community plays an important role in high school

journalism.

This could be a topic of further research. The author suggests personal interviews rather than questionnaires. Interviews could refer to such questions as: (1) What role does the high school newspaper and/or the yearbook play in the community? (2) What role does the community play in the type of coverage that is carried in the high school publications? (3) What community sensitivities i.e. sex, drugs, etc., might be considered controversial issues in the high school newspaper? Although these topics are controversial, could they be handled without causing community dissension? How? (4) How much do community members react to high school publications? (5) What type of journalism would not be tolerated by community members? (6) What does the community member expect a journalist to know when he completes a full-year course?

Beyond this, the author would suggest taking three issues of the high school newspaper and discussing various items with the interviewees in order to gain personal reaction to editorials, news stories, feature and sports articles which have already been published. Two categories --writing and coverage--would be discussed.

The study could be done by a committee as, for example, the JEA Commission on Freedom of the Scholastic Press. With each member covering approximately fifteen communities, travel expenses and time involved would be much more feasible.

The author selected community study because this would open

a new angle to understanding the coverage of high school journalism. Secondly, the author selected the community angle because of the underlying question that has never been answered even after studying results from the three surveys conducted for this thesis. Why do school authorities (adviser or administrator) censor? Advisers act as gatekeepers and some administrators exert pressure on the adviser and staff. True, fear is one answer, but fear of what? The chain of power exists -- the editor fears the adviser; the adviser fears the principal; the principal fears the school board; and the school board fears the community; -- but why? What big stick does the community wield that instigates all this tension? Or is the community itself misunderstood? Do a few irate phone callers speak for the rest of the community members?

It is because of these questions that the author proposes this research.

The second recommendation for further study on this topic would be to compose questionnaires to be mailed to the chairmen of various departments in high schools across the nation. The topic would be "How much academic freedom is allowed?" This would offer greater insight into the overall journalism situation.

For example, is the English Department restricted in the type of literature it selects for the students; is the Home and Family teacher hindered in asking speakers to discuss abortion or family planning with her classes? Is the Science teacher leery of methods used to teach reproduction?

The author selected this as another alternative for research because of the faculty reaction as indicated in the adviser's and editors' surveys. Evidently, the faculty, in most cases offers the greatest verbal dissent to articles. Why? Is the faculty conservative? Are members envious because the newspaper can "get by with" discussing items that they avoid mentioning in class?

The questionnaire would be difficult to compose because the questions must be general yet touch each subject area, but the findings could be most interesting. If the faculty, because of self-imposed or outside pressures, is hindered in allowing students to explore new ideas in other classes, then it is no wonder that journalism suffers from censorship.

Conclusion

Probably the greatest value of this thesis came in dispelling the author's pre-established opinion that administrators are the censors of the high school press, the ogres who oppose freedom. On the contrary, advisers apparently are often the ones who suppress freedom of the press among student journalists.

Basically, the advisers' censorship stems from fear, perhaps in many instances an unjustified fear. The advisers, who are the communicators leading the Journalism Departments often are not communicating knowledgeably and professionally with their administrators.

A gap is evident between administrators and/or advisers who fear seeing truth in print and the editors' justification in publishing the truth

backed by accuracy and fairness. When those in authority can face up to the fact that freedom and responsibility can become one, then sound high school publications can be produced. Only by alleviating their own fears can advisers and administrators help students learn to write freely within the framework of responsibility.

APPENDIX A

Editorial, Madison (Florida) High School
Paw Prints, Homecoming/Thanksgiving Issue, 1971

APPENDIX A

Editorial, Madison (Florida) High School Paw Prints

Homecoming/Thanksgiving Issue, 1971

The childishly atrocious behavior of a number of Madison High students during Homecoming Week is a prime example of the generally rotten attitude which pervades our hallowed halls. This behavior includes the unnecessary vandalism of the County Agriculture Center, the utter disrespect for faculty members shown by students, and to top that, the intolerable show of discourtesy toward the Homecoming Queen, her court, and other students during the coronation ceremonies held in the gym. Also rocks were thrown at the Queen's float during the parade which put a number of innocent bystanders and those riding the float in danger of bodily harm. These acts are totally reminiscent of the spoiled brat who, when he doesn't get his way, makes everyone around him suffer.

What is the reason behind such behavior? Some students feel that they, for racial reasons, were discriminated against because of the outcome of the elections by the student body, for the Homecoming Queen and her court. Clearly no constitutional rights have been abridged here; rather these people refuse to abide by the will of the majority. Maybe if certain people had used their right to vote instead of skipping the study halls in which the voting was being done, the results could have been

diffo. [sic] There are also those who feel that skin color entitles them to special privileges which aren't and never were provided for constitutionally.

This is not an indictment of certain students who may have been involved in the aforementioned incidents, as their actual identities are of no importance, but rather it is an indictment of the whole student body. This rotten attitude has manifested itself many times since this school year has started. Some examples are the (A) lack of interest in student publications--out of some 600 students only 200 have subscribed to the annual and only some 100 to the newspaper; (B) behavior of some students at pep rallies (mainly racial in nature); (C) disinterest in learning--from attendance records; (D) marked disapproval of Mr. Worden's policies--let's face it people, we're not children anymore; we're practically adults now, therefore, we should at least display some maturity and be responsible for our actions.

All this behavior shows that we just don't give a damn about ourselves, others, and the world's future. The troubles of the world today were and are caused by selfishness, hate, immaturity, intolerance, and narrow-mindedness, all of which were and are being flagrantly displayed right here in our school.

We're not here just to learn 'readin', 'ritin', 'n' rithmetic.' We're also here to prepare ourselves to live in this world with everybody--in peace, as Christ wanted it to be. If we don't learn now--we never will ...God help us if we don't!

APPENDIX B

"Adults, Youth Polled On Code"
Trojan Trumpet, February 7, 1972

"Does George Need a Haircut?"
Daily Interlake, Kallispell, Montana, February 1972.

TROJAN TRUMPET, Troy, Montana, February 7, 1972

ADULTS, YOUTH POLLED ON CODE

Sixty-five percent of a cross-section of parents recently polled on the hair code felt that it was fair and only 10% were opposed to it. 25% did not answer.

Fifty-five % of the parents felt that the school board, rather than parents, should have final say over how their children appear. 18% were not sure.

Forty-one percent of the parents felt that the school board decision reflected the feeling of a majority of parents. 27% of the parents felt that the school board did not represent parents' feelings. 32% were not sure.

Seventy-five % of the parents interviewed voted in school board elections.

TEACHERS LIKE COLE

The results of the poll showed 92% of the teachers are in favor of the hair code and 8% were neither for or against it.

Seventy-eight percent thought the school board should be able to tell students what to wear to school, while 14% thought parents should have the final say.

The percentage of teachers who felt the

(Continued on page 4)

TROJAN TRUMPET, Troy, Montana, February 7, 1972
"Adults, Youth Polled" continued from previous page

Page 4

Troy, Montana

Community polled (cont. from page 1)

school board reflected the feelings of the parents was 64%, while 7% said no, and 29% were not sure.

Sixty-four percent of 84 students polled did not feel the hair code was fair, 33% liked it, and 3% were not sure.

STUDENTS SAY PARENTS HAVE POWER OVER BOARD

A very large majority of students, 83%, felt parents should have the final say over how their children dress. 12% said the school board should decide what students can wear to school, and 5% were not sure.

Said one teacher, "I think all of this fuss about hair is irrelevant. There are far more important things to occupy our minds than the length of a boy's hair." Another felt the code was "fair and needed".

One parent felt that the code was fair "only if it applies to all." "Hair style is the business of a student and his parents- not the school board," said one father. One mother said it would keep the boys looking like boys. Another parent was "glad they have it", and a father said that "It is a little too liberal!!!"

The Kalispell, Montana *Daily Interlake*

Does George Need a Haircut?

For anyone who needs to know, Troy, Montana, is in northwest Montana, close to the border of Montana and Idaho. Or, to put it cogently--on the border between Somewhere and Nowhere.

These days Troy is searching its soul--or, more appropriately, scratching its collective head. In short, or long in this case, the issue is hair.

Recently the Troy school board, with all the rhetoric that bureaucracy is so fond of, posted its edict, to-wit:

"Hair shall be combed or styled so as not to be below the eyebrows. Hair is not to be longer in the back than the top of a collared shirt and on the side of the head, not over the ear. Side burns are not to be longer than the ear lobe."

So be it.

The alternatives: Chop off your ears or stretch your lobes to shoulder-length.

A couple of the kids' reactions are worth repeating: "Any school which willingly adopts a hair code of this nature is trying to preserve the Dark Ages in the 20th century."..."It stinks, [sic] This dress code is one that the school board should follow but not the students. It's made for older guys."..."The school board should stay out of other people's hair."

We propose that the next DAR essay contest be entitled, "Why our Father of His Country Should Get a Haircut." The prize, of course; a bowl of cherries.

APPENDIX C

Robert Mele vs. Robert Cuddy, the Board of
Education of the Village of South Orange and
American Yearbook Company

Summary as sent by Alan Sweetser, Secretary
and General Counsel, American Yearbook Co.

Robert Mele

vs

Robert Cuddy, the Board of Education of the Village of South
Orange, and American Yearbook Company

1. How did question arise?

Robert Mele sought compensation for injuries resulting from the publication of "Freshman 66" a yearbook put together by the ninth grade graduating class at South Orange Junior High School. The yearbook consists of pictures of all graduates, under which appear brief statements. Apparently 3 editors changed the caption under Plaintiff's picture to read, "A good fisherman and a master baiter." Robert Cuddy prepared, edited and caused to be published the defamatory matter set forth. He negligently supervised, directed, and inspected the yearbook and its preparation.

Mele testified that he became extremely despondent after publication and as a result of negligence of defendant said the publication brought the plaintiff to public scandal, ridicule and contempt and disgrace. In the fall of 1966 he began the use of drugs, then voluntarily sought treatment at the Alfred Adler Mental Health Clinic.

2. What was the nature of the dispute?

Plaintiff contends the defendants were negligent in proof-reading the copy before its publication and that said publication was false and defamatory, he further contended that the publication resulted in great injury to plaintiff's good name and reputation and caused him severe pain and mental anguish.

3. How was it resolved?

During the trial, motion for judgement by the American Yearbook Company was denied. The negligence claims and the assertion of slander were stricken and the matter was tried and submitted to the jury strictly as a libel action. The three defendants were jointly responsible.

Thereafter, the jury was not asked to render a general verdict but instead a special verdict was requested pursuant to Rule 4,39-1. Four question were asked of the jury as a result of which the court entered judgment in favor of the Plaintiff and against the defendants in the total amount of \$38,000.00. In answer to the first question submitted to it, the jury found that the statement "A good fisherman and a master baiter" was libelous. In answer to question 2, the jury awarded the sum of \$11,000.00 because of damage to reputation.

In answer to question #3, the jury found that the plaintiff suffered "personal emotional disturbance and/or mental anguish as a proximate result of the publication of the libel and its dissemination to others." In answer to question #4, the jury awarded the sum of \$27,000.00 to Plaintiff for "personal emotional disturbance and/or mental anguish suffered by him as a proximate result of the publication and its dissemination of libel to others."

The defendant, American Yearbook Company renewed the motion for judgment. The American Yearbook Company took the position that as a printer its liability should not be absolute, but should be analogized to the position of the news vendor, lending library

or book dealer.

The defendants also argued that the verdict was excessive and that therefore a new trial should be granted on all issues or that at least as to damages or in the alternative the court should exercise its power to order a remittitur which, if not accepted by the plaintiff would lead to a new trial on damages only.

The motions for a new trial and for a judgment n.o.v. were denied.

APPENDIX D

"Pregnant High School Girls Want Picture in Yearbook"
The Wichita Eagle, July 20, 1973

Pregnant High School Girls Want Picture in Yearbook

Special to The Eagle

CLEO SPRINGS, Okla. — The FFA and senior class queens at Aline-Cleo Springs High School have filed suit to prevent publication of the school's 1973 yearbook until their pictures are included.

The young graduates, Mrs. Becky Rogers Wallace and Miss Kathy Kingcade, Cleo Springs, contend their pictures are being omitted because they became pregnant during the school year.

Their petition, filed in U.S.

District Court, Oklahoma City, claims the denial of publication of their pictures to be an "arbitrary and unreasonable" decision by the school board, that the school board had no written policies in force and that their constitutional right to procedural due process was violated.

MISS KINGADE, the FFA queen, became pregnant in February while Mrs. Wallace, senior class queen, became pregnant in January and was married in February. They were elected

to their positions earlier in the school year.

Their attorney, Jon Ford, Enid, Okla., said Thursday the girls were informed by letter May 9 that their pictures were being omitted because the board did not condone marriage in high school and because the girls became pregnant.

"I don't understand their reasoning. The girls certainly have the right to marry and to have children," Ford said.

HE SAID THE board had first considered expelling the girls or depriving them of all outside activities such as the senior trip, but had decided not to do so.

Ford said about 300 of the 500 voters in the district, a consolidated area in southern Alfalfa and northern Major counties, had signed a petition disagreeing with the school board's action and asking them to reverse it.

Board President Bob Vore, Cleo Springs, declined comment on the matter. School Supt. Kenneth Blazier was vacationing and could not be reached.

THE YEARBOOK, due in September, was being published by Josten's American Yearbook Co., California, which was named as a defendant along with the school board.

The girls argue that publication of the queen pictures is an important legal right and that it would be the only permanent recognition of the honor.

APPENDIX E

Kathy Kingcade & Becky Robers Wallace v.
Aline-Cleo School District & Josten's/American Yearbook Co.

Summary as sent by Alan Sweetser, Secretary and
General Counsel, American Yearbook Co.

Aline - Cleo School District & Josten's American Yearbook Co.

1. How did the question arise?

Plaintiff Kathy Kingcade and Becky Rogers Wallace were elected Queen of Future Farmers of America & Senior Class Queen respectively. Both became pregnant during their reign. Due to these pregnancies the school board refused to put the girls' pictures in the extra-curricular activity section of the yearbook. Plaintiffs sued the schoolboard and Josten's American Yearbook Company (AYC) for money damages.

2. What was the nature of the dispute?

That publication of the said pictures is an important and legal right of the Plaintiffs protected by the United States Constitution for the reason that the only permanent recognition and enjoyment of the Plaintiffs' extra curricular Queenship honors is through the publication of the Plaintiffs' pictures as Queens in the 1972-73 yearbook.

That the Defendant School Board deprived both of the Plaintiffs of their Constitutional right to procedural due process by refusing to allow the said pictures to be published for the reason that the said Defendant School District had not promulgated any rules relating to restrictions of pictures in the School's Yearbook because of pregnancy or marriage.

That the Plaintiffs were deprived of their right to equal protection under the law in that they were discriminated against

by being deprived of the right to fully participate in extra curricular activities without a just legal cause.

That the result of the Defendant School District's action through its School Board is to effectively deprive Plaintiffs of the right to participate in the School District's extra curricular activities. That said deprivation of Plaintiffs rights under this fact situation is unconstitutional and unjust for the reasons stated above.

3. How was it resolved?

Case dismissed because of lack of Jurisdiction of the Court. Court held no substantial Federal Constitutional question was involved. Case dismissed without prejudiced to the rights of Plaintiffs to refile the case in State Court. No action has since been taken.

APPENDIX F

"Minority problems probed;"
Torrance News Torch, April 10, 1969

"Opinions Differ in Pueblo Area"
Torrance News Torch, April 10, 1969

EDITOR'S NOTE: There has been much controversy recently about minorities and their role in American society. Most of the attention has been focused on the American Black—his problems, his anxieties, his struggle for equality. In comparison, little has been said about the member of another very prominent minority in this country—the Mexican American.

To gain further insight into Mexican American life, each of the articles on this page represents one aspect of opinion: The volunteer aspect, the teenager's view, the Mexican American adults, and the native-born Mexican's.

Minority problems pushed; hope for united action seen

By BARBARA MOFFITT

"If you can write me off as no good at seven, by the time I'm 12 I'll prove it to you." This, says Mrs. Marie Tobin, is the attitude of a great many Mexican American youngsters who live in the Del Amo, or Pueblo, area of Torrance.

Mrs. Tobin, an administrator for the church-operated "Head Start" program in the Pueblo, feels that members of the Torrance community should shed their "holier than thou" attitudes and begin trying to help their Mexican-American neighbors.

In a recent interview with the NEWS TORCH, Mrs. Tobin discussed her twelve years of acquaintance with Pueblo residents, her past year with Head Start, and her proposals for the improvement of the 69-year-old Del Amo area.

"There have always been negative aspects to Pueblo life," claimed Mrs. Tobin. "Dope pushing, vandalism. Some positive aspects are finally beginning to show." Mrs. Tobin cited the recent placing of street lights in the Pueblo. Until last summer, no lights had ever lined the section's streets.

Inactivity Charged

Why had the city waited so long before installing lights? "The city isn't about to do anything it isn't asked to," explained Mrs. Tobin, "and the Mexican-Americans had never organized to ask for improvements. Some Pueblo residents have been here for eighty years, but until recently most of the people have been uneducated and haven't known how to ask for things." Mrs. Tobin attributes much of the Pueblo's progress to a newly-formed Pueblo Community Club, composed of Pueblo residents who fought for the light installation.

Although Mrs. Tobin believes that Pueblo community action is good, she also feels that outside help is needed "to make it into something to be proud of." The success of the current Pueblo "Head Start" program for pre-school youngsters is due to the outside community help Mrs. Tobin speaks of. "The families in the Pueblo area often have too many personal problems to be able to devote any time to improving their community," Mrs. Tobin stated.

Proud Community

"But a lot of people have the preconceived notion that the people of this community are lazy," Mrs. Tobin criticized. "The Mexican-Americans detest welfare. Many of the Pueblo women have their babies at home because they don't want to go to the county hospital. The people feel out of their element asking for things."

Mrs. Tobin feels that the lot of the Pueblo resident is "just as bad if not worse than the Watts black man." "At least the Blacks know what they want. The Mexican American is less vocal. He feels less sure of himself in the English language too," she commented.

Since the Mexican-American community doesn't demand, Mrs. Tobin believes that it is the white community's responsibility to "give their all" for Pueblo improvement.

Help Needed

"High school kids could do a lot. The Torrance Recreation Department has begun a Saturday baseball program. They only have two helps, TIS grads Alvin Sasuga and Sue McGuire. They need volunteers desperately," Mrs. Tobin stated.

"Our Head Start kids would love a little attention. I thought the TIS Christmas project in L.A. was great. It was only too bad that the Pueblo group didn't ask your help too. If high school volunteers could come down and help us we would love it. We would even stay open on school holidays if that would make it easier for you," Mrs. Tobin offered.

"The main thing is for people to start opening up their hearts."

Torrance News Torch

Vol. 16 No. 9

Torrance High School, Torrance, Calif. 90501

April 10, 1966

Opinions differ in Pueblo area

By JOSE O. SOLORZANO

Latin Affairs Reporter

As there were differences of opinion about the Mexican-American community growing out of the last issue of the NEWS-TORCH, we decided to interview students from the Pueblo area.

Raul Martinez, Sluggo Villegas, Debbie Evans, and Roza Chavez agreed that the article concerning the Pueblo community should never have come out because, they said, some of the things written there were not true.

They do not agree with Mrs. Tobin's statement "many of the Pueblo women have their babies at home;" they also said that they never knew of any woman who had not gone to the hospital to have her baby.

These students do not agree with the statement, "until last summer no lights had ever lined the section's streets." They say there have been lights since a long time ago.

They agree that as in all communities, they have their problems: the streets need to be repaired; the young people are concerned and interested in the baseball field which is locked Sundays, so that they cannot use it. It doesn't mean that they don't know "how to ask for things."

They say that it is also not true that the Mexican-American detests welfare.

My own point of view is that the Mexican-American wants to have a better community but he doesn't have equal opportunities to do so.

I also noticed that they do not like to speak much about themselves, and it is probably because they are almost used to being treated unfairly and they are cautious of any stranger.

APPENDIX G

"Main building's future unsure"
Torrance News Torch, January 26, 1970

29. Below is the January 26, 1970 article which the hearing officer found was not submitted for prior review:

Main building's future unsure

By JOSEPH SCHWARTZ
NEWS TORCH Staff Writer

Now that Torrance High has a new library and adjacent English building, no one seems sure of what to do with the old library and main building.

Assistant principal Marcus Caldwell is in charge of a committee of teachers, administrators and one student — Bart Lynn. They are to decide what the best use for the old library is, and to determine what the future is for the main building.

"THERE HAVE BEEN suggestions to use the library as a sort of lecture hall, or to use it to show movies. Use as a study hall has also been suggested," say committee members.

At present, the plan for the main

building is to use it to house the social science classes. But a controversy is building up on whether or not the building should be torn down and rebuilt or to preserve the old California flavor and renovate the inside.

THE ADMINISTRATION is looking toward the future, when better classroom facilities will be needed. But many people dislike the idea of having the oldest building in Torrance torn down and "turned into some cold, super-modern building."

A compromise would be to modernize the outside and leave the exterior basically as is, except for repairs. But this would cost just as much as it would if the building were to be entirely replaced, according to Mr. Caldwell.

APPENDIX H

"Coaching Shakeup: Boerger Out"
Torrance News Torch, October 6, 1969

COACHING SHAKEUP: BOERGER OUT

Varsity coach quits; Little takes over

"Sooner or later you have to give up coaching," said Willard Boerger. "You can't go on forever."

After 17 years in the business with five varsity basketball championships and five baseball championships, Boerger has decided to retire and continue with his teaching career.

Deb Little, coach of the JV's, will succeed Boerger.

"I predict nothing but success for him," commented Boerger. "He is very capable and proved it with three winning seasons and the JV championship last year."

Discusses reasons

When asked if delays in the gym restoration had influenced his decision the former coach explained, "There was no single event which caused my quitting. I just want a change and I've been thinking about giving it up for the past two or three years."

vacation for the basketball coach or the players," said Boerger. "Now my family will probably see more of me and I hope to refine my golf game."

For the past 12 years Boerger has been Torrance High's basketball and JV baseball coach.

"I came here in '57 and it took about five years to build up the program," he recalls.

First crown comes

In 1955 Torrance High won its first basketball championship in its 48-year history. That year (with a record of 24-4) Torrance took second in CIF 2-A Division.

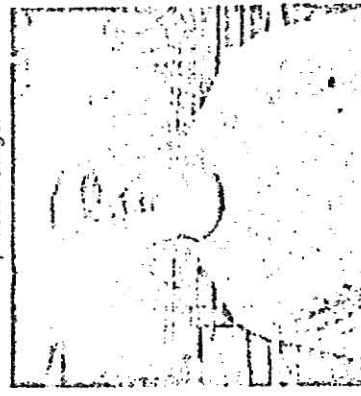
Boerger explained, "In '65-'66 we had five all-CIF players. We had Bob Brennan, Walter Hale, Bart Johnson, Fred Carpenter and Dick Kreul."

Again in '66 THS became the undisputed champ and placed third in CIF 4-A Division 31-2.

When '67 passed, Torrance with a season record of 24-9 became co-champs with Morningside.



DEB LITTLE
Replaces Boerger



HENRY PILIGIAN
Cee grid coach

Four P.E. men resign 3 seek better pay

Four of Torrance High's P.E. coaches — Ron Tull, Tom McMasters, Jack Taylor and Carlos Dela Rosa — have quit their jobs.

William Smith, a Long Beach State graduate.

Coach Smith will also be an assistant.

Taylor was offered more pay. Redding, California as a track coach. It was not immediately known whether he is to be replaced or his duties handled by the reorganized P.E. staff.

According to P.E. department sources:

Coach Tull, a nationally acclaimed high-jumper, left THS for more money as an insurance detective. Now assistant track coach is Doug Thompson, who will also teach health and driver instruction.

McMasters found a higher-paying job in the Lake Tahoe area and will be replaced as assistant wrestling coach by

Enrolls at U.C.L.A.

Carlos Dela Rosa quit Torrance to obtain his masters degree U.C.L.A. Smith and Henry Piligian will succeed to Dela Rosa's position.

Piligian, graduate Pepperdine and a former assistant in the navy for four years, will be assistant track coach and the football coach. He will also teach typing and driver education.

APPENDIX I

Jan Wiseman to Don Nicholson
September 17, 1973



Leading the way in scholastic journalism and media education

PRESIDENT

T. Jan Wiseman
803 Hillcrest
DeKalb, IL. 60115

FIRST VICE PRESIDENT

Ted Tajima
Alhambra High School
101 S. Serond St.
Alhambra, CA. 91801

SECOND VICE PRESIDENT

Ron Hayes
Lewiston High School
9th and 12th Sts.
Lewiston, ID. 83501

SECRETARY

Marion Anderson
South High School
3128 S. 12th St.
Sheboygan, WI. 53081

TREASURER

Sr. Rita Jeanne, FSPA
St. Rose Convent
912 Market St.
LaCrosse, WI. 54601

EXECUTIVE SECRETARY

Elwood Karwand
Journalism Department
University of Wisconsin
Eau Claire, WI. 54701

PAST PRESIDENT

Bruce Minter
Freeport Sr. High School
Locust and Moseley Sts.
Freeport, IL. 61032

THE JOURNALISM EDUCATION ASSOCIATION

affiliated with AEJ, NSPA, NCTE, NEA and Quill & Scroll

September 17, 1973

Mr. Don Nicholson
3670 E. Marginal Way S.
Seattle, WA. 98134

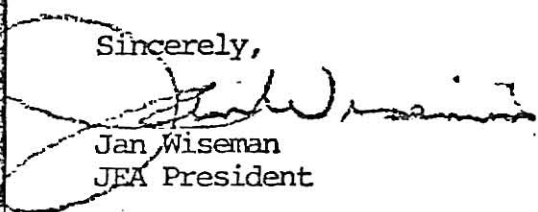
Dear Mr. Nicholson:

Enclosed is a copy of a letter which the national officers of JEA asked me to write for possible use in your court case against the Torrance (CA.) school board, the former superintendent and former principal.

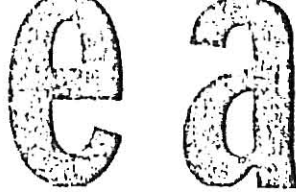
Unfortunately, JEA doesn't have funds at this time to enter the case as a friend of the court. However, as a result of this case, the JEA officers have voted to establish a press freedom fund with a token funding this year and to commit ourselves to full support of that fund starting with the 1974-75 fiscal year. It is anticipated that this will be possible as the result of an intensive membership and fund-raising drive which is now underway.

If I can be of further assistance, please write.

Sincerely,



Jan Wiseman
JEA President



Leading the way in scholastic journalism and media education

PRESIDENT

T. Jan Wiseman
803 Hillcrest
DeKalb, IL. 60115

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September 17, 1973

Mr. Don Nicholson
3670 E. Marginal Way S.
Seattle, WA 98134

Dear Mr. Nicholson:

The officers of the Journalism Education Association have reviewed the pertinent facts of your court case against the Torrance (CA.) school board, the former superintendent and the former principal. They have directed me to make the following response concerning freedom of the high school press and the responsibilities of professional journalism educators in the nation's secondary schools.

The keystone to a democracy is its provision for government by the people. This is expressed at the ballot box. However, this simple and yet essential concept would become a sham without an adequate airing of the truth upon which the people can make the most essential decisions of a democracy. It is because of this that freedom of the press (or any other Constitutional guarantee) cannot be an abstract concept which is memorized by high school civics classes, but rather it must be lived and fought for in the educational world as well.

Truth sometimes is not pleasant. It may hurt a person's reputation. It may make us sick at heart. But it must be found and reported to the public, and this certainly includes students. For some persons, it may be more comfortable to live in a fantasy world in which nothing is bad and no one suffers. But ignoring a problem does nothing to solve it. It is up to the press (including the scholastic press) to make this problems known so that they may be solved and so that we will eventually have a better world in which to live.

The professional journalism educator is trained in good journalistic practices as well as how best to pass this understanding of journalism, reporting and the democratic process along to his students. He is aware that a simple test, such as the four-way Rotary test, does not help the press fulfill its democratic mission and that it would greatly mislead the students in their search for the truth.

There certainly is a place for the review and critique of all teachers. However, when the review takes place, it should be done by a person qualified in the area of journalistic education in the case involving you. It should not be done by a person who does not have the competency in either professional journalism or journalism education.

JEA's Commission on Adviser-Administrator Relations, under the chairmanship of Mrs. Paula Simons of Wichita, Kansas, drew up a statement on freedom of the high school press after much deliberation and study. That statement was adopted by JEA members at their annual convention in Chicago in November 1972. The following are excerpts which deal with facts represented in your case.

"Suppression and censorship of news coverage and editorial opinion violates the Constitution and traditional guarantees of freedom of expression, press and inquiry. The scholastic press is the marketplace of ideas. Curtailing expression will limit the academic freedom of the instructor to teach the students to operate under the Constitutional guarantees of freedom..."

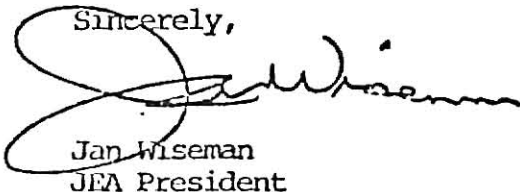
"...a scholastic publication shall serve as a training ground, not only for those students who may be progressing into the field of journalism after high school graduation, but also for all students so involved in the school press, as a means of teaching them to function in a democracy where they understand the importance of a free press in a free society." No student can learn this function when the truth is suppressed because it may not build good will.

"...With freedom of expression, inherent journalistic responsibility shall be paramount, thus the functions of a democratic press—to inform, to educate, to entertain, to investigate, and to interpret—shall predominate. To insure understanding of the responsibility which is incorporated with such freedom, a professionally trained adviser should be provided to teach journalistic performance in 1) accurate and impartial news coverage, 2) complete, in-depth reporting in features, 3) well-researched, factual information supporting opinion in editorials, 4) a sound and ethical financial program, especially through the advertisements published, and 5) complete and meaningful photographic coverage of the school and its many programs."

I hope that this letter will serve to clarify the stand of the officers and members of the Journalism Education Association, a professional association of journalism educators, on the subject of press freedom and journalism education on the secondary level.

It is our belief that the school has an obligation to teach and to demonstrate the function of mass media in improving our society. To do this, the school should hire a professional journalism educator and then give him the freedom and responsibility of teaching. Any interference by non-professionals in this field, using non-professional methods, would be interpreted by the JEA as an attempt to infringe upon the scholastic freedom of the press.

Sincerely,

A handwritten signature in dark ink, appearing to read "Jan Wiseman", is written over a large, loopy circular flourish.

Jan Wiseman
JEA President

APPENDIX J

"My Reply" -- Scoville v. Board of Education
of Joliet Township High School District 204

MY REPLY

Recently, we students at Joliet Central were subjected to a pamphlet called "Bits of Steel." This occurrence took place a few weeks before the Christmas vacation. The reason why I have not expressed my opinions on this pamphlet before now is simple: being familiar with the J-HI Journal at Central, I knew that they would not print my views on the subject.

In my critique of this pamphlet I shall try to follow the same order in which the articles were presented.

The pamphlet started with a message from the principal, David Ross. This is logical because the entire pamphlet is supposed to be "The Principal's Report to Parents." In this article Ross states why the pamphlet was put out and the purpose it is supposed to accomplish, namely, the improvement of communication between parents and administration. He has to be kidding. Surely, he realizes that a great majority of these pamphlets are thrown away by the students, and in this case that is how it should have been. I urge all students in the future to either refuse to accept or destroy upon acceptance all propaganda that Central's administration publishes.

The second article told about the Human Relations committee which we have here at Central. It told why the committee was assembled and what its purpose is. It also listed the members of the committee who attend school here at Central. All-in-all this was probably the best article in the whole pamphlet, but never fear, the administration defeated its own purpose in the next article which was a racial breakdown of the Central campus. As far as I could see this article served no practical purpose. By any chance did the administration feel that such a breakdown would improve racial relations? I think not. This article had such statements as: Spanish American students were included with the white students.

Well, wasn't that nice of the administration. In other words, the only difference noted was whether the student was white or Negro.

This was followed by an article called "Did you know?" This was, supposedly, to inform the parents of certain activities. Intertwined throughout it were numerous rules that the parents were to see their children obeyed. Quite ridiculous.

Next came an article on attendance. There's not much I can say about this one. It simply told the haggard parents the utterly idiotic and asinine procedure that they must go through to assure that their children will be excused for their absences.

Questions from the parents was the next in the line of articles. This consisted of a set of three questions written by the administration and then answered by the administration. The first question was designed to inform the reader about the background of the new superintendent. The second was about the paperbacks which were placed in the dean's office. They state that the books were put there "so that your sons and daughters may read while they wait. The hope is that no moment for learning will be lost." Boy, this is a laugh. Our whole system of education with all its arbitrary rules and schedules seems dedicated to nothing but wasting time. The last question concerned the Wednesday Que-ins. It was followed by a quote: "Sometimes we, parents and schoolmen must seem cruel in order to be kind to the children placed in our care." Do you think that the administration is trying to tell us something about the true purpose of the Wednesday Que-ins?

The next gem we came across was from our beloved senior dean. Our senior dean seems to feel that the only duty of a dean or parent is to be the administrator of some type of punishment. A dean should help or try to understand a student instead of merely punishing him. Our senior dean makes several interesting statements such as, "Proper attitudes must be a part of our

lives and the lives of our children." I believe that a person should be allowed to mold his own attitudes toward life, as long as they are not radically anti-social, without extensive interference from persons on the outside, especially those who are unqualified in such fields. Another interesting statement that he makes is "Therefore let us not cheat our children, our precious gifts from God, by neglecting to discipline them!" It is my opinion that a statement such as this is the product of a sick mind. Our senior dean because of his position of authority over a large group of young adults poses a threat to our community. Should a mind whose only thought revolves around an act of discipline be allowed to exert influence over the young minds of our community? I think not. I would urge the Board of Education to request that this dean amend his thinking or resign. The man in the dean's position must be qualified to the extent that his concern is to help the students rather than discipline or punish them.

This pamphlet also contained an article from the freshman dean. I should like to say that Dean Engers, in his article, shows a great deal of promise. He appears to be genuinely interested in the problems of the students entrusted to him. All I can say to him is to keep up the good work.

The last thing of any interest in the pamphlet was about the despicable and disgusting detention policy at Central. I think most students feel the same way as I about this policy. Therefore I will not even go into it.

In the whole pamphlet I could see only one really bright side. We were not subjected to an article written by Mr. Diekelman.

Senior Editor
Grass High

APPENDIX K

"Teachers [sic] Says School Newspapers Censored"
November 11, 1973

"Removing Principals from Censorship"
April 18, 1974

Los Angeles Times
Los Angeles, California

Journalism Teachers Association

Teachers Says School Newspapers Censored

Instructor Contends Articles Restricted for Fear of Controversy—Not Libel

BY MIKE CASTRO
Times Staff Writer

Controversial stories are being censored from city schools.

Wiener said after the meeting that presenting the detailed complaints would be difficult because journalism instructors fear for their jobs and that principals can remove them and appoint replacements. Wiener estimated censorship exists in about 20% of the high schools and 70% of the junior highs.

Associate Supt. Jerry Halverson said in response to teacher fears, "I've heard that for 17 years. As far as I'm concerned, that's a copout . . . Nobody has been fired or transferred because they spoke up. He may believe it. I can't believe it."

Halverson said the board believes that a student newspaper is essentially a classroom activity in instruction and that it is subject to the same restrictions as other educational material, including approval by the principal. Wiener's position is that student newspapers should be operated the way general circulation newspapers are.

When Wiener told Halverson that a student newspaper is essentially a classroom activity in instruction and that it is subject to the same restrictions as other educational material, including approval by the principal, Wiener's position is that student newspapers should be operated the way general circulation newspapers are.

Wiener was backed by basic student representatives Mike Proke who had today told the board, "I've been told by the board that we are not to have a student newspaper."

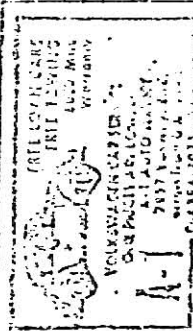
erson that students are not getting exposure to controversial issues, Halverson said they have access to outside and underground newspapers and outside speakers.

Underground newspapers can be distributed on campus and outside speakers, too, are not under control of the principal. "Wiener is trying to recast the instructional (newspaper) medium into the same form," Halverson said.

Wiener resisted first attempts by board members to refer the proposal to staff. Wiener said he had already met with staff and that they are at an "impasse."

He added that journalism teachers feel two board rules passed last year about freedom of expression on campus should be used to solve what he termed the censorship problem.

Wiener quoted Board Rule 1274 which says, "A full opportunity must be provided for students to inquire, to question and to exchange ideas. They should not simply be allowed but encouraged to participate in discussions in which many points of view, including those which are controversial, are freely expressed. Students should be provided



with avenues for the research of ideas and causes which interest them and should be allowed to express their opinions."

Wiener added that articles should be prohibited which are libelous, obscene or which can cause substantial campus disruptions or which advocate racial or religious prejudice, reasons which are contained in the Board Administrative Regulation 1276-ID, Wiener said.

He said the course of study for advanced journalism contains a statement that the principle of freedom of the press does not apply to school newspapers. The Student Rights handbook allows principals to censor "when necessary," Wiener said, and added, "some principals use this vague phrase to justify blue penciling anything remotely controversial."

CENSORSHIP ON THE EDGE?

The attached article, from the L.A. Times, Sunday, 11/11, tells the story so far.

Together, we can soon end unlimited censorship in L.A. school newspapers (except for libel, etc.).

We will be having a very important meeting with Mrs. Hardy's Personnel and Schools committee in roughly a month. At that time we must have more definitive data on censorship of YOUR newspaper.

Please fill out the attached short questionnaire and return it to me (Mike Wiener, Canoga Park High, Area D).

San Diego State

HARRISON GRAY OTIS, 1931-1917
HARRY CHANDLER, 1917-1944
ROBERT CHANDLER, 1944-1960



OTIS CHANDLER, Publisher

ROBERT D. NELSON
Executive Vice President and General Manager
WILLIAM F. THOMAS
Executive Vice President and Editor

CHARLES C. CHASE, Vice President—Production
ROBERT L. FLANNES, Vice President and Assistant to the Publisher
ROBERT C. LOBDELL, Vice President and General Counsel
VANCE L. STICKELL, Vice President—Sales

JAMES BASSNETT, Associate Editor
JAMES BELLOWE, Associate Editor
ANTHONY DAY, Editor of the Editorial Pages
ROBERT J. DONOVAN, Associate Editor
FRANK R. HAVILL, Managing Editor

Part II

THURSDAY MORNING, APRIL 18, 1974

Removing Principals From Censorship

Journalism teachers in the city schools system are urging the Board of Education to reduce the traditional censorship power school principals hold over student publications. Most students, journalists and readers seem to support this request. So do we.

There may be some sticky problems, of course, in relaxing a principal's absolute right to decide what can be published in junior and senior high school papers. Not all youthful journalists are gifted with perfect judgment. Some instructors, too, may hold ideas counter to what administrators feel is proper matter for a teenage readership.

Still we believe the journalism teachers are correct in their contention that the traditional curbs may be doing more harm than good in promoting an atmosphere of learning and free inquiry. And the teachers have a strong set of legal points to bolster their request for a new district policy.

A recent series of high court rulings spelled out a more liberal interpretation on censorship. This interpretation has resulted in new provisions

of the California Education Code and new guidelines from the state Board of Education—guidelines adopted in 1971 by the Legislature.

The courts have ruled that stories in student publications cannot be censored unless they are deemed obscene, libelous or potentially disruptive. Any campus publication, it seems to us, can operate under this set of rules. The new problem, though, is who shall make the decision on what is obscene, libelous or disruptive.

Counsel for the Board of Education has advised the board to leave absolute control in the hands of the principals. The instructors and their students want the more liberal interpretation spelled out in a new policy, one that would hand the arbitration of disputes to a publications board. We think that is a good idea.

The U.S. Supreme Court has held that students, too, have free speech rights under the First Amendment of the Constitution. We suggest that the board recognize those rights with adoption of a more flexible arbitration procedure possibly similar to that sought by the students and teachers.

APPENDIX L

Questionnaires and Letters to Main and Supplementary Sources

701 Crestline
Wichita, Kansas 67212
November 2, 1973

Dear Journalism Adviser:

As high school students become more aware of their rights and responsibilities, new styles of writing and reporting are emerging in the high school press.

For the past 13 years I have been teaching high school journalism. During this time I have read articles ranging from those whose only purposes were to promote school spirit or boost the morale of the football team to in-depth studies on runaways or on the increased use of the pill among teenagers.

As journalism teachers we guide those whose writings can be read by everyone involved with the school system. Often much is at stake if an article offends readers who quickly voice opinions to the administration.

How many of us have been reluctant to allow publication of the so-called "controversial" article for fear of reprisals from the administrator, board or community? How often have we squelched a student's investigation before the story even materialized. Or how often have we put our jobs on the line and allowed publication of an article we knew would offend a certain segment of the reading community.

To investigate and promote understanding of these various aspects, I have chosen to do my masters thesis on the status of editorial freedom in high schools in the United States. My study will involve analyzing replies from the adviser, the administrator and the newspaper and yearbook editors in 300 high schools across the nation. To have a valid report, I will definitely need replies from each of the individuals in each school to which I am mailing the questionnaires.

Therefore, won't you please take a few minutes of your time to fill in the enclosed questionnaire, place it in the stamped-self-addressed envelope and drop it in the mail at your earliest opportunity? Your reply, analyzed with others on a national basis, will serve as a guide to fellow advisers. Furthermore, it will provide in-depth information for administrators in evaluating the journalism programs in their high schools.

I leave you an option to remain anonymous, so if you fear publication of your name in this study will affect your standing in the school, you may check the blank on the final page of the questionnaire. However, I would like to use as many names as possible to provide more validity to the study.

Also, on the final page, I request three names--the name of your school attorney (if one has been employed by your school system); the name of a reliable community member who might comment on the effect of the community on the high school press; and, if you do not sponsor both publications, the name of the second adviser from your school. As I receive these names and addresses, more questionnaires will be sent to these individuals to make my study more complete.

Your help is greatly appreciated. Thank you for your time and effort.

Sincerely,


(Mrs.) Paula Simons

ADVISER'S REPLY FOR STUDY ON THE STATUS OF EDITORIAL FREEDOM IN U. S. HIGH SCHOOLS

(Name of Respondent)

(Name of School)

(Address of School)

(City, State, Zip)

1. School enrollment. (Please check one)

- | | |
|------------------------|------------------------|
| a. ----- up to 300 | f. ----- 1,501 - 2,000 |
| b. ----- 301 - 500 | g. ----- 2,001 - 2,500 |
| c. ----- 501 - 800 | h. ----- 2,501 - 3,000 |
| d. ----- 801 - 1,000 | i. ----- Above 3,000 |
| e. ----- 1,001 - 1,500 | |

2. This high school is a (please check one)

- a. ----- two-year high school b. ----- three-year high school c. ----- four-year school

3. Length of time a student can enroll in journalism in your school. (Please check one or explain)

- | | |
|--|---|
| a. ----- no enrollment; journalism is an extra-curricular activity | e. ----- two years |
| b. ----- mini courses only | f. ----- three years |
| c. ----- one semester only | g. ----- none of the above apply (please explain) |
| d. ----- one year | ----- |

4. How many credit hours to you hold in journalism?

- | | |
|----------------|--|
| a. ----- none | f. ----- twelve |
| b. ----- two | g. ----- fifteen |
| c. ----- three | h. ----- eighteen |
| d. ----- six | i. ----- twenty - twenty-six |
| e. ----- nine | j. ----- journalism major (specify degree) |
| | ----- bachelors ----- masters |

5. Are the newspaper and yearbook advised by the same person?

- a. ----- yes b. ----- no

6. If "NO" is checked for number 5, please check which you advise and from here on, answer only those questions which apply to your publication.

- a. ----- newspaper b. ----- yearbook

7. If you advise the yearbook, please answer the following.

a. Is the yearbook taught in the classroom?

- a. ----- yes b. ----- no

b. If "YES" is checked, approximately how many hours per week does the staff work outside the class hour?

----- hours

c. If "NO" is checked, please specify method(s) used to organize the staff and perform newspaper work. (If additional space is needed, please use back of sheet.)

8. Is journalism the major area in which you teach?

- a. ----- yes b. ----- no

9. If "NO" is checked for number 8, please check your major teaching area.

- | | |
|-------------------|---------------------------------|
| a. ----- English | c. ----- Art |
| b. ----- Business | d. ----- Other (please specify) |
| | ----- |

10. Check the facilities available in your school for the journalism staff(s).

- | | |
|--------------------------------------|--|
| a. ----- typewriters (give number) | e. ----- light tables (give number) |
| b. ----- cameras (give number) | f. ----- T square |
| c. ----- darkroom | g. ----- IBM composer or similar machine |
| d. ----- layout tables (give number) | h. ----- other (please specify) |
-

11. Would you say the Journalism Department is

- | | |
|------------------------------|--------------------------|
| a. ----- adequately equipped | b. ----- poorly equipped |
|------------------------------|--------------------------|

If "POORLY EQUIPPED" is checked, please explain why more equipment is not secured for your department.

(if more space is necessary, please use back of page.)

12. Check the printing method(s) which are applicable to your publication(s).

- | | |
|----------------------------|--|
| a. ----- spirit duplicator | e. ----- combination of offset and letterpress |
| b. ----- mimeograph | f. ----- commercial printer |
| c. ----- letterpress | g. ----- school printing class |
| d. ----- offset | h. ----- other, please specify |
-

13. Check the method(s) used for financing your publication(s).

- | | |
|---|--------------------------------|
| a. ----- sales | c. ----- activity ticket |
| b. ----- advertising | d. ----- school board financed |
| e. ----- money-making projects (please list types; use back of page if necessary) | |
-

14. Check those situations which apply to your school. We have

- | | |
|--|--|
| a. ----- complete freedom of the press | e. ----- freedom on any controversial item if the article is cleared by the principal prior to publication |
| b. ----- freedom on those issues which do not criticize administrative decisions | f. ----- freedom on anything that does not criticize a club, class or teacher |
| c. ----- freedom on those issues which do not point out school problems. | g. ----- other, please specify |
| d. ----- freedom only if thorough proof is used to back the story | |
-

15. Have any specific topics been avoided in your school paper?

- | | |
|--------------|-------------|
| a. ----- yes | b. ----- no |
|--------------|-------------|

If "YES" is checked, please explain the subject avoided and why it was avoided. (Use back if necessary)

16. Have any specific topics been avoided in your yearbook?

- | | |
|--------------|-------------|
| a. ----- yes | b. ----- no |
|--------------|-------------|

If "YES" is checked, please explain the topic avoided and why it was avoided. (Use back if necessary)

17. If both/either of the answers to Numbers 15 and/or 16 were "NO" please skip to Number 18. If "YES" please answer the following.

Does pressure to avoid these topics come from (check those which apply)

- | | |
|--|--|
| a. ----- personal convictions | e. ----- school board precautions |
| b. ----- personal fear of your job being at stake. | f. ----- faculty concerns about too much student freedom of the press. |
| c. ----- religious convictions in the community. | g. ----- student interest areas |
| d. ----- administrative pressures | h. ----- other, please specify |
-

18. Is your production limited by (check those which apply)

- a. ----- lack of class time or in-school sessions allotted in your schedule
- b. ----- lack of financial support
- c. ----- student pressure from extra-curricular activities
- d. ----- lack of transportation for students who stay after school hours
- e. ----- lack of student interest in the newspaper
- f. ----- lack of student interest in the yearbook
- g. ----- former bad experiences with the newspaper (please explain; use back of page if necessary)
- h. ----- former bad experiences with the yearbook (please explain; use back of page if necessary)
- i. ----- other, please specify -----

19. Would you classify faculty cooperation and attitude toward the school publications as

- a. ----- excellent
- b. ----- good
- c. ----- fair
- d. ----- poor

20. Please check any of the following which apply to your administrator.

- a. ----- reads all copy before the paper is printed
- b. ----- reads some copy before the paper is printed
- c. ----- reads editorials before the newspaper is printed
- d. ----- reads letters to the editor before the newspaper is printed
- e. ----- reads only copy taken to him by the adviser
- f. ----- filters news to the students so that the entire story of, for example, resignations, expulsions etc. is not printed
- g. ----- withholds information about resignations etc.
- h. ----- clears any yearbook pictures and copy applying to the administration
- i. ----- clears any yearbook pictures and copy applying to controversial issues
- j. ----- requests that any yearbook statement about a faculty member or administrator be cleared with that member
- k. ----- openly consults with journalists about school problems
- l. ----- withholds student reporters from attending meetings where school problems are discussed
- m. ----- definitely upholds school journalism
- n. ----- considers journalism a step-child to English
- o. ----- is skeptical of student writers

p. If you wish to add a general comment about administrative attitude toward journalism, please do so. (use back of page if necessary)

21. Have you withheld a student's article or picture from publication?

- a. ----- yes
- b. ----- no

If "YES" is checked, please state the topic of the item and explain why it was withheld.

22. The newspaper's policy on letters to the editor is that (check those which apply)

- a. ----- all must be signed
- b. ----- they must be signed but the name need not be published
- c. ----- the editor makes the final decision on what to run.
- d. ----- the adviser makes the final decision on what to run
- e. ----- the adviser and editor make the decision
- f. ----- other, please specify -----

Would you please send your editorial policies if they are available. If not, could you please briefly state the policies on the back of this page?

23. Please check those items which apply to your situation. If each applies, rank as 1 and 2 to indicate which is more important.

(23-a) Does your school paper

a. ----- publish items which influence student opinion

b. ----- publish items which follow the previously established student opinion

(23-b) Does your yearbook

a. ----- publish all incidents which occurred whether they were good or bad

c. ----- publish only those incidents which helped the school

b. ----- publish predominantly the good, but mention adverse incidents

24. Has any article published in your newspaper or yearbook resulted in rebellion or opposition?

a. ----- yes

b. ----- no

If "YES" is checked, please check which of the following resented the publication of the article.

a. ----- the administration

d. ----- the student body

b. ----- the school board

e. ----- the community

c. ----- the faculty

f. ----- an individual

g. other, please specify -----

If any of the above apply, please use the back of this page to explain the action that was taken after the article was published and clarify the outcome of that action as it regarded the standing of your publication.

(I would appreciate your sending the article or photostating the item from the yearbook. If additional expenses are incurred for postage or cost of making copies, I will be happy to reimburse you. This section of the questionnaire could be of great help on the overall analysis, so please send any article you can.)

25. Approximately how many class hours are devoted to actual instruction in law and the press? (please check one)

a. ----- none

e. ----- four

b. ----- one

f. ----- five

c. ----- two

g. ----- six

d. ----- three

h. ----- other, please specify

26. If "NONE" is checked for Number 25, skip to Number 27. Otherwise, please check any of the following which apply. To teach law and the press I use

a. ----- lectures

d. ----- guest speakers

b. ----- text book

e. ----- magazine articles

c. ----- film

f. ----- tests

g. Other, please specify -----

27. Is there a board of publications in your school?

a. ----- yes

b. ----- no

If "YES" is checked, could you please send the board policies if they are available? I will reimburse you for extra postage cost.

28. Have stories appeared in your school newspaper during the past year which would not have appeared two years ago?

a. ----- yes

b. ----- no

If "YES" is checked, would you please use the back of this page to explain types of articles and if possible send the articles?

29. Have items (copy or pictures) appeared in your yearbook during the past year which would not have appeared two years ago?

a. ----- yes

b. ----- no

If "YES" is checked, would you please use the back of the page to explain the type of item which appeared?

30. Please furnish the name of a community member whom I can contact regarding community standards as they regard school publications.

Name ----- Address -----

Please furnish the name of your school attorney is one has been hired for your system.

Name ----- Address -----

Please state name of newspaper ----- yearbook -----

701 Crestline
Wichita, Kansas 67212
November 2, 1973

Dear Student Editor:

As more and more demands are being made for freedom of the press in high school publications, you, as the editor may be caught between the students who are depending upon you to exercise this freedom and the adviser or administrator who remind you of your responsibility as editor. Certainly freedom cannot exist without responsibility and vice versa, but how can high school editors assure that their publication will uphold the standards of the professional press and will provide a peaceful sounding board for the readers?

To analyze the situation of the high school press, I have chosen to do my masters thesis on current practices in high school journalism. However, to carry through this analysis, I need your help.

Won't you please fill out the enclosed questionnaire, place it in the stamped, self-addressed envelope and mail it at your earliest opportunity? Your reply may well serve as a guide to many student editors, advisers and administrators across the nation.

You will notice that two questionnaires are enclosed. Will you please give one to the yearbook editor along with this letter of explanation, and then both of you can return the questionnaires in the same envelope. My study involves both publications, so it is important that both the newspaper and yearbook editors be heard.

Beyond seeking replies from student editors, I am also asking for responses from administrators and advisers in each of the 300 schools included on this survey. To have a valid report, I will definitely need replies from each area—editors, advisers and administrators. Therefore, your returning the questionnaire is most important to authenticate my report.

I do leave you an option to remain anonymous, so if you'd rather not have your name used in the final report, you may check the blank provided in the questionnaire. However, I would like to use as many names as possible to provide more validity to the study.

Your time and effort are certainly appreciated.

Sincerely,

Paula Simons
(Mrs.) Paula Simons

EDITOR'S REPLY FOR THE STUDY ON THE STATUS OF EDITORIAL FREEDOM IN U. S. HIGH SCHOOLS

(Name of student editor)

(Name of school)

(Newspaper or Yearbook)

(Address of School)

(Name of publication)

1. School enrollment (Please check one)

a. _____ up to 300

d. _____ 801 - 1,000

g. _____ 2,001 - 2,500

b. _____ 301 - 500

e. _____ 1,001 - 1,500

h. _____ 2,501 - 3,000

c. _____ 501 - 800

f. _____ 1,501 - 2,000

i. _____ Above 3,000

2. This is a (Please check one)

a. _____ two-year high school

b. _____ three-year high school

c. _____ four-year school

3. As editor of your school paper, what is your role? (Check any which apply)

a. _____ edit all copy

f. _____ assign stories

b. _____ edit some copy

g. _____ maintain unity among the staff

c. _____ determine what will and what will not be printed

h. _____ assign and select photographs

d. _____ see that coverage is given to all departments

i. _____ see that coverage is given to a variety of students

e. _____ maintain a working relationship with the administration and faculty

j. _____ other, please specify (use back if needed)

4. Does the newspaper provide an actual and full account of events and occurrences in the school? (For example, is "inside" information published on non-functioning clubs, resignations, school uprisings, teacher strikes etc.)

a. _____ yes

b. _____ no

If "NO" is checked, please explain what occurrences are not covered and why not. (Use back if necessary)

If "YES" is checked, move to the next question.

5. As editor of your school yearbook, what is your role? (Please check any which apply)

a. _____ determine the theme

g. _____ select pictures

b. _____ plan dummy layouts

h. _____ copyread final pages

c. _____ determine yearbook style

i. _____ complete work not done by staffers

d. _____ edit all copy

j. _____ read all proof sent back from the plant

e. _____ assign pictures

k. _____ maintain a working relationship with administration and faculty

f. _____ keep unity on the staff

l. _____ other, please specify (use back if needed)

6. Does the yearbook provide an actual and full account of events and occurrences during the school year? (For example, do you cover teachers' strikes, school uprisings, non-functioning clubs etc.)

a. _____ yes

b. _____ no

If "NO" is checked, please use the back of this page to explain items which are left out of the yearbook and why the events are not covered?

7. Do you think that news about decisions on school policies, teachers' resignations etc. is (check one)
- a. ----- filtered news b. ----- a full, truthful account
8. What items are considered controversial in your school?
9. Do you feel restricted in publishing controversial material?
- a. ----- yes b. ----- no
10. If "YES" is checked for Number 9, please check any of the following areas where restrictions lie.
- a. ----- adviser's standards c. ----- community standards d. ----- administrator's standards
- b. ----- school board standards
- e. ----- other, please specify -----
11. How is the editorial policy of your publication determined?
- a. ----- solely by the student journalists d. ----- by the school administrator
- b. ----- by the students with adviser's help e. ----- by the adviser and administrator
- c. ----- by the faculty adviser f. ----- other, please specify
-

Please enclose a copy of your editorial policies, or if you have no written policies, will you please summarize the policies of your publication on the back of this page.

12. Are you satisfied with your publication as it stands?
- a. ----- yes b. ----- no
13. If "NO" is checked for Number 12, please check any of the following which explain your dissatisfaction.
- a. ----- it is too restricted in topics covered e. ----- there is a lack of interest among the students
- b. ----- there is administrative censorship f. ----- there is lack of support from the faculty
- c. ----- there is faculty censorship g. ----- our facilities are inadequate
- d. ----- the reporters tend to publicize only certain groups h. ----- other, please specify
-

14. Have any items been published in the past year which have caused upset or controversy?
- a. ----- yes b. ----- no

If "YES" is checked, will you please send the item (if it involves the yearbook, please send the book or photostat the page) and explain the reason for the controversy and the outcome of the dissention. (I will be happy to return any items sent or to reimburse you for postage if necessary)

15. Recent court rulings on the professional press have dwelled on the "shield law" or revelation of a reporter's sources. Have you faced this kind of problem in that names could not be revealed in drug stories, articles on runaways etc.?
- a. ----- yes b. ----- no
16. If "YES" is checked, please explain the topic of the article involved, explain if it was printed and explain the reaction to the article. For example, did anyone question the reporter's sources etc.? (use the back of this page for your answer)
17. In your opinion, what should be the role of a high school newspaper? (Use back of page if necessary)
18. In your opinion, what should be the role of a high school yearbook? (Use back of page if necessary)
19. Do you understand the laws as they involve the high school press? a. ----- yes b. ----- no
20. ----- I do wish to remain anonymous in your study ----- You may use my name

THANK YOU!

701 Crestline
Winchita, Kansas 67212
November 2, 1973

Dear High School Principal:

With awareness of high school students extending beyond the election of the homecoming queen, mock science experiments and cheerleader tryouts, high school journalists are attempting to report in-depth on areas which concern their peers. As this type of reporting progresses, an important question is whether teenagers are responsible enough to handle their publications under the same criteria granted professional newspapers.

To analyze the current trends in the high school press, I have chosen to do my masters thesis on the problems and solutions concerning the open reporting sought by high school journalists. Unless full responsibility is coupled with this journalism freedom, the high school press will be in a precarious situation.

I am asking your help in this study and analysis which is being done on a nation-wide basis. Won't you please take a few minutes to answer the enclosed questionnaire, place it in the stamped, self-addressed envelope and mail it at your earliest opportunity? Your reply, studied with those of many of your colleagues, will serve as a guide for many administrators and advisers across the nation.

My study will also involve analyzing replies from advisers and student editors in each of the 300 high schools included on this survey. To have a valid report, I will definitely need replies from each adviser, student and administrator. Therefore your returning the questionnaire is most important to authenticate my report.

I do leave you an option to remain anonymous, so if you'd rather not have your name used in the final report you may check the blank provided in the questionnaire. However, I would like to use as many names as possible to provide more validity to the study.

I will certainly appreciate your help in this analysis.

Sincerely,


(Mrs.) Paula Simons

 (Name of Respondent)

 (Name of School)

 (Address of School)

 (City, State, Zip)

1. School enrollment (Please check one)

- | | | |
|--------------------|------------------------|------------------------|
| a. ----- up to 300 | d. ----- 801 - 1,000 | g. ----- 2,001 - 2,500 |
| b. ----- 301 - 500 | e. ----- 1,001 - 1,500 | h. ----- 2,501 - 3,000 |
| c. ----- 501 - 800 | f. ----- 1,501 - 2,000 | i. ----- Above 3,000 |

2. This is a (please check one)

- | | | |
|-------------------------------|---------------------------------|---------------------------|
| a. ----- two-year high school | b. ----- three-year high school | c. ----- four-year school |
|-------------------------------|---------------------------------|---------------------------|

3. Where does the final responsibility lie in story selection for the newspaper? (Please check one)

- | | | |
|--------------------------------------|--------------------|------------------|
| a. ----- student editor | b. ----- principal | c. ----- adviser |
| d. ----- other, please specify ----- | | |

4. Where does the final responsibility lie in picture and content selection for the yearbook. (Please check one)

- | | | |
|--------------------------------------|------------------|--------------------|
| a. ----- student editor | c. ----- staff | e. ----- principal |
| b. ----- section editor | d. ----- adviser | |
| f. ----- Other, please specify ----- | | |

5. Would you classify your school newspaper as (check any which apply to your situation)

- | | |
|---|---|
| a. ----- a medium to let the student body know what is happening in the school | c. ----- an information medium for the parents |
| b. ----- a medium to let the student body learn of events of interest beyond the realm of the school (example, drugs, rock concerts etc.) | d. ----- a medium to give readers the "inside" look at school occurrences |

6. Will you please list general topics you think should not be included in the school newspaper?

7. Do you review all copy before the newspaper goes to press?

- | | |
|--------------|-------------|
| a. ----- yes | b. ----- no |
|--------------|-------------|

8. If "NO" is checked for Number 7, please answer the following. If "YES" is checked, skip to Number 9.
Do you review (please check any which apply)

- | | |
|--|--|
| a. ----- controversial copy | e. ----- letters to the editor |
| b. ----- all editorials | f. ----- only copy on which the adviser wishes to consult with you |
| c. ----- only editorials which criticize a club or class or a policy of the school | g. ----- no copy before publication, reserving the right to comment after the paper is published |
| d. ----- only editorials which comment on community or school events | h. ----- other, please specify ----- |

9. Will you please list general topics you think should not be included in the school yearbook?

- THANK YOU!

701 Crestline
Wichita, Kansas 67212
February 26, 1974

Dear Legal Adviser:

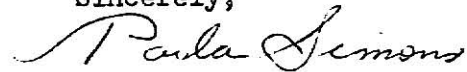
I need your help on my masters thesis, which concerns editorial freedom in the high school press, both newspapers and yearbooks.

Questionnaires have been sent to advisers, administrators and student editors in 300 high schools across the nation. Advisers returning questionnaires have furnished the names of attorneys representing their school districts. I hope information from you will provide additional substance for my study.

Will you please answer the enclosed questionnaire and return your reply in the envelope furnished?

Thank you for your help.

Sincerely,


Paula Simons

Questionnaire for Legal Advisers

Name _____ Address _____

City, State, Zip _____

Schools represented _____

1. During the past three years, have you acted as a consultant for a journalism instructor, administrator, school official or student concerning freedom of the press?

_____ a. Yes

_____ b. No

2. If "yes," please explain the situation involved. (Use back of page if necessary)

3. If no incidents have occurred which directly involved your assistance, could you cite specific policies and cases which illustrate freedom of the press issues as they affect high school students?

4. Is there a specific policy established for in-school publications or distribution of published materials in the school system you represent?

_____ a. Yes

_____ b. No

5. If "yes," please send the policies or explain them.

6. Have these policies been reviewed by the Journalism Department and/or administrators of any school in the district during the past three years? (Jan. 1, 1971)

_____ a. Yes

_____ b. No

7. Have these policies been revised since Jan. 1, 1971?

_____ a. Yes

_____ b. No

8. Please furnish what you would consider to be an ideal list of guidelines for journalists to follow in producing a high school publication.

701 Crestline
Wichita, Kansas 67212
February 26, 1974

Dear Community Member:

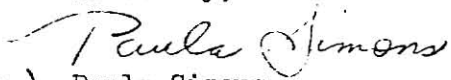
I need your help on my master's thesis, which concerns editorial freedom in the high school press, both newspapers and yearbooks.

Questionnaires have been sent to advisers, administrators and student editors in 300 high schools across the nation. Advisers were asked to furnish the name of a community member who could furnish information regarding how the school newspaper and yearbook affect the non-school reader. Your name was furnished by the adviser in your local high school.

Will you please take a few minutes to complete the enclosed questionnaire and return it in the envelope furnished? Your reply, along with those from citizens across the nation, will offer guidelines for journalism advisers, student editors and administrators, and will add breadth to my study.

Thank you for your help.

Sincerely,


(Mrs.) Paula Simons

Questionnaire for community members:

Status of Editorial Freedom in the High School Press

Name _____ Address _____

City, State, Zip _____

School to which this reply refers _____

1. After reading the newspaper from this school, I feel that (please check those which apply)

- ☐ a. Freedom is definitely given to the student writers since various controversial issues are reported in the paper.
- ☐ b. The student writers have freedom as long as they do not directly criticize the administration or school board.
- ☐ c. Most controversial issues are probably cleared by the principal prior to publication.
- ☐ d. The student writers are given too many liberties in publishing and are reporting on items which should not be covered in a school paper.
- ☐ e. More freedom would be taken by the writers, but community standards make them hesitant to take full press freedom.

2. If "c," "d," or "e" are checked, would you please explain or give examples to clarify the points? (Please use the back of the page if necessary.)

3. After looking at this school's yearbook, I feel that (please check those which apply)

- ☐ a. The student journalists tend to publish primarily the good of the school year, with little reference being made to "bad" events.
- ☐ b. The student journalists publish both the good and the bad incidents which occurred during the school year.
- ☐ c. The yearbook is mainly a history and record book for in-school activities with little being mentioned about state or national events.
- ☐ d. The yearbook is quite traditional with little evident change from one year to the next.

4. Can you cite specific topics published in either the newspaper or the yearbook which caused differences with an individual, the administration, the school board or the community? Will you please explain why exception was taken to the article, picture or cartoon?

5. What do you see as the basic difference in reporting as you compare the newspaper and the yearbook?
6. Would you classify the newspaper from the school to which you are referring as (please check those which apply)
- ☐ a. a public relations media for parents and community members
 - ☐ b. an open account of all incidents which occur in the school
 - ☐ c. a media for in-school communications
 - ☐ d. a publication which represents students who may be prospective journalists
 - ☐ e. a sounding board for the student body
7. Would you classify the yearbook from the school to which you are referring as (please check those which apply)
- ☐ a. a public relations media for parents and community members
 - ☐ b. an open and complete account of incidents important to the students during that school year
 - ☐ c. a publication which represents students who may be prospective journalists or photographers
 - ☐ d. a school-centered report of the year
 - ☐ e. a record of school activities, national and local events which affected the students during that school year.
8. If you wish to add additional information concerning the background of journalism in the school or wish to explain community, school board or administrative standards which effect publications, please use the space below to provide me with this additional information.

Thank you.

APPENDIX M

Reminder Letter and Post Card

701 Crestline
Wichita, Kansas-67212
February 26; 1974

Dear Journalism Adviser:

In November of 1973 I sent to you a letter and questionnaire concerning the Status of Editorial Freedom in the High School Press. As of this time I have not received your reply.


Your help is so important at this time. I understand how very busy you are in advising publications, but unless I have your questionnaire to use along with the other replies from your school, my study is not complete.

Earlier I sent you a stamped, self-addressed envelope, which I hope you still have. However, I am sending the questionnaire again to remind you of the item to which I am referring.

I am sorry to trouble you, but the importance of this study to so many advisers and administrators across the emphasizes the need for me to send this second request so that I can more accurately tabulate the results. Furthermore, the time and money invested in the struggle toward a masters degree makes it so important that my investment be profitable.

Won't you please help me?

Sincerely,


(Mrs.) Paula Simons

Post Card sent as a reminder on December 10.

JUST A REMINDER:

On November 2 I sent to you a questionnaire concerning the status of editorial freedom in the high school press. As of yet I have not received your reply.

Won't you please take some time from your busy schedule to fill out the form and return it in the stamped, self-addressed envelope? The tabulation of this study could help so many people, plus you would greatly aid me in my masters thesis work.

Sincerely,

Paula R. Simons

APPENDIX N

Letter and Post Card to Establish Interview Dates

701 Crestline
Wichita, Kansas 67212
September 30, 1973

Mr. Harold VoPat
Principal
Salina South High School
730 E. Magnolia
Salina, Kansas 67401

Dear Sir:

With awareness of high school students extending beyond the election of the homecoming queen, mock science experiments and cheerleader tryouts, high school journalists are attempting to report in depth on items which concern their peers. As this type of reporting progresses, an important question is whether teenagers are responsible enough to handle their public tions under the same criteria granted professional newspapers.

To analyze the current trends in the high school press, I have chosen to do my masters thesis on the problems and solutions concerning the open reporting sought by high school journalists. Unless full responsibility is coupled with this journalism freedom, the high school press will be in a precarious situation.

I am asking your help in this study and analysis which is being done on a nation wide basis. Would it be possible for you to take a few minutes of your time on October 8 to visit with me regarding the status of editorial freedom in the high school press? I would be able to meet with you at 11:30 a.m., and will take only about 15 or 20 minutes of your time.

Since my study involves interviews with advisers also, I am sending a letter to your journalism teacher requesting an interview on that same day. The time given by each of you could be invaluable to other administrators and advisers across the nation as they read the analysis of my study.

A post card is enclosed for your reply regarding the convenience of the 11:30 a.m. time. Thank you.

Sincerely,

Paula Simons


Yes, I can meet with you at 11:30 a.m. on

Oct. 8. ~~X~~

No, I cannot meet with you at 11:30 a.m., but

at _____ time would be better _____

General comments:


Mr. Harold Vopat
Selina South

APPENDIX O

Editorial Policies

Illustrative of Examples

Sent by Various Schools

GOLDEN LINES, St. Pius X High School,
Atlanta, Georgia,
(Policy printed each September)

Editorial Policy

It is the feeling of this newspaper staff that editorials should serve the following purposes:

- 1) To lead, not necessarily to reflect, student thought.
- 2) To express the views of the editorial staff.
- 3) To deal with issues that are significant because of their relevance to this school and the world.
- 4) To recognize areas of positive achievement within the school community.
- 5) To point out problems in the school and suggest corrections.
- 6) To stimulate thought.

In order to provide for maximum variety of viewpoint, a section of the editorial page is allotted for letters from students, faculty, and parents. All letters will be published, and no letter will be edited without the consent and cooperation of the person submitting the letter. Letters should be submitted within three weeks of the previous paper. All letters must be signed.

LAKEWOOD HIGH TIMES, Lakewood High School
Lakewood, Ohio

POLICY STATEMENT

OUR PRINCIPAL GOAL as a newspaper is to provide an informative and enjoyable product that will be of interest to the majority of persons associated with Lakewood High School.

Personal attacks, as well as libelous and malicious material, will not be accepted or printed. Criticism will be given and accepted only when valid suggestions for improvements are offered.

The Editorial Board as a whole will be responsible for decisions made and opinions expressed and never can one member of this board be held separately responsible for those decisions and opinions.

All mistakes brought to our attention will be acknowledged by the Editorial Board and, if so requested of and deemed necessary by this board put into print.

Never will this paper subscribe to the special interest of an individual or group, when in doing so it endangers our goals and ideals in any way.

This paper is so structured that the only acceptable censorship is our own and any other type can only be construed as a means of describing our failure to achieve our goals.

by
(T. Smith)

Editorial Board
September, 1973

KEARNEY SENIOR HIGH, Kearney, Nebraska

For better communications between KHS students and faculty and the community of Kearney, it is the 1973-74 ECHO staff's editorial policy to develop good academic and social understanding between these parties.

The ECHO welcomes letters of constructive criticism, but only those letters critical of policies, not individual people, will be published.

To maintain order and responsibility, all letters will be kept on file and must be signed to be considered publishable. However, names may be withheld at the writer's request.

Besides being a vent for criticisms, the Mailbox is a place to offer ideas and suggestions for the betterment of our paper and school.

As students of journalism, we hope the ECHO receives your support.

SUNNYVALE HIGH SCHOOL, Sunnyvale, California

SPEAK OUT

The SKYWRITER will accept letters or quest columns of any length from interested individuals on or off campus. For quick and full publication, letters should be limited to 10 inches, or about 200 words. The editors reserve the right to edit for taste, libel, space or style. Submit all letters to A-10.

fayetteville register

Fayetteville High School
Fayetteville, Arkansas



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 Liz Reagan
 Luann Smart
 David Starr
 Lee Stubblefield
 Melissa Upchurch
 Advisor Mrs. Marilyn McCord



The staff of the Register acknowledges three basic audiences: FHS students, administration and faculty, and finally the citizens of Fayetteville. But our allegiance lies with the largest group and most immediate readers, FHS students.

We believe that constructive criticism is the first step to improvement. The views presented on the editorial page are the opinions of the editorial board. The views in no way reflect the opinions of the administration or faculty of FHS.

Discussions on any topic are welcome. Letters should be typed if possible and signed (signatures will be withheld from print on request). Letters will be edited to fit space limitations and editorial needs.

FANSCOTIAN

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DISTRIBUTION ASS'TS

Rich Beekman, Tony DiFrancesco, Bryan Tripet

ADVISOR

Sherry Schlosser

Editorials represent the opinions of the editorial board. The editors do not necessarily share the views expressed in columns or advertisements.

All letters to the editor will be published provided they are signed. The editors have the right to edit or delete any obscene or libelous material. Letters for each Friday's issue must be given to a Fanscotian editor by the Tuesday morning of that week.

FANSCOTIAN

Scotch Plains Fanwood High School
Westfield Road
Scotch Plains, N. J. 07076

Part of the editorial policy is briefly and superficially stated in the Staff Box. I would send you our Staff Manual, but we have no more available to give away.

My staff is highly trained in newspaper journalism and the ethics of journalism. The Fanscotian is solely the students' newspaper, run by student journalists. My capacity as advisor is exactly what the title says--I advise. Fortunately, my students are open-minded enough to listen to advice.

All material in the paper is selected to be written and published by editorial decision. Any libelous material is nearly always caught by the editors before I see the copy.

The editorial policy delineates in detail the professional responsibility of each staff member. It is based on the Canons of Journalism and written/revised each year by the editorial staff.

Accuracy, fairness and balance are always stressed.

Sherry Scholsser, Advisor

LUBBOCK PUBLIC SCHOOLS
Lubbock, Texas

TO: Mr. Ed Irons, Superintendent of Schools
Mr. Jay Gordon, Assistant Superintendent of Instruction
Dr. E. C. Leslie, Assistant Superintendent of Administration
Mr. Howard Price, Director of Secondary Education

FROM: Wayne Dickey, Language Arts Consultant

DATE: October 10, 1972

SUBJECT: Journalism Teacher In-Service, Suggested Editorial Policy

You have this
In my memo of September 28 (attached), a rather lengthy editorial policy was presented to the journalism teachers. The teachers and I felt some parts of the policy unnecessarily redundant. We met October 9 and jointly agreed upon the version presented here.

You will notice that this is an editorial policy exclusively. No mention is made concerning mechanical aspects, e.g., lay-out, advertising, or assignments, of the newspaper or yearbook.

Please inform me of any additions, deletions or revisions you feel this policy requires.

Administration

The new policy:
The faculty sponsor of student publications may grant to his student editors certain authority regarding publications; however, the responsibility of the publication rests with the sponsor.

The principal, as the administrator of the school, has authority over all publications for his school. He is an advisor to the sponsor.

The principal delegates authority to the publications faculty sponsor. When in doubt about the suitability of any article or issue, he may consult the principal for final decision.

Specific Provisions Governing All School Publications

To insure accuracy and to avoid embarrassment, all news stories concerning or quoting a faculty member or an administrator should be cleared with that person.

Students, faculty members, or administrators should never be individualized for censure, criticism, or ridicule in a school publication.

Articles and stories will not deal with any subject, and will not use any language, that is offensive or suggestive. All material will be compatible with the tastes and sensibilities of the community.

Editorials are always unsigned and as a matter of newspaper tradition reflect the opinions of the entire editorial staff, not one individual. They may make constructive suggestions for improvement although they should do so in a positive fashion and must not hold up to ridicule, censure, or criticism any group or individual. The school paper should not indulge in political controversy or support any one political party.

Columns of opinion represent the thinking of an individual and must always be signed with the proper name of the staff member.

Reviews of student performances present special situations and require special handling. Reviews are not "critical reviews," and, as reviews, they should be signed opinion columns, presented as positively as possible.

Student letters to the editor may be published only after the staff has checked their authenticity and only when they are signed by the sender's name. It must be understood that if a letter is published without the sender's name, it is done so only with the principal's and sponsor's approval and only if the letter, with the sender's name on it, is on file.

THE TOWER Editorial Policy

The Tower is the student newspaper at Grosse Pointe South High School. It is a laboratory for journalism students designed to serve the total school community.

As a laboratory, the newspaper provides staff members with independent writing opportunities with individual evaluation. Writing is based on a wide variety of research for a broad and often critical audience. The experience demands responsibility and cooperation. Business skills are learned through the need to sell advertising and newspapers to remain financially solvent.

The Board of Education provides the newspaper with a partial subsidy, just as it provides basic supplies for all aspects of the school curriculum. While the newspaper is responsible to the Board and subject to state and federal laws, content reflects student thinking and is not necessarily in agreement with administrative policy. An understanding of administrative policy should be reflected in articles relating to it.

The primary audience for the newspaper is the student body at South High School. However, the staff recognizes that the paper is read by and must speak to the faculty, administrators, parents, and the community as a whole.

The first function of the newspaper in serving the audience is an accurate and factual report on significant aspects of school life and community developments related to the school. These should be of interest or concern to a large number of readers. Because news stories are based primarily on fact and should be unbiased, they are not signed.

Second, the Tower should stimulate thinking and provide leadership for the school. As an independent observer, the newspaper should use its unique access to news and a broad perspective to lead the school community toward constructive accomplishment. Editorials reflect the collective thinking of the editorial board and will not be signed. Reviews, news analyses, and columns of opinion done by individual staff members must carry by-lines.

The Tower provides its readers with a public forum, as students, faculty, administration, parents, and others in the school community are encouraged to react to material printed or to comment on matters of concern through signed letters or articles. Names will sometimes be withheld from publication for good cause. Outside contributions are subject to the usual restrictions of libel, defamation or slander, and obscenity and must conform to general newspaper policy. The newspaper need not agree with or endorse the content of outside contributions. Contributions may be rejected if considered unsuitable or for reasons such as limited space, untimely material, or incomplete or unbalanced coverage.

The Tower, finally, should entertain its audience through creative writing and interesting features. Such material will be given by-lines.

While most material appearing in print is the work of individuals, the editors who handle that material, the staff as a whole, and the adviser are responsible for all materials which appear in print.

The Tower deals with issues. The Tower does not criticize a policy without providing solutions. The Tower does not invade personal privacy or print material which might be embarrassing to an individual or group except in areas of public responsibility.

When an article quotes, directly or indirectly, a student, teacher, administrator, member of the community, the person or group quoted should have the opportunity to see (preferably) or to hear (if necessary) exactly the way in which it is to be printed. He checks the quote for accuracy and to insure that it adequately represents his views. He indicates his approval by initialing the article when possible, or his approval is noted if given by phone. His signature does not indicate that he agrees with the tone, style, or construction of the article.

Assignments for all editorial content will be made by the managing editors, although all staff members are encouraged to suggest assignments. The assignment will include the basic topic, suggestions for content or approach, and sources for research. All editorials and potentially controversial material must be discussed by the editorial board before the assignment is made. The board will determine all editorial positions and how controversial material should be handled.

The editorial board, headed by the editorial chairman, includes the managing editors, the business manager, the magazine editor, and two representatives elected by the rest of the staff. The staff will elect replacements for board members dismissed for insufficient attendance at meetings.

Writers who take an assignment must abide by guidelines established by the editorial board or convince the board to change its position. When a controversial article is written, the writer has the responsibility of seeing that he has considered the subject from some position of depth and is acquainted with arguments for and against the position he is assuming. The writer should be able to present some evidence that serious thought has been given to the subject and that either written material or resource persons have been consulted in an effort to gain understanding. When this has been accomplished, the writer is entitled to his point of view.

Writers are to review controversial material with the adviser for libel, defamation, or obscenity. The adviser does not censor the material, but does suggest problem areas where facts seem inaccurate, the presentation seems one-sided, or the writing technique is not clear. Most material is handled by the adviser, although he may seek outside advice.

All stories approved in assignment form by the editorial board must be returned to the board in completed form by the writer. The board will review these stories to ensure that they conform to guidelines established by the board in approving the assignment, and that they show good taste, proper perspective, and appropriateness for publication. Upon board approval, the stories pass to the page editors. Page editors will check all stories for mechanics, style, development, accuracy, and required signatures. Any story questioned by the page editors may be submitted to the editorial board for review. This would be especially important for potentially controversial letters to the editor.

Material passes from the page editors to the adviser, who may also request a review by the editorial board. If the adviser disagrees with a decision reached by the editorial board, he may explain his position to the board and request a re-evaluation. If he still disagrees, he may exercise the power of veto, which may be overridden only by a two-thirds vote of the entire staff.

The adviser will submit material to the printer. The staff has the responsibility for seeing that material is carefully prepared and not merely quickly assembled to meet a deadline. The adviser may not be expected to review a rough copy and suggest quick changes unless time is available. Material returned from the printer should be checked for typographical errors and should not need editing.

If it can be clearly shown that the high school press has assumed its responsibilities, and if the material is not libelous, slanderous, or obscene, the burden of responsibility for complaints rests upon the complainant. Further, the complaint should be made in writing, the grounds clearly specified, and the editorial staff be given the occasion to respond.

Approved by

Ted L. Loney 9/29/71

Steve Winkling 9/30/71
Managing Editors Date

Craig Hoots 9/29/71
Editorial Chairman Date

Robert L. Butler 9/29/71
Adviser

Henry J. L. Loney
Principal

WHAT MAKES A GOOD NEWSPAPER?

This is an excerpt from *Criteria of a Good Newspaper*, adopted in 1962 by the Associated Press Managing Editors Association. After considerable study, an APME committee reported that integrity, accuracy, responsibility and leadership form the core of the criteria.

The newspaper shall:

Integrity

Maintain vigorous standards of honesty and fair play in the selection and editing of its content as well as in all relations with news sources and the public.

Deal dispassionately with controversial subjects and treat disputed issues with impartiality.

Practice humility and tolerance in the face of honest conflicting opinions of disagreement.

Provide a forum for the exchange of pertinent comment and criticism, especially if it is in conflict with the newspaper's editorial point of view.

Label its own editorial views or expressions of opinion.

Accuracy

Exert maximum effort to print the truth in all news situations.

Strive for completeness and objectivity.

Guard against carelessness, bias, or distortion by either emphasis or omission.

Correct promptly errors of fact for which the newspaper is responsible.

Responsibility

Use mature and considered judgment in the public interest at all times.

Select, edit and display news on the basis of its significance and its genuine usefulness to the public.

Edit news affecting public morals with candor and good taste and avoid an imbalance of a sensational, preponderantly negative or merely trivial news.

Accent when possible a reasonable amount of news which illustrates the values of compassion, self-sacrifice, heroism, good citizenship and patriotism.

Clearly define sources of news, and tell the reader when competent sources cannot be identified.

Respect rights of privacy.

Instruct its staff members to conduct themselves with dignity and decorum.

Leadership

Act with courage in serving the public.

Stimulate and vigorously support public officials, private groups and individuals in crusades and campaigns to increase the good works and eliminate the bad in the community.

Help to protect all rights and privileges guaranteed by law.

Serve as a constructive critic of government at all levels, providing leadership for necessary reforms or innovations, and exposing any misfeasance in office or any misuse of public power.

Oppose demagogues and other selfish and unwholesome interests regardless of their size or influence.

Guide For A Good Newspaper

A good newspaper should be guided in the publication of all material by a concern for truth, the hallmark of freedom, by a concern for human decency and human betterment, and by a respect for the accepted standards of its own community.

Published nine to twelve times yearly by the students of West High School, 2901 Melrose Ave., Iowa City, Iowa 52240. West Side Story endeavors to accurately report all areas of interest to a diverse section of students, in hopes that they will gain added perspective of the crucial issues of today.

Editor-in-chief: Natalie Kanellis;
Associate Editor: Janet Pope;
Managing Editor: Brian Grassl;
Editorial: Margie Schrock
News: Becky Carson;
Feature: Nancy Feddersen and Andy Davis;
Sports: Tim Grady;
Girls Sports: Eva Hierschbiel;
Photography Editor: Charles Elcher;
Photography staff: Mike Breazeale;

Andy Davis; Mary Hoenk; Rick Powers;
Mark Wenman; Mervin Zacharias.
Exchange Editor: Betsy Boyd;
Artist: Alan Kelly
Advertising and Business Manager:
Deb Miller;
Advertising Staff: Kevin Clem,
Randy Lackender, Steve Manson, Chuck Skaugstead, Dale Weir.

Staff: Dave Caplan; Dyan Cureton; Drew Egington; Mike Fett; Bill Gay; Dan Goldberg; Charlie Hale; Mary Hoenk; Beth Laufer; Sue Neely; Erik Madsen; Bruce Potter; Jim Sines; Greg Smith; Jan Smith; Carole Stepp.

Editorial Board: Fred Africa; Drew Egington; Eva Hierschbiel; Natalie Kanellis; Margie Schrock; Mark Wenman

Adviser: Ben Van Zante
Principal: Edwin Barker



Please recycle this paper

MENTOR,
Manhattan High School
Manhattan, Kansas

Mentor Policy Stated

The goal of the Mentor staff this year is to put out a paper that is informative, thought-provoking, and entertaining. We want students to feel that picking up a copy of the Mentor each Friday is a necessary and desirable part of being at Manhattan High School.

To make this possible, the Mentor will provide coverage of all phases of school life, including sports, academics, and clubs. Extending coverage more broadly this year, events of interest in the community and at Kansas State University will also be found in the Mentor, although to a much lesser extent.

While news will be presented as objectively as human nature permits, this year's staff is breaking the tradition of its predecessors by hoping to stir up controversy on the editorial page. Editorials in the Mentor do not necessarily reflect the opinion of the entire staff.

Rebuttal editorials will be printed, provided they meet the standards of good journalism. Anyone wishing to write one of these editorials may come to the journalism room (E-8) for help in writing it correctly. The editorial page staff plans to incorporate plenty of student opinion by devoting a special column to guest writers, who will represent all classes and interest groups.

The editorial page will also have a section for "Letters to the Editor." Letters may be given to a staff member, taken to the journalism room, or deposited in the Mentor box located outside the main office. No letter may exceed 250 words in length, nor may it be seditious or libelous. All letters to the editor must be signed, but upon request the writer's name can be withheld.

This shortened, "earlybird" edition of the Mentor is to acquaint sophomores and new students with the school paper, and to welcome everyone back. The staff wishes everyone a successful year, and we'll be waiting for your suggestions and comments.

APPENDIX P

"Bathroom Stories" Some Times
Golden High School - Golden, Colorado

HARD

VOL. 1 NO. 2

TIMES

NOV 30 1973

Bathroom Stories

With the way the restrooms are being torn apart, the time may not be too far off when the principal may have to call the following assembly.

"I suppose you're all wondering why I called this assembly today. As you all know, the restrooms are in shambles. The sinks leak, the faucet handles are missing, the walls are covered with obscenities, and the tiles that were on the floor, are gone! (Laughter from the students.)

"All of this senseless destruction was climaxed last night by the systematic removal of every last toilet in the school!" (Wild cheering and laughter from the students.)

"However, we've caught the culprit who perpetrated this ghastly crime and we now have him safely locked away in the weight room, where he is being interrogated by a group of teachers to determine where he has hidden the toilets." (Boos from the students.)

"Up to this time he has not talked, (Cheers), but if he does not speak up soon we will be forced to pour Liquid Plumber down his throat until he does!" (More boos.)

"Until that time, emergency measures must be taken. (At this time a member of the faculty dashes into the gym and whispers something to the principal.) I have just been informed, and I'm happy to report, that one toilet has been discovered in 'E' building. Since there is only one toilet in the school, it will have to be shared by everyone. Students and faculty members whose last name starts with 'A' will be able to use the toilet from 8:00 to 8:15, the 'B's from 8:15 to 8:30, the 'C's'.....(Students and faculty start chanting "Hell no, we won't do!")

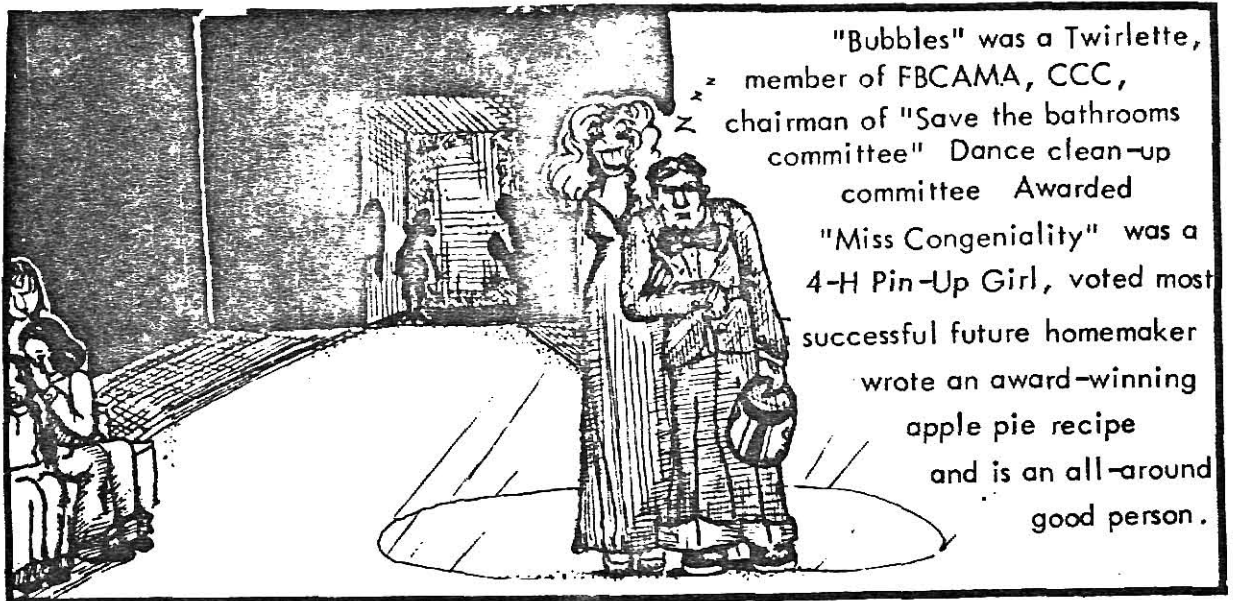
Before the principal could continue, he was interrupted by the faculty sponsor of the Ecology Club.

"Mr. principal. The members of the Ecology Club and I fear for the safety of the trees around the campus with only one toilet in the school."

Editors Note----- Here this story ends. It was never completed by our reporter. It seems he had to go to the bathroom.

APPENDIX Q

"Queens, Who Needs Them" Desert Breeze
Las Vegas High School - Las Vegas, Nevada



"Bubbles" was a Twirlette, member of FBCAMA, CCC, chairman of "Save the bathrooms committee" Dance clean-up committee Awarded "Miss Congeniality" was a 4-H Pin-Up Girl, voted most successful future homemaker wrote an award-winning apple pie recipe and is an all-around good person.

Congratulations anyway

Queens, Who Needs Them?

When will it all end?

This whole queen thing is ridiculous. According to Webster, a queen is defined as "a woman foremost among others in certain attributes or accomplishments, such as beauty, etc."

It's not the queen's role which we are questioning. The thing that bothers us is the position itself; the social status.

Let's take first things first. The young lady is nominated by an active club or organization, generally because of her physical attributes; then after that might come personality, and academic achievements are thrown in there somewhere.

So what happens?

We have an assembly and there they are in all their splendor standing and smi-

ling like it was the "Miss America Pageant." Meanwhile an announcer tries to make up things to fill up each girl's duty roster.

"Sure, she was in the Ski Club - one meeting, well I guess that counts. Oh, and the Biology Club, definitely a strong member."

"Who said that? Where was she when I was pushing candy bars?"

Never mind the small technicalities, it's the thought that counts.

The "biggie" of the assembly is said to be the girls checking out the escorts. "When will he ever wear a suit again?"

Then comes the balloting. Let me see, "eenie meenie minie mo, my mother..."

Next is the big night - Homecoming. All the girls

stand around holding hands and hugging each other. The big moment!

"The Homecoming Queen for 1973-74 is..."

Scream, cry, hug, kiss, jump; you name it, they do it. The big football star hands her a bouquet, gives her a smack on the cheek, turns around and mumbles something about getting this mess over with.

Well, she made it. For what? After all the trouble of getting new clothes, going to practices and missing classes, her reward is sitting on a special chair with roses and watching a football game.

Monday morning comes and along with everyone else she has to go to school.

Congratulations to whom-ever has this blessed opportunity.

DESERT BREEZE, Las Vegas High, Las Vegas, Nevada, Nov. 8, 1973

Dear Editor: ^{DESERT BREEZE}
Nov 8, 1973

In regards to the article of Oct. 11, "Queens, Who Needs Them," I have a few comments to make.

Obviously this article was written by a "Male Chauvinist Pig" or a dejected girl who didn't get nominated for Queen.

Why does the social status bother the writer as the article says? Sure, maybe the girl is a member of an active club, but maybe she joined so she would be active and not be just a "nothing" in her senior year.

Yes we do have an assembly, and of course they will be standing there "in all their splendor." Who wants to look at a girl with a grumpy disposition?

I do agree the list of each

candidate's tributes is long, but so were the long hours "Bubbles" spent at Twirlettes practice, serving on the "save the toilet" foundation," and pushing candy bars.

And on balloting. Like it says, there is always one in the crowd...eenie meenie minie moe. Nine to ten this was the joker who was so stoned he fell asleep in the Rancho assembly.

Finally, I would say being nominated for Homecoming Queen has got to be a precious moment in a senior girl's life. Maybe this isn't put on a pedestal and bowed at like some would be writer says, but to those girls who were candidates and finalists I say "not congratulations anyway, but congratulations in many ways."

Someone Who Cares!

APPENDIX R

"Music Dept. Not In Tune" Wilsonian
Woodrow Wilson High School - Camden, New Jersey

Woodrow Wilson High School
Camden, New Jersey

Music Dept. Not In Tune

by Rick Martinas

During the past three years I have noticed a mounting apathy toward the concert band and the choir amongst the student body and the faculty. After studying the problem, I have come to the conclusion the audience is bored.

The band is such a common thing that some people take it for granted until they do something everyone likes to participate in like a band picnic.

Another group of people who receive even less attention than the band is the choir.

After seeing and hearing them, it seems to me they are drowning in religion. Religion is cool, but when a dying concert is cremated by a few vintage gospel songs the audience is ready to turn in their Bibles.

In my opinion there are only two groups in the music department that are well liked by the student body. The Voices of Wilson, a black gospel group and the Jazz Sextet, who under the leadership of Joe McWilson, has left the underestimated world of jazz to try and become well known as a rhythm and blues band, a field of music which is overly emphasized.

Not to criticize or put anyone down, I think the music scene of Wilson might change if traditional ideas of music in Wilson were sometimes neglected.

In concert season, the time when the band puts up its uniforms and gets down to reading the heavy stuff, the band should put Bach, Brahms and Beethoven to one side for awhile and come down with some of the new music created for concert bands, Chicago, Chuck Mangione and others. As for the super-clean choir (tux and gown), the gospel should be, for the most part, left to the church and be replaced by contemporary songs.

Then I guarantee that the student body and the faculty will take notice of the music department.

Kareba

APPENDIX S

"Drug Problem at Burgess" Harbinger
Bishop Burgess High School - Detroit, Michigan

Bishop Borgess High, Detroit, Michigan

February 21, 1973

Drug Problem At Borgess

For quite some time, dope has been a much talked about subject at Borgess. The time has come, however, to stop the talking and start taking action against the people who use this school as a place to push and buy illegal narcotics.

Supposedly, school is a place to learn; a place to become educated about the world around us. It is not a place where dealing is a major subject; a varsity letter is not given for great accomplishments in selling and using.

At the beginning of the school year and throughout the first semester there have been many complaints about smoking in the johns. Now there are new problems concerning the johns-the pushers displaying the fine art of dealing narcotics to anyone who enters, and the use of those drugs that are sold.

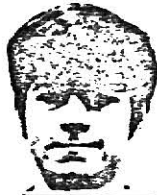
The john is not the only place where these happenings occur. In practically any hallway, the known pushers can be seen in action, pedaling their goods. The upperclassmen seem to enjoy using the parking lot as their place of business.

Students pay up to 600 dollars tuition to go to Borgess. At such a high price, they should not be subjected to or stand for the actions of the pushers.

APPENDIX T

"State Champs Again?" The A-Blast
Annandale High School - Annadale, Virginia

Annandale High School, Annandale, Virginia



—Instant Replay— *State champs again?*

Dave Mistretta

Many local football experts have already picked Annandale to retain its Northern Region crown and perhaps its state championship.

I consider this a rebuilding year for Annandale. The Atoms lost 15 out of 22 starters on offense and defense because of graduation. I am expecting this year to be a season much like 1970 when the Atoms were 6-4 on the season.

Annandale is starting a sophomore, Bill Dobson, at quarterback. Dobson piloted last years unbeaten, untied, freshmen squad and certainly has the skills for a starting quarterback, but always the question of inexperience arises. The Atoms big offensive weapon, of course, is potential All-American running back Mike Lucido. Lucido has accounted for more than 4400 yards total offense as a three-year starter.

Defensively, the Atoms have returning from last years starters four seniors - linebackers Jeff Malovich and Don Hart, middle guard Phil Harmon, defensive back Dale Babione and one junior, tackle Art White.

The balance of this years starters are made up of several players from last years JV squad and second string members of the state championship team.

This reporter picks Marshall to win the Northern Region honors this year for obvious reasons. Almost the entire offensive team is returning intact, and if you wish to remember, the Atoms were nearly upset by the Statesmen in the Northern Regional championship game last year 14-13.

APPENDIX U

"O SuperJock! My SuperJock" Golden Lines
St. Pius X High School - Atlanta, Georgia

C SUPERJOCK! MY SUPERJOCK

by Elise Cunningham

O Superjock! My Superjock! Your awesome reign
is done,
Your cleats have pleated quarterbacks, your
backseat battle's won,
The end is near, the buzz I hear, and how the
people cheer.
High-borne our hero as he dreams of majorettes
and beer.
But how the times have changed!
O the books you never read!
Where F-entrenched my jock is benched.
His kingdom cold and dead.
O Superjock! My Superjock! The locker room at
last;
Rise up--for you the whirlpool whirls, to you
the soap is passed,
For you the golden trophy gleams, for you the
grandstand roaring,
For you they call, you swaying bulk, so hand-
some and so boring!
Here Superjock! Ex-idol!
This icepack on your head!
Has it seeped through your brain of lead!
Your times are cold and dead.
My Jock he does not answer, as he answered not
in class.
No coach to bail him out or make him seem less
of an ass.
From lips ne'er glib now comes no sound, vocab-
ulary spent.
The literate have run him from the field, his
jersey rent.

GOLDEN LINES

St. Pius X. High School
Atlanta, Georgia

This appeared in the Nov. 2
issue of GOLDEN LINES and
caused quite an uproar among
athletes and coaches.

I would still run this if I
had it to do over, but I never
thought it would create an
uproar.

GOLDEN LINES adviser

Mrs. Genie Certain

LETTERS TO THE EDITORS:

SUPERJOKE!

Dear Editors:

I am writing this letter in response to a certain poem which appeared in the last issue of the *Golden Lines*. My main reason for writing this letter is that I failed to see anything golden about any of the lines of this particular poem. I'll have to admit that the poem displayed a certain amount of wit and humor but unfortunately I feel it displayed very little truth. I can only hope that the author intended it as a joke because I can assure her that anyone who really knows anything about athletes and athletic competition would have to say she was kidding. To say the least I feel that the poem was a very unfair generalization about a group of guys of varied athletic and academic abilities who deserve a little more than to be mocked in any paper, especially their own school newspaper. It is amazing to me that such a thing was actually allowed to be printed in the newspaper of a school which is supposed to hold such high values.

In closing I would like to suggest to the editors of the *Golden Lines* that they live up to one title of the paper by showing a little better taste in what they consider school news or in what they feel is a sincere and worthwhile contribution. Surely you could have filled that empty space in our newspaper with something that wasn't quite so crude. Next time you want an editorial, or a joke, or whatever it was, on "super jocks" why don't you ask a boy?

Sincerely yours,

Stephen DeCelles, Senior

This was only one written response to the poem. However, it caused a lot more verbal comments.

APPENDIX V

"The Problem With Our Sports" Tripodium
Salina South High School - Salina, Kansas

Salina South High School, Salina, Kansas, April 19, 1973

Editorial

The Problem With Our Sports

Some people call it, "Passing the buck." But, here at South we call it, "Getting to the bottom of things." Well, just what did we get to the bottom of? The Problem With South's Sports!

Who or what was this creature that wrecked our athletic program? What kind of terrible monster would dare to stop our football team short of winning the C.K.L., or rip the basketball team apart with the force of a thousand tornadoes? And what beast could even think of crushing our track team before it reaches state? Is there anything so horrible on the face of this earth?

It is with great sorrow in my

heart that I must say, "Yes, there is such a creature." But, hang in there, Cougar fans. Don't let this get you down. After hours upon hours of confidences and careful deliberation, our coaches have finally unveiled this horrendous menace that has tormented sports at South. Who was it? It could only be Crown Distributors: those evil men who work north of the tracks. The ones that make and sell BEER!

Why, did you know that they literally yank our unsuspecting athletes from the streets and force them to partake of ALCOHOLIC BEVERAGES? Then those innocent boys develop a lust for this sin-water! They drink

more and more of it, until finally, those once sweet boys are now one step away from being alcoholics. They begin to care more about drinking than they do about sports.

And there you have it, the real problem with South's sports. Before you had read this editorial you might have thought that the problem might lie within the coaches or the quality of the athletes. No, that wasn't the trouble.

The trouble lies within Crown Distributors. For they are the ones that will corrupt your mind, curve your spine, and keep the country from winning the war. They are the ones who make and sell BEER!

APPENDIX W

"What is the purpose behind prep football?"

Jeff-Hi Saintinel

Jefferson High School - Edgewater, Colorado

Jefferson High School, Edgewater, Colorado

Piece of Mind

What is the purpose behind prep football?

By Paula Rowe

What is the purpose of high school football? To promote enthusiasm, determination and sportsmanship.

It is meant to inspire confidence and a will to achieve. These are a few points one might consider. However, this doesn't seem to be the case at Jefferson high school.

Here at Jefferson, the coaches have one thing on their minds. Winning! One boy's personal ambitions apparently deserve no attention when it comes to the final score.

Those on the first string are the "golden boys," the ones the coach counts on to play and win the games. The rest of the boys may as well warm the bench and wait for the brief, shining moment that may never come.

A boy may go out for football in August. He will work himself to death only to find himself actually playing one game in late October. What a way to promote enthusiasm and determination!

Sure, boys have been going

through this since Little League. But does that make it right? Should a boy get used to having his ego stomped on and his hard work ignored because it's "all in the game?" It doesn't sound too healthy, does it?

The coach will work his first string all through the game. As a result of this, they are near exhaustion by the end of the game.

By the end of the season, a number of the better players will have been out with injuries. However, it remains that other boys aren't given a chance.

A lot of guys will tolerate this all season. When a boy finally decides to quit, he is often times astonished to find that the coach doesn't care enough to hear his explanation. He is abruptly told to just get out. Is this due to the coach's anger or his lack of interest?

There seems to be a major flaw in the way things are being run. It is time something was done, and the coaches are the ones to do it. After all, it's not who wins the game, it's how it's played.

APPENDIX X

"'Yes' Vote Necessary To Oppose Parochial"

and

"Possible Censorship Could Curtail Tower"

Grosse Point High School - Grosse Point, Michigan

SOUNDING BOARD

'Yes' Vote Necessary To Oppose Parochialaid

Michigan voters, when they go to the polls on November 3, are going to be faced with Proposition C, which will amend the state constitution to prohibit state aid to non-public schools. It is important that this amendment be approved, because the state has no business supporting private or parochial schools.

The question of state aid to private schools—parochial—has been around since before 1963, when the state legislature passed a law requiring communities to provide transportation for students in private schools who lived along existing bus routes. Act 343, approved in 1965, required that all school districts provide auxiliary services such as remedial reading to students in non-public schools.

Aid to non-public schools to this extent is fine. Actually, it is not assistance to the school itself, but rather to the student who requires special help. In most cases, these are services which the private school cannot offer, but which are still essential to a student's education. Of course, these services go to students in the public schools as well.

Recently, however, there have been attempts to give non-public schools state funds to finance their programs. In July the state legislature approved \$22 million, earmarked for the salaries of lay teachers in non-public schools. At this point, the state is giving more aid to private schools than it has a right to. All parents are given the chance to send their children to a free public school, and those who decide to send them instead to a private school should expect

to pay for it. Nor is there any reason why other taxpayers should assume the burden of educating this child.

Proposition C, if approved, will stop this state aid. But there is a question of exactly how much aid it will stop. An extreme view was expressed in a report to Governor Milliken by Dr. John Porter, acting superintendent of public instruction. He said that Proposition C would eliminate not only the \$22 million for teachers' salaries, but also all auxiliary services and, in fact, any public service which a private

school receives. This would mean that a team from a private school could not compete on a public field, and that fire and police protection and sanitation services would be discontinued, according to Dr. Porter.

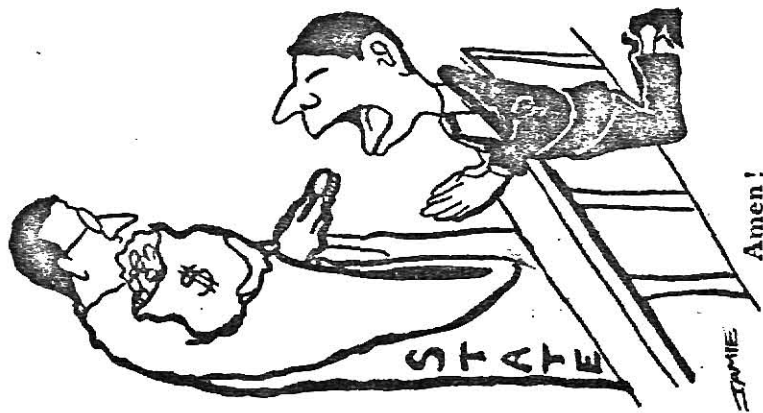
The Michigan Catholic Conference saw more disastrous consequences in the part of Proposition C which, it said, would remove the tax-exempt status of non-public schools. According to the M.C.C., 90 percent of the parochial schools in the state would be forced to close and 200,000 students would be dumped into the public schools.

It appears, however, that these extreme positions are unreasonable. Recently, State Attorney General Frank Kelley gave his opinion on the effects of Proposition C, and the results he foresees are not nearly so dire as Dr. Porter or the M.C.C. predicted. In addition, Kelley's views are important because they come from the attorney general, the state's legal adviser.

Kelley said that Proposition C would not outlaw crossing guards, health services or busses nor would it deny private schools police, fire and sanitary services. And private school teams would still be able to play on public fields. He saw no possibility that their tax exempt status would be affected.

An area where Kelley sees a legal problem is the possibility that supplemental services, such as remedial reading and aid to the handicapped may be eliminated from non-public schools. However, these services could still be available to private students at public schools.

The state of Michigan should not be giving public money to private schools, and the proposed amendment will prevent it from doing so, but at the same time allow non-public schools to operate as they have in the past. A "yes" vote on Proposition C is essential.



SOUNDING BOARD

Possible Censorship Could Curtail Tower

A proposal which could mean censorship of the high school papers in Grosse Pointe was made during the November 9 meeting of the Board of Education. The resolution, which was tabled for further study, suggested the formation of a panel of students and citizens, of all political philosophies in representative proportion. This panel would draft a comprehensive policy covering all statements to the public which are financed by public funds, supposedly allowing freedom of expression without infringing on the rights of groups or individuals.

The Tower, which receives two-thirds of its funds from the Board, would fall under this policy. On the surface it appears to be reasonable, but underneath, serious questions remain: how and by whom the members of this panel would be selected and how much actual control the panel would have over the student press.

Many school papers are subject to control of this kind; nevertheless, the idea of a restricted paper in the United States is dumbfounding.

The trustees who made the proposal were able to wave impressive legal precedents and to obscure the problem with weighty sentence structure, but the basis of their case is not sound. Their main point is that in taking an editorial stand on parochialism, the Tower violated a state law which forbids use of public funds to attempt to influence an election. The trustees making the proposal say that, because the school system partially supports the Tower, the paper cannot support any candidate, cause, or action up for public vote.

The Board's attorney, Mr. Thomas Coulter, said that even he was not sure whether the ruling applied to a high school paper. But it hardly seems likely that a student newspaper can be

considered an official organ of the Board of Education. Furthermore, the rest of the coverage of parochialism in the issue mentioned was weighted to the other side, and those who disagreed with the editorial position were provided with other material offering varying points of view.

Another point cited was the cartoon opposing parochialism that also appeared in the issue of October 27. It was termed "a grievous offense against the Constitution of the United States," because it discriminated against a religious belief, and held it up to scorn, ridicule, and contempt. This language is much too strong. The Tower staff realized — after publication, unfortunately — that the cartoon was offensive to some people in the community and immediately published an apology. They can do nothing more.

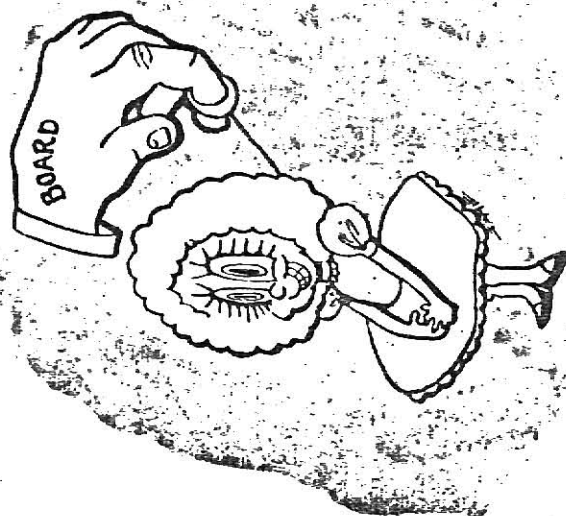
The Tower is a learning device, designed to help the students in advanced journalism understand all the facets of newspaper work. Therefore, mistakes must be expected, as in any high school course, although we make every attempt to avoid them. The mistakes are worthwhile when the staff benefits from them, and when they don't happen again. Hopefully, this will be the case with the Great Cartoon Debacle. An error in judgment was made; the staff apologized and learned from their mistake; the issue should be forgotten.

Some members of the Board of Education, however, are not willing to let the staff chalk up the affair to experience. Their proposed panel would not improve the paper in any way. It could limit the Tower to such mundane topics as Student Council reports, Walt Disney reviews, and football stories. Editorials may no longer reflect decisions by the newspaper staff. No stands could be taken which were not agreeable to students, teachers, parents, and administrators of all political persuasions. Controversial subjects could be totally eliminated

because someone would find any stand objectionable. Students at South would lose the Tower as a means of communication.

In fact, censorship could mean that the paper would have to stop balancing news coverage in order to support the views of the censors. The Tower could become no more than a propaganda sheet of the school system — potentially a more dangerous situation than a paper that is simply irresponsible; therein lie the roots of repression.

The Constitution guarantees freedom of the press, and this extends to the student press as well. With this freedom, of course, goes responsibility. In order to learn responsibility, a staff must be given responsibility, and if a paper is not to be given freedom of the press, it is better not to have a paper at all.



**Hello! My name is the Tower,
and I LOVE you!**

APPENDIX Y

Controversial Articles

Jocks Run School

B-I.-U.-E. Blue Power!! How many times have you mouthed this praise, backed by countless throngs of avid Streak fans? To you, "Blue Power" may just be a cheer, but another meaning can be found by the observant. Take the same beat and change the letters to J,O,C, and K. There you have it---J-O-C-K; Jock Power!

Surely you must be aware of the fact that jocks practically run the school. The freshmen, only existing here one quarter to date, hopefully know by now that sports have St. Joe firmly in a clench.

The girl's Pep Club is locked in the grasp of Jock Power. It is almost a disgrace anymore to sport a mere plaid skirt and navy blue vest. Hardly anybody just wants to sit there and cheer. Most want to get recognition and the status of wearing a Drill Team uniform, or leading cheers, or presiding over the Pep Club itself. It seems like the whole purpose of having Pep Club is defeated, because hardly anyone wants to be just a mere Pep Club member.

Jock-power is clearly evident among the male members of the student body, also. Without a blue and white Letterman's jacket dripping with medals and awards, you might as well be non-existent. A jock is well known throughout the halls for his tre-

mendous athletic feats. Underclassmen silently marvel at these, their heroes of the field and court. The non-jocks are almost forgotten altogether.

As I said before, jocks practically run the school. Not all, but a majority of the offices and positions held by students are occupied by jocks. They seem to band together, and while they may (on occasion) smile at the unidentified mass of plain students, they don't associate with them.

Mr. Boland recently warned all the classes about this sports crisis. He agreed with the jocks that sports are important, but there are other important activities as well. (Yes, believe it or not, there are.)

If you still don't agree with me that jocks exert a terrifically powerful influence over the school, recall the past few weeks. For many, coming to school was a way to pass the time until the next game. Then each Friday there would be a recharging Pep rally.

You took it for granted that by an unwritten code, you were required to glorify the team members, and get yourself in the mood for the night's game. It was also taken for granted that you would go and support your glorious team to a victory.

If you happen to be a jock, you may be reacting a little unfavorably to this article. I want it understood that not all jocks are examples of the persons mentioned above. There are various exceptions.

This editorial is not meant to denounce the jocks, but just to let them know that they aren't the only ones who go to this school.

Leland High School, San Jose, California

Jocks get breaks

By Elaine Osborne

Have you ever wondered why sports players seem to get all the breaks?

It always seems that in the middle of the most boring lectures, half of the class gets dismissed to go to a hockey game, or swim meet or water polo game, or football game, or tennis match or basketball game or cross country meet.

After they leave, you get the heat from your teacher because he doesn't like the idea of teaching only two-thirds of the class. For the remaining time you are either lectured on this fact, or class is dismissed.

The latter is great, because now you can go get a hamburger, or go out into the parking lot for a while, or even into the library to read the past two chapters of your chemistry book.

All of this is great except for one thing. Every time there is a swim meet, class is dismissed, and half of the test in front of you is on the lecture given on those days.

Down, down, down, goes that grade. And just think, you owe it all to our sports players.

Then, there's the sports player that comes up to you and says, "Can I borrow your notes? I had swim practice yesterday and I couldn't listen to the whole lecture."

You are more than happy to oblige, because you know how important our swim team is to us. The smile seems to disappear from your face when you ask for your notes back, and he calmly tells you, "Oh, I'm sorry, I left them in the gym at Willow Glen."

You think, "Oh well, the swim team is more important than my history grade." But your parents don't seem to think so, because now you're on restriction for two weeks, because of that D you got in history.

You suddenly have a lot of spare time on your hands. During this time, you begin to seriously consider joining the sports team next semester.

Bort's Sports:

Water (polo) Gate

**by Sports Editor Bob Bortnick
for Hunters' Call Editorial Staff**

If the Washington Post had asked the present administration permission before publishing their paper, it is doubtful that the American public would have ever heard of the Watergate affair. If **Hunters' Call** had heeded the advice of segments of Canoga's administration, it is doubtful that the student body would have ever heard of the "water-polo affair." (See story in columns 2-3 below).

The job of a newspaper, whether it be a high school or national publication, is to report the news and provide a forum for the expression of opposing viewpoints. The freedoms guaranteed in the first amendment of the constitution do not have a clause stating that the administration in power can censor the news, though many would have it that way. What the first amendment does do is provide for a free, uncensored press whose job is to act as a check on government and a mirror of the happenings within its scope of coverage.

A high school paper is not an extension of the cheer-leading squad. Glorification of the school is not one of its roles. Its job is to publicize the events which occur whether favorable or unfavorable to the school and report them accurately.

The water-polo happening was an unfortunate act of bad judgement. What the team did was unethical. Just as a story about a championship team is given headlines so must a story of this sort. To sweep it under the rug to preserve the school's good public image is not the answer. For what is that reputation worth if it is built on lies and cover ups?

In order for the student body and the community to respect the school, a pattern of admitting mistakes as well as applauding successes must be established. Even if a story initiates more punishment on a guilty party, a newspaper must report it if it is newsworthy.

Patting yourself on the back in the name of school spirit is fine as long as it is kept in perspective. Publically admitting mistakes would seem to demand more respect from the community and student body than the self-patronage that goes on in most high school publications.

Hunters' Call is an uncensored paper and will continue to report "all" the news as long as the first amendment preserves its right to do so.

Water-polo team out —illegal substitutions

by Bob Bortnick

Canoga Park's varsity water polo team has been suspended for the rest of the season. The suspension is a result of the playing of a junior college player in a recent Canoga match.

The team, which was in its initial year of existence, faced many obstacles going into this season. Although they were considered a legitimate, recognized sport they were not supplied with equipment, transportation to matches or a paid coaching staff. Coach Richard Pendergast agreed to take on the role of non-paid coach. Pendergast was not able, however, to attend matches so the team was basically self-run. The team captain made substitutes and outside guidance was obtained from college water polo players.

The season began on a sour note, finding the Hunters on the short end of a 15-5 score. The decision was then arrived at by the team during the match, that in case the team was getting bombed in the next match, the talents of an ineligible junior college player would be put to use. The next match found Canoga losing badly in the third quarter. The college player was

substituted and the match was subsequently stopped when the referee became curious about this talented substitute. The referee stopped the game, forfeiting Canoga.

When word got back to Pendergast regarding the team's action, he suspended the varsity for the rest of the season along with scolding them for their poor sportsmanship.

Said Pendergast afterwards, "It was the guys' responsibility. They knew what they were doing and had to pay the price."

Wilmington High, Wilmington, Delaware

For decades the Wilmington Public Schools has discriminated against the girls in its school system. Opportunities to participate in athletics competition have almost totally been denied to the female population. There is a publicly supported notion that sports are good for people, that they develop better citizens, build vigorous minds and bodies and promote a better society. Yet when it comes to the practice of what is preached, females (half the school systems' population) find that this credit does not apply to them. Only after pressure was placed on the principal has any progress for the girls been made here at W.H.S. That progress to date is only a token gesture to appease the girls temporarily. No financial commitment has been

made by the Board of Education to develop equality in athletics for the girls. Our principal and athletic director still have to shift appropriated funds around. They must make them one aspect of the school and create a half-hearted attempt to offer athletics for the girls.

The best way to remedy the imbalance is for the school board to appropriate equal funds for the females as they do for the males. If there are only so much funds available for sports, then the girls are entitled to something close to half that amount. If the only way this sum can be collected is to take it out of the existing boy's programs --- then so be it!!!

In the 1972 U.S. Education Amendments, Title IX forbids sex discrimination in any institutions using federal funds.

This law concerns itself with sports as well as other areas. If a school board which uses federal funds refuses to balance the inequality, the federal fund can be withheld from the system until the situation is cleared up.

If athletics have a place in education, then they are as important for the girls as for boys. If they have no general education value, if they are just to entertain the community, then we should get rid of them. Any School Board which is willing to support a strong boys athletic program and content to have a weak girls one is unfair and should be held accountable.

Every student, teacher, and parent should become familiar with the existing athletic programs offered at W.H.S. We have only scratched the surface for the females. Of the total

funds spent on athletics at W.H.S. last year, less than 10% was spent on the girls*. An attempt to increase funds for the girls has been made for this year but it is still far less than half the money spent.

In America, we use athletics extensively to teach not fact, so much as attitude. Above all, we value athletics because they are competitive. That is, they teach that achievement and success are desirable that they are worthwhile. By keeping girls out of sports we have denied them this educational experience. Better athletic programs will develop more aggressive females; women with confidence who value personal achievements and a strong sense of identity!!!

*Since figures on money spent are not available to the public this is just an informed

Guest Editorial

Wilmington High, Wilmington, Delaware

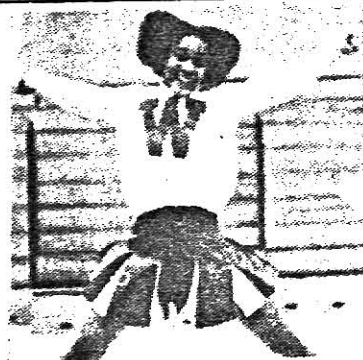


Captain

His uniform is
purchased from the
athletic fund . . .

See Page 5

She buys her
uniform from
cookie sales . . .



See Page 5

Are lost pride and friendship worth being a cheerleader?

Alta Loma High
Alta Loma, California

Jane is going to try out to be a Cheerleader. She is cute, bright, and popular. Jane attends a small high school where a girl's life revolves around being on the Pep Squad or in "S" Club.

Weeks before tryouts the campus is filled with girls dressed in their best clothing with smiles to match. There are shouts of "Hi", "how are you" from across the mall, and compliments galore.

Jane is no different from all the rest, though she often wonders if the other girls feel as fake as she does when they smile and flirt. She hates herself for it

but keeps on just the same. How sad.

It's dog eat dog, or who can spread the most vicious rumors to increase one's chance of winning. But Jane takes it in her stride, because every vote counts. How sad.

Finally it's over; Jane was fortunate enough to be one of the chosen few. She thinks back over the past month and wonders if it was worth it, worth the loss of friends, hurt feelings, and lost pride. But next year, she'll do it all over again. How sad.

Anonymous

This article produced a small furor from our cheerleaders, naturally. It wasn't written by a staff member, but the Pep Commissioner. Nothing really happened, except the girls denied elections were that way.

ID mystery solved

By Alice Lorenz

Remember back about five months to registration? Remember the endless time you spent in line in the heat waiting for your ID pictures to be taken so you could register?

By now you may be wondering whatever happened to those ID cards you were supposed to have for easier admittance to school activities. Some of the pictures had to be retaken before they could be used.

Also, your efficient Student Senate has struck again. At last check, they were all the way though the letter "M" in preparing the cards so they can be given out.

Let's all give a rousing cheer to those "Wonder Kids" in Senate and to Mrs. Janet Pedersen and her student aides.

This produced a few upset people in Student Senate. They just ranted for a day, and then quit. (This article appeared in February, well after the activities the I.D. was supposed to help students enter.

Alice Lorenz, 1973-74 Editor

Indecisive groups create big problems

By Becky Stidham

Do you remember the last edition of *Tepee Times*? Do you remember the front page article, "Intramural and soph class sponsor first dance marathon at AL"? That was the story about an event that never happened. . .

Reports such as this are not the fault of the staff. They are brought on by the organizing group of procrastinating students (not to mention any names like soph class, student senate. . .) who do not warn the staff of a canceled event until

the story has gone to the press.

This only antagonizes the staff. It makes the *Tepee Times* look inadequate and unreliable and such action is not appreciated.

Many times an incident like this has occurred, and it will most likely happen many times again.

Publicizing school events is the staff's job-not messing around with indecisive organizations.

Alta Loma High
Alta Loma, California

This article produced a letter from the sophomore class president, "explaining" the tentative method of reserving dates. He also took a good part of the time to say the Tepee Times was a joke and so on.

Further actions were not taken.

homecoming '73, needed or not?

by alice lorenz

Another "Homecoming" is over. The occasion was marked with the usual pagentry, and it left the usual question in my mind. I end up wondering "Does anybody really care?" I know a small select group does care, but what about anyone else?

I thing "Homecoming '73" shows what I'm talking about. Out of 161 senior guys, about 50 voted. They elected eight girls to the court. That works out to 6% votes apiece. Does

that show interest in the process? I think not.

Many people came to the Homecoming football game, but many people come to any football game. The dance was the same story.

If only a little over 31% of the senior guys voted, Homecoming doesn't mean much. From the point of view of many students, Homecoming is for the "select" few. The majority of the students don't care who or what, for that matter, is elected Homecoming Queen.

I think if an organized group of students nominated one of the campus dogs, it would probably win the election.

I think it's time to take a serious look at whether Homecoming is worth the time and money expended on it, or whether it's a tradition we've outgrown.

This caused comment to the reporter (me) in Student Senate, as well as support from some staff members. I reportedly was to receive a letter from some Homecoming court members who felt it was derogatory to them personally. I never received that letter.

Further action was not taken.

Alice Lorenz, 1973-74 Editor



TIGER TALES

By Don Rodman

Friday afternoon the Carroll Drama Department will be presenting the "world renowned" stage production, "Of Poems, Youth and Spring."

This play is typical of the standard productions given at this school.

Each year one or two plays are performed at Carroll and never have these been well above average in acting or production.

All this, while the W. B. Ray High School Drama Department and Choir have been presenting, with fabulous success, such Broadway hits as "The King and I," "Bye, Bye, Birdie," and "The Music Man."

This year they plan to perform that unforgettable musical, Rodgers and Hammerstein's, "Oklahoma!"

It is sure to be a well performed production, worthy of attendance.

All this to say, why doesn't Mary Carroll High School put on dramatic productions worth seeing?

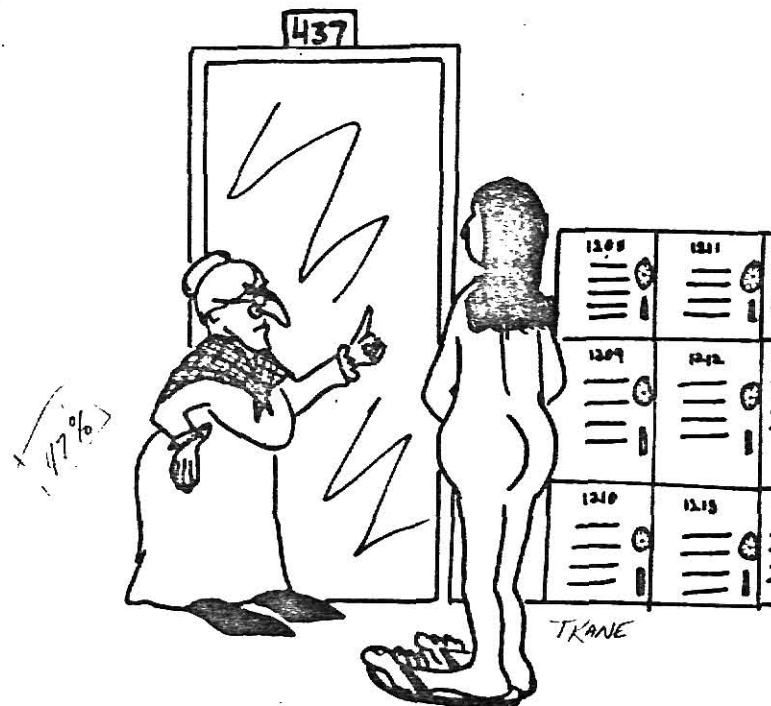
Perhaps the problem is lack of student interest in good drama? This might be determined by exposing them to some.

Or, perhaps there are no students capable of the acting involved? With proper motivation and casting the talented personnel needed for the job would arise.

Are there no talented vocalists at our school to put on one of the great musicals? Could this really be the case, with Carroll having 18 All-Region Choir members this year?

The whole problem in this dilemma is that our school has no one to promote high quality productions which would give talented students an opportunity to prove themselves.

This is the problem that needs correction.



"YOUNG LADY, YOU KNOW PERFECTLY WELL FLIP-FLOPS
ARE NOT ACCEPTABLE WEAR AT SCHOOL!!"

Letters to the Editor

EDITOR, THE CARROLLER;

Where, Oh Where has PETER GUNN gone?

Where, Oh Where has REBEL ROUSER gone?

Concert music is fine at a concert, but not at a football game! Can't something be done to bring back the old traditions to Carroll High? Week after week I've heard students, parents, and the Football Players request Peter Gunn and the Rebel Rouser - any maybe just a little "CHARGE" but the Carroll Band director seems to have a definite case of deafness!!

We all love and support these boys. WHY can't they be given what they have asked for -- it's such a little thing!

Perhaps Mr. Arnold thinks that "HOLD THAT TIGER" is appropriate to play when the boys are striving to make that all important first down, but in my opinion it's wrong. WHAT DID THE KING BAND PLAY, MR. ARNOLD, minutes before the end of the King-Carroll game? That's right - you answered it - "HOLD THAT TIGER."

Let's get on the ball - bring back "PETER GUNN" and "REBEL ROUSER". Give us back our traditions.

A Very Unhappy Mother

Student Injustice

Human nature is such that an auto accident is never reported exactly the same by any two people. Incidents and actions are seen and interpreted differently by each observer.

The Moratorium October 15 was seen and interpreted differently by each who saw it. The professors and learned scholars of our country agreed that there was no single reason for each person's participation in the Moratorium.

It seems unreasonable then that a handful of students should take justice into their own hands and rip black armbands from the arms of those observing Moratorium Day. Without considering the facts, these students labeled the observers Communists and a threat to the security of America.

It would do these people good to consider the famous saying of Voltaire, "I disapprove of what you say, but I will defend unto death your right to say it."

Powell County High School
Deer Lodge, Montana

A SEAMY SAGA

The purchasing of badly needed band uniforms was the main topic of discussion at the school board meeting Friday, Oct. 13, at Powell County High School.

The meeting got off to a good start when band director Joe Balogna came forward with an

All these articles were criticized by the administration--also another one which described, in a humorous way, "Sex in the halls"--necking inside lockers etc. There was no punishment, however, or threat of firing me.

Cheryl Young, Adviser

Dear Editor:

The girls of Powell County High School's Basketball Team asked the boys if the girls could use the gym for the tournaments. The boys said no, because they had a wrestling match that night, that the girls should use their own gym. The so-called girls gym doesn't have any basketball baskets if we want to play basketball. Then if you do play games, you sweat and have to take a shower. The lunch room is in the same room as our gym so it's roped off in a little square where we're supposed to have gym. The floor is cement so if we were to fall we'd knock ourselves out, and we're expected to use it. Sure, it was formerly used as a gym, but then it didn't have cement floors, windows, a balcony for studyhall teachers and a shower that's like a bath tub.

The boys say our gym is just as good as the one they use. Well, if our gym is that good then why can't they use it for one night? Since the gym is roped off because of the lunchroom, the girls have to jump over the ropes and through the tables just to get the ball when playing volleyball. We spend more time chasing the ball than we do playing.

There are all kinds of pipes on the ceiling, which we could break playing games. The windows are easily broken when playing ball games. One window has been broken already and there will probably be more. There are hanging lights which are always hit with the ball and are about to fall. So why doesn't somebody fix the girls a gym where they won't get hurt?

MARY VALITON

exhibit of the rags the students are forced to wear. He was overcome by the stench of the decaying moths, lice, rats, and other friends of the forest who reside in our storage room, but was revived with bottled "Essence of Lunch Room."

After the library was aired out and everyone present had a few beers the plea for new uniforms continued. A select group of band students told of their suffering brought on by these custom straight jackets.

One student told how in a parade last summer his best friend passed away from a heat stroke because of the textile torture boxes. Another student in a dilapidated wheel chair told of a football game in which the uniforms gave little protection from the tremendous icy wind and stinging snow. She said both of her legs were frozen and had to be amputated.

The members of the board, after a short conference among themselves, voted to give the band \$1.5 million for new uniforms and accessories.

The uniforms will consist of a tophat, blue crushed velvet sport coat, white ruffled dress shirt, bright orange trousers, purple socks, and white high top converse basketball shoes. The accessories will include a large sleeping bag, a gallon of rich red wine, and a warm friend in case hypothermia occurs at the football games. For the marching season a cooler of Budweiser will be available.

School board members present were Harvey Wallbanger, Joseph H. Eskimo, Bruce Slime, Bill Banana, and Chief Drink Many Beers.

Dear Editor:

"Is it not ironical that in a planned society of controlled workers given compulsory assignments, where religious expression is suppressed, the press controlled, and all media of communication censored, where a puppet government is encouraged but denied any real authority, where great attention is given to efficiency and character reports, and attendance at cultural assemblies is compulsory, where it is avowed that all will be administered to each according to his needs and performance required from each according to his abilities, and where those who flee are tracked down, returned, and punished for trying to escape in short in the milieu of the typical large American secondary school -- we attempt to teach 'the democratic system'?"

Royce Van Norman,
Johns Hopkins University
"School Administration: Thoughts on
Organization and Purpose"

The following students see the high school described in this article and PCHS as the same school. Therefore we are asking the Administration of this school to cooperate in our search for educational change -- not make excuses against change. They are only hurting us.

Dave Crist
Al Brown
Lynnette Strickland
Jeff Giles
Edith Huebsch

Cary Cook
Bobbie Wycoff
Brad Neubauer
Maureen Munden
Dan Senacal

Lucia Murry

'Open door' policy infringes on privacy

DURING SUMMER VACATION the administration, attempted to deter smoking in the boys' lavatories by removing all lavatory doors.

This is an inconvenience to all students as well as an intrusion upon the students' right to privacy. Attempts to change this situation by student council have proved futile.

The **TIMES** cannot condone administrative policy which infringes on the right of privacy of Lakewood High students, and suggests that all lavatory doors be replaced immediately.



WHERE HAVE ALL THE JOHN DOORS GONE?

Myslenski answers students

To: George J. Usher Pres.,
Student Council

Re: Lavatory Doors

This is in reply to your note concerning Student Council action on Wednesday morning. Considerable discussion has taken place concerning the removal of the lavatory doors. Needless to say, the decision to remove them was a painful one, but the circumstances and

conditions mandated that some action be taken. The problem was serious and the original decision was needed to hopefully correct a circumstance which was deteriorating rapidly. Conditions have improved since the removal of the doors.

Perhaps another effort should be made at this time. All of us cherish privacy, and we are entitled to it. I could not agree more. Mr. Ross is being

instructed to replace all useable doors immediately (some of them have been damaged beyond use). Their continued and uninterrupted use, of course, will be dependent upon proper care and respect for the total facility. Student cooperation is needed, and student leadership is a real urgency in this matter. I would expect the complete cooperation

of Student Council members in attempting to solve any problems which may arise in connection with this decision. To accomplish this, please submit to me the names of the members of the committee which will act as liaison between Student Council and Administration.

Eugene Myslenski
Principal

TIM LILLOTT

(Editor's Note: I received a letter last week from an administrator of Lakewood High School. I wish to reply to that letter in print.



The subject matter discussed is in relation to a **TIMES** editorial concerning the removal of the doors from boys' johns throughout the school. Dear Administrator:

Just as you "head with interest" our editorial concerning the john door confusion, I also read with interest your comments,

especially the one addressed to our advisor, Mr. John Bowen. "In the interest of sound journalism and a better Lakewood High School, I wish to share some perceptions with your Board on a non-published basis. If, in order to be considered, it must be published, please return it to me and we'll forget the whole thing."

Isn't that a fine example of administrative thinking? I certainly hope it isn't representative. I wonder sometimes, though.

You'll find that a few administrators have been trying to forget things and shove them under the rug for so long that

walking over their carpeted offices resembles trying to cross the Himalayan mountain chain. And I wonder if this isn't the case in the john door fiasco.

I'll grant you anonymity, Mr. Administrator, but I don't think it really matters. Quite a few administrators might get a queasy feeling down in the pit of their collective stomachs while reading the above statements by our phantom administrator.

Why the secrecy? Why the games? The administration can't possibly hope to out wait the students by not discussing the problem. The longer there is no action from the administration, the more determined students

will become. By keeping quiet, the administration can't eliminate the problem.

I refer to your initial question, Mr. Administrator - "What is the basis for the accuracy of the statement that the doors were removed 'to deter smoking in the boys' lavatories'?" (Is it possible that the doors became inoperable because of vandalism by some students?)"

I'll level with you, Mr. Administrator. The writer of that editorial couldn't base that statement on total accuracy because the administration

refused to comment about it. Even at this writing, I can only venture a guess as to why the doors were removed.

In regard to your final question, "Does the editorial board have constructive suggestions to help stop the gradual destruction of a great school by a few sick kids?"

I don't believe that the worst destruction is on the outside or visible part of the school. It's from within, on the inside. It's not so much the vandalism, the smoking, the drugs. It's the lack of communication and the utter secrecy and maneuvering that takes place.

Dear Administrator:

APPENDIX Z

Administrative Directives as Furnished by Legal Advisers

ADMINISTRATIVE DIRECTIVE
DIVISION OF INSTRUCTION

TO: Secondary Principals and High School Newspaper Sponsors
DATE: October 1, 1970
SUBJECT: PURPOSES AND PROCEDURES FOR HIGH SCHOOL NEWSPAPERS

This directive sets forth the purposes and the procedures for high school newspapers.

Purposes. The primary purpose of the high school newspaper is to provide learning experiences in the field of journalism. Implicit within this primary purpose are the specific purposes to

- Publish school news
- Capitalize the achievement of the school
- Act as a means of unifying the school
- Promote interschool relationships
- Strengthen school spirit
- Promote projects of the school
- Aid in developing appropriate standards of conduct
- Present to the community a publication that reflects worthwhile activities and sound leadership

Procedures. General administrative procedures require that

- Each school publication staff with the assistance of the sponsor and principal formulate a statement of purpose for that school
- A copy of the publication's statement of purpose be filed with the director of secondary education
- The principal of each high school assume final authority and the decision to print any news story or editorial
- The faculty sponsor make routine decisions within the established procedures and submit any copy that may be questionable to the principal for a final decision for publication

POLICY AND PROCEDURES

JOURNALISM II
(Jolly Roger)

COURSE DESCRIPTION

This is a two semester course designed for the explicit purpose of producing the "Jolly Roger", the school newspaper. Students will gain experience in all facets of the newspaper. The course is self directed and instruction is given only in those areas where a definite need is apparent.

Admission to the class has a prerequisite: Students must have taken Journalism I or be recommended by the advisor of the paper.

TERMINAL OBJECTIVES

- 1. To produce "The Jolly Roger".

JOLLY ROGER
STAFF MEMBERS

Volume VIII, No. 2November 5, 1973

The Jolly Roger is the newspaper published by the student journalism staff of Milford High School under rights granted by the Milford School Administration and the Milford Board of Education.

Editor in Chief Belinda Waller '74

Managing Editor Mike French '75

Layout Stephanie Saxon '74

Business Barbara Biles '74

..... Jeanne Saxon '75

Typists Kim Scott '74

Jill Robinson '74Terri Smith '75

Photographers Mitchell Nelson '74

..... Chris Price '75

Reporters Jessie Sauls '75

Bill Sammons '75Kenny Moore '75

Jack Scarborough '75Susan Aptt '75

Robert TeSbers '75

POLICY AND PROCEDURE

Code of Ethics

The newspaper has been called by some, the voice of democracy; and by others, the conscience of all free people. No greater title can be bestowed upon any person or thing. Therefore it is the duty of the journalist to do so, the following rules or rather, guidelines have been set. These guidelines have been set. These guidelines must be adhered to at all times:

1. The newspaper will show no partisanship toward any individual or group.
2. The newspaper will publish no gross or offensive details.
3. The newspaper will exploit no crime.
4. The newspaper will not glorify those guilty of wrong doing.
5. The newspaper will present a complete and honest record of all current events in the school.
6. The newspaper will publish those facts which the public should be aware of.

POLICY AND PROCEDURES

STATEMENT OF POLICY

- A. Student journalists will strive to maintain professional quality both in person and in print.
- B. Each staff member has as his personal duty to perform his assignments openly and be responsible for faith placed in him.
- C. This policy statement shall be printed in every issue of the paper:

The Publications Department has an obligation to the school and community to print the truth and seek all facts while reporting events fully, fairly, and accurately. These publications will also help students gain an insight into the events surrounding them, and through responsible comment, help them to make wise and informed decisions.

- D. Before working as a staff member each student journalist will fully understand and accept the policies set forth in this manual. Also, each staff member is responsible for familiarizing himself/herself with our policy concerning libel.
- E. The adviser will not betray staff confidence, such as news sources, interview sources, editorial or Board conferences, requesting confidence.

EDITORIALS

A. Editorial Policy

1. Editorials should concentrate on matters directly affecting the school and/or students in the present as well as in the future.
2. Editorials may be written about local, national, or international subjects if the Editorial Board so approves. Such editorials are effective if the issues have a local peg.
3. Editorial comment will be directed specifically at situations, not at persons. Therefore, no individual shall have cause to be offended.
4. Signed opinion columns and letters-to-the-editor are to be solicited from students and faculty members for publication. These contributions are solicited in the Policy Statement or in a definite statement on the opinion page of each issue. These contributions will also be solicited by the Publicity Director.

B. Editorial Board

1. The Editorial Board has the power to decide the policy concerning a stand on any issue of the paper. Then, if a decision can't be made, a vote among staff members with a majority ruling determines the policy that the paper follows.
2. The Editor is chairman of the Editorial Board; he calls meetings and appoints non-voting members. Staff members will have the option to attend editorial board meetings as invited by the Editor on a rotating basis. At the consent of the board, a non-editor voting member may be appointed by majority rule, to the extent that voting board members at any time do not exceed seven.
3. An Editorial Board member has the privilege of resigning or declining his membership status on the Board. His replacement shall be elected according to the process described in Number 2 above.
4. In the absence of a chairman, the MANAGING EDITOR assumes the responsibility for conducting Board meetings.
5. Voting members of the Editorial Board are:
 - a. Editor
 - b. Managing Editor
 - c. Copy Editor
 - d. News Editor
 - e. Feature Editor
 - f. Sports Editor

POLICY AND PROCEDURE

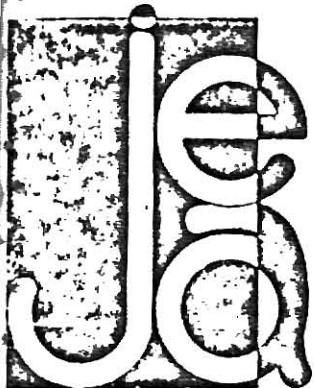
6. The Editorial Editor shall "sound out" the attitude of the Editorial Board; he is responsible for the accurate representation of the Board's feelings, assigning editorials, and coordinating all editorial copy.
7. Unsigned editorials express the view of the Editorial Board.
8. Editorial stands are definitely a majority vote; 5 of 7 Board members. It is the Editor's, or in his absence the Managing Editor's, responsibility to contact an absent Board member for his decision on a voting matter.
9. Guest columns and guest editorials shall be decided upon use for printing in the Editorial board procedure as set up in Number 8.
10. The Editorial Board will meet every Tuesday, if necessary, at the beginning of the class period immediately following roll. A regular business-like agenda (to be shown the advisor upon request prior to the meeting) is to be followed in Editorial Board meetings.
11. Notes from the Board Meetings shall be taken in the Editorial Board meetings. These notes are not for general staff references.
12. Voting decisions shall be recorded on Roll Call Sheets.
13. A briefing for the entire staff shall follow Board meetings. At this time editorial assignments, staff assignments shall be arranged and staff opinions solicited.
14. The Editor shall have the power to call a Board meeting whenever the need arises.
15. In the interest of expediency, no topics will be introduced without previously being cleared with the Editor.

2. Board Members' Obligations:

Editorial Board Members have a particular obligation to be well-informed and to express their opinions clearly. A responsible and thoroughly researching and informed group of people must comprise an Editorial Board if the board is to fulfill its responsibilities adequately.

APPENDIX AA

Letter of Endorsement
from Paula Simons, Chairman
Commission of Freedom of the Scholastic Press
Journalism Education Association
to
Joan Lentzner, Muncie, Indiana



*'Leading the way in
scholastic journalism
and media education'*

affiliated with AEJ, NSPA, NCTE, NEA and Quill & Scroll

Journalism Education Association

701 Crestline
Wichita, Kansas 67212
June 19, 1974

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DeKalb, IL. 60115

FIRST VICE PRESIDENT

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Sr. Rita Jeanne, FSPA
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Elwood Karwand
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University of Wisconsin
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PAST PRESIDENT

Bruce Minter
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ATTENTION: Legal Adviser(s) for Ms. Joan T. Lentczner

It was brought to my attention on June 17 that Joan T. Lentczner, publications adviser at Yorktown (Indiana) High School during the 1973-74 school year has been dismissed from her position. Basis of the dismissal by the Board of Education was slated as the publication in the Broadcaster, the high school newspaper, of a five-part series on Sexual Related Problems of Yorktown High School students.

As chairman of the Commission on Freedom of the Scholastic Press for the Journalism Education Association, I was greatly disturbed by the action on the part of the Yorktown Board of Education. Mrs. Lentczner's release from the school system also causes consternation to the Journalism Education Association.

Having read all five articles in the series, I find that they are handled in a professional manner indicative of the training and journalism background Mrs. Lentczner has evidently implanted in her young writers.

In Part No. 3 of the series in the Broadcaster, Vol. 4, No. 13 (26 April 1974), the writer quotes a physician, Dr. Cooley, as saying:

Pre-marital sex is an individual matter and only a problem to individuals. . . People think they have found something new. Really they haven't. They're just talking more. It seems as though every generation has to discover the wheel all over again. . .

In this same series a clergyman, Rev. Phillips, was quoted:

These kids can tell you anything you want to know about sex, there is no knowledge they don't know. . . If I would bring a bunch (of boys) in here and start to talk about sex, they could just tell you anything. . . I heard a boy and girl talking the other day. . . He said some boy got a girl pregnant, and the girl said, 'He's crazy; he should have used something. . .'

Both these items manifest the writer's contention that there was a need for the series—professional men recognized the free attitude toward sex.

Furthermore, for this one article alone the writer, Managing Editor Ted Haggard, consulted four physicians and three clergyman for his reported information, thus illustrating his willingness to take his time to produce a sound story. The fact that Haggard would devote this kind of time illustrates that he felt the topic was pertinent to his readers.

In the final issue of the series, the editor of the 1973 Broadcaster staff, Cindy Shroeder, said in a page 4 editorial:

The criteria of the paper follows: . . .Responsibility-- in the public interest use mature and considered judgement at all times, use the news on the basis of the significance and usefulness to the public, respect rights of privacy, clearly define sources of news, and tell the reader when competent sources cannot be identified, instruct its staff members to conduct themselves with decorum.

I would challenge anyone on the Board of Education of Yorktown School District to indicate where, in any part of the series, these points were not carried out.

First of all is the issue of publishing the topic at all. Youth understand and know the needs and dilemmas of their peers better than any adult including the mother who advocates "my daughter tells me everything." If the editorial staff of the Broadcaster felt this issue was pertinent to the students, then, to live with themselves and to live within the framework of our constitution which upholds freedom of expression, the series needed to be published.

Second, the staff did respect the privacy of individuals, for in the first part of the series where the writer interviewed students who had engaged in pre-marital sex, no names were revealed, and no implications were made regarding personalities.

Third, in the remainder of the series, sources were clearly defined. Furthermore, as is illustrated in Part No. 2, Vol. 4, No. 12 (29 March 1974), news of Planned Parenthood and other social service agencies was selected "on the basis of the significance and usefulness to the public." Information was decent and within tasteful bounds. The final article on Abortion and Sex Education illustrated "usefulness" of news to the public as well as mature judgement in coverage of these so-called "touchy" items.

Finally, the writer of the series conducted himself with decorum as is evidenced in the material presented. He consulted with authorities, dug for facts and presented as much information as he could without becoming offensive to the reader.

In the final issue of the series (13 May 1974), the reader is told of the staff's belief in the articles. In the editorial note "Broadcaster concludes five-part sex series" p. 4, the writer states:

We have not claimed to be absolute authorities on the subject of human sexuality, but we have tried to present basic information we feel high school students need to know. If the series has prevented one individual from undergoing a traumatic experience through a sexual relationship, then we feel the series has been worth the effort.

The staff believed in what it published.

Rather than terminating the employment of Mrs. Lentczner because of the freedom illustrated in these articles, the Yorktown Board of Education (referred to in the Broadcaster as Mt. Pleasant Township Community School Board) should be proud to have hired such a teacher who is not afraid to teach each student to face facts, who is ready to counsel with a student who is concerned about a problem (as was Ted Haggard), and who teaches the student to approach and handle the problem on a professional basis, including consulting with the administration.

Too often advisers censor because of fear of losing their jobs, not because an article illustrates poor journalism. Thus, the students learn to write for controlled publications and may never realize the value of responsible reporting and facing up to the issues at hand. This, then, will be the same education they will carry with them throughout life.

It is because of the aforementioned facts that the Journalism Education Association Commission on Scholastic Freedom lends full endorsement and support to the cause initiated by Joan T. Lentczner, who, we contend, was dismissed for teaching responsible freedom of expression, an inherent journalistic quality.

The Freedom Statement, established by JEA in the spring of 1972, states:

Suppression and censorship of news coverage and editorial opinion violates the Constitutional and traditional guarantees of freedom of expression, press, and inquiry. The scholastic press is the market place of ideas. Curtailing expression will limit the academic freedom of the instructor to teach the students to operate under the Constitutional guarantees of freedom.

Suppression and censorship are what JEA is fighting. Freedom, accuracy and responsibility are the issues on which we stand. These latter issues, all evident in the Lentczner case, are what inspire me as JEA Freedoms Commission Chairman to speak for her cause and to offer the support of JEA.

Sincerely,

Paula Simone (Mrs.)
JEA Chairman
Commission on Scholastic Freedom

APPENDIX BB

**Articles from The Cardinal Call, Millington, Michigan
as compared to Articles from The Millington Herald**

Articles carried in THE CARDINAL CALL, Millington High School, Millington, Michigan, on January 18, 1974, then printed in THE MILLINGTON HERALD, the city weekly, the following week.

Volleyball Team Story, THE CARDINAL CALL

Volleyball Team
THE MILLINGTON HERALD

coaches announce volleyball roster

Varsity and junior varsity volleyball teams were announced, Monday, January 14, by Varsity coach, Miss Van Meter and JV coach, Miss Smith.

Girls who were accepted for Varsity level were Kari Hancock, Sandy Lothrop, Cindy Rodabaugh, Brenda Saeger, Yvonne Stange, Lanette Weber, Sandy Weber and Autumn Whitehead.

Playing for the junior varsity squad are Tina Anselmi, Karen Daniels, Kathy Daniels, Connie

Duvall, Janice McCrandall, Debbie Osmon, Jan Rivard, Jill Rivard and Beth Robinson.

Schedule for the volleyball games is as follows:

Jan. 21- Yale (A)	4:30
Jan. 29- Mayville (H)	7:30
Feb. 5- Imlay City (A)	4:30
Feb. 11- North Branch (A)	7:00
Feb. 18- Frankenmuth (A)	4:30
Feb. 20- Reese (H)	7:00
Feb. 26- Akron-Fairgrove (A)	4:30

Bus Routes
THE CARDINAL CALL

special routes on

Emergency bus routes are still in effect for Millington High School during bad weather. Buses will travel on clear main roads only, according to Mr. Shell.

If roads are impassable, you are expected to get to a main road which buses are going to travel if you want to be picked up.

Listen to radio stations WTAC-600 and WFDF-910 for school closings and if the emergency bus routes are going to be used.

Volleyball teams are named

Varsity and junior varsity volleyball teams were announced by Varsity coach Miss Van Meter and JV coach Miss Smith this week.

Girls on the Varsity team are Kari Hancock, Sandy Lothrop, Cindy Rodabaugh, Brenda Saeger, Yvonne Stange, Lanette Weber, Sandy Weber and Autumn Whitehead.

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Bus Routes
THE MILLINGTON HERALD

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APPENDIX CC

**Letters to the Editor and Editors Note
The Millington Herald**

Editor's Note as written by Mr. Jim Wilson, editor of THE MILLINGTON HERALD;
the note preceded letters to the editor (included on the following page)
written by staff members of THE CARDINAL CALL, Millington High School.

EDITORS NOTE: The following Letters to the Editor from Paula Mohr and Barb Betts arrived at the Herald Office about two hours past deadline however we elected to find a spot for them.

It is unfortunate this year's Cardinal Call staff is a little narrow minded. In the past The Herald has had GOOD working arrangements with the school paper and like with the Lakeville school newspaper staff, from time to time exchange ideas, pictures, etc.

True, the Cardinal Call Advisor offered the Herald more than the photo used, but all of which did not do justice to the Court, and unlike Miss Betts, says in her letter, we were not offered use following publication.

It seems a shame that this SCHOOL newspaper staff begrudged these three girls from having their pictures in the local paper.

Since the Herald does not consider the Cardinal Call competition, but a school paper supported by tax dollars for school use, we feel the Cardinal

Call staff out steps its bounds by trying to compete with an established newspaper.

If in fact the Cardinal Call went to the same area subscription as we do we would consider that different, except in todays world of the news, it is quite common to loan pictures to other paper, help them with type setting when their machinery fails, etc.

A good example of newspapers trading would be the story of St. Paul's Window Dedication last week. Rudy Petzold, Publisher of the Tuscola County Advertiser is a member of the church, could have well kept the glory to himself by "scooping" the Herald. He however provided the Herald with a news release to be sure all of the people in this area knew of the dedication.

We can only hope the staunch principles taught to Millington Journalists will be partly laid aside before they attempt to enter into the field of journalism.

Too, I might point out, neither girl was on hand when The Herald talked to the Cardinal Call Advisor about the pictures.

THE MILLINGTON HERALD
Millington, Michigan

Letters to the editor as written by staff members
of the high school newspaper, THE CARDINAL CALL.

In the February 21 issue of the Millington Herald you printed that you didn't have pictures of the snow queen's court because, "the Cardinal Call staff would not allow the Herald to use pictures of the court."

As a member of the Cardinal Call staff, I would like the opportunity to defend our position.

The reason we didn't "allow" you to use a picture of the queen's court, was because no group picture of the court was ever taken. There were individual pictures taken, however.

You also failed to print that you were given about ten pictures of the homecoming, including the queen candidates, from which to choose for your paper. Out of these, you chose the picture of queen Lynette which appeared in the February 21 issue.

You also didn't print that the picture of the candidates which appeared in the February 22 issue of the Cardinal Call were also available for your use the week after the Cardinal Call came out.

We felt that since these pictures belong to the journalism department we should have first priority in their use.

You also printed that you "borrowed" a photo from the "school". But may I point out to you that you borrowed the photo from the journalism staff of the school, not the school itself.

I'm sorry that you misunderstood the reasons for which you were denied "first" use of our pictures, but I hope this will clear up some of the controversy.

Thank you for the opportunity to express my position on this matter.

Barb Betts

Co-editor of the Cardinal Call

Stated in your February 21, 1974 issue under the column, "Around Town," was the following: "We were able to borrow one photo from the school, however, the Cardinal Call staff would not allow the Herald to use the pictures of the Court."

I would like to make a few corrections regarding this inaccurate statement.

Not one, but approximately ten pictures were made available to the Herald (one of each candidate and the remaining of the queen. Whether they were suitable for your purpose or not, was not our concern. We offered what we had, except the photos we were using in our paper.

No picture of the court as a group was taken by the "Cardinal Call" staff, just individual shots. These were offered to you, too (except four). Apparently the photographs taken were not satisfactory, as you did not print them, rather stating that the school paper staff would not cooperate.

Unethical and unprofessional it would seem, if we gave you the four pictures that we were using in our paper for Friday (Feb. 22) and you also printing them in your own Thursday edition (Feb. 21). Whereupon, the public would view first in your paper, next in ours.

Credit would be given to the school paper, of course, but the idea of having those chosen photos seen first in another newspaper would not create admiration for the faulty camera party.

On the contrary, it would originate an intense dislike and an issue that would not be forgotten by those involved.

Was there something wrong with the nine other pictures? I saw them on the other day, thinking that you might have had a poor selection. After viewing them, I saw no reason as to why such a paragraph was stated regarding the stubbornness of the MHS paper staff.

The picture selected for publication was chosen by the Herald, not us. Blame should be placed on someone else other than the "Cardinal Call."

Paula Mohr
Cardinal Call Staff

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FREEDOM OF THE PRESS
IN HIGH SCHOOL NEWSPAPERS AND YEARBOOKS:
A STATUS REPORT 1973-74

by

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AN ABSTRACT OF A MASTER'S THESIS

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The purpose of this study was to determine the extent of censorship existing in high school yearbooks and newspapers, which authority in the school system is mainly responsible for restrictions, whether community standards affect the coverage of controversial items in school publications, how student editors view the restrictions, and finally, the underlying reasons for press censorship on the high school level.

To investigate the censorship problem, the author surveyed three major and two supplementary sources. Selecting 300 schools from mailing lists provided by the *Journalism Education Association* and the *Quill and Scroll Society*, the author sent questionnaires to (1) the student editors of the newspaper and yearbook; (2) the journalism adviser(s); and (3) the school administrator at each school. Advisers were requested to furnish names of community members and legal advisers, supplementary sources whom the author then queried. Although the main thesis information resulted from these questionnaires, personal interviews were also conducted with advisers, editors and administrators. The author also communicated with writers in high school journalism and with advisers who were involved in dismissals from their positions due to restrictions in press freedom.

The major finding from the surveys was that the advisers, not the administrators, are the principal sources of censorship. Related findings indicated that this censorship results from advisers' (1) possible feeling of

incompetence because of lack of formal training; (2) lack of understanding of the legalities involving the press and thus a deficiency in clarifying press law and responsibility to the students; (3) disagreement among adviser, editor and administrator because of lack of formal guidelines, policies and/or boards of publication.

Overall findings indicated that most high school journalists operate a controlled press.