HIGH SCHOOL ELECTRONIC JOURNALISM SURVEY

Radio and Television News Directors Foundation
High School Journalism Project
Supported by the John S. and James L. Knight Foundation
High School Electronic Journalism Survey

High School Journalism Project

Supported by
The John S. and James L. Knight Foundation

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Foreword

When we first began work on this survey during the summer of 2001, we saw it primarily as an internal planning document. It was designed to familiarize us—the Radio and Television News Directors Foundation—with the scholastic journalism community as we launched our high school journalism project. We wanted to learn about the state of television, radio and online journalism in America’s high schools. What areas were strong? What areas needed help?

Because the electronic journalism field has traditionally received less attention than its print journalism counterpart, we quickly realized that the results of our survey could have broad interest and decided to publish them in this report, High School Electronic Journalism Survey. If you are an educator, we hope this publication gives you a sense of the high school journalism field and illustrates how your program compares with others. If you are a newsroom professional, we hope this survey guides you in partnering with high schools in your community.

The survey represents one of the many initiatives of RTNDF’s High School Journalism Project. The project’s goals are to identify, inspire, train and challenge the next generation of electronic journalists and First Amendment advocates. RTNDF provides training programs, seminars, scholarship support and research in areas of critical concern to electronic news professionals and their audience. As the educational arm of the Radio-Television News Directors Association, RTNDF offers professional development opportunities for working and aspiring journalists and journalism educators. Our work is supported by contributions from foundations, corporations, members of RTNDA and other individuals.

We would like to thank the John S. and James L. Knight Foundation for its support of the High School Journalism Project. Special thanks go to Dr. Jack Dvorak and his staff at Indiana University for conducting the survey and drafting this report. As well, thanks go to Jamshid Mousavinezhad and Carolyn Terry for their editorial and managerial work on this publication. Thanks also to Walt Swanston for her editorial contributions and to Caroline Polk for her editing assistance. You can send us feedback—and view a Web version of this publication—at www.rtndf.org/resources/highschool.shtml/.

Rosalind Stark
Executive Director, RTNDF
Acknowledgments

We are grateful for input from the RTNDF staff and all the teachers involved in the survey. Linda J. Johnson, administrative services coordinator of the High School Journalism Institute at Indiana University, provided invaluable editorial and data entry assistance throughout the study. We also appreciate the generosity of the John S. and James L. Knight Foundation for the grant that made this study and the overall project possible.

— Jack Dvorak

About the Author

Jack Dvorak is a professor of journalism and director of the High School Journalism Institute at Indiana University–Bloomington. He has been a high school journalism and language arts teacher, a newspaper reporter and a magazine editor and has been researching various aspects of secondary school journalism for nearly 30 years.
Executive Summary

The study and practice of electronic journalism (defined as television, radio and online programs) are on the rise at high schools in the United States.

Some 31.5% of high schools participating in the survey offer television journalism, 6.6% offer radio and 13% offer online journalism programs. A similar survey in 1998 found that 22% offered television or radio programs, and a survey in 1991 found that 13% did. (The earlier surveys did not ask educators about online journalism studies.)

The following are some other key findings, based on responses from 2,089 journalism educators nationwide:

- At institutions without electronic journalism courses, 17% of educators said their schools planned to offer some type of program in the future. Educators cited cost, lack of appropriate training materials and lack of equipment as the biggest start-up barriers.

- Reflective of the growing move toward digital technology, slightly more schools use digital still cameras (73.9%) for journalism programs than traditional, nondigital, single-lens reflex cameras (72%).

- Although 90.2% of high schools have Web sites, 62.4% of respondents said no or very little student-created content gets posted.

- Only 12.7% of educators said their classes have worked with a local TV or radio news station, but most would welcome the opportunity to partner with broadcast professionals.

- Most students (73.3%) learn about the First Amendment in journalism classes.

Given these results, we are optimistic about the state of high school electronic media education. While we recognize that significant barriers exist to the widespread implementation of electronic media programs, the steady growth of programs at schools all across the country is encouraging.
Methodology

RTNDF's researchers and staff members constructed a six-page questionnaire during the spring and summer of 2001 and pretested it among Washington, D.C., area high school teachers in early August 2001.

We made revisions following the results of the pretest and in September 2001 mailed the survey to 15,090 high schools that included grades 10 through 12. We located the schools using a database containing information on all the nation's secondary schools kept at the Quill and Scroll Society headquarters at the University of Iowa in Iowa City. Because of school closings or bad addresses, 132 surveys were returned unopened. We followed up with a second mailing in October 2001.

By January 2002, we had received 2,096 completed surveys, 2,089 of which were usable. The total response rate was 14%. A total of 86.4% of the respondents were at public schools, 7.7% were at parochial schools and 5.9% were based at private schools.

Although the survey was addressed to "Journalism Educator," it asked the addressee to direct the survey to the person responsible for teaching or advising electronic journalism. Because a number of schools do not offer radio, TV or online journalism courses or activities, the current survey is probably weighted somewhat heavily in favor of schools that support electronic journalism.

The entire 66-question survey with tabulated results is available in the Appendix. Results of the survey are consistent with those found in random surveys of the nation's high schools in 1991 and in 1998.1
SECTION I.
Snapshot of High School Electronic Journalism

Television, radio and online journalism programs are increasing in the nation’s high schools, but they have some barriers to overcome before they match the number of newspaper and yearbook programs.

Figure 1 shows that most schools participating in the survey offer traditional print journalism programs; only 6.6% have a radio station or outlet, and only 31.5% have television facilities. Fewer than 13% of the schools offer some type of online journalism, often in combination with traditional print journalism.

Figure 1: Which of the following journalism programs does your school offer?
Table 1 breaks down by city size the availability of current high school journalism programs.

<table>
<thead>
<tr>
<th></th>
<th>RADIO</th>
<th>TV</th>
<th>ONLINE</th>
<th>NEWS MAGAZINE</th>
<th>YEARBOOK</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Sample</td>
<td>6.6</td>
<td>31.5</td>
<td>12.6</td>
<td>83.5</td>
<td>6.6</td>
<td>92.8</td>
</tr>
<tr>
<td>(n=2,089)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Large City 100,000-500,000 (n=163)</td>
<td>10.4</td>
<td>33.7</td>
<td>11.0</td>
<td>88.5</td>
<td>7.4</td>
<td>92.6</td>
</tr>
<tr>
<td>Suburb of Large City (n=222)</td>
<td>8.1</td>
<td>40.5</td>
<td>14.0</td>
<td>91.0</td>
<td>8.6</td>
<td>93.2</td>
</tr>
<tr>
<td>Large City and 50%+ minority students (n=69)</td>
<td>8.7</td>
<td>40.6</td>
<td>13.0</td>
<td>89.9</td>
<td>10.1</td>
<td>88.4</td>
</tr>
<tr>
<td>Very Large City Over 500,000 (n=135)</td>
<td>10.4</td>
<td>28.1</td>
<td>11.9</td>
<td>88.9</td>
<td>11.1</td>
<td>88.9</td>
</tr>
<tr>
<td>Suburb of Very Large City (n=154)</td>
<td>7.1</td>
<td>37.7</td>
<td>7.8</td>
<td>88.3</td>
<td>11.0</td>
<td>94.8</td>
</tr>
<tr>
<td>Very Large City and 50%+ minority students (n=87)</td>
<td>10.3</td>
<td>33.3</td>
<td>9.2</td>
<td>90.8</td>
<td>10.3</td>
<td>92</td>
</tr>
<tr>
<td>Rural or Farm Community (n=663)</td>
<td>5.6</td>
<td>22.3</td>
<td>11.0</td>
<td>76.0</td>
<td>3.6</td>
<td>92.9</td>
</tr>
<tr>
<td>Small City/Town under 50,000 (n=422)</td>
<td>4.3</td>
<td>34.4</td>
<td>15.2</td>
<td>82.5</td>
<td>6.9</td>
<td>95</td>
</tr>
<tr>
<td>Medium City 50,000-100,000 (n=185)</td>
<td>7.6</td>
<td>36.2</td>
<td>16.8</td>
<td>89.2</td>
<td>5.9</td>
<td>93.0</td>
</tr>
<tr>
<td>Suburb of Medium City (n=125)</td>
<td>7.2</td>
<td>42.4</td>
<td>13.6</td>
<td>87.2</td>
<td>7.2</td>
<td>87.2</td>
</tr>
<tr>
<td>Military Base or Station (n=2)</td>
<td>0.0%</td>
<td>100.0</td>
<td>0.0%</td>
<td>50.0</td>
<td>50.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Keep in mind that most high schools in the United States have fewer than 1,000 students, and more than 40% of the schools have enrollments of 500 or fewer in grades 10 through 12. These trends hold true for the respondents to our survey.

A 1998 survey of the country's high school journalism outlets showed that more than 22% of the schools had radio or TV outlets; a similar study in 1991 showed that only about 13% had electronic journalism outlets (see Figure 2).

![Figure 2: Schools with Electronic Journalism Programs]

**Television curricula are more extensively developed than radio curricula.**

**Class Offerings**

Among the small percentage of schools that offer radio programs, the average class size is 29 students, whereas TV programs average 33 students per class. About 17 students are enrolled in the average online class, and nearly 19 students, on average, are involved in an online newspaper or news magazine class.

Radio is offered as part of a journalism class in 4% of the schools surveyed. ["Class" is defined as a course of at least one semester in length.] Radio is an extracurricular activity in more than 3% of the schools and is offered as a nonjournalism class in a little more than 2% of the schools that responded to the survey. In fewer than 2% of the schools is radio offered as a separate news/journalism class. In several schools, radio is offered as part of a technology class, and in others it is offered as a unit in a regular journalism class.

Television curricula are more extensively developed than radio curricula. In more than 17% of the schools, television production is taught in a separate class. In more than 11% of the schools, television production is a nonjournalism class, and in more than 7% of the schools it is an extracurricular activity or club. In another 6% of the schools, television production is taught as part of a journalism class.
When it comes to online journalism, more than 11% of the schools offer the subject as a part of a journalism class. In more than 3% of schools, online journalism is offered as an extracurricular activity or club, and more than 2% of the schools offer it as a separate class. In another 2% of the schools, it is available as a nonjournalism class.

More than 28% of the respondents indicated that their curricula include a media literacy component, but most (48%) indicated that they have no such component. Nearly one-quarter (23%) of the electronic journalism educators did not know whether their curriculum included a media literacy component in their curriculum.

**Current Equipment**

Schools seem generally well-equipped with new technology (Table 2).

<table>
<thead>
<tr>
<th>Technology</th>
<th>Percent (%)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer with Web access</td>
<td>91%</td>
</tr>
<tr>
<td>Pagination programs for publication design</td>
<td>78%</td>
</tr>
<tr>
<td>Digital still camera</td>
<td>74%</td>
</tr>
<tr>
<td>Still camera (nondigital)</td>
<td>72%</td>
</tr>
<tr>
<td>E-mail access</td>
<td>69%</td>
</tr>
<tr>
<td>Spreadsheet or database programs</td>
<td>67%</td>
</tr>
<tr>
<td>Video camera (nondigital)</td>
<td>51%</td>
</tr>
<tr>
<td>Tape recorder (nondigital)</td>
<td>43%</td>
</tr>
<tr>
<td>Digital video camera</td>
<td>33%</td>
</tr>
<tr>
<td>Digital tape recorder</td>
<td>7%</td>
</tr>
</tbody>
</table>

*Percentages add to more than 100 because respondents were asked to list all categories of technology to which they had access.

About 17% of the respondents listed “other” hardware and software as being available in their journalism programs. Common offerings included scanners for use in print publication production, photo editing software (primarily Photoshop), and digital and linear editing equipment for television. Avid, Final Cut Pro, Premiere and i-Movie were the digital TV editing equipment most commonly cited. A few respondents listed Web authoring software, such as Dreamweaver.
School Web Sites and Online Journalism

More than 90% of the survey respondents have an official Web site. However, more than 60% of the material posted on the Web sites was not student-generated (Figure 3).

A solid proportion of high school traditional or electronic media journalism programs, however, have accompanying Web sites (Figure 4):
Among the schools that produce online journalism and that have a Web site, we found that the Web generally is not updated with any great frequency. One in five respondents (21%) update their Web sites less than once per month. Some 22% update it monthly, and 17% update it weekly. Only 8% of respondents update their Web site daily. Respondents who selected “Other” commonly stated “not regularly” or “the site is under construction.”

Only 8% of respondents update their Web site daily.

Active Electronic Journalism States
To determine where in the United States electronic journalism seems to be thriving, we calculated a rating for each state by dividing the percentage of total returns from each state by the percentage of total number of surveys sent to each state (e.g., .7% of the surveys were mailed to schools in Montana, but 1% of the completed surveys were from schools in that state). Based on this formula, the following states, listed in descending order, have stronger than average numbers of schools with electronic media programs of some type:


Other large states, such as California, New York and Michigan, have several schools with electronic journalism programs, but only a small proportion of the schools receiving surveys submitted responses.
Section II.

Helping High School Journalism Grow

About 75% of the respondents in our survey answered a question about plans for offering electronic journalism. Of those who did not currently have electronic journalism programs, about 17% said they did have plans to offer some type of program in the future, whereas more than 37% said they did not. About 46% indicated they didn’t know about any plans for future programs (Figure 5).

Figure 5: If your school does not currently offer any electronic journalism programs, do you have any plans to begin offering them?
<table>
<thead>
<tr>
<th>Barriers to starting/expanding radio programs</th>
<th>Barrier</th>
<th>Average Score*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost</td>
<td>6.02</td>
<td></td>
</tr>
<tr>
<td>Lack of equipment</td>
<td>6.27</td>
<td></td>
</tr>
<tr>
<td>Lack of appropriate training materials</td>
<td>5.82</td>
<td></td>
</tr>
<tr>
<td>Lack of qualified instructors</td>
<td>5.18</td>
<td></td>
</tr>
<tr>
<td>Not enough time in the school day</td>
<td>4.8</td>
<td></td>
</tr>
<tr>
<td>Lack of involvement from local radio stations</td>
<td>4.27</td>
<td></td>
</tr>
<tr>
<td>Lack of administrator support</td>
<td>3.89</td>
<td></td>
</tr>
<tr>
<td>Not enough student interest</td>
<td>3.55</td>
<td></td>
</tr>
<tr>
<td>Newspaper fulfills need</td>
<td>3.54</td>
<td></td>
</tr>
<tr>
<td>Legal or liability concerns</td>
<td>3.43</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Barriers to starting/expanding television programs</td>
<td>Cost</td>
<td>5.98</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of equipment</td>
<td>5.8</td>
<td></td>
</tr>
<tr>
<td>Lack of appropriate training materials</td>
<td>5.43</td>
<td></td>
</tr>
<tr>
<td>Lack of qualified instructors</td>
<td>4.82</td>
<td></td>
</tr>
<tr>
<td>Lack of involvement from local TV stations</td>
<td>4.47</td>
<td></td>
</tr>
<tr>
<td>Not enough time in the school day</td>
<td>4.44</td>
<td></td>
</tr>
<tr>
<td>Lack of administrator support</td>
<td>3.63</td>
<td></td>
</tr>
<tr>
<td>Legal or liability concerns</td>
<td>3.34</td>
<td></td>
</tr>
<tr>
<td>Newspaper fulfills need</td>
<td>3.21</td>
<td></td>
</tr>
<tr>
<td>Not enough student interest</td>
<td>2.97</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Barriers to starting/expanding online journalism programs</td>
<td>Lack of appropriate training materials</td>
<td>5.11</td>
</tr>
<tr>
<td></td>
<td>Not enough time in the school day</td>
<td>4.7</td>
</tr>
<tr>
<td></td>
<td>Cost</td>
<td>4.52</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lack of equipment</td>
<td>4.52</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lack of qualified instructors</td>
<td>4.48</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lack of administrator support</td>
<td>3.61</td>
</tr>
<tr>
<td></td>
<td>Not enough student interest</td>
<td>3.57</td>
</tr>
<tr>
<td></td>
<td>Newspaper fulfills need</td>
<td>3.56</td>
</tr>
<tr>
<td></td>
<td>Legal or liability concerns</td>
<td>3.54</td>
</tr>
</tbody>
</table>

*Participants rated each item on a scale of 1 to 7, with 7 representing "a significant barrier" and 1 representing "no barrier at all."
Barriers to Growth

The survey asked questions about barriers to starting or expanding electronic journalism programs in the nation's schools (Table 3). Lack of equipment and high costs were primary barriers to expanding television and radio programs, whereas a lack of time and training materials were the most common barrier to the expansion of online journalism programs.

The survey asked a number of questions concerning the usefulness of certain materials or programs in supporting new or existing electronic journalism programs. Respondents ranked a variety of factors on a scale of 1 to 7, where 7 indicated "very useful" and 1 indicated "not useful at all." The average scores for the factors were as follows:

- High school electronic journalism curriculum guide – 6.17
- List of local radio and TV stations interested in partnering with schools – 6.14
- Demonstration high school journalism Web site with examples of streaming media – 6.08
- Monthly e-mail newsletter with brief informational items and ideas from high schools around the country – 5.81
- Pamphlets and videotape on careers in electronic journalism – 5.74

Small Size and Lack of Space

In response to an open-ended question concerning barriers to the development of electronic media programs, several respondents indicated that the small size of their schools and their lack of proximity to a radio station prevented them from starting or expanding a radio station. About 13% indicated a lack of space in the school as being a barrier. Similarly, respondents indicated that the small size of the faculty, the lack of proximity to a television station and the lack of space in the school for studios and equipment were barriers to starting a television journalism program.

Partnering With News Professionals

Although we found strong evidence that survey respondents support the idea of partnering with local TV or radio stations, only 12.7% of the schools in the survey had ever had such a partnership. In contrast, we found that 28% of the newspapers and news magazines in schools had some type of connection with the local daily paper, especially for help with printing. More specific information on existing partnerships between high schools and stations is in Appendix A.

12.7% of schools have had a partnership with local TV or radio stations.
When asked to rate the most useful ways in which local stations could support high school electronic journalism efforts, respondents reacted positively to all seven areas suggested. The average scores were as follows (usefulness was rated on a scale of 1 to 7, in which 7 represented “very useful” and 1 represented “not useful at all”):

- Equipment donations or loans – 6.32
- Internship program at local TV or radio station – 6.13
- Student visits to local TV or radio stations – 6.03
- Mentoring program matching station personnel with students – 6.02
- Visits and talks from station personnel – 5.91
- Setting aside a part of the station Web site for stories and contributions from students – 5.61
- Allowing some student use of broadcast facilities after hours – 5.58

Responses to an open-ended question on this topic again indicated that schools in remote, rural areas experienced difficulty being involved with a television or radio station. Distance and travel time were major obstacles.

**How RTNDF Can Help**

In response to an open-ended question about ways in which professional broadcast organizations such as RTNDF could support high school electronic journalism, respondents indicated that grants and other monetary support would be most beneficial. Of the 14% of respondents who answered this open-ended question, 40 percent indicated that grants or financial support would be helpful, 28% wrote that they wanted more information, 13% thought workshops would be helpful, 8% favored equipment donations, and another 8% thought mentoring programs would be helpful.

**High School Journalism and the Internet**

The Internet will likely continue to grow in its importance to high school journalism programs. Already, 76% of respondents said their students used the Web for research. About 10% of the educators also used the Web for news ideas and for helping students keep up with the news. Another 4% had their students use e-mail to help put together news stories.

About 11% of the respondents gave a potentially troubling response: They indicated that their students used art, images and photographs from the Web. This report is not the place for a full-scale discussion of copyright law, but students should be aware that permission must be obtained before using copyrighted Web images in their publications. The same rules that apply to print publications regarding copyright apply to the use of others’ photos and images found on the Web. [For more information on this topic, check the website of the Student Press Law Center, www.splc.org.]
The survey also asked respondents to list story topics for which they would like to have Internet training exercises. Of the 23% or so who answered this open-ended question, the following topics surfaced:

- Basic journalism (news, features, organization, writing) – 37%
- Web and Internet use – 24%
- All aspects of journalism education – 12%
- Research – 9%
- Surveys and polls – 4%
- Legal and First Amendment issues – 4%

Respondent educators also were asked if they would like to see other information in an Internet training guide. The 10% or so who responded to this open-ended question consistently suggested three topics: First Amendment and legal issues (18%), Web and Internet use (18%), and ethics (8%).

The information collected in this section of the survey was used to help write *Plugged In: Using the Internet for High School (and Professional) Journalism*. Copies of this publication are available at www.rtndf.org/resources/highschool.shtml.
Section III.

First Amendment Issues

Educators were asked several questions about the teaching of the First Amendment and the role of free speech in the nation’s high schools. Three-quarters of the educators believe it is very important to teach about free speech and free press (Figure 6).

![Figure 6: How important is it to teach the First Amendment sections on freedom of speech and the press?](image)
Learning About the First Amendment

Respondents indicated that their students learn about the First Amendment in the following ways:

- Government classes – 78%
- Journalism classes – 73%
- History classes – 68%
- Publishing a school newspaper – 59%
- Publishing a yearbook – 51%
- English classes – 33%
- Participating in student elections – 28%
- Broadcast classes – 15%
- Producing radio or TV or online news – 14%
- Assemblies/special guest speakers – 13%

A few other classes (mostly electives) were mentioned, such as mass media, business law and other law classes. Fewer than 1% of the respondents indicated that their students did not learn about the First Amendment in schools.

Journalism educators also were asked to rate possible tools for teaching about the First Amendment. The average scores were as follows (usefulness was rated on a scale of 1 to 7, in which 7 represented “very useful” and 1 represented “not useful at all”):

- Speakers from local TV and radio stations – 5.84
- Video presentation – 5.71
- Teacher-led case studies – 5.43
- PowerPoint computer file – 5.38
- Workbook/curriculum guide – 5.35
- Online information/instruction – 5.05
- Overhead transparencies – 4.76
- Slides – 4.12

First Amendment Freedom

Another First Amendment–related question dealt with the amount of freedom school administrators usually allow student media. After the 1988 U.S. Supreme Court decision in Hazelwood v. Kuhlmeier, which allowed school officials to more easily censor school-sponsored publications, many journalism educators became more cognizant of First Amendment issues.

However, our survey results indicate that over time, journalism educators have come to believe that the freedom allowed by administrators is diminishing. This result is consistent with the findings of other organizations, such as the Student Press Law Center.
As shown in Figure 7, a higher percentage of educators today than in 1991 and 1998 felt that student publications have a "great deal" of freedom. However, the proportion who believe there is "almost complete freedom" of student press has diminished.

Figure 7: How much freedom do your school administrators usually allow student media?

As a further means of comparison, survey respondents were asked whether school administrators allowed more freedom to newspaper or other print publications than they allowed electronic media. As shown in Figure 8, about 14% said more freedom was given to print media.

Figure 8: Is More Freedom Given to Print vs. Electronic Media?

No 39%

Don't Know 47%

Yes 14%
Sensitivity to Electronic Media?

Responses to open-ended questions asking why administrators allow more freedom to print publications than to electronic media indicated that the visual nature of electronic media make administrators more prone to censorship. About 10% of the respondents addressed the question, and of those, 56% thought censorship of electronic media was greater because its immediacy and imagery make administrators nervous. Some respondents felt that electronic media afforded more opportunity for misrepresentation than print media.

Other respondents noted that the TV programs in their schools are delivered to all students during required periods, whereas print media are for voluntary readers. In some schools, students are prohibited from publishing pictures or names of students online, even though the same restrictions are not applied to print media.

Responses also indicated that administrators are perceived as being concerned with legal and safety problems associated with electronic media, but not with print media. In addition, administrators are seen as having public relations concerns, probably because a large number of schools’ TV programs appear on local cable TV outlets, which reach much farther into the community than school publications do.

Web Sites and Free Speech

Among schools with student-created Web sites, fewer than 30% of the respondents said their schools have a policy that serves as a guideline for publication. Nearly half of the respondents (49%) did not know whether the school has a policy, and 23% said their schools do not have a policy.

Survey respondents agreed that student-created Web sites are a good way for students to exercise their First Amendment rights. (Their responses averaged 5.2 on a 7-point scale on which 7 indicated “strongly agree” and 1 indicated “strongly disagree.”) They also agreed somewhat less strongly (averaging 4.85 on the 7-point scale) that the sites have the potential to be problematic and should be regulated by the school. Educators did not believe (averaging 2.31 on the 7-point scale) that student-created Web sites threaten the educational process.

Only about 14% of the respondents said that their schools have had a problem with Web sites created by students. Some 37% of the respondents said there had been no problems encountered and nearly 50% did not know whether any problems had occurred.

Among the 14% of respondents who indicated that problems had arisen involving student-created Web sites, the most common problem listed involved the matter of taste. Educators claimed that students put “inappropriate content” or language on the site, such as invitations to parties, inappropriate
More than 39% of the schools in the study had a debate team.

links, gossip, altered photos, and rumors. Sometimes students included materials advocating illegal activities, such as the use of marijuana or alcohol. In a few cases, students posted threats to faculty or fellow students, and in isolated cases material was posted that criticized the school's faculty or administration.

**Alternative Paths to Journalism: Debate, Forensics, Speech and Community Programs**

High school TV and radio news programs are established starting grounds for future professional broadcasters, but some veterans in the field believe that secondary school speech, debate and forensics programs can be just as valuable.

We found that more than 39% of the schools in the study had a debate team. Of those, more than 39% had policy debate; 48% had Lincoln-Douglas; and 13% had some other type of debate team.

About one-third (34%) of the schools surveyed have forensics programs, and 42% have speech-related programs other than debate and forensics. The programs mentioned most frequently were speech classes (46%); drama (32%); speech team/oral interpretation or Future Farmers of America (12%); and mock trial (10%).

When asked to describe any community-based programs in which high school students can learn broadcasting skills, about one-sixth of the participants responded. Most respondents—nearly 70%—described programs involving local cable companies. A few programs involved local TV or public TV studios, and a few used facilities at local colleges or other schools.
Section IV.
School, Community and Journalism Educator Characteristics

Like most high schools in the United States, the responding schools in our survey tend to have fewer than 1,000 students. As can be seen in Figure 9, more than 40% of the schools have enrollments of 500 or fewer in grades 10 through 12.
As might be expected based on enrollments, most schools are in rural or farming communities or in small cities or towns with populations of 50,000 or fewer. Following is a list of percentages of schools from each population area:

- Rural or farming community – 32%
- Small city or town of fewer than 50,000 – 20.4%
- Medium-sized city (50,000–100,000 people) – 8.9%
- Suburb of a medium-sized city – 6%
- Large city (100,000–500,000) – 8.9%
- Suburb of a large city – 10.7%
- Very large city (500,000+) – 6.5%
- Suburb of very large city – 7.4%
- Military base or station – 0.1%

**Faculty and Student Diversity**

We found a slight discrepancy between school minority populations and the number of minorities involved in media programs. In the overall school population covered by the survey, 26.3% of the students were estimated to belong to a minority group, but 23.9% were estimated to participate in the journalism programs. This figure is consistent with other national studies of minority participation in student journalism.†

Although the proportion of minority journalism teachers in no way approaches the proportion of minority students in the schools or in journalism programs, the percentage has grown over the past decade (Figure 10).

![Figure 10: Proportion of Minority Journalism Faculty Among Survey Respondents](chart.png)
Demographic Profile

Other demographics about electronic journalism educators gleaned from our survey are similar to those found in previous studies of journalism educators.¹ Respondents averaged 14.5 years in the classroom, but 8 years actually advising media or teaching journalism. Their average age was just over 41, again consistent with earlier studies. More than 70% are women.

Licensing or certification in journalism remains low among the journalism educators answering this survey; fewer than 32% of the survey respondents held such certification (Figure 11). Although this percentage is slightly higher than in the 1998 and 1991 studies, it is still alarming. As shown in Figure 11, the vast majority of teachers who teach electronic and other forms of journalism have their certification in English; social studies and speech/drama certification are also common.

Most schools would face justified public criticism if fewer than one-third of their English or mathematics or social science teachers held certification in their teaching area. This finding highlights the chronic problem with the shortage of trained journalism educators.

Figure 11: Proportion of Journalism Teachers Certified in Various Fields

The vast majority of teachers who teach electronic and other forms of journalism have their certification in English.
The electronic journalism educators in this study are a well-educated group. Nearly 50% have master’s degrees, and 46 percent have at least a bachelor’s degree (Figure 12). And while fewer than 1% have only an associate’s degree, nearly 4% have an education specialist or doctorate.

Because the educators’ primary area of certification is in English, most of their day is spent teaching English. According to our survey, their most time-consuming duties in a typical school day are as follows:

- First most time-consuming: English teaching – 62.2%
- Second most time-consuming: journalism advising – 55.8%
- Third most time-consuming: journalism teaching – 46%

Future Training

Since such a high percentage of media educators are not certified to teach journalism in their states, we decided to ask a series of questions that dealt with summer workshops. For several years, summer continuing education workshops on print media have been available, and the number of workshops on electronic media is increasing. The courses can be particularly valuable for teachers and advisers with limited formal journalism coursework or experience.

We found that nearly 44% of the respondents had attended a summer journalism workshop for teachers or advisers, and another 63% said they would like to attend such a workshop. Of those who would like to attend, 40% indicated they would be willing to pay for graduate credits; 30% said they would not be willing to pay, and 30% were undecided.

Given the discrepancy between the relatively small number of teachers or advisers certified in journalism and the relatively heavy classroom and advising responsibilities those teachers have in journalism (both electronic and print), more widespread availability of summer workshops or other continuing educational opportunities are in order.
Educators' Perceptions of the Media

Several questions asked educators to think about the news they get from the professional media. We compared their responses with those from a 1998 RTNDF survey of the public. Keep in mind that the two measured time periods were dominated by very different news events that may color the responses—the Monica Lewinsky scandal in 1998 and the aftermath of 9/11 in 2001.

In general, the participants thought the media are doing a better job of covering the news than general public does (see Figure 13).

Figure 13: How would you rate the job the media are doing covering news?

<table>
<thead>
<tr>
<th>ASSESSMENT OF MEDIA</th>
<th>Journalist Educators</th>
<th>General Public</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXCELLENT</td>
<td>17%</td>
<td>6%</td>
</tr>
<tr>
<td>GOOD</td>
<td>45%</td>
<td>19%</td>
</tr>
<tr>
<td>FAIR</td>
<td>31%</td>
<td>31%</td>
</tr>
<tr>
<td>POOR</td>
<td>14%</td>
<td>2%</td>
</tr>
</tbody>
</table>

Figure 13 shows that 76% of electronic journalism educators surveyed think the media are either excellent or good in covering news, but only 53% of the general public think so. And only about 21% of educators, but 45% of the general public, think the media are fair or poor in news coverage.

When both groups were asked to rate the quality of news received from local television, the responses also were disparate, but in the other direction. About 60% of the electronic journalism educators thought local TV news was either excellent or good, whereas 66% of the general public thought so. In contrast, 37% of the educators thought local TV news quality was fair or poor, whereas only 32% of the general public thought so.

Journalism educators were not as positive in their responses about local radio. About 53% believed local radio was excellent or good at covering news, and 44% thought local radio news was fair or poor.

Educators were far less complimentary about local TV news coverage of educational issues than the general public was (see Figure 14).
Only 28% of the educators thought local TV news coverage of educational issues was excellent or good, whereas 60% of the general public thought so. By contrast, 70% of the journalism educators thought TV coverage was fair or poor, but only 37% of the general public thought so.

Figure 14: When it comes to covering news about educational issues, how well do you think local television news programs are doing?

Endnotes


2. *ibid.*

3. *ibid.*

4. *ibid.*

5. *ibid.*

APPENDICES

A number of the questions in our survey allowed for open-ended responses. This appendix contains a sampling of answers to these questions, taken from a random sample of 600 of the 2,089 total surveys received. The complete survey questionnaire, with tabulated results, also is included.

The responses to two of the survey’s open-ended questions, “Which of the following media in your school have Web sites?” and “Please list any Web sites that you think would be especially useful to include in [an Internet journalism] guide” were incorporated into the publication Plugged In: Using the Internet for High School (and Professional) Journalism. Copies of this publication are available at www.rtnfd.org/resources/highschool.shtml.

Appendix A
Newsroom-High School Partnerships

Has your school ever partnered with a local television or radio station?
If “Yes,” please describe the partnership, its duration, the call letters of the station and the city, if possible.

About 13% of respondents said they had partnered with a local TV or radio station. Common partnership activities included stations donating equipment, providing guest speakers, partnering with students to create PSAs, and broadcasting weekly radio shows. Some studios provided internships, some donated studio space, and others hosted field trips. [Note: RTNDF is working to collect information directly from television and radio stations on their high school partnerships. The results will be posted on our website.]

From a random sample of 600 survey respondents (N = 2,089)
1. KNDU – Kennewick, Wash., equipment donations – guest speakers
2. Only replay videotapes on cable directory channel
3. Public access TV
4. Taped a bluegrass concert, taped school events
5. Teen news segment (citywide)
6. WBCU – Union, S.C.; sports events; “Back to School” broadcasts from school campus
7. KWHW – Altus, Okla.
8. Local radio station requested interns for a weekend “Teen Talk” production
9. Basketball games – radio; Christmas Sing annual event cobroadcast on radio and TV
10. KLOR – Ponca City – weekly radio news show
11. WOOO – Shelbyville; many years ago, we did school news
12. Unless you count the government access station
13. WESR – 103.3 – school news
14. KTNN – Tribal paper – station
15. DCTV – ongoing/districtwide consulting project for all broadcast programs that included all major networks. This group is now defunct.
16. Students have done job shadowing, and we have a sophisticated weather site that is online.
17. WVVA – editing a school video – 3 weeks
18. Two years scrolled information on local channel
19. Local DJ and community college teacher
20. Channel 3 KIDK – Idaho Falls, Idaho; field trips and school-to-work opportunities
21. KFLN – Baker; KKRY – Miles City; publicity spots
22. KPFC 89.1/91.9; weekly show and some live broadcasts
23. Took my journalism class to the “Edge” (102.1) during their morning show
24. Time Warner Cable Bay News 9
25. KNTX 1410 AM broadcast our radio show on a weekly basis
26. Grant – for a project
27. Local radio – 97 Country: Topeka, Kan. – filmed concert, promo package
28. Work on television station on producing TV news for students (one time only); WCET-TV (PBS)
29. Only for a field trip to WFSB, Channel 3, Hartford, Conn.
30. I have six to seven media speakers come in per year.
31. One time on a radio program, WDBQ, Dubuque, Iowa
32. Newspaper did a series of interviewing DJs
33. Public access on cable
34. We had loose relations with KATU, Portland, and KPTV, Portland. We are a CNN certified school.
35. WEKZ, Monroe, Wisc.; projects; nothing ongoing
36. The school news is read on the radio and sponsored by local businesses.
37. Adopt-a-School partner – students helped with public broadcast station
38. Oleo – public television – some students are involved
39. KTBS – Shreveport, La., and KSLA – Shreveport, La.
40. PBS; 1 – internship during the summer
41. WPON, WNIC, WXVT, WDRQ, CJOM, WJR, WPLT (all radio)
42. KTBR – Roseburg; basketball promotion
43. We record commercials on KHOS – one year
44. WDTV – Weston/Clarksburg. We produce a two-minute “H.S. Report” each month.
45. Share studio space – Adelphia, Bourne
46. Cable channel – school announcements
47. KCRA Sacramento – filmed segments of documentary here with our cooperation; we take ongoing field trips to studio
49. Internship program
50. Our sports program has access to a local station to broadcast games.
51. Fox 61 student news, WTIC TV
52. We partner occasionally with both of our local channels. Kids intern, etc.
53. WABN does high school football games.
54. WRJW – radio – Picayune
55. It was so long ago, I don’t remember details. It was coordinated through the local college.
56. WAVE TV and the TV class worked to produce a PSA on drunk driving.
57. Brand new radio class, plans to partner with 1220 AM KCCS in Salem.
58. They air student pieces every week. KGGM – Channel 13 – Albuquerque, N.M.
59. Played student-produced news clip “News-in-the-Schools”; HTV – Houma, La. – no longer does this
60. We have a radio show that airs on local AM radio.
61. WBLQ (no longer exists) – Narraganch, RI
62. We were part of News 101, segments on a local TV station
63. Twenty-minute broadcast once a week
64. They (Channel 7) have broadcast the graduation.
65. Internships at WSAR 1040 AM, Fall River, Mass. (02720)
66. Journalism one-week workshop each summer – reporters volunteer
67. WAMC – 5 years
68. With local cable access/news through Verizon; usually three to four month internships
69. KNCO and KUMR radio stations; FCAT television station
70. We tape interviews they broadcast during our football game programs, for two years, WKUI
71. WGAL-TV, Lancaster, Pa.; special video projects
72. Orlando, Fl. – WJHM FM and 102 JAMZ helped with pep rallies at school
73. ABC TV – sports
74. Senior occupational projects (short-term internships)
75. We were CNN’s first student bureau here in Atlanta.
76. Vocational class and Cox cable
77. We worked with KTOK when they had a larger service – for approximately two years.
78. This was 15 years ago when the cable was locally owned. Major problems developed with the owner.
79. We are currently partnered with a college cable station (CUTV), and we’re partnered with WMBS AM radio.
80. WANY and student broadcasts
81. I believe that any and all would be willing to help, but in the past this resource has never been used.
82. WETA, Arlington, Va. Media literacy spot and voices of the community spot. Produced by our kids and sponsored by WETA.
83. For football/basketball games
84. Partnership with two Spanish stations and PBS
Appendix B
Other Concerns and Comments

If you have other concerns or comments about electronic journalism in the high school, please add them here.

Of the 2,089 educators who took part in this study, 288 (about 14%) responded to this open-ended question. We summarize below the main responses received, with illustrative quotations. You can find all 288 verbatim responses on our web site, www.rndf.org/resources/highschool.shtml.

Cost constraints were overwhelmingly cited by respondents as being the biggest barrier to starting electronic journalism programs.

Cost to district. Cost for maintaining over a period of time. Cost, cost, cost.

The biggest problems we have are lack of time and lack of money. The students are willing, but we don’t have the facilities.

In this district anything to do with radio or TV has been with speech and drama emphasis, not news or journalism. Our budget has been destroyed and cut. We won’t have enough equipment for many years to do much electronic journalism.

The budgets for electronic media classes are small or nonexistent in the public schools. Teachers are responsible for writing their own grants and doing their own fundraising, equipment maintenance, etc…

Currently, we lack adequate funding for our yearbook and newspaper. I think electronic media is a great experience for students, but it’s hard to imagine starting a new program when we can’t even fund the program that we have.

The real concern is money. We do not have a budget for the class. Our equipment is old. We have to fundraise for everything.

We live in a rural area — Appalachian poverty/farming where lack of money controls nearly everything, thanks to former [governor]. Our state funding was reduced from 70% of budget to 30% under his governorship. So we have to fight for every dime. We don’t know what will happen now that he’s gone, but I guess it couldn’t get much worse.

Some cited administrative resistance as the stronger barrier.

The students know that this is the future, but the administration is still living in the past.
Other respondents described how a curriculum geared toward state standards leaves little time for electives.

...The real problem in getting a program going is getting administration (superintendent) behind fine arts — with SOLs, fine arts are thrown to the wayside...

... we are hampered by lack of equipment, server size, and lack of time in the school day because of pressures of standards testing. Electives are going away. Time is focused on the core subjects — English, math, science, social science — and on remediation to meet test goals.

The concern is working journalism into state standards, rather than making it an elective that doesn’t apply to their educational goals.

And some respondents felt that offering an electronic journalism program was not as important as teaching strong writing skills and giving students a basic foundation in print journalism.

I’m too old to learn new tricks. I’ve spent years trying to teach my students grammar and then writing skills. If they can write, they can adapt to any electronic program. I have real problems with courses that take away from the basics. Colleges love our students because they can write.

...Students need first to understand principles of good journalism. Too much emphasis on the “bells and whistles” without a foundation in the basics could and would foster irresponsible journalism with no substance.

My students have an interest in the technical side that exceeds their interest in generating real content.

...Where in this questionnaire do you address quality writing?

Respondents occasionally cited an overwhelming workload as prohibiting the development of electronic journalism programs.

My concern is the workload... I advise yearbook, magazine and a start-up TV class, plus my principal has mentioned a CD-ROM yearbook supplement. With the growing trend in e-journalism, traditional forms are still needed while the new trends pile on more publications.

With state standards and tight budgets, staff’s stretched thin. I teach six different journalism-related preparations. I have no time to expand — not likely another teacher (journalism) would be added.

I’m willing and interested, but relatively uninformed and fighting both financial and bureaucratic constipation. Currently, my journalism program is 1/5 of my teaching load, but half of my workload. I’m overstretched already.
The problem is that journalism of any kind takes so much more than one hour per day, and yet that is all I get paid for. For a paper to come out I must volunteer hours of work, and the students also. How do we address keeping up with electronic journalism on top of that?

**Some felt that their own technological limitations, and the lack of a tech support staff, hindered electronic publishing efforts.**

I have been trying to get our Web site up; however, we are greatly lacking in tech support.

**Some respondents expressed strong concerns about the level of censorship their administration held over student publications.**

Again, my biggest issue is district administrative control. We must preapprove any story that will be used outside of school walls. We must receive approval for each venue it will appear on (CNN, local TV, cable access, Web). Two years of work I did on LPFM license went down the tubes due to district concerns. Web site heavily controlled due to fear of liability.

We need support for student journalism Web sites. We are finding much censorship and strict rules that prevent serious journalistic endeavors. The professional media must help!

Our largest and most worrisome issue is the prior review policy of the school administration. Most decisions made by them to censor, cut or hold material are purely arbitrary and often based in personality issues with students, not quality of work or content. The Supreme Court needs to help us out and allow more freedom of expression for students.

Our biggest problem is a very political principal in a town with a very vocal fundamentalist minority, which limits severely what we can do. Censorship is a serious issue for our students and it is getting worse.

**And some expressed their own concerns about legal or liability issues related to publishing students’ material on the Web.**

The immediacy and ease of quickly disseminating electronic files makes control of published material somewhat problematic, especially re: legal liability and adherence to community standards. If you want to make a mistake use a typewriter; if you want to make a big mistake use a computer.

What are the legal issues about photography and online works of students?

I'm nervous about the legal aspects!
Respondents often cited a desire for more education or certification in the field of journalism, and many expressed interest in receiving educational materials for use in the classroom.

I am very interested in obtaining any curriculum materials that you offer for journalism courses, i.e. working with print or Internet. Thank you.

I would love to learn about broadcast journalism and online journalism in a program similar to ASNE’s recent summer journalism institute hosted for teachers this past summer.

I teach journalism, but have never been trained in it. I was given a textbook — that was it. I produce the school newspaper in a class that I teach. We receive no help, financial or otherwise, in producing our paper. I have taught myself much in the past years.

Several respondents in rural locations described how their remoteness formed a barrier to developing electronic journalism programs.

I fill this out primarily because I am interested to see what kind of help you could possibly offer the smallest public school in Colorado. We have 41 students K–12. Our school is so far removed from most other schools, it’s like comparing apples to oranges. The nearest electronic media are 250 miles away. It’s different out here in the Wild West!

I am so ignorant to available electronic technology and we are so segregated due to location and poverty that I don’t know where to begin to learn this myself and to offer guidance to my students. “In-house” demonstrations would be great at our school, but impractical for most demonstrators, considering their time (travel) and expense. The students deserve the opportunity though. I would take classes if offered locally; however, distance-learning equipment, a logical solution for the classroom, is out of our district’s financial ability.

A few writers felt the media climate today made it difficult to teach electronic journalism.

The news is not setting the best example for young people today. We try to teach the students to air facts and what is in the interest, need and convenience to our viewers. It’s hard to do when news tries to “scare” people for ratings. Making more of a story than it really is for viewership. Some of our news organizations seem more money-oriented, not news-oriented.

I am a skeptic re: broadcast journalism. It’s so shallow most of the time. Realistically, what of substance can be said in 1–2 minutes? Frontline, Nightline, etc. are powerful, but so much else is bad.
Finally, some respondents summarized the multiple, complex issues that prevent the development of electronic journalism programs in many schools.

This is probably something that is not going to happen for years. We do not have the equipment or funding. Students do not have room in their schedules... I am the only teacher remotely interested and there are not enough hours in the day.

Our school has consistently been an award-winning school of excellence. However, because of increasing state requirements on students and declining numbers of teachers, students have less and less time for classes such as journalism. ...Our staff, like more and more teaching staffs, barely has time to offer core-curriculum courses. Student, teacher, admin. interest is there, but not time (from anyone) nor money.
Appendix C
Survey Questionnaire and Tabulated Results

What follows is the verbatim survey questionnaire that was sent to over 15,000 high schools in the fall of 2001. We have added the tabulated results for each question.

Electronic Journalism

Please take a few minutes to answer accurately the following questions about electronic journalism education and related issues in your school. If someone in your school is more involved than you in these journalism activities, invite her/him to complete this survey.

Please return the completed survey in the enclosed postage-paid, self-addressed envelope within the next week. Your responses will be completely confidential.

1. Which of the following journalism programs does your school offer? (Check as many as apply.)
   6.6% a Radio
   31.5% b Television
   12.6% c Online Journalism
   83.5% d Newspaper
   6.6% e News magazine
   92.8% f Yearbook
   14.4% g Other

2. Which of the following does your school have for student use in their journalistic activities? (Check as many as apply)
   6.8% a Digital tape recorder
   43.2% b Tape recorder (non-digital)
   32.9% c Digital video camera
   50.9% d Video camera (non-digital)
   73.9% e Digital still camera
   72% f Still camera (non-digital)
   90.5% g Computer with Web access
   68.5% h E-mail
   66.9% i Spreadsheet or database programs
   78.2% j Pagination programs for publication design
   13.8% k Other (please list): ____________________________
3. If your school offers electronic journalism programs, about how many students are involved this semester? *(Put the number before each choice)*

- 29.07  a _____ Radio
- 33.43  b _____ Television
- 16.53  c _____ Online Journalism
- 18.76  d _____ Online newspaper or news magazine

4. If applicable, how is Radio offered at your school? *(Check as many as apply)*

- 1.6% a _____ As a separate Radio News/Journalism class at least one semester long
- 4.0% b _____ As part of a broader journalism class at least one semester long
- 2.3% c _____ As a non-journalism class at least one semester long
- 3.3% d _____ As an extracurricular activity or club
- 3.7% e _____ Other: __________________________

5. If applicable, how is Television offered at your school? *(Check as many as apply)*

- 17.2% a _____ As a separate TV News/Journalism class at least one semester long
- 6.1% b _____ As part of a broader journalism class at least one semester long
- 11.3% c _____ As a non-journalism class at least one semester long
- 7.1% d _____ As an extracurricular activity or club
- 6.0% e _____ Other: __________________________

6. If applicable, how is Online Journalism offered at your school? *(Check as many as apply)*

- 2.3% a _____ As a separate Online News/Journalism class at least one semester long
- 11.4% b _____ As part of a broader journalism class at least one semester long
- 2.2% c _____ As a non-journalism class at least one semester long
- 3.4% d _____ As an extracurricular activity or club
- 2.7% e _____ Other: __________________________

7. If your school does not currently offer any electronic journalism programs, do you have any plans to begin offering them? *(circle one)*

- 17.1% 37.2% 45.7%
- 1 Yes  2 No  3 Don't Know

8. What are some barriers to either starting or expanding Radio at your school? *(Please rate each of the following on a scale of 1 to 7, with 1 being "no barrier at all," 4 being "neutral," and 7 being "a significant barrier.")

- a. Cost (6.02)
  
<table>
<thead>
<tr>
<th>No barrier</th>
<th>Neutral</th>
<th>Significant Barrier</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

- b. Lack of appropriate training materials (5.82)

  | 1 | 2 | 3 | 4 | 5X | 6 | 7 |
c. Lack of qualified instructors (5.18)  
   1  2  3  4  5X  6  7  

d. Not enough student interest (3.55)  
   1  2  3X  4  5  6  7  

e. Not enough time in the school day (4.8)  
   1  2  3  4X  5  6  7  

f. Newspaper fulfills need (3.54)  
   1  2  3X  4  5  6  7  

g. Lack of administrator support (3.89)  
   1  2  3  X4  5  6  7  

h. Legal or liability concerns (3.43)  
   1  2  3X  4  5  6  7  

i. Lack of involvement from local radio stations (4.27)  
   1  2  3  4X  5  6  7  

j. Lack of equipment (6.27)  
   1  2  3  4  5  6X  7  

k. Other (please list):  

9. What are some barriers to either starting or expanding TV at your school?  
(Please rate each of the following on a scale of 1 to 7, with 1 being “no barrier at all,” 4 being “neutral,” and 7 being “a significant barrier.”)  

a. Cost (5.98)  

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<thead>
<tr>
<th>No barrier</th>
<th>Neutral</th>
<th>Significant Barrier</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5X</td>
<td>6X 7</td>
<td></td>
</tr>
</tbody>
</table>

b. Lack of appropriate training materials (5.43)  

| 1 2 3 4 5X | 6 7     |

c. Lack of qualified instructors (4.82)  

| 1 2 3 4 X5 | 6 7     |

d. Not enough student interest (2.97)  

| 1 2 X3 4 5 | 6 7     |

e. Not enough time in the school day (4.44)  

| 1 2 3 4X 5 | 6 7     |

f. Newspaper fulfills need (3.21)  

| 1 2 3X 4 5 | 6 7     |

g. Lack of administrator support (3.63)  

| 1 2 3X 4 5 | 6 7     |

h. Legal or liability concerns (3.34)  

| 1 2 3X 4 5 | 6 7     |
i. Lack of involvement from local TV stations (4.47)
   1 2 3 4X 5 6 7

j. Lack of equipment (5.80)
   1 2 3 4 5 X6 7

k. Other (please list): ________________________________

10. What are some barriers to either starting or expanding Online Journalism at your school? (Please rate each of the following on a scale of 1 to 7, with 1 being "no barrier at all," 4 being "neutral," and 7 being "a significant barrier.")

a. Cost (4.52)

<table>
<thead>
<tr>
<th>No barrier</th>
<th>Neutral</th>
<th>Significant Barrier</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4X 5</td>
<td>6 7</td>
<td></td>
</tr>
</tbody>
</table>

b. Lack of appropriate training materials (5.11)
   1 2 3 4 5X 6 7

c. Lack of qualified instructors (4.48)
   1 2 3 4X 5 6 7

d. Not enough student interest (3.57)
   1 2 3X 4 5 6 7

e. Not enough time in the school day (4.70)
   1 2 3 4X 5 6 7

f. Newspaper fulfills need (3.56)
   1 2 3X 4 5 6 7

g. Lack of administrator support (3.61)
   1 2 3X 4 5 6 7

h. Legal or liability concerns (3.54)
   1 2 3X 4 5 6 7

i. Lack of equipment (4.52)
   1 2 3 4X 5 6 7

j. Other (please list): ________________________________

11. How useful would each of the following be to your high school in terms of helping to start – or to strengthen an existing – electronic journalism program? (Rate each item from 1 to 7, with 1 being "not useful at all," 4 being "neutral," and 7 being "very useful.")

a. High school electronic journalism curriculum guide (6.17)

<table>
<thead>
<tr>
<th>Not Useful at All</th>
<th>Neutral</th>
<th>Very Useful</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6X 7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
b. List of local radio and TV stations interested in partnering with schools (6.14)

1  2  3  4  5  6X  7

c. Demonstration high school journalism Web site with examples of streaming media (6.08)

1  2  3  4  5  6X  7

d. Monthly e-mail newsletter with brief informational items and ideas from high schools around the country (5.81)

1  2  3  4  5  6X  7

e. Pamphlets and videotape on careers in electronic journalism (5.74)

1  2  3  4  5  6X  7

12. Are there any community-based programs in your area, such as cable access or boys and girls clubs, where high school students can learn broadcasting skills? (circle one)

17.7%  37.1%  45.2%
1 Yes  2 No  3 Don't know

13. If yes, please describe:

__________________________________________________________________________

14. If your school has a newspaper or news magazine, does it have any connection with the local daily paper, especially for help in printing? (circle one)

28%  68.4%  3.7%
1 Yes  2 No  3 Don't know

15. If your school has a newspaper or news magazine, how many times is it published during the school year? (circle one)

0.2%  3.5%  8.2%
1 Daily  2 Weekly  3 Twice monthly
6.7%  50.2%  31.2%
4 Every three weeks 5 Monthly  6 Less than monthly

16. Has your school ever partnered with a local television or radio station? (circle one)

12.7%  87.2%
1 Yes  2 No

17. If "Yes," please describe the partnership, duration, the call letters of the station and city, if possible:

__________________________________________________________________________
18. In what ways can your local TV or radio station help support high school electronic journalism efforts? (Please rate each of the following on a scale of 1 to 7, with 1 being "not useful at all," 4 being "neutral," and 7 being "very useful.")

a. Visits and talks from station personnel (5.91)

<table>
<thead>
<tr>
<th>Not Useful at All</th>
<th>Neutral</th>
<th>Very Useful</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

b. Student visits to local TV or radio stations (6.03)

| 1 | 2 | 3 | 4 | 5 | X6 | 7 |

c. Internship program at local TV or radio station (6.13)

| 1 | 2 | 3 | 4 | 5 | X6 | 7 |

d. Mentoring program matching station personnel with students (6.02)

| 1 | 2 | 3 | 4 | 5 | X6 | 7 |

e. Setting aside a part of the station Website for stories and contributions from students (5.61)

| 1 | 2 | 3 | 4 | 5 | X6 | 7 |

f. Allowing some student use of broadcast facilities after hours (5.58)

| 1 | 2 | 3 | 4 | 5 | X | 6 | 7 |

g. Equipment donations or loans (6.32)

| 1 | 2 | 3 | 4 | 5 | 6 | X | 7 |

h. Other: __________________________________________

19. Please list any other ways a professional broadcast journalism organization such as RTNDF can support high school electronic journalism:

________________________________________

Part II: First Amendment Issues

20. In your opinion, how important is it to teach the First Amendment sections on freedom of speech and the press? (circle one)

| 75% | 5 – Very Important |
| 22.1% | 4 – Important |
| 2.3% | 3 – Neutral/No Opinion |
| 0.4% | 2 – Of little importance |
| 0.3% | 1 – Not important |

21. How do students currently learn about the First Amendment in your school? (check as many as apply)

| 73.3% | a _____ Journalism classes |
| 14.2% | b _____ Producing radio or TV or online news |
| 59.1% | c _____ Publishing a school newspaper |
| 51.1% | d _____ Publishing a yearbook |
| 32.5% | e _____ English classes |
68.3% f. History classes  
78% g. Government classes  
14.7% h. Broadcast classes  
28.4% i. Participating in student elections  
12.9% j. Assemblies/Special guest speakers  
0.9% k. Students do not learn about the First Amendment in school  
1. Other (please list): _________________________________

22. What tools do you think would be useful in teaching about the First Amendment in your school? (Circle each item using a 1 to 7 scale, with 1 being "not useful at all," 4 being "neutral," and 7 being "very useful.")

a. Video presentation (5.71)  

<table>
<thead>
<tr>
<th>Not Useful at All</th>
<th>Neutral</th>
<th>Very Useful</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

b. Workbook/Curriculum guide (5.35)  

| 1 | 2 | 3 | 4 | 5 | X5 | 6 | 7 |

c. Speakers from local TV and radio stations (5.84)  

| 1 | 2 | 3 | 4 | 5 | X6 | 7 |

d. Online information/instruction (5.05)  

| 1 | 2 | 3 | 4 | 5 | X5 | 6 | 7 |

e. Teacher-led case studies (5.43)  

| 1 | 2 | 3 | 4 | 5 | X5 | 6 | 7 |

f. Overhead transparencies (4.76)  

| 1 | 2 | 3 | 4 | X5 | 6 | 7 |

g. Slides (4.12)  

| 1 | 2 | 3 | X4 | 5 | 6 | 7 |

h. PowerPoint computer file (5.38)  

| 1 | 2 | 3 | 4 | 5 | X5 | 6 | 7 |

i. Other (please describe): _________________________________

23. How much freedom do your school administrators usually allow student media? (check one)

2.2% a. None at all  
33.7% b. Some  
43% c. A great deal  
21.1% d. Almost complete freedom

24. Do you feel your school administrators allow more freedom to newspaper or other print publications than they allow electronic media (TV, radio, online journalism)?

14.2% 39% 46.8%  
1 Yes 2 No 3 Don't know
25. If yes, please explain: ________________________________

26. Does your school have an official Web site? (circle one)
   90.2%  8%  1.7%
   1 Yes  2 No  3 Don't know

27. If yes, how much student-created material is posted on the official school Web site? (check one)
   62.4% a. _____ None or very little
   24.6% b. _____ A fair amount
   13%   c. _____ A great deal

28. Which of the following media in your school have Web sites? (Check as many as apply, and provide Web addresses when possible):
   1.3% a _____ Radio Web site: _________________________
   3.5% b _____ Television Web site: ____________________
   6.1% c _____ Online Journalism Web site: _____________
   16.5% d _____ Newspaper Web site: __________________
   1.5% e _____ News Magazine Web site: ________________
   4.3% f _____ Yearbook Web site: ______________________
   11.5% g _____ Other Web site: _________________________

29. If your school produces online journalism, how often is the Web site updated? (circle one)
   8%     8.4%     17.1%
   1 Daily 2 Several times weekly 3 Weekly
   7.5%   5.3%     21.9%
   4 Twice monthly 5 Every three weeks 6 Monthly
   20.8% 11%        
   7 Less than monthly 8 Other

30. Does your school have a policy regarding Web sites created by students themselves? (circle one)
   27.9%  23%  49.1%
   1 Yes  2 No  3 Don't know

31. Has your school encountered problems with Web sites created by students? (circle one)
   14%   36.5%  49.5%
   1 Yes  2 No  3 Don't know

32. If yes, please describe: ________________________________

For each of the following statements, please circle a number, with 1 being "strongly disagree," 4 being "neutral" and 7 being "strongly agree."
33. Student-created Web sites are a good way for students to exercise their First Amendment rights. (5.20)

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Neutral</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3X</td>
</tr>
</tbody>
</table>

34. While a good way for students to exercise their First Amendment rights, student-created Web sites have the potential to be problematic and should be regulated by the school. (4.85)

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Neutral</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3X</td>
</tr>
</tbody>
</table>

35. Student-created Web sites threaten the educational process.

(2.31)

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Neutral</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2X</td>
<td>3X</td>
</tr>
</tbody>
</table>

**Part III: Speech, Debate, Forensics**

36. Does your school have a debate team? *(circle one)*

- 39.4% Yes
- 58% No
- 2.7% Don’t know

37. If yes, what type of debate team? *(check all that apply)*

- 15.3% a _____ Policy debate
- 18.6% b _____ Lincoln-Douglas
- 5.3% c _____ Other: ________________________________
- 13.5% d _____ Don’t Know

38. Does your school have a forensics program? *(circle one)*

- 34% Yes
- 59.1% No
- 6.9% Don’t know

39. Does your school have other speech-related programs, other than debate and/or forensics? *(circle one)*

- 41.8% Yes
- 47.1% No
- 11.1% Don’t know
- 6.9% Don’t know

40. If yes, please describe the other speech-related programs:

________________________________________________________________________

**Part IV: High School Journalism Internet Guide**

One of the first projects of RTNDF’s High School Journalism Project is to publish a guide to the Internet aimed at high school journalists. The publication will include useful links, real-life examples from high school broadcasters who used the Web to research or advance a story, and training exercises to sharpen your skills.
41. Please list any Web sites that you think would be especially useful to include in the guide:

______________________________________________________________

42. Briefly describe how students at your school have used the Web to help with a television, radio, online or newspaper story:

______________________________________________________________

43. List story topics for which you would like to have Internet training exercises (Examples: a training exercise that lists and shows how to use Web sites to help cover a student-body election, school violence, and the like.)

______________________________________________________________

44. Are there other sections or information you would like to see in the publication?

______________________________________________________________

**Part V: Media Usage**

Now we'd like you to think about the news you get from the professional media: newspaper, television, radio, or online.

45. Overall, how would you rate the job the media are doing covering news? *(circle one) (2.93)*

<table>
<thead>
<tr>
<th>4 Excellent</th>
<th>3 Good</th>
<th>2 Fair</th>
<th>1 Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

46. Specifically, how would you rate the overall quality of the news you receive from local television? *(circle one) (2.65)*

<table>
<thead>
<tr>
<th>4 Excellent</th>
<th>3 Good</th>
<th>2 Fair</th>
<th>1 Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

47. Specifically, how would you rate the overall quality of the news you receive from local radio? *(circle one) (2.56)*

<table>
<thead>
<tr>
<th>4 Excellent</th>
<th>3 Good</th>
<th>2 Fair</th>
<th>1 Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

48. When it comes to covering news about educational issues, how well do you think local television news programs are doing? *(circle one) (2.08)*

<table>
<thead>
<tr>
<th>4 Excellent</th>
<th>3 Good</th>
<th>2 Fair</th>
<th>1 Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

49. Does your school have a media literacy component in its curriculum? *(circle one)*

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>28.4%</td>
<td>48.3%</td>
<td>23.3%</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
Part VI: Information about Your School and You

50. Number of students enrolled in grades 10-12 at your school (circle one):

<table>
<thead>
<tr>
<th>CUM FREQ</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>fewer than 200</td>
<td>1 16.1%</td>
</tr>
<tr>
<td>200-500</td>
<td>2 25.3%</td>
</tr>
<tr>
<td>501-1,000</td>
<td>3 23.5%</td>
</tr>
<tr>
<td>1,001-1,500</td>
<td>4 15.1%</td>
</tr>
<tr>
<td>1,501-2,000</td>
<td>5 11.2%</td>
</tr>
<tr>
<td>2,001-2,500</td>
<td>6 5.8%</td>
</tr>
<tr>
<td>2,501 or more</td>
<td>7 2.8%</td>
</tr>
</tbody>
</table>

51. Type of school (circle one):

| Public | 1 86.4% |
| Parochial | 2 7.7% |
| Other Private | 3 5.9% |

52. How would you describe the location of your current school? (circle one)

<table>
<thead>
<tr>
<th>CUM FREQ</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>In a rural or farming community</td>
<td>1 32%</td>
</tr>
<tr>
<td>In a small city or town of fewer than 50,000 people that is not a suburb of a larger place</td>
<td>2 20.4%</td>
</tr>
<tr>
<td>In a medium-sized city (50,000-100,000 people)</td>
<td>3 8.9%</td>
</tr>
<tr>
<td>In a suburb of a medium-sized city</td>
<td>4 6.0%</td>
</tr>
<tr>
<td>In a large city (100,000-500,000 people)</td>
<td>5 7.9%</td>
</tr>
<tr>
<td>In a suburb of a large city</td>
<td>6 10.7%</td>
</tr>
<tr>
<td>In a very large city (more than 500,000 people)</td>
<td>7 6.5%</td>
</tr>
<tr>
<td>In a suburb of a very large city</td>
<td>8 7.4%</td>
</tr>
<tr>
<td>A military base or station</td>
<td>9 0.1%</td>
</tr>
</tbody>
</table>

53. Approximate percent of racial minorities at your school (includes African American, Hispanic, Native American, Asian American, other):

_____ percent (26.29%)

54. Approximate percent of racial minorities in your journalism program (including journalism classes and news media staffs):

_____ percent (23.92%)

55. Two-letter U.S. Postal abbreviation for your state:

56. Including this year, how many years have you been a teacher? (enter number below)

_____ year(s) (14.47)

57. Including this year, how many years have you taught journalism and/or advised electronic media or publications? (enter number below)

_____ year(s) (8.1)
58. Current age: (41.24)

59. Sex (circle one)
   1 Male          2 Female
   29.4%          70.6%

60. Your race: (circle all that apply)
   1 African American  2.6%
   2 Asian American   0.9%
   3 Caucasian (white) 91.8%
   4 Hispanic         1.7%
   5 Native American  1.4%
   6 Other:           1.4%

61. List the teaching areas (such as English, social studies, journalism, mathematics) for which you hold state secondary school certification or endorsement:
   a. English - 79.6%
   b. Journalism - 31.6%
   c. Social Studies - 17.5%
   d. Speech/Drama - 15.2%

62. What is the highest degree you have earned from among the choices below? (check one)
   0.5% a. Associate of Arts or Science
   46.2% b. Bachelor's (of Arts, Science, Education or other)
   49.6% c. Master's (of Arts, Science, Education or other)
   1.7% d. Education Specialist
   1.9% e. Doctorate (Ph.D., Ed.D., J.D. or other)

63. In which academic courses or on what school duties do you spend most of a typical school day? (For example: "English classes"; "Library supervision"; "Journalism advising")
   1st Most Time-Consuming: English Teaching - 62.2%
   2nd Most Time-Consuming: Journalism Advising - 55.8%
   3rd Most Time-Consuming: Journalism Teaching - 46%

64. Have you ever attended a summer journalism workshop for teachers/advisers? (circle one)
   43.8% 56.2%
   1 Yes 2 No

65. Would you like to attend a summer journalism teaching workshop? (circle one)
   63.2% 13.9% 22.9%
   1 Yes 2 No 3 Undecided
66. If you would attend a journalism workshop, would you be willing to pay for graduate credits? (circle one)

39.7% 30% 30.4%
1 Yes 2 No 3 Undecided

If you have other concerns or comments about electronic journalism in the high school, please add them here:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

THANK YOU for participating. Please return the completed survey in the self-addressed, stamped envelope within the week. If you would like results of the survey and other information from the Radio and Television News Directors Foundation, please fill out the enclosed Feedback Form and include it with the survey. It will be separated from your survey, so complete anonymity of your survey responses is assured.