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A HISTORY OF THE MISSISSIPPI SCHOLASTIC
PRESS ASSOCIATION

BY

CAROLYN HEARD McMILLIN

B.B.A., University of Mississippi, 1982

A Thesis
Submitted to the Faculty of
The University of Mississippi
in Partial Fulfillment of the Requirements
for the Degree of Master of Arts
in the Department of Journalism

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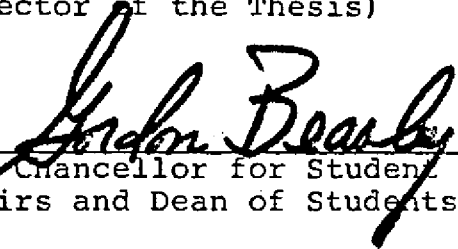
A HISTORY OF THE MISSISSIPPI SCHOLASTIC
PRESS ASSOCIATION

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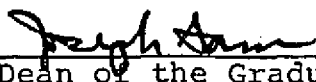
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CHAPTER I

INTRODUCTION

The purpose of this chapter is to give a brief introduction to the Mississippi Scholastic Press Association, describing its creation and purpose. It gives an overview of the organization, focusing on the rise and subsequent decline in the number of students the association attracts to its annual convention. Finally, this chapter describes certain factors that might hinder the organization's success.

The Mississippi Scholastic Press Association (MSPA) was formed at the University of Mississippi so that it could emphasize the importance of journalism education to high school newspaper and yearbook editors.¹

MSPA is the only organization of its kind in the state of Mississippi. It annually attracts about 500 students to its Press Institute each spring on campus.²

¹S. Gale Denley, director of the Mississippi Scholastic Press Association, interview, University of Mississippi, 1 May 1984; Dr. Gerald Forbes, founder of the Mississippi Press Institute and former chairman of the University of Mississippi Department of Journalism, interview, 22 March, 1984.

²Ibid.

The organization's first constitution was adopted April 23-24, 1948, stating that its name would be "The University of Mississippi Press Institute."³ Thus, the organization was referred to as "The Press Institute" for many years. In 1955, the organization became known as the "Mississippi Scholastic Press Association," but the annual two-day conference each spring was still referred to as "The Press Institute."⁴

Dr. Gerald Forbes established MSPA at the University of Mississippi in 1947. It was one of the chairman's first projects for the newly developed Department of Journalism. He had one reason for starting it: to attract annually a group of bright high school students to the university.⁵

The organization's first constitution states that it was formed:

For the purpose of raising journalistic standards of our state, for the purpose of encouraging students to understand news and newspaper work, and to develop the skills required for its successful publication, for the purpose of inculcating a sense

³A copy of the University of Mississippi Press Institute Constitution can be found in appendix A.

⁴"Campus Press Institute Slated for High School Staff Members," University of Mississippi Mississippian, 18 March 1955.

⁵Letter received from Dr. Gerald Forbes, 13 September 1983; for a copy of this letter, see appendix J.

of high personal honor and honesty, and for the purpose of dedicating ourselves to truth and service in the publication of information of and for free men in a democratic society.⁶

The first Press Institute was May 9-10, 1947; 139 students and sponsors, representing seven colleges and 18 high schools newspapers, attended.⁷

In 1967, the conference was shortened to a one-day event, at the request of member schools, because of financial and time constraints.⁸

On March 23, 1984, the 37th Press Institute attracted 467 students and advisers. It featured 16 sessions, with 26 speakers.⁹

For many years, MSPA was run by the chairman of the journalism department, with limited assistance. By the 1960s, graduate assistants coordinated the organization, and in 1977, a paid coordinator position was established for the organization.¹⁰

⁶Constitution of the University of Mississippi Press Institute, preamble.

⁷"Press Institute Has First Meet," Mississippian, 16 May 1947.

⁸Denley; "For Press Conference: Journalists to Meet Here," Mississippian, 26 April 1967.

⁹Dr. H. Wilbert Norton, chairman of the University of Mississippi Department of Journalism, interview, University of Mississippi, 17 April 1984.

¹⁰Susan Langdon Norton, former coordinator of the Mississippi Scholastic Press Association, interview, University of Mississippi, 19 September 1983.

Although MSPA has departmental support complete with an office, a WATS line, and a coordinator, it has not always thrived. While Press Institute attendance has averaged at 500 students, it has declined in recent years. Attendance peaked in 1975 with 701 students and advisers attending, then dropped to only 418 in 1981. In 1984, the numbers increased to only 467.¹¹ Through the years, MSPA, like many such associations, has struggled with obstacles. These obstacles fall into four major areas: (1) education in Mississippi, (2) journalism advisers, (3) financial constraints, and (4) geographic distance. There is some ambiguity in its history, because most of its records and publications have been lost or destroyed. As a result, this thesis will provide a brief, historical account of available records. Indeed, some of the weaknesses and problems of MSPA may have historical antecedents that will be explored in this paper. It will also provide a brief look at some of the other state high school press organizations, examining their weaknesses, solutions and strengths. Finally, it will provide a brief examination of the importance of extracurricular activities, writing and scholastic journalism in education, emphasizing why an organization such as MSPA is useful in Mississippi.

¹¹For a list of Press Institute attendance, see appendix B.

Education in Mississippi

Mississippi has consistently rated low in national rankings of standardized test scores. In an effort to improve the level of learning within the state, the State Board of Education has begun to shift emphasis back to the basics: English, mathematics, science and social science.¹² On July 15, 1982, the Board of Trustees of State Institutions of Higher Learning in Mississippi adopted new college board requirements.¹³ Journalism was not listed as a requirement, nor as a substitute for English. In fact, journalism was not even listed as an approved subject in secondary schools in the state's accreditation booklet.¹⁴ Even so, some journalism classes are offered in the state.¹⁵ Teachers must be certified in journalism to teach it, and certification requires only 12 semester hours of journalism.¹⁶ Most of Mississippi's high school students attend

¹²Dr. Ralph Brewer, director of instruction, Mississippi State Board of Education, interview, Jackson, Mississippi, 20 February 1984.

¹³For a list of College Board Requirements, see appendix C.

¹⁴For a list of accredited courses in Mississippi, see appendix D.

¹⁵For a list of journalism course offerings in Mississippi, see appendix E.

¹⁶Brewer.

public schools. Only 3 percent attend private schools, while 7 percent attend parochial schools and 90 percent attend public schools.¹⁷

Because of the large number of small, rural schools in Mississippi, the state is faced with a staffing problem. Schools operate on limited budgets, so teachers usually teach several subjects. Because of the emphasis on basic subjects, teachers in those subject areas are the ones hired to teach. If a teacher happens also to be certified in journalism, he or she likely will only meet the minimal requirements for certification.¹⁸

Not only do the College Board requirements focus on areas other than journalism, but so do high school graduation requirements. Journalism is not mentioned in the requirements for graduation, and it is not listed as one of the electives.¹⁹

Dr. Ralph Brewer, director of instruction for the Mississippi State Board of Education, said Mississippi is moving toward a seven-period school day rather than the current six-period school day. While this extension should help elective subjects, the emphasis will still be

¹⁷ Ibid.

¹⁸ Ibid.

¹⁹ For a list of Mississippi high school graduation requirements, see appendix I.

on back-to-basics.²⁰

Some schools require their students to be enrolled in a journalism class before they can work on the student newspaper. This prevents many students from working on the paper as an extracurricular activity.²¹

MSPA Director S. Gale Denley observed that stressing writing skills is difficult at any level of education. He said a one-on-one situation would be ideal for teaching students how to write; however, this would minimize class size and increase costs.²²

Journalism Advisers

Because the newspaper and yearbook are considered extracurricular activities, journalism certification is not required for advisers in Mississippi. They seldom receive extra pay for their efforts, although they are sometimes compensated in other ways, such as a lighter teaching load.²³ In many Mississippi high schools, the newest teacher gets "stuck" with the school newspaper or yearbook.²⁴ They are expected to spend extra time advising

²⁰Brewer.

²¹Beverly Thompson, Senatobia High School newspaper adviser, Senatobia, Mississippi, telephone interview, 26 September 1983.

²²Denley.

²³Brewer.

²⁴Denley.

the school's publication, much as another teacher might be expected to spend extra time advising the school's cheerleaders.²⁵ With little or no newspaper or yearbook experience the adviser sometimes becomes disenchanted with journalism. He or she has little incentive to work hard in this area, and students pick up on the teacher's negative attitude.²⁶

According to one newspaper adviser, some advisers have never worked on a newspaper or yearbook. She said that although MSPA has an adviser's session at its workshops and at the Press Institute each spring, advisers rarely communicate beyond those meetings.²⁷ Another adviser said that no one tells advisers how to organize a publication. She said someone should sit down with the advisers and show them what to do, even going as far back as the basics, with "This is a yearbook."²⁸ Advisers say a summer workshop for them would be helpful, but when MSPA has tried to hold one in the past, the interest has been so low that the workshop has been cancelled.²⁹

Frequent adviser turnover causes difficulty in keeping up with who the adviser is during any given school

²⁵Brewer.

²⁶Denley.

²⁷Thompson.

²⁸Susan Smith, Lafayette High School newspaper adviser, Oxford, Mississippi, interview, Oxford, 19 September 1983.

²⁹S. Norton.

year.³⁰ As a result, mail is usually sent to "newspaper staff" or "yearbook staff" at each school. However, even if the adviser's name is on the envelope, there is still the chance that it will not reach them.³¹ The common complaint from advisers last year was that they never received their mail. Since MSPA depends on the mail to send newsletters and other information to the school's adviser, this hampers communication.³²

Financial Constraints

Many schools do not have their own newspaper. Rising costs and stable income have caused some schools to cut back, and the newspaper seems to be one of the first things to go. Some schools choose to reduce the number of publications their newspaper could have each year, but this has also deemphasized the importance of high school journalism.³³

Although MSPA sent about 900 applications during the 1982-83 school year, only 46 newspaper staffs and 26 yearbook staffs joined. During the 1983-84 school year, only 47 staffs joined MSPA: 32 newspaper staffs and 15

³⁰Denley.

³¹Roselyn Eberle, coordinator of the Mississippi Scholastic Press Association, interview, University of Mississippi, 10 October 1983.

³²Ibid.

³³Denley.

yearbook staffs.³⁴ Because the university does not finance MSPA, the Department of Journalism can provide only limited funding, membership dues are needed for operational costs.³⁵ With such a small membership, MSPA does not have much money to operate.

Geographic Distance

Another obstacle MSPA faces is the long distance between Ole Miss and some of MSPA's member schools. Patsy Wood, Gulfport High School's adviser, said her major complaint is that MSPA had not scheduled workshops on the Coast. She said the major problem MSPA has is not making itself available to schools.³⁶

Charlie Ross, adviser at South Natchez High School, said he would like to see a workshop in his part of the state.³⁷ While it is expensive for students to travel to a centrally located place, the MSPA coordinator has difficulty traveling to every school.

³⁴Eberle.

³⁵Ibid.

³⁶Patsy Wood, Gulfport High School newspaper adviser, Gulfport, Mississippi, telephone interview, 26 September 1983.

³⁷Charlie Ross, South Natchez High School newspaper adviser, Natchez, Mississippi, telephone interview, 25 September 1983.

Summary

The Mississippi Scholastic Press Association, established in 1947, was designed to promote high school journalism. First organized by Dr. Gerald Forbes, chairmen of the Department of Journalism, the association eventually received the efforts of a paid coordinator. While its Press Institute grew considerably through the years, attendance has recently declined. To achieve its purpose, MSPA must work twice as hard in a state where journalism is given so little emphasis in the secondary educational system. It must also overcome financial constraints, so that schools can receive sound journalistic advice at minimal costs, and it must help schools maximize their journalism programs while staying within their budgets. Finally, it must bridge the distance between member schools, giving every member school equal assistance, regardless of geographic location.

How can it successfully overcome these obstacles? How can it help give journalism the emphasis it needs, possibly improving its position in the Mississippi educational system? How have other organizations dealt with these same problems? This study will attempt to answer these questions by examining where MSPA has been and by looking briefly at similar organizations.

Statement of the Problem

This study describes the creation of MSPA and its strengths, weaknesses and development during its first 37 years.

CHAPTER II

EXTRACURRICULAR ACTIVITIES, WRITING AND SCHOLASTIC JOURNALISM: THEIR IMPORTANCE IN THE LEARNING PROCESS

Why is the Mississippi Scholastic Press Association important to the Mississippi secondary school system? How is this organization beneficial in the learning process? This chapter answers these questions by reviewing the literature on how the learning process is affected by extracurricular activities, writing and scholastic journalism. These three areas, which comprise MSPA, will each be reviewed separately.

Extracurricular Activities

Extracurricular activities have been defined as any student activity that a student enters into voluntarily and for which no credit is offered toward graduation.¹ These activities are organized and controlled by the school, and are usually sponsored or coached by a faculty

¹Sharon Wegner, "Extracurricular Activities Are an Essential Factor in the Student's Self-Concept, Socialization, and Future Success" (Ph.D. dissertation, Indiana University at South Bend, 1980), p. 1.

member.² Extracurricular activities are considered an important part of the American secondary school experience.³ One study stated that a secondary school without an activities program would not be meeting the needs of its students.⁴

Robbins and Williams contend that student activities are as old as formal education, with much of Greek education approached through these activities. While the early Roman educators emphasized more passive modes of learning, the emphasis shifted back to activities by the end of the first century A.D. During the sixteenth century, speech activities were important in Italy and Germany, and a special emphasis on dramatics could be found in England. The Duke of Wellington's remark that "the battle of Waterloo was won on the playing fields of Eton" indicates the influence of activities in English schools during the seventeenth and eighteenth centuries.⁵ Rehberg

²Ibid.

³Wayne E. Green et al., "Characteristics of a Superior Student Activities Program," American Secondary Education 5 (June 1975): 39.

⁴James A. Vornberg et al., A Model for Student Activity Programs: A Survey of Student Activity Programs in Arkansas, Kansas, Missouri, Oklahoma, and Texas (Bethesda, Md.: ERIC Document Reproduction Service, ED 233 470, 1981), p. 4.

⁵Jerry H. Robbins and Stirling B. Williams, Jr., Student Activities in the Innovative School (Minneapolis: Burgess Publishing Co., 1969), pp. 3-20.

and Schafer trace student activities to the more recent age of the Colonial period, when informal athletics, student newspapers and clubs were affiliated with public and private schools.⁶ Robbins and Williams date student government in American schools to 1777. The Students' Gazette of the William Penn Charter School was founded in the same year, and the newspaper of the Public Latin School was founded a few years earlier. Yearbooks followed in the 1800s, with early ones including the yearbook of the Hopkins Grammar School of New Haven, Connecticut, in 1837, and The Plan of the Phillips Exeter Academy in 1880.⁷ While activities did not have much importance before the twentieth century, they grew to being formally integrated into the secondary education program by the late 1920s.⁸ Rehberg and Schafer say that according to Spring, activities became important during this period because of their ability to school and differentiate youth into a labor force according to ability and vocational goals. At the same time, activities maintained a sense of unity and

⁶Richard A. Rehberg and Walter E. Shafer, "Participation in Student Activities as a Variable in the Educational Attainment and Expectation Process," paper presented at the American Educational Research Association Convention, New Orleans, La., 26 February-1 March, 1973.

⁷Robbins and Williams, pp. 6-7.

⁸Rehberg and Shafer.

interdependence among students. The clubs, athletics, assemblies, student government and school newspapers used in this time became the symbols of what a high school in the United States is all about.⁹ Frederick relates the creation of extracurricular activities with the new concept of education brought about in the early twentieth century. The new education focused on direct value, learning by doing, specificity, universality, and the "whole person." John Dewey is given credit for this new concept, but Frederick claims that Dewey merely expressed in words what the American people were feeling.¹⁰ Kilzer, Stephenson and Nordberg give three phases encountered in the development of student activities. At first, activities were disregarded, ignored, or tolerated; next they were opposed by being condemned or prohibited; and finally, they are being encouraged and capitalized.¹¹ Robbins and Williams also give three developmental stages. They say that activities were first ignored; next they were tolerated; and

⁹Ibid.; Joel H. Spring, "Education and the Rise of the Corporate State," Socialist Revolution 2 (March-April): 83-84.

¹⁰John Dewey, Philosophy of Education (Paterson, N. J.: Littlefield Adams, and Co., 1964), p. 53; Robert W. Frederick, Student Activities in American Education (New York: Center of Applied Research in Education, Inc., 1965), p. 2.

¹¹Louis R. Kilzer, H. Orville Nordberg, and Harold H. Stephenson, Allied Activities in the Secondary School (New York: Harper and Brothers, 1956), pp. 3-4.

curriculum," because of its valuable contribution to the development of students. The first curriculum has required areas of study essential to all students. The second curriculum has elective subjects, while the recreational, athletic, and club/activity programs are in a "third curriculum."¹⁶ Frederick also refers to student activities as the "third curriculum," asserting that such a term puts this important part of education in its proper context.¹⁷ Kilzer, Stephenson and Nordberg prefer the terms "allied activities" and "school activities," contending that "extra" implies the activities are extraneous to the school's real purposes.¹⁸ Other terms used include "cocurricular," "extraclass," "extra-instructional," and "semi-curricular."¹⁹

The growth of extracurricular activities, rather than the development of new theories of education, seems to be responsible for making school interesting for students.²⁰ College students consistently rate activities

¹⁶Charles E. Kline and C. Daniel McGrew, "Student Activities: An Essential Component," NASSP Bulletin 58 (October 1974): 42.

¹⁷Frederick, p. 3.

¹⁸Kilzner, Stephenson, and Nordberg, pp. 1-2.

¹⁹Ibid., p. 2.

²⁰Willard Waller, The Sociology of Teaching (New York: Russell and Russell, 1961), p. 118.

higher than curricular offerings on the basis of contributions made toward the seven objectives of education.²¹

These objectives, known as the "seven cardinal principles," include character, citizenship, fundamentals, health, home, leisure and vocation.²² High schools are responsible for

developing attitudes, expectations, and skills in students so they will be prepared for adult and occupational roles.²³

Extracurricular activities help provide for the socialization and competence in these roles.²⁴ Vornberg notes that

the student activities program is the major means of fulfilling those objectives that are not adequately served by regular classroom instruction.²⁵

Extracurricular activities develop self-confidence

²¹Kilzer, Stephenson, and Nordberg, p. 7.

²²Commission on the Reorganization of Secondary Education, Cardinal Principles of Secondary Education, Bulletin 35 (Washington: Bureau of Education, 1918), pp. 5-10.

²³Terrence E. Deal and Dwight Roper, "A Dilemma of Diversity: The American High School," in Adolescent Boys in High School: A Psychological Study of Coping and Adaption, ed. James G. Kelly (Hillsdale, N. J.: Lawrence Erlbaum, 1979), p. 15.

²⁴Michael L. Nover, "Student Involvement and the Psychological Experience of the High School," paper presented at the annual convention of the American Psychological Association, Los Angeles, Calif., 24-26 August, 1981.

²⁵Vornberg, p. 1.

in students.²⁶ When education is conceived as personality development, extracurricular activities find positive support, as they are conducive to helping make students' personalities stable and attractive.²⁷ They are more effective than any other feature of the school in the molding of personality. This benefit is usually proportionate to the amount of opportunity for self-expression and growth provided by the activity.²⁸ Students involved in extracurricular activities tend to have more receptive personalities, while uninvolved students tend to be rebellious and withdrawn.²⁹ Activities provide students with a sense of membership, and help fulfill needs of belonging, of

²⁶Graham, p. 2; Wilbur B. Brookover, Shailer Thomas, and Ann Patterson, "Self Concept of Ability and School Achievement," Sociology of Education 37 (Spring 1974): 278; S. G. Johnson, "A Survey of 'Score for College': An Extracurricular College Preparation Program" (M.S. thesis, California State University, Fullerton, 1983); John Lucas and Jeanne Pankanin, Follow-up Survey of Former Students Who Were Active in Major Student Organizations While at Harper College (Bethesda, Md.: ERIC Document Reproduction Service, ED 208 912, 1981), p. 8; William J. Gauthier, Jr. and Joseph S. Yarworth, "Relationship of Student Self-Concept and Select Personal Variables to Participation in School Activities," Journal of Educational Psychology 70 (June 1978): 342.

²⁷Gauthier and Yarworth, p. 336; J. R. Shannon, "School Activities and Personality Development," School Activities 20 (May 1979): 275.

²⁸Waller, p. 118.

²⁹Nover, p. 19.

loving, and of being loved.³⁰ They teach students to get along with each other, and help provide a sense of solidarity to large groups.³¹

In The Adolescent Society, Coleman says that students are set apart from the rest of society, and constitute their own sub-culture. They are forced inward toward their own age group, and come to establish a small society connected only slightly with the outside adult society.³² Others also maintain that an adolescent subculture does exist and has an association with adult society.³³ The extracurricular activity itself is seen as a small-scale democracy that teaches its members the fundamental norms and values of the larger society.³⁴ The activity is seen as the early form of the "sifting and sorting agencies" of

³⁰Rabindra N. Kanungo, "The Concepts of Alienation and Involvement Revisited," Psychological Bulletin 86 (January 1979): 119-138.

³¹Graham, p. 5; Waller, p. 118; Adolph Unruh, "Some Criteria for Evaluating a Program for Activities," School Activities 21 (September 1949): 3.

³²James S. Coleman, The Adolescent Society (New York: The Free Press, 1961), p. 3.

³³Frederick Elkin and William A. Westley, "The Myth of Adolescent Culture," American Sociological Review 20 (December 1955): 680-684; Eldon E. Snyder, "Socio-economic Variations, Values, and Social Participation Among High School Students," Journal of Marriage and the Family 28 (May 1966): 174-176.

³⁴Robert C. Serow, "The High School Curriculum: Cui Bono?" NASSP Bulletin 63 (April 1979): 90-94.

adult societies.³⁵ Active participation in extracurricular activities constitutes a pattern for involvement. Students who are active in high school extracurricular activities are much more likely than non-participants to later become involved in adult organizations.³⁶ Participation prepares them for involvement in a democratic form of government.³⁷ They learn to develop leadership and organizational skills.³⁸ They receive experience in committee work, in planning, and in cooperating with others.³⁹ Students perceive themselves closer to the center of things in school, and they desire to be closer to the center.⁴⁰ They develop a strong sense of loyalty to both their school and their community.⁴¹

³⁵Waller, p. 117.

³⁶Eldon E. Snyder, "A Longitudinal Analysis of Social Participation in High School and Early Adulthood Voluntary Associational Participation," Adolescence 5 (Spring 1970): 86.

³⁷Joan B. Grady, Student Activities . . . an Extension of the Curriculum (Bethesda, Md.: ERIC Document Reproduction Service, ED 209 734, 1981).

³⁸Lucas and Pankanin, p. 3; Nover, p. 23; William G. Spady, "Lament for the Letterman: Effects on Peer Status and Extracurricular Activities on Goals and Achievement," American Journal of Sociology 75 (January 1970): 682.

³⁹Graham, p. 13.

⁴⁰Nover, pp. 18-19.

⁴¹Graham, p. 2.

Ultimately, they become better citizens.⁴²

A positive correlation has been found between extracurricular activities and academic performance.⁴³

Students involved in extracurricular activities are also much more likely to have college aspirations than students who are not involved.⁴⁴ Extracurricular activities give

⁴²Rehberg and Schafer, "Participation in Activities as a Variable," p. 1.

⁴³Coleman, *The Adolescent Society*; J. Michael Armer and Walter E. Schafer, "Athletes Are Not Inferior Students," *Transaction* 5 (November 1968): 21-26; Bruce K. Eckland and Michael P. Hanks, "Athletics and Social Participation in the Educational Attainment Process," *Sociology of Education* 49 (October 1976): 272; Russell M. Eidsmore, "High School Athletes Are Brighter," *School Activities* 35 (November 1963): 75-77; Gauthier and Yarworth, p. 342; Michael Hanks, "Race, Sexual Status and Athletics in the Process of Educational Achievement," *Social Science Quarterly* 60 (December 1979): 494; Johnson; Nover, p. 1; Eldon E. Snyder and Elmer Spreitzer, "Participation in Sport as Related to Educational Expectations among High School Girls," *Sociology of Education* 50 (January 1977): 53; Eldon E. Snyder, "A Longitudinal Analysis of the Relationship Between High School Student Values, Social Participation and Educational Occupational Achievement," *Sociology of Education* 42 (Summer 1969): 261.

⁴⁴Armer and Schafer; James Coleman and Edward L. McDill, "Family and Peer Influences in College Plans of High School Students," *Sociology of Education* 38 (Winter 1965): 116; Gauthier and Yarworth, p. 342; Hanks, p. 494; Johnson; Irving Krauss, "Sources of Educational Aspirations Among Working-Class Youth," *American Sociological Review* 29 (December 1964): 867; J. Stephen Picou, "Race, Athletic Achievement and Educational Aspiration," *The Sociological Quarterly* 19 (Summer 1978): 429; Pugh and Spreitzer, p. 181; Richard A. Rehberg, "Behavioral and Attitudinal Consequences of High School Interscholastic Sports: A Speculative Consideration," *Adolescence* 4 (Spring 1969): 82; Richard A. Rehberg and Walter E. Schafer, "Participation in Interscholastic Athletics and College Expectations," *The*

working-class students the opportunity to associate with middle-class students who plan to attend college. As a result, the working-class students may be encouraged to develop interests that might lead to their own college aspirations.⁴⁵ A student's status, which can be increased by participation in extracurricular activities, also has an influence on college attendance.⁴⁶ As their status increases, or at least their perceived status, students' college aspirations also increase.⁴⁷

Students involved in extracurricular activities are exposed to a network of social relations, including school personnel and achievement-oriented peers, which tends to bind the students to the school.⁴⁸ They feel

American Journal of Sociology, 73 (May 1968): 739; Snyder, "A Longitudinal Analysis of the Relationship Between High School Student Values, Social Participation, and Educational Occupational Achievement," p. 269; Snyder and Spreitzer, p. 53; Spady, "Lament for the Letterman: Effects on Peer Status and Extracurricular Activities on Goals and Achievement," p. 700.

⁴⁵Krauss, p. 877.

⁴⁶Robert L. Buser, Ruth Long and Hewey Tweedy, "The Who, What, Why, and Why Not of Student Activity Participation," Phi Delta Kappan, October, 1975, p. 125; Coleman and McDill, p. 116.

⁴⁷Spady, "Lament for the Letterman: Effects of Peer Status and Extracurricular Activities on Goals and Achievements," p. 687; William G. Spady, "Status, Achievement, and Motivation in the American High School," School Review 79 (May 1971): 397.

⁴⁸Eckland and Hanks, p. 271.

closer to teachers and are more likely to have social relationships with non-teacher adults in the school.⁴⁹ These relationships, which are not possible in the classroom, are associated with competence, trust, and the promotion of mental health.⁵⁰ The more a student participates in extracurricular activities, the more likely he is to use career guidance services.⁵¹

Lack of participation in extracurricular activities is a significant characteristic of the high school dropout. Lower achievement and a dissatisfaction with school are other characteristics of dropouts.⁵² Extracurricular activities, in making school more interesting, have kept many potential dropouts in school.⁵³

A positive correlation exists between extracurricular activities and career aspirations.⁵⁴ Active students

⁴⁹Johnson; Nover, p. 19.

⁵⁰Y. F. Yon, "What Do Activities Contribute?" School Activities, May 1963, p. 20.

⁵¹Rodney Skager and Carl Weinberg, "Social Status and Guidance Involvement," The Personnel and Guidance Journal 44 (February 1966): 590.

⁵²James W. Bell, "A Comparison of Dropouts and Non-dropouts on Participation in School Activities," The Journal of Educational Research 60 (February 1967): 248.

⁵³Graham, p. 5; Clarence W. Hach, "How Journalism Instruction Meets the 10 Imperative Needs," NASSP Bulletin 59 (February 1975): 24-31; Waller, p. 119.

⁵⁴Gauthier and Yarworth, p. 336; Rehberg and Schafer, "Participation in Interscholastic Athletics and

are more likely to realize their goals and maintain them than non-involved students.⁵⁵

According to the American College Testing Survey of 1977, "the single most common characteristic among successful people is that they were involved in student activities in school."⁵⁶

One might speculate that positive performance can result from the manipulation of the school environment in general and the extracurricular program in particular.⁵⁷

Writing

Literacy has undergone a serious decline in recent years. One study suggests that more than 50 million adults in the United States are not literate in English.⁵⁸ Declining SAT scores reveal that today's high school

College Expectations," p. 239; Snyder, "A Longitudinal Analysis of Social Participation in High School and Early Adulthood Voluntary Associational Participation," p. 261; Spady, "Lament for the Letterman: Effects of Peer Status and Extracurricular Activities on Goals and Achievements," p. 687; Spady, "Status, Achievement, and Motivation in the American High School," p. 383.

⁵⁵ Lucas and Pankanin, p. 4; Spady, "Status, Achievement, and Motivation in the American High School," p. 396.

⁵⁶ Grady, p. 2.

⁵⁷ Nover, p. 26.

⁵⁸ Susan Dallas, ed., Writing and Its Importance in the Learning Processes (Bethesda, Md.: ERIC Document Reproduction Service, ED 220, 131, 1982), p. 3.

graduates are reading at levels significantly below those of the past.⁵⁹ Results of the 1977 National Assessment of Educational Progress showed that almost half of the 17-year-olds could not read college freshman-level materials and less than one-third could write a focused essay.⁶⁰ Complaints about illiteracy in general and "the writing problem" in particular can be found in education journals and the mass media.⁶¹ The need to resolve this literacy crisis is felt throughout the curriculum, as language is the basis of all subjects.⁶² An approach called "writing across the curriculum," which uses techniques including journals and notebooks, is seen as one possible solution to the crisis. It is based on the premise that writing can and should have an integral role in any course, and that writing is a tool for learning.⁶³

Writing is difficult to define because it cannot

⁵⁹Ibid.; Charles Persky and Ann Raimés, Learning Through Writing: A Practical Guide to Student Writing for College Teachers (Bethesda, Md.: ERIC Document Reproduction Service, ED 236 265, 1981), p. 8.

⁶⁰Persky and Raimés, p. 8.

⁶¹Diane E. DeFord, ed., Learning to Write: An Expression of Language (Bethesda, Md.: ERIC Document Reproduction Service, ED 198 546, 1980), p. 5.

⁶²Persky and Raimés, p. 25.

⁶³Dallas, p. 6.

be separated from thinking, creating, or even from life experiences.⁶⁴ Writing is a process, and a process is defined as a series of actions or operations leading to an end or a continuous operation.⁶⁵ Bruce, Collins, and Gentner argue that writing is a process composed of sub-processes.⁶⁶ Writing requires a person to use memory and fact, to organize thoughts, and to bring together all available knowledge of sentence structure, grammar, and form in order to communicate. Writing can also include brainstorming, evaluation, and selection of ideas, the formulation of hypotheses and the gathering of information to support the hypotheses.⁶⁷ Writing is a way of stimulating thinking and aiding learning.⁶⁸ Jean Piaget argued that critical periods during the human maturation process

⁶⁴Bertram Bruce et al., Three Perspectives on Writing (Bethesda, Md.: ERIC Document Reproduction Service, ED 229 763, 1983), p. 4.

⁶⁵Phillip Wasylean, "The Teaching of Writing as a Process," paper presented at the annual meeting of the New England Association of Teachers of English, Bedford, N. H., 8-10 October 1982.

⁶⁶Bruce, p. 6.

⁶⁷David Holdzkom et al., Research Within Reach: Oral and Written Communication (Bethesda, Md.: ERIC Document Reproduction Service, ED 225 180, 1983), p. 15.

⁶⁸National Institute of Education, Writing Objectives, 1983-84 Assessment (Bethesda, Md.: ERIC Document Reproduction Service, ED 222 904, 1982), p. 8.

require certain stimuli for a person to fully develop. Through writing, the necessary cognitive development will be fostered during these periods.⁶⁹

In his report to the Ford Foundation, Graves noted that writing is seldom practiced in schools. His surveys revealed that classroom time, public investment in education, educational research, language arts textbooks, teacher certification requirements, and teacher education courses all favor reading over writing by a large margin. He concluded that writing instruction generally consists of workbook exercises and drills in standard English usage.⁷⁰ Reading is a passive process while writing is active.⁷¹ Aropoff argues that rather than simply read about what others have done, students must themselves experience the intense mental activity involved in writing.⁷²

Writing discourages passiveness by generating

⁶⁹Marilyn S. Sternglass, "Fostering Cognitive Growth Through Writing," paper presented at the 71st meeting of the National Council of Teachers of English, Boston, Mass., 20-25 November 1981, p. 5.

⁷⁰Donald Graves, Balance the Basics: Let Them Write (New York: Ford Foundation [1978]).

⁷¹Nancy Arapoff, Writing, A Thinking Process (Bethesda, Md.: ERIC Document Reproduction Service, ED 015 481 1967), p. 34.

⁷²Ibid.

ideas, observations, and emotions.⁷³ Used as a tool for discovering, writing clarifies and elaborates one's ideas and experiences.⁷⁴ By transforming concepts and mental images into graphic symbols, the writer can see what he is thinking and better understand it.⁷⁵ Writing allows ideas to be immediately available for review and reevaluation, which can help one learn what he thinks.⁷⁶ By revising, editing, and proofreading, one can generate new ideas. Thus, writing is a way to think something one could not have started out thinking.⁷⁷ The process of learning to write is a process of learning to think more clearly.⁷⁸

When writing is brought into the classroom,

⁷³Dallas, p. 5.

⁷⁴National Institute of Education, p. 8; Beverly Nordberg, "The Reading-Writing-Thinking Connection," paper presented at the meeting of the Fall Conference of the Wisconsin State Reading Association, Stevens Point, Wisc., 11-12 September 1981.

⁷⁵Andrew Moss, "Writing: A Tool for Learning and Understanding," paper presented at the 46th meeting of the Claremont Reading Conference, Claremont, Calif., 19-20 January 1979; A.M. Wotring, "Writing to Think About High School Chemistry" (M.A. thesis, George Mason University, 1980), p. 11.

⁷⁶Janet Emig, "Writing as Learning," College Composition and Communication, May 1977, p. 127.

⁷⁷Mary Beth Connors, "Writing as a Learning Process," Teachers and Writers: Articles from the Ohio Writing Project, 1981.

⁷⁸Arapoff, p. 34.

students are forced to focus on the subject while engaging in speculative thinking.⁷⁹ They not only make comparisons, inferences, and deductions, but they also discover relationships as they ponder and reflect upon the subject.⁸⁰ Their questions and reactions force them to personalize the course content.⁸¹ The students become actively involved with the course material and ultimately fulfill long-term learning needs.⁸² One study uses an old Chinese proverb to describe how writing aids learning: "If I hear I forget; If I see I remember; If I do I learn."⁸³

The ability to write is essential in attaining and keeping many jobs, as well as advancing to higher positions.⁸⁴

⁷⁹V. H. Goodkin, "The Intellectual Consequences of Writing: Writing as a Tool for Learning" (Ed.d. dissertation, Rutgers University, 1982); Persky and Raimes, p. 17.

⁸⁰Frank McTeague, An Investigation of Secondary Student Writing Across the Curriculum and Some Suggestions for School Language Policies (Bethesda, Md.: ERIC Document Reproduction Service, ED 182 770, 1980), p. 18.

⁸¹Dallas, p. 5.

⁸²Connors; National Institute of Education, p. 5.

⁸³Linda Johnson, "Journalism Students Develop Writing Skills Through Positive Experience," Quill and Scroll, February-March 1982, p. 10.

⁸⁴Robert A. McKeag, How Do Employers View Writing Skills? (Bethesda, Md.: ERIC Document Reproduction Service, ED 198 526, 1978), p. 1; Dirk Messelear, "Writing Needs Assessment Survey: Rationale, Logistics and Sample Results,"

Writing reinforces oral language, listening and reading, because extensive use of each area is used in the prewriting stage.⁸⁵ Higher-order reading abilities such as inference, deduction, analogy, exemplification and interpretation are improved by the writing tasks of revising, editing, and redrafting.⁸⁶ When a writer trains himself to concentrate on answering specific questions, he will soon improve his reading and listening abilities by being able to recognize when a speaker or writer evades or wanders from a question. When a writer learns to use factual evidence to support his writing, he will soon be able to recognize unsupported assertions and illogical reasoning.⁸⁷

Writing can have a positive effect on personality growth and can also be used as a therapeutic tool.⁸⁸

paper presented at the annual meeting of the New England Association of Teachers of English, Bedford, N. H., 8-10 October 1982; National Institute of Education, p. 6; Persky and Raimes, p. 17.

⁸⁵ Holdzkom, p. 16.

⁸⁶ McTeague, p. 19.

⁸⁷ James D. Baker, "Writing to Solve Problems," paper presented at the 20th meeting of the Conference on College Composition and Communication, Kansas City, Missouri, 31 March-12 April 1977.

⁸⁸ Betty White Meers, "Writing: Its Relationship to Ego Development," paper presented at the meeting of the Southeastern Writing Center Conference, Columbia, S. C., 4-5 February 1983.

It can provide a sense of accomplishment when the writer's purpose is attained, as well as a sense of satisfaction.⁸⁹ As people become proficient writers, they learn that they are intelligent, that they can trust themselves, and that they have power.⁹⁰ As people engage in the writing process, they learn and grow.⁹¹

Scholastic Journalism

The writing process and learning process both involve information, interpretation and communication.⁹² The major difference in writing for publication as opposed to other forms of writing is that it fully embraces the concept of communication by providing a specific audience to the writer.⁹³

Studies have revealed that journalism students are better writers than non-journalism students.⁹⁴ Journalism

⁸⁹National Institute of Education, p. 14.

⁹⁰Phillip L. Brady, The Why's of Teaching Composition (Bethesda, Md.: ERIC Document Reproduction Service, ED 185 602, 1978), p. 71.

⁹¹Persky and Raimés, p. 18.

⁹²Ed Mullins, "Publications Work Is Advance Preparation for Entering Adult Life," Quill and Scroll, December-January 1979, p. 23.

⁹³Hach, p. 26; L. Johnson, p. 9.

⁹⁴J. R. Brinn, "A Comparison of Selected Writing Skills of High School Journalism and Non-Journalism

students in college have been found to be better users of the English language than English majors.⁹⁵ Montgomery theorizes that this is because journalism students use the language more, while English majors apparently read more.⁹⁶ Writing for publication forces students to learn formal language. It also forces students to learn informal, or idiomatic language so that they can reach all types of people in their writing.⁹⁷ Journalism students rate higher in areas of mechanics and effectiveness of expression, and make fewer mistakes in areas of word usage and appropriate language, spelling and redundancy.⁹⁸

Students writing for publication are more motivated than with non-publication writing.⁹⁹ The object is not the

Students" (Ph.D. dissertation, Ohio University, 1982); N. R. Denning, "A Comparison of Journalism and Non-Journalism Students' English Competency" (M.S. thesis, Kansas State University, 1979); Reid H. Montgomery, "A Look at the Scholastic Press," paper presented at the 61st meeting of the Association for Education in Journalism, Seattle, Wash., 13-16- August 1978.

⁹⁵Montgomery.

⁹⁶Ibid.

⁹⁷Mullins, p. 22.

⁹⁸Brinn; Montgomery.

⁹⁹D. A. Abdulla, "Status Survey of High School Journalism in West Virginia" (M.S. thesis, West Virginia University, 1966); Johnson, p. 10; Ellen Gray Massey, "Students Discover the Magic of Publication," English Education 6 (April-May 1975): 230.

grade, but good writing that the student will be proud to see in print.¹⁰⁰ Journalism students are more critical of their writing than non-journalism students, and are far more helpful to each other.¹⁰¹ They are willing to revise and rewrite, and respect teachers' criticisms because they would rather improve an article than be embarrassed by mediocre work in a publication.¹⁰² Because students do have a specific audience, they are able to see their writing from the reader's point of view.¹⁰³ They also see purpose in having their writing clear and accurate.¹⁰⁴ A student is rewarded by the entire school reading his or her work in the newspaper or yearbook, while the composition student's work is read only by the teacher or classmates.¹⁰⁵ Journalism students receive a realistic and positive writing experience.¹⁰⁶

Journalism gives students a better understanding of the function of mass media in society.¹⁰⁷ It is the

¹⁰⁰L. Johnson, p. 9.

¹⁰¹Ibid., Massey, p. 232.

¹⁰²Massey, p. 232.

¹⁰³Ibid.

¹⁰⁴Hach, p. 26.

¹⁰⁵L. Johnson, p. 13.

¹⁰⁶Ibid., p. 9.

¹⁰⁷Erwin Atwood and Malcolm S. Maclean, Jr., "How

basis of continuing education by teaching students to effectively use newspapers, periodicals, radio, television and other mass media that they can continue to learn from after they are out of school.¹⁰⁸ Use of these media can help students grow in knowledge of their community, state, nation and world--which will in turn help them to be well-informed and productive citizens.¹⁰⁹

School newspapers are used for external and internal public relations.¹¹⁰ Reporting on the activities

Principals, Advisers, Parents and Pupils View Journalism," Journalism Quarterly 44 (Spring 1967): 78; Laurence R. Campbell, The High School Newspaper as a Medium of Good Will (Bethesda, Md.: ERIC Document Reproduction Service, ED 057 057, 1968), p. 1; Laurence R. Campbell, Principals' Attitudes Toward Student Journalism and Freedom of the Press (Bethesda, Md.: ERIC Document Reproduction Service, ED 127 635, 1976), p. 6; Fred Davison, "The Who, What, Where, When, How and Why of the School of Journalism," in Journalism Escalation (ed. John Drewry, 1968), p. 45; Thomas A. Prentice, "The Other Side of News, Writing Styles, Newspapers and Scholastic Journalism," Quill and Scroll, December-January 1982, p. 20; P. J. Ringenberg, "Media Use of High School Students in a Non-Metropolitan Area" (M.S. thesis, San Jose State University, 1976).

¹⁰⁸Davison, p. 45.

¹⁰⁹John DeMott, "From a Professor: We're Doing a Better Job Than Ever," The Quill, September 1975, p. 17; Hach, p. 25.

¹¹⁰Benjamin W. Allnutt, "Advisers and Principals, Partners Not Adversaries," National Association of Secondary School Principals Bulletin 59 (February 1975): 2; Campbell, The High School Newspaper as a Medium of Good Will, p. 1; Laurence R. Campbell, The High School Newspaper as a Public Relations Medium, and Other Studies (Bethesda, Md.: ERIC Document Reproduction Service, ED 052 209, 1971),

and needs of the school as well as the interests of the students helps develop good school-community relations and good student morale.¹¹¹ Student publications have the potential to cover policy-making bodies, curricular developments, individual achievements and other aspects of the school community.¹¹² Not only do they keep students informed, but they also serve as sounding boards for student concerns.¹¹³ School publications are responsible for leading opinion, provoking community dialogue and providing the forum for different opinions.¹¹⁴ In disadvantaged schools, publications can help provide students with a

p. 9; Richard P. Johns, "Accountability of Scholastic Journalism," National Association of Secondary School Principals Bulletin 59 (February 1975): 54; Patricia A. Rasmussen, "Ten Tips for Building a Better Journalism Program," Quill and Scroll, February-March 1982, p. 19.

¹¹¹Allnutt, p. 2.

¹¹²Johns, p. 54.

¹¹³Laurence R. Campbell, The Human Equation and the School Newspaper (Bethesda, Md.: ERIC Document Reproduction Service, ED 052 179, 1970), p. 10; Mark B. Gray, "A Survey of Journalism Education in Utah High Schools" (M.S. thesis, University of Utah, 1976); Johns, p. 53; L. Johnson, p. 19; Rasmussen, p. 19; Steven Schrader, "The Role of the Newspaper in a Disadvantaged School," The Bulletin of the Columbia Scholastic Press Advisers Association 26 (January 1969): 4.

¹¹⁴Campbell, The Human Equation and the School Newspaper, p. 11. Billy I. Ross and Ralph L. Sellmeyer, "Realities of Scholastic Journalism," National Association of Secondary School Principals Bulletin 59 (February 1975): 20.

sense of unity and pride by focusing on positive events as well as giving them honest appraisals of current conditions. This can interest and arouse students and provide them with a feeling of belonging.¹¹⁵ School publications provide schools with historical records of campus events.¹¹⁶

Publications work teaches responsibility, willingness to work and cooperate with others and toleration for the opinions of others.¹¹⁷ It can help students gain practice in making their own decisions, as well as giving them insight into ethical values and principles as they make those decisions.¹¹⁸

Scholastic journalism operates as professional training for students interested in pursuing a career in communications.¹¹⁹ In one study, one of every three college journalism students believed he was influenced in his

¹¹⁵Schrader, p. 5.

¹¹⁶Rasmussen, p. 19; John E. Vacha, "The Student Newspaper as a Historical Source," Social Education, January 1979, p. 36.

¹¹⁷Allnutt, p. 2; Hach, p. 28; N. R. McFadgen, "The Status of Journalism in North Dakota High Schools" (M.A. thesis, South Dakota State University, 1969).

¹¹⁸Allnutt, p. 2; Hach, p. 28.

¹¹⁹Davison, p. 45; R. S. Ervin, "Functions of the High School Press as Viewed by Three Publics within a High School Social System" (M.S. thesis, Oklahoma State University, 1973).

career choice primarily by working on his high school paper.¹²⁰

A survey of 612 principals in six states indicated that scholastic journalism is a vital force in high school life.¹²¹ It serves an immediate and important need for communication and understanding.¹²² High schools need to include scholastic journalism in their curriculums.¹²³

Summary

Extracurricular activities have existed for many years, and with good reason. They develop attitudes, expectations, and skills in students, preparing them for adult and occupational roles. They develop self-confidence and are more effective than any other feature of the school in the molding of personality. Activities encourage involvement and help keep potential dropouts in school. As students develop a strong sense of loyalty to school and community, they also make better grades. Participants have

¹²⁰Robert J. Cranford, "When Are Career Choices for Journalism Made?" Journalism Quarterly 37 (Summer 1960): 424.

¹²¹Campbell, The High School Newspaper as a Medium of Good Will, p. 1.

¹²²Johns, p. 54.

¹²³A. M. Yoder, "Content of Mass Media Courses in Iowa Public High Schools" (M.S. thesis, Iowa State University, 1978).

higher career aspirations than non-involved students and have a better chance of attaining their goals. Extra-curricular activities have become such a crucial part of the educational attainment process that educators question the term "extra."

Writing, a process in itself, is a vital part of the learning process. It is a way of stimulating thinking and aiding learning, and helps foster necessary cognitive development. It allows students to see their thoughts and better understand them. Writing reinforces oral language, listening and reading. When writing is used in the classroom, it forces students to focus on the subject while engaging in speculative thinking. Students become actively involved with course material through writing, and fulfill long-term learning needs. Many educators see writing as a way to help solve an illiteracy problem in the United States. Writing is a tool for learning.

Scholastic journalism focuses on a particular form of writing: writing for publication. Journalism students have been found to be better users of the English language than English majors. Students are motivated when they write for publication. They are forced to learn formal language, as well as learning how to write to reach all types of people. Through scholastic journalism, students gain a better understanding of the function of mass media

in society. Student publications keep students informed, as leading opinion and provoking community dialogue. Journalism students learn responsibility, willingness to work and cooperate with others and toleration for the opinions of others. It serves as a training ground for students interested in pursuing a career in communications.

While each of these areas contributes significantly to students' development, all serve distinct functions. The combination of these areas allows the student to attain maximum benefits from all three areas. The Mississippi Scholastic Press Association does just that: it promotes scholastic journalism and serves as an extracurricular activity that focuses on writing. MSPA can contribute significantly to the learning process of secondary school students in Mississippi.

CHAPTER III

OTHER PRESS ASSOCIATIONS

The purpose of this chapter is to explore other press associations. It begins with a history of press associations and how they developed. Next, in an attempt to uncover what makes them successful, eight organizations recommended as some of the top press associations in the country will be reviewed. Their history will first be described, then a brief summary of each will be provided. For a look at a more extensive review of press associations, a survey by Dodd and Hume will be summarized. Finally, the areas of membership, adviser turnover, and geographic distance will be reviewed to determine whether other press associations face the same problems as MSPA.

Scholastic press associations have existed for many years. The nation's oldest statewide high school organization is the Montana Interscholastic Editorial Association (MIEA). Its origin dates back to a track meet on May 14, 1915 at the State University at Missoula. Editors of high school papers were invited to attend the meet and form an organization.¹

¹D. A. Baber, "Where Are We Going?": The Ideal,

The Oklahoma Interscholastic Press Association soon followed in 1916, founded by H. H. Hebert, and served student journalists and their advisers for more than half a century.²

More than 300 high school publications were established before 1800. At first, many of these newspapers, magazines, and yearbooks folded after only a few issues, but later, more of them were able to maintain their existence. Although many publications were founded in the early 1900s, the big surge in their development came after World War I.³

As a consequence more and more publication advisers were looking for some agency that could guide them in improving the educational and journalistic standards. They looked in vain to English departments and organizations of English teachers. They looked in vain to schools of education and state departments of public instruction. They looked in vain to local newspapers.

Still in their infancy, school and departments of journalism recognized this opportunity. On the one hand, they could improve high school journalism by helping staffs and advisers. On the other hand, they could win good will for their school or department and the university. Nearly all of the

Potential Educational Role of the State High School Press Association" (M.A. thesis, University of Missouri--Columbia, 1973), p. 14.

²Laurence R. Campbell, The Role, Beginnings, Membership, and Services of High School Press Associations in the United States (Bethesda, Md.: ERIC Document Reproduction Service, ED 057 052, 1967), p. 6.

³Ibid., p. 5.

high school press organizations were founded with the cooperation of schools or departments of journalism.⁴

High school press associations have been founded by other groups, such as teachers, students, and newspapers.⁵

Laurence R. Campbell, who has served as director of the Illinois State High School Press Association and as executive secretary of the Oregon Scholastic Press and Florida Scholastic Press Association, gave praise to these founders:

Among the unheralded heroes of American journalism are the founders of high school press associations. These pioneers explored new frontiers of learning. These men of vision recognized the unique potentialities of journalism activities in American high schools.

To these able men and their able successors our secondary schools owe a deep debt of gratitude. In nearly every state we could establish a Hall of Fame to honor them and the student publication advisers who worked persistently to establish quality as a reality rather than a dream in high school publication.⁶

A Look at Eight Successful Organizations

Dr. John Butler, chairman of the Louisiana State University journalism department, recommended 13 organizations as some of the best statewide high school press

⁴Ibid.

⁵Baber, p. 17.

⁶Campbell, p. 2.

associations. Each press association was requested to give a brief history of itself and was asked whether it faces some of the same problems MSPA faces. Included specifically was the high adviser turnover rate, as well as geographic distance between the organization and member schools. In general, the associations were asked what criteria made them the successes they are today.⁷ Of 13 letters sent, eight organizations responded.⁸ Their history is described below.

The Iowa High School Press Association (IHSPA) met for its first conference at Grinnell, Iowa, in 1921. It was moved in 1953 to the University of Iowa.⁹

October 28, 1922, marked the beginning of the Indiana High School Press Association. It was founded at Franklin College by two students aided by a high school teacher from Indianapolis and the local newspaper editor, Eugene Pulliam. Pulliam later bought the Indianapolis News and Star and gave the IHSPA a block of stock for a permanent endowment.¹⁰ The Indiana Journalistic Teachers

⁷For a copy of the letter sent to these organizations, see appendix J.

⁸For copies of the responses, see appendix J.

⁹Letter received from Jack Dvorak, executive secretary, Iowa High School Press Association, 27 February 1984.

¹⁰Letter received from Richard C. Gotshall, executive secretary, Indiana High School Press Association, 7 June 1984.

and Advisers Association was organized in 1926. In 1937, the two groups merged to form a Student Division and an Adviser Division of IHSPA.¹¹

The Texas High School Press Association (THSPA) was founded in the early 1920s.¹² The United High School Press Association was founded during the 1926-27 school year by W. Page Pitt, at Marshall University in Huntington, West Virginia. Pitt wanted to get a journalism program started at Marshall, and he thought the best way to attract students was to organize a press association. His two-fold purpose was to help improve and stimulate journalism in the West Virginia high schools and to attract students to Marshall.¹³

The Virginia High School League was founded in 1913 at the University of Virginia. It grew to serve as the governing organization of all extracurricular activities except music in all of the public high schools in Virginia. In 1926, the Southern Interscholastic Press Association was formed and located at Washington and Lee University in Lexington, Virginia. VHSL began working with SIPA to make

¹¹"Indiana High School Press Association" pamphlet.

¹²Letter received from Mark K. Sparks, director, Texas High School Press Association, 12 April 1984.

¹³Letter received from George T. Arnold, director, United High School Press Association, 7 May 1984.

sure that Virginia's scholastic journalism requirements were met. SIPA was financially subsidized by VHSL for the next 42 years, assuring that the spring convention was held and that Virginia's publications were judged. In 1969, SIPA moved to Georgia, and later to South Carolina, leaving Virginia without a functioning in-state scholastic journalism program. VHSL then assumed full authority for conducting publications workshops and evaluating scholastic publications. In 1973, a full-time publications and information supervisor was hired to handle the publications division of the League.¹⁴

In the early 1930s, the Nebraska High School Press Association (NHSPA) was formed,¹⁵ and the South Carolina Scholastic Press Association (SCSPA) was founded in 1936.¹⁶

Nebraska High School Press Association

Organizations gave various reasons for their success at being good press associations. NHSPA's Executive Director George Tuck summarized the organization's success

¹⁴Letter received from Michael W. Porter, programs supervisor of publications and information services, Virginia High School League, Inc., 8 May 1984.

¹⁵Letter received from George Tuck, executive secretary, Nebraska High School Press Association, 26 June 1984.

¹⁶Letter received from Ann Herlong, director, South Carolina Scholastic Press Association, 25 April 1984.

simply: an active group of members who are concerned about improving journalism standards in high school.¹⁷ The activities offered by the organization include a fall convention, which draws about 800 students and 125 teachers, professionals, student teachers and staff. During the convention, there are some 25 to 30 individual presentations, including day-long sessions for yearbook, newspaper and photography. It also includes sessions for new advisers, yearbook displays showing students new trends, a banquet for advisers, and a lunch for students. A highlight of the yearly conference is the honoring of the adviser of the year with a plaque and appropriate publicity.

NHSPA holds a spring contest to bring together the best students in an effort to reward outstanding abilities. A preliminary contest open to all member schools selects the 10 best in each of a dozen categories. Those students are invited to a final competition, which is held on a Saturday in April. The contest is held during the morning and winners are announced at a noon banquet for the students and their advisers. Members of the School of Journalism faculty and outside professionals serve as judges.

¹⁷ Information in this section is compiled from the letter received from George T. Arnold, 7 May 1984.

Other activities offered by NHSPA included a critique service for yearbook and newspaper, a summer workshop, a lending library, and periodic publications for the members.

The executive secretary serves as a faculty liaison and is responsible for coordinating activities between members and the School of Journalism. Tuck has a full teaching load, in addition to extensive school and university committee assignments.

The University of Nebraska provides secretarial and mailing assistance to NHSPA in return for a small payment, which helps pay all the actual mailing cost and some of the secretarial costs. The staff secretary does such things as scheduling students into workshops, preparing all the mailings for the spring and fall events, and attending both events to make sure the planning is carried out. Both the executive secretary and staff secretary attend all board meetings and planning sessions. The board of directors is elected by the members during the annual fall convention.

Schools that join NHSPA must be members of the Nebraska School Activities Association--the overall organization that controls athletic, drama, music and journalism events. NSAA pays for two out-of-state speakers for the fall workshop. The schools' dues help provide for

some mailing, award and technical services through NSAA.

While NHSPA's fall convention and spring contest allow the school to do selective recruiting, that is not its primary objective.

The United High School Press

The United High School Press Association operates out of the W. Page Pitt School of Journalism at Marshall University in Huntington, West Virginia.¹⁸ Its director, Dr. George T. Arnold, believes the organization is successful because it serves a very useful and helpful purpose. Throughout the school year, members of the school's faculty and staff are "on call" to go to individual schools, or to groups of schools meeting at one high school, to conduct workshops on a variety of topics related to newspapers, yearbooks, magazines and broadcast programs.

At the annual spring convention, written and oral critiques are prepared for individual school programs and a large variety of workshops and seminars is provided.

The organization has officers and a business agenda for each of its four divisions: newspapers, yearbooks, broadcasting, and the West Virginia Journalism Teachers Association. These groups make suggestions for activities

¹⁸Information in this section is compiled from the letter received from George T. Arnold, 7 May 1984.

and projects for the next year.

An extremely successful and highly competitive awards luncheon is held at the convention, with 15 categories of UHSP awards and four categories that are conducted for the West Virginia Press Women's Association. UHSP does not try to give each school an award, and presents certificates only to the top three items in each category. While this system makes competition tough, teachers and students know that when they win, it really means something. UHSP does not judge the awards, so that hard feelings can be avoided. Instead, the materials are farmed out to judges all over the country.

A UHSP newsletter is published four or five times a year, and is circulated to the schools. Materials helpful to beginning teachers are also available from UHSP.

Arnold said that the main reason UHSP is successful is because it involves the entire faculty and staff, along with many college students, in its operation. At Marshall, the UHSP is not the responsibility of a new faculty member or a graduate assistant who lacks clout to turn it down, although he feels that anyone dedicated to the project could do it well. Instead, Page Pitt gave 44 years of priority service to UHSP, and Arnold has done likewise for the last 15 years. He has become a specialist in journalism education, having taught at the high school level three

years, heading the journalism education sequence at Marshall 15 years and teaching state certification, curriculum and accrediting teams. He wrote his doctoral dissertation on journalism education in West Virginia High Schools.

UHSP receives strong and active support from the university's administrative staff. It has a reputation as a top recruiter, and has no trouble getting the school's president, provost and appropriate deans to turn out in force at the awards dinner.

No membership fees are charged, because Arnold believes that unless an organization is in great need of the money, membership fees turn people off. Each person attending the convention is charged \$7.50, which includes dinner. Overnight guests must pay for their own lodging in local motels convenient to the university. UHSP receives \$500 a year from the University Foundation and raises the rest through advertising sales for the convention program. The local newspaper also puts up half of a \$500 award that goes to the student selected the Most Promising Student Journalist. UHSP raises the rest of the money for the award.

Finally, Arnold makes it a point to see that things run smoothly. Meetings start and end on time; the dinner is served hot; nametags are prepared in advance; critiques must be written in addition to the oral presentation;

workshops have written handouts. No one is selected to do a critique or conduct a workshop unless he or she knows his subject and how it relates to high school publications.

Arnold believes that any press association will be successful if it is directed by a veteran faculty or staff member who knows high school journalism and is willing to put in the time and effort required. Any press association that does less will be proportionately less effective.

Illinois State High School
Press Association

Illinois has new regional press associations throughout the state, which draw schools from 75 miles or so from their bases.¹⁹ This has contributed to the decline in member publications of the Illinois State High School Press Association, ISHSPA, according to its director, Gene Gilmore. ISHSPA gets most of its members from the Chicago suburban schools, 130 miles away, and from other cities no more than 100 miles away.

ISHSPA provides its members with a newsletter four times a year. The director tries to make it educational and somewhat inspiring for young journalists. Each issue

¹⁹Information in this section is compiled from the letter received from Gene Gilmore, director, Illinois State High School Press Association, 16 April 1984.

includes a how-to feature and a personal feature on a young successful journalist. It also usually includes information about workshops, awards, and legal cases, as well as unusual layouts and outstanding stories produced by students.

The annual convention lasts one day and attracts 600-800 students. It features some 28 sessions for newspapers and yearbooks. Advisers are asked to look over books and papers and to give advice to editors. There is no formal grading service, and ISHSPA does not give awards to students. The director feels that prizes are unfair, because a school with a good adviser and considerable money will walk off with the awards. He also feels that awards create animosity. However, an advisers lunch is held at each convention, and a Gold Key is awarded to one outstanding adviser.

South Carolina Scholastic
Press Association

Ann Herlong, Director of SCSPA, said there are many reasons SCSPA is considered strong and useful to journalism teachers and publication advisers in South Carolina.²⁰ To begin with, it has support from the Dean

²⁰Information in this section is compiled from the letter received from Ann Herlong, 25 April 1984, as well as pamphlets accompanying the letter.

of the College of Journalism, Albert T. Scroggins. He is active in SCSPA's programs, attends the conference and supports the organization financially. Scroggins is also director of The Southern Interscholastic Press Association (SIPA), which serves high school students throughout the Southeast.

Secondly, SCSPA's teachers and advisers are involved with the planning of the organization's programs. These programs include one-day conventions in Columbia, which is centrally located. Regional workshops scattered throughout the state are planned and conducted by the advisers. The director travels to most of these workshops to give information, to teach and generally to do public relations for the College and the University. Small seminars are conducted at Columbia two times a year, and a summer workshop is held there each year. Newsletters and other publications are sent on a regular basis to members and all schools in the state. The newsletters include information about conventions and workshops, scholarships, contests open to students, and adviser education. Each year SCSPA publishes a new edition of its mini-textbook for newspaper, yearbook, and literary magazine staffs-- "Scholastic Focus." Expert advisers and students on staffs of South Carolina publications write "how-to" articles so readers can apply the information while

producing their own publications. Topics include organizing a staff, staff training, law, design, taking pictures, advertising, writing, and grading journalism students.

SCSPA offers a combination rating service/contest for high school, junior high and middle school publications. Newspapers, yearbooks, and literary magazines are critiqued and judged by experts in each area. Publications are divided into six classes according to school enrollment, and the highest scoring publication in each class receives the Palmetto award. Other awards are All-State, Honor and Merit. Students can also improve their writing skills during the year by submitting stories to the Story-of-the-Month contest. Categories in the contest are editorial writing, column writing, sports writing, in-depth reporting, photography, art, layout, and advertising. Each newspaper may submit one entry per category. Instructors at the USC College of Journalism serve as judges, evaluating work using detailed critique forms.

A Journalist-of-the-Year for South Carolina is selected by a panel of judges and is announced at SCSPA's spring convention. The award is based on journalism experience, related professional experience, samples of work, grade point average, recognition, recommendations, and a personal statement.

The director of SCSPA is a faculty member and has

a reduced teaching load to work primarily with the organization's programs. An executive board meets twice a year to plan conventions and workshops, to set policy, and to revise publications of the organization. The director acts on their plans and serves as a liaison between SCSPA and the South Carolina Department of Education, since the department does not have a journalism supervisor.

Another positive factor affecting SCSPA is that it is the only College or School of Journalism in South Carolina. Other colleges offer courses and minors in journalism, but no one else offers a full program. Journalism teachers and advisers, therefore, automatically look to the University of South Carolina when they need help.

Most of the directors of SCSPA have at one time been high school journalism teachers and advisers. During their tenure, the organization has always seemed to flourish and grow.

Indiana High School Press Association

IHSPA's executive secretary, Richard Gotshall, said the strength of his organization has always come from the advisers.²¹ The organization operates out of Franklin College, in Franklin, Indiana. The college is small

²¹Information in this section is compiled from the letter received from Richard C. Gosthall, 7 June 1984.

compared to Indiana University and Ball State University and cannot offer any financial assistance to IHSPA.

The organization has involved the advisers by annually electing a board of directors, consisting primarily of advisers. Gotshall serves on the board as executive secretary and chief financial officer. Depending on the level of activity of the officers, he may have a strong or weak voice in board policy, but generally, he tries to stay quiet. Officers' duties are fairly clearly defined, but decisions are debated and decided on by the board as a whole. One adviser is responsible for planning IHSPA's annual convention, with the executive secretary arranging rooms, meals, printing, etc. in conjunction with the planner.

The strongest point of IHSPA is endowment, which provides the organization about \$10,000 a year in support. Membership dues and other fees account for about \$2,000 a year. Most of the endowment money is used for convention costs, while membership fees cover such things as postage and travel for board members. The organization also publishes a newsletter about five times a year. Each December, the organization publishes an annual directory of members.

While IHSPA is neither the oldest nor the strongest association in the country, Gotshall believes it is one of

the most successful independent associations. He said tradition has a lot to do with that, along with Indiana for many years being the center for high quality high school publications.

Texas High School Press Association

The THSPA is in competition with two other organizations in Texas trying to help high school teachers and students.²² THSPA operates out of Texas Woman's University at Denton, Texas. While it is the oldest of the three organizations, it is not the largest. However, Dr. Mary Kahl Sparks, director of THSPA, believes that tradition is the secret of the organization's success. Even though adviser turnover is high, people still remember THSPA and respond.

Another key to its success is that Texas allows the annual three-day convention to be conducted during school days. It attracts about 600 students, who can stay in TWU dorms. The convention includes a display of award-winning publications, critiques of student publications, and some 40 sessions for newspaper staffs, yearbook staffs, literary magazine staffs, radio and television students, and advisers. Some Denton businesses advertise specials

²²Information in this section is compiled from Mary Kahl Spark's letter, 12 April 1984, as well as pamphlets accompanying the letter.

in TWU's Daily Lass-O, just for convention guests. Students also receive an information packet with several complimentary items from area firms. Another part of the tradition is that they go shopping in Dallas on Saturday afternoon after the convention is concluded.

Sparks has only been with the organization one year, although she has previously worked with the high school press in other states. She tries to attend the meetings of the other two state groups once a year, and plans to travel to individual schools in the future.

Virginia High School League, Inc.

The Virginia High School League (VHSL) includes a publications division that is the equivalent of a state-wide press association.²³ The publications and information supervisor, Michael W. Porter, is responsible for the publications division of the League. He believes his division has been successful because he has tried to find the best possible people in their respective fields and has used them extensively in their areas of specialty. Constant improvement, evaluation of on-going projects, and using the best available talent are the concepts he stresses most.

²³Information in this section is compiled from the letter received from Michael W. Porter, 8 May 1984.

The League sponsors two publications workshops each year, one in the fall and one in the spring. The fall workshop is designed to meet the needs of the current staffs, and the spring workshop is designed to train the publications staffs for the following year. Both workshops are conducted at the University of Virginia in Charlottesville, which is very near the geographical center of the state. Advisers and staffs who attend the workshops provide their own transportation. Virginia has no regional or in-school workshops.

VHSL also provides evaluation services for newspapers, yearbooks, magazines and newsmagazines, and announces all results at the annual fall publications workshop. To avoid favoritism, all publications are evaluated by out-of-state high school advisers who are experts in their respective fields.

All public schools in Virginia belong to VHSL, and each school pays annual membership dues of \$355. Because each school belongs to the League, each publications adviser and staff may participate in VHSL activities. The workshop registration fee is \$9 per adviser and \$12 per delegate. Evaluation fees are \$12 for each newspaper, magazine, and newsmagazine. Yearbooks with less than 200 pages are charged \$12, and yearbooks with 200 or more pages are charged \$14.

The League sends publications to the schools each year. They include a "Handbook" that contains the VHSL Constitution and rules and regulations for all activities; the "Directory" that contains pertinent information relative to each public high school in Virginia; and "The Leaguer," published quarterly, with information relative to all immediately up-coming activities. All of the publications are mailed to the individual principal of each school with a request that he distribute the materials to the appropriate personnel. In this way, the principal is aware of everything happening in his school and is responsible for distributing the information to his faculty.

The Iowa High School Press Association

At least five essential factors comprise a successful state high school press association according to Jack Dvorak, executive secretary of IHSPA.²⁴ These factors have been working in Iowa for the past several years.

The first factor is university support. The University of Iowa provides IHSPA with a faculty member whose responsibilities include that of being executive secretary of the organization. Both the executive secretary and an office secretary devote about 25 percent of their time to

²⁴Information in this section is compiled from Jack Dvorak, "The Iowa Story," Dow Jones Newspaper Fund Newsletter 25 (September 1983): 5.

IHSPA duties. The university also provides an office, utilities, and equipment for IHSPA.

The second factor is financial independence, which is crucial in maintaining the organization's autonomy. Last year IHSPA had a total income of about \$12,000 from membership dues (at \$15 per school), conference fees and contest entry fees. An elected teacher/adviser controlled the association's treasury, handling such expenses as materials, postage, and travel. The total expenditures for the year were \$10,000, so IHSPA realized a profit.

Next comes member control. The executive secretary handles day-to-day business, such as editing the monthly newsletter. Four officers are elected by the high school teachers/advisers, and the officers and executive secretary comprise the executive board, which is responsible for making all formal decisions regarding policies, conferences, fees, and payment of bills, as well as regularly examining the constitution and by-laws. Eight regions of Iowa also are represented by regional directors responsible for coordinating efforts in their areas, writing articles for the newsletter, and speaking at conferences. As a result, the advisers have a sense that IHSPA is theirs and that they are very much a part of it.

Regular, frequent communication is very important for a successful organization. IHSPA sends eight monthly

newsletters to the advisers and principals of the 182 schools that are members. Other communication includes correspondence from IHSPA headquarters, telephone conversations, and school visits by the executive secretary. Officers and regional directors also communicate with member-schools in their areas of the state.

Services are the fifth key to IHSPA. These include spring newspaper contests, fall yearbook contests, on-the-spot writing contests during state and regional fall conferences, on-going evaluation services for yearbooks and newspapers, telephone and personal consultations, yearbook and newspaper loan service and an Aids File containing hundreds of pertinent articles related to scholastic journalism, all of which are available to members.

Dodd and Hume's National Survey

During the spring of 1981, a national survey of state and regional press directors was conducted by Julie E. Dodd and Katherine C. Hume.²⁵ A mailing list of press associations was provided by Dick Johns, executive secretary of Quill and Scroll. A mailing list of high school and college press associations from the Dow Jones Newspaper

²⁵Information on this section is compiled from Julie E. Dodd and Katherine C. Hume, "Press Associations Need to Exchange Ideas, Programs," Quill and Scroll, April-May 1984, pp. 11-14.

Fund provided additional names and an update to the list.

Surveys were mailed to 80 state and regional high school press associations, and responses were received from 26 organizations representing 21 states. These respondents were sent a follow-up letter during the fall of 1983 asking them to confirm and update information collected earlier. The findings of this survey are discussed below.

Most of the associations offer similar services. Although most have regular newsletters, the frequency of publication and the format of the newsletters vary.

Most of the organizations offer critique services for newspapers and yearbooks. All but one of the associations serve as journalism consultants, and most respondents indicated that their organizations serve as a clearinghouse for scholastic journalism materials, providing a lending library to member schools.

The majority of the respondents indicated that their organizations sponsor summer workshops for students. The workshops were divided into newspaper, yearbook and photography sessions, and usually lasted from one to two weeks. Ten of the organizations offer adviser courses for college credit. Most of the press associations have at least one convention or press day annually, usually a one-day workshop for student journalists and advisers.

Several of the organizations indicated that a major service of their organization was providing scholarships to high school students planning to study journalism in college.

Dodd and Hume asked respondents to indicate problem areas in their associations. The problems frequently cited by directors were the high turnover rate of advisers, the lack of advisers trained in journalism, the lack of release time for advisers to work with the press association director on plans for the organization, inadequate funds, and the inadequate time for the director to work with the association.

Several advisers in the western states indicated that geography is a problem, in that certain sections of the state are isolated and transportation costs to conventions or other meetings are prohibitive.

Some respondents expressed concern about low minority participation in their press associations. Some states that have several different press associations were concerned that their services overlapped in some areas but left voids in others.

Many directors said they saw numerous areas that warranted improvement or realized new services were needed, but their work schedules did not allow for greater association involvement. Virtually all the directors said they needed more time to work with their press association.

In most associations, the position of director was only a minor portion of the person's overall job, with most involved in teaching, advising students, committee work, research and/or management activities.

Membership

Press associations vary greatly in their membership policies. Some associations have no members, with activities open to anyone or any school that wishes to participate. Schools belong to some associations, while individual students and/or teachers are members of other associations. And in other instances, classes or publications belong. For example, the student newspaper staff would hold one membership, the yearbook staff would hold another, and the literary magazine would hold another.²⁶

Some associations serve only senior high schools or publications staffs, while other accept junior high schools or junior colleges and all publications staffs and broadcast bureaus.²⁷

Membership dues vary among associations, ranging from \$3 to \$30 per year.²⁸

Most associations are managed by a director, executive director, or executive secretary. They are in

²⁶Baber, p. 17.

²⁷Campbell, p. 10.

²⁸Dodd and Hume, p. 11.

charge of the press association's overall coordination and finances. While this person is usually a member of a college or university journalism faculty, in some associations the director is a high school teacher or retired college teacher.²⁹

Directors of press associations range in experience from one year to 24 years. There is a vast range of time allotment for those directors who manage the press association as part of a job, with anywhere from 5 percent to 100 percent of a faculty position allotted for a directorship.³⁰

Adviser Turnover

Adviser turnover is fairly low in Iowa. The newspaper advisers who belong to IHSPA indicate that the typical adviser has been in that capacity for 11 years, although this is probably not indicative of the overall advising situation. In terms of dealing with adviser turnover, IHSPA tries to introduce itself and its services to new people as they come on board. IHSPA also maintains good communications with school principals so that when new advisers do come to the schools the principals can quickly list the organization as a resource.³¹

²⁹Ibid.

³⁰Ibid.

³¹Dvorak, letter.

The VHSL encourages all advisers to attend its workshops so that they can be properly trained. It particularly encourages new advisers to attend, offering special information sessions for the new advisers on how VHSL can help them.³²

Illinois has difficulty with its high rate of adviser turnover. The association will start to notice possible recipients for its coveted "Gold Key" award for advisers, only to have the adviser move before the award can be presented. The ISHSPA has no suggestions for how to handle the turnover.³³

Adviser turnover in Nebraska is not very high. The NHSPA has worked hard to establish a competent journalism education program and most schools have adopted its guidelines. It includes sessions for new advisers at its annual convention.³⁴

The THSPA relies on its tradition and well-known name to overcome adviser turnover.³⁵ The UHSP director writes personal letters to new advisers and calls upon some of the veteran high school teachers to get the new people involved. He believes the teacher-adviser makes all the difference, and has seen outstanding high school

³²Porter.

³³Gilmore.

³⁴Tuck.

³⁵Sparks.

programs hit rock bottom when a superior teacher-adviser left, and stay that way until another dedicated teacher has come along. The publicity generated by UHSP's awards competition helps get schools involved because the students are competitive with neighboring schools in athletics and other matters. UHSP simply has to make sure it stays after the schools to overcome adviser turnover.³⁶

Geographic Distance

Geographic distance is a liability to some press associations, forcing them to find a way to overcome the distance between themselves and member schools. The THSPA deals with distance simply by telephone or mail. Many Texas high school districts are quite well-off financially, and they often pay for students to attend the annual THSPA convention. That is not true of the entire state, but students still seem to find a way of getting to the conventions.³⁷

In Nebraska, members from the outer reaches of the state often travel more than 500 miles one way to attend meetings. With the high cost of gasoline, some school districts have put a restriction on travel, although these restrictions rarely pertain to athletics. The

³⁶Arnold.

³⁷Sparks.

convention is on a Monday so that distant schools can attend without having to miss more than one day of classes. In the past five years, there has been a slow, steady decline in the numbers attending the NHSPA conferences and summer workshops. The organization pays mileage for the officers who travel to NHSPA's monthly board meetings.³⁸

The SCSPA and VHSL are both centrally located, so geography is not a problem.³⁹ UHSP does not have much of a problem either, because West Virginia is such a small state. Few schools have to travel more than four or five hours' driving distance to get to Marshall. USHP has found that as long as the program is perceived as beneficial, teachers and students are willing to make the drive. The reputation of the convention and the dedication of many veteran teachers-advisers keep them coming. The newsletter, sent to all newspaper, yearbook, and broadcast advisers, also helps to bind the organization together.⁴⁰

IHSPA handles geographic distance by keeping in close touch with members through frequent communication by mail as well as the many ongoing activities offered by the organization each year. The executive secretary of IHSPA also works with the University of Iowa's Division of

³⁸Tuck.

³⁹Herlong; Porter.

⁴⁰Arnold.

Continuing Education. In that position, he is expected to do outreach work in journalism education with high schools around the state and is able to have personal contact with journalism teachers as he travels to their schools.⁴¹

Summary

State high school press associations abound throughout the country. Quill and Scroll's list of press associations includes 98 state high school associations, which cover 45 states. Also listed are seven regional associations.⁴²

Press associations have been around for a long time, beginning as early as 1915. They have been established by many different groups, including teachers, students, and newspapers. They serve two main purposes: they improve high school journalism by helping staffs and advisers, and they win goodwill for their school or department or university.

While these organizations differ in such areas as membership, finances, and age, most of them offer similar services. Most offer newsletters, workshops, critique services, consultations, and an annual convention. Some

⁴¹Dvorak, letter.

⁴²For Quill and Scroll's list of press associations, see appendix L.

of the organizations offer contests, some of them provide a lending library for their members and some of them offer scholarships for high school students.

Most of the associations are managed by a director, executive director, or executive secretary. While this person is usually a member of a college or university faculty, the time allotment for his or her position ranges from 5 percent to 100 percent of a faculty position.

MSPA is not alone in the problems it faces. Almost all associations face the problems of high adviser turnover, the lack of journalism certification requirements, and inadequate time for advisers and directors to work on the association. Some of the organizations experience problems with geographic distance between themselves and member schools.

While these problems prevail in most associations, many have found ways to cope with them. Directors solve geographic problems by maintaining frequent communication with members, including telephone contact, mail, and personal visits. Advisers are also used to overcome this problem, in that the director will give specific advisers the responsibility of planning workshops in their areas. Some organizations pay mileage for officers to travel to and from officer meetings. Still other organizations strive to maintain an outstanding convention, so that

teachers and students will attend regardless of how far they have to travel.

Directors have various ways of dealing with high adviser turnover. Some associations maintain good communications with school principals so that when new advisers come to the schools the principals can quickly list the organization as a resource. One organization writes letters to new advisers and calls upon some of the veteran high school teachers to get the new people involved. It also depends on the publicity generated by its contests to get schools involved. Many organizations encourage all advisers to attend their workshops so that they can be properly trained. Some particularly encourage new advisers to attend, offering special information sessions specifically for them.

Most of the successful organizations have a solid financial base, either through grants, advertising, or donations. One organization realized a profit simply through membership dues, contest fees, and convention fees, while it still offered many services to its members. This same organization felt it is crucial for an organization to be financially independent.

The lack of journalism certification requirements for advisers continues to be a problem throughout the country, giving press associations even more importance

and responsibility in maintaining high journalistic standards among high school publications.

CHAPTER IV

MSPA UNDER GERALD FORBES:

THE EARLY YEARS

This chapter will describe the Mississippi Scholastic Press Association from its creation to 1956. A brief description of its founder will be given, as well as the early days of the journalism department. Membership and services will be reviewed, and the goals and intents of this era will be explored.

In 1946, Dr. Charles Gerald Forbes interviewed with the Ole Miss School of Business for the chairmanship of its new journalism program. Forbes, 45, was a wiry, outspoken man who had three degrees in history to his credit, as well as more than 20 years of newspaper experience.¹

After his interview, Forbes made a list of everything he would do if he were the first head of the journalism department. He included everything he believed would make the department grow, and then mailed the three page

¹"Dr. Forbes Returns to Oxford-Ole Miss," Oxford (Mississippi) Eagle, 21 March 1984.

list to Oxford. Topping the list was an annual short session for high school students, teaching them how to publish a newspaper. He called the session the High School Press Institute, and reasoned that some of the brightest high school students work on the school newspapers and would want to attend college as journalism majors, perhaps at Ole Miss. Soon afterward, Forbes received a telephone call from Dean Horace Brown, saying that his ideas were excellent. Forbes got the job.²

When the Department of Journalism was established in February, 1947, the administrators' intention was to make it an outstanding part of the University of Mississippi.³ Its beginnings were very humble, as the entire department was first located in a small part of the Lyceum building.⁴ It was soon moved to one of four used army barracks donated to Ole Miss after World War II. Temporary Building "A" was the site of the journalism department.⁵ Jesse Phillips, publisher of the Oxford Eagle and a student

²Ibid.

³"Department of Journalism," Annual Report to the Chancellor, for the session 1946-47, University of Mississippi, Gerald Forbes, chairman, 31 December 1947, p. 66.

⁴Annual Report to the Chancellor, 1947-48, p. 42.

⁵Jesse Phillips, publisher, Oxford Eagle and former University of Mississippi journalism student, interview, Oxford, Mississippi, 12 July 1984.

in Dr. Forbes' classes recalled that the classrooms were "very, very small, probably 10' x 10' in size." He said the building had no air-conditioning, although large fans were at the end of the hall. A darkroom was provided, and though it was adequate, it was modest.⁶

Throughout Forbes' 10-year tenure, the department had only two faculty members who taught courses such as reporting, editing, advertising and photography.⁷ Phillips said probably not more than 40 or 50 undergraduate journalism majors attended the university at that time, with 10 or 15 students in each class.⁸ The enrollment for the Oxford campus averaged about 2,000 students during this period.⁹ The campus newspaper, The Mississippian, was published by the Oxford Eagle.¹⁰ Although the journalism students contributed toward the paper, it was not considered part of the department.¹¹

Even though the department was understaffed and had only a fraction of the money it needed, Forbes recalled

⁶Ibid.

⁷For a list of faculty members, see appendix G.

⁸Phillips.

⁹For a list of enrollment, see appendix H.

¹⁰Phillips.

¹¹S. Gale Denley, director of the Mississippi Scholastic Press Association, interview, University of Mississippi, 19 June 1984.

those days as pleasurable. "It was wonderful in Temporary Building 'A'," he said. "There was such comraderie among the students. The kids all were interested in the same thing and they could get acquainted there."¹²

Phillips said he liked the individual attention shown by Forbes and the other faculty member, Dr. Samuel Talbert. He said Forbes had a sincere and keen interest in his students, sensing their needs and encouraging them. "He was fair with the students, and at the same time, he was demanding that they do their best work," Phillips said.¹³

Forbes indeed was sensitive to the need of bringing the high school students to Ole Miss and instructing them in journalism. The Mississippi Press Institute was developed in March and April, and was conducted May 9-10, 1947.¹⁴

The first two-day conference was intended to stimulate high school journalism instruction throughout Mississippi.¹⁵ It attracted 139 students and sponsors from Mississippi and Tennessee, and featured discussions

¹²"Dr. Forbes Returns to Ole Miss."

¹³Phillips.

¹⁴Annual Report to the Chancellor, 1946-47, p. 67.

¹⁵Ibid.

on editorials, sports, and business management.¹⁶ Forbes referred to these sessions as "round table discussions."¹⁷ The conference also featured a banquet, a dance, a motion picture, and a luncheon. Girls lived in sorority houses; boys in dormitories.¹⁸ An advisory session was set up during the conference so that ideas and suggestions could be contributed for the improvement of the program, representing the members' point of view.¹⁹

Forbes considered the conference a success, saying it generated contagious enthusiasm for those who attended. He said:

Much favorable attention was attracted to the University as well as to the Department of Journalism. Some of the delegates have written for advice (notably Macon and Starkville) regarding their high school courses and how to improve their high school papers next year. Several of the high school visitors announced that they intended to attend the University next year in order to study Journalism.²⁰

The following September, Forbes checked the names of the new students enrolled in the journalism department against the names of the students who had attended the

¹⁶"Press Institute Has First Meet," University of Mississippi Mississippian, 16 May 1947.

¹⁷"Press Institute Comes Here Next Week," Mississippian, 2 May 1947.

¹⁸"Over 200 Delegates Gather for a Series of Discussions," Mississippian, 9 May 1947.

¹⁹"Press Institute Has First Meet."

²⁰Annual Report to the Chancellor, 1946-47, p. 67.

Press Institute. He found a definite tie-in with the names supporting his efforts in using the Press Institute as both teaching and recruiting tools.²¹

Forbes also received praise from the journalism advisers. He said:

The sponsors of the high school papers also profited individually from the Institute through the exchange of ideas. One sponsor was particularly grateful to learn the titles of additional work books which she might use in her classes.²²

The conference's success made it the basis for plans to make the event an annual affair on the campus.²³

A constitution was drawn up for the Mississippi Scholastic Press Institute, and was adopted at the conference the next year.²⁴

Forbes ran the Press Institute himself, considering it part of his job.²⁵ However, he annually appointed a student helper known as a "Headquarters Secretary" who was responsible for such things as handling correspondence,

²¹Annual Report to the Chancellor, 1947-48, p. 41.

²²Annual Report to the Chancellor, 1946-47, p. 67.

²³Ibid., p. 68.

²⁴Annual Report to the Chancellor, 1947-48, p. 41; for a copy of the University of Mississippi Press Institute constitution, see appendix A.

²⁵Dr. Gerald Forbes, founder of the Mississippi Press Institute and former chairman of the University of Mississippi Department of Journalism, interview, 22 March 1984.

assisting in the preparation of the "Press Institute Bulletin," receiving publications from member schools, assisting in criticizing and suggesting improvements in school publications, and maintaining the organization's files.²⁶

Forbes said plans for the Institute were made and completed long months before the events occurred.²⁷ During Forbes' 10 years as chairman, he increased attendance at the Press Institute, eventually tripling the attendance of the original conference. In 1948, 225 students came to the conference, increasing attendance by 80 percent.²⁸

The Press Institute dance became a tradition that the students loved. Forbes recalled,

We always had a dance for those kids, in the gymnasium. I remember we had to hire a band or dance orchestra--whatever they called that. We'd get two or three women to chaperone, but that was never any particular difficulty.²⁹

He said the only difficulty he ever had with the dance was one year when the band refused to stop playing at 11:00--the appointed time for the dance to end. He said he lost his temper, but the band quit.³⁰

²⁶Constitution of the University of Mississippi Press Institute, article IV.

²⁷Forbes, letter.

²⁸For a list of Press Institute attendance, see appendix B.

²⁹Forbes, interview.

³⁰Ibid.

In 1952, Forbes said the department needed a third faculty member to help run the Press Institute, remarking, "The addition of a third member of the faculty would enable the Department to turn the Press Institute into a real driving force which would attract many high school students to the University."³¹

He continued to express this need, as well as the need for more equipment and finances, throughout his tenure.³²

In 1953, University Extension reported involvement with the Press Institute.³³ Every year after that, the University Extension's Department of Conferences and Institutes played a major role in coordinating the annual Institute.³⁴ The name of University Extension was later changed to Continuing Education.³⁵ Through the years, its involvement has proved to be extremely detrimental to MSPA.³⁶ This problem will be discussed in Chapter 6.

³¹Annual Report to the Chancellor, 1951-52, p. 41.

³²Annual Report to the Chancellor, 1952-53, p. 48; 1953-54, p. 45; 1954-55, p. 41; 1955-56, p. 48.

³³Robert Oesterling, Continuing Education, interview, University of Mississippi, 1 May 1984.

³⁴Ibid.

³⁵Ibid.

³⁶Dr. H. Wilbert Norton, chairman of the University of Mississippi Department of Journalism, interview, University of Mississippi, 17 April 1984.

Membership

Active membership in the organization was limited to schools that paid their dues for the current year. An honorary membership could be offered, by unanimous vote of the schools represented at the annual convention, to anyone having distinguished himself by contributing to the advancement of the journalistic standards of the community. Elected officers of the council of the Press Institute succeeded to honorary membership in the institute at the expiration of the terms of office.³⁷

Participation in the annual spring conference was not limited to member schools, but was open to all Mississippi high schools and junior colleges.³⁸ In 1948, the organization had 36 member schools that had paid dues.³⁹ Otherwise, records of members were not located, but records of conference attendance were.

Judging from attendance at the annual convention, membership in the organization grew considerably during Forbes' years as chairman. The first Press Institute attracted 139 students and sponsors, while the ninth meeting

³⁷Constitution of the University of Mississippi Press Institute, article II.

³⁸"Two-hundred High School, Junior College Journalists to Attend Press Meet," Mississippian, 16 April 1948.

³⁹Annual Report to the Chancellor, 1947-48, p. 42.

was attended by some 400.⁴⁰ During Forbes' final year as chairman, in 1956, the conference was attended by 375 students and sponsors.⁴¹

A council was the governing body of the organization, and its powers included amending the constitution and deciding how much membership dues should be.⁴² Council membership rotated according to member schools in 10 districts of the state. The districts were those established and used by the State Literary and Athletic Association.⁴³ The number of council members each district could have was determined by how many member schools comprised each district; districts with four or less member schools could have one council member; districts with from five to eight schools could have two council members; districts with from nine to twelve schools could have three council members, and districts with thirteen or more schools could have four council members.⁴⁴

⁴⁰"Press Institute Has First Meet"; "Speeches, Roundtable Discussions to Highlight Ninth Annual Two-Day Meet," Mississippian, 1 April 1955.

⁴¹Annual Report to the Chancellor, 1955-56, p. 47.

⁴²Constitution of the University of Mississippi Press Institute, articles III, VI, and VII.

⁴³For a map depicting the division of districts, see appendix I.

⁴⁴Constitution of the University of Mississippi Press Institute, article III.

The rotation of council members was described in the Constitution as follows:

Representation on the council shall follow alphabetical rotation by school name among the members in each school district. For example, a district with three members, school names beginning with the letters C, J, and M, would be represented by the council first by a student from C school, followed by a student representative of J school, and finally by a student of M school. Districts entitled to more than one council member shall likewise follow strict alphabetical rotation by school names, the first two or more council members being from those schools whose names appear first in the alphabetical listing.

New member schools shall be placed in proper alphabetical position, but will not become eligible for council representation for a minimum of eighteen months after the effective date of its membership in the Press Institute, except that a school from a district in which are located no other member schools shall be entitled to council membership immediately upon becoming a member of the Institute. Furthermore, when a second school becomes a member of the Institute in a district containing only one other member, the second member shall be entitled to represent the district on the council at the next regular change of council representatives.

The individual member of the council shall be chosen in a manner deemed suitable to the school which he shall represent, except that the new council member shall not have progressed beyond his junior year in the high school nor, in the case of representatives from junior college, beyond the first year in such junior college, and provided that underclassmen are represented on the staff of the school paper.⁴⁵

The organization's officers included a president, vice-president, recording secretary, and treasurer. The

⁴⁵Ibid.

president, vice-president, and recording secretary were elected from and by the council at its annual spring meeting. The treasurer was a member of the faculty of the journalism department and was appointed by Forbes. The headquarters secretary was also considered an officer and was responsible for reporting to the council.⁴⁶

Services

The first service offered by the organization was the Press Institute Bulletin, a publication sent to schools at least three times each year. It was made the Institute's official publication at the first annual conference. The Bulletin contained helpful information for sponsors and staffs of the high school publications and was enthusiastically received in all quarters.⁴⁷

An evaluation system of high school newspapers was introduced during the 1947-48 session. Member schools were invited to submit their papers to the Department of Journalism for suggestions. Forbes said that school newspapers using this service were noticeably improved in quality and appearance.⁴⁸

⁴⁶ Ibid., article IV.

⁴⁷ Annual Report to the Chancellor, 1947-48, p. 41.

⁴⁸ Ibid., p. 42.

The organization started workshops in the fall of 1954. Students and faculty conducted three off-campus workshops in Tupelo, Senatobia, and Grenada, with more than 150 students attending.⁴⁹ The following year, workshops were called "intensive journalistic clinics" and were conducted at several high schools for newspaper staff members.⁵⁰

Various awards were given to schools during Forbes' years as chairman. In 1951, a photography contest was conducted for member schools.⁵¹ Otherwise, there were no official contests during Forbes' tenure. Forbes said,

Both the teachers and pupils wanted to take something back home that they could get into the hometown newspapers. Therefore I dreamed up some honors and elections that they might put into the newspapers when they returned. That was accidental but it worked like a charm. The trick was to have enough of these honors for almost every teacher to go home saying "Look what we did!" The student likewise could boast, "See what I did!"⁵²

Forbes said that from time to time, awards would be given to different schools so they could have something to brag about. There was no official way of determining

⁴⁹Annual Report to the Chancellor, 1954-55, p. 41.

⁵⁰Annual Report to the Chancellor, 1955-56, p. 47.

⁵¹"Fifth Annual Press Institute Now Underway," Mississippian, 30 March 1951.

⁵²Forbes, letter.

who won awards. Instead, Forbes determined who needed the awards. Consecutive winners were never selected and no school consistently won awards.⁵³

Goals and Intentions

Forbes' main purpose for establishing the Press Institute was to attract high school student to the University. He believed that the students who published the high school paper were the brightest students in the school, and he wanted to bring as many as possible into the journalism department. By establishing the Press Institute as a program of instruction and entertainment, he gave them a reason to come to the University and see what it had to offer.⁵⁴

His goal was to build a following for the department of journalism, and he believed he succeeded.⁵⁵ In the 1947 Annual Report to the Chancellor, he wrote:

In addition to the obvious response of the visiting high school students, the Institute was valuable to the University for the resulting statewide publicity. Much favorable attention was attracted to the University, as well as to the Department of Journalism.⁵⁶

The next year, in the 1948 Annual Report to the

⁵³Forbes interview.

⁵⁴Ibid. ⁵⁵Ibid.

⁵⁶Annual Report to the Chancellor, 1946-47, p. 67.

Chancellor, he wrote:

There is every reason to believe that this tie-in with the state high schools gives the Department excellent publicity and stimulates an interest in the profession which up to this time has not been emphasized.⁵⁷

Forbes said the primary benefit of the Press Institute was recruiting students for the University. He said he believed Mississippi high school students had great respect for the department of journalism.⁵⁸

Summary

The Mississippi Scholastic Press Association began as an effort to help a journalism department in its infancy to grow. The first conference attracted 139 students and sponsors to the university, and many of the students did indeed enroll in the University of Mississippi Department of Journalism the following fall. It was decided that the Institute would become an annual event each spring, and a constitution was drawn up.

During the years of Forbes' tenure as chairman of the Journalism Department, there was only one other faculty member. The Press Institute grew in membership and services and became much more than a recruiting device. Besides offering an annual journalism conference each spring, the

⁵⁷Annual Report to the Chancellor, 1947-48, p. 41.

⁵⁸Forbes, interview.

organization offered valuable services to the high schools of Mississippi. These services included a newspaper critique service, regional workshops, an instructional publication, and various awards. Forbes ran the Press Institute himself, with the help of a headquarters secretary, as well as involvement from University Extension.

CHAPTER V

MSPA: THE GOLDEN YEARS UNDER SAM TALBERT

From 1956 until his death in 1972, Dr. Samuel Talbert served as chairman of the Journalism Department. This era of MSPA will be explored in this chapter, beginning with a brief description of Talbert. Membership and services during this period will be reviewed, as well as the large number of journalism clinics conducted each summer. Next, the "Silver Em" and "Gold Em" will be explained. Finally, the goals and intents of this period will be explored.

A new era for the journalism department and MSPA began in 1956 when Dr. Forbes resigned as department chairman, and Dr. Samuel S. Talbert, the only other journalism faculty member during Forbes' tenure, became acting chairman. Jere Hoar joined the department as assistant professor.¹ It became a period of growth and expansion for the department and MSPA.²

¹"Department of Journalism," Annual Report to the Chancellor, for the session 1956-57, University of Mississippi, Samuel S. Talbert, chairman, p. 48.

²Annual Report to the Chancellor, 1966-67, p. 107.

Talbert, like Forbes, had had professional experience before coming to Ole Miss, mostly in advertising.³ He was an excellent writer, with many plays and several booklets to his credit, as well as numerous articles and short stories.⁴ Talbert had a different personality than Forbes, in that he was much more reserved.⁵ He was highly respected by his students, and he tried to inspire in them a desire to succeed in the "real world."⁶ According to former Ole Miss journalism student Charles Overby, vice-president of communications for Gannett Co., Inc., Talbert stressed the professional rather than the academic approach to journalism. Overby said,

While he had an appreciation of academics, what he really valued was journalism students who tried to understand the world as it was. He made journalism fun, and he made the prospect of spending the rest of your life in it satisfying and exhilarating.⁷

Former Ole Miss journalism student John Corlew, an attorney in Jackson, Mississippi, agreed. He said

³Jesse Phillips, publisher, Oxford Eagle and former University of Mississippi journalism student, interview, Oxford, Mississippi, 12 July 1984.

⁴S. Gale Denley, director of the Mississippi Scholastic Press Association, interview, University of Mississippi, 19 July 1984; for a list of Talbert's works, see appendix N.

⁵Denley.

⁶Charles Overby, vice-president of communications for Gannett Co., Inc. and former University of Mississippi journalism student, telephone interview, 27 June 1984.

⁷Ibid.

Talbert's courses were geared toward the practical. "He wanted to teach you, not necessarily to teach you, but he wanted you to be prepared to walk out of the classroom and into the newspaper situation and be able to do the job," he said.⁸

Talbert was highly interested in anything that promoted journalism, such as MSPA, according to Corlew. He said it was Talbert who got him involved in helping during the Press Institute, with such duties as introducing students around campus or helping at one of the functions.⁹

Corlew said Talbert was interested in getting things done.¹⁰ In 1959, when the Administration was displeased with the Mississippian, Talbert decided to change its format. He developed a plan to make it a daily paper, published on campus using offset printing. He physically moved it into Brady Hall, where the journalism department was located.¹¹ According to MSPA director S. Gale Denley, that move probably marked the real beginning of the journalism department as it is now known. He said,

⁸ John Corlew, former University of Mississippi journalism student, telephone interview, 2 July 1984.

⁹ Ibid.

¹⁰ Ibid.

¹¹ Denley.

With the affiliation of the two, the program got bigger and stronger for more students, but it was not as strong for the real top students, as it had been previously, because they were working with the student media on a daily basis, and didn't have much time for distraction. But Talbert, I think, realized that, and tried to keep them from doing that. In some places, the student media becomes the total focus of the program, and he kept that from happening.¹²

While Talbert worked hard at preparing students for the "real world," he also maintained a special bond within the department. Jesse Phillips said that Talbert's home was always open to the students--particularly at Christmas and in the springtime, when he and his wife would invite the students from the journalism department to their home for a visit. "I felt genuine love on the part of he and Mrs. Talbert, and members of their family towards the students, making them feel welcome in their home," Phillips said.¹³

Talbert served as chairman of the department until his death in 1972. During his tenure, he was often plagued with illness. In 1967, he took a sabbatical leave. It was during these times, and after his death, that Hoar served as acting chairman of the department.¹⁴

The directorship of MSPA was still thought to be

¹²Ibid.

¹³Phillips.

¹⁴Dr. Jere Hoar, professor and former acting chairman of the University of Mississippi Department of Journalism, interview, University of Mississippi, 16 April 1984.

a part of the chairman's job through most of this era.¹⁵ During this time, the position of executive secretary was established to take responsibility for some of the MSPA duties. However, it remained one without salary and depended on a graduate student or, in some cases, an undergraduate student to fulfill its duties.¹⁶

Denley, who was assistant professor of journalism, served as field manager of MSPA, helping in all phases of its development. After serving 15 years in this capacity, he was appointed MSPA director in 1971, relieving the chairman of major MSPA duties.¹⁷

The major change in MSPA during this period was shortening the Press Institute from a two-day to a one-day conference in 1966.¹⁸ Hoar said he thought it was changed at the request of the teachers and the schools, since students and faculty members were away from school for so many conferences.¹⁹ According to Denley, the two-day

¹⁵ Ibid.

¹⁶ Susan Norton, former coordinator for the Mississippi Scholastic Press Association, interview, University of Mississippi, 19 September 1983; "Denley to Direct MSPA," Journalist (MSPA), Fall 1970.

¹⁷ "Denley to Direct MSPA."

¹⁸ "Press Institute Set for Would'be Writers," University of Mississippi Mississippian, 20 April 1966.

¹⁹ Hoar.

conference was changed because of the expenses involved for the university and the lack of comfortable accommodations for the students.²⁰

Denley said he believed that Talbert encountered some of the same frustrations as Forbes. He said journalism did not fit in anywhere because it was located in the business school rather than in liberal arts. He said, "It was just sort of considered an unwashed group, and really not too well supported."²¹

Denley said that in the beginning, the university realized the importance of the Press Institute and helped supplement it. This support, however, did not last. He said, "Like anything else, it gets taken for granted and gets low priority."²² Thus, while Talbert made substantial progress with MSPA during this period, it simultaneously received less university support than it had in its earlier days.²³

In reference to Talbert's efforts with MSPA, a Mississippian article on April 16, 1971 said:

Under his direction the MSPA has grown from minor status to one of the most active scholastic press associations in the United States. Both the size

²⁰Denley, interview 1 May 1984.

²¹Denley, 19 June 1984.

²²Ibid.

²³Ibid.

of the membership and attendance at the annual institutes have tripled since he was named director.²⁴

Membership

When Talbert first became acting chairman, slightly more than 400 students attended the eleventh annual Press Institute.²⁵ During his tenure, attendance increased so much that schools were limited in the number of students they could bring. In a Mississippian article on April 13, 1961, Talbert said, "Each school will be limited to 10 representatives to the press institute because of the increased number of schools expected to be represented."²⁶

However, attendance continued to increase. In 1965, 600 students attended the nineteenth institute; and in 1970, 700 students were expected.²⁷ The last year of this era, when Hoar was acting chairman, 592 students attended.²⁸

Overby said that the Press Institute was attractive

²⁴"Denley to Direct MSPA."

²⁵"Press Institute to Meet on Campus with 400 Attending," Mississippian, 22 March 1957.

²⁶"Fifteenth Annual Press Institute Scheduled Here April 28-29," Mississippian, 13 April 1961.

²⁷"Meet Attracts 600 Students," Mississippian, 5 May 1965.

²⁸"Annual Press Institute Held Tomorrow," University of Mississippi Daily Mississippian, 30 April 1970.

because it gave small schools a larger perspective on things. He said, "To gather at a statewide meeting like that, and to see that there was a larger world out there, and a bigger piece of pie, was really fun, and created a desire to reach out and do more."²⁹

Denley said there was more to it than that. Students were eager to attend the Press Institute because it gave them a chance to see Ole Miss, considered by many to be the "elitist" school of the state. He said that at one time, Mississippi State University was primarily considered to be the agricultural and engineering school in the state, with some emphasis on business. The University of Southern Mississippi was considered to be a teacher's college. Because Ole Miss was considered to be the primary liberal arts school in Mississippi, it attracted students in that field. He said, "This was the place where you sent your girls, and your guys who wanted to go to law school."³⁰

Memphis was also considered a major recruiting area for Ole Miss. Denley said most Ole Miss students went to Memphis when they graduated. They then would send their children back to Ole Miss and that trend became a tradition in Memphis. "The elite either went to Vanderbilt, or to

²⁹Overby.

³⁰Denley, 19 June 1984.

one of the real expensive elite schools in Memphis, or they'd go to Ole Miss," said Denley.³¹

In 1967, MSPA had 45 member schools: 25 had memberships for both their annual and newspaper staffs, with 20 having memberships for either their annual or newspaper staffs.³² Otherwise, no records of MSPA membership in this era were located.

Membership costs for the 1971-72 school year were as follows: newspaper, \$5; year book, \$5; and both \$10. These costs remained the same during the 1972-73 and 1973-74 school years.³⁴

In 1971 it cost \$3 per person to attend the Press Institute, and in 1973, it cost \$4 per person.³⁵ Otherwise, no records of registration costs or membership costs were located.

³¹Ibid.

³²MSPA Membership Roll Lists Forty-Five," Journalist (MSPA), Fall 1967.

³³Letter to Mississippi publication advisers from Denley, 1971.

³⁴Letter to Mississippi publication advisers from Denley, 1972; letter to Mississippi publication advisers from Denley, 1973.

³⁵Letter to Mississippi publication advisers from Denley, 1971; registration form for the 1973 Press Institute.

Services

The services MSPA offered increased significantly during this era. In 1957, a roundtable discussion on mimeographed papers was added to the Press Institute program.³⁶ A full scale program for yearbook editors became part of the annual conference in 1961.³⁷

An official contest was added to MSPA in 1957, with every high school newspaper in the state eligible to enter. The first year it was started, the contest included five categories: best feature story, best cartoon, best editorial, best news photograph, and best feature photograph. Entries were required to have been published in the school's newspaper during the current school year, and schools could submit as many entries in as many fields as they desired.³⁸

In 1959, additional categories were included in the contest. General excellence categories were added, both for printed and duplicated papers, along with a category for best news story.³⁹

³⁶"Annual Press Institute to Convene March 29-30," Bulletin (MSPA), March 1957.

³⁷"Press Institute Convenes Here," Mississippian, 16 March 1961.

³⁸"Annual Press Institute to Convene March 29-30."

³⁹"State High School Press Institute Meets at University on April 10-11, Mississippian, 10 April 1959.

In 1961, schools were limited to three entries in each classification.⁴⁰

In 1962, the contest changed format. Categories were divided according to the newspaper's frequency of publication, as well as into duplication and printed categories. Schools were then given ratings, such as superior or excellent. In addition to these awards, departmental categories, including all papers, were news stories, advertising layout, and cartoons. Two or three winners were selected in each area.⁴¹

In 1963, however, the contest was similar to those before 1962. Prizes were awarded for general excellence among printed and duplicated papers, and other categories included best cartoon, best feature photograph, best feature article, best news picture, best editorial, best news story, and best advertising and layout in the paper as a whole. Each school was limited to three entries for each classification.⁴²

In 1965, the judging combined superior, excellent,

⁴⁰"Fifteenth Annual Press Institute Scheduled Here April 28-29."

⁴¹"At Press Institute: Newspaper Awards Given," Mississippian, 26 March 1963.

⁴²"Ole Miss Named Host for Press Institute," Mississippian, 26 March 1963.

and honorable mention ratings in some categories, while first, second, and third places were given in others.⁴³

The MSPA contest followed this format until 1972, when ratings of superior, excellent, and honorable mention were given in all categories.⁴⁴ The 1973 contest had the same rating system.⁴⁵

Critique services were maintained during this time, serving some 50 high school newspapers during the 1959-60 school year,⁴⁶ and some 80 high school publications and commercial papers during 1962-63.⁴⁷

In 1963, the press institute Bulletin was replaced by the MSPA Journalist.⁴⁸ The Journalist originally was similar to the Bulletin, except for the name change. Later it became a tabloid newspaper published each semester for MSPA members. It included information on MSPA activities, as well as helpful articles pertaining to

⁴³"MSPA Deadline Is Set for April 15," Mississippian, 8 April 1965.

⁴⁴"Newspaper Awards Presented for '72," Journalist (MSPA), Fall 1972.

⁴⁵"Mississippi Scholastic Press Association High School Newspaper Awards," presented at the Press Institute, 27 April 1973.

⁴⁶Annual Report to the Chancellor, 1959-60, p. 58.

⁴⁷Annual Report to the Chancellor, 1962-63, p. 61.

⁴⁸Annual Report to the Chancellor, 1963-64, p. 76.

publishing newspapers and yearbooks.⁴⁹

During the two-day conferences, in this period, students stayed overnight in Ole Miss' gyms. They would stay in sleeping bags on cots, with girls in one gym and boys in another.⁵⁰

Overby attended the Press Institute in 1964 and 1965. He said he will always remember one of the conference's banquets:

I took a white coat to wear at the MSPA banquet. I was a Jackson, Mississippi high school boy, and I didn't know much. The only problem was, I forgot to take a white shirt. All I had was this yellow shirt I had taken. I was faced with the prospect of probably the biggest dilemma of my life: the banquet of MSPA, going to it in a white coat and a yellow shirt. I forget how I resolved that conflict, but it's an embarrassment that stays with me to this day.⁵¹

Not only did Overby attend the Institute, but so did his wife. Overby was editor of the Provine High School paper in Jackson, and his wife was editor of Jackson's Murrah High School paper. During this time, the American Newspaper Publisher's Association annually gave the "Pace maker" award to only five high school newspapers in the country. That year, in 1964, two of the awards went to

⁴⁹Journalist (MSPA), Fall 1967.

⁵⁰Fran Talbert, wife of Samuel S. Talbert, interview, Oxford, Mississippi, 2 April 1984.

⁵¹Overby.

Jackson newspapers: Provine and Murrah.⁵²

During the 15th Press Institute, in 1961, journalism instructor Walter Hurt printed about 400 souvenir copies of a Jackson newspaper on an ancient Washington printing press and gave them to the students attending the conference.⁵³

There were several reports of workshops during this period. In 1958, a workshop was conducted at Delta State College by a faculty member and graduate students.⁵⁴ In 1963, journalism seminars were conducted throughout the state for the high school students.⁵⁵

Denley said he did a lot of traveling during this period, giving speeches for MSPA to the journalism classes. He said they received invitations and probably made 10 or 12 speeches a year.⁵⁶ He recalls one particular trip with humor:

Once we went to Ellisville, Mississippi, which is close to Laurel, and I was supposed to talk to a journalism class that I think had eight or 10 students in it. The principal found out I was coming,

⁵²Ibid.

⁵³"Ancient Press Issues Copies for Conference," Mississippian, 27 April 1961.

⁵⁴Annual Report to the Chancellor, 1957-58, p. 41.

⁵⁵Annual Report to the Chancellor, 1962-63, p. 61.

⁵⁶Denley, interview, 19 June 1984.

and he knew me from somewhere, and he decided it would be a real nice surprise to just let me talk to the whole student body. Instead of an informal discussion with about eight or 10 people, it ended up with an hour filled with an audience of 300 or 400. It looked like 10,000. Out of that 300 or 400, there were eight or 10 who really gave a damn about journalism. The rest of them were just there, wondering who in the hell I was, and what I was talking about. And I survived, but I don't really know what I did. We laughed a lot. I don't know if they were really laughing at me, or laughing with me. It was a pretty long hour.⁵⁷

Summer Clinics

In 1960, plans were made for the first summer two-week Scholastic Journalism Clinic on campus,⁵⁸ which attracted 19 students.⁵⁹ A similar clinic was conducted the following summer.⁶⁰ The major project during both clinics was the publication of a laboratory newspaper with the students doing all the work themselves, including reporting, photography, and final production work.⁶¹

In 1962, the clinic was June 25-July 6, under the direction of S. Gale Denley. Referring to the clinic, Talbert said a model city room was set up in the air-

⁵⁷ Ibid.

⁵⁸ Annual Report to the Chancellor, 1959-60, p. 58.

⁵⁹ "News Clinic Held at Ole Miss," Bulletin (MSPA) October 1960.

⁶⁰ Annual Report to the Chancellor, 1961-62, p. 61.

⁶¹ "News Clinic Held at Ole Miss."

conditioned Continuation Center at Ole Miss, with all work from advertising layout to editing being realistic. "There is no comparable short course in the United States," he said.⁶²

Special lectures were included in the clinic, and awards were given to clinic students who made superior progress in reporting, editing, photography, and advertising layout. A recreation program was also included in the clinic, including a watermelon cutting, free movies, swimming, and a party. Students were housed in dormitories under the supervision of chaperones.⁶³

A yearbook clinic was also conducted in 1962, August 6-16 for yearbook staff members. It included speakers from several publishing companies and instructional movies, and was under Denley's direction.⁶⁴ A contest was held for yearbooks, with each receiving a critique from the judges. Six categories were included in making awards: general excellence, activities, photography, themes, layout, and cover design.⁶⁵

⁶²"Newspaper Clinic: Editors Meet Here," Mississippi, 12 June 1962.

⁶³Ibid.

⁶⁴"Yearbook Clinic Deadline Nears," Mississippi, 13 July 1962.

⁶⁵"Yearbook Winners Announced Here," Mississippi, 15 August 1962.

In 1963, both clinics were termed "Dixie Journalism Workshops." The first clinic, for newspaper staffs, was August 5-10, and the yearbook clinic was August 12-17. Emphasis in both clinics was on students carrying out the actual operations of producing their publications.⁶⁶

The 30 news workshop participants studied news-writing, staff organizing, copy editing, headlines, make-up, photography, editorials, advertising and various other areas of newspaper work.⁶⁷

Students attending the yearbook clinic received instruction in typography, photography, artwork, editing and layout, advertising, writing, finance, staff organization and other areas of yearbook production.⁶⁸

The registration fee for each clinic was \$25, which included housing, tuition, materials, and group activities planned as part of the clinic. It was the first year that the workshops were open to faculty advisers as well as the student editors.⁶⁹

The 1964 Dixie Journalism Clinic was held August 3-15. The first week attracted 44 students to the newspaper

⁶⁶"Journalists Expected Here for Workshop," Mississippian, 2 July 1963.

⁶⁷Ibid.

⁶⁸Ibid.

⁶⁹Ibid.

workshop, with the second week for yearbook staffs.⁷⁰

A Mid-South Clinic for Scholastic Publications Advisers was held in 1964, with 12 teachers participating. The clinic was financed by the Newspaper Fund, Inc., which provided \$200 scholarships to each participant. High school and junior college teachers completing the workshop received six hours of graduate credit. The purpose of the workshop was to train teachers in advising scholastic newspaper and yearbook publications.⁷¹

During the 1965 Dixie Journalism clinic 46 students participated in the newspaper workshop, July 26-August 6.⁷² The yearbook workshop, August 2-7, attracted 45 students.⁷³ The six-week advisers' workshop, beginning in late July, coincided with the clinic. It included 12 teachers from four states: Tennessee, Texas, Louisiana, and Mississippi.⁷⁴

⁷⁰"Journalism Clinic Here in August," Mississippian, 25 June 1964; "Students Number 44," Mississippian, 7 August 1964.

⁷¹"Notable Journalists Highlight Clinic Panel," Mississippian, 22 July 1964.

⁷²"Clinic Attracts 46 Journalists," Mississippian, 30 July 1965.

⁷³"Journalism Awards Given to Yearbooks," Mississippian, 10 August 1965.

⁷⁴"Journalism Department Sponsors Adviser, Student Clinics," Mississippian, 28 July 1965.

In 1966, the student and adviser clinics again coincided. The newspaper clinic, July 25-29, and the yearbook clinic, August 1-5, together attracted over 100 students.⁷⁵ The adviser's clinic was July 16-August 6, with 14 teachers from three states receiving scholarships to attend the three-week program. Each teacher received three semester hours of graduate credit.⁷⁶

According to one teacher, the combination of advisers and students being on campus and in class at the same time proved ideal for participants in both clinics. In that way, she said, they could exchange ideas concerning newspaper publication.⁷⁷

Advisers attending the Mid-South Clinic in 1967 each received \$150 scholarships from the Newspaper Fund, Inc., the University of Mississippi and contributions from Mississippi newspapers. The clinic began July 17, with 13 teachers participating, each receiving three hours credit.⁷⁸ Referring to the clinic, Talbert said, "There is a noticeable

⁷⁵"For Journalism Clinic: Workshop Staff Announced," Mississippian, 13 July 1966.

⁷⁶"Advisers Study Here with Press Stipends," Mississippian, 19 July 1966.

⁷⁷"HS Journalists Attend Dixie Workshop at UM," Mississippian, 29 July 1966.

⁷⁸"Twelve Attend Advisors Clinic," Mississippian, 27 July 1967.

change not only in publications from schools where teachers have participated in the Clinic, but there is also a difference in the quality of journalism students coming from these schools."⁷⁹

The newspaper clinic was July 24-28, and the yearbook clinic was July 31-August 4, attracting about 65 students.⁸⁰

Seventeen Mid-South journalism teachers were awarded scholarships for the 1968 clinic, July 15-August 3. Each teacher received three semester hours credit.⁸¹ The newspaper clinic for students was held July 15-19, and the yearbook conference was held July 22-26.⁸²

In a Daily Mississippian article, July 30, 1968, Laney Wooten, a graduate student and junior college teacher, said:

The Dixie Journalism Workshop is changing the face of journalism all over the state of Mississippi. Journalism has jumped considerably in prestige with school administrators. No longer is it considered the step-child of public education. I feel this is

⁷⁹"High School Advisors Attend OM Workshop," Mississippian, 15 August 1967.

⁸⁰"Ten Rate Superior in Journalism Clinic," Mississippian, 10 August 1967.

⁸¹"Workshop Planned: Advisors Get Scholarships," Daily Mississippian, 24 June 1968.

⁸²"For High School Students: Journalism Clinics Planned," Daily Mississippian, 10 July 1968.

true because teachers are becoming more aware of problems in journalism education and how to solve them. The teachers learn this by coming to the Workshop.⁸³

On October 11, 1968, Tom Engleman, Acting Director of the Newspaper Fund, Inc., wrote Denley about the clinic. He said:

The Mid-South Journalism Clinic has attracted high school Journalism teachers from all over the South and has become a catalyst in building the quality of Journalism in the state of Mississippi and in the entire region. A quick glance at one map in The Newspaper Fund's office shows Mississippi as one of six areas of the country where there was an unusually heavy concentration of teachers participating in 1968 workshops and seminars. Such participation can result in only one thing--quality student publications and journalism programs.⁸⁴

In December, 1968, a \$2,000 grant was awarded to the journalism department by the Newspaper Fund. With this aid, 20 \$150 scholarships were available for the July 16-August 2, 1969 clinic.⁸⁵ More than 80 teachers from 35 states competed for the scholarships.⁸⁶

During the 1969 Dixie Journalism Workshop, students

⁸³"Workshop Causes Change," Daily Mississippian, 30 July 1968.

⁸⁴Letter to S. Gale Denley from Tom Engleman, 11 October 1968.

⁸⁵"Journalism Department Receives \$2000 Grant for Mid-South Clinic," Daily Mississippian, 3 December 1968.

⁸⁶"Journalism Workshop Scholarships Awarded," Daily Mississippian, 2 July 1969.

attended the newspaper session from July 21 to July 25. It was under the direction of Lee White, publisher of the Mississippian.⁸⁷ The yearbook session, July 28-August 1, attracted 71 students. Consultants and speakers for all the activities were representatives of the Taylor Publishing Company.⁸⁸

In 1970, 21 teachers from nine states were awarded scholarships for the advisers' workshops, July 14-August 1.⁸⁹ Records for other workshops, possibly in 1970, were not located.

The Mid-South Journalism Workshop for advisers was held July 13-31, 1971. Teachers attending the clinic could apply for \$100 scholarships, contributed by Mid-South newspapers and the University. Academic credit of three semester hours was given to teachers who completed the workshop.⁹⁰

In 1972, a week-long yearbook clinic was sponsored

⁸⁷"Summer Workshops Start Sooner Than You Think," Daily Mississippian, 2 May 1969.

⁸⁸"Eight Yearbooks Rated Superior," Journalist (MSPA), Fall 1969; "Week of Study for Yearbook Students," Daily Mississippian, 31 July 1969.

⁸⁹"Workshop for Teachers," Daily Mississippian, 15 July 1970.

⁹⁰"At OM July 13-31: Teachers Workshop Held," Journalist (MSPA), Spring 1970.

by the Journalism Department and University Extension.⁹¹

No record of an advisers' workshop for 1972 was located.

The 1973 Mid-South Journalism Workshop for advisers was July 17-August 3. Scholarships of \$100 were available for advisers, financed by the University and mid-south newspapers. Academic credit of three semester hours was given to teachers who completed the workshop. Teachers had the option of earning a total of six hours credit by enrolling in an additional class and remaining throughout the second summer term.⁹²

No records of any other summer clinics during this period were located. Interest in the newspaper workshops diminished, according to Denley, so the department eventually quit having them, despite the fact that they were very popular with both students and advisers. However, since a company was sponsoring the workshop, it might have looked as if the department was endorsing that company, when in fact, it was not. Denley said that the department eventually disassociated itself from the yearbook workshop, and the workshop then moved to another part of the state.⁹³

⁹¹"Yearbook Planners," Daily Mississippian, 25 July 1972.

⁹²"Workshop Set for Teachers," Journalist (MSPA), Spring 1973.

⁹³Denley, interview, 1 May 1984.

The Silver Em

In 1958, Chancellor Williams felt that something should be done to recognize Mississippians. He approached Talbert about it, and together they decided to honor an outstanding journalist with a Mississippi background.⁹⁴

The annual award was named the "Silver Em," symbolic of old print shops. In this way the award was distinctive and meaningful to journalists.⁹⁵

At that time, they wanted to give the recipients something more significant than an ordinary plaque. Talbert thought it would be meaningful if some of the local talent designed the award. The first "Silver Em" was a ceramic plate, with an inscription. Because Talbert had so much trouble with this idea of involving local talent, the award was changed to a plaque in 1964.⁹⁶

The first recipient of this award was George W. Healy, Jr., editor of the New Orleans Times-Picayune. A native of Natchez and an alumnus of Ole Miss, Healy began to receive national recognition as a reporter during his student days at Ole Miss.⁹⁷

⁹⁴Talbert.

⁹⁵Talbert.

⁹⁶Talbert.

⁹⁷"Mississippi Press Association Prexy to Address High School Press Institute," Mississippian, 28 March 1958; for a complete list of Silver Em winners see appendix K.

The Gold Em

In 1972, shortly before Talbert's death, MSPA created the "Gold Em" award to honor his work with the organization and the Department of Journalism. It was intended that Talbert be surprised with the award during the Press Institute that year. However, he died five days before the presentation was to take place. William B. Street, political columnist of The Commercial Appeal, former student and close personal friend of Talbert, accepted the award on behalf of the Talbert family. The award was then taken to the Talbert home and presented to Mrs. Talbert.⁹⁸

Goals and Intents

In Talbert's first annual report to the chancellor, in 1957, he said a major objective of the Department of Journalism was to attract more qualified young Mississippians to enter journalistic careers.⁹⁹

In the 1959-60 annual report, he said an immediate goal of the department was one of attracting and training a greater number of talented young people for the growing employment demands in journalism.¹⁰⁰

⁹⁸Talbert; for a complete list of Gold Em winners, see appendix K.

⁹⁹Annual Report to the Chancellor, 1956-57, p. 48.

¹⁰⁰Annual Report to the Chancellor, 1959-60, p. 58.

Mrs. Talbert said his main objective for MSPA was to teach journalism to the high school students and to make the school papers more effective. She said he always believed and knew that some of the brightest high school students were those that were writing for the paper and were deep into journalism. Talbert believed that helping the high school journalists was an important part of the department's duties to Mississippi.¹⁰¹

In an April 16, 1984 interview, Hoar listed the following goals as important for MSPA: To serve to inform the teachers of high school journalism and the sponsors of the newspaper about what is good practice, and to inform and inspire the high school students; to use the Journalist as an inspirational publication and to establish through it the idea that there is a quality program at Ole Miss; and to generally interest students in journalism as a career.¹⁰²

Hoar saw the department's primary benefit of the Press Institute as a chance for the students to meet some of the faculty and to extend the department's outreach and instructional mission. He said he saw the student's primary benefit as a chance to see some real life professionals who talked on their level and about their

¹⁰¹Talbert.

¹⁰²Hoar.

problems. For the teachers he saw the primary benefit as a chance for them to get together and talk over mutual problems.¹⁰³

Denley said he believed the principal goal of MSPA was to help perpetuate and improve the quality of offering in scholastic journalism from the viewpoint of sponsoring agencies as the department has been through the years.¹⁰⁴

The primary benefit of the Press Institute, according to Denley, is giving the students a feeling of professionalism by getting them together to see that other people are doing the same thing they are. He said this gives them a sense of importance, by realizing that journalism reaches beyond their own publications.¹⁰⁵

Summary

Dr. Talbert became chairman of the Journalism Department in 1956. In 1959, he physically moved the Journalism Department to Brady Hall. During the 16 years of his tenure, MSPA grew dramatically. Attendance at the Press Institute increased significantly during this period, and many new services were added. They included summer

¹⁰³ Ibid.

¹⁰⁴ Denley, interview, 1 May 1984.

¹⁰⁵ Ibid.

workshops for newspapers and yearbooks, summer workshops for advisers, a tabloid newspaper, The Journalist, contests for yearbooks and newspapers, the "Silver Em" award, and the "Gold Em" award.

Older services maintained included critiquing of publications, workshops in the state, and the annual Press Institute.

The directorship of MSPA was thought to be part of Talbert's job through most of this era, but the position of executive secretary was established to help with MSPA duties. This was a position without salary, and was served by a graduate student or undergraduate student.

The Press Institute was shortened to a one-day conference in 1966 and remained that way throughout this period.

Talbert believed that helping the high school journalists was an important part of the department's duties to Mississippi.

CHAPTER VI

MSPA UNDER RON FARRAR AND WILL NORTON:

THE UNCERTAIN YEARS

Dr. Ronald Farrar served as chairman of the Journalism Department from 1973 to 1977, when Dr. Wilbert Norton became chairman. This chapter describes this era of MSPA, from 1973 to 1984. It first gives a brief overview of this period, and then focuses on membership, services, and the "Gold Em." It concludes with a look at the goals and intents of this era.

Beginning in 1973, radical changes occurred in both the Department of Journalism and in MSPA. Farrar, author and former newspaper editor, was appointed chairman of the department in June, and he assumed his new duties the following month.¹ During his four-year tenure at Ole Miss, the Journalism Department became the first and only accredited journalism department in Mississippi.²

In the fall of 1974, Dr. H. Wilbert Norton, Jr.,

¹"Farrar Named New Journalism Chairman," University of Mississippi Daily Mississippian, 10 June 1973.

²"Journalism Department Receives Accreditation," Daily Mississippian, 16 April 1975.

joined the department as assistant professor. He had previously been publisher of the University of Iowa's Daily Iowan and reporter on the Chicago Tribune. When Farrar left the department in 1977, Norton became acting chairman and ultimately chairman of the department.³ Under Norton's direction, the leadership role in journalism for the state of Mississippi was awarded to Ole Miss by the State College Board in July, 1984.⁴ Shortly before that, the department received a grant of \$125,000 from the Meredith Corporation.⁵

The department was moved to Farley Hall in 1979, and soon became equipped with video display terminals, as well as a television studio and a radio station.⁶ By 1984, the department had 11 faculty members.⁷

During Farrar's tenure, he was strongly interested in establishing a coordinator position for MSPA. Although a graduate student continued to serve as the MSPA secretary,

³Dr. H. Wilbert Norton, chairman of the University of Mississippi Department of Journalism, interview, University of Mississippi, 17 April 1984; Journalist (MSPA), Spring 1978; Journalist (MSPA), Winter 1979.

⁴"Board Picks UM in Leadership Role," Daily Mississippian, 20 July 1984.

⁵"Departmental Notes," Journalism News, June 1985.

⁶"Journalism Expands, Moves to Farley Hall," Journalist (MSPA), Winter 1979.

⁷For a complete list of faculty members, see appendix G.

Farrar thought the position should be upgraded, providing a salary for the coordinator.⁸ These plans became a reality in the fall of 1977, during Norton's year as acting chairman. The position of MSPA coordinator was first that of a staff member and later updated to a faculty member.⁹

While Denley continued to serve as MSPA director, his position became little more than a title, with MSPA duties becoming the coordinator's responsibility.¹⁰

A new constitution for MSPA was written and adopted in the spring of 1977.¹¹ In Article II, it says:

The purpose of this organization shall be to promote good journalistic practices among high school publications, encourage interest in journalism, provide for the exchange of ideas between member schools, and recognize outstanding performance in the field of high school journalism.¹²

⁸Dr. Ronald Farrar, former chairman of the University of Mississippi Department of Journalism, telephone interview, 1 May 1984.

⁹Susan Norton, former coordinator of the Mississippi Scholastic Press Association, interview, University of Mississippi, 19 September 1983.

¹⁰S. Gale Denley, director of the Mississippi Scholastic Press Association, interview, University of Mississippi, 1 May 1984.

¹¹"MSPA Constitution," Journalist (MSPA), 1977; for a copy of the Mississippi Scholastic Press Association constitution, see appendix A.

¹²Constitution of the Mississippi Scholastic Press Association, article II.

During this period, much more departmental support was given MSPA than ever before. The coordinator was provided an office equipped with a modern typewriter, as well as a WATS line, allowing for more communication between MSPA and member schools.¹³ A graduate assistant became available to the coordinator to help with MSPA duties, and more workshops were implemented.¹⁴

However, MSPA clearly did not reach its full potential during this period. Membership did not increase, nor did attendance at the Press Institute.¹⁵ The coordinator traveled less than faculty members promoting MSPA had in the past. A major problem developed with Continuing Education.¹⁶ According to Norton, Maurice Inman wrote the guidelines that determine whether Continuing Education is accredited. In those guidelines, it states that Continuing Education must coordinate all activities such as the Press Institute.¹⁶

Dr. Bruce J. Bellande, associate director of Credit Programs, Continuing Education, said the University

¹³W. Norton.

¹⁴Roselyn Eberle, coordinator of the Mississippi Scholastic Press Association, interview, University of Mississippi, 17 April 1984.

¹⁵For a list of Press Institute attendance, see appendix B.

¹⁶W. Norton.

follows guidelines of the Southern Association of Colleges and Schools (SACS), as well as The State Board of Trustees' by-laws; both require that a special unit exist for the coordination of Special Activities.¹⁷

The University of Mississippi 1985 Undergraduate Catalogue reflects the philosophy of SACS:

The Division of Continuing Education is the administrative unit responsible for the coordination of all Special Activities programs within the University, both on and off campus. Special Activities programs are defined as off-campus classes, correspondence courses, independent study programs, foreign study, conferences and institutes (including short courses, workshops, and seminars carrying University credit), non-credit programs, and community service projects. This includes credit courses which are offered at the Jackson and Tupelo regional campuses as well as centers at Southaven and Booneville. Through these programs, the teaching and research capabilities of the University are made available to the total population of the state.¹⁸

Because of these guidelines, Continuing Education is responsible for dealing with all finances associated with the Press Institute. Although the price of attendance was increased, MSPA still did not realize a profit. Norton said that Continuing Education never had appropriated income for the Press Institute to MSPA. "If we did it with

¹⁷Dr. Bruce J. Bellande, associate director of Credit Programs, University of Mississippi Continuing Education, telephone interview, 6 August 1984.

¹⁸The University of Mississippi 1985 Undergraduate Catalogue, p. 22.

our own personnel, which we are capable of doing, we probably would be able to have \$1,000 to \$1,500 every year for high school journalism in the state," he said. However, it could be asked how much \$1,000 to \$1,500 would benefit high school journalism. Also, how long could personnel carry such an overload.¹⁹

Rosie Eberle, coordinator of MSPA at the time of this thesis, said that she had experienced some difficulties working with Continuing Education before Max Walker became the project administrator.²⁰ He was very helpful, doing everything immediately. She said MSPA did not make any money. "We never do; they say we never do," she said.²¹

Walker said that Continuing Education makes a routine charge for its services. Any profits realized from the Press Institute go into a general fund for Continuing Education. This is because Continuing Education is self-supporting, and taxpayers are not allowed to contribute to Special Activities programs. At the same time, Continuing Education is also responsible for all risks involved with the Press Institute. If money is lost on the Press Institute, the bills are paid from Continuing Education's

¹⁹W. Norton.

²⁰Eberle.

²¹Ibid.

general fund.²²

Several attempts were made to include the 1984 Press Institute expense report in this thesis. Bellande said in a telephone interview that he would not release the report without expressed permission from Norton.²³ When Norton granted that permission, Bellande still refused, saying that it was not relevant to this thesis. He repeated his refusal several times, saying that without a lengthy face-to-face discussion, figures would not be accurately representative of the Press Institute.²⁴ Norton then spoke with Dr. Robert Oesterling, associate director of continuing education and assistant professor of journalism. Oesterling said that he would do his best to make certain that someone would be in touch with the author.²⁵ Nothing further was heard from the Continuing Education staff.

Simple mathematics show that 467 students attending the 1984 Press Institute were each charged a \$5 registration fee, a gross income of \$2,335. Recent budget figures,

²²Max Walker, project administrator, University of Mississippi Continuing Education, telephone interview, 5 August 1985.

²³Bellande, telephone interview, 5 August 1985.

²⁴Ibid., 6 August 1985.

²⁵Dr. Robert D. Oesterling, associate director of University of Mississippi Continuing Education and assistant professor of journalism, telephone interview, 7 August 1985.

although not representative of actual expense, indicate expenses for the Press Institute include about \$900 for the luncheon, with expenses such as speakers, plaques and mailing totalling about \$650. This leaves about \$800 for Continuing Education time and effort costs.²⁶

Norton said that when he first became acting chairman, all of the Press Institute mail had to be sent from the Journalism Department, because Continuing Education could not be trusted to do the job. "I was told by the Dean of the College of Liberal Arts that if MSPA was to get out of Continuing Education, it would essentially damage the University severely," Norton said.²⁷

Bellande said Continuing Education is important to the Press Institute because it insures the University is represented in all Special Activities. By assuming risks, Continuing Education guarantees that the University will be adequately represented. He said having a total program such as Continuing Education assures that all Special Activities programs in the University are adequately met.²⁸

Susan Norton, MSPA's first coordinator, said she encountered problems with Continuing Education. She said

²⁶"Proposed Budget for the Mississippi Scholastic Press Institute," 1985.

²⁷W. Norton.

²⁸Bellande, 6 August 1985.

that in 1977, Continuing Education was not willing to let MSPA know all they were doing. "They wanted us to communicate with them, but they weren't willing to communicate with us."²⁹

Continuing Education wanted to raise the price of Press Institute Registration, she said, but would not tell her why. "They wouldn't say what they made off the last Press Institute, or what their margin of profit was, which I thought was only fair."³⁰

Money was not the only problem area, however. She said that she never knew who she would be dealing with from Continuing Education. While some of their staff members were helpful, others took their responsibilities lightly and expected the Journalism Department to do much of the work, although Continuing Education was being paid to do it.³¹

While Continuing Education has hampered MSPA's Press Institute, other areas also have been neglected. MSPA has not affiliated itself with any regional or national organizations, such as the Association of Educators in Journalism and Mass Communication. The Secondary

²⁹S. Norton, interview, 1 May 1984.

³⁰Ibid.

³¹Ibid.

Division of this organization holds a mid-winter meeting for its members, who include coordinators and directors of state high school press associations. There they discuss problems with journalism at the secondary level of education, as well as exchange ideas among themselves about various press associations.³² MSPA has had opportunity to be a part of this, but the coordinator has failed to attend the meetings, thus missing the chance to get a perspective on what other press associations throughout the country are doing.³³

Nor has the coordinator attended conventions of other press associations in other states, or invited those associations' directors to attend the Press Institute. Therefore, the exchange of ideas between MSPA and other press associations has been limited to contact through the use of mail and the telephone.³⁴

Thus, while the department has grown, providing MSPA with many opportunities, in many ways, MSPA has not responded as it should. Norton said, "I don't think MSPA is doing near the job it's supposed to be and I would

³²Letter received from Dolores P. Sullivan, liason to national and state press associations for AEJMC/Secondary Division, 3 October 1983.

³³W. Norton.

³⁴Ibid.

like for it to become a monster, to grow incredibly."³⁵

Membership

Attendance at the Press Institute peaked during this period, and then declined. In 1975, 701 students and advisers attended. In 1974, it attracted 644, while 562 were on hand in 1976. The decline continued in 1978, with 437 attending. Attendance after 1978 was fairly stable, looking like this: 1979 (519); 1980 (567); 1981 (418); 1982 (472); 1983 (425); and 1984 (467).³⁶

The new constitution stated that membership would be open to any publication of a Mississippi public or private high school.³⁷

In Article IV, the constitution stated that the officers of MSPA would be president, vice-president, secretary, and treasurer. The duties of the president consisted of presiding at all meetings of MSPA and performing any functions necessary to fulfill the office of chief executive and those assigned to him/her by the MSPA director. The duties of the remaining three officers were those normally associated with those offices along

³⁵Ibid.

³⁶MSPA File; for a list of Press Institute attendance, see appendix B.

³⁷Constitution of the Mississippi Scholastic Press Association, article III.

with any additional responsibilities delegated by the president or director.³⁸

The constitution further stated that the officers were elected for a term of one year at the annual Press Institute. They were allowed to present a brief campaign speech prior to the actual voting, and voting was to be done by secret ballot. The state officers composed the MSPA Executive Committee, and were to hold meetings quarterly.³⁹

In any and all MSPA elections, each member publication was to be represented by two voting delegates, so designated prior to the Press Institute.⁴⁰

The constitution stated that meetings of MSPA would be conducted as needed during the annual Press Institute. A quorum for any meeting consisted of a majority of the membership, and the accepted parliamentary practice as set forth in Robert's Rules governed the procedure of all MSPA meetings.⁴¹

During the early part of this period, MSPA had a branch organization for the journalism advisers: the

³⁸Ibid., article IX.

³⁹Ibid.

⁴⁰Ibid.

⁴¹Ibid., article V.

Mississippi Journalism Association. Its annual meeting was during the luncheon at the Press Institute, where officers were elected. They included a president, a vice-president, and a secretary.⁴² The main function of the organization was upgrading the journalism programs in the schools by working on such things as adding an extra period for the school paper and getting certification requirements for advisers and journalism teachers.⁴³

MSPA membership grew after the coordinator position was established, according to Susan Norton, former MSPA coordinator.⁴⁴

During the 1979-80 school year, 42 newspaper staffs and 23 yearbook staffs joined MSPA, for a total of 65 member publications.⁴⁵

During the 1981-82 school year, MSPA had 65 member publications: 43 newspaper staffs and 22 yearbook staffs.⁴⁶

Although MSPA sent out about 900 applications during the 1982-83 school year, MSPA's membership declined

⁴²"Minutes of the 1974 MJA Luncheon Meeting," MSPA files.

⁴³Denley, 1 May 1984.

⁴⁴S. Norton, 19 September 1983.

⁴⁵"1979-80 MSPA Membership," MSPA files.

⁴⁶"1981-82 MSPA Membership," MSPA files.

to 47 publications staffs: 32 newspapers and 15 yearbooks.⁴⁷

In 1981-82, membership dues were \$12.50 for newspaper staffs, \$12.50 for yearbook staffs, or \$20.00 for both. Membership dues in 1982-83 and 1983-84 were the same.⁴⁸

No other records of MSPA membership or dues were located.

Services

During the first part of this era, no major changes were made in MSPA services.

Eighty-one awards for journalistic achievement were presented during the 1973 Institute.⁴⁹

July 9-13, 1973, 140 yearbook editors met for the MSPA Yearbook Clinic. The five-day session was coordinated by University Extension and offered instruction in staff organization, writing, typography, photography, artwork, editing, layout, financial and business problems, printing, engraving, and scheduling production.⁵⁰

⁴⁷"1982-93 MSPA Membership," MSPA files.

⁴⁸"Yearbook Application for the Mississippi Scholastic Press Association," 1981-82; 1982-83; 1983-84.

⁴⁹"MSPA Gives Awards to Outstanding Papers," Journalist (MSPA), Fall 1973.

⁵⁰"Clinic Offered in Instruction on Yearbooks," Daily Mississippian, 2 July 1973.

The Mid-South Journalism Workshop was July 17-August 3, 1973 for advisers.⁵¹

Registration for both the 1976 and 1977 Press Institutes was \$6.00 per person. It included lunch and refreshments.⁵²

Farrar said many workshops were conducted throughout the state during his tenure, although records of these workshops were not located.⁵³

The Press Institute was each year in the spring; and beginning in 1976, it was held in March instead of April.

While the first part of this era saw little change in MSPA services, MSPA became much more efficient with the establishment of the coordinator position. In the fall of 1977, a three-quarters time coordinator position was established. In addition to MSPA duties, the coordinator was responsible for teaching a School Publications Class.⁵⁵

⁵¹"Mid-South Journalism Workshop for Publications Advisers, July 17-August 3," MSPA files.

⁵²Letter to schools from Cindy Yancy, executive secretary for MSPA, 1976; "31st Annual Mississippi Scholastic Press Institute" program.

⁵³Farrar.

⁵⁴"30th Annual MSPA Institute March 26 at Ole Miss," Journalist (MSPA), Spring 1976.

⁵⁵S. Norton, September 1983.

The first MSPA coordinator was Susan Langdon Norton. Claudia Martino served as interim coordinator while Langdon was on leave and became MSPA coordinator during the 1980-81 school year. In 1981, Mark Barden took the position; and in 1982, the position became upgraded, making the coordinator a faculty member instead of a staff member.⁵⁶ In 1984, Eberle taught two classes with two labs and advised the PRSSA Chapter, spending the remainder of her time on MSPA activities. She had a graduate assistant to help her in her duties.⁵⁷

In the fall of 1977, two workshops were off-campus. On November 18, a newspaper workshop was held in Aberdeen at the Aberdeen High School Resource Center. Students and advisers attended sessions from 10 a.m. until 3 p.m., practiced writing and editing exercises, and heard a talk by Steve Riesenmy, managing editor of the Tupelo Daily Journal. A workshop at Jackson's Research and Development Center on December 16 featured Walter Webb, executive secretary of the Mississippi Press Association.⁵⁸

The newspaper awards were given at the 1978 spring Press Institute, but the yearbook contest was held the

⁵⁶ Ibid.

⁵⁷ Eberle.

⁵⁸ "MSPA Calendar," Journalist, Fall 1977; "MSPA Newspaper Workshop--Aberdeen High School Resource Center," program; "Aberdeen, Jackson Workshops Attract 112 Students and Advisors."

following September, so yearbooks published in the summer months could be included.⁵⁹

In October, 1978, a newspaper workshop was held at Grenada High School. It emphasized editorials, sports, and news writing, with more than 70 students attending.⁶⁰

A yearbook workshop was held November 17, 1978, at the Mississippi Education and Research Center in Jackson. Sessions included Effective Reporting, Trends in Design and Photography, and Adequately Covering the Year's Events.⁶¹

About 100 newspaper and yearbook evaluations were completed between September, 1978, and January, 1979.⁶²

MSPA and Journalism Department faculty conducted a program for the Academy Press Association convention in Greenwood, February 19, 1979.⁶³

January 29, 1979, a one-day workshop was conducted at Leland High School for the Hi-Times staff members.⁶⁴

⁵⁹"In MSPA Contest: Ten Receive Top Rating," Journalist, Spring 1978.

⁶⁰"MSPA Holds Workshops for Publication Staffs," Journalist, Winter 1978.

⁶¹"MSPA Yearbook Workshop," program.

⁶²"Briefly . . ." MSPA Newsletter, February 1979.

⁶³MSPA files.

⁶⁴"Briefly . . ." MSPA Newsletter, February 1979.

Two workshops were in November, 1979. One, for newspaper staffs, was held at the Triangle Cultural Center in Yazoo City, on November 2. A yearbook workshop was at Tupelo High School, November 16.⁶⁵

In 1980, newspaper workshops were October 17 at Oxford High School and November 7 at Leland High School. A yearbook workshop was at Murrah High School in Jackson on November 14.⁶⁶

Two workshops in 1981 were November 19 at Coleman Junior High, Greenville, and December 8, Aberdeen High School.⁶⁷

November 12, 1982, a newspaper/yearbook workshop was held at Oxford High School, from 9 a.m. to 1:45 p.m. It featured sessions on news writing, yearbooks, newspaper layout/advertising, photography, sports writing, feature writing, and an advisers' session.⁶⁸

February 18, a workshop was at the Research and Development Center in Jackson.⁶⁹

Two workshops were during the 1983-84 school year.

⁶⁵"Calendar," MSPA Newsletter, September 1979.

⁶⁶"Calendar," MSPA Newsletter, October 1980.

⁶⁷"Calendar," MSPA Newsletter, November 1981.

⁶⁸"MSPA 1982 Newspaper/Yearbook Workshop," program.

⁶⁹"MSPA Workshop," MSPA Newsletter, February 1983.

One was December 2, at Northeast Mississippi Junior College. It featured newspaper layout, yearbook layout, photography, and feature writing.⁷⁰ The other was held April 27, 1984, at the Research and Development Center in Jackson.⁷¹

During this era, two awards were added to the Press Institute: Adviser of the Year and Editor of the Year.⁷²

The MSPA Journalist was published at least once every semester, and newsletters were sent to member schools several times each year.⁷³

Member services during this period also included an MSPA membership list, a membership certificate, an MSPA logo, and press cards.⁷⁴

The Gold Em

March 25, 1983, MSPA awarded S. Gale Denley the Gold Em award. He received it for his 20 years of distinguished service to high school journalism in Mississippi, working as MSPA director, and was the second person ever to be so honored.⁷⁵

⁷⁰"MSPA Workshop," MSPA Newsletter, November 1983.

⁷¹"After Conference Workshop," flyer.

⁷²"Join Your Friends at the Press Institute," MSPA Newsletter, February 1983.

⁷³Eberle.

⁷⁴Ibid.

⁷⁵"Departmental Notes," Journalism News, June 1985.

The third Gold Em award was presented in 1984 at the 38th Press Institute to Dr. Gerald Forbes, founder of the Press Institute and MSPA.⁷⁶

Goals and Intentions

Dr. Farrar's principal goal of MSPA was to work with and improve the regional scholastic press. His secondary goal was recruiting some of the high school leaders to Old Miss.⁷⁷

Another goal of his was to give advisers aid and comfort by smoothing out difficulties they might have had with their principals and protecting their teaching responsibilities.⁷⁸

He believed the primary benefit of the Press Institute was letting students know at an early age that there was a field much broader than just their school paper. He believed this institutionalized the idea that what they did in journalism was important and could lead to an exciting career.⁷⁹

Dr. Norton's principal goal for MSPA was to improve the journalism skills of high school students.⁸⁰

He listed other goals as follows: To improve the

⁷⁶Ibid.

⁷⁷Farrar.

⁷⁸Ibid.

⁷⁹Ibid.

⁸⁰W. Norton.

knowledge base and teaching skills of high school journalism teachers; to interest students in the profession; to inform students about how the mass media works; to broaden their awareness of the world; to allow students to have fun; and to promote recruitment for Ole Miss.⁸¹

He felt the primary benefit of the Press Institute was that it encouraged many students to study journalism. Secondly, he felt it encouraged them to study journalism at Ole Miss.⁸²

Norton said he would like to see MSPA grow in membership and do much more than it has in the past.⁸³

Susan Norton, former MSPA coordinator, believed the principal goal of MSPA was to improve the high school journalism in the state, with a secondary goal of informing students of the journalism program at Ole Miss.⁸⁴

She said other goals included providing a support mechanism for the teachers and serving as a network for the teachers and students so they could know what other high school journalists were doing.⁸⁵

She believed the primary benefit of the Press Institute was that it served as a reward for the staffs,

⁸¹Ibid.

⁸²Ibid.

⁸³Ibid.

⁸⁴S. Norton, 1 May 1984.

⁸⁵Ibid.

giving them something to look forward to at the end of the year. She also believed it helped introduce them to the journalism department and encouraged them to study journalism at Ole Miss.⁸⁶

Former coordinator Claudia Martino said the principal goal of MSPA should be to promote a standard of journalism in the high schools. Other goals included, in order of importance: to help advisers with problems they are having with their staff on the publication; to intervene when it is possible in cases where freedom of the student press is being infringed upon; and to help recruit students for Ole Miss.⁸⁷

Roselyn Eberle believed the principal work of MSPA should be to increase membership and services. She said a secondary goal would be creating an awareness for the need of journalism at the high school level.⁸⁸

Eberle felt the primary benefit of the Press Institute was that it helped instill journalism at the high school level and with the teachers. She said it also acquainted them with Ole Miss and with the Journalism Department.

⁸⁶Ibid.

⁸⁷Claudia Martino, former coordinator of the Mississippi Scholastic Press Association, telephone interview, 9 May 1984.

⁸⁸Eberle.

⁸⁹Ibid.

Summary

Beginning with Farrar's tenure as department chairman, in 1973, MSPA began to receive more departmental support than ever before. The groundwork was laid for a coordinator position, and a new MSPA constitution was written and adopted. The Press Institute was moved from April to March in 1976, setting a trend for future press institutes.

Under Norton's chairmanship, MSPA received even more support. With the establishment of the MSPA coordinator position, the importance of MSPA was emphasized. A WATS line provided a means for greater communication between the coordinator and member schools. More workshops were held across the state during this period. The MSPA Journalist was published once each semester, and newsletters were sent out several times a year. Critique services were maintained and other services MSPA provided included more awards, an MSPA membership list, an MSPA logo, and press cards.

With all the support it received during this era, MSPA clearly did not reach its full potential. Membership did not increase, nor did attendance at the Press Institute. Problems developed with Continuing Education, and while MSPA wanted to discontinue its involvement with them, there appeared to be no way out. MSPA did not communicate with

other press associations and was not affiliated with any national organizations that might increase MSPA's awareness of other press associations.

The Gold Em was awarded twice during this era: in 1983 to S. Gale Denley, and in 1984 to Dr. Gerald Forbes.

CHAPTER VII

CONCLUSIONS AND RECOMMENDATIONS

Scholastic journalism in Mississippi is in serious need of revitalization. While it is an important part of the learning process, it is given very little emphasis in a school system that focuses on the basics: English, mathematics, science, and social science. Educators need to recognize that scholastic journalism is very beneficial in teaching people the writing process. In fact, it can achieve higher results than some English courses.

Likewise, extracurricular activities serve an important function in the secondary schools. The Mississippi Scholastic Press Association, designed to promote scholastic journalism, focuses on these vital areas: writing, scholastic journalism, and extracurricular activities. It therefore serves as a very vital organization in Mississippi. Since its creation in 1947, it has undoubtedly had a positive effect on many high school students--many who are now successful journalists. It has grown from one man's idea to 37 years worth of attracting hundreds of students to the University of Mississippi each spring. It has provided workshops throughout the state, as well as

contests, critiques, instructional publications, and recognition of outstanding journalists.

While it has succeeded in promoting high school journalism, it is a long way from reaching its full potential. It has not adequately promoted high school journalism, and it has not made the impact on the Mississippi secondary school system that it needs to make. Many obstacles have been encountered, such as geographical distance between MSPA and member schools, adviser turnover, financial constraints, and the low priority journalism receives in the Mississippi high schools. However, other press associations faced with the same problems have found ways to persevere. The following recommendations are therefore suggested for MSPA to reach its full potential.

Because of the low priority journalism receives in Mississippi secondary schools, it is vital that MSPA communicates the importance of scholastic journalism to each school. Each school needs to know MSPA's availability, and what MSPA can do for the schools, rather than what schools can do for MSPA with their membership dues. During the summer months and in the early fall, the MSPA coordinator should obtain names and telephone numbers of current publications advisers. This can be done by personally contacting each school, preferably on the MSPA WATS line to assure a prompt response. Next, MSPA should send

letters to each school's advisers, preferably to the advisers' home addresses to assure that they receive the correspondence. These addresses can be obtained through the schools and through the advisers during telephone conversations. The letters should emphasize that MSPA realizes the problems publications advisers face. By showing the advisers that MSPA is really interested in them and their problems, MSPA can encourage advisers to seek MSPA's help. Each letter should explain what MSPA can do for them, including all services MSPA offers. As a result of such personal contact, advisers will genuinely be interested in MSPA and will want to be a part of it. This will increase membership, which will in turn increase membership dues. Thus, MSPA will have much more solid financial backing and will be able to provide more for the schools.

As another means of increasing its finances, MSPA should seek University support for its annual Press Institute. MSPA serves a recruiting function not only for the Journalism Department but for the University as well and should therefore receive appropriate financial assistance for its efforts.

As a way of dealing with geographic distance, the state of Mississippi should be divided into the same districts used in earlier years of MSPA (see appendix I).

An adviser in each district should be appointed as an MSPA district chairman to be responsible for contacting other schools in the district, helping to coordinate workshops, and writing articles for MSPA's publications. These advisers can be awarded with plaques and recognition at each Press Institute and can then be elected by the advisers each year. Workshops in each district every semester will assure that all of Mississippi is reached by MSPA. MSPA should also keep in constant communication with advisers by telephone, apportioning a majority of his/her time for this purpose.

MSPA should send out monthly newsletters with articles from district chairmen, MSPA officers, and faculty from the Journalism Department. These newsletters should obtain a consistent format, much as the Bulletin did in earlier MSPA years.

Another possibility for MSPA is eventually to use telecommunication to bridge the distance between itself and member schools. This will allow the adviser to assist the schools without traveling to them. Although this method would be expensive, the adviser would avoid costs of travel and accommodations.

MSPA should become an active participant of national organizations such as AEJMC. It should also communicate with other statewide press associations and

send representatives to some of their conferences. This will assure a constant flow of new ideas for MSPA and will upgrade MSPA's importance on a national level.

Finally, the major recommendation for MSPA is that it separate itself from Continuing Education, no matter how difficult this might be to accomplish. Recent budget proposal figures indicate that about \$800 net profit resulted from the 1984 Press Institute. Most of this money went toward Continuing Education time and effort costs, and the remainder went into its general fund. If the MSPA coordinator and Department of Journalism faculty members fully coordinated the Press Institute, the majority of the Press Institute's registration fee could be put back into an MSPA account. This is crucial for MSPA to have funding so that it can perform its services and provide the high schools with maximum journalistic assistance. Only then can MSPA fully promote high school journalism.

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APPENDIX A
CONSTITUTIONS

CONSTITUTION OF THE UNIVERSITY OF
MISSISSIPPI PRESS INSTITUTE

For the purpose of raising the journalistic standards of our state, for the purpose of encouraging students to understand news and newspaper work, and to develop the skills required for its successful publication, for the purpose of inculcating a sense of high personal honor and honesty, and for the purpose of dedicating ourselves to truth and service in the publication of information of and for free men in a democratic society, we adopt this constitution as the basic law of the University of Mississippi Press Institute.

ARTICLE I - Name

The name of this organization shall be the University of Mississippi Press Institute.

ARTICLE II - Membership

Section 1. Active membership in this organization shall be limited to schools which have paid their membership dues for the current year.

Section 2. Honorary membership may be offered, by unanimous vote of the schools represented at a regular meeting of the annual convention, to anyone who has distinguished himself by contributing to the advancement of the journalistic standards of the community.

Section 3. Elected officers of the council of the University of Mississippi Press Institute shall succeed to honorary membership in the institute at the expiration of the terms of office.

ARTICLE III - Organization

Section 1. The council shall be the governing body of the University of Mississippi Press Institute.

Section 2. Membership on the council shall rotate according to member schools in ten districts of the state.

Section 3. The districts shall be those established and used by the State Literary and Athletic Association.

Section 4. Districts with four or less member schools shall be entitled to one council member. Districts with from five to eight member schools shall be entitled to two council members. Districts with from nine to twelve member schools shall be entitled to three council members. Districts with from thirteen to sixteen member schools shall be entitled to four council members. No district shall be entitled to more than four council members.

Section 5. Council members shall serve from the final meeting of one annual convention to the next to last meeting of the next ensuing annual convention.

Section 6. Representation on the council shall follow alphabetical rotation by school name among the members in each school district. For example, a district with three members, school names beginning with the letters C, J, and M, would be represented on the council first by a student from C school, followed by a student representative of J school, and finally by a student of M school. Districts entitled to more than one council member shall likewise follow strict alphabetical rotation by school names, the first two or more council members being from those schools whose names appear first in the alphabetical listing.

Section 7. New member schools shall be placed in proper alphabetical position, but will not become eligible for council representation for a minimum of eighteen months after the effective date of its membership in the Press Institute, except that a school from a district in which are located no other member schools shall be entitled to council membership immediately upon becoming a member of the Institute. Furthermore, when a second school becomes a member of the Institute in a district containing only one other member, the second member shall be entitled to represent the district on the council at the next regular change of council representatives.

Section 8. The individual member of the council shall be chosen in a manner deemed suitable to the school which he shall represent, except that the new council member shall not have progressed beyond his junior year in the high school nor, in the case of representatives from junior colleges, beyond the first year in such junior college, and provided that underclassmen are represented on the staff of the school paper.

ARTICLE IV - Officers

Section 1. The officers of the University of Mississippi Press Institute shall consist of a president, a vice-president, a recording secretary, a headquarters secretary, and a treasurer.

Section 2. The council, at the annual meeting of the institute, shall elect from its own membership the president, the vice-president, and the recording secretary.

Section 3. The treasurer shall be a member of the faculty of the University of Mississippi and shall be appointed by the Chairman of the Department of Journalism.

Section 4. The headquarters secretary shall be appointed by the Chairman of the Department of Journalism and shall handle correspondence, assist in the preparation of the University of Mississippi Press Institute Bulletin, receive publications from member schools, and assist in criticizing and suggesting improvements in school publications. The headquarters secretary shall maintain the files of the institute and report to the council at its annual meeting.

Section 5. Officers of the University of Mississippi Press Institute shall serve for periods of approximately one year, i.e., they shall assume the responsibilities of their offices at the final session of the annual meeting at which they are elected. They will remain in these positions until the last meeting of the annual meeting of the Press Institute next ensuing.

ARTICLE V - Voting

Section 1. The council at its discretion may refer questions to a vote of the general membership.

Section 2. Each school which has paid its membership dues is entitled to one vote on all questions referred to the general membership.

Section 3. To facilitate voting, the delegation from each school shall choose one person who shall be responsible for casting the vote of his school as a unit in accordance with the majority opinion of the delegation.

Section 4. In matters brought up before the council,

one-half of the council membership shall constitute a quorum.

Section 5. On questions referred by the council to the general membership, a representation of one-half of the member schools shall constitute a quorum.

ARTICLE VI - Amending

Section 1. The constitution of the University of Mississippi Press Institute may be amended by a two-thirds vote of the council at the annual convention.

Section 2. Any member school may propose an amendment to the constitution by submitting such proposal in writing to the council representative from the district in which the school is located. A proposed amendment may be presented orally by a council member.

ARTICLE VII - Finances

Section 1. Membership dues of the University of Mississippi Press Institute shall be fixed by the council in a manner deemed equitable by them and with the advice of the chairman of the Department of Journalism.

Section 2. The fund accruing from the membership dues or other funds acquired shall be held on deposit by the Financial Secretary of the University of Mississippi, subject to withdrawal by the treasurer of the organization for purposes enumerated in section 3.

Section 3. The treasurer shall be authorized to spend the funds of the organization in the publication of the Institute Bulletin, for services to member schools of the Press Institute including the evaluation of periodicals, and for other expenses incurred in the operation of the organization. Such funds are not to be used to defray the expenses of the annual meeting of the Press Institute, except on such occasions as deemed advisable by a vote of the council.

Section 4. Dues shall be payable between September 1 and November 1 of each school year.

ARTICLE VIII - Annual Convention

The annual convention shall be held in the spring of each year, circumstances not preventing, at the

University of Mississippi. The exact time and program shall be arranged and announced by the Department of Journalism. The program shall be a combination of instruction and entertainment.

ARTICLE IX - Critical Service

Section 1. The member schools may submit copies of their papers to the Department of Journalism throughout the school year.

Section 2. The faculty of the Department of Journalism, aided by advanced students, shall review the papers submitted and offer helpful advice, suggestions and criticisms to staff members of the periodicals.

ARTICLE X - Bulletin

Section 1. The University of Mississippi Press Institute Bulletin shall be the official organ of the University of Mississippi Press Institute.

Section 2. The University of Mississippi Press Institute Bulletin shall be issued not less than three times a year.

Section 3. The headquarters staff of the University of Mississippi Press Institute Bulletin shall be appointed by the Chairman of the Department of Journalism. Corresponding staff members from member schools of the Press Institute maybe appointed by the chairman of the Department with the assistance and approval of the respective sponsors of publications.

ARTICLE XI - Auditing

Section 1. The treasurer's report shall be submitted to the council of the Press Institute and the attending sponsors at the annual meeting of the Press Institute.

Section 2. Before action by the council, a qualified auditor from the accounting faculty of the University of Mississippi shall analyze and interpret the treasurer's report. The accountant shall audit the treasurer's records annually and submit a report.

MSPA CONSTITUTION

Article I
Name

The name of this organization shall be the Mississippi Scholastic Press Association, hereafter known as the MSPA.

Article II
Purpose

The purpose of this organization shall be to promote good journalistic practices among high school publications, encourage interest in journalism, provide for the exchange of ideas between member schools, and recognize outstanding performances in the field of high school journalism.

Article III
Membership

Membership in this organization shall be open to any publication of a Mississippi public or private high school.

Article IV
Elections and Officers

Section 1. In any and all MSPA elections, each member publication shall be represented by two (2) voting delegates, so designated prior to the Press Institute.

Section 2. The officers of this organization shall consist of a president, vice-president, secretary, and treasurer.

Section 3. The duties of the president shall be to preside at all meetings of the MSPA along with performing any functions necessary to fulfill the office of chief executive and those assigned to him/her by the MSPA director. The duties of the remaining three officials shall be those normally associated with those offices along with any additional responsibilities delegated by the president or director.

Section 4. The four state officers shall be

elected for a term of one year at the annual Press Institute. Prior to the actual voting, each candidate shall present a brief campaign speech to the entire MSPA assembly. All voting will be done by secret ballot at the council meeting.

Section 5. The state officers shall compose the MSPA Executive Committee and shall hold meetings quater-annually.

Article V Meetings

Section 1. Meetings of the MSPA shall be held as needed during the annual Press Institute.

Section 2. A quorum for any meeting shall consist of a majority of the membership.

Section 3. Accepted parliamentary practice as set forth in Robert's Rules shall govern the procedure of all MSPA meetings.

Article VI Amendments

This constitution may be amended at any meeting by a two-thirds vote, provided due notice has been given at the preceding meeting.

Submitted by: Clay Kirkland, Cathy Sessums - Clinton High

APPENDIX B

PRESS INSTITUTE ATTENDANCE

PRESS INSTITUTE ATTENDANCE

1.	1947	May 9-10, 1947	139
2.	1948	April 23-24, 1948	225
3.	1949	April 8-9, 1949	241
4.	1950	March 24-25, 1950	250+
5.	1951	March 30-31, 1951	300
6.	1952	April 18-19, 1952	350
7.	1953	April 24-25, 1953	384
8.	1954	March 26-27, 1954	400-
9.	1955	April 1-2, 1955	400
10.	1956	March 23-24, 1956	375
11.	1957	March 29-30, 1957	400+
12.	1958	April 11-12, 1958	---
13.	1959	April 10-11, 1959	450
14.	1960	April 22-23, 1960	475
15.	1961	April 28-29, 1961	---
16.	1962	April 27-28, 1962	600-
17.	1963	April 19-20, 1963	500 (Approx.)
18.	1964	April 10-11, 1964	---
19.	1965	April 30-May 1, 1965	600 (Approx.)
20.	1966	April 29, 1966	600 (Approx.)
21.	1967	April 28, 1967	600
22.	1968	April 26, 1968	600+
23.	1969	May 2, 1969	---
24.	1970	May 1, 1970	700 (Expected)
25.	1971	April 30, 1971	---
26.	1972	April 28, 1972	592
27.	1973	April 27, 1973	592
28.	1974	April 19, 1974	644
29.	1975	April 11, 1975	701
30.	1976	March 26, 1976	562
31.	1977	March 25, 1977	503
32.	1978	March 17, 1978	437
33.	1979	March 30, 1979	519
34.	1980	March 28, 1980	567
35.	1981	March 27, 1981	418
36.	1982	March 26, 1982	472
37.	1983	March 25, 1983	425
38.	1984	March 23, 1984	467

(Compiled from MSPA records, articles in the Mississippian, and Reports to the Chancellor)

APPENDIX C

COLLEGE BOARD REQUIREMENTS

BOARD OF TRUSTEES OF STATE
INSTITUTIONS OF HIGHER LEARNING
STATE OF MISSISSIPPI

HIGH SCHOOL UNITS (GRADES 9-12) REQUIRED FOR
ADMISSION TO PUBLIC UNIVERSITIES IN MISSISSIPPI*
FOR FRESHMAN STUDENTS ENTERING FALL TERM, 1986

<u>SUBJECT</u>	<u>UNITS</u>
English	4 - All must require substantial writing components.
Mathematics	3 - Algebra I, Geometry, Algebra II
Sciences	3 - Choose from Biology, Advanced Biology, Chemistry, Advanced Chemistry, Physics, and Advanced Physics. One of those chosen must be laboratory based.
Social Sciences	2½ - Must include United States History and American Government
Required Elective	1 - Choose from a foreign language or Mathematics (above Algebra II) or a Science (chosen from the science courses shown above).

It is also recommended that students pursue two units of foreign languages, take a mathematics course during their senior year, take a computer science course, and gain a level of typing proficiency.

Policies pertaining to transfer students and to special circumstances will be formulated at a later date.

*Alcorn State University
Delta State University
Jackson State University
Mississippi State University

Mississippi University for Women
Mississippi Valley State University
University of Mississippi
University of Southern Mississippi

Adopted July 15, 1982

APPENDIX D

ACCREDITED COURSES IN MISSISSIPPI

Business Communications	$\frac{1}{2}$ or 1
Business Dynamics	$\frac{1}{2}$ or 1
Business Ed, for disadvantaged	2
Business Ed, for handicapped	2
Business Law	$\frac{1}{2}$
Business Office, Clerical Practice	1
Business Office, Secretarial Practice	2
Business Organ. & Mgt.	$\frac{1}{2}$
Business Office Ed., Intensive $\frac{1}{2}$, 1, $1\frac{1}{2}$	or 2
Business Office Ed I (coop. wk. exp.)	2
Business Office Ed II (coop. wk. exp.)	2
Computers, business	$\frac{1}{2}$, $1\frac{1}{2}$ or 2
Computers, literacy	$\frac{1}{2}$ or 1
Data processing	1
Data processing, intro.	1
Data processing, Keyboarding	$\frac{1}{2}$
Economics	$\frac{1}{2}$
Geography, economic	$\frac{1}{2}$
Junior Achievement	$\frac{1}{2}$
Mathematics, business & consumer	$\frac{1}{2}$ or 1
Office machines	$\frac{1}{2}$
Recordkeeping I	1
Recordkeeping II	1
Salesmanship	1
Shorthand I	1
Shorthand II	1
Typewriting (Grade 8)	0
Typewriting I	1
Typewriting II	1
Typewriting, Personal Use	$\frac{1}{2}$
Word Processing	1

DRIVER EDUCATION

Driver Education	$\frac{1}{4}$ or $\frac{1}{2}$
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ENGLISH

English, Grade 7, 8	0
English I	1
English II	1
English III	1
English IV	1
Literature, Afro-Amer.	1
Literature, World	1
Spelling, Grade 7	0
Spelling, Grade 8	0
Writing, Creative	$\frac{1}{2}$ or 1

SUBJECTS APPROVED FOR THE SECONDARY
SCHOOLS OF MISSISSIPPI
GRADES 7-12

Note: To determine those subjects which carry Carnegie units, refer to the column under Credit.

AGRICULTURE (Vocational)	Credit
Agriculture, for disadvant.	2
Agriculture, for handicap.	4
Agriculture, Grade 7 or 8	0
Agriculture I	1 or 1½
Agriculture II	1 or 1½
Agriculture III	2
Agriculture IV	2
Agriculture I & II comb.	1
Agriculture III & IV comb.	1
Agriculture, Occ. Co-op.	1
Agriculture, Other comb.	1
Agriculture, Supplies/Services	2 or 4
Farming, Off	1
Forestry	2 or 4
Mechanics	4
ART	
Art, Grade 7	0
Art, Grade 8	0
Art I	½ or 1
Art II	½ or 1
Art III	½ or 1
Art IV	½ or 1
Art, Appreciation/History	½
Art, Commercial	½
Ceramics	½
BIBLE	
Bible (Religion, Theology)	0, ½ or 1
BUSINESS EDUCATION	
Accounting I	1
Accounting II	1

FOREIGN LANGUAGE

French, Grade 7, 8	0
French, I	1
French, II	1
French, III	1
French, IV	1
German, Grade 7, 8	0
German	1
German II	1
German III	1
German IV	1
Latin, Grade 7, 8	0
Latin I	1
Latin II	1
Latin III	1
Latin IV	1
Russian, Grade 7, 8	0
Russian I	1
Russian II	1
Russian III	1
Russian IV	1
Spanish, Grade 7, 8	0
Spanish I	1
Spanish II	1
Spanish III	1
Spanish IV	1

HEALTH AND PHYSICAL EDUCATION

Dance, Grade 9-12	$\frac{1}{2}$
Health Education, Grade 7, 8	0
Health Education, Grade 9-12	$\frac{1}{2}$ or 1
Health & P.E., Grade 7, 8	0
Health & P.E., Grade 9-12	$\frac{1}{2}$
P.E., Grade 7, 8	0
P.E., Grade 9-12, Seas. Athl.	$\frac{1}{2}$
P.E., Correc./ Rem.	$\frac{1}{2}$

HEALTH EDUCATION (Vocational)

Health Cluster I (1 yr.)	2
Health Cluster II (2 yr.)	4
Nurse's Aide Trng. I	2
Nurse's Aide Trng. II	2
Nurse's Aide Trng. Disadvantaged	4
Nurse's Aide Trng. Handicapped	4

HOME ECONOMICS (Nonvocational)

Home Ec., Grade 7, 8	0
Home Ec. I	1
Home Ec. II	1
Home Ec. III	1
Home Ec. IV	1
Home Ec., Specialized	1

HOME ECONOMICS (Vocational, Occupational)

Coop I	2
Coop II	2
Occupations, Child Care & Mngt.	2
Services, Clothing Mngt. & prod.	2
Services, Food prod. & Mngt.	2
Services, Home Mngt. & Prod.	2
Services, Instit. & Home Mngt.	2
Services, Aging	2

HOME ECONOMICS (Vocational, Consumer)

Child Dev.	$\frac{1}{2}$ or 1
Clothing & Textiles	$\frac{1}{2}$ or 1
Consumer Ed.	$\frac{1}{2}$ or 1
Education for Family & parenthood	$\frac{1}{2}$, 1 or 2
Foods & Nutrition	$\frac{1}{2}$ or 1
Health, Family/ind.	$\frac{1}{2}$ or 1
Homemaking Ed., Expl. Grade 9	$\frac{1}{2}$ or 1
Homemaking Ed. I	1
Homemaking Ed. II	1

HUMANITIES

General Arts, Grade 7, 8	0
General Arts, Grade 9	1
Humanities, Grade 7, 8	0
Humanities	$\frac{1}{2}$ or 1

INDUSTRIAL ARTS

Indus. Arts Comp. Gen., Grade 7, 8	0
Indus. Arts Comp. Gen. 9	1
Indus. Arts Comp. Gen. 10	1
Indus. Arts Comp. Gen. 11	1

Indus. Arts Comp. Gen. 12	1
Mechanical Drawing I	$\frac{1}{2}$
Mechanical Drawing I	1
Mechanical Drawing II	$\frac{1}{2}$
Mechanical Drawing II	1
Other Indus. Arts	1

MARKETING AND DISTRIBUTIVE EDUCATION

Coop I	2
Coop II	2
Fashion Merch.	1 or 2
Marketing I	1 or 2
Marketing II	1 or 2
Marketing & D.E. for disadv.	2
Marketing & D.E. for handicap	2
On-job Visits	0

MATHEMATICS

Algebra I	1
Algebra II	1
Algebra, Matrix	
Geometry, Coordinate	
Geometry, unified	1
Math., accelerated	1
Math., advanced	1
Math., consumer	
Math., Grade 7, 8	0
Math., Fundamental I	1
Math., Fundamental II	1
Math., General I	1
Math., General II	1
Mathematical functions, elem.	
Probability	
Trigonometry	

MILITARY SCIENCE

ROTC or NROTC I	$\frac{1}{2}$ or 1
ROTC or NROTC II	$\frac{1}{2}$ or 1
ROTC or NROTC III	$\frac{1}{2}$ or 1
ROTC or NROTC IV	$\frac{1}{2}$ or 1

MUSIC

Band, Grade 7, 8	0
------------------	---

Band, Grade 9-12	$\frac{1}{2}$ or 1
Music, Choral Grade 7, 8	0
Music, Choral Grade 9-12	$\frac{1}{2}$ or 1
Music, general Grade 7, 8	0
Music, general I	$\frac{1}{2}$ or 1
Music, general II	$\frac{1}{2}$ or 1
Music, general III	$\frac{1}{2}$ or 1
Music, theory and harmony	$\frac{1}{2}$ or 1
Music, theory and lit.	$\frac{1}{2}$ or 1
Music, Instruments (Ind. Appl)	$\frac{1}{2}$
Music, Instrumental, String Grade 7, 8	0
Orchestra Grade 7, 8	0
Orchestra	$\frac{1}{2}$
Piano (Ind. Appl.)	$\frac{1}{2}$
Piano, Class	$\frac{1}{2}$

READING

Reading, develop.	$\frac{1}{2}$ or 1
Reading, remedial Grade 7, 8	0
Reading, remedial Grade 9-12	$\frac{1}{2}$ or 1

SCIENCE

Biology	1
Biology, Adv.	1
Biology, Marine	$\frac{1}{2}$ or 1
Chemistry	1
Chemistry, Adv.	1
Geology	1
Physics	1
Physics, Advanced	1
Science, Advanced	1
Science, Aerospace	$\frac{1}{2}$ or 1
Science, Earth, Grade 9	1
Science, Earth/Space	1
Science, General, Grade 7, 8	0
Science, General	1
Science, Life, Grade 7	0
Science, Physical, Grade 8	0

SOCIAL STUDIES

American Democracy, Problems of Civics	$\frac{1}{2}$ or 1
	$\frac{1}{2}$

Economics	
Geography	or 1
Government, American	
Government, State	
History, Afro-Amer.	1
History, American	1
History, Ancient and Med.	1
History, Miss.	
History, World	1
Law (law related courses)	
Psychology	
Social Studies, Grade 7, 8	0
Social Studies, Gen.	
Sociology	
World Relations	

SPEECH

Debate	
Dramatics	
Speech, Grade 7, 8	0
Speech, Basic	
Speech I	1
Speech II	1
Public Speaking	

TRADE AND INDUSTRIAL (Vocational)

Auto Body & Fender I	2
Auto Body & Fender II	2
Auto Engines I	2
Auto Enginges II	2
Auto Mechanics I	2
Auto Mechanics II	2
Building Trades I	2
Building Trades II	2
Building Trades, Occ. Voc.	2
Special Needs	2
Cabinet Making I	2
Cabinet Making II	2
Carpenter I	2
Carpenter II	2
Diesel Mechanics I	2
Diesel Mechanics II	2
Electr. Appliance Rep. I	2
Electr. Appliance Rep. II	2
Electr. Trades II	2

Electronics I	2
Electronics II	2
Farm Equip. Mechanics I	2
Farm Equip. Mechanics II	2
Industrial Drafting/Design I	2
Industrial Drafting/Design II	2
Industrial Maintenance I	2
Industrial Maintenance II	2
Machine Shop I	2
Machine Shop II	2
Marine Mech. I	2
Marine Mech. II	2
Masonry I	2
Masonry II	2
Metal Trades I	2
Metal Trades II	2
Plumbing & Pipe Fitting I	2
Plumbing & Pipe Fitting II	2
Power Mechanics I	2
Power Mechanics II	2
Printing I	2
Printing II	2
Quantity Food I	2
Quantity Food II	2
Radio and T.V. Repair I	2
Radio and T.V. Repair II	2
Refrigeration & Air Cond. I	2
Refrigeration & Air Cond. II	2
Sheet Metal I	2
Sheet Metal II	2
Shoe Repair I	2
Shoe Repair II	2
Small Gas Engines I	2
Small Gass Engines II	2
T & I Cooperative I (D.O.)	2
T & I Cooperative II (D.O.)	2
Upholstery I	2
Upholstery II	2
Welding I	2
Welding II	2

VOCATIONAL GUIDANCE

Occupational Orientation I	1
Occupational Orientation II	1

APPENDIX E

COURSE OFFERINGS IN MISSISSIPPI

COURSE OFFERINGS TAKEN FROM STATE AND

Year	Schools Offering Course			
	Non-credit	I	II	III
1963-64		34	4	
1964-65		41	3	
1965-66		38	2	2
1966-67		45	9	
1967-68		55		
1968-69	2	61	11	
1969-70	3	66	15	
1970-71	4	53	10	
1971-72	3	27	26	11
1972-73	1	66	10	
1973-74	5	73	11	
1974-75	7	78	11	
1975-76	10	81	13	
1976-77	7	71	12	
1977-78	4	80	13	
1978-79	12	81	11	

REGIONAL ACCREDITING REPORTS

Students Taking Course			
Non-credit	Journalism		
	I	II	III
	1,335	109	
	1,470	104	
	1,265	60	48
	1,257	288	
	1,649		
66	1,834	295	
45	1,640	229	
106	1,352	185	
59	743	541	213
6	1,834	165	
80	1,863	165	
102	1,771	165	
246	1,836	199	
134	1,604	233	
56	1,770	209	
286	1,830	345	

APPENDIX F

GRADUATION REQUIREMENTS

GRADUATION REQUIREMENTS

1. Each secondary school shall require that each student graduating from grade 12 shall have earned a minimum of 16 Carnegie units. (A Carnegie Unit is a standard measure of high school work that has both quantitative and qualitative value. The minimum amount of time that a student must spend on a subject to earn a Carnegie unit is the equivalent of five 45-minute periods per week for a school year.)
2. Each secondary school shall require that each student graduating from grade 12 shall have earned 3 Carnegie units in English, 1 unit in Mississippi history, 1 unit in American government, 1 unit in mathematics, and 1 unit in science. Secondary schools may waive the requirement of 1 unit in Mississippi history and civics (state government) for out of state transfer students who enroll above grade 9.
3. Each secondary school shall require that each student graduating from grade 12 shall have earned at least 2 of the last 4 Carnegie units at the school granting the diploma.
4. Each secondary school shall limit the number of Carnegie units to 5 that a student may earn toward graduation during any regular school year. This limitation includes Carnegie units in music, band, health, physical education, and safety. Additional Carnegie units may be earned and recorded on the student's cumulative and permanent record but may not be counted toward meeting graduation requirements.
5. Each secondary school shall limit the number of Carnegie units to 4 that a student may earn in summer school during the student's years in high school. A maximum of two units may be earned during one summer. Seventh and eighth grade subjects shall be offered for review and remedial purposes only.
6. Each secondary school may allow a student to apply toward graduation 2 Carnegie units earned from completing correspondence courses that have been approved by his/her principal. Two additional Carnegie units of correspondence work, if approved by the principal, may be counted toward graduation provided the student has reached 18 years of age on or before January 1 of the year in which the request is received.

7. A secondary school shall not deliver a diploma or any substitute for a diploma, signed or unsigned, to a student who fails to meet the requirements for graduation. Any student who fails to meet the graduation requirements shall not be permitted to participate in the graduation exercises. Students who have completed satisfactorily the local district's secondary curriculum for special education may be awarded a high school certificate or diploma which states, "This student has successfully completed an Individualized Education Program." This student may be permitted to participate in graduation exercises.

Source: Policies, Procedures, and Standards of the Commission on School Accreditation, Bulletin 171, Mississippi Commission on School Accreditation, 1983, pp. 21-22.

APPENDIX G

FACULTY AND STAFF MEMBERS

FACULTY AND STAFF MEMBERS OF THE JOURNALISM
DEPARTMENT, UNIVERSITY OF MISSISSIPPI

Catalog

1946-47	Professor Gerald Forbes
1947-48 (p. 147)	Professor Gerald Forbes, Chairman Assistant Professor Morrison*
	Department Location: 2 Temporary Building "A"
1948-49 (p. 362)	Professor Gerald Forbes, Chairman Associate Professor Morrison* Assistant Professor Talbert
1949-50 (p. 161)	Professor Gerald Forbes, Chairman Associate Professor Morrison* Assistant Professor Talbert
1950-51 (p. 138)	Professor Gerald Forbes, Chairman Associate Professor Morrison* Assistant Professor Talbert** Acting Assistant Professor Peterson
	**On leave of absence, 1950-1951
1951-52 (p. 112 & p. 264)	Professor Gerald Forbes, Chairman Assistant Professor Talbert
1952-53 (p. 120 & p. 299)	Professor Gerald Forbes, Chairman Associate Professor Talbert
1953-54 (p. 284 & p. 114)	Professor Gerald Forbes, Chairman Associate Professor Talbert
1954-55 (p. 216)	Professor Gerald Forbes, Chairman Associate Professor Talbert
1955-56 (p. 231)	Professor Gerald Forbes, Chairman Associate Professor Talbert Assistant Professor Downer*
1956-57 (p. 220)	Professor Samuel Stubbs Talbert, Acting Chairman Assistant Professors Downer* and Hoar

- 1957-58 (p. 229) Professor Samuel Talbert, Chairman
Assistant Professors Downer* and Hoar
- 1958-59 (p. 285) Professor Samuel Talbert, Chairman
Assistant Professors Downer* and Hoar
- 1959-60 (p. 293) Professor Samuel Talbert, Chairman
Associate Professor Hoar
Assistant Professor Downer*
Mr. Paine*
- 1960-61 (p. 298) Professor Samuel Talbert, Chairman
Associate Professor Hoar
Assistant Professor Downer*
Mr. Hurt
- Department Location: Brady Hall
- 1961-62 (p. 302) Professor Samuel Talbert, Chairman
Associate Professor Hoar
Assistant Professor Downer*
Mr. Hurt
- 1962-63 (p. 303) Professor Samuel Talbert, Chairman
Associate Professor Hoar
Assistant Professors Downer* and Denley
Mr. Oesterling* and Mr. Hurt
- 1963-64 (p. 302) Professor Samuel Talbert, Chairman
Associate Professor Hoar
Assistant Professors Downer*, Denley,
and Hurt
Mr. Oesterling*
- 1964-65 (p. 286) Professor Samuel Talbert, Chairman
Associate Professor Hoar
Assistant Professors Downer*, Denley,
and Hurt**
Mr. Oesterling*
- **On leave of absence, September 15,
1964-August 31, 1965
- 1965-66 (p. 293) Professor Samuel Talbert, Chairman
Associate Professor Hoar**
Assistant Professors Downer*, Denley,
and W. H. Hurt***
Mr. McRaven and Mr. Oesterling*
- **On Sabbatical leave of absence, ses-
sion 1965-66
- ***On academic leave of absence, Septem-
ber 1, 1965-August 31, 1966

- 1966-67 (p. 288) Professor Samuel Talbert, Chairman
Associate Professor Hoar
Assistant Professors Denley, Downer*,
and Hurt
Mr. Oesterling*
- 1967-68 (p. 301) Professor Samuel S. Talbert, Chairman**
Professor Hoar
Assistant Professors Denley and Downer*
Mr. Oesterling* and Mr. Lee
- **On Sabbatical leave of absence, first
semester, session 1967-1968
- 1968-69 (p. 323) Professor Samuel S. Talbert, Chairman
Professor Hoar
Assistant Professors Denley and Downer*
Mr. White and Mr. Oesterling
- 1969-70 (p. 331) Professor Samuel S. Talbert, Chairman
Professor Hoar
Assistant Professors Denley and Downer*
Mr. White and Mr. Oesterling*
- 1970-71 (p. 163) Professor Samuel S. Talbert, Chairman
Professor Hoar
Assistant Professors Denley, Downer*,
and White
Mr. Oesterling*
- 1971-72 (p. 172) Professor Samuel S. Talbert, Chairman
Professor Hoar
Assistant Professors Denley, Downer*,
Oesterling*, and White
- 1972-73 (p. 172) Professor Jere R. Hoar, Acting Chairman
Assistant Professors Denley, Downer*,
Halbe, Oesterling*, and White
- 1973-74 (p. 182) Professor Ronald Farrar, Chairman
Professor Hoar
Assistant Professors Denley, Downer*,
Halbe, Oesterling*, and White
- 1975-76 (p. 130) Professor Ronald Farrar, Chairman
Professor Hoar
Assistant Professors Denley, Downer*,
Halbe, Meek*, Norton, Oesterling,
and White

- 1976-77 (p. 212) Professor Ronald Farrar, Chairman
Professor Hoar
Associate Professor Denley
Assistant Professors Downer*, Meek*,
Norton, Oesterling*, and White
- 1977-78 (p. 208) Professor Ronald Farrar, Chairman
Professor Hoar
Associate Professor Denley
Assistant Professors Barrecchia, Downer*,
Meek*, Norton, Oesterling*, and White
- 1978-79 (p. 219) Assistant Professor H. Wilbert Norton,
Acting Chairman
Professor Hoar
Associate Professor Denley
Assistant Professors Barrecchia, Downer*,
Meek*, Oesterling*, and White
- 1979-80 (p. 227) Assistant Professor H. Wilbert Norton,
Acting Chairman
Professor Hoar
Associate Professor Denley
Assistant Professors Downer*, Meek*,
Oesterling*, White, and Windhauser
- 1980-81 (p. 218) Associate Professor H. Wilbert Norton,
Jr., Chairman
Professor Hoar
Associate Professor Denley
Assistant Professors Meek*, Oesterling*,
White, and Windhauser
Acting Assistant Professor Rushing
Acting Instructors Flynn and Gardner

Department Location: Farley Hall
- 1981-82 (p. 226) Associate Professor H. Wilbert Norton,
Jr., Chairman
Professor Hoar
Associate Professors Denley and Williams
Assistant Professors Meek*, Oesterling*,
White, and Windhauser
Acting Assistant Professor Rushing
Acting Instructors Flynn and Gardner
- 1982-83 (p. 229) Associate Professor H. Wilbert Norton,
Jr., Chairman
Professor Hoar

Associate Professors Denley and Windhauser
 Assistant Professors Holgate, Meek*, Oesterling*, and White
 Acting Assistant Professor Rushing
 Acting Instructor Flynn

1983-84 (p. 258) Associate Professor H. Wilbert Norton, Jr., Chairman
 Professor Hoar
 Associate Professors Denley and Pratt
 Assistant Professors Meek*, Miller, Oesterling*, and White
 Instructors Eberle, Flynn and Pappas

1984-85 (p. 261) Associate Professor H. Wilbert Norton, Jr., Chairman
 Professor Hoar
 Associate Professors Denley and Pratt
 Assistant Professors Meek*, Miller, Oesterling*, and White
 Instructors Broady, Dempsey, Eberle, Flynn, Kellum, Minor, and Welch
 Journalist-in-Residence Morris

*Indicates affiliation with another department or another university position.

Morrison: Assistant Professor of Economics

Downer: Assistant Professor of Marketing

Paine: Director of Educational Film Production, University Extension

Oesterling: Director of Educational Film Production, University Extension

Meek: Director of University Public Relations

(Compiled from The Bulletin of the University of Mississippi, General Catalog for Undergraduates and The University of Mississippi Undergraduate Catalog for the years 1946-1985. 1974-1975 was not available, as the format was changed.)

APPENDIX H

SCHOOL ENROLLMENT

MISSISSIPPI SCHOOL ENROLLMENT, GRADES 9-12

Session	Number of Schools			Enrollment		
	Public ^a	Private	Total	Public	Private	Total
1946-47			749	76,840		
1947-48			749	77,257		
1948-49			768	79,290		
1949-50			745	83,002		
1950-51			759	85,651		
1951-52			752	87,666		
1952-53			759	89,509	3,287	92,796
1953-54			750	91,057	1,493	92,550
1954-55			735	93,158	3,539	97,059
1955-56			723	96,418	4,045	100,836
1956-57			715	98,740	3,643	102,765
1957-58			645	110,128	4,001	114,129
1958-59	628	47	675	113,762	4,250	118,012
1959-60	606	50	656	114,500	4,083	118,583
1960-61	572	45	617	118,335	4,019	112,354
1961-62	552	44	596	126,492	4,111	130,603
1962-63	530	45	575	135,331	4,037	139,368
1963-64	525	50	575	144,186	4,573	148,759
1964-65	521	47	568	148,967	4,449	153,416
1965-66	518	45	563	150,557	4,475	155,032
1966-67	517	42	559	152,116	4,467	156,583

Session	Number of Schools			Enrollment		
	Public ^a	Private	Total	Public	Private	Total
1967-68	519	52	571	154,247	4,483	159,620
1968-69	517	45	562	157,978	4,871	164,042
1969-70	465	89	554	159,196	10,865	170,061
1970-71	403	137	540	147,995	16,895	164,890
1971-72	391	130	521	148,308	18,788	167,096
1972-73	386	134	520	149,891	18,629	168,520
1973-74	429	138	567	150,771	18,897	169,668
1974-75	432			149,662	16,523	166,185
1975-76	430			152,837	15,938 ^b	
1976-77	430			160,971		
1977-78	426			161,408		
1978-79	433			158,649		
1979-80 ^c				155,263		
1980-81 ^c				151,685		
1981-82						
1982-83						
1983-84						

Source: State of Mississippi Department of Education, Statistical Data (Cumulative Enrollment) except years designated by footnote c.

^aIncludes Agricultural and Demonstration Schools.

^bIncomplete statistics.

^cCompiled from "Annual Report to the State Superintendent of Education to the Legislature of Mississippi."

ENROLLMENT, OXFORD CAMPUS, FIRST SEMESTER UNDERGRADUATES

Year	Liberal Arts		Business		Other		Total Number
	No.	%	No.	%	No.	%	
1955-56	842	37.1	687	30.3	739	32.6	2,268
1956-57	898	36.0	757	30.4	839	33.6	2,494
1957-58	929	35.9	741	28.6	917	35.5	2,587
1958-59	985	36.0	742	27.2	1,006	36.8	2,733
1959-60	1,250	29.4	878	27.6	1,049	33.0	3,177
1960-61	1,487	40.4	1,079	29.3	1,112	30.2	3,678
1961-62	1,669	42.1	1,100	27.8	1,192	30.1	3,961
1962-63	1,861	44.8	1,116	26.8	1,181	28.4	4,158
1963-64	1,568	42.1	1,026	27.6	1,129	30.3	3,723
1964-65	1,661	41.5	1,078	26.9	1,267	31.6	4,006
1965-66	1,977	43.0	1,170	25.4	1,451	31.6	4,598
1966-67	2,195	42.4	1,333	25.7	1,653	31.9	5,181
1967-68	2,297	41.2	1,468	26.3	1,810	32.5	5,575
1968-69	2,217	39.8	1,455	26.1	1,903	34.1	5,575
1969-70	2,141	39.2	1,409	25.8	1,910	35.0	5,460
1970-71	2,458	40.9	1,534	25.5	2,022	33.6	6,014
1971-72	2,632	43.3	1,517	24.9	1,935	31.8	6,084
1972-73	2,783	44.9	1,543	24.9	1,873	30.2	6,199
1973-74	2,746	45.1	1,529	25.1	1,813	29.8	6,088
1974-75	2,735	44.9	1,617	26.6	1,731	28.5	6,083
1975-76	2,992	45.5	1,766	26.9	1,819	27.7	6,577

Year	Liberal Arts		Business		Other		Total Number
	No.	%	No.	%	No.	%	
1976-77	3,268	45.5	1,997	27.8	1,911	26.6	7,176
1977-78	3,303	42.6	2,307	29.8	2,138	27.6	7,748
1978-79	3,084	39.2	2,593	33.0	2,188	27.8	7,865
1979-80	2,942	37.0	2,827	35.6	2,177	27.4	7,946
1980-81	2,872	36.6	2,864	36.5	2,116	27.0	7,852
1981-82	2,898	36.6	2,884	36.4	2,142	27.0	7,924
1982-83	2,835	36.1	2,872	36.6	2,140	27.3	7,847
1983-84	2,690	35.5	2,824	37.3	2,064	27.2	7,578

APPENDIX I

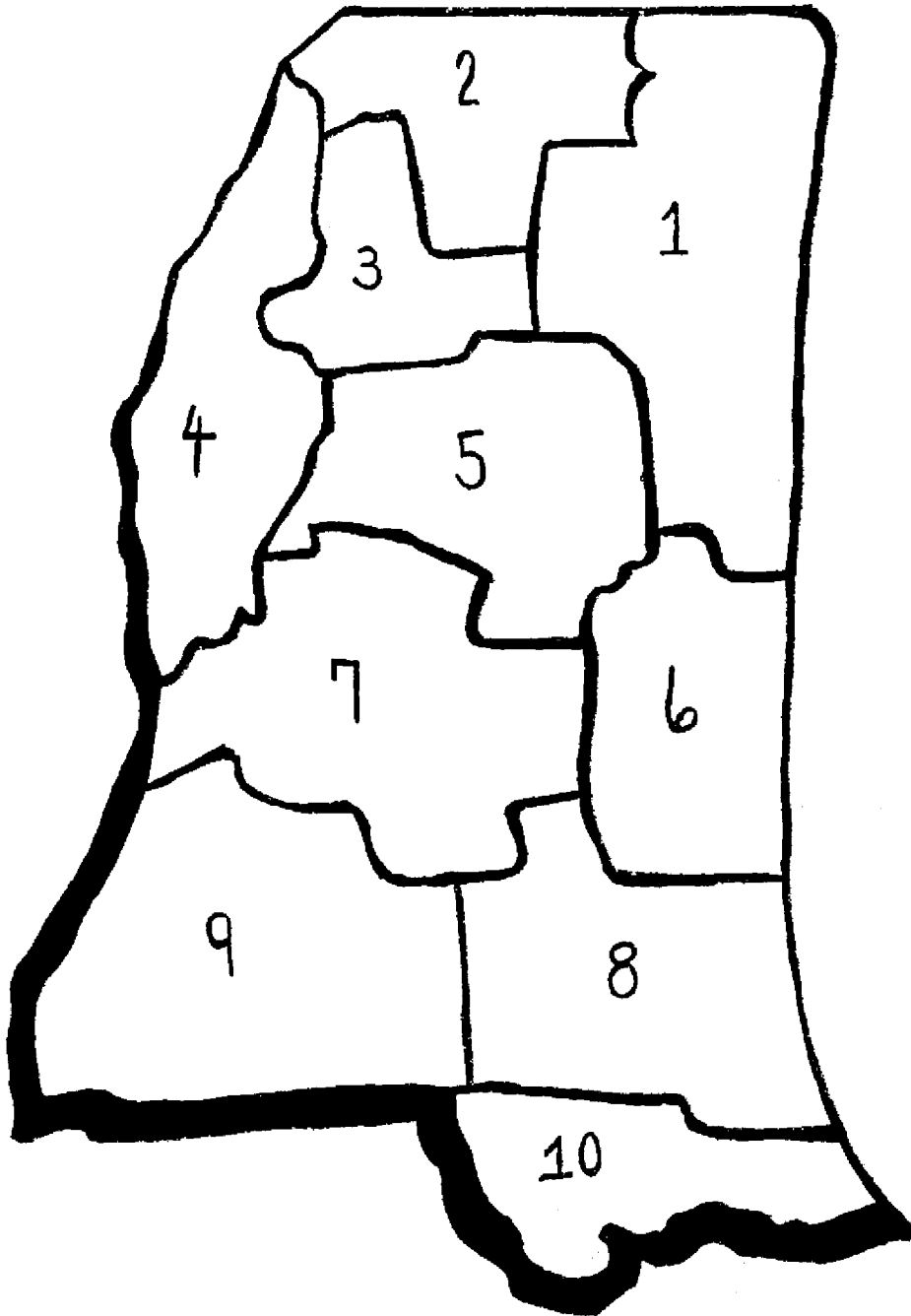
DISTRICTS OF PRESS INSTITUTE

DISTRICTS OF THE UNIVERSITY OF MISSISSIPPI PRESS INSTITUTE
(listed by counties)*

District 1	District 5	District 9
Alcorn	Carroll	Clayborne
Tishomingo	Montgomery	Copiah
Prentiss	Webster	Jefferson
Union	Choctaw	Franklin
Lee	Holmes	Lincoln
Itawamba	Attala	Lawrence
Pontotoc	Leake	Wilkinson
Chickasaw		Amite
Monroe	District 6	Pike
Clay	Winston	Walthall
Oktibbeha	Neshoba	Marion
Lowndes	Kemper	
Noxubee	Newton	District 10
	Jasper	Pearl River
District 2	Clarke	Stone
DeSoto	Lauderdale	Hancock
Marshall		Harrison
Benton	District 7	Jackson
Tippah	Yazoo	
Lafayette	Madison	
	Warren	
District 3	Hinds	
Tate	Rankin	
Panola	Scott	
Tallahatchie	Simpson	
Yalobusha		
Calhoun	District 8	
Grenada	Smith	
	Jefferson Davis	
District 4	Covington	
Tunica	Jones	
Coahoma	Wayne	
Quitman	Lamar	
Bolivar	Forest	
Sunflower	Perry	
Leflore	Greene	
Washington	George	
Humphreys		
Sharkey		
Issaquena		

*See map on following page.

DISTRICTS OF THE UNIVERSITY OF
MISSISSIPPI PRESS INSTITUTE



APPENDIX J

CORRESPONDENCE

Mississippi Scholastic Press Association

MSPA Headquarters
Department of Journalism
University of Mississippi
University, Miss. 38677

September 9, 1983

Dr. Gerald Forbes
8413 Jamestown Dr.
Austin, TX 78758

Dear Dr. Forbes,

We would very much appreciate your providing us with information concerning an MSPA project.

We are designing a questionnaire to be sent to Mississippi high schools in an effort to improve our organization.

Your help in answering the following questions would help our study.

Why was MSPA started? How much did it cost? How many people were members in the first MSPA? Who were the speakers at the Press Institute? Was a summer workshop included in the organization?

Any help you could give us in answering these questions and any other information you could provide would be greatly appreciated.

Thank you for your time and help.

Sincerely,

Carolyn Heard
MSPA Staff Assistant

8413 Jamestown Drive
Austin, TX 78758
9/13/83

Dear Miss Heard:

It is a distinct pleasure to receive your letter of 9/9/83, and I certainly will endeavor to help your situation all I can, but I fear what I can tell you will amount to very little. (Let me caution you, that my typing is done with only three fingers, my own system and it is loaded with typographical errors. I will answer your questions as frankly as possible --- and even add some things that are not asked.

Your first question: Why was MSPA started? As far as I am aware it has been started since I left Ole Miss in 1956. There was no such thing while I arrived there in 1947. I started the Press Institute, for just one reason --- to attract a group of bright highschool students to the university annually. The youngsters and their highschool English teachers responded beautifully and with enthusiasm. I managed to get something of an organization operating. That was because both teachers and pupils wanted to take something back home that they could get into the home-town newspapers. Therefore I dreamed up some Honors and elections that they might put into the newspapers when they returned. That was accidental but it worked like a charm. The trick was to have enough of these honors for almost every teacher to go home saying, "Look what we did!" The students likewise could boast, "See what I did!"

Once I got a letter from a teacher asking what good was the Institute for her? I replied, that I honestly did not know that it was of any value to her, but that I were she, I would use it to stimulate my students --- right there in my own class room. She liked that suggestion and became a booster.

I understand the Press Institute, as I called it, continues to go strong. We had several meetings for small groups and several speakers. There was a dance in the Community House that the Oxford Highschool became the host for. Or in the Ole Miss Gym. It really didn't matter, but we had to keep the visitors occupied and entertained. We always had a big dinner and never was there any trouble finding a speaker or two for that --- generally held in the Cafeteria.

I tried always to stay in the background and to attract as little attention as possible. In the nine years I was there the department had only two faculty members.

One other thing that I should mention was that plans for the Institute were made and completed long months before the events occurred. The same is true of the annual meeting of the State Press Association in the autumn --- always with free football tickets for the publishers and hotel reservations when possible.

Other questions: Members of first MSPA? Anyone who wished or could come! Press Institute Speakers? Perhaps you can find detailed information in the Mississippian, but that is the only accurate source I can suggest. Summer Workshops? There were none.

You should know that the greatest asset the Department of Journalism had was the students. I'll mention some that may be accessible to you. You can see some of them personally and others you can write to.

Mr. Jesse Phillips, Publisher of the Oxford Eagle.
George Harmon, Editorial Writer for the Jacksonville, Fla.,
Tribune

I. H. Howell, Publisher of the Batesville Panolean
Hal Spraggins, (Father and son) Senatobia paper (The father gave me a press.)

J. O. Emmerich, Publisher of the Greenwood paper.
Alben Krebs (Editorial department, New York Times, I believe)
Gavin Scott (and wife, Betsy). He is Associated Press Correspondent at Phoenix, Ariz. 4802 N. 46th Street, Phoenix, Ariz. 85018

I think I answered who the Press Institute was started --- frankly to get some bright students to thinking about Ole Miss and visiting it. The brightest students in highschool generally include those who put out the school paper. It worked for me.

I hope this information will be useful to you and the department, and give my best wishes to Willie Morris and the other faculty members. If I can answer any additional questions, I shall be happy to do so. Unless many changes have been made at Ole Miss, the department will need all the assistance it can get. I understand that the Regents have given Southern their blessings for the instruction in Journalism.

In any case this letter brings you my highest personal good wishes. If other questions occur to you, do not hesitate to write,

Sincerely,

Charles Gerald Forbes

Mississippi Scholastic Press Association

MSPA Headquarters
Department of Journalism
University of Mississippi
University, Miss. 38677

March 8, 1984

Dr. Gerald Forbes
8413 Jamestown Dr.
Austin, TX 78758

Dear Dr. Forbes,

Thank you for your letter of last fall. It has proved invaluable in my research with MSPA.

Since then, this study has somewhat changed direction. Instead of sending a questionnaire to the Mississippi high schools, I will be analyzing the history of the Press Institute and MSPA.

It has recently been brought to my attention that you will be on campus during Journalism Week. If at all possible, I would like to talk with you about the Press Institute and your years here at Ole Miss. I would also like to record this interview on video tape so it can be placed in the department's files.

I am not sure of your schedule, but ideally, I would like to allow two hours for the interview. Would Thursday, March 22, from 9 a.m. to 11 a.m. be convenient? I am very flexible in my schedule, so whatever suits you best is fine. I mainly need to know when to set up a camera crew.

I hope you will consider giving this interview. I am sure you could be of great help in this study.

Thank you again for your letter. I look very forward to meeting you.

Sincerely,

Carolyn Heard
NSPA Staff Assistant

Mississippi Scholastic Press Association

MSPA Headquarters
Department of Journalism
University of Mississippi
University, Miss. 38677

April 6, 1984

Dear Director,

It has been brought to our attention that your press association is one of the top organizations of its kind in the nation.

We are trying to intensify our high school press association and we are very interested in what makes your organization the success it is.

Would you please send me information on the history of your organization, specifically on how it came about being so successful? Also, how do you deal with geographic distance between yourself and member schools? Is adviser turnover high in your state? If so, how do you deal with it?

Newsletters, agendas, or any other material you could send would be very helpful in our work.

Thank you for your consideration.

Sincerely,

Carolyn Heard
MSPA Staff Assistant

IHSPA
Iowa High School Press Association
Established 1921

Carolyn Heard
Mississippi Scholastic Press Assoc.
Department of Journalism
University of Mississippi
University, Miss. 38677

Dear Carolyn:

It was good hearing from you recently, and I hope that the enclosures come close to being what you wanted.

The weak area of the materials is in the historical background. We do not have a definitive history of the organization, but the photocopies from our files should give you some highlights.

In terms of your question about geographic distance, I believe that we keep close touch with our members because of frequent communication by mail as well as the many ongoing activities we offer each school year. Also, I am lucky in that part of my position with the University is in cooperation with the Division of Continuing Education. In that position, I am expected to do outreach work in journalism education with high schools around the state, so we are able to have some personal contact with journalism teachers as I am able to travel to their locales.

With regard to your question about adviser turnover, I do not have a definitive study on that, but I would say that it is probably a bit more stable than the national average of about three years. The most accurate figures I have, of Iowa newspaper advisers who belong to IHSPA-member schools, indicate that the typical adviser has been in that capacity for 11 years. However, I do not think that this is indicative of the overall advising situation. In terms of dealing with turnover, we simply do our best to introduce our organization and its services to new people as they

Communications Center, The University of Iowa, Iowa City, Iowa 52242
(319-353-4581)

come on board. We also try to do a good job of communicating with school principals so that when new advisers do come to the schools the principals can quickly list our organization as a resource.

Best of luck to you in your research and in the remainder of your stay at Mississippi. I look forward to visiting with you again--perhaps at some upcoming conference. Please write or call if you have other specific questions that I might provide.

Sincerely,

Jack Dvorak
Executive Secretary

TEXAS HIGH SCHOOL PRESS ASSOCIATION
Department of Journalism and Broadcasting
Texas Woman's University

P. O. Box 23866

Denton, Texas

817/565-9400

Director

Dr. Mary Kahl Sparks

April 12, 1984

Ms. Carolyn Heard
MSPA Staff Assistant
MSPA
University of Mississippi
University, Miss. 38677

Dear Carolyn:

I enjoyed hearing from you, and I will have you put on our mailing list. I'm not sure I can offer you any concrete help though.

I am new in this job. I have been here only one year. I have worked with the high school press in others states though before coming here.

I think the secret of the Texas High School Press Association is tradition. If you're just starting, that doesn't help you at all. Our organization is over 60 years old and while there is a lot of turnover among advisers, someone out there still remembers THSPA and they seem to respond.

There are actually three organizations in Texas now trying to help high school teachers and students. We are the oldest of the three organizations but not the largest. The Interscholastic League Press Conference run out of the University of Texas is much larger than THSPA. They say they have about 3,000 students attend their March convention. We had about 600 attend our December 1983 convention, and we were pleased to have that many.

We have a good program, our registration is low, students can stay in a TWU dorm if they wish (saving money again for them) and also I think part of the tradition is that they go shopping in Dallas on Sat. afternoon after the convention is over!

Another key is that the state allows this type of meeting during school days--at least now. That may end before too

long. When I was in Kansas the state activities association only allowed journalism students to miss one day (they have since changed it to two) for contests or conventions. In Texas, it would not surprise me if some students in journalism alone don't miss over a week attending such events (and that probably is too much).

We deal with distance simply via phone or mail. Somehow the students seem to get here for convention. You must remember that many Texas high school districts are quite well off financially, and they often pay for students to attend. That is not true of the entire state--but having been in a poorer state, I see that as an advantage here.

I try to attend the meetings of the other two state groups once a year. I'd like to do some traveling to individual schools, but so far I haven't had time.

If you're not already a member of the Secondary Division of AEJMC, I think you would benefit from joining. It seems to me someone from Mississippi has attended our meetings before. Mary Benedict at the University of Indiana has just stepped down as heading our division. John Butler at Louisiana State University is now the head. You could reach him simply by writing him at the journalism department at LSU. John used to work with the state press association in Iowa.

I will put you on our mailing list, and I will see if I can find some of our fall programs, etc., to send you with this letter.

I would enjoy knowing more about you. Maybe we'll meet at some meeting soon.

Sincerely,

Mary K. Sparks

Enclosures

ISHSPA

Illinois State High School Press Association
119 Gregory Hall, Urbana 61801
217-333-6208

April 16, 1984

Dear Carolyn Heard,

Sometimes I think our organization is not so successful. We do not have as many members (publications) as we did 15 years ago and I get relatively little feedback on how valuable our services are.

Our numbers have declined largely because Illinois, a long, narrow state, has press associations north, south, east and west at other universities. These organizations did not exist 15 years ago, but now they draw schools from 75 miles or so from their bases. We still get most of our members coming from the Chicago suburban schools, 130 miles away, and from cities like Decatur, Springfield, Bloomington and Peoria, 100 miles away or less.

I get out a newsletter four times a year. I try to make it educational and somewhat inspiring for young journalists. Each issue has a how-to feature and usually a personal feature on some journalist, under age 30, who has made good. Then I tell what they might need to know about workshops, legal cases, etc. and wind up with some news about awards, unusual layouts and outstanding stories that students produced.

We have an annual convention that now lasts one day. We draw 600-800 students and have about 28 different sessions for newspapers and yearbooks. We have advisers look over books and papers and give editors advice on how to improve. We do not have a formal grading service and we give no prizes. I believe prizes are unfair. A school with a good adviser and considerable money will walk off with the awards. Besides, they create animosity. A paper that gets a second place prize at Columbia will be upset if at least a similar award would be given here.

We have an advisers' lunch at the convention and one outstanding adviser gets a Gold Key.

Adviser turnover is great here, and it is getting hard to find a true veteran adviser to give the key to. The

advisers will catch our eyes after three or four years of service and then as we think they are Gold Key material, they move, sometimes out of scholastic journalism. I don't know what can be done about it.

I hope this helps.

Regards,

Gene Gilmore
director

SCSPA
South Carolina Scholastic Press Association
College of Journalism
University of South Carolina
Columbia, South Carolina 29208

April 25, 1984

Carolyn Heard
Staff Assistant
Mississippi Scholastic Press Association
University of Mississippi Department of Journalism
University, Miss. 38677

Dear Carolyn:

We are quite proud that our organization is considered strong and useful to journalism teachers and publication advisers in our state.

There are many reasons for this; in the first place, we have support from the Dean of our College of Journalism. He is active in our programs, attends our conferences and supports us financially. As a faculty member, I have a reduced class load in order to work primarily with the high school programs that we sponsor.

Secondly, our teachers and advisers are involved with the planning and implementation of these programs. The executive board meets twice a year to plan conventions and workshops, to set policy, and to revise publications for the organization.

As director, I act on their plans and become a liaison between SCSPA and the S.C. Department of Education since the Department does not have a journalism supervisor.

We have one-day conventions in Columbia which is centrally located. We also have regional workshops scattered around the state. These workshops are planned and conducted by our advisers. We also have extra small seminars here in Columbia two times a year. All these learning experiences culminate in a summer workshop held here on the Columbia campus.

Since my teaching load is low, I travel to most of these workshops to give information, to teach and to generally do public relations for the College and the University.

We also communicate with members and all schools in the state through a regular newsletter and through other publications.

This organization is 48 years old, well-established and holds a long tradition of service to schools in this state. Another thing we have going for us is that we are the only College of School of Journalism in the state. Other colleges offer courses and minors in journalism, but this is the only full program in the state. Journalism teachers and advisers, therefore, automatically look for us when they need help.

Finally, looking back at the directors of the organization, we find that many directors have themselves been high school journalism teachers and advisers. During their tenure, the organization has always seemed to flourish and grow.

I hope that some of this rambling will help you as you broaden your organization to serve the needs of the advisers in your state. My best wishes for success and if I can be of any further service, please ask me.

Sincerely,

Ann Herlong, Director

W. Page Pitt
School of Journalism
Marshall University
Huntington, West Virginia 25701
Phone: (304) 696-2360

May 7, 1984

Ms. Carolyn Heard
Staff Assistant
Mississippi Scholastic Press Association
MSPA Headquarters
Department of Journalism
University of Mississippi
University, Mississippi 38677

Dear Ms. Heard:

As I promised in my April 16 note, I am responding in some detail to your request for information on our high school press association.

To answer your questions specifically, I'll just take them as you asked them:

1. History. The United High School Press association was founded in the 1926-27 school year by W. Page Pitt, for whom the School of Journalism is now named. He wanted to get a journalism program started at Marshall, and he figured the best way to attract students was to organize a press association. His two-fold purpose was to help improve and stimulate journalism in the high schools of West Virginia and to attract students to Marshall. It was a marvelous idea then and it has been remarkably effective throughout the 57-year history of the UHSP.

2. Why so successful? I think the program is successful because it serves a very useful and helpful purpose. Throughout the school year, members of our faculty and staff are "on call" to go to individual schools, or to groups of schools meeting at one high school, and conduct workshops on a variety of topics related to newspapers, yearbooks, magazines and broadcast programs. At our annual spring convention (see enclosed printed program), we prepare written and oral critiques for individual school programs and provide a large variety of workshops and seminars. In addition we have officers and a business agenda for each of our four divisions: newspapers, yearbook, broadcasting,

and the West Virginia Journalism Teachers Association. These groups make suggestions for activities and projects for the next year. We also have an awards luncheon (extremely successful and highly competitive) with 15 categories of UHSP awards and four categories that we conduct for the West Virginia Press Women's Association. I have enclosed a sample certificate and all of the categories and judges are named in the program. Incidentally, we do not try to give each school an award. Only the top three in each category get certificates. That's a tough rule but the students and teachers know when they win, it really means something. We also do not judge the awards. That creates hard feelings. We farm out the materials to judges all over the country.

We also produce a UHSP Newsletter that is circulated to all schools four or five times a year, and we have materials available to help beginning teachers.

The main reason the program is successful, I believe, is that we involve the entire faculty and staff (and many college students) in its operation. And we work awfully hard at it. I have found over the years that the teacher-adviser is the key to all successful programs in the high school. All schools have good students; the teacher-adviser makes the difference. At Marshall, the UHSP is not the responsibility of a new faculty member or some graduate assistant who lacks the clout to turn it down. I hope this doesn't sound too self serving (because anyone dedicated to the project could do it as well), but our program works because Page Pitt gave 44 years of priority service to it and I have done likewise for the last 15 years. I have become a specialist in journalism education, having taught at the high school level three years, heading the journalism education sequence at Marshall 15 years, teaching our Supervising of School Publication class and serving on state certification, curriculum and accrediting teams. I also wrote my doctoral dissertation on journalism education in West Virginia High Schools (abstract and findings chapter enclosed).

3. Geographic distance? We're a small state and few schools have to travel more than four or five hours' driving distance to get to Marshall. We find that as long as the program is perceived as beneficial, teachers and students are willing to make the drive. The reputation of the convention and the dedication of many veteran teachers-advisers keep them coming. The newsletter helps bind the organization together. And the newsletter is nothing

special; just notes and announcements mailed to all newspaper, yearbook and broadcast advisers in West Virginia and Eastern Kentucky and Southeastern Ohio (Marshall is located on the Kentucky and Ohio borders so we recruit from those areas as well).

4. Adviser turnover. It's high everywhere. I write personal letters to new advisers and call upon some of the veteran high school teachers to get the new people involved. I've seen outstanding high school programs hit rock bottom when a superior teacher-adviser left. We lose some for several years until another dedicated teacher comes along. Again, the teacher-adviser makes all the difference! The publicity generated by our awards competition also helps get schools involved because the students are competitive with neighboring schools in athletics and other matters. You just have to stay after the schools.

A few final notes. The UHSP is an important part of the W. Page Pitt School of Journalism and receives strong and active support from the journalism faculty and staff and the university's administrative staff. It has a reputation among our powers that be as a top recruiter. We have no trouble getting our president, provost and appropriate deans to turn out in force at the awards dinner. We also charge no membership fees. Unless you are in great need of the money, membership fees turn people off. We also charge only \$7.50 per person for student and adviser delegates to our convention (overnight guests must pay for their own lodging in local motels convenient to the university). We receive \$500 a year from the University Foundation and raise the rest through advertising sales for our convention program. The fee we charge delegates pays for the dinner. The local newspaper also puts up half of the \$500 (we raise the rest) we award to the student selected the Most Promising Student Journalist.

I also make certain that things run smoothly. Meetings start and end on time; the dinner is served hot; nametags are prepared in advance; critiques must be written in addition to the oral presentation; workshops have written handouts. And no one is selected to do a critique or conduct a workshop unless he or she knows his subject and how it relates to high school publications. These delegates want specific help and they aren't interested in having their time wasted by some professor, senior student or professional journalist who is inadequately prepared or doesn't know much about student publications and broadcast programs.

I think any press association will be succesful if it is directed by a veteran faculty or staff member who knows high school journalism and is willing to put in the time and effort required. Any press association that does less will be proportionately less effective.

Hope the comments and the enclosures help. Please feel free to call on me again.

Sincerely,

George T. Arnold, Ph.D.
Professor and director
United High School Press Association

VHSL
Virginia High School League, Inc.
P.O. Box 3697
Charlottesville, Virginia 22903
804-924-7121

May 8, 1984

Ms. Carolyn Heard
MSPA Staff Assistant
Mississippi Scholastic Press Association
Department of Journalism
University of Mississippi
University, MS 38677

Dear Ms. Heard:

Thank you for our telephone conversation this afternoon. I hope this letter and the accompanying materials will answer most of your questions.

The VHSL is the governing organization for all extracurricular activities except for music in all of the public high schools in Virginia. In addition to coordinating the scholastic publications activities, we coordinate all athletic activities, both girls and boys, as well as all debate, drama, and forensic activities. Virginia does not have a scholastic journalism organization separate from the state athletic association as many states do.

In Virginia publications advisers are appointed by the respective school principals or are hired by the school boards. VHSL has no responsibility or authority relative to who advises what publication in the individual schools.

The League sponsors two publications workshops per year, one in the fall and one in the spring. The fall workshop is designed to meet the needs of this years' staffs and the spring workshop is designed to train the publications staffs for the following year. VHSL also provides evaluation services for yearbooks, newspapers, magazines and news-magazines and announces all results at the annual fall publications workshop. To avoid any hint of favoritism, all publications are evaluated by out-of-state high school advisers who are experts in their respective fields. As I

SCHOOL ACTIVITIES--The Other Half of Education

mentioned to you in our telephone conversation, Virginia has no regional or in-school workshops. Both the fall and spring workshops are staged at the University of Virginia in Charlottesville, which is very near the geographical center of the state. Advisers and staffs who attend the workshops provide their own transportation, almost always automobiles or school buses. Although I know of no research that has been compiled, I would guess that adviser turnover in Virginia is no higher or lower than in any other state. As I noted earlier, we have nothing to do with who advises a publication, but we do encourage all advisers to attend our workshops so that they can be properly trained. We particularly encourage new advisers to attend and we hold special information sessions for the new advisers on how VHSL can help them.

All public schools in Virginia belong to the High School League and each school pays annual membership dues of \$335 plus \$10 for each VHSL sponsored activity it provides. Because the fees for workshop attendance and the evaluation services are separate, the school does not have to pay a \$10 activity fee for each of its publications. By virtue of the school's belonging to the League, each publications adviser and staff may participate in VHSL activities. The workshop registration fee is \$9 per adviser and \$12 per delegate. Evaluation fees are \$12 for each newspaper, newsmagazine, magazine, and yearbook with less than 200 pages. The fee is \$14 for each yearbook with 200 or more pages.

The Preface in VHSL's HANDBOOK will provide you with a brief history of the League. Specifically, in reference to scholastic journalism in Virginia, perhaps the following will help you in your task.

The VHSL was founded in 1913 at the University of Virginia and during the next several years grew to include several scholastic and athletic activities. In 1926 the Southern Interscholastic Press Association was formed and located at Washington and Lee University in Lexington, Virginia. Beginning with that year, VHSL worked closely with SIPA in making sure that Virginia's scholastic journalism requirements were met. For the next 42 years VHSL financially subsidized SIPA to make sure that the spring convention was held and that Virginia's publications were judged. In 1969 SIPA moved to the University of Georgia in Athens, Georgia, subsequently moving to the University of South Carolina in Columbia, South Carolina. This move left Virginia without a functioning in-state scholastic journalism

program. Thus VHSL assumed full authority for conducting publications workshops and evaluating scholastic publications. The League formed a publications committee and the committee functioned as necessary for the next four years to provide the services Virginia needed. In July, 1973 VHSL hired its first full-time publications and information supervisor and that supervisor has handled the publications division of the League since that time. Since July 1, 1973 that has been my responsibility. I still use the services of a Scholastic Publications Advisory Committee to plan the annual workshops and I contract with advisers nation-wide to evaluate Virginia's publications. In reference to your question about how the publications division of the League became so successful, I can respond only that I have tried to find the best possible people in their respective fields and have used them extensively in their areas of specialty. Constant improvement, evaluation of on-going projects, and utilization of the best available talent are the concepts I would stress most.

Enclosed are several items that I hope will be useful to you. They are:

1. HANDBOOK - Contains VHSL Constitution and rules and regulations for all activities.
2. Directory - Contains pertinent information relative to each public high school in Virginia (note code on page 10)
3. The Leaguer - Published quarterly with information relative to all VHSL activities.
4. "League Notes" - Published monthly with information relative to all immediately up-coming activities.
5. One copy of each of our evaluative criteria booklets.

All of our publications are mailed to the individual principal of each school with a request that he distribute the materials to the appropriate personnel. This method keeps the principal aware of everything happening in his school and makes him responsible for distributing the information to his faculty.

Good luck with your attempt to improve your

association. I wish you success and remain ready to help in any way possible. Please inform me if I may be of further assistance.

Respectfully,

Michael W. Porter, Programs Supervisor
Publications and Information Services

MWP/sgd

Enclosure

Indiana High School Press Association

Franklin College

Franklin, Indiana 46131

Office of Executive Secretary

June 7

Dear Carolyn:

Pardon the long delay in answering your letter, but you well know I am sure how easy it is to let something get buried. Anyway, in answer to the questions you asked in your April 6 letter:

The IHSPA was founded more than 60 years at Franklin College by two FC students with help from the local newspaper editor, Eugene Pulliam (who later bought the Indianapolis News and Star and gave the IHSPA a block of stock for a permanent endowment), and a high school teacher from Indianapolis.

Our strength historically and at present comes from the advisers. While the college journalism program here is strong, it's small and hardly a significant competitor with Indiana U. and Ball State for large numbers of students. Nor can the college offer any financial assistance. If it weren't for the involvement of the state's advisers, we'd go belly up in a minute. So, how do we involve the advisers?

The directors are all advisers elected at an annual meeting. I serve on the board as executive secretary and chief financial officer. Depending on the level of activity of the officers, I may have a strong or weak voice in board policy. In general, I try to stay quiet. Officers' duties are fairly clearly defined but decisions are debated and decided on by the board as a whole. In case of our annual convention, though, almost all decisions are made by the adviser planning the convention. I arrange rooms, meals, printing, etc. in conjunction with the planner.

I would have to say our strongest point is the endowment, which provides us about \$10,000 a year in support. Membership dues and other fees account for about \$2,000 a year. Most of the endowment money goes for convention costs, and most of the other for travel for board members, postage,

"Better Journalism"

and things like that. We publish a newsletter about five times a year. I have enclosed the most recent and added MSPA to our mailing list. Please add me to yours.

Our most popular service beyond the convention, is our annual directory of members. It comes out each December.

We do lots of other things, but I really am not thinking logically this morning. If you have further specific questions, please feel free to write or call. (My card is enclosed.) If you'd like me to come down and visit for a day or so, we might be able to work something out.

Indiana is neither the oldest nor the strongest association. But I honestly think we're one of the most successful independent associations in the country. Tradition has a lot to do with that along with the fact Indiana for many years was THE center for high quality high school publications. (Missouri-Iowa has replaced us but we're making a comeback.)

Let me know if I may be of further help (and excuse my lousy typing).

Sincerely,

Richard C. Gotshall
Executive Secretary

NEBRASKA HIGH SCHOOL PRESS ASSOCIATION
EXECUTIVE OFFICES:
SCHOOL OF JOURNALISM
206 Avery
University of Nebraska
Lincoln, NE 68588
402-472-3042

June 26, 1984

Ms. Carolyn Heard
Staff Assistant
Mississippi Scholastic Press Association
Department of Journalism
University of Mississippi
University, MS 38677

Dear Ms. Heard,

Please excuse me for taking so long to respond to your kind letter, but it caught me just at the time our High School Press Association was meeting and our semester was winding up. Now that I've gotten my classes going for the summer, I'll try to make amends.

You wanted to know what makes our organization successful. The answer is simple: an active group of members who are concerned about improving journalism standards in high school.

At present, I am the faculty liaison and am responsible for coordinating activities between the members and the School of Journalism. The School provides secretarial and mailing assistance to the Association in return for a small payment, which helps pay some of the secretarial costs and all the actual mailing costs. We have an excellent staff secretary who relieves me of a great deal of the work, such as scheduling students into workshops, preparing all the mailings for the spring and fall events, and attending both events to make sure her planning is carried out. The staff secretary and I are both present at all Board meetings and planning sessions.

The Board of Directors is elected by the members during the annual fall convention. Most of those elected move up through the ranks to become president of the Association. This gives them a chance to become well acquainted with the workings of the Association and to become effective leaders.

The activities consist of a fall convention, a spring contest, critique service for yearbook and newspaper, summer workshop and a lending library, plus periodic publications for the members.

The fall convention draws about 800 students and 125 teachers, professionals, student teachers and staff. During the convention, there are some 25 to 30 individual presentations, including day-long sessions for yearbook, newspaper and photography. The convention is held on a Monday to allow the distant schools (some travel more than 500 miles one way) to attend without having to miss more than one day of classes. During the convention there are sessions for new advisers, yearbook displays to show students new trends, a banquet for advisers and a lunch for students.

The spring contest brings together the very best students in an effort to reward outstanding abilities. A preliminary contest open to all member schools selects the 10 best in each of a dozen categories. Those students are invited to the final competition which is held on a Saturday in April. The contest is held in the morning and the winners are announced at a noon banquet for the students and their advisers. Judges consist of members of the School of Journalism faculty and outside professionals.

Needless to say, the convention and spring contest allow the School to do selective recruiting, but that is not our primary objective.

A couple of years ago, we held our 50th convention, complete with elaborate noon banquet, recognition of former officers, particularly those from the early years of the organization, media coverage, etc. It was quite successful. Nearly 1,000 people (students, advisers and guests) attended the conference.

One of the highlights of the yearly conference is the honoring of the adviser of the year. That person receives a plaque and appropriate publicity. A press release is prepared for the fall and spring meetings and is sent out to the wire services and individual newspapers by the University's Information Office.

Geography is a factor in our Association. Members from the outer reaches of the State often travel more than 500 miles one way to attend meetings. With the days of cheap fuel long since past, some school districts have put a restriction on travel. (I'm sure you've noticed that those

restrictions rarely pertain to athletics.) In the past five years, we have seen a slow, but steady decline in the numbers attending the conferences. The numbers for this summer's publication workshop are considerably down, but this seems to be the case with all the other states, which have been contacted. Many of the students either do not have enough money to attend or are forced to work. In any case, I believe the numbers will stabilize at about the present level for conferences and workshops.

We do pay mileage for those officers who travel to our monthly Board meetings. Meetings are held on Saturday morning in the School of Journalism. Coffee and donuts are funded by dues payments of the members. Weather has caused some problems, particularly during late fall through early spring. Nebraska often has blizzards, rain and fog that seem to appear only on Saturdays. Most of the directors do make the meetings, however.

Schools who elect to join the Nebraska High School Press Association must be members of the Nebraska School Activities Association, the overall organization which controls athletic, drama, music and journalism events. The school's dues help provide for some mailing, awards and technical services through NSAA. Most of the time our association with NSAA is positive, but they have become increasingly concerned with money and have given us some problems from time to time with paying for some speakers. They do pay for two out-of-state speakers for the fall workshop.

Adviser turnover is not very high in Nebraska. The Association has worked quite hard to establish a competent journalism education program and most schools have adopted our guidelines. One problem that has cropped up in the last 5 years is the concept of the Language Arts program through Teachers College. Rather than requiring students to get two teaching endorsements, as in previous years (generally journalism and English), Teachers College began a program which they felt would help the smaller schools. It required those students who elected to enter that program to take 27 hours of English, 9 hours of journalism and 12 hours of speech.

The end result was that many of the students who got into that program did not realize until their senior year that the program was quite weak. Another byproduct was that fewer students entered into the two-endorsement program, thereby reducing the number of well-trained students available for public school vacancies. Most of the cooperating

teachers in the major cities are therefore refusing to take Language Arts students for student teaching programs. The Nebraska High School Press has taken a very strong stand against the Language Arts option, but still the number of students in that area seems to grow. Based on my conversations, few students realize until too late just how weak the Language Arts option is, that most of them have no intention of going into a small school system, that some of them are weak students looking for an easy way out.

I hope this will help you out. Please let me know if you need additional information.

Sincerely,

George Tuck
Professor
Executive Secretary

GT/ghj

Enclosures

P.S. I do the NHSPA work in addition to a full teaching load and extensive School and University committee assignments.

APPENDIX K

SILVER EM AND GOLD EM

SILVER EM AWARD WINNERS

1958	George W. Healy, Jr.	New Orleans, LA
1959	Turner Catledge	New Orleans, LA
1960	Kenneth Toler	Jackson, MS
1961	J. Oliver Emmerich	McComb, MS
1962	---	---
1963	George McLean	Tupelo, MS
1964	William B. Street	Memphis, TN
1965	Purser Hewitt	Fort Myers, FLA
1966	Hal C. DeCell	Rolling Fork, MS
1967	Paul Pittman	Tylertown, MS
1968	Hodding Carter III	Greenville, MS
1969	Willie Morris	Wainscott, NY
1970	T. M. Hederman, Jr.	Jackson, MS
1971	Joseph F. Ellis	Clarksdale, MS
1972	Wilson F. Minor	Jackson, MS
1973	Mark Ethridge	Moncure, NC
1974	John Herbers	Washington, D.C.
1975	H. L. Stevenson	New York, NY
1976	William Rasberry	Washington, D.C.
1977	Joe Allbritton	Washington, D.C.
1978	James A. Autry	Better Homes & Gardens
1979	Jack Nelson	Washington, D.C.
1980	Mary Lynn Kotz	Chevy Chase, MD
1981	Curtis Wilkie	Washington, D.C.
1982	Harold Burson	New York, NY
1983	John Emmerich	Greenwood, MS
1984		

GOLD EM AWARD WINNERS

1972	Dr. Samuel S. Talbert
1983	S. Gale Denley
1984	Dr. Gerald Forbes

APPENDIX L

NATIONAL AND REGIONAL PRESS ASSOCIATIONS

NATIONAL AND REGIONAL HIGH SCHOOL
PRESS ASSOCIATIONS

California

Western Ass'n of Scholastic School Publications
P. O. Box 2247
Westminster, CA 92683
or
4542 Florin Road West
Sacramento, CA 95823

Iowa

Quill and Scroll
School of Journalism
University of Iowa
Iowa City, IA 52240

Minnesota

National Scholastic Press Ass'n
University of Minnesota
720 Washington Avenue, SE
Suite 205
Minneapolis, MN 55141

New York

Columbia Scholastic Press Ass'n
Box 11, Central Mail Room
Columbia University
New York, NY 10027

Oklahoma

Future Journalists of America
The University of Oklahoma
860 Van Fleet Oval
Room 101
Norman, OK 73069

South Carolina

Southern Interscholastic Press Ass'n
College of Journalism
University of South Carolina
Columbia, SC 29208

Wisconsin

Journalism Education Ass'n
912 Market Street
LaCrosse, WI 54601

STATE HIGH SCHOOL PRESS ASSOCIATIONS

Alabama

Coordinator-Secretary
Alabama High School Press Ass'n
Box 2987
University, AL 35486

Alaska

Executive Director
Alaska High School Press Ass'n
Dept. of Journalism
University of Alaska
Fairbanks, AK 99701

Arizona

Arizona Interscholastic Press Ass'n
Central Arizona College
Signal Peak Campus
Coolidge, AZ 85228

Arkansas

Arkansas High School Press Ass'n
William Downs
132 Evonshire
Arkadelphia, AR 71923

Director
Ark-homa Regional Scholastic Press Ass'n
John Cutsinger
Van Buren High School
Van Buren, AR 72956

California

Director
California Interscholastic Press Ass'n
Pepperdine College
1131 West 79th Street
Los Angeles, CA 90044

Director
Central Valley Scholastic Journalism Ass'n
Sacramento State College
6000 Jay Street
Sacramento, CA 95819

Director
Greater Los Angeles High School JEA
Loche High School
325 East 111th Street
Los Angeles, CA 90061

Director
High School Publications Ass'n of San Jose
1605 Park Avenue
San Jose, CA 95126

Director
Inland Journalism Education Ass'n
172 West Third Street
San Bernardino, CA 92403

Director
Interscholastic Press Ass'n
1111 South Broadway Avenue
Los Angeles, CA 90015

Director
San Joaquin Valley Scholastic Press Ass'n
Dept. of Journalism
Fresno State College
Fresno, CA 93727

Director
Southern California Journalism Education Ass'n
Azusa High School
240 North Cerritos Avenue
Azusa, CA 91702

Colorado

Director
Colorado Council of High School Journalism Directors
University of Colorado
Boulder, CO 80302

Director
Colorado High School Press Ass'n
P. O. Box 593
Estes Park, CO 80517

Florida

Director
Florida Scholastic Press Ass'n
College of Journalism
University of Florida
Gainesville, FL 32601

Director
Southeastern Scholastic Press Ass'n
Florida A&M University
Tallahassee, FL 32301

Georgia

Director
Atlanta Scholastic Press Ass'n
c/o Atlanta Board of Education
City Hall
Atlanta, GA 30300

Director
Georgia Ass'n of Journalism Directors
School of Journalism
University of Georgia
Athens, GA 30602

Georgia Scholastic Press Ass'n
Henry W. Grady
School of Journalism
University of Georgia
Athens, GA 30602

Director
Southern Regional Press Institute
Savannah State College
Savannah, GA 31404

Idaho

Director
Idaho Interscholastic Press Ass'n
University of Idaho
Moscow, ID 83843

Illinois

Director
Eastern Illinois Press Ass'n
Journalism Dept.
Eastern Illinois University
Charleston, IL 61920

Director
Illinois State High School Press Ass'n
119 Gregory Hall
Urbana, IL 61801

Director
Northern Illinois School Press Ass'n
Northern Illinois University
DeKalb, IL 60115

Director
Southern Illinois School Press Ass'n
Dept. of Journalism
Southern Illinois University
Carbondale, IL 62901

Indiana

Director
High School Journalism Institute
School of Journalism
Indiana University
Bloomington, IN 47405

Chairman
Indiana High School Press Ass'n
Franklin College
Dept. of Journalism
Franklin, IN 46131

Iowa

Director
Iowa High School Press Ass'n
School of Journalism
University of Iowa
Iowa City, IA 52242

Kansas

Executive Secretary
Kansas High School Press Ass'n
Box 495
Topeka, KS 66601

Director
Kansas State High School Activities Ass'n
520 West 27th Street
Topeka, KS 66611

Kentucky

Director
Kentucky High School Press Ass'n
University of Kentucky
116 Journalism Bldg.
Lexington, KY 40506

Louisiana

Director
Louisiana Scholastic Press Ass'n
Louisiana State University
University Station
Baton Rouge, LA 70803

Maine

Director
Maine Press Ass'n
101 Lord Hall
University of Maine
Orono, ME 04473

Maryland

Maryland Scholastic Press Ass'n
College of Journalism
University of Maryland
College Park, MD 20742

Massachusetts

Director
New England Scholastic Press Ass'n
School of Journalism
Boston University
Boston, MA 02215

Director
Pioneer Valley Press Ass'n
260 Surrey Road
Springfield, MA 01118

Director
Western Massachusetts League of School Publications
University of Massachusetts
Amherst, MA 01002

Director
Scholastic Press Forum
American International College
Springfield, MA 01109

Michigan

Director
Detroit Student Press Ass'n
University of Detroit
4001 West McNichols
Detroit, MI 48221

Director
Michigan Interscholastic Press Ass'n
Central Michigan University
Dept. of Journalism
Mt. Pleasant, MI 48859

Minnesota

Director
Minnesota High School Press Ass'n
110 Murphy Hall
University of Minnesota
Minneapolis, MN 55455

Mississippi

Director
Mississippi Scholastic Press Ass'n
Journalism Dept., Box 187
University of Mississippi
University, MS 38677

Missouri

Director
Central Missouri JEA
State University of Missouri
Warrensburg, MO 64093

Director
Missouri Interscholastic Press Ass'n
305 Watson Place
University of Missouri
Columbia, MO 65201

Director
Northeast Missouri JEA
University of Missouri
Warrensburg, MO 64093

Director
Southwest Missouri JEA
University of Missouri
Warrensburg, MO 64093

Montana

Director Montana Interscholastic Editorial Ass'n
School of Journalism
University of Montana
Missoula, MT 59812

Nebraska

Director
Nebraska High School Press Ass'n
School of Journalism
University of Nebraska
Lincoln, NE 68508

New Jersey

Director
New Jersey Scholastic Press Ass'n
Journalism Resources Institute
Rutgers University
New Brunswick, NJ 08903

New Mexico

Director
New Mexico State High School Press Ass'n
New Mexico Highlands University
Las Vegas, NM 87701

Director
Scholastic Press Ass'n
Journalism and Mass Communications
New Mexico State University
Las Cruces, NM 88001

New York

Director
American Scholastic Press Ass'n
Box 563
Wheatley Heights
New York, NY 11798

Director
Central New York State School Press Ass'n
Utica College
Utica, NY 13502

Director
Empire State School Press Ass'n
Newhouse School of Public Communications
Syracuse University
Syracuse, NY 13210

Director
New York City High School Press Council
Board of Education
Room 820A
110 Livingston Street
Brooklyn, NY 11200

Director
St. Bonaventure High School Press Ass'n
St. Bonaventure University
St. Bonaventure, NY 11478

North Carolina

Director
North Carolina Scholastic Press Ass'n
102 Howall Hall
Chapel Hill, NC 27514

North Dakota

Director
Northern Interscholastic Press Ass'n
Box 8118
University of North Dakota
Grand Forks, ND 58202

Ohio

Director
Akron Area Journalism Ass'n
Elle High School
309 Woolf Avenue
Akron, OH 44312

Director
High School Press Club of Central Ohio
Rte 1
Worthington Road
Alexandria, OH 43001

Director
Journalism Ass'n of Ohio Schools
School of Journalism
Ohio State University
242 West 18th Avenue
Columbus, OH 43210

Director
Northern Ohio Press Ass'n
School of Journalism
Kent State University
Kent, OH 44240

Director
Great Lakes Interscholastic Press Ass'n
School of Journalism
Bowling Green State University
Bowling Green, OH 32402

Oklahoma

Dr. J. F. Paschal
Oklahoma Interscholastic Press Ass'n
860 Van Fleet Oval, Room 101
University of Oklahoma
Norman, OK 73069

Oregon

Director
Oregon Scholastic Press Ass'n
School of Journalism
University of Oregon
Eugene, OR 97403

Pennsylvania

PSPA
c/o Lebanon County Workshop
Metro Drive and Birch May
Lebanon, PA 17042

Director
Pennsylvania Scholastic Press Ass'n
Reading Senior High School
13th and Douglass Streets
Reading, PA 19604

Director
Villanova Scholastic Press Ass'n
Villanova University
Villanova, PA 19085

Director
Western Pennsylvania Scholastic Press Ass'n
Avalon High School
721 California Avenue
Pittsburgh, PA 15202

Director
Western Pennsylvania School Press Ass'n
West Mifflin High School
West Mifflin, PA 15122

South Carolina

Director
South Carolina Scholastic Press Ass'n
School of Journalism
University of South Carolina
Columbia, SC 29208

Director
Southern Interscholastic Press Ass'n
School of Journalism
University of South Carolina
Columbia, SC 29208

South Dakota

Director
South Dakota High School Press Ass'n
Dept. of Journalism
South Dakota State University
Brookings, SD 57006

Tennessee

Director
Tennessee High School Press Ass'n
School of Journalism
University of Tennessee
Knoxville, TN 37916

Texas

Director
Central Texas High School Press Ass'n
Baylor University
Waco, TX 76703

Director
Interscholastic League Press Ass'n
Box 828, University Station
Austin, TX 78712

Director
Panhandle High School Press Ass'n
Journalism Dept.
West Texas State University
Canyon, TX 79015

Adviser
Scholastic Press Ass'n
c/o Journalism Department
Texas Tech University
Lubbock, TX 79409

Director
Southwest Scholastic Press Ass'n
University of Texas
El Paso, TX 79968

Director
Texas Association of Journalism Directors
P. O. Box 9195
Austin, TX 78766

Director
Texas High School Press Ass'n
Texas Women's College
Box 2866, TWU Station
Denton, TX 76204

Adviser
Texas Interscholastic Press Ass'n
University of Texas
El Paso, TX 79968

Utah

Director
Utah High School Scholastic Press Ass'n
Brigham Young University
Provo, UT 84601

Director
Utah Journalism Education Ass'n
Journalism Dept.
University of Utah
Salt Lake City, UT 84112

Vermont

Director
Scholastic Press Ass'n
University of Vermont
Journalism Dept.
Burlington, VT 05401

Virginia

Director
Virginia High School League
Box 3697, University Station
Charlottesville, VA 22903

Washington

Director
Washington Ass'n of Journalism Directors
Box 247, 507 Third Avenue
Seattle, WA 98101

Director
Washington Journalism Education Ass'n
14243 156th Avenue, SE
Renton, WA 98056

West Virginia

Director
 United High School Press Ass'n
 W. Page Pitt School of Journalism
 Marshall University
 Huntington, WV 25701

Director
 West Virginia High School Journalism Teachers Ass'n
 School of Journalism
 West Virginia University
 Morgantown, WV 26506

Wisconsin

Director
 Catholic School Press Ass'n
 1135 West Kilbourn Avenue
 Milwaukee, WI 53233

Director
 Kettle Moraine Press Ass'n
 University of Wisconsin
 Whitewater, WI 53190

Director
 Northeastern Wisconsin Scholastic Press Ass'n
 University of Wisconsin
 Oshkosh, WI 54901

Director
 Wisconsin Chippewa Valley School Press Ass'n
 Journalism Dept.
 Wisconsin State University
 Eau Claire, WI 54701

Director
 Wisconsin Journalism Teacher Adviser Council
 Department of Journalism
 University Extension
 University of Wisconsin
 Madison, WI 53706

Director
 Wisconsin Scholastic Press Ass'n
 c/o Editor Post
 University of Wisconsin
 Milwaukee, WI 53201

Wyoming

Director
Wyoming High School Press Ass'n
Natrona County High School
Casper, WY 82601

COLLEGE PRESS ASSOCIATIONS

California

San Jose City College Scholastic Press Ass'n
San Jose City College
2100 Moorpart Avenue
San Jose, CA 95104

Connecticut

Adviser
College Press Ass'n of Connecticut
University of Bridgeport
Bridgeport, CI 06600

Florida

R. Licudine, Executive Secretary
Florida Jr. College Press Ass'n
Palm Beach Jr. College
Lake Worth, FL 33460

Georgia

Georgia College Press Ass'n
c/o Georgia Press Ass'n
Spring Street
Atlanta, GA 30309

Iowa

B. DeHoff, Adviser
Iowa State College Press Ass'n
Iowa State College
Cedar Falls, IA 50613

Illinois

Dr. G. Czerak, Acting Secretary
Community College Press Ass'n
St. Procopius College
Lisle, IL 47306

Indiana

Dr. E. L. Conn, Advisor
Indiana College Press Ass'n
Ball State University
Muncie, IN 47306

Louisiana

Adviser
Southeast Louisiana College Press Ass'n
College Station
Hammond, LA 70401

Massachusetts

Director
New England College Press Ass'n
Merrimack College
North Andover, MA 01810

Michigan

John McNamara, Adviser
Michigan College Press Ass'n
Ferris State University
Big Rapids, MI 48307

Missouri

D. R. Spencer, Adviser
Missouri College Press Ass'n
Journalism Bldg.
University of Missouri
Columbia, MO 65201

North Dakota

Adviser
North Dakota State College Press Ass'n
c/o Editor-Spectrum
North Dakota State University
Fargo, ND 58102

Adviser
North Dakota College Press Ass'n
University of North Dakota
Grand Forks, ND 58201

New Jersey

Director
New Jersey College Press Ass'n
Newark College of Engineering
Newark, NJ 07100

New York

Director
New York College Press Ass'n
St. Bonaventure University
St. Bonaventure, NY 14778

Ohio

T. N. Norris, Adviser
Ohio College Press Ass'n
Wittenburg College
Springfield, OH 45504

Oklahoma

H. Heath
Oklahoma College Press Ass'n
School of Journalism
Oklahoma State University
Stillwater, OK 74074

Pennsylvania

J. Harwick, Executive Director
Pittsburgh College Press Ass'n
Point Park College
Pittsburgh, PA 15222

South Carolina

R. H. Montgomery, Adviser
South Carolina College Press Ass'n
University of South Carolina
Columbia, SC 29208

Tennessee

Adviser
Tennessee College Press Ass'n
c/o Sidelines
Mid-Tennessee State University
Box 4
Murfreesboro, TN 37130

Nancy Nipper, Coordinator
Tennessee College Press Ass'n
University of Tennessee
Knoxville, TN 37916

Utah

Director
Utah State University Press Ass'n
Journalism Dept.
Utah State University
Logan, UT 84321

APPENDIX M

SERVICES FOR HIGH SCHOOL PUBLICATIONS

SERVICES FOR HIGH SCHOOL PUBLICATIONS

Below is a list of organizations that provide a variety of services to high school publications.

The Columbia Scholastic Press Advisers Association (CSPAA) is based at Columbia University in New York and operates in conjunction with the Columbia Scholastic Press Association (CSPA), the membership organization for student publications.

CSPAA provides its members with two regular publications--The C.S.P.A.A. Bulletin, the official magazine which is published four times a year, and C.S.P.-Double-A-Aids, the regular newsletter. The Bulletin's content includes articles on all phases of publications supervision, news of the Association, and book reviews of current offerings of journalism-related materials. The newsletter primarily provides hints on paper production and reports news of various journalism organizations.

In addition, CSPAA publishes journalism materials and it can help regional workshops line up speakers. CSPA offers a rating service for member publications--newspapers, news magazines and yearbooks. Publications are evaluated on the basis of article content, photography and layout.

For further information, write Columbia Scholastic Press Advisers Association, Box 11, Central Mail Room, Columbia University, New York, NY 10027.

The Freedom of Information Center is an independent, non-profit organization offering a variety of information on issues of concern to the press adviser. The Center has a comprehensive file of materials on the high school press situation, including newspaper clippings on student and adviser legal cases. The material is available for a small reproduction charge. The Center also publishes several special reports annually.

For further information, write Freedom of Information Center, School of Journalism, Box 858, University of Missouri, Columbia, Missouri 65201.

The Journalism Education Association (JEA), an offshoot of the National Education Association (NEA), was set

up to aid journalism advisers. Included with the JEA annual membership fee are two publications--the professional magazine Communication: Journalism Education Today and the newsletter JEA Newswire. Both provide information of JEA activities and news in the area of scholastic journalism. Communication: Journalism Education Today contains articles on a variety of topics from improving newspaper design to establishing a publication budget.

A unique service that JEA provides for its members is a "Hotline" phone and postcard service, which offers specific advice and aid to advisers with questions or problems. JEA also offers an optional publications program. This program includes periodic mailings of journalism-related materials (such as various aspects of the high school press) and also enables members to purchase journalism materials at a reduced rate.

JEA established a "Press Freedom Fund" in 1973 to educate the judiciary and the public of the need for scholastic freedom as well as professional standards. The fund can also provide limited financial aid for press advisers' legal actions.

For further information, write Journalism Education Association, St. Rose Convent, 912 Market Street, LaCrosse, Wisconsin, 54601.

The National Scholastic Press Association (NSPA) functions primarily as a rating service for publications and as a clearinghouse for journalism materials. NSPA offers a number of scholarships for high school journalists and publishes a magazine, Scholastic Editor: Graphics/Communications, for its members. In conjunction with the Associated Collegiate Press, NSPA offers a series of pamphlets, filmstrips and books, covering photography, writing and layout.

For further information, write National Scholastic Press Association, 720 Washington Ave. S.W., University of Minnesota, Minneapolis, MN 55455.

The National School/Yearbook Newspaper Association is concerned with evaluating yearbooks and newspapers. The brochure that accompanies the newspaper rating forms gives a concise discussion of newspaper standards, which would be of special help to the beginning adviser. In a few pages,

the brochure discusses and suggests remedies for some of the common pitfalls of high school newspapers, such as gossip columns. The Association's monthly magazine, Photolith: The Journal for Scholastic Media, contains articles that deal mainly with yearbooks. However, some of the articles deal with photography, advertising and general layout that would be helpful to newspaper advisers and staff members.

For further information, write National School Yearbook/Newspaper Association, P. O. Box 4080, Texas Tech University, Lubbock, Texas 79409.

The Newspaper Fund. One of its main goals is to improve newspaper advisers' knowledge of journalism. A large portion of the more than \$3,600,000 that the Newspaper Fund has given as grants since 1958 has been in the area of adviser education. Selected advisers receive grants that can be used to attend their local colleges either for summer school or for night classes.

Annually, the Fund recognizes about 25 journalism teachers/advisers.

The Fund prints a monthly Newsletter, which reports on areas of concern to the scholastic press. The publication provides a variety of articles, including a monthly poll of adviser views on a specific topic. The Newsletter also contains a special insert, "These Struck Our Fancy," that consists of articles from high school newspapers.

For further information, write The Newspaper Fund, P. O. Box 300, Princeton, New Jersey 08540.

Quill and Scroll International Honorary Society for High School Journalists, provides several aids for advisers. First, as an honorary for high school journalists, it provides recognition for students' accomplishments and adds an element of professionalism to the publications staff. Quill and Scroll also provides a news media evaluation service. This service varies from some other evaluation services in that the newspaper staff is provided with a score book and must rate the publication first before sending the publication and the marked score book to Quill and Scroll for professional rating.

By evaluating their own paper, the staff can realize

first hand some of their shortcomings and trouble spots and begin making immediate improvements, instead of having to wait for several months for the judging results and comments to return. Quill and Scroll also provides grants for research to those writing on topics relating to high school journalism--often press advisers doing research for graduate work. Highlights of these studies are published in the organization's professional magazine Quill and Scroll.

For further information, write Quill and Scroll, School of Journalism, University of Iowa, Iowa City, IA 52242.

The Secondary Education Division of the Association for Education in Journalism (AEJ) is made up of high school and college journalism teachers and press advisers. The division sponsors a mid-winter meeting at which papers covering journalism topics related to secondary schools are presented. AEJ produces several publications that contain articles that would be of interest to the high school press adviser--Journalism Quarterly, Journalism Educator, and Journalism Monographs.

For further information, write The Secondary Education Division of the Association for Education in Journalism, c/o Dr. John Butler, School of Journalism, Louisiana State University, Baton Rouge, Louisiana.

The Society for Professional Journalists, Sigma Delta Chi, offers aid to high school advisers, although it is primarily concerned with the press at professional and college levels. The organization publishes The Quill, a monthly magazine for journalists, which contains articles of interest to both publication advisers and their student staff members. The organization also produces career information and films for high school audiences, concerning careers in the media.

Annually, Sigma Delta Chi mails out about 52,000 pieces of career information to high school and teachers. Many of the organization's 250 local chapters are involved with high schools in their areas, providing scholarships to student journalists and assisting with school career day programs.

For further information, write Society of Professional Journalists, Sigma Delta Chi, 35 East Wacker Drive, Chicago, IL 60601.

The Student Press Law Center serves as a source of information concerning the high school press. Founded as a result of the report of the Commission of Inquiry into High School Journalism (funded by the Robert Kennedy Foundation), the Center is concerned with protecting the rights of student journalists. The Center can provide information to advisers and students about legal guidelines concerning student rights in terms of student publications. The Center has provided lawyers for students involved in court action defending their First Amendment rights. Established to aid the student journalist, the Center can provide little information concerning adviser rights.

For further information, write Student Press Law Center, Room 1112, Washington, D.C., 20006.

Women in Communications, Inc., a national organization for professionals in communications, also provides aid to the high school adviser. One of the ultimate goals of the organization is to see that all persons teaching secondary school journalism or serving as advisers to high school publications have adequate preparation. Toward that goal, the organization has developed Assignment Journalism, a handbook for journalism advisers which covers various aspects of publication advising from student press rights to developing a workable relationship with the school administration.

For further information, write Women in Communications, Inc., National Headquarters, 8305-A Shoal Creek Blvd., Austin, Texas 78758.

Compiled from Julie Dodd, "Be Aware of and Use the Services of the Professional, Scholastic Press Associations," Quill and Scroll, October-November, 1977, pp. 7-9.

APPENDIX N

SAMUEL S. TALBERT'S PUBLICATIONS

PUBLICATIONS BY SAMUEL S. TALBERT, PH.D.
 CHAIRMAN, DEPARTMENT OF JOURNALISM
 UNIVERSITY OF MISSISSIPPI

- "Promotion of Classified Advertising." Booklet, published by University of Florida, 1948.
- "Classified Advertising in the Weekly Newspaper." Dept. of Journalism, University of Mississippi, 1948.
- "Status of Nursing in Mississippi." Booklet, published by the University of Mississippi, 1952.
- "The Newspaper in the One-Daily City as a Carrier of Community Opinion," 1952. Dissertation, published by Microfilms, Inc.
- "Public Is Laggard in Expressing Opinion." Editor & Publisher, January, 1953.
- "How Open a Forum Does the Monopoly Paper Offer?" Quill, May, 1953.
- "Photography Aids Local Advertising." Publishers Auxiliary October 31, 1953.
- Series of thirty articles on newspaper advertising promotion methods. Publishers Auxiliary, 1954-55.
- "The University of Mississippi Is Geared for Enriching Industry," (Editor). Published by the University of Mississippi, 1955.
- How to Sell Mousetraps, Academy Press, 1956. (Booklet, 60,000 copies sold)
- Come Vender Raitdiras, O Globo, Brazil, 1956 (Booklet).
- "Use of the Newspaper Forum in Presidential Campaigns." Editor & Publisher, August, 1956.
- "A Case for Education in Advertising." Linage, Spring 1958.
- "Advertising in the Journalism Program." Journalism Educator, vol. 14 No. 2, April, 1959.
- Numerous articles in The Bulletin of the Mississippi Scholastic Press Association.

"Case Studies of Local Advertising." Academy Press, 1959.

"Political Slanting in Headlines." Quill, Vol. XLVIII, No. 8, August, 1960.

"Schools of Journalism and the Hometown Newspaper." Vol. XL, No. 9, Sept. 1960, The National Publisher.

"Spreading the Journalism Curriculum." Journalism Educator, Vol. XV, No. 3, Spring, 1960.

Several articles in the Bulletin, Mississippi Scholastic Press Association, 1960.

"Advertising Management." Journalism Educator, Vol. XV, No. 4, Fall, 1960.

"Layouts Sell Space." Journalist, Vol. XVI, No. 1, Fall, 1962.

"Good Newspapers Change." Journalist, Vol. XVII, No. 2, Spring, 1963.

"Original Cartoons Brighten Paper." Journalist, Spring, 1964.

"A Basic Threat to Freedom." Quill, Vol. 51, No. 8, Aug., 1963.

"The Peaks of Afghanistan." Quill, Vol. 51, No. 11.

1957-1964. 360 articles on retail marketing each of which was published in more than 300 newspapers in this country and in Canada. These articles have been distributed to newspapers throughout Mississippi without charge.

Plays:

"Enough Said." 3-Act play, published and produced by U.S. Navy, 1943.

"Young Ben." A play, published by the Dept. of Speech, University of Mississippi, 1956.

"The Beggarweed." A play, published by the Dept. of Speech, University of Mississippi.

"The Amateur." A play, published by Academy Press, 1963.

Numerous general feature articles and 6 short stories published in national or regional publications.

BIOGRAPHICAL SKETCH OF THE AUTHOR

Carolyn Heard McMillin was born July 15, 1960. She is the daughter of Mr. and Mrs. William Lee Heard, Jr., of Baton Rouge, Louisiana. Carolyn graduated from Tara High School in 1978; she then attended the University of Mississippi and received her B.B.A. in 1982.

While a student at Ole Miss, Carolyn was a member of many organizations including Mortar Board, Rebel Recruiters, and Delta Delta Delta social sorority. She served as an A.S.B. Senator and was a member of the Ole Miss Rebelette dance team. Her hobbies include scuba diving, aerobics and needlepoint.

She is married to David Lee McMillin and is working with the Senior Bowl.