

FORMER EDUCATORS AMONG KANSAS EDITORS
AND PUBLISHERS

by

ELBERT BONEBRAKE MACY

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INTRODUCTION--THE PROBLEM AND ITS ORIGIN

Investigation of this problem was undertaken as the result of the writer's desire to leave the teaching field for newspaper work. It seemed logical that there must be some carry-over from teaching to journalism, some justification for believing that school men make good newspaper men.

The latter belief came from, first, acquaintanceship with several successful editors who had formerly taught, and, second, observation of the educational aspects of the newspaper.

The problem as undertaken involved a correlative study of educational and journalistic theory, and a survey by means of interview and questionnaire of Kansas editors who were ex-educators. This survey was intended to deal with the environment, background, and opinions of the editors themselves, thus linking the theoretical with the practical.

Because one common cause for dissatisfaction among teachers has been low salaries and instability of tenure, special effort was made in the study to ascertain the financial possibilities in newspaper work.

MATERIALS AND METHOD

The discourse on the newspaper as an educational me-

dium and social instrument was based on readings from periodicals and books by journalists, professors of journalism, and other writers of authority.

For the survey, questionnaires were sent to all Kansas editors who were known to have been in school work at one time. Since there was no list of such editors available, names were obtained by personal inquiry from editors, school men, and individuals familiar with the field. In the course of time 62 names were obtained and questionnaires were sent to them. Replies of one kind or another were received from 43, of which 30 were selected as suitable for use. Rejections were made on the grounds of no teaching experience, type of publication, incomplete answers, or retirement. The purpose was to restrict the survey to editors engaged, or recently so, in actual newspaper work.

Of the 30, five men were selected as representative editors and were interviewed for material to provide case histories. These men were T. A. McNeal, W. A. Bailey, C. W. Wheeler, W. E. Turner, and A. F. Whisnant.

Mr. McNeal, of the Kansas Farmer, was chosen because of his long tenure in the field and his standing as a well known Kansan.

For the city daily, W. A. Bailey of The Kansas City Kansan was chosen. He is located in the state's largest municipality, and has been in charge of the Kansan since it

was established.

The Abilene Daily Chronicle, serving a city of less than 6,000, is published by C. W. Wheeler. It has been especially progressive in the last few years.

W. E. Turner of the Waterville Telegraph was chosen as representative of editors in towns of less than 1,000 population. The Telegraph has been very successful from a business standpoint.

From the editors who publish more than one paper A. F. Whisnant of Lucas was chosen. His papers, The Lucas Independent and The Sylvan Grove News, both serve towns of approximately 600 population.

THE NEWSPAPER AS A SOCIAL INSTRUMENT AND EDUCATIONAL MEDIUM

The Weekly Paper in Kansas

While this study was intended to deal with newspapers in general, in Kansas the weekly papers so outnumber the dailies that it seemed advisable to stress the social and educational aspects of the country weekly. In 1937 the state had 497 weeklies and 61 dailies (9, p. 4), giving the former the long end of an eight-to-one ratio.

Atwood stated (1, p. 1) his definition of the country weekly as a weekly newspaper not published in a city, dealing mainly with local happenings, and catering to people

having interests in the small town, in agriculture, and the open country.

There has been a great change in Kansas papers, for today there are few hand-set sheets, though the majority of the editors are still men-of-all-work. According to Atwood, in 1919 William A. Dill, speaking of Kansas, said (1, p. 5), "Scattered over the state, in smaller towns, are to be found little country weekly papers, with equipment almost as primitive as that with which Ben Franklin issued his Pennsylvania Gazette."

The Newspaper as a Public Institution

From earliest times in this country and abroad it has been recognized fact that the newspaper is a public institution, said Bleyer (3, p. 379). In addition to its primary purpose of supplying the news of the day, it should interpret the news, and discuss current issues. Though the American newspaper has always been a private enterprise, its public function has always been emphasized.

The News Function

Samuel Bowles is quoted by Mott and Casey as saying that to give the news is the primary object of the newspaper (13, p. 115). There are different qualities of news,

however; there is news of fact and of opinion, news of incident and news of policies. There is news of the administration of public affairs, and news of men and of personal character. There is news of society and of social movements of life.

The development of journalism in the last decade in America has made the qualitative analysis of news a rigid necessity to the profession. Disregarding any effort to make an exact definition, the most successful journal is the one that gives to its readers the highest class of news, most intelligently discriminated and wisely set forth, and which cultivates a taste for such among its readers.

The Social Function

The true social life is based on mutual understandings and characterized by mental unity, said Willey (20, p. 8). The peculiar mental or psychological bond which is the outstanding characteristic of human society is the essence that binds social groups. Democracy requires a "community of interests and ideas" and rests on "mental resemblance" (20, p. 12). There are various agencies that carry on the socializing process. Schools, churches, lyceums, and the like all play an important part, but the press is the most constant of all the agencies. The others have limits of

age, scope, or appeal, but the press reaches all ages and all classes.

The vast majority of the people derive their opinions from the press and rely upon it for information (20, p. 12). The press may create the awareness of social life and of the problems of the group. The foundations of social thinking of the people are to be found in the press. With such a reliance on the newspapers, the editors and those who dominate editorial policy have it within their power very definitely to aid or hinder the formation of an intelligently informed populace.

All this is especially true of the rural, or country newspaper. The metropolitan papers, with larger circulation and greater variety of material, must deal with general matters. They can not cater to any such homogeneous interests as are found in the field of the small local papers. The local paper is definitely and distinctly a community paper; it can not hope to compete with the large paper, but must depend for its life upon distinctly community (20, p. 13).

Today's newspaper is too much a public servant to grovel in cheap local politics or to prostitute itself before public grafters or franchise seekers, as Rogers put it (16, p. 307). At its best the modern newspaper supports the

best men for the offices and supports projects and movements of real benefit to the community. The day of the partisan newspaper is gone.

A newspaper, tremendous power in a community that it is, if conducted entirely from the motive of profit can be as reprehensible as any other medium of blackmail. The tendency of late years has been to crowd such papers off the map, but the opportunity for their existence may long remain. Like any other enterprise, the individual newspaper may by such practices, by domination of editors who fail to appreciate their public responsibility, bring discredit on the entire institution of journalism.

The Democratic Function

Since the days of Alexander Hamilton the press has been a powerful influence in the expansion of American democracy (14, p. 11). Hamilton wrote an abundance of pamphlets and articles that were a factor in influencing public opinion favorable to the Constitution, and from that time there has been a close relationship between the rise of the power of the press and the expansion of American democracy. Fair and adequate publicity came to the purposes of the framers of the Constitution through Hamilton's efforts, and the press today has a similar function.

As the people come to realize that the success of democracy rests on their own intelligence, they have a natural desire to be better informed. So the newspaper finds its readers in a receptive mood and its opportunity for service a real one.

Though in this day of rapid communication widely separated people maintain contact in a variety of ways, the newspaper is still essential in democratic countries (17, p. 68). There may be a great number of men throughout a nation with congenial ideas and a desire to combine forces. But because they are insignificant and lost amid the crowd, they can not establish contact. Then the newspaper comes in, takes up their question, and immediately guides their efforts to promote the issue that may have occurred simultaneously but singly to each of them.

According to Ross, De Tocqueville studied American democracy a century ago. He observed (17, p. 68) that an association must be a numerous body in order to flourish in a democracy. The persons of whom it is composed are widely separated and in various ways constrained from intercourse with each other. The newspaper provides them a means to converse every day without seeing each other and to take steps in common without having met. So it is that no democratic association can exist without newspapers. It is a

significant fact that today in America there are at the same time a great number of associations and of newspapers.

Eighteenth century philosophers expounded the theory of democracy on the basis that men were capable of reasoning and forming sound opinions, and hence were able to govern themselves. Today men must be informed--educated--about the social and political problems, or their opinions will be worthless. So far as the editor can aid their thinking he is a teacher. Here a knowledge of psychology and application of the principles of learning are invaluable to him. Editorials serve to entertain the reader, as well as to inspire and educate him (5, p. 383).

The framers of the first amendments of the Constitution guaranteed the freedom of the press in recognition of the fact that enlightenment is essential in a democracy, according to Eleyer (3, p. 379). They held there must be full information and free discussion on all questions of social, economic, and political importance. They followed Milton in his belief in liberty for the press as shown in his plea addressed to Parliament, "Where there is much desire to learn, there of necessity must be much arguing, much writing, many opinions, for opinion in good men is but knowledge in the making."

Eleyer also says (3, p. 380) the newspaper has a place

of great responsibility in the American or any other democracy. As the distributor of information on all the varied subjects presented in the day's news it holds the key to popular thought and opinion. Not all the questions demanding the attention of the intelligent voter are of political nature. He may be called upon to cast a ballot on economic or social problems as well. For the average voter practically the sole source of information on local, national, and international events is the newspaper.

More and more citizens are coming to disregard party affiliations. More and more questions are being submitted to popular vote for decision. It takes a background of accurate information on a variety of subjects to form intelligent opinions and make reliable decisions on men and issues. Consequently any influence that affects the accuracy of statements on current events will be reflected in the opinion of the voters, for these statements are the basis for formation of opinion. The character of our government is regulated to a great extent, then, by the accuracy of the news printed in the newspaper. Without sound public opinion democracy must inevitably fail.

Community Service

"Community service has been defined as 'the rent one

pays for living in a community,' which appears to be a fair definition" so Casey put it (6, p. 20). "Usually the newspaper pays the highest rent of any property in town under the definition, because it renders more public service to the community in which it lives than does any other business. Of course, the newspaper is in a position to render greater service than are most other local enterprises, and consequently more is expected of it."

Sometimes the calls made on an editor are unreasonable in the matter of public service. Sometimes no appreciation is shown for the great good he does for the community. The public often takes for granted that the editor was created for the sole purpose of boosting a city or town. Nevertheless the publisher reaps his reward as the community flourishes, as his own living depends upon the progress of the community.

"The country newspaper is an institution that ranks with the schools and churches in many communities in America. No movement for city betterment, child welfare, or community recreation can be undertaken successfully by the people of any town without active cooperation of the local paper." (7, p. 44)

Atwood says (1, p. 53) that while the country newspaper is a community institution like the church, school, or pub-

lic library, it is about the only institution not supported by public taxation or dues or fees. Instead, its managing director, the publisher, has money invested in it.

Since the country newspaper is a community institution, it must be the product of both editor and community (1, p. 70). It requires more or less volunteer effort. This may seem a handicap, but probably is not. The responsibility of all for the community welfare makes the rather intangible thing we call community spirit. The city fire department is paid, while the village department is made up of volunteers; the city minister has a paid assistant, while the country minister must depend upon the voluntary aid of the people of his church. So, then, the country editor may expect to depend upon the help of the people and make his paper truly representative of the community.

Local News

Willey stated (20, p. 14) that the local paper's outstanding chance for a monopoly is in the field of local news. Yet it has the potential function, too, of interpreting the local significance of wider events. The local editor who has established and identified himself with the community life of an area and reflects this life in the columns of his paper is just as definitely an important factor

in social development as the teacher, doctor, lawyer, or clergyman.

Likewise, Mott and Casey held (13, p. 517) that it has always been, and is now, the secret of the success of the country newspaper to be able to give its readers news about themselves which the city paper, even one published near by, can not give them. Country editors of today do not try to compete with the daily papers in the fields of national and international news, or even in state news to a large extent. Instead they concentrate on the news of their own counties or circulation territory.

In the old days the country paper had to print a good deal of general news because its readers did not have the dailies. Later, the dailies began reaching out with their circulation and penetrated everywhere, so all need for local papers printing outside news was absorbed. In spite of the change, the country papers are now more flourishing than ever before, and the reason to be assigned for this is doubtless their monopoly in the field of local news. The way it is done, as stated by Bert Mills in Mott and Casey's work, is to make the paper so useful and interesting to the local readers that they can not get along without it. (13, p. 524)

"It is doubtful if a weekly newspaper has ever been

published that carried too many local items," said Casey. (6, p. 28) They may appear under "Personal and Social" headings, or the caption may be "Talk of the Town." There are many appropriate headings and ways of presentation, but essentially the content and character is the same. "The value of the personal or social column exists largely in that it deals with home folks, just folks, in other words, with us, the readers of the paper who are known to each other."

In the case of small-town newspapers the society and news-note columns are far more important to circulation than is true of the larger papers, according to Ginsburg. (7, p. 44) One country editor once said that he considered his year's work a failure if he had not mentioned at least once during the year the name of every man, woman, or child in the community.

Regarding Location

Unlike fixtures for a store, which are relatively inexpensive and easily moved, the equipment in a newspaper plant represents a large per cent of the investment. A newspaper is established slowly, and if moved as the result of unfortunate choice of location, will not respond with profits quickly in its new location. Location is very important,

then, in considering publication of a newspaper. (4, p. 4)

A county seat is obviously the best location for a newspaper. It is the center of things. The county offices are there, and the courts meet there. County records, news of crimes, licenses of various kinds, vital statistics, all are to be found at the court house. (4, p. 5)

Generally the county seat is the largest town in the county, and the trading center. The merchants there are more progressive in business and are better advertisers. Then, too, the county reports, citations, and other legal printing are close at hand.

The Business Angle

Newspapers change hands on all kinds of terms. A company was formed among its executives to buy the Kansas City Star from the Nelson estate in 1926. (4, p. 26) This company paid \$11,000,000 for the paper, \$2,500,000 of which was to be cash. The rest was to come out of the earnings of the paper. Yet cases are on record (4, p. 28) of weeklies in small cities being sold with no down payment. The deferred payments are usually on very favorable terms, as the seller is frequently more interested in getting a good rate of interest than in payment of the principal.

The newspaper of today is a business, and must be oper-

ated in a business-like way. In an introduction to Johnson's book William Allen White said (6, Introduction), "Today, ownership in journalism is a business. It requires capital. It requires merchandising talent. It requires financial stability....probably through it all character persists as the first asset in an eight per cent investment." Today's editor must be a man of integrity as well as ability.

The field of journalism will be characterized in the future by better personnel and better management. The publisher of tomorrow will be a business executive rather than an editor, and so his work will be more industrial than professional in that sense. He will, however, need an all-round background. Publishing will be on the whole mainly a problem of sound judgment. (15, p. 430, 433)

The financial success of a paper depends largely on how attractive it is to the readers. As Rogers put it (16, Foreword), "In newspaper work, as in any other work, business and most of the great professions, success means ultimate financial reward. But this success comes only to the newspaper that serves its public faithfully. No matter how limited the possibilities of any field, a readable and attractive newspaper must be produced to secure maximum results and influence."

The Editor

According to Mott and Casey, Parke Godwin said the community should require its editors to be intellectual men, having both power of thought and facility of expression. The editor must grapple difficult questions and make them plain to all. "Politics, international law, municipal affairs, political economy, moral and social science, and the art of reading individual character, must be understood by the editor--and not only understood, but explained. He must have that clear insight into general principles, and that familiarity with details, which will enable him to speak with clearness, originality, and decision." Godwin would have the editor be a patient thinker, a profound scholar, and a practiced writer. (13, p. 118)

While frequently the editor of a country weekly must act as reporter, business manager, advertising man, printer, and what not, his editorial function is separate and distinct. While on the street he is a private individual, with the views and opinions of a private citizen, his written opinions as expressed on the editorial page of his paper take on the status of a super-personal view. Something about the psychology of the printed page lends a position of far more importance to his views. The country editor is

potentially a person of great influence in the community where his paper circulates. (2, p. 127)

The editor's personality makes the paper. He must have certain qualities if his paper is to win the respect of his readers. He must be honest, both in his treatment of the news and in his personal dealings. A reputation for honesty is a valuable asset. If the readers say, "That's so because I saw it in the News," there is no question about that editor's influence in his community.

The editor must be broad-minded. He dare not acquire a reputation for intolerance or bigotry, or his influence will be destroyed. He may hold his own views as tenaciously as he pleases, but he must be willing to give others credit for being quite as honest in holding their views even if exactly opposite.

The editor must be individual and independent. His ideas must be the result of logical thinking and analysis, they must be definite, and he must not hesitate to express them. His opinion will be respected whether it agrees with those of his readers or not.

The editor must be just. He should give due credit to others for their opinions, neither ignoring nor ridiculing them. He can not show open derision of others in his editorials, no matter how forcefully he may write.

The editor must be well-informed. A reputation for knowing what he writes about will smooth many of the rough spots from his path as he goes along. The editor has an opportunity to be better informed than any of his readers, and it is his duty and privilege to give the public the benefit of his wider knowledge of affairs.

The editor must be public-spirited. (2, p. 126) He must be a booster. It is the duty of everyone, the editor included, to make his community a better place in which to live. The editor is in a position to do more for public movements than any other man.

The wholly successful editor will need other elements in his personality to make him popular. He must be friendly, with a smile and good word for everybody; he must be a good mixer. He must be neat, and in his work this is especially important because it is so easy to be disorderly in a print shop. He must be even-tempered, for he can not afford to lose his temper; he need not be tawely compliant, but it will pay him to be good-natured in his daily business. He must be original. Cleverness without originality may be easily overdone. Originality, variety, and spice in his paper will amuse the readers and make them think. (2, p. 127)

Other qualifications should include a pride in the pro-

fession, a professional spirit, and a consciousness of being an American business man with an interest in the business life of the town and community. (2, p. 128)

Editorial Writing

Under the division of labor brought about by the modern newspaper the reporter is trained to get the facts and put them into readable form without comment. The function of comment, interpretation, etc., then falls to the editorial writer. He must be well trained as a writer, and have a broad education in history, civics, economics, psychology, sociology, religion, and politics. He must have well developed critical faculties as well as a great fund of knowledge. (14, p. 204)

Present day newspaper readers form their opinions directly from the news columns. But in the haste required in getting news and putting it before the public, the reporter himself has had no time to find out what it all means. The opportunity of the editorial writer comes in then, since he is somewhat removed from all the hurry, and can study the events and their significance and supply the proper backgrounds. (14, p. 205)

The real service rendered by the editorial page is making people think. The editorial may not agree with opinions

formed by the readers, but it stimulates argument and makes people justify their opinions, so that if it does not "mold public opinion" it at least provokes thought.

Most readers do not have the background of experience or the reasoning ability to understand everything they read, according to Bush (5, p. 15). Terms are used by reporters that are unfamiliar to the average reader, and these must be defined if he is to understand what he reads. The time and place setting must be clarified, and the elements involved must be identified. The editorial performs a real service for the busy reader who wants to understand what he reads. Newspapers would have more educational value if they printed more editorials of definition. (5, p. 42)

The large dailies draw their editorial staff members from men having special knowledge of certain fields. Newspapers sometimes draw on the legal and teaching professions for their editorial writers. In 1932 the Chicago Tribune had three special editorial writers, one of which was a former lawyer, one a former college professor, and one a former political correspondent. (5, p. 13)

The editorial writer is in fact an educator. A properly written editorial requires extensive thought, and must be worked out by logical methods. Editorial writing is said to involve 90 per cent analysis and 10 per cent writing. (5, p. 14)

Responsibility of the Press

Repeatedly the responsibility of the press to the public has been emphasized. Daniel Webster as quoted by Sleyer condemned the appointment of editors to office, for he recognized that such a practice was just a means of securing their support in politics. (3, p. 379) In 1832 he declared, "In popular governments, a free press is the most important of all agents and instruments. The conductors of the press, in popular governments, occupy a place in the social and political system of highest consequence. They wear the character of public instructors."

According to Mott and Casey, Samuel Bowles said (13, p. 116), "The brilliant mission of the newspaper is not yet, and perhaps may never be, perfectly understood. It is, and is to be, the high priest of History, the vitalizer of Society, the world's great informer, the earth's high censor, the medium of public thought and opinion, and the circulating life blood of the whole human mind. It is the great enemy of tyrants, and the right arm of liberty, and is destined, more than any other agency, to melt and mould the jarring and contending nations of the world into that one great brotherhood which, through long centuries, has been the ideal of the Christian and the philanthropist."

In attacking the abuses of journalism, the tendency is to put the blame either on the public or on the newspaper managers. If the sole blame is put on the public, then there is no apparent remedy, as the newspapers are becoming more and more the organs that form public tastes and make appeals to the public intelligence. It would seem that a newspaper responsible to an intelligent and conscientious public would have to be a good journal in order to succeed. (19, p. 90)

In a perfect democracy the newspaper business would regulate itself. Unfortunately, the public is not entirely intelligent and conscientious and so the newspaper becomes an organ of dynamic education. "It would be treachery to social ideals for school teachers to choose and pursue their profession simply as a money-getting enterprise. The same is true of journalism. Responsibility must attach to this public function." (19, p. 90)

If a newspaper is to have an individual influence, is to be a leader of public opinion rather than a mere reporter of events, it should exercise its power through its editorial columns. (19, p. 85) The intelligent reader may put up with most any kind of editorial vehemence, but will not stand for discoloration of news.

Quoting from the Annals of the American Academy of

Political and Social Science, "The function of the newspaper in a well-ordered society is to control the state through the authority of facts, not to drive nations and social classes headlong into war through the power of passion and prejudice." (19, p. 57)

The Educational Function of the Newspaper

The newspapers are the teachers of the people. This has been reiterated on the platform, in the pulpit, and in the newspapers themselves. According to Bleyer, Wendell Phillips, over a generation ago, in speaking of the importance of newspapers in this country, said "It is a momentous, yes, a fearful truth, that millions have no literature, no schools, almost no pulpit but the press. It is parent, school, college, pulpit, theater, example, counselor, all in one. Let me make the newspapers, and I care not who makes the religion or the laws." (3, p. 379)

While time and invention have modified the situation just mentioned, it is still essentially unchanged. The coming of the radio and increased literacy have taken some of the responsibility from the newspaper, but little of its effectiveness. Paul Hutchinson said, "It seems to me fair to say that the business of the newspaper is to provide its reader with a dependable and comprehensible picture of the

world in which he is living." (13, p. 517)

While every part of a newspaper is instructive in a greater or less degree, the truly educational part of the paper is the editorial. Editorials are chiefly definitive, interpretive, or explanatory. The teacher will readily recognize these functions as paralleling his classroom work and may logically expect similar methods to be effective in class work or in editorial writing. (5, p. 4)

No longer can the country editor get along with a knowledge of printing as his only education. (2, p. 129) "To fulfill his function perfectly, the editor should be the director of the progressive thought in the community," said Bing. He must be a student in the broadest sense of the word, with or without the advantage of a college education. His formal education is not so important, but he must be a student of what is going on in the world.

He must be a student of human nature, with a knowledge of political economy, sociology, and psychology. Other things being equal, the editor who is a student of history and literature will be more effective than the editor who is not. He must never cease to be a student, and continue to do his work intelligently. (2, p. 131)

QUESTIONNAIRE FINDINGS

Table 1. Comparative Experience of Editors

| | Years teaching | Years journalism |
|----------------------------------|-------------------|---------------------|
| W. E. Turner, Waterville | 11 | 11 |
| Lawrence Moore, Bronson | 11 | 32 |
| Virgil E. Postma, Rexford | 17 | 8 |
| Menzo Hainline, Kingman | 3 | 6 |
| Ray Breitweiser, Clay Center | 4 | 17 |
| A. F. Whisnant | 20 | 5 |
| Ray Green, Concordia | 4 | 29 |
| J. O. Rodgers, Mankato | 15 | 24 |
| John Benson, Courtland | 13 | 2 |
| D. C. Clarke, Plainville | 21 | 5 |
| H. W. Shideler, Girard | 23 | 22 |
| Lorren W. Stricker, Highland | 7 | 6 |
| Rider Stockdale, Horton | 13 | 7 |
| C. W. Wheeler, Abilene | 9 | 14 |
| E. E. Kelley, Garden City | 10 ^x | 29 |
| Perry Betz, Glen Elder | 7 | 6 |
| W. C. Austin, Cottonwood Falls | 7 | 35 |
| T. A. McNeal, Topeka | 6 | 59 |
| W. G. Anderson, Winfield | 2 | 37 |
| E. J. Hollen, Bennington | 3 | 22 |
| Winona Lobaugh-Beach, Washington | 7 | 5 |
| Edwin F. Abels, Lawrence | 9 | 14 |
| Emmett D. George, Topeka | 10 | 25 |
| Harold Shankland, Strong City | 3 | 14 |
| Earl Vaughn, Esbon | 10 | 32 |
| Clyde N. Reed, Parsons | 1 | 20 |
| L. T. Perrill, Caney | 14 | 11 |
| W. A. Bailey, Kansas City | 14 | 17 |
| E. A. Briles, Stafford | 3 | 23 |
| H. B. Brown, Natoma | 4 | 27 |
| Average experience | 9.36 | 18.86 |
| Median | 9 | 17 |

Note: The names listed are in the order in which the returns came in.

²The figure 10 was arbitrarily set up to designate the teaching experience of E. E. Kelley, who failed to state his experience in years, but stated that he had been a high school teacher, principal, city superintendent, and county superintendent.

While the list used probably does not represent even a majority of the editors in Kansas who have been school men (or women), it is a random sampling. The names were obtained by personal inquiry and questionnaires were sent to all of them. Reminder cards were sent to those that did not reply. Of the returns received, all suitable ones were used.

Questionnaires were sent to 62 editors and ex-editors. Of the 43 returns received, 30 were usable and the findings were based on these. No criterion was adopted by which to determine who might be considered a teacher and who might be classed a journalist, as the previous table plainly shows that the average experience in both fields was great enough to remove any doubt.

The 30 editors used reported an average teaching experience in excess of nine years. Nine years' experience should establish anyone in the profession. Of the 30, 14 had taught 10 years or over, and only six had less than four years' experience. The Kansas state school laws permit the state board of education to issue a teaching certificate good for life "to persons of good moral character who may

give satisfactory evidence of the requisite scholarship, culture, professional attainments and ability....provided that the holder has taught successfully at least two years." (18, p. 24)

These same individuals had amassed an average editorial experience of over 18 years, indicating that as a group they were well-established journalists. Only nine reported less than 10 years' experience.

Questions regarding teaching experience in specialized fields revealed that 11 of the 30 had done coaching, and 20 had done administrative work as principals or superintendents. No attempt was made to find out whether any of the editors stressed sports news as a result of coaching experience. However, the fact that nearly two-thirds of the list had been school administrators showed two things. These individuals had (a) advanced to responsible positions in the teaching professions before leaving it for newspaper work, and (b) had executive experience that could be beneficial in business of any kind.

When questioned regarding newspaper experience previous to becoming editors in their own right, six stated they had had some experience. This varied from two months to five years, probably amounting to not more than 15 years in the aggregate. Two reported experience on college papers, and

Table 2. Previous Educational and Business Experience

| | Instructor | Coach | Adminis- trator | Journalistic Work | Business |
|-------------|------------|-------|--------------------|----------------------|-------------------|
| Turner | Yes | Yes | Yes | School notes | None |
| Moore | Yes | | Yes | None | None |
| Postma | Yes | | Yes | None | Salesman 13 years |
| Hainline | Yes | Yes | | None | None |
| Breitweiser | Yes | | Yes | Reporter | None |
| Whisnant | | | Yes | Reporter | None |
| Green | | | Yes | None | None |
| Rodgers | Yes | Yes | Yes | None | Farmed |
| Benson | Yes | | Yes | School notes | Farmed, clerical |
| Clarke | Yes | Yes | Yes | Gen. writing | None |
| Shideler | Yes | | Yes | Reporter | None |
| Stricker | Yes | | Yes | None | Hardware, ins. |
| Stockdale | Yes | Yes | Yes | None | None |
| Wheeler | | Yes | Yes | Reporter | None |
| Kelley | Yes | | Yes | None | None |
| Betz | | | Yes | None | None |
| Austin | Yes | Yes | Yes | Academic | None |
| McNeal | Yes | | Yes | None | None |
| Anderson | Yes | | Yes | Reporter | Adv. manager |
| Hollen | Yes | | Yes | None | None |
| Beach | Yes | | Yes | College paper | None |
| Abels | | | Yes | None | None |
| George | | | Yes | H. S. paper | Drug store |
| Shankland | Yes | | Yes | Reporter | None |
| Vaughn | Yes | | Yes | None | Farm |
| Reed | Yes | | Yes | None | None |
| Perrill | | Yes | Yes | None | None |
| Bailey | | Yes | Yes | None | Banking |
| Briles | | Yes | Yes | College paper | None |
| Brown | Yes | | | None | None |

three had conducted high school journalism in their teaching. As a whole, then, the group was inexperienced in newspaper work, since only 20 per cent reported any journalistic experience of a practical nature.

Regarding business experience, 21 of the 30 stated they had had no previous business experience, and six had engaged in sales work of various kinds. Seventy per cent of the editors had their first business experience in newspaper work, then, and only one editor reported any experience in advertising work. This would indicate on the whole a decided lack of business experience prior to entering newspaper work.

Table 3. Concerning the Change in Profession

| | Reason for change | Change planned from first? | Present choice | |
|-------------|----------------------|----------------------------|-------------------|----|
| Turner | | Yes | Wouldn't teach | |
| Moore | More permanent | No | Teach, then paper | |
| Postma | | No | Indefinite | |
| Hainline | Lost job | No | Teaching is out | |
| Breitweiser | Tired of teaching | ??? | Newspaper work | |
| Whisnant | Salaries low | No | No teaching | |
| Green | "Who wouldn't?" | No | No teaching | |
| Rodgers | No future--age | No | Journalism | |
| Benson | Better possibilities | No | Newspaper | |
| Clarke | Wanted a living | No | Indefinite | |
| Shideler | Permanency of tenure | No | Newspaper work | |
| Stricker | Liked it better | No | Doubtful | |
| Stockdale | Salary cut | No | Newspaper | |
| Wheeler | "Had the hankering" | Yes | Newspaper | |
| Kelley | Salary too small | No | Newspaper | |
| Betz | Wanted own business | Yes | Newspaper | |
| Austin | Personal preference | Yes | Newspaper | |
| McNeal | "By accident" | No | Newspaper | |
| Anderson | "Got a job" | Yes | Prepare for both | |
| Hollen | Permanency | No | Newspaper | |
| Beach | Business opportunity | No | As before | |
| Abels | | Yes | No teaching | |
| George | Interest; permanence | No | Newspaper | |
| Shankland | More future | No | Newspaper | |
| Vaughn | Health | Yes | Newspaper | |
| Reed | | | Newspaper | |
| Perrill | Journalism grad. | Yes | Newspaper | |
| Bailey | Accidental business | No | Indefinite | |
| Briles | Preference | No | Newspaper | |
| Brown | Greater promise | No | Newspaper | |
| | Better future | 7 Yes | Newspaper | 23 |
| | Financial | 5 No | Teaching | 0 |
| | Preference | 8 | Both | 3 |
| | By accident | 3 | Indefinite | 4 |

When questioned as to why they changed from teaching to journalism, the editors gave a variety of answers. Those concerning financial stability were most common, but not constituting a majority. More definite and accurate returns were received regarding whether the change was planned from the first. Only eight of the 30, or 26.6 per cent of the list answered that they had planned from the beginning to take up journalism. This would indicate that most of the editors entered their field while in search of a profession more satisfactory than teaching.

When asked how they would choose between newspaper work and teaching if they were starting their professional careers over, 23 of the 30 definitely stated they would choose the former. None of them indicated that they would choose teaching as a permanent profession, though a few were of the opinion that they might teach temporarily before going into journalism.

In fairness it should be pointed out that the study itself automatically limited the field to those who had reason to change profession and had done so. Consequently these findings can not be accepted as indicating the superiority of either profession. At best it is a brief statement of some of the reasons acceptable to some individuals.

Particularly interesting was the reason for change as

Table 4. Educational Background

| | College journalism? | English major? | Social science major? | Printing essential? |
|-------------|---------------------|----------------|-----------------------|---------------------|
| Turner | Yes | No | No | No |
| Moore | No | No | No | Yes |
| Postma | No | No | Yes | Yes |
| Hainline | No | No | No | Yes |
| Breitweiser | Yes | Yes | No | No |
| Whisnant | No | Yes | Yes | No |
| Green | No | No | No | No |
| Rodgers | No | Yes | No | No |
| Benson | No | No | Yes | Yes |
| Clarke | Yes | No | Yes | No |
| Shideler | No | Yes | Yes | No |
| Stricker | No | No | Yes | No |
| Stockdale | No | No | No | No |
| Wheeler | Yes | Yes | Yes | No |
| Kelley | No | No | No | No |
| Betz | Yes | No | No | No |
| Austin | No | No | No | No |
| McNeal | No | No | No | No |
| Anderson | No | No | No | No |
| Hollen | No | No | No | Yes |
| Beach | Yes | No | Yes | No |
| Abels | Yes | Yes | Yes | Yes |
| George | No | Yes | Yes | No |
| Shankland | Yes | Yes | Yes | No |
| Vaughn | No | Yes | | Yes |
| Reed | No | No | No | No |
| Ferrill | Yes | No | No | No |
| Bailey | No | Yes | Yes | No |
| Briles | No | Yes | No | Yes |
| Brown | No | Yes | No | No |
| | Yes 6 | Yes 12 | Yes 9 | Yes 8 |
| | No 22 | No 17 | No 16 | No 22 |

given by J. O. Rodgers of the Jewell County Monitor: "Soon learned that there was no future to teaching--loved the work, but learned that school boards do not recognize gray hair." The question is open for conjecture, Does this not pretty well symbolize the attitude of the majority of dissatisfied teachers?

College training for journalists should include considerable study in the fields of English and social science (2, p. 151). Examination of courses in journalism reveals that colleges and departments of journalism today show a considerable trend in that direction.

To learn, then, how much college preparation for newspaper work was included in background of the editors questioned, they were queried about whether they had studied journalism, and whether they had majors in the fields of English and social science.

Eight of the 30 reported having taken courses in college journalism. Twelve out of 29 had majored in English, and nine of 25 answering had majored in social science. Roughly, one third had helpful college preparation for journalism, speaking from an editorial and not a business standpoint.

The next question was based largely on opinion. Asked if they found a knowledge of printing essential, eight of the

Table 5. Additional Background

| | Subjects regarded important | College vs. practical experience |
|-------------|--------------------------------|----------------------------------|
| Turner | Agriculture | Practical experience |
| Moore | English | Practical experience |
| Postma | History, economics, sociology | Both essential |
| Hainline | Social science, psychology | Practical experience |
| Breitweiser | Spelling, social science | College training |
| Whismant | English, social science | College training |
| Green | English | Both needed |
| Rodgers | English, history | Practical experience |
| Benson | Social science | Practical experience |
| Clarke | Journalism | Both needed |
| Shideler | History, economics, English | Practical experience |
| Stricker | Social subjects | Both needed |
| Stockdale | History, English | College training |
| Wheeler | History, English | College training |
| Kelley | History, English, geography | Practical experience |
| Betz | Rhetoric, journalism | College, then experience |
| Austin | English | Combination |
| McNeal | Reading, English, business | Practical experience |
| Anderson | | |
| Hollen | English, spelling | Both needed |
| Beach | English, history | Practical experience |
| Abels | Mathematics | Practical experience |
| George | English, history, economics | Practical experience |
| Shankland | English | Practical experience |
| Vaughn | History, economics | College training |
| Reed | | Practical experience |
| Ferrill | English, agriculture | Both good |
| Bailey | English, history, economics | College training |
| Briles | English, history, pol. economy | Practical experience |
| Brown | English, spelling | Practical experience |

editors (26.6 per cent) answered in the affirmative and 22 stated that they had not found it so. Various comments indicated that a knowledge of printing would have been valuable, even though not essential, and the larger the paper the less need for the editor to know the printing trade. It would of course be essential in the one-man shop. Several of the editors said they had learned it after going into newspaper work.

When questioned in regard to the school subjects they regarded most valuable to the newspaper man, the editors in the majority favored English and the social sciences. The other subjects named included psychology, spelling, geography, agriculture, reading, business, and mathematics. The conclusion might reasonably be reached here that if these courses are valuable to the scholar, the teacher has profited well from them too.

The editors favored practical experience over college training so far as value in newspaper work was concerned. Fourteen regarded experience more important, seven favored college training, and eight replied that both were essential.

Table 6. Opening Location; Circulation

| | In town where taught? | In county seat? | Population? | Original circulation? | 300 dead | Built up? |
|-------------|-----------------------|-----------------|-------------|-----------------------|----------|-----------|
| Turner | Yes | No | 740 | 600 | 300 | Yes |
| Moore | Yes | No | 500 | 500 | | No |
| Postma | Unacquainted | Yes | 3,000 | 700 | | No |
| Hainline | Unacquainted | Yes | 3,000 | 1,400 | | Yes |
| Breitwaiser | Home town | No | 650 | | | Yes |
| Whisnant | Yes; one away | No | 700 | 400 | | Yes |
| Green | Yes | Yes | 6,000 | 1,200 | | Yes |
| Rodgers | Yes | No | 350 | 1,700 | | Yes |
| Benson | Partly acq. | No | 485 | 350 | | Yes |
| Clarke | No | No | 1,100 | 1,100 | | Yes |
| Shideler | Yes | Yes | 2,700 | 1,200 | | No |
| Stricker | Home town | No | 900 | 700 | | Yes |
| Stockdale | Yes | No | 4,000 | 0 | | Yes |
| Wheeler | Yes | Yes | 6,000 | 1,008 | | Yes |
| Kelley | Yes, home town | No | 700 | 1,100 | | Yes |
| Betz | Unacquainted | No | 600 | 600 | | No |
| Austin | Yes, home town | Yes | 1,200 | 600 | | Yes |
| McNeal | Unacquainted | Yes | 600 | 500 | | Yes |
| Anderson | Unacquainted | Yes | 8,000 | 1,500 | | Yes |
| Hollen | Home town | No | 300 | 250 | | Yes |
| Beach | Yes, home town | Yes | 1,560 | 400 | | Yes |
| Abels | Unacquainted | No | 1,500 | | | Yes |
| George | Yes | Yes | 1,200 | 2,200 | | Yes |
| Shankland | Nearby | No | 850 | 600 | | Yes |
| Vaughn | No | No | 450 | 800 | | Yes |
| Ferrill | Unacquainted | No | 3,800 | 1,000 | | No |
| Bailey | Yes | Yes | 120,000 | 15,000 | | Yes |
| Briles | Unacquainted | No | 1,700 | 800 | | Yes |
| Brown | Yes, home town | No | 600 | 300 | | Yes |

Exactly half, fifteen, of the group replied they had entered newspaper work in towns where they had taught. Eight had started in their home towns, and nine started in towns where they were unacquainted. This would indicate a tendency to locate in a town where the individual was known or had an established place in the community. Less than one third started in towns where they were unacquainted.

Only eleven, slightly more than one third, first located in county seat towns. The towns of first location varied from 300 to 120,000, with 16 of them being towns of over 1,000 population.

When original circulation was compared with town population, it was found that the circulation exceeded the population in only seven cases, or in 23.3 per cent of the towns. Of these seven, strangely enough, only one was a county seat.

Excluding the Kansas City Kansan, the original circulation varied from 250 to 2,200. Since the financial success of a paper is dependent largely upon its advertising, and that in turn on circulation, a growth in the latter is an indication of good management. Most of the editors questioned, 25 in fact (83.3 per cent), reported they had been able to increase circulation. Only five stated in the negative.

Table 7. Financial Considerations

| | Original investment | Gross income | Per cent netted | Compared with teaching salary | Would local bank aid? |
|-------------|---------------------|--------------|-----------------|-------------------------------|-----------------------|
| Turner | 3,000 | Greater | 40% | Less at first | Yes |
| Moore | 1,000 | Double | 75 | Less | Yes |
| Postma | 2,000 | Equal | 20 | Half | Yes |
| Hainline | 3,000 | Double | 25 | More | No |
| Breitweiser | 7,500 | Greater | 10 | More | Yes |
| Whisnant | 5,000 | Equal | 15 | More | Did not try |
| Green | 10,000 | Greater | 15 | More | Yes |
| Rodgers | 1,000 | Equal | | More | Yes |
| Benson | 2,000 | Greater | | More | Yes |
| Clarke | 10,000 | Less | 35 | Equal | No |
| Shideler | 3,500 | Less | 50 | More | Did not try |
| Stricker | 7,000 | Less | | Less | Yes |
| Stockdale | 2,000 | Greater | 12 | Less | Did not try |
| Wheeler | 13,500 | Greater | 20 | More | No |
| Kelley | 1,500 | Greater | | More | Yes |
| Bets | 6,500 | Less | 35 | More | No |
| Austin | 2,000 | Greater | | More | Did not try |
| McNeal | 2,300 | More | | | Was none |
| Anderson | 10,500 | Equal | | | Did not try |
| Hollen | 1,000 | Greater | 50 | Equal | Yes |
| Beach | | | | Less | Yes |
| Abels | 5,000 | Greater | 20 | More | Yes |
| George | 5,000 | Greater | 60 | More | No |
| Shankland | 6,000 | Equal | 35 | More | Yes |
| Vaughn | 2,800 | Equal | 50 | Less | Yes |
| Reed | 3,000 | Equal | | | Did not try |
| Perrill | 12,000 | Greater | | Greater | Yes |
| Bailey | 380,000 | Equal | | Equal | Yes |
| Briles | 5,000 | Equal | 20 | Greater | No |
| Brown | 300 | Greater | | Greater | Yes |
| Average | 4,532 | | 33.4 | | |
| Median | 3,000 | | 33 | | |

From a financial standpoint there are several questions that present themselves to one contemplating ownership of a newspaper. How much must he invest? What may he expect in gross and net incomes? How will the net compare with his previous salary? It is also of interest to know what chance there is of obtaining financial aid for his enterprise from the local bank.

The average investment of the entire list was found to be \$6,444. Since, however, the list included the figure of \$350,000 for the Kansas City Kansan, which was about twice as much as the total of all the other papers, it seemed fair to exclude it and base the findings on the 28 others. This average was found to be \$4,532.

In comparing the gross annual income during the first few years with the amount of the investment, 14 reported the income to be greater, 11 stated it was approximately the same, and four said it was less. The conclusion here was that a newspaper should sell for no more than its gross annual income, and probably less.

Based on 19 returns, the net income averaged about one third of the gross. Comparing this net with previous salary, seven said it was smaller, two stated it was the same, and 17 said it was larger. It should be borne in mind that these figures were based on "the first few years" of newspa-

per work, and that the beginner might reasonably expect to increase his income as he became familiar with his field. Even then, a decided majority stated their incomes from the newspapers exceeded their previous teaching salaries.

The incidental question regarding the willingness of the local bank to help the new editor brought out the fact that only six had been turned down, seven did not try to get help from that source, and 17 had found the bank willing to help. In a majority of the towns, then, the banker regarded the newspaper as a worthy enterprise and the ex-school man as a good risk.

The editors were questioned regarding the importance of the editorial page in their papers. Eighteen, or 60 per cent, regarded it important with many of the statements qualified by "not very" or "I think so."

Sixteen of the list answered in the affirmative when asked if they wrote columns for their papers. This would indicate that in most cases the editorial page and strictly editorial work was of secondary importance to the editor, who probably was already busy with gathering news and selling advertising.

The two problems of ready-print and tabloid size have something in common. According to Ralph Baker, secretary of the Kansas Press Association, the change to tabloid size has

Table 8. Editorial Practice

| | Regard edi- torial page important? | Write column for it? | Approve ready- print? | Approve tabloid size? | Teaching aid inter- pretation? | Social views |
|-------------|--|----------------------------|-----------------------------|-----------------------------|--------------------------------------|-----------------|
| Turner | No | Yes | No | Yes | Yes | Yes |
| Moore | No | Yes | No | No | Yes | Yes |
| Postma | Yes | Yes | Yes | Yes | Yes | Yes |
| Hainline | Yes | Yes | Yes | No | No | No |
| Breitweiser | Yes | Yes | No | No | No | No |
| Whisnant | Yes | Yes | No | No | Yes | Yes |
| Green | Yes | No | No | ? | Yes | No |
| Rodgers | Yes | Yes | No | No | Yes | Yes |
| Benson | No | Yes | No | No | Yes | Yes |
| Clarke | No | No | No | No | Yes | Yes |
| Shideler | No | No | No | No | Yes | Yes |
| Stricker | No | No | No | No | Yes | Yes |
| Stockdale | No | No | No | Yes | Yes | No |
| Wheeler | Yes | No | No | Yes | Yes | Yes |
| Kelley | Yes | Yes | Yes | ? | No | Yes |
| Betz | No | Yes | Yes | No | Yes | Yes |
| Austin | No | No | No | No | Yes | No |
| McNeal | Yes | No | No | No | Yes | Yes |
| Anderson | Yes | No | No | No | Yes | Yes |
| Hollen | No | No | No | No | Yes | Yes |
| Beach | Yes | Yes | No | Yes | Yes | Yes |
| Abels | Yes | Yes | No | No | Yes | No |
| George | Yes | Yes | No | No | Yes | No |
| Shankland | No | Yes | No | Yes | Yes | No |
| Vaughn | Yes | No | Yes | No | Yes | Yes |
| Reed | Yes | No | No | ? | Yes | Yes |
| Perrill | Yes | Yes | No | ? | Yes | Yes |
| Bailey | Yes | No | No | No | Yes | Yes |
| Briles | Yes | Yes | No | Yes | Yes | Yes |
| Brown | No | Yes | No | No | Yes | Yes |
| | Yes | No | Yes | No | No | No |
| | No | No | No | Ind. | Yes | Yes |
| | | | | 14 | 23 | 19 |
| | | | | 5 | | |
| | | | | 16 | | |
| | | | | 17 | | |
| | | | | 25 | | |
| | | | | 18 | | |
| | | | | 12 | | |

usually been made when a paper discontinues the use of ready-print. The smaller size allows the paper to retain its former number of pages while actually cutting down on reading matter.

Twenty-five of the editors, or 83.3 per cent, went on record as not approving ready-print. Regarding the tabloid size, 17 (56.6 per cent) of the editors did not approve of it, seven approved, and four were indefinite in their statements. Some of the statements were qualified in regard to the size field in which it should be used, it being more acceptable in the smaller publications in point of circulation. It is possible that there was some confusion on the term "tabloid," and that some of the editors were influenced by disapproval of the sensational city tabloids.

Regarding whether teaching experience aids the interpretation of news most of the editors (26, or about 87 per cent) answered in the affirmative. Nineteen, or 63.3 per cent, believed that their social views reflected their teaching background.

In any event, a considerable majority believed that teaching experience had been influential in their editorial philosophy.

In the opinions of the editors themselves about half of the papers were non-partisan and half were partisan. Re-

Table 9. Editorial Politics

| | Is paper non-partisan? | Political influence? | Successfully backed local candidates? | Attempt to educate voters? |
|-------------|------------------------|----------------------|---------------------------------------|----------------------------|
| Turner | No | Yes | Yes | Yes |
| Moore | Yes | No | Yes | Yes |
| Postma | Yes | | | Yes |
| Hainline | No | | Yes | Yes |
| Breitweiser | No | Yes | Yes | Yes |
| Whisnant | Yes | | Yes | No |
| Green | No | Yes | Yes | No |
| Rodgers | No | Yes | Yes | Yes |
| Benson | Yes | No | Yes | Yes |
| Clarke | Yes | | No | Yes |
| Shideler | No | No | Yes | Yes |
| Stricker | No | Yes | Yes | Yes |
| Stockdale | Yes | | No | Yes |
| Wheeler | No | No | No | Yes |
| Kelley | No | Yes | Yes | Yes |
| Betz | Yes | | Yes | Yes |
| Austin | Yes | Yes | Yes | Yes |
| McNeal | No | Yes | Yes | Yes |
| Anderson | No | Yes | Yes | Yes |
| Hollen | Yes | | Yes | No |
| Beach | No | Yes | Yes | Yes |
| Abels | No | Yes | Yes | Yes |
| George | No | Yes | Yes | Yes |
| Shankland | Yes | | No | No |
| Vaughn | No | Yes | Yes | Yes |
| Reed | No | | Yes | Yes |
| Perrill | Yes | No | No | No |
| Bailey | Yes | | Yes | Yes |
| Briles | Yes | | Yes | Yes |
| Brown | Yes | | Yes | Yes |
| | Yes 14 | Yes 13 | Yes 24 | Yes 25 |
| | No 16 | No 5 | No 5 | No 5 |

garding their political influence, 13 felt their papers carried some weight, five thought not, and 12 did not express themselves. Most of them (24) had successfully

Table 10. Miscellaneous Questions

| | Made paper a social instrument? | Sponsored reforms, welfare movements? | Financial ob- ligations mod- ified policies? | Member of Kansas Press Association? |
|-------------|---------------------------------------|--|--|---|
| Turner | Some | Not much | No | Yes |
| Moore | Yes | Yes | Yes | No |
| Postma | Yes | No | Yes | No |
| Hainline | Yes | Some | No | Yes |
| Breitweiser | Yes | Yes | No | Yes |
| Whisnant | Yes | Welfare | No | Yes |
| Green | Some | Some | No | Yes |
| Rodgers | Yes | Yes | No | No |
| Benson | Yes | Welfare | Some | Yes |
| Clarke | Yes | No | Some | No |
| Shideler | Yes | Yes | No | Yes |
| Stricker | No | Yes | No | Yes |
| Stockdale | No | No | No | Yes |
| Wheeler | Yes | Yes | No | Yes |
| Kelley | Yes | Some | No | No |
| Betz | Yes | Yes | No | Yes |
| Austin | Yes | Little | No | Yes |
| McNeal | Yes | Yes | No | Yes |
| Anderson | Yes | Yes | No | Yes |
| Hollen | Yes | Yes | No | Yes |
| Beach | Yes | Yes | No | Yes |
| Abels | Yes | Yes | No | Yes |
| George | Yes | Yes | Some | Yes |
| Shankland | No | No | No | Yes |
| Vaughn | No | No | No | Yes |
| Reed | Yes | Yes | No | Yes |
| Perrill | Yes | No | No | Yes |
| Bailey | Yes | Yes | Yes | Yes |
| Briles | Some | Some | No | Yes |
| Brown | Yes | Yes | No | Yes |
| | Yes 22 | Yes 16 | Yes 5 | Yes 23 |
| | No 4 | No 5 | No 23 | No 3 |
| | Some 3 | Some 6 | Some 5 | |

backed candidates, and 25 tried to educate voters on major issues.

Twenty-two of the editors, or 73.3 per cent, stated they had tried to make their papers social instruments in their communities. Three said they had made some effort in that direction or otherwise qualified their statements. In regard to sponsoring reforms and welfare movements, fewer responded in the affirmative, only 16 so indicating and eight giving qualified answers. If the latter response be considered as half affirmative in value, then the total affirmative response would be 66 per cent.

Since many newspaper investments are made with borrowed capital, and finances in general depend on the good will of the advertisers, the editors were questioned on whether they had found it necessary to modify their policies because of financial obligations. Only three admitted outright that they had to consider this angle. Three said they gave it slight consideration, and the majority (23) answered in the negative. This last combination of answers amounted to about 82 per cent negative. Such results indicate that the average country newspaper is quite independent in its policies.

The last question, regarding membership in the Kansas Press Association, is an incidental one. Over two thirds

(23) answered in the affirmative, showing that the editors as a whole were association-minded and apparently thought they received some professional benefit from it.

Advice from the Editors

Virgil E. Postma, Rexford: Spend three years teaching in a good town, county seat, then buy the paper. Would be ideal if suitable all 'round.

Menzo Hainline, Kingman: There is too much to write down here, except be a good business manager and your success will be achieved regardless of the type of paper you put out, while the best paper in the world will fail with poor management.

Ray Breitweiser, Clay Center: Work hard and keep things stirred up.

A. F. Whisnant, Lucas: Stay in field where acquainted. Help will be greatest problem.

J. O. Rodgers, Mankato: Put originality and personality into your work, shoot straight and be fair.

John Benson, Courtland: A good printer is hard to locate. They seem to be a shifting group and hard to keep steady.... It takes a little while to plant yourself into a community and to get their faith set up in you.

Lorren W. Stricker, Highland: Just jump in. You will meet every problem in the arithmetic.

Rider Stockdale, Horton: Locate only in a county seat town or larger country town. Get a monopoly by having no competition. They are the only papers that really make money.

C. W. Wheeler, Abilene: Start with something you can finance. Select good field where there are no crop failures.

E. E. Kelley, Garden City: Keep monthly paper bills promptly paid and be a good collector. God will take care of you then.

Perry Dets, Glen Elder: Make a study of the printing trade, specialize in layouts, and cultivate salesmanship.

T. A. McNeal, Topeka: Get as good education as possible. Get hold of a newspaper in a good county-seat town if you do not have to pay too much for it, keep out of politics, that is partisan politics, if possible.

W. G. Anderson, Winfield: Get a college degree. Work on paper while attending high school and college.

E. J. Hollen, Bennington: Work hard and stay with it.

Winona Lobaugh-Beach, Washington: Study your own community and make your paper fit it, don't try to make the community fit your paper.

Edwin F. Abels, Lawrence: Work hard and the problems will take care of themselves.

Emmett D. George, Topeka: Watch labor expense in mechanical end and get the news. Give the paper all the personality you may possess or develop.

Harold Shankland, Strong City: Take six months' work, if for no pay, in a good newspaper plant--learn if you like the business before you invest; don't get a paper in too small a town. Don't get a paper which grosses less than \$6,000 annually. Don't get into a place where you have to do both mechanical and editorial-advertising work. Take plenty of time in judging a paper's possibilities to make money before you buy it. Try to find out why the paper is for sale.

Earl Vaughn, Esbon: Don't start in a town under 1,000. Be sure a substantial investment exists in wealth-producing enterprise.

L. T. Perrill, Caney: This would take a book--and then probably not fit you or your location.

W. A. Bailey, Kansas City: Study your problems; consult those who have had experience and work hard.

E. A. Briles, Stafford: Don't do it as a reformer. First consideration is reflecting the life of the community and making a profit. Getting along with people biggest problem.

CASE HISTORIES OF REPRESENTATIVE EDITORS

T. A. McNeal, of the Kansas Farmer

Tom McNeal "got into newspaper work by accident." Most of the time for the past 50 years he has been at it. He came to Kansas from Ohio in 1879. He had attended three different colleges in Ohio, and had taught six terms in country schools. "There were no grades, just free for all," as he put it. At one time he considered following the teaching profession and working up to a position as superintendent of schools.

McNeal came to Kansas to go into a newspaper with his brother. From 1879 to 1884 they published the Medicine Lodge Cressett. Then McNeal became interested in politics and the legal profession. In 1887 he was admitted to the bar, and sold out of the newspaper business. He practiced law until 1894, when he went to Topeka and established the Kansas Breeze.

He was a member of the Kansas legislature during the sessions of 1885, '86, and '87. In 1890 he was elected mayor of Medicine Lodge. McNeal was appointed secretary to Governor Hoch January 9, 1905, and later in the same year was appointed state printer. He retained the latter office

until 1911, being twice elected by the people. From 1915 to 1923 McNeal served on the State Textbook Commission.

In 1895 he sold the Kansas Breeze to Arthur Capper, who combined it with the North Topeka Mail. McNeal remained as editor of the Mail and Breeze, later called the Farmers' Mail and Breeze. Capper bought the Kansas Farmer, also published in Topeka, and later combined it with the Mail and Breeze. In late years the paper has continued under McNeal's editorship as the Kansas Farmer. The column "Passing Comment" with its stories of Truthful James as well as editorial comment in other Capper publications has made Tom McNeal and his pungent ideas a Kansas institution.

He is one of the best known public speakers in Kansas, and few communities have not heard him at least once at commencements, dedications, celebrations, or other public gatherings. He is the author of "Tom McNeal's Fables," published in 1900, of "When Kansas Was Young," in 1922, and "Stories by Truthful James," in 1925.

When McNeal began his newspaper career in Medicine Lodge he had never been in the town before. He knew nothing about newspaper work, had never been in a print shop, and had to learn to set type. Medicine Lodge was a frontier town at the time, with some six or seven hundred population. Tom McNeal's investment for a half interest in the paper was

perhaps two or three hundred dollars. The paper started with a circulation of about 500, and increased to 1,000 during the McNeal regime.

W. A. Bailey, of the Kansas City Kansan

In 1915 W. A. Bailey went to Wyandotte high school in Kansas City as principal. During the World War he participated in various drives and became interested in civic work. He became prominent in Chamber of Commerce, Rotary Club, and Red Cross activities. Then he quit school work for banking. He became assistant cashier of the Exchange State Bank and public contact man for that institution.

Then Bailey was elected president of the Chamber of Commerce. As new president he wished to do something important, and seeing a need for a good newspaper in Kansas City, Kansas, he made that his project. The city had a small four-page six day paper called the Kansas City Kansan. It had no news service and existed mainly for printing city legals. The Kansas City (Missouri) Star covered the territory well enough to keep down competition in metropolitan news, but considered Kansas City, Kansas, as an appendage of Kansas City, Missouri, and referred to it as "the West End" or "the Kansas Side."

Bailey had no idea of going into newspaper work himself.

As president of the Chamber of Commerce he went to Senator Capper to persuade him to sponsor a paper for Kansas City. Capper made a proposition probably not expecting it to be fulfilled; the city must show a community interest and make certain guarantees. If it would guarantee 15,000 readers and pledge \$200,000 in advertising for the first year, he would establish a paper there.

The Chamber of Commerce put on a community campaign, soliciting every resident for subscriptions and every business man in the city for advertising. The quotas were reached and slightly exceeded. Then Capper asked Bailey to take the paper to build.

First of all they adopted the slogan "For You and Your City." Capper told Bailey, who said that he knew nothing at all about the newspaper business, that he would surround him with experienced department heads from his organization at Topeka. These men would stay with him as long as he needed them.

The departmental men provided were (a) a managing editor, (b) an advertising manager, (c) a circulation manager, (d) a composing room foreman, (e) a stereotype foreman, and (f) a press foreman. The managing editor sent was Charles Sessions, who was and is managing editor of the Topeka Daily Capital; he stayed for six months. Three of the others are

still with the Kansan.

Bailey read widely on the newspaper business. He had taken graduate work at the University of Chicago, having two years' work toward a Doctor's degree, so was able to attack his problem from a scholar's viewpoint. He read all the trade publications he could get, and attended all the professional meetings. He joined all the important associations, including the Kansas Press Association. He soon knew the newspaper vernacular.

Bailey explained his background like this: from teaching he had gained understanding of political and sociological problems, and had learned to handle boys. This latter was of value to him in circulation work, for the paper was carried about the city by a crew of boys. From his community work in clubs and drives he had gained a wide acquaintanceship about the city, and a knowledge of political and social problems first hand. His time spent in the bank gave him a working knowledge of business.

The old Kansas City Kansan had never been a money maker because of competition from the Kansas City Star. Men who had tried to make it anything more than a mere publication of city legals had gone broke. The new organization bought the name and good will of the old Kansan and set about to establish a wholly new paper, a fine opportunity for demon-

stration of newspaper theory. For three years the paper failed to make a profit. In fact it lost \$70,000 during the first year. Only the financial backing of the Capper organization enabled it to survive the lean years.

It brought new community consciousness and recognition to Kansas City, Kansas. The Star ceased to speak of the city as "the West End" and began to call it "Kansas City, Kansas." It adopted changes in makeup, printing a special edition with page three of the Star and Times given over to Kansas City, Kansas, news, and substituting Kansas for Missouri society news.

The Kansan made a sort of "gentleman's agreement" with its advertisers whereby it did not carry any advertising from Kansas City, Missouri, firms, and the Kansas City, Kansas, firms did not patronize the Star. Bailey did not consider the Journal-Post as competition since it did not try to cover Kansas City, Kansas.

"Kansas City, Kansas, had a voice," said Bailey. The city profited and the problems of city hall, schools, churches, clubs, and so forth had an airing in an organ that reached sympathetic ears. The old Kansan had an approximate circulation of 1,000; the present circulation is 21,000.

While the Kansan has United Press service (the Star

kept it from getting Associated Press membership, for which Bailey is glad now because the present situation avoids repetition) it subordinates metropolitan and other UP news to local news. Since the Star blankets the community, the Kansan concedes metropolitan coverage to it and stresses its avowed purpose of building up Kansas City, Kansas, prestige. The Kansan takes 40,000 words daily from the UP, but uses only the most important news and gives that secondary position.

Two interesting innovations practiced by the Kansan are streamline style (avoiding exact count on headlines and stereotyped headline style) and the front page editorial. The latter is a two-column affair perhaps a half column long, always dealing with community problems or projects. The most recent series deals with getting a new hotel for the city. Such projects have been put across as (a) through trafficways, (b) a new Federal building, (c) the new \$2,000,000 high school building, (d) a new retail consciousness that has brought Montgomery Ward in with a fine new building, and (e) Fairfax flying field.

Additional editorials appear, of course, on the editorial page, but Bailey does not give it the personal attention and supervision that he gives the front page editorial.

The Kansan has its own radio station, KCKW, with 100

watt power. It was set up mainly to reach local listeners, having a radius of 25 to 40 miles. It has no chain affiliations, and like the paper itself is concerned in building civic pride. The Kansan appeals to the radio-minded public in another way too. It has the most complete radio program listing of the three dailies in Kansas City. It has a complete coverage of all local (several hundred mile radius) stations.

Another point on news service: the Kansan carries a column of abbreviated foreign news under a heading "foreign News," and a similar column of "National Affairs" summarized so all important news is carried. This segregates the two types of news from the all-important local news.

Every Sunday there is a page for churches, with groups of items from all churches in Kansas City, Kansas. There is a page for schools under a school editor, listing all the ward schools with their items separately. "Viewpoint of Labor" is the title of a column written weekly by one of the men in the printing plant, appearing uncensored and unedited, just as he writes it. The writer has a by-line which states his affiliation with the printers' union.

The Kansas City Kansan, now in its eighteenth year, has gone a long way toward developing a local consciousness. It is an independent newspaper, not actively supporting either major party. Mr. Bailey does not allow his own party affili-

ation to color his newspaper policy. The Kansan stays out of state and national politics, but does participate in local politics, disregarding parties.

C. W. Wheeler, of the Abilene Daily Chronicle

With nine years teaching experience and five years work on the Salina Journal, C. W. Wheeler returned to Abilene where he had been superintendent of schools and took over the Chronicle. It was a weekly paper in bad straits because of poor management and strong competition from the opposition paper. This other paper, the Reflector, had been a daily since 1887, most of the time edited by C. M. Harger, influential Kansan of long standing.

The Chronicle had 1,000 circulation when Wheeler bought it. Previous owners had not found it a paying proposition. Mr. Wheeler set out to build up its local news. He considered local news more important than politics so stayed out of controversies and issues, especially ignoring the jibes of the other paper. After publishing weekly for a time, he started putting out three papers a week, and later made the Chronicle a daily.

Abilene was a town of less than 6,000, there were six other papers in the county (Dickinson), and the opposition paper was a long-established daily. Yet Wheeler was able to

build up his circulation to 2,700, as attested by the Audit Bureau Corporation audit. He did this largely on the strength of local news coverage. He put a full time man in the country to build up circulation, pick up news tips, take want ads, and so forth.

At first the Chronicle accepted produce, wheat, marketable junk, and other things in trade for subscriptions. Wheeler stopped this practice after getting the subscription list up. In accordance with A. B. C. requirements the Chronicle follows the stop-when-out policy. The A. B. C. audit has brought considerable national advertising to the paper.

Advertising rates start at 35 cents per inch for both local and foreign. This is about double the rate of the competing paper, but the Chronicle carries nearly as much advertising as the other paper. This is due to better circulation coverage in the rural areas. The advertisers are called upon daily, most of them by the advertising man but a select few by Wheeler himself.

Local news, the source of the Chronicle's growth, comes from some 75 or 80 correspondents about Dickinson county. Each local correspondent gets into the paper every three or four weeks. They are not paid, but are furnished stationery. They may call in important stories collect.

Even though the Chronicle is a daily paper and has both UP pony service and access to Transradio news through station KPBI, it plays down the national and foreign news and plays up the local. Most of its readers take metropolitan dailies anyway, from which they get out-of-state news, so the Chronicle gives secondary consideration to telegraph material.

Wheeler borrowed a good portion of the capital he invested, and has since been putting the profits into building up his plant rather than paying off borrowed capital. He has added two linotypes, a Duplex model A press, and other equipment. The Chronicle now has an engraving plant, though Wheeler questions whether this pays its way.

"A newspaper is a business and must be run as such," said Wheeler. There is no business carry-over from teaching, he said, and teachers become prone to dictate. However, teaching establishes a man in a community, and the knowledge of the use of English that goes with it is valuable to a newspaper man. Wheeler considers college training more important than practical experience, at least in this size paper. He has no knowledge of the mechanical work in a print shop, other than the little he has picked up by contact.

Newspaper work has paid Mr. Wheeler financially. His

annual income approximates \$4,400, while the superintendent of schools in Abilene gets \$2,900.

W. E. Turner, of the Waterville Telegraph

In 1927 W. E. Turner acquired a half interest in the Waterville Telegraph. At the time he was teaching in the Waterville high school, and continued to teach until 1932. Mr. Turner gave up teaching after 11 years in the Waterville system, the last five of which he was superintendent. He had previously taught vocational agriculture and coached.

The Telegraph was a 13 em, six column sheet running four to eight pages when he acquired it. After Turner bought out his partner he added a linotype and increased the size of the paper to 12 em, seven columns.

Waterville has about 700 people. It is in southwestern Marshall county. The county has 11 other towns in which there are 10 newspapers. The Telegraph has a circulation of 900. When Turner took it over there were 600 subscribers, only about half of them paid up.

During his tenure as publisher Mr. Turner has made various changes, but it has been his policy not to make more than one change in each six months. He discontinued front page advertising. He made the change to a 12 em, seven column page, so adding one column on each page of the paper and

allowing a substantial increase in advertising space and revenue. To the previously hand set shop he added a number 14 linotype. The editorial page became a regular feature. Ready print was tried and given up because of lack of reader interest.

At present the annual gross income of the Telegraph is about \$7,000 of which perhaps half is net. This gross is about double what it was in 1927 when Turner first bought in to the paper. He solicits and obtains considerable job work, which contributes substantially to the gross. For several years he has printed calendar pads, which he sells to other papers in nearby towns to be printed with local advertising. In this way he gets quantity production on the pads.

About once a year a special issue of the Telegraph is put out in connection with some anniversary, a cooking school, or other event. The cooking school has been a very satisfactory promotion scheme and good will builder.

The Turners have a wide acquaintanceship in the county, and there is a fine spirit toward the Telegraph in the community. Mr. Turner calls on all advertisers each week, not just to solicit ads but to gather news and maintain contact. He keeps a table of all advertisers showing calls made and ads taken. Various advertisers are allowed regular positions for their ads.

Though he intends to keep the circulation list "live," Turner does not believe in the stop-when-out policy. Circulation is too important. He seldom takes produce or other trade for subscriptions. He does not pay his country correspondents, but gives them subscriptions to the paper and a party or show once a year. He furnishes stationery.

As to politics, the practice is to steer clear of controversies and issues in general. The town is too small. Local news is more important than editorial policy. The Telegraph seeks to serve the people rather than dominate them, and makes a good financial return in so doing.

Mr. Turner says that in building up a paper one must (a) give the readers a good paper, (b) then try to increase circulation, and (c) build up advertising revenue on the strength of circulation.

Turner considers his teaching experience an asset to his newspaper work. His vocational agriculture experience has been most valuable, for it has given him an understanding of farm problems and rural life. Teaching, he says, is a fine way to establish oneself in a community prior to taking over the local paper. It is a means of saving money for starting capital in the enterprise, though as a profession it is not very remunerative.

From a business standpoint, however, teaching over a

long period of time is a handicap, according to Turner. A teacher becomes too conservative and fixed in his habits to be a progressive business man. "There is little future in teaching unless you are big enough and manage to get one of the big jobs which pay big enough money," said Turner, who quit because salaries went down to where it was difficult to make a living for his family.

He does not consider a knowledge of the printing trade essential to the manager of a paper. One can soon learn enough of it to supervise makeup and so forth. Mr. Turner has not learned to operate the linotype, for he thinks he can spend his time to a better advantage. Mrs. Turner spent a few months at Pittsburg teachers college learning the machine and its operation, and she does much of the work on it. College training is valuable, Mr. Turner thinks, but not essential for handling the managerial end of a newspaper.

**A. F. Whisnant, of the Lucas Independent
and the Sylvan Grove News**

After spending 20 years in school work A. F. Whisnant decided the teaching profession was too poorly paid, and bought a newspaper plant in Lucas. He gave up the position of superintendent of schools there to take over the Lucas Independent and the Sylvan Grove News. The two towns were

some 10 miles apart, and both papers had been printed out of the Lucas shop for a good many years.

The News maintains an office in Sylvan Grove, open three days a week, in charge of a graduate journalist. The balance of his time he spends in the shop in Lucas doing linotype work and making up the News. The young man in charge at present adopted the new streamline style in the News. This gives individuality to both papers, as the Independent still uses the old style heads. However, Mr. Whisnant likes the new style so well that he is considering using it on the Lucas paper. Repetition is at a minimum in the two papers, only the local items from a few communities being used in common by them.

A visit to the shop in Lucas leaves one impressed with the neatness of the place. The usual disorder of the print shop is absent. Whisnant makes it his own special chore to see that the place is tidied up. He is convinced that the practice actually pays in dollars and cents, as it has brought contracts for work that he otherwise might not have obtained.

Mr. Whisnant inherited from his predecessor a group of advertisers who were advertising-minded, so he has a happy situation. He does not use high pressure methods in selling ads, and makes it a point to know just how much the traffic

will bear. Advertising "rackets" such as congratulation issues and over-stressed week end specials he avoids or uses sparingly.

Whisnant advocates choosing a town large enough to have motor car agencies and tire dealers that will bring in foreign advertising. Most of this type of advertising (for which he charges premium rates) depends upon the number of units sold by the dealer. For example, one automobile company sends check and material for \$6 worth of advertising to its dealer for every car he sells. This comes through an advertising agency.

This, then, is a cooperative proposition between editor and local business man. It is to the editor's advantage to print news of car sales and so forth that will boost the dealer. Towns without such agencies do not pay so well in advertising. "It takes more than grocery ads to make a paper pay," said Whisnant.

In the Lucas-Sylvan situation there are live agencies in both towns. Ordinarily, Whisnant says, two papers printed out of the same shop are not a good thing because one of them is likely to be a poor pay proposition. His setup is exceptional in this respect. The public accepts the situation without question so far as any sentiment is concerned, as the two papers have been so printed for a long time.

As to carry-over from teaching to newspaper work, Mr. Whisnant says it lies mainly in (a) the teacher's ability to meet people and contact the public, and (b) his command of English. In the main the teacher's business ability is inferior; at least inferior to that of the individual changing from another business to newspaper work.

Whisnant questions the advantage of becoming "established" by teaching in a town prior to going into a newspaper there, unless possibly the whole venture was premeditated. The possibility of getting off on the wrong foot, or of having trouble in school lessens the chances of a teacher building himself a fine community rating.

Mr. Whisnant was in the Lucas school system two years. Lucas is a town of about 600 population in the northeast corner of Russell county. Sylvan Grove has about the same population and is across the line in Lincoln county.

SUMMARY AND CONCLUSIONS

Outranking dailies eight to one, country weeklies in Kansas have a very definite place in the social and political life of the state. The press, as an institution, ranks with the school and church as a social agency. The newspaper is a public institution, its functions being to supply news, inform the people on public affairs and current issues, and

interpret events for them.

The people depend on the press for the material on which to base their knowledge and opinions. Since a democracy depends upon enlightenment of its people for proper functioning, the educational function of the press is a very real one, and a serious responsibility.

Community service is an outstanding function of the newspaper. It has a real opportunity to promote cooperation and lead the way in that direction. People are interested in local news, and therein lies the real monopoly of the country newspaper. The city daily may absorb most of the other functions, but the people will always be interested in local news and read the paper that gives it.

For the country weekly, the most profitable location is the county seat. It is the center of population and trade, usually, and the home of the official county business with its attendant possibilities of revenue for a newspaper.

"A newspaper is a business and must be run as such," so the country editor must be a good business man as well as a writer and printer. The newspapers are the teachers of the people, and the editorial writer is an educator. Editorial writing must be interpretive and educational, and be done in a way that will make the people think.

Kansas educators who went into newspaper work were

well-established teachers, averaging nine years' experience, and the majority of them had carried the responsibility of administrative work. They had little journalistic or business experience, but on the whole were successful in journalistic work.

Few of the teachers who went into newspaper work were prepared for it. Less than one third of the group had helpful college training in the journalistic sense, and fewer had business experience. Almost none of them had any knowledge of printing, but either learned it or got along in fair shape without it. The change was not planned very far in advance, in most cases, usually being made for economic reasons.

Less than one third of the group went into places where they were unacquainted to start newspaper work; many of them stayed in communities where they had taught.

If success can be gauged by increase in circulation, then 83 per cent of the editors were definitely successful, and the majority of them reported a better income from newspaper work than from teaching.

The original investment in a newspaper should not exceed the annual gross income, according to experience tables of the editors questioned. In a majority of the cases the local bank was willing to lend money to the new editor,

showing that the newspaper was regarded as a worthy enterprise, and the ex-school man as a good risk.

Kansas editors have not made the most of the possibilities of the editorial page, probably due to giving major attention to local news, but most of them admitted that their editorial philosophy was influenced by their teaching experience. As a rule, they disapproved of the tabloid size weekly, and were not in favor of using ready-print except in the smallest size paper. Generally, politics were regarded as of secondary importance.

Few of the editors were forced by financial obligations to modify their policies, indicating the press was generally free and independent, even though many had borrowed money from local banks. Two thirds of the editors were members of the Kansas Press Association.

To summarize briefly: (a) Teachers have become successful editors without professional training. (b) School executives have a good chance to make good newspaper men. (c) Teaching in a community aids a man to become "situated" there. (d) The school man's command of English is very valuable to him in newspaper work. (e) His ability to contact the public is a decided asset. (f) From a standpoint of business training, the teacher has no carry-over, and may even be handicapped by his conservative habits. (g) The lo-

cal news function must be stressed. (h) There is a definite carry-over of the educational function from teaching to editorial work.

APPENDIX

LIST OF EDITORS TO WHICH QUESTIONNAIRES WERE SENT

The Thirty Returns Used

W. E. Turner, The Waterville Telegraph, Waterville
 Lawrence Moore, The Bronson Pilot, Bronson
 Virgil E. Postma, The Rexford News, Rexford
 Benso Hainline, The Leader-Courier, Kingman
 Ray Breitweiser, The Clay Center Dispatch, Clay Center
 A. F. Whisnant, The Lucas Independent, Lucas
 Ray Green, Concordia Blade-Empire, Concordia
 J. O. Rodgers, The Jewell County Monitor, Mankato
 John Benson, Courtland Journal, Courtland
 D. C. Clarke, Plainville Times, Plainville
 H. W. Shideler, The Girard Press, Girard
 Lorren W. Stricker, The Highland Vidette, Highland
 Rider Stockdale, The Tri-County News, Horton
 C. W. Wheeler, Abilene Daily Chronicle, Abilene
 E. B. Kelley, Topeka Daily Capital columnist, Garden City
 Perry Betz, The Glen Elder Sentinel, Glen Elder
 W. C. Austin, Chase County Leader, Cottonwood Falls
 T. A. McNeal, Kansas Farmer, Topeka
 W. G. Anderson, The Winfield Daily Courier, Winfield
 E. J. Hollen, The Bennington News, Bennington
 Edwin F. Abels, Douglas County Republican, Lawrence
 Emmett D. George, retired, Topeka
 Harold Shankland, Chase County News, Strong City
 Earl Vaughn, The Esbon Times, Esbon
 L. T. Ferrill, Caney Daily Chronicle, Caney
 W. A. Bailey, The Kansas City Kansan, Kansas City
 E. A. Briles, The Stafford Courier, Stafford
 H. B. Brown, Natoma Independent, Natoma
 Clyde M. Reed, The Parsons Sun, Parsons
 Winona Lobaugh-Beach, The Washington County News, Washington

Returns Not Used

J. Howard Rusco, The Burr Oak Herald, Burr Oak
 Cora G. Lewis, The Kinsley Graphic, Kinsley
 F. B. Streater, The Aerend, Hays
 Dr. J. R. Thierstein, The Mennonite, Newton
 Prof. L. H. Flint, Kansas University, Lawrence

Never Taught

Charles F. Scott, Iola Daily Register, Iola
 Harold A. Hammond, Caldwell Daily Messenger, Caldwell
 Iona Wilson, The Jetmore Republican, Jetmore
 Mrs. H. V. Dutcher, The Western Star, Coldwater
 F. W. Brinkerhoff, The Pittsburg Headlight, Pittsburg

Still Teaching

L. E. George, 701 N. Juliette, Manhattan
 A. H. Unruh, Hillsboro

Unclaimed

L. D. Lemons, Logan
 Joseph W. Howe, Abilene

Did Not Wish To Answer

Lawrence M. Shearer, The Madison Mirror, Madison

No Replies

W. C. McKean, The Cuba Tribune, Cuba
 H. W. Hale, The Western Advocate, Mankato
 J. P. Phillips, The Colby Free Press-Tribune, Colby

R. J. Conderman, The Moran Herald, Moran
Alois F. Bieker, The Ellis County News, Hays
Willard Mayberry, The Elkhart Tri-State News, Elkhart
C. M. Harger, The Abilene Daily Reflector, Abilene
C. O. Smith, Baldwin
E. W. Coldren, The Oberlin Herald, Oberlin
Ellen R. Ruble, The Parker Message, Parker
Homer Hoch, Marion
W. J. Krechbiel, The McPherson Weekly Republican, McPherson
Pete McKechnie, The Kiowa County Signal, Greensburg
Ewing Herbert, The Hiawatha Daily World, Hiawatha
Asa F. Converse, The Wellsville Globe, Wellsville
Ralph G. Hemenway, Minneapolis Messenger, Minneapolis
Harold Dwyer, The Woodston Review, Woodston

Manhattan, Kansas
1215 Moro
March 15, 1933

After teaching six years in Kansas high schools, I decided that I wanted to get into newspaper work, and possibly own my own paper. I came to Kansas State College to get my journalistic training and work on my Master's degree at the same time. Now I am preparing my thesis, entitled "Former Educators Among Kansas Editors and Publishers."

I chose this problem because it fits my own case. I have set out to assemble material that may prove useful or interesting to anyone considering such a change in profession. I hope to get a lot of practical information. I believe that a teaching background must have certain advantages for anyone going into newspaper work, and I wish to enumerate those and also compile information on the problems confronting a person making this move.

The questionnaire enclosed was designed to obtain the desired information in condensed form. Only approximate answers are desired, and any additional information or informal explanation will be appreciated.

Feel free to omit any questions involving personal information or facts too remote to be quickly answered.

Please fill out the questionnaire and return as soon as possible. Thanking you for your trouble, I am

Sincerely yours,

Elbert B. Macy

P. S. Please jot down the names of Kansas Editors known to you to have been school men before they went into the newspaper business. I want to query as many as possible for this problem.

QUESTIONNAIRE TO EDITORS WHO WERE FORMER TEACHERS

EXPERIENCE:

How many years were you in school work?

Did you teach in the grades? High School? College?

Did you serve as instructor only? As coach?

As administrator? What subjects have the most carry-

over to newspaper work? Did you have college

work in journalism? Did your college work include a

major in English? In social science? Which do you

consider more valuable to a journalist, college training

or practical experience?

Has educational experience helped you in news interpreta-

tion? Do your social views reflect your

teaching background?

What previous newspaper experience did you have?

What previous business experience did you have?

LOCATION:

Did you enter newspaper work in a town where you had taught,

in your home town, or in a town where you were unacquainted?

Was it a county seat?

Population? How many other towns in the

county? Did you locate near a

city? If so, how did it affect you?

How many other papers in your town?

FINANCIAL:

What was the amount of initial investment in your paper?

Were local banks willing to furnish a portion of this? How near did the gross annual income for the first few years approximate the amount of your investment?

During this time what per cent of the gross annual income were you able to net? How did this annual net compare with the salary you had previously received in school work?

POLITICAL:

Have you attempted to keep your paper non-partisan?

If partisan, has it carried considerable party influence?

Has it successfully backed local and county candidates? Has it attempted to educate the voters on major issues?

MECHANICAL:

Is the editorial page an important part of your paper?

Do you write a column for it? Are there other columns?

Exchanges? Do you use a regular headline schedule? What is your attitude on the use of ready-print?

Do you approve of the tabloid size weekly?

Do you regularly use local pictures? Is the ex-

pense prohibitive? Have you introduced any pet innovations of makeup?

GENERAL:

How long have you been in the newspaper field?

Why did you change from educational work to journalism?

Did you plan from the first to make this change? Have you tried to make

your paper a social instrument in the community?

Have you sponsored reforms, welfare movements, etc.?

Have financial obligations forced you to modify your policies? What was your original circulation?

Have you built it up? Are you a member of the Kansas Press Association? If you were starting

professional life over, how would you choose between teaching and newspaper work?

Did you find a knowledge of the printing trade essential?

How many employees did you have at first?

How many now? What advice would you offer to a beginner, and what problems may he expect to meet?

ACKNOWLEDGEMENT

The writer wishes to express his appreciation to his major instructor, Professor C. E. Rogers, for his advice, suggestions, and encouragement in the selection and preparation of this study.

The writer expresses his gratitude to the editors who so kindly filled out and returned the questionnaires, and especially to the five who submitted to personal interview.

Thanks are due, too, to the individuals who furnished names to make up the mailing list for questionnaires.

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