

FUNCTIONS OF THE HIGH SCHOOL PRESS
AS VIEWED BY THREE PUBLICS
WITHIN A HIGH SCHOOL
SOCIAL SYSTEM

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PREFACE

This study is concerned with the perceived functions of the high school press by various publics within the high school social system. Widely varying assessments of these functions have been reported by different groups.

In many previous reports, "models" of high school newspaper functions have been outlined; but, they have been limited in the depth of survey coverage. Seldom have more than two publics been surveyed with references to functions. Often "models" are not accompanied with statistical information to support contentions.

This exploratory study of the high school press pulls all major functions together for inspection of three publics within the high school population. Faculty, students and publication staff members were given opportunity to express opinions on the public relations, student voice, learning device and professional training functions of the campus newspaper.

These three publics were asked to express their level of agreement with statements of scholastic press operation designed with the help of competent judges from the several high school press associations and advisers to "Pacemaker" award winning newspapers.

I would like to express my appreciation to those judges as well as the twenty publication advisers of the high schools where the study was conducted.

A special debt is owed to Mrs. Mary Louise Turner, president of the Oklahoma Journalism Education Association, and Mr. A. W. Blake, professor of journalism at the University of Arkansas, for their encouragement in researching scholastic journalism effort in Arkansas and Oklahoma.

Consideration of this thesis by my committee, Professor Lemuel D. Groom, Dr. James W. Rhea, and Dr. Walter J. Ward is sincerely appreciated. Dr. Ward deserves special recognition for his constant urging of students to question and seek out meaning.

Perhaps more importantly, I should thank my parents for their continuing financial support and interest in education and my wife for her unfailing belief in my ability.

TABLE OF CONTENTS

Chapter	Page
I. DEFINITION OF PROBLEM	1
II. REVIEW OF THE LITERATURE	6
Models of High School Press Functions	7
Learning Device	12
Professional Training	16
Student Voice	21
Public Relations	26
Audiences	32
Footnotes	39
III. DESIGN, METHODOLOGY AND ANALYSIS	43
Design	43
Survey and Testing Procedures	48
Measurement of Dependent Variable	50
Statements of Functions	51
Sampling	52
Analysis	54
Hypotheses	57
Footnotes	62
IV. FINDINGS: HIGH SCHOOL PRESS FUNCTIONS AS PERCEIVED BY VARIOUS PUBLICS IN THE SOCIAL SYSTEM	63
Tests of Research Questions	65
Similarities in Perceived Functions	83
Functional Types	84
Summary of Types	94
V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	98
Conclusions	101
Recommendations	104
A SELECTED BIBLIOGRAPHY	107
APPENDIXES	108
APPENDIX A - STATEMENTS OF HIGH SCHOOL PRESS FUNCTIONS.	109
APPENDIX B - QUESTIONNAIRE	110

LIST OF TABLES

Table	Page
I. Analysis of Variance Paradigm: Mean Agreement Scores For Statements of Functions By Various Publics Within the High School	64
II. Analysis of Variance F-Ratio Table	66
III. Correlation of Combinations of Functions, School Size and State.	85
IV. Types of Respondents Isolated by Elementary Linkage and Factor Analysis	86
V. Intercorrelations of Type I Respondents	91
VI. Correlation of Combinations of Functions, School Size and State With Each Type	95

LIST OF FIGURES

Figure	Page
1. 3 x 2 x 4 x 3 Factorial Analysis Paradigm Illustrating Juxtaposition of Variables	49
2. Summated Rating Scale of Questionnaire Showing Numerical Values of Levels of Agreement or Disagreement	51
3. 3 x 2 x 4 x 3 Factorial Analysis Paradigm Illustrating Juxtaposition of Variables	56
4. Mean Agreement Scores by States and Functions	68
5. Mean Agreement Scores by States and School Size	69
6. Mean Agreement Scores by States and Publics	70
7. Mean Agreement Scores by Functions and School Size	72
8. Mean Agreement Scores by Functions and Publics.	72
9. Mean Agreement Scores by School Size and Publics	74
10. Mean Agreement Scores by States, Publics and School Size.	75
11. Mean Agreement Scores by States, Functions and Publics	77
12. Mean Agreement Scores by Functions, Publics and School Size	79
13. Mean Agreement Scores by State, School Size and Publics	80
14. Mean Agreement Scores by States, Functions, School Size and Public	82

CHAPTER I

DEFINITION OF PROBLEM

This study was undertaken to determine, within limitations, the degree to which membership in a particular level of the high school social system determines an individual's perception of the various functions of the scholastic press.

From personal experience the researcher was aware that the high school newspaper, generally published weekly or bi-weekly, meets mixed reception with every distributed issue. What may be interesting and vital to all the high school student may not be received quite so enthusiastically by other readers.

Printing the school's operational problems will almost always be frowned upon by the administration: a black disturbance during the first year of the school's integration plan will likely bring the principal or superintendent "front and center" in their opposition to further reports of this nature.

Social problems are avoided. The draft and Vietnam have long been shunned in many schools because "it does not apply to the local school or its students" or "students are not involved in the issue".

When papers glossed over Vietnam, integration, bond elections or other "meaty" stories, high school students have questioned the accuracy and sincerity of the newspaper staff in printing a newspaper about "their school".

Many students have reported that it was a lack of coverage of "vital" information that caused the establishment of an underground press for high schools.

Journalism advisers have indicated that in presenting a good newspaper to the high school readers they felt as if they were "searching for stepping stones in a surging stream". They questioned the role of their newspapers.

Administrators, publication advisers and students have shown growing concern of the role of the high school publication within the confines of the school system. This concern has lead to discussion, often heated, by the various levels of the school social system as well as the outside community.

To clear the air, many schools are beginning to detail what the role of their high school's newspaper will be. Many of these guidelines are very exact but most of them are similar to the policy of the East High School of Kansas City, Missouri.

In part, the Statement of Policy for East High School Echo outlines that:

The Echo will attempt to live up to the highest standards of professional journalism. Therefore, prejudiced statements, profanity and obscenity will not be published.

The Echo will try to make every effort to provide unbiased reporting, interesting features and thorough and action provoking editorials.

The Echo will provide a platform for the expression of student opinion through signed, not anonymous, letters to the editor.

The Echo will attempt to include news and commentary on subjects that affect and/or interest students.

From time to time the Echo will stage an editorial

campaign on an issue to bring about change or action by the administration or student body that the Echo's editorial board deems necessary.¹

This statement, adopted in 1971, briefly spells out a policy that the paper will abide with as a means of attaining goals while obtaining cooperation from administrative levels. But, it should not be assumed that every school has such a policy or, in fact, the newspaper's readers actually realize the functions of student publications.

An unpublished master's thesis from Brigham Young University indicates that the number of studies of high school publications in the past several years is quite extensive.²

However, the author is quick to point out that most of this work has dealt with the number of publications, how many students have served on publication staffs, facilities available for the publication activity, how the publications were financed, or to what degree the teacher/adviser academically was prepared.

This should not indicate a lack of interest in determining the newspaper's function within the high school.

On the college level, journalism educators have begun to study effects of conflicting functions on the performance of the college press. But, for the scholastic press, few studies now seem available that allow the faculty, publication adviser, student staff, school administrators and student body an opportunity to express their views on the functions of the student newspaper.

Dr. Laurence R. Campbell, director of Quill and Scroll Studies, has been the most frequent researcher into functions of the high school newspaper. His studies of 1970, 1971 and 1972 are the most current evaluations of high school publications.

Even though specific names assigned to functions often may differ in the individual studies, there seem to be four common prescriptions of student newspaper functions: student voice for the school, learning device for journalism classes, public relations for the school, and professional training for use with the commercial press.

Evidence also is available to suggest that these functions vary in degree depending on the level of association within the high school population being surveyed: faculty, student body or publication staff.

This study includes all four functions as viewed by three general publics in the high school social system. In addition, the researcher also introduces two additional variables: size of school and locality by state.

Function, publics, school size and locality, are the independent variables. The dependent variable is the mean agreement scores measuring the four functions of the high school newspaper.

Discussion of this design is more fully explained in the methodology section, Chapter III.

FOOTNOTES

¹Statement of Policy, East High School (Kansas City, 1971), p. 1.

²Thomas Clyde Thompson, "Publication Guidelines of Secondary Schools" (unpub. Master's thesis, University of Arizona, 1972).

CHAPTER II

REVIEW OF THE LITERATURE

Many publication advisers and newspaper staffs in high schools are beginning to grapple with the question "What is the function of the high school newspaper?" Many are unsure at best.

It should come as no surprise that advisers often ask for discussion of this issue at their meetings. Even if it is not an agenda item, it is common to see "roundtable coffee chatter" with each member expressing a viewpoint.

At the spring 1973 meeting of the Arkansas Journalism Adviser's Association, Mrs. Josephine Feiock, supervisor of English and social studies for the Little Rock (Arkansas) School District, summarized the current attitudes of local administrators. Her comments often mirror much of the material in this chapter. However, her stress of changeability of functions was unusual.

Mrs. Feiock cautioned advisers not to accept hard line functional models but to look toward changing functions which can cause change in operation of the high school newspaper.

A search through literature concerning the high school press resulted in a vast amount of material pertaining to the assessment of functions of the campus press. This section comprises references salient to the various functions and publics studied in this research.

A multifaceted review of the high school press would not be

complete without reference to Dr. Lawrence R. Campbell, Professor of English Education, Florida State University. His comments are typical of those questions asked by administrators, advisers and students--

"What is a high school newspaper? What are its functions?"

What is the role of the high school newspaper? Too many principals have no answer, set no policy guidelines. Some ignore the newspaper until trouble comes; then too often they panic, resorting to academic violence.

The school newspaper may be a plaything for the staff, the house organ for the student council, a newsletter for the parents and alumni for the principal, a public relations medium to make the school's image gleam and glow. And sometimes it becomes the adversary of the academic establishment.¹

Models of High School Press Functions

The role of the campus newspaper as described in The Newspaper Adviser's Handbook indicates that newspaper functions may vary from one school to another depending on the individual school's educational philosophy. But in general a student newspaper may be:

1. The product of a laboratory for the training of students in journalism;
2. A public relations venture for the school;
3. A combination student organ, faculty bulletin, and alumni newsletter;
4. An organ of student expression.

It may also be a combination of any number of these or may serve all functions at the same time.²

Edmund C. Arnold of Syracuse University notes that the printed word carries news of the high school to a special audience of students, teachers, and parents.

The successful staff knows both its job and its audience. Each successful publication is a happy

marriage; of its main functions, as its staff conceives them, and the desires of its audience--its readers and subscribers.

Although each publication's staff may see its job as somewhat different from all the others, some generalizations are possible.

The functions of a periodical are:

1. To inform the readers.
2. To influence them.
3. To amuse them.
4. To serve the readers and the community.³

The editors of Modern Journalism see the student newspaper as functioning in three basic areas or vantage points:

1. Operational--the chief concern of the students, especially the goals and objectives set by the student newspaper staff members.

2. Public relations, especially in the broader sense of human relations--the prime concern of school administrators.

3. Educational--the major concern of educators.⁴

It seems of special interest that these editors of Modern Journalism used a rather unusual approach to the definition of student publications, one that was not observed by many other sources.

Today's school newspaper is a stimulant for young persons generally considering a career in the communications media and is a training ground especially for future journalists. A school newspaper, for our purpose, is synonymous with a student newspaper. We define it as any school-sponsored, school-centered, and student-edited publication. Grade school, high school, and college publications are included; newspapers sponsored by schools of journalism are not.⁵

William L. Rivers in his book, Mass Media, stated that a high school or student publication is in many ways working under the same functional goals as the professional newspaper but, the high school newspaper is given a major advantage.

The worst mistake a student editor can make is to consider his own goals as somehow different from those of the professional. His materials are different because he is writing and editing for a small, homogeneous community—a fact that should enable him to speak more meaningfully to the majority of his audience.

It follows that any student publications—newspaper, magazine or yearbook—must be approached as a serious work of journalism. It should report and explain newsworthy events in the life of the institution and provide a medium for student expression. It should make itself indispensable to the school community. It cannot be a clique operation—a toy for the amusement of a small group—and serve the purposes of mass communications. It cannot be an announcement bulletin or a collection of stilted photographs and win a place for itself.

In Newspapering by Bill Ward, staff members are told that they must make very basic decisions about the functions that their paper will serve in order to establish a strong reputation.

What decisions must be made?

1. To what degree will we report the news needed by our students to understand the school community?
2. To what degree must we be a matter of record?
3. To what degree shall we go behind the news to interpret the meaning and the significance of events?
4. To what degree shall we provide leadership?
5. To what degree shall we entertain the readers?
6. To what degree must we be responsible for building school morale and spirit (call it internal public relations)?
7. To what degree must we seek to improve our school's image in the community (call it external public relations)?
8. To what degree do we adopt professional standards of journalism and provide professional training?
9. To what degree do we provide an outlet for good writing and art work from all students?
10. To what degree do we provide a forum in our

school for the free interchange of ideas?

11. To what degree do we reflect the culture of our readers?

Now here's the point. The editors must choose their stands. On some points, they will be enthusiastic. On others, they will be indifferent. As the decisions are made, the image of the paper emerges.⁷

A curriculum guide for the El Paso School System indicates that the importance of the student newspaper is often overlooked but, nevertheless, it still exists.

Are high school publications a necessity or a luxury in the educational world? Although school publications have been in vogue for a number of years, certain hidden values have not been examined in the light of the many services they have to offer the special reading public over which their influence may chance to fall.

Primarily, the school newspaper should act as an educator, not only by presenting adequate news coverage, but also by emphasizing the work of the various departments in the school.

Second, it can be classed as a promoter, especially of good community spirit. It should stimulate pride in all activities and actually create cooperation through the simple propaganda "bandwagon" device.

Third, evaluation and interpretation of the school program and policies should never be underestimated. The chief product of this evaluation is the commendation of good scholarship and worthy enterprises.

Last, but certainly not least, the publications should serve as media for reader entertainment.⁸

According to Samuel N. Feldman, author of The Student Journalist and Legal and Ethical Issues, regardless of the type of publication in the high school, the school's administration has the responsibility of setting the standard functions of the publication.

The right of a school district administration to define the type of newspaper they will allow is beyond question. The adviser's handbook published by the National

Scholastic Press Association sets forth four entirely different types of high school newspapers by the function they are created to perform. There is little uniformity of purpose between districts. Very few administrators are really sure what the paper is supposed to do; and thus students are vulnerable to arbitrary emotional reaction.⁹

The curriculum guide for the Los Angeles School District makes it very clear that the functions of the school newspaper are dependent on the standards set by their administration.

Because most high school newspapers are financed and published by the student body, it might seem that the student body is the publisher and should have control of their content. However, the newspapers are prepared through journalism laboratory activities as part of the regular school curriculum. The activities of the classes are the responsibility of the principal and the school system. The journalism teacher, as staff adviser, is the principal's representative and is charged with maintenance of the standards which have been established.¹⁰

These authors seem to indicate that the high school newspaper may have the functions of: public relations, journalism laboratory, house organ, extra curricular activity, student opinion, and faculty bulletin. These functions are evaluated by five basic audiences within the school system: administration, faculty, journalism adviser, students and student newspaper staff members.

Because of this quandary over function, Clarence Hach sees the decay of the high school newspaper:

For too long too many of our school papers have not been worth the paper they've been printed on, not because they have not been well edited, but because they have not been vital to their readers. Too many of our school papers, in the past and now too, could cease publication with no hue nor cry from readers demanding reinstatement. Some might cease publication with a whimper among some readers, but very few would be missed by very many for very long.¹¹

In an unpublished master's thesis, Audrey Pennington noted the problems that face the student editor because of the functions of the

student press as perceived by the various publics in the school.

Walter Wilcox, professor of journalism at the University of California, Los Angeles, details the problem originally in an article for The College Press Review. Wilcox said:

...the editor has a tougher job, a far tougher job than his big brother on the normal press. How does he assign the usual news value measuring stick to his material? His various publics have varied concepts of news values, each created within his own frame of reference. To certain members of the faculty, for instance, sports are an anathema. To the irreverent student, the esoteric paper written by the professor of classics couldn't be more "square." Even interpublic preferences create problems.

Who gets front page, upper right? Does the official pronouncement from the president's office [superintendent could just as easily be substituted here] outweigh the official pronouncement from the student council?

If the student editor can evolve a pattern of news values from the conflicting complex of functions he probably is more than ready to enter the world as a top-flight newspaperman. Obviously he can't. Therefore, each student editor assumes a role; he identifies himself with one or another of his publics and weighs his news values accordingly. Perhaps the faculty adviser resists, and manages to re-deploy the coverage and play according to his view of the newspaper's function. Or perhaps the faculty complains that it is not represented adequately; or perhaps the journalism instructor feels the need to broaden the news coverage basis in order to assure his students better-rounded training; and so it goes.

Thus, the news package itself is subject to the stresses and strains which the multiple function brings to bear.¹²

Learning Device

The high school newspaper was established following reports by John Dewey and other educational innovators that the classrooms were not as stimulating to students as they could be. Dewey suggested that a group of "purposeful activities" be used as an additional school

activity in the more disciplined programs.

...the school newspaper does have an older and perhaps more fundamental reason for being: to promote the educational advancement of all students. Historically, the school newspaper is the child of an educational revolution. About 1900, a group of partisans led by John Dewey and others sought to erect what amounted to a new order in the classroom. Essentially, they had two objectives: to relax the old, formal, hickory-stick discipline, immortalized in such classics as Mark Twain's Tom Sawyer; and to replace it with "purposeful activity," implemented¹³ by such educational stimulating devices as the newspaper.

This concept of the high school newspaper as a learning device has been fostered by the many organizations (i.e. Quill and Scroll Society, National Scholastic Press Association and Columbia Scholastic Press Association) that promote and work with the campus press. An excerpt from The Newspaper Adviser's Handbook reflects this attitude.

The high school newspaper is an important activity in any school. It is an activity ideally adapted to functional learning situations. It becomes a natural interest project where students can see composition and rhetoric as something meaningful in their own life interest and purposes.

But the school newspaper is not only of interest and importance to the students who participate as a member of the staff. It is equally important to the school as a whole, and to the community at large.

Real and lasting benefits accrue to the student who works as a member of the school newspaper staff. School journalism achieves many of the major objectives of secondary education. It meets the basic aims of instruction in English and the social sciences.¹⁴

Principals and other administrative officials of public schools have recognized this functional activity for the high school newspaper and have encouraged viewing the scholastic newspaper as an extension of the classroom. As classwork, much of the problem of "gossip column" scholastic press should be avoided.

Robert A. Reichley in an article for the Bulletin for the National

Association of Secondary School Principals says:

That school newspapers, secondary and college, exist to publish the news and events of the student and school life is obvious.

Where good publications exist in a secondary school, they are, to a varying degree, an extension of the curriculum--laboratories where what one student learns from one teacher in one classroom can be tried out on a mass audience.¹⁵

Reichley does recognize difficulties with this concept and voices the idea that in being a curricular activity it may not be a really accurate account of what occurred in one particular school during one particular year.

Does the stranger who casually picks up the school newspaper gain an accurate account of what students are thinking about? At a time when our schools are allegedly graduating the brightest children in history, do many of our school publications reflect giddy gadflies whose sole interest in working on the newspaper, yearbook or literary magazines is the transmission of outdated news and private jokes, glorification of all the campus heroes, and a long biography in the yearbook for the staff members?¹⁶

How then, can publications, particularly newspapers, be a meaningful experience for the student, an extension of the curriculum to satisfy the criticism that they require too much time, safe and accurate enough to steady jittery administrators, and yet be interesting to their prime area of influence--the teenagers?¹⁷

The American Civil Liberties Union view has outlined the publication as a learning device in its discussion of the freedom of the press issue and the legality of the recognized and the underground publications for high schools. The essence of their view is:

Generally speaking, students should be permitted and encouraged to join together to produce such publications as they wish. Faculty advisers should serve as consultants on style, grammar, format, and suitability of materials. Neither the faculty advisers nor the principals should prohibit the publication or distribution of material except when such publications or distribution would clearly endanger the health or safety of the students, or clearly and imminently

threaten to disrupt the educational process, or might be of libelous nature....

The student press should be considered a learning device. Its pages should not be looked upon as an official image of the school always required to present the polished appearance to the extramural world. Learning effectively proceeds through trial and error, and a poor article or a tasteless publication as from the traditional pieces, groomed carefully for internal publication.¹⁸

Carlos de Zafra, Jr., coordinator of general education for the Charlotte Junior-Senior High School in Rochester, New York, agrees with the policy of the ACLU. He indicates that the most difficult problem in producing a school newspaper as an educational experience is in the selection of the editor to head the effort:

The single most crucial decision a faculty adviser has to make--since a school paper should be published "by and for the students" of his school as an educational experience for them--is the selection of his student editor-in-chief.¹⁹

From an administrative position Lilburn E. Wesche, a faculty member of Northwestern Nazarene College, reveals in a survey that a significant percentage of principals surveyed recognized the newspaper as an extension of a class:

In 75 per cent of the schools studied the journalism class was responsible for the publication of the newspaper. Interestingly enough, this would indicate that the newspaper is recognized as a valuable laboratory experience for the journalism class....²⁰

Ben Brock, assistant principal of Newman High School of Sweetwater, Texas, indicates that school administrators are becoming increasingly aware of the educational benefits of the scholastic press:

Alert administrators are becoming more cognizant of the importance of the two most common school publications--the newspaper and the yearbook--and are recognizing the value of journalism and accompanying publications in the curriculum.

Although many superintendents and principals have long recognized the worth of journalism and accompanying publication work, numerous administrators still consider journalism a "frill" subject and think of the newspaper and yearbook as "mere gadgets or educational toys."²¹

In another article from the Bulletin of the National Association of Secondary School Principals, George Reqrn, former president of the Journalism Advisers of Minnesota, summarizes the impact of the high school newspaper as an educational device:

Student media rank among the most effective of educational tools. For those who produce them, they offer experiences unsurpassed in the school program in such things as developing social conscience, working effectively in group situations, sharpening critical thinking and expression, relating to other human beings, making decisions which may affect others as well as themselves, analyzing institutions and social phenomena, gathering information and investigating conditions, and, perhaps more importantly, dealing with the problems and challenges of mass communication over a sustained period of time.²²

We have seen that, as first conceived, the high school newspaper was like any other educational device but it has gone further than the initial design of stimulating student interest in the four basic communication skills: listening, speaking, reading and writing. How well the student newspaper has fulfilled that purpose causes a review of at least three unanticipated purposes of the high school press.

Professional Training

The authors of Modern Journalism indicate that the many technical aspects of the operation of a student newspaper in many ways give students an insight into positions they may fill as professional journalist.

To most people, the fact that the student staff learns about the technical aspects of running a newspaper may seem relatively unimportant, especially at the grade school and high school level. Newspaper people know, however, that the majority of those who will one day write, edit, and publish

the news in America are at this moment getting their first taste of this work at school. This staff work on the school newspaper provides a sort of proving ground on which young people discover and test their various skills and interests.²³

In a sample editorial policy for student publications issued from the offices of the Executive Secretary of the Arkansas High School Press Association, we read:

In the school community, the student publication shall convey information with accuracy and insight and in such a manner that truth shall remain predominant.

Scholastic publications here shall serve as a training ground not only for students to progress into the fields of journalism, but also as a means to teach them to function in a democracy where they can see and understand the importance of the press in a free society.²⁴

Mitchell V. Charnley, professor at the University of Minnesota, challenges this viewpoint:

That courses in mass communication have a vital place in the secondary school curriculum...but that they are pretty sure to fall distressingly short of their useful potentials if they serve only to see the school paper gets published.

...high school journalism [course producing the high school newspaper] should not be considered career training. I think it is rarely so considered.²⁵

Reqron, in his article for the Bulletin, supports Charnley's contention:

Student media are not a sandbox exercise in what it's really like "out there" although many high school journalism texts might have you believe that it is so. They serve a vital and immediate need for communication and understanding in a dynamic, real-life situation.²⁸

Several authors disagree with Charnley and Reqron's position. They indicate that even if the avowed purpose of the newspaper is not professional in nature, certainly a significant by-product of the newspaper would be in professional training. Reichley, who has been quoted

as promoting the use of the high school newspaper as a learning device, says:

The main purpose of newspapers...is to inform. But there is a very tangible by-product in the scholastic press. From the student newspaper come many of the professional journalists of tomorrow. The young editor who has been challenged to handle an important subject in depth and within the scope of his capabilities and those of his staff, is that much farther ahead of the one whose pen suffocates in a vacuum.²⁷

An article in Saturday Review by Hillier Kriegbaum supports the growing contention that through the newspaper on a high school campus the staff act out real training roles for future jobs on the professional publications:

In many ways, too, high school journalism is remarkably like the adult communications world. Some enthusiasts could--and a few do--claim that it is not just a microcosm but it is actually equal to or even better than the way things are done by the students' older conferees in commercial journalism.²⁸

Although this seems to be a rather common opinion among educators, Dal Martin Herring goes a step further in his case for professional training through the high school press:

High school is an excellent place for students to learn the basic precepts of the journalism art....

And lastly, while the school paper may not cultivate an appreciation of the arts, it can provide valuable training in such vocational areas as photography, printing, and advertising.

...schools also neglect the potential...which offers multiple avenues for professional and vocational training.

Certainly, the place to start training and educating the learned journalist of tomorrow is in the public schools.²⁹

Even students express this similar opinion. A forum topic appearing in the Senior Scholastic discussed the issue of training and

guidance of student writers before they become professionals indicating the high school newspaper is an avenue for experience:

No one is born a full-fledged journalist or writer. Skills, ability, and judgment must be developed. Faculty advisers are there to help students become good journalists.

Learning how to work within the existing system could have great practical advantages in later life.³⁰

The authors of Modern Journalism further indicate areas in which student journalists may obtain training for professional fields:

As regards production work, students learn about layouts, proofreading, printing, and reproduction processes; for example, letterpress, offset lithography, and duplicating processes like mimeographing. While the staff members may not be required to know all the principles behind such operations, they must understand the printing processes well enough to appreciate the possibilities or to realize the limitations in any particular situation, especially where illustrations are involved. The staff also learns some of the business aspects of newspaper work.

If the commercial press is the poor man's university the school press is certainly the student's best teacher. From it he learns what is currently happening in his school and also what has happened there in the past. Furthermore, because the student can check the accuracy of what he reads, he learns one important negative lesson, namely that seeing something in print does not necessarily prove that it is true.³¹

In general it would be safe to accept the view of Lester Benz in

The Newspaper Adviser's Handbook:

Student journalism provides the student with an opportunity to gain understanding of the role of the press in a democracy; the value of the press to the consumer of news; the processes necessary in the production of a newspaper; and the interdependence of the various departments within the newspaper organization.³²

Looking at the newspaper from a more critical viewpoint a student writing in How Old Will You Be In 1984? sees the high school newspaper as an aid in practical experience much like any other vocational training:

The high school newspaper is like Power Mechanics I. It gives young people practical experience for use in their later lives....It is not and never will be a forum for ideas and a showcase for creations....There is no harm done by school newspapers, so to advocate their elimination is destructive criticism. But the idea that these newspapers have no greater purpose [practical experience] is constructive criticism.³³

Many authors would have us believe that the rather logical extension of the learning device function is that of training for placement in the professional world.

If it is correct that "writers are not born" then surely each additional assignment for the high school newspaper is aiding in the development of professional ability.

It seems accurate, as previously mentioned, that students will gain experiences in working for the newspaper that will be marketable outside of the high school. In this light, the high school newspaper is rather like a practice field on which to scrimmage.

Students working on the business side of the publication should be able to gain just as those who receive editorial or photographic assignments. This business experience is often used by publication advisers as a reason for allowing advertising to appear in student publications.

There is a point that should be made concerning professional training as a function of the high school newspaper. Few educators or professional journalist would agree that one-year of experience, or at best two-years, with a high school newspaper will qualify an ex-student staff member for work in the "real world". Several of the author's students have indicated, however, they were hired for work on a commercial publication because of their high school publication background.

Student Voice

In many schools the paper's staff and the adviser may have worked out the functions of the paper themselves. In almost any statement of this kind, one definite function will be that of student voice. Although it may be called other names, student voice is generally taken to mean a publication exposing student directed copy. It is very adequately defined by Harold Spears:

...some expression of the idea that the paper should be effective in expressing and directing student opinions, and at times even community opinion. It may be a medium through which the students speak and it may also be a medium through which the opinion of the student body is directed and crystallized.³⁴

Because student newspapers do not always attain the level of speaking for the student public of the high school, many students have turned away from the authorized school publication in favor of a more liberal student effort.

In directing and speaking for the student group, the newspaper must adequately reflect the school. It must be, according to Darner and Cordell, the setting down into words and pictures the actual spirit of the school year:

The function of the school newspaper is to reflect the events at school at the time when these events are of concern to the school population. It provides reminders for the students of events to come and tells them how they can take part in them. It chronicles past events, telling what took place and who took part. It gives recognition for accomplishments and achievements. It leaves a regular record for anyone who would want to look back upon the history of the school.³⁵

But in attaining this coverage, Frances Bixler believes that the publication can still miss the good newspaper list and be ineffective in the high school:

A good newspaper is influential. It is the paper of the school, not just the paper in the school. It not only reflects student thinking, but also leads it. Today's high schoolers seek in-depth coverage of international, national, state, and school issues....These papers are alive!

In discussing a good school newspaper our senior editor indicates what high schoolers yearn for: "It must provide stimulus for others to express themselves; it must be a free and open institution for all students to speak their minds, and a manufacturer of interest in the problems which confront us today."³⁶

Diane Divosky, in an article for Saturday Review, points to pressures from teachers and parents on students. This pressure leads to student demands for more relevant action by the high school newspaper:

Fed by the mass media urged by parents and teachers to inquire, the students are sensitive to the larger world--and their limited role in it--as no generation before. For them, the student council that fulfills itself by planning dances, academic work that leads only to high College Board scores, and school newspapers that highlight class elections and football games are not only artificial but inappropriate.³⁷

In How Old Will You Be In 1984? a student seems to verify Ms.

Divosky's contention:

As the day starts off, I read another informative issue of our school newspaper. Wow! It's almost as good as the last one. The issue in which Dr. Brauer approves the plan for a new addition to the school. Now for the groovy articles in the new edition, they really turn me on. It has an All-Star cast of articles, such as "Student Council List Representatives," which was a very true article as told by the title.

What could I expect from a school paper is probably the question in your mind?³⁸

Former adviser to the student newspaper at South Shore High School in Chicago, Illinois, Thomas F. Connelly, suggests that the paper belongs not only to the staff but to the student readers of the school:

...The newspaper must contain news of interest to all groups in the school community....There must always be a balance among all phases of school life so that there

is a true picture of the entire school.³⁹

An unpublished thesis by Thomas Clyde Thompson reveals that one of the current trends in high schools today is the change in the interest of students. A school publication is often the topic of a heated discussion:

No longer are they [students] concerned only with their classwork and a social life revolving around the Saturday night dance and other traditional school activities. The interests of today's high school student covers the entire social scene....

One of the obvious forms of communication within the high school is the school publication....But, in many cases, they too have been slow to change their style and content to keep up with the interests of their readers.

The future of school publications as anything but a bulletin board rests largely on their ability and willingness to be flexible enough to keep the support of the student body. Many of the school publications have changed from the traditional activity and totally school oriented content to new ideas in content and style.⁴⁰

There is need for caution in trying to duplicate coverage of the many topics of interest of the high school readers. William L. Rivers suggests that most high school publications that attempt to cover this wide variety of subjects often fail miserably:

Small student newspapers that attempt to duplicate professional dailies by providing news of the city, the state, the nation, and the world inevitably fail to cover anything very well. But a student newspaper editor who overlooks the student angles of news that develops elsewhere is ignoring an important responsibility. The campus does not exist in isolation. Congressional action on federal aid to higher education is only the most obvious national issue that is directly linked to the campus. Polls of students' preferences in gubernatorial and Presidential elections are widely read in student newspapers that have recognized the natural interest in them.⁴¹

Administrators have noticed the need for the student voice to be heard and have passed resolutions in support of the concept. A typical

statement of rights and responsibilities for the student newspaper was formulated by the Board of Education for the New York City Schools in 1970:

3. Official school publications shall reflect the policy and judgment of the student editors. This entails the obligation to be governed by the standards of responsible journalism, such as avoidance of libel, obscenity and defamation. Student publications shall provide as much opportunity as possible for the sincere expression of all shades of student opinion.

4.it is clearly the intention of the Board of Education to promote the dissemination of diverse viewpoints and to foster discussion of all political and social issues.⁴²

Another such policy was approved in Davenport, Iowa:

...The student journalists must recognize their responsibility to provide a forum for all diverse opinions, to serve the interests and needs of the reading public, and to provide news and commentary that is accurate, fair, objective and honest.⁴³

Not only are administrative units of the school systems becoming aware of the student voice concept. Federal court decisions have upheld the student newspaper's right to carry such material:

This means that student journalists have a legal right to discuss matters in their newspapers, both school sponsored and underground papers, that were previously forbidden to them. They can report responsible criticism of school officials; run stories involving the draft, the Vietnam war, and drugs; report problems students are having in school and in the community; in general, they are free to responsibly report anything that interests and concerns their readers.⁴⁴

To achieve this goal or function of being the student voice, it is obvious that there must be some change in the high school press. Dr. Laurence R. Campbell urges the development of the "truth shop":

The truth shop concept presupposes presenting a truthful, comprehensive, and intelligent account of school events in a context and with a frequency that gives them meaning. Thus a representative picture of the school community may be projected.

To achieve this goal, obviously the staff should have full access to current and relevant information about the school. It should also be able to publish any news about the school, its students, its faculty, and its other personnel that may be presented in local news media.⁴⁵

Until this concept is established firmly there will be a need for the underground high school newspaper. Clarence Hughes comes to this conclusion after talking with underground editors:

...the paper should be an outlet for student creativity in the form of short stories and poetry.

Those who write the papers imply that in a majority of the cases the papers are started because of dissatisfaction with the school's regular paper. Students state that the regular paper, "offered no opportunity for commentary on various issues and did not devote enough space to the arts." Another student stated, "We wanted a magazine for our own thoughts independent of the lifeless school sponsored activities." Some students reported that they hoped their papers would lead to improvement of the regular paper and the school itself. The writers' comments almost overwhelmingly support the idea that the papers are initially stated so that the students may have a forum and a means to voice complaints against the school.⁴⁶

An article taken from the NASSP Bulletin suggests that the high school publication should not face undue hazards of restriction:

...Robert L. Ackerly, chief counsel for the NASSP wrote, "School sponsored publications should be free from policy restrictions outside of the normal rules for responsible journalism. These publications should be as free as other newspapers in the community to report the news and to editorialize."⁴⁷

Administrators and journalism educators are becoming increasingly aware of student publications failure in reaching their audience and holding their attention. Many of the educators report that the problem stems from the student newspaper being assembled with outdated concepts of student interest.

Too often the student newspaper expresses the adult viewpoint of what students are expected to be interested in knowing. For that

reason, there is little wonder that high school newspapers often sit for days in distribution racks.

If the student newspaper has the freedom to cover all areas of news (school, local, state, national) pertinent to the school and within bounds of good taste by direct reporting, or editorial comment it has come the first full step towards being the student voice it should be.

Being informative does not require the publication carry extensive national or state issues. But it should be able to present any information to its audience that the audience will request and read.

In a nation which allows 18-year olds the right to vote, there is little excuse for the trivia that many student newspapers compile. The student audience needs to be fully informed of the operation and policies of the school system. And in informing the student reader, the high school newspaper should have the freedom to aim constructive criticism at student organizations, procedures and policies as well as many administrative actions that will affect students.

The comment "I read another informative school paper today" needs to be correct--not a joke as it too often has become.

Public Relations

In striking this pose of the high school newspaper as a medium for student voice or student expression, we find that several authors suggest yet another function--public relations. The problem often becomes one of how is it possible to let the students have the ability to speak out on any issue and still maintain proper educational support from the older citizens of the community.

Reichley summarizes the problem:

"...by the apprehension that they (the student writers) will flutter the nerves and agitate the scruples of adult readers....Freedom of speech and expression must sometimes be modified, to be sure, in the interests of the reputation of the school, for the cultivation of sound taste cannot be achieved in the absence of an awareness that it has limits and involves responsibilities."⁴⁸

It is clear from the available literature that the high school press can do much to act as a public relations tool for the alert administrator:

Good student publications help the administration in educating the community as to the work of the school and in molding public opinion. The school newspaper seems to be recognized best as an excellent public information medium, and a school administrator who is interested in making his work easier will use the student publications as an effective device.⁴⁹

George Reqrnon recognizes the value of this same tool and urges that it be used in assuming much of the public relations function of the school:

The need for persons within the school community to be well informed and to share ideas and opinions is enormous and must be served. The student media can and should be assuming much of the responsibility.⁵⁰

In the Illinois Educator, Mary L. Musselman suggests that from her viewpoint the administrators of Illinois have the potential for instant public relations:

Instant coffee? Instant tea? Well, for something new, how about a little instant public relations?

....Every high school in the state of Illinois has the potential; the high school newspaper.

...printing costs...have risen each year, and they could soon reach the point of destroying any student paper which must be a dual use of the high-school newspaper—a vehicle to inform parents of activities at school and as entertainment for students.

Most communities are interested in their young people. Unfortunately, publicity generally focuses on the wrong kind of teen-agers--the one who is in scrapes, the one who is loud and rude. Although parents may feel that their offsprings are all right, too many may have vague suspicions that the school harbors young hoodlums who might harm or influence their children.⁵¹

An article in the Catholic Educational Review, authored by Sister Mary Hortense Herbert, emphasizes the contention that high school newspapers may do much to quiet parental fears:

Administrators are becoming aware of the public relations value of the school newspaper that makes use of the new journalism. Such a news organ puts top emphasis on news that qualifies the school and its place in the community; that so stresses news interpretation that students and classwork, teachers and parents, problems and policies are focused in the public eye.

Truth establishes confidence in the school; maintains school spirit; rallies support for the educational program; and unites parents, teachers, and community in meeting the educational problems and needs of the students. It corrects misunderstandings, and maintains public interest and respect.⁵²

Although administrators may not view the high school newspaper as the only public relations vehicle available, they certainly do consider it a logical choice in promoting the interests of the school. A typical example of this attitude is taken from the Oklahoma School Board

Handbook:

School-community relations may be described as any and all efforts intended to win and keep friends and supporters of the public schools.

To accomplish this, there are numerous media. All are important, and each may be used effectively in its place. Listed below are a few that recommend themselves for the convenient use of any school board:

SCHOOL PUBLICATIONS. School newspapers have their own vital audience. This audience is at the doorstep of the school board. It is tailored to measure. Even though the school publication is only a mimeographed bulletin, it can be valuable to the board without any thought

of domination on the part of the board.⁵³

As the Handbook suggests, it really does not matter what type of publication the high school is publishing. J. K. Hvistendahl, in a pamphlet on the duplicated press, agrees:

Aside from the method of printing, the differences between duplicated papers and printed papers is slight. The functions of informing, entertaining, and serving as a public relations instrument for the school are the same...⁵⁴

All school newspapers exist basically to inform all those people interested in the happenings of the school. The public relations function need not be a consciously carried out project:

Suffice it to point out at this time that if properly run, the student press, without the least hint of subser-
vency, can be the right hand of the administration; and it is in such a capacity that its "proper functions" are described here.⁵⁵

The authors of Modern Journalism suggest that although administrators claim to pay most attention to the operational and educational functions of the school paper, in reality it is with the public relations potential that most school officials are primarily concerned:

This point was stressed in a survey of some 400 high school principals in Missouri in a 1958-59 by Glen Kleine, a graduate student at the University of Missouri School of Journalism. In statements by the principals relating to the usefulness of the school newspaper, Kleine reported in his master's thesis that 24.3 per cent of those replying checked the publicity value of school publications. Following, in order of rank, were these factors: general education...specific education, curriculum...⁵⁶

Donnelly Le Roy Harris in an unpublished master's thesis of 1970 discovered much the same attitude when he surveyed administrators, advisers and student editors in Idaho high schools:

...18 per cent said the school press was a public relations instrument..."to give students a public relations and publicity instrument."⁵⁷

Harold Van Winkle, associate professor in the School of Journalism at Kent State University, suggests that scholastic newspapers review their purpose in light of comments of professional journalists. He quotes Jenkin Lloyd Jones, editor of the Tulsa Tribune.

Jones had suggested that because of a "growing thirst" for solid information, the newspapers should begin to supply more information or face difficulties in circulation and readership. This can be directly applied to the high school newspaper that does not supply information to part of its audience--the parents and business community.⁵⁸

It would seem that continued financial support for the student newspaper is dependent on presenting a "good image" of what the school is accomplishing.

The importance for good school public relations is discussed by Don L. Hichman:

Only a correctly informed public will support the schools. The taxpayer is becoming more and more conscious of how his tax dollar is spent. He will be more sympathetic toward directing tax money into public schools if he is kept informed about what is going on inside the classroom.

Because the school paper is a rather complete and informal picture of school life, it also takes a valuable message to the parents who read it.⁵⁹

In those areas where the school newspaper is not now being used for a public relations potential, it is being carefully scrutinized for such use. Maurice R. Cullen, Jr., in High School Journal urges administrators with public relations problems not to overlook a possible link to the local citizens:

But what is overlooked by most administrators is a readily available instrument which could be forced into a major medium of communication between our schools and our communities--the school newspaper.

The main difficulty in a school system's dependence upon the commercial press for the dissemination of information to the public is that space for school news is necessarily limited. It must compete with international, national, regional, and local news, with advertising, comics, and publicity material from other sources.

Keeping these considerations in mind, therefore, the potential role of the school newspaper as an instrument of school-community relations becomes readily apparent.⁶⁰

In providing this good image and strengthening school-community relations there is a danger that the school newspaper may become little more than a news release for the administration. The Newspaper Guidebook by the National Scholastic Press Association cautions those who would use the high school newspaper as a public relations gimmick:

And while the public image of the school properly is a continuing concern of school publications, it must never take over what the staff feels is best for the school. School papers which are "cheerleaders in print" may make the jobs of administrators and teachers easier, but they do not contribute to honest communication between school and community.... It can lead students to expect and tolerate selection of newspaper content according to what the community wants to hear, rather than what it should hear.⁶¹

Mary L. Musselman has termed the student newspaper directed extensively toward the public relations function as little more than a propaganda sheet designed to give a basically untrue picture of the school. If the student newspaper must be used for this function, she urges that caution be paramount in its application:

It should be emphasized that a publication should never become a mere propaganda sheet to give a smug, untrue picture of school life. If the tone of the paper is insincere, neither student nor adult will be satisfied. If the news is stereotyped, the issues lose the color which indicates authenticity. Your school paper should strive to give a complete, honest, and interesting picture of what is going on in school.⁶²

It would be an unusual school system which did not realize the vast potential of the high school newspaper as a public relations medium.

Administrators are cognizant of its potential for reaching large community audiences. Many authorities would assure us that each student newspaper is read by at least three persons outside of the high school.

Civic clubs and professional organizations are often provided complementary copies of each issue as a means of informing influential citizens of the community. Stories that might reflect unfavorably are often stifled in favor of more bland issues.

Although the staff should be made aware of the potential damaging nature of some stories submitted for the high school newspaper, they should not be asked to gloss-over important campus news for fear of damaging school support. This should be a point of emphasis for each newspaper adviser.

But, whether you consider the high school newspaper as a public relations medium or not may perhaps depend on your place in the high school social system.

Audiences

Are high school publications a necessity or in fact a luxury in the high school educational area? Although school publications have been in vogue for at least 50-years, certain hidden values have been examined in light of the many services that the high school newspaper may have to offer:

The values of most school publications can best be summarized by listing a few of their predominant services. Primarily, the school newspaper should act as an educator, not only by presenting adequate news coverage, but also by emphasizing the work of the various departments in the school.

Second, it can be classed as a promoter, especially of good community spirit. It should stimulate pride in

all activities and actually create cooperation through the simple propaganda "band-wagon" device....

Third, evaluation and interpretation of the school program and policies should never be underestimated.

Last, but certainly not least, the publications should serve as media for reader entertainment.⁶³

The point that should not be overlooked is that people come to the high school newspaper expecting different role performance. Jack Lyle suggests this idea in his The News in Megalopolis:

The point of these findings is that how a person uses the mass media, including the news media, is not exclusively a "rational" matter, but reflects social and psychological needs as well. The authors do not suggest that these groupings of "fantasy-oriented" and "reality oriented" users are anything more than rather crude typologies. But the groupings are useful in helping to understand differences in the media, usage of individuals and to determine variations in the ways a particular individual uses the media at different times and under different conditions.⁶⁴

Robert Holder further points out that each group in the high school travels in specific orbits that are not always compatible. He indicates that the principal, faculty and students are all on different routes and that these routes move only in "crisscross swings" throughout the school.⁶⁵

Holder's separation is not essentially different from that of Reqrón who delineates the divisions into administrators, advisers and students:

We start with a manifestation of understanding and trust, which means we start together--administrators, advisers, students. The administrators seek to understand the kinds of support the publications need to function effectively. The adviser and the publication staff members seek to understand the role in which the administrator sees himself.

Trust among administrators, students, and teachers is essential if they are to work together.⁶⁶

This trust does not always exist and the various levels of the

high school social system debate the need for and operation of the high school newspaper:

When high school principals gather, few problems areas are mentioned more often than student publications.

In extreme cases, principals may actually dread the appearance of student publications because of the embarrassing problems that may arise from them. Yet these same publications are potentially strong factors for good as well as evil in the life of a school, depending upon how they are treated.⁶⁷

Administrators do have the right to establish the type of student publication that the high school will have. According to a Quill article by Samuel Feldman:

The right of a school district administration to define the type of newspaper they will allow is beyond question. The adviser's handbook published by the National Scholastic Press Association sets forth four entirely different types of high school newspapers by the functions they are created to perform. There is little uniformity of purpose between districts. Indeed, there is little uniformity within districts. Very few administrators are really sure what the paper is supposed to do; and thus students are vulnerable to arbitrary emotional reaction.⁶⁸

In a recently made presentation to the Missouri Scholastic Press Association, Clarence Hach described the scholastic press as being in the middle of the age of dissent:

...For too long many of our school papers have been controlled by autocratic school administrators, insecure men and women more interested in displaying to the public an image of "all's right with the schools and the world" than they have been of training you young people in citizenship or developing your good minds for leadership roles in adult society.

Because there are school administrators like this one, students in a good many high schools, as you know, have started underground newspapers. But let's not blame all of the woes of the school press on school administrators....⁶⁹

From the student staff's point of view the high school newspaper is often hindered in its attempt to present relevant information.

Often the problem lies with an apathetic student body:

Students often complain that too many of their classmates are apathetic about many of the things that ought to concern them--particularly the academic, political, and social issues crucial to their school or college, in particular, and to young people in general.

The proper answer to these complaints is usually that the student newspaper is not doing its job as well as it should....If the papers appear bland and deficient in exciting, hard-hitting, and even controversial news, either the imagination or the courage of the newspaper's staff is at fault.⁷⁰

In those schools where student staffs do push for leadership as the student voice as Hach suggests, they often face difficulties when confronted by the administration which believes that the high school newspaper must present a "good" image of the school:

...Before then I could always see things were wrong, but just took for granted that what the administration says goes. I never realized that I could, or anyone else, could have a voice in what goes on and try and better it...

Well--I came back home (from a summer workshop), called up the adviser and told her all the great ideas about creative writing, freedom of the school press, and printing what the kids want to read. All went fine. I had a staff of 10 kids who were really behind me. Especially my assistant editor. We really worked on a great paper. We got great ads, wrote them all up pertaining to the kids. Worked on layout. Tried to really make it look good, horizontal, kicker headlines and all. And we dug up good stories. Got new news. Dug up problems and presented them positively. In the meantime I was talking to the adviser about how great it'll be to print interesting things, try and solve problems.

Well the adviser, kind of old, got all scared and figured out that we were just going to print a big scandal sheet....Then she sent me down to the office. The whole time I wasn't scared....So, I went down to the office and was there for two hours. The principal was telling me how "Oh, you failed us" and all that.

...So, we really thought it over and figured she's just an old lady and won't change, and the administration completely backed her so we just couldn't do anything.... so I and half my staff quit the paper.⁷¹

In the Thompson thesis, the author asked administrators, advisers, and publication editors to respond to the notion that "The school newspaper should serve as a learning experience or laboratory exercise for journalism students" and got mixed reactions from these three groups:

	Adm.	Adv.	Eds.
Strongly Agree	28	41	25
Agree	13	13	24
Disagree	0	0	1
Strongly Disagree	0	0	0 ⁷²

From this cursory observation it would appear that, in discussing the newspaper as an educational activity, a learning experience, the view is held much more prevalently by the adviser group and more so by both student editors and advisers than by school administrators.

Similar results were obtained on the notion that "The school publication should serve primarily the interests of the students." Thompson reported:

	Adm.	Adv.	Eds.
Strongly Agree	14	23	21
Agree	24	26	24
Disagree	3	2	5
Strongly Disagree	1	0	0 ⁷³

These figures seem to indicate that editors and advisers have a closer contact with the student population and are thus more apt to support the student voice viewpoint. However, it is necessary to point out that probability estimates were not made on these data and differences may not be as great as first imagined by cursory examination.

Holder suggests in his A Complete Guide to Successful School Publications that in fact the publication needs to be a reflection of the student and his viewpoint, rather than that of the adviser, faculty

member, administrator or publication staff:

To please your student body the contents of your school paper should reflect the students more than the administration, it should talk more about student affairs than about administrative directives, it should mirror the young mentality rather than picture the attitude of the "we-know-it-all-answers" older people in society.⁷⁴

It is because of the current reevaluation that faces the high school newspaper that a study should be conducted which will allow faculty, students, and publication staff members to examine the role of their school newspaper and act as a potential guide to student newspapers in other states.

Dr. Campbell, in the introduction to the 1972 Quill and Scroll Study, asks:

What is the role of the student publications in high schools? The question has been answered many times in the past six decades in articles and theses, textbooks and critical service scorebooks. Even so as we near the 1980's there appear to be some principals and some advisers who are undecided and hesitate to commit themselves.⁷⁵

It is through the measuring of functions from statements of functions by various audiences within the high school social system that valid predictions can be made to other high school social systems-- what this study proposes to do.

The completed review of available literature served as a guide in the selection of functional statements which were a part of the survey questionnaire submitted to selected high schools in Arkansas and Oklahoma.

From the literature the author was made aware of the vast number of conflicting viewpoints concerning the high school press functions. There are clear indications that a single purpose does not exist at present and that those schools that restrict the high school newspaper

to a formalized model are not fully cognizant of the potential of the student publication.

Chapter III details the methods used in conducting the research of functions of the high school press.

FOOTNOTES

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CHAPTER III

DESIGN, METHODOLOGY AND ANALYSIS

Design

In an attempt to arrive at more detailed information than is available through separate studies of variables related to the high school press, a factorial design was used in this study.

Factorial design is the structure of research where two or more independent variables are juxtaposed in order to study their independent and interactive effects on a dependent variable.¹

From a review of Chapter I, the introductory chapter, statements of the functions of the high school press, levels within the high school social system, school population, and state location comprise the independent variables of this research problem. The dependent variable was said to be the mean agreement with statements by the various levels of the social system within the high school.

Kerlinger says the first step in any analysis must be categorization. Categorization actually allows assigning of variables to proper groups or partitions to facilitate analysis. Using Kerlinger's five steps, justification for these categories of the independent variables was upheld.²

Categories are set up according to the research problem and purpose.³ Through a review of the literature the categories for "levels within the high school social system" and "functions of the high school

press" were derived. The research design incorporated these partitions or categories as well as school size and state locality as the basis for the problem testing.

State of School Location--A

- A₁ Arkansas (Ark.)
- A₂ Oklahoma (Ok.)

Functions of the High School Press--B

- B₁ Public Relations (PR)
- B₂ Student Voice (SV)
- B₃ Professional Training (PT)
- B₄ Learning Device (LD)

Size of Schools--C

- C₁ Small (S)
- C₂ Medium (M)
- C₃ Large (L)

Levels of the High School Social System--D

- D₁ Faculty (Fac.)
 - a. Superintendent (Supt.)
 - b. Principal (Prin.)
 - c. Faculty Instructor (F.I.)
 - d. Publication Adviser (Adv.)
- D₂ Student Body (Stu.)
- D₃ Publication Staff (Staff)

These categories were established from the following operational definitions:

Operational definitions for the independent variables are provided to give the reader a more complete frame of reference for review of the literature.

Faculty. Any of several persons having duties as instructor or as supervisor of teacher activities:

A. Superintendent. The director of total school system activities in management or curriculum.

B. Principal. The administrative official who holds campus-wide responsibility for a school's management and curriculum.

C. Faculty Instructor. A person employed by a school system to instruct courses established for the curriculum (i.e. English, band, business) but not to include publication advisers.

D. Publication Adviser. Any persons who is employed by a school system to teach a journalism course in a high school or who is responsible for the production of the high school newspaper.

Student. Any person enrolled in a high school who is following a course of study toward a high school diploma, but not taking or having taken any course in journalism or has been a member of a publication's staff.

Publication Staff. Any person who has been listed as a staff member of the high school newspaper, either this semester or in previous semesters, or who is enrolled in a course in journalism with the production of the high school newspaper as part of that course activity.

Public Relations. A high school newspaper is used for public relations when the newspaper is used as a device to bolster the image of

the school (i.e. presenting a positive picture of high school policies and activities regardless of accuracy of the image).

Student Voice. A high school newspaper that conveys a record of the school year through editorial and news decisions based on student opinion (i.e. should be designed to express issues of student interest).

Professional Training. A high school newspaper that operates according to the standards and goals of the "normal" press (i.e. the high school newspaper should prepare students to enter a professional/vocational aspect of journalism).

Learning Device. A high school newspaper on which students can gain experience in editing, reporting, and all phases of newspaper journalism as part of the curriculum (i.e. the high school newspaper is an aid working in conjunction with other activities in the journalism classroom).

Small School. Those schools having a total student population of 499 or less in their senior, junior and sophomore classes.

Medium Schools. Schools with a total student population of 500 but not more than 999 students in their combined senior, junior and sophomore classes.

Large Schools. All schools surveyed that have a total school population with at least 1,000 students in their total senior, junior and sophomore classes.

Arkansas Schools. Schools whose publications were listed as being members of the Arkansas High School Press Association by the organization's executive secretary.

Oklahoma Schools. Those schools whose publications were listed as members of the Oklahoma Interscholastic Press Association by the

organization's executive secretary.

Following Kerlinger's specifications, these categories are exhaustive. All objects from the universe sampled must be capable of being assigned to the cells of the analytic paradigm.⁴

One area of difficulty is with the third rule for categorization: the categories are mutually exclusive and independent.⁵ The operational definitions determine the exclusiveness and independence of the independent variable levels. If definitions are clear and unambiguous, it is likely that there will be no confusion. Definitions for this study are very close to those established in previous research projects and those detailed by journalism educators.

Rule four, each category for the independent variable levels was derived from one classification principle.⁶ Thus each of the functions and the levels of the social system, as well as the school size and location, must be derived from only that particular independent variable.

For example, categorizing on the basis of sex, along with student classification, would not actually help the research problem as presented. The six partitions relevant to answering the problem were set up from the "levels of the high school social system" category. This also is true of the "functions", "school size" and "state location" categories.

The last rule in categorizing independent variables indicates that any categorization scheme must be on one level of discourse.⁷ This universe of discourse is the set of dependent variable measures obtained through the problem. In this research, the levels, functions, school size, and state location are the independent variables, while the mean agreement by the levels of the social system on statements of functions

of the high school press is the dependent variable.

Kerlinger has suggested that independent variables and their subsequent categories are actually used to structure the dependent variable measures. The universe of discourse is the set of dependent variable measures. The independent variables can be conceived as partitioning principles that are used to break down or partition the dependent variable measures. If in the analysis, we switch to another dependent variable, we are not actually consistent with the original level of discourse as it was conceived.

To set up the factorial design, a crossbreak, a numerical tabular presentation of data in which variables are juxtaposed in order to study the relation between them, was used.

The result, a four-dimensional crossbreak. The number of dimensions of a table is determined by the number of variables. It makes no difference how many categories any single variable has; the dimensions of a table are always fixed by the number of variables. In this particular case it will be noted that there are four independent variables set against each other: states, functions, school size and public. Figure 1, page 50, indicates the form of the crossbreak.

Numerical data for the study was found in the dependent variable measure of mean agreement of statements measuring functions of the high school press.

Survey and Testing Procedures

This study was designed as a quasi-field experiment aimed at the exploratory levels of hypothesis testing. Because no comprehensive study of the high school newspaper's function could be found that

States

Arkansas

Oklahoma

Functions

Public Relations			Student Voice			Professional Training			Learning Device		
S	M	L	S	M	L	S	M	L	S	M	L

Faculty

Students

Staff

Publics

Mean Agreement Scores on Statements

Measuring Perceived Functions

of the High School Press

Figure 1. 3 x 2 x 4 x 3 Factorial Analysis Paradigm
Illustrating Juxtaposition of Variables

evaluated all four major functions by all major points of view of those who comprise the high school social system, this study attempts to discover relationships of opinions of the functions of the high school press.

Measurement of Dependent Variable

A 25-statement scale using a seven-point summated rating was used to measure agreement with statements of high school press functions.

The summated rating scale allows respondents to express intensity of attitudes. Responses tend to be independent in nature. The respondent can respond to each item freely with a range of more than two possible response choices.

It is important to note that each item has an equal "attitude value". This means that one item is the same as any other attitudinal dimension. There is no hierarchy involved.

For example, take the statement:

The student newspaper should carry reports of federal government action on national student events.

Respondents were asked to place an "X" in the space which most strongly represented their attitude toward the issue.

By placing the "X" in the third blank the subject simply agreed with the statement--not strongly, but yet, he was not neutral about the statement. If the subject had agreed very strongly, he would have placed an "X" in the first blank. If he disagreed very strongly, he would have marked an "X" in the last blank.

Any "X" placed between Strongly Agree and Strongly Disagree extremes indicates a level of the subject's agreement or disagreement

with the statement.

A completed scale showing the various levels of agreement or disagreement is provided below.

Very Strongly Agree	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Very Strongly Disagree
(7)	(6)	(5)	(4)	(3)	(2)	(1)

Figure 2. Summated Rating Scale of Questionnaire
Showing Numerical Values of Levels
of Agreement or Disagreement

Each statement was accompanied by the above scale and was rated by each respondent. Placement of the subject's "X", then, designated a numerical value which indicated each subject's level of agreement with that statement of function. The dependent variable, mean agreement on statements of function, was the average numerical value of agreement for each statement of function.

Each of the four functions was represented by seven statements in the questionnaire with the exception of the learning device activity function, which was represented by four statements. (see Appendix)

Statements of Functions

Statements measuring functions of the high school press comprised statements gathered from the review of the literature plus personal interviews with publication advisers, and former student staff members. After duplicate statements were removed, these statements were submitted

to the executive directors of the several state high school press associations and to the advisers to the "Pacemaker" award newspaper winners since 1970.

A total of 42 persons, 27 advisers to state high school press associations and 15 advisers to high school "Pacemaker" newspapers, aided in classifying 70 original statements by functions. They were given operational definitions of functions and were asked to place each of the statements into a category of function best epitomized by the statement.

No schools in Arkansas and Oklahoma having "Pacemaker" citation winners were included in the judging of the final 25-statement scale. This was to prevent any possibility of bias by a judge who might act as a respondent later.

Final items were fashioned from the 70 categorized statements. Although several statements received unanimous agreement on function, the statements with the highest majority of agreement votes were used for the survey. It should be noted that the judges had little agreement as to the learning device function. For that reason it has fewer actual statements on the final scale.

Scale items were arranged so that items measuring different functions fell in fairly random order. This was to help discourage any tendency toward response bias.

Sampling

Because a survey of the total number of persons comprising the groups or levels of social system membership in high schools would have been prohibitive for a total population as large as that of Arkansas

and Oklahoma, random samples were drawn.

A random sample of 10 schools that held state high school press association memberships in Arkansas and Oklahoma was drawn via a random number table. A total of twenty six schools was chosen to provide reserve units.

In each school a stratified random sample was drawn of the school's population. Populations are stratified when it is felt that persons within each stratum think more alike than do people across different strata. In other words, the researcher suspected there would be large differences among, say, faculty and students' agreement on functions of the high school press.

In some stratified samples, the number of persons pulled from each stratum is in proportion to the number in the population. Proportion, however, is not as important as might be suspected. This was the researcher's conclusion for establishing the study population.

The population was divided into three general groups: faculty, students and publication staff. From these three groups, the superintendent and principal were chosen to represent the administrative level as defined operationally. Ten faculty members from various curricula were chosen randomly from each of the school's populations, with the exception of the adviser to the campus newspaper who was automatically included in the study.

From each school's student population, 10 general student body members and 10 publication staff members were chosen by random selection for testing. On three occasions the researcher was not permitted to use random selection but attempted to select groups that would approximate the results of random selection (i.e. even distribution of

grade levels represented in the school).

In most cases, the 10 publication staff members were chosen through random selection of the publication's staff except where the total population of the high school's publication staff was used. This actually occurred on four occasions, in each instance the staff was from very small schools.

These 10 publication staff members and 10 general students were brought together in one testing group for the researcher to give instrument directions and administer the scale.

This was not the case for the ten teachers or for the principal and superintendent of the schools. In each of the cooperating schools, the scale arrived the day before it was to be administered with the students and publication staff. This allowed the faculty at least one day to complete their scale and, thus, not interfere with their regular teaching schedules.

Superintendents were mailed their individual copies of the survey form and asked to return it by mail within a three-day time limit. In all but four instances, superintendents were able to comply.

The researcher was aware that faculty could not be pulled together before the study began. Schools would have almost unanimously refused to allow the survey had the teachers been asked to meet at one central location at a specified time.

Analysis

Analysis is the breaking down of study data into constituent parts in order for the researcher to obtain answers for the research question being posed.

Kerlinger indicates that factorial analysis yields significant possibilities because of the interaction:

Factorial analysis of variance is the statistical method that analyzes the independent and interactive effects of two or more independent variables on a dependent variable.⁹

A four-dimensional factorial analysis of variance was used to analyze the difference between, and interaction among, high school newspaper functions, publics, size of school and location. Although there were no manipulated independent variables in this study, the factorial approach allowed the non-manipulative, or assigned variables in this study to be controlled. The variables suspected of influencing agreement on statements of high school press functions were categorized and juxtaposed for the analysis, as shown in Figure 3, page 56.

As has been indicated, numerical data for the study was found in the dependent variable measure of mean agreement of statements measuring functions of the high school press. Each mean agreement score was the average of all respondents within one public's mean agreement score.

From this data an analysis of variance was completed. This information forms the basis for a relative order of functions by publics, functions, school size and states.

Analysis of variance essentially tells the researcher the causes of fluctuation or variance in his statistics. It tests the probability that the observed differences between his mean group scores could have occurred by chance or error and at the same time extracts the variance to be analyzed. In identifying the sources of variance we are able to tell if our information is significant or is above chance expectations. This is accomplished through the use of the accompanying F-ratios.

F-ratios are obtained by dividing the identified error variance

												<u>States-A</u>																	
			A_1									A_2																	
B_1			B_2			B_3			B_4			<u>Functions-B</u>			B_1			B_2			B_3			B_4					
C_1	C_2	C_3	C_1	C_2	C_3	C_1	C_2	C_3	C_1	C_2	C_3	C_1	C_2	C_3	C_1	C_2	C_3	C_1	C_2	C_3	C_1	C_2	C_3	C_1	C_2	C_3	C_1	C_2	C_3

Mean Agreement on Statements
of Functions

D_1

D_2

D_3

Publics-D

Main Effects:

- Between Publics
- Between Functions
- Between Schools
- Between States

Interactions:

Publics x Functions x School Size x States

Figure 3. 3 x 2 x 4 x 3 Factorial Analysis Paradigm Illustrating Juxtaposition of Variables

into the experimental variances. This calculated F-ratio is checked against an F-table to reveal various levels of probability. If the obtained F-ratio is as great or greater than the appropriate tabled entry, the differences observed in the research are considered to be statistically significant and above chance expectations.

With a high level of significance, $p > .05$, the results can be considered to be due to definite differences between the levels of the independent variables. If the research procedure was conducted 100 times, only five (5) of those trials' results could occur with as large differences.

The most important aspect of the researchers use of the factorial analysis of variance is that, while independent influences are revealed, interactive effects of the independent variables--levels of the school social system, size of school, location of school, and functions--on the dependent variable, agreement are also possible. In this manner we are able to begin to demonstrate the interactivity of variables upon each other.

Kerlinger also suggests that one of the most important advantages of the use of factorial analysis is in the use of hypotheses--many of which can be tested simultaneously.¹⁰

Hypotheses

Following an extensive review of the literature, the researcher discovered that conflicting information of the functions of the high school press have been expressed by many publics that comprise the high school social system. It is clear that none of these functions has complete support nor have they been adequately tested from more than one

point of view, if indeed they have been statistically analyzed.

For that reason, high school newspapers have expressed difficulties in operating according to the desired scope of functions for their reading publics. Many have expressed dismay at the lack of support from students, faculty and administration.

Recall that the original problem set forth in this study is: Does membership in a particular level of the high school social system determine or affect an individual's perception of the various functions of the scholastic press? Are these perceptions colored by size of school and school district location?

Through a few other exploratory studies in the field of college newspaper functions and from the review of the literature the researcher hypothesizes that:

Relative Agreement of Functions by Publics.

Faculty. A ranking of functions by mean agreement will yield:

1. Learning Device
2. Public Relations
3. Student Voice
4. Professional Training

$$\bar{X} LD > \bar{X} PR > \bar{X} SV > \bar{X} PT$$

Students. A ranking of functions by mean agreement will yield:

1. Student Voice
2. Professional Training
3. Learning Device
4. Public Relations

$$\bar{X} SV > \bar{X} PT > \bar{X} LD > \bar{X} PR$$

Student Staff. A ranking of functions by mean agreement will yield:

1. Professional Training
2. Student Voice
3. Learning Device

4. Public Relations

$$\bar{X} \text{ PT} > \bar{X} \text{ SV} > \bar{X} \text{ LD} > \bar{X} \text{ PR}$$

Ranking of Mean Agreement of Publics for Functions.

Public Relations. The relative order for the mean agreement by

levels is:

1. Faculty
2. Students
3. Student Staff

$$\bar{X} \text{ FAC.} > \bar{X} \text{ STU.} > \bar{X} \text{ STAFF}$$

Learning Device. The relative order for the mean agreement by

levels is:

1. Faculty
2. Student Staff
3. Students

$$\bar{X} \text{ FAC.} > \bar{X} \text{ STAFF} > \bar{X} \text{ STU.}$$

Professional Training. The relative order for the mean agreement

by levels is:

1. Student Staff
2. Students
3. Faculty

$$\bar{X} \text{ STAFF} > \bar{X} \text{ STU.} > \bar{X} \text{ FAC.}$$

Rankings of Mean Agreement for Functions by the Size of School

Large Schools. The relative order for the mean agreement of pub-

lication function by levels by school size is:

1. Student Voice
2. Learning Device
3. Professional Training
4. Public Relations

$$\bar{X} \text{ SV} > \bar{X} \text{ LD} > \bar{X} \text{ PT} > \bar{X} \text{ PR}$$

Medium Schools. The relative order for the mean agreement of pub-

lication function by levels by school size is:

1. Learning Device
2. Public Relations
3. Student Voice
4. Professional Training

$$\bar{X} LD > \bar{X} PR > \bar{X} SV > \bar{X} PT$$

Small Schools. The relative order for the mean agreement of publication function by levels by school size is:

1. Public Relations
2. Professional Training
3. Learning Device
4. Student Voice

$$\bar{X} PR > \bar{X} PT > \bar{X} LD > \bar{X} SV$$

Ranking of Mean Agreement for Functions by Levels by Schools Size by State

Arkansas. The relative order for the mean agreement of publication functions by levels by school size by states is:

1. Learning Device
2. Student Voice
3. Public Relations
4. Professional Training

$$\bar{X} LD > \bar{X} SV > \bar{X} PR > \bar{X} PT$$

Oklahoma. The relative order for the mean agreement of publication functions by levels by school size by states is:

1. Learning Device
2. Public Relations
3. Student Voice
4. Professional Training

$$\bar{X} LD > \bar{X} PR > \bar{X} SV > \bar{X} PT$$

Before detailing specific results, it is appropriate that an overview of the data collected and their potential be discussed.

Through the use of 660 questionnaires completed by respondents chosen from the two-state area, Arkansas and Oklahoma, the researcher was able to gain information to form statistical tests for differences

in perceived functions by publics, school size and state locality and test for significance of interaction of these four variables.

Chapter IV explains statistical tests used and results obtained.

FOOTNOTES

¹Fred N. Kerlinger, Foundations of Behavioral Research (New York, 1964), p. 325.

²Ibid., p. 606.

³Ibid.

⁴Ibid., p. 608.

⁵Ibid., p. 609.

⁶Ibid.

⁷Ibid., p. 606.

⁸Ibid., p. 625.

⁹Ibid., p. 213.

¹⁰Ibid., p. 215.

CHAPTER IV

FINDINGS: HIGH SCHOOL PRESS FUNCTIONS

AS ASSESSED BY VARIOUS PUBLICS

IN THE SOCIAL SYSTEM

This study primarily sought to determine the extent membership within various levels of the high school social system affected perception of the campus newspaper's function.

For that reason, the four major functions as outlined in the literature review functioned as independent variables. Public relations, student voice, professional training and learning device were studied in relation to agreed function by high school faculty, students and publication staff members.

Because it was felt that size of school and state locality of school might influence this assessment, they were introduced as additional independent variables.

Mean agreement scores from a 25-item scale were gathered from respondents at 20 randomly selected high schools in Arkansas and Oklahoma. Mean agreement scores were compiled for each function by each public. Factorial analysis of variance helped identify hypothesized relationships.

Each mean agreement score was the average of all respondents within one public's mean agreement score. Table I, page 64, represents the mean agreement score for each function by each public.

TABLE I

ANALYSIS OF VARIANCE PARADIGM: MEAN AGREEMENT
 SCORES FOR STATEMENTS OF FUNCTIONS BY VARIOUS
 PUBLICS WITHIN THE HIGH SCHOOL

	<u>Arkansas</u>												<u>Oklahoma</u>												
	<u>Functions</u>												<u>Functions</u>												
	Public Relations			Student Voice			Professional Training			Learning Device			Public Relations			Student Voice			Professional Training			Learning Device			
	S	M	L	S	M	L	S	M	L	S	M	L	S	M	L	S	M	L	S	M	L	S	M	L	
Faculty	4.57	4.39	4.19	4.70	4.87	5.11	5.90	6.02	6.23	5.80	5.90	6.05	4.86	4.78	3.73	4.51	4.59	5.31	5.87	6.23	6.23	5.86	5.82	5.65	5.28
Students	4.12	4.86	3.84	5.42	5.55	5.74	6.01	5.90	6.02	5.46	5.43	5.19	4.59	4.61	3.48	5.51	5.56	5.54	6.10	5.62	5.75	5.68	6.40	5.29	5.27
Student Staff	4.37	4.00	3.36	5.23	5.33	5.58	6.15	6.32	6.30	5.74	5.56	5.70	4.91	4.59	3.46	5.51	5.51	5.92	3.91	6.02	6.12	5.85	5.88	5.58	5.35
	4.35	4.42	3.80	5.11	5.32	5.48	6.02	6.09	6.18	5.66	5.63	5.91	4.83	4.59	3.46	5.18	5.22	5.59	5.96	5.94	6.03	5.80	5.70	5.51	5.30
		4.16			5.30			6.10			5.65			4.28			5.33			5.98			5.67		

Were there significant differences in agreement on the functions of the high school press? Table II indicates that not only the States in which the schools were located but school size publics failed to explain any of the observed variance.

The F-ratio for each test represents the mean variance of a particular set of means divided by the mean within variance. For example, the first F-ratio of .02 is obtained by dividing the mean variance of between states (.86) by the mean within variance (47.72).

The author now turns to a step-by-step discussion of the findings of the fifteen tests. Each test in the F-table was conducted to answer a specific research question.

Tests of Research Questions

1. Was there a significant difference in the evaluation of functions between states?

As shown by the Between States F-ratio of .02, there was no significant difference (n.s.) between the mean scores of the two states surveyed. The crossbreak of Arkansas scores found in Table I, Page 64, had a mean score of 5.35 while the crossbreak of Oklahoma scores had a mean score of 5.32. In essence, our F test showed that the differences between these mean scores was so small that they would, or could have, happened by chance.

2. Was there a significant difference in the perceived functions of Public Relations, Student Voice, Professional Training and Learning Device?

The F table on page 66 shows the differences among the mean scores for the four kinds of functions to be significant at the .001 level, with an F-ratio of 36.87. This implies that differences as large as

TABLE II
ANALYSIS OF VARIANCE F-RATIO TABLE

<u>Variance</u>	<u>df</u>	<u>SS</u>	<u>ms</u>	<u>F</u>	<u>P</u>
Total Variance	660	60,051.2			
Between Groups		9,910.52			
Between States	1	.86	.86	.02	n.s.
Between Functions	3	5,278.68	1,759.56	36.87	.001
Between Size of School	2	49.92	24.96	.05	n.s.
Between Public	2	17.62	8.81	.18	n.s.
Between Groups Error	16	4,563.51	285.22		
Interactions:					
States x Functions	3	2,467.62	822.54	17.24	.001
States x School Size	2	91.49	45.75	.96	n.s.
States x Publics	2	24.50	12.35	.26	n.s.
Functions x Size	6	3,324.35	554.06	11.61	.001
Functions x Publics	6	3,192.20	532.03	11.15	.001
Size and Publics	4	425.54	106.39	2.23	n.s.
States x Functions x Size	6	3,697.38	616.23	12.91	.001
States x Functions x Publics	6	101.87	16.98	.36	n.s.
Functions x Size x Publics	12	4,204.13	350.34	7.34	.001
States x Size x Publics	4	159.66	26.61	.56	n.s.
States x Functions x Schools x Publics	12	4,563.51	380.29	7.97	.001
Within	588	27,888.16	47.72		

those between the mean scores of Public Relations, 4.23; Student Voice, 5.33; Professional Training, 6.05; and Learning Device, 5.71, could be expected to occur by chance less than 1 time in 1000. In other words, there were meaningful differences in the perceived operation of each function. Without running gap tests, it would be safe to say that the high school newspaper was viewed most often as Professional Training, 6.05. The Learning Device function, 5.71, was perceived as more important than Student Voice, 5.33, or Public Relations, 4.23. However, some of these differences depend on the respondent's public, as will be shown later.

3. Was there a significant difference in the perception of high school press functions by size of school?

As shown by the F-ratio of .01 on Page 66, the differences among the mean scores of the three school sizes was not significant. This indicates that the differences observed among the Large, Medium and Small student populations could have occurred by chance.

The mean scores for Small Schools, 5.37; Medium Schools, 5.36; and Large Schools, 5.28, indicate strong similarities in opinion of perceived functions for the high school press.

4. Was there a significant difference in the perception of high school press functions by specific levels of the high school social system?

A review of the F table indicates an F-ratio of .18. The differences among mean scores for Faculty, 5.28; Students, 5.27; and Student Staff, 5.35; were found not to be significant. Differences this small could have occurred by chance.

5. Did the combination of States and Functions have a differential effect on the perception of functions of the high school press?

The F-ratio obtained on Page 66 indicates that differences among the mean scores of the two states interacting with the four functions were significant at the .001 level. In other words, the perceived function of the high school newspaper did vary by State.

The analysis below, taken from Table I, indicates where the interaction lies. If there were no interaction, the eight cell means and the six marginal means would be identical and would be the same as the grand mean of 5.30. But as they stand, some of the differences among mean scores are large enough to have occurred by chance less than 1 time in 1000.

	Public Relations	Student Voice	Professional Training	Learning Device	
Arkansas	4.16	5.30	6.10	5.65	5.30
Oklahoma	4.28	5.33	5.98	5.67	5.31
	4.22	5.31	6.04	5.66	5.30

Figure 4. Mean Agreement Scores of States and Functions

Observation of the mean scores shown above indicate that the perceived function most often associated with the high school press was that of Professional Training, 6.04; as compared to Learning Device, 5.66; Student Voice, 5.31; and Public Relations, 4.22. Notice that the mean scores for Arkansas and Oklahoma do not differ greatly while viewed in the marginal means.

A more thorough analysis reveals that the higher perceived

importance of Professional Training was due mostly to the higher ratings given it by the Arkansas respondents. Arkansas ranked Professional Training higher (6.10) while assigning less significance to Learning Device, 5.65. While discussing Professional Training, notice also that Arkansas has lower agreement on the Public Relations function (4.16) than on Professional Training, 6.10. This is a significant difference in both cases when compared to the agreement scores from Oklahoma.

In contrast, observation of the mean agreement scores indicate that Oklahoma ranked the Student Voice function (5.33) higher than the Professional Training function (5.98) when analyzed against Arkansas scores.

6. Did the combination of States and School Size have a differential effect on the perception of functions of the high school press?

Interaction between States and School Size was not significant. This implies that the differences among the mean scores in the six cells below would occur by chance.

	Small	Medium	Large	
Arkansas	5.29	5.34	5.28	5.30
Oklahoma	5.43	5.37	5.15	5.31
	5.36	5.35	5.21	5.30

Figure 5. Mean Agreement Scores by States and School Size

From the analysis of States by School Size, the mean scores

suggest that the opinion on functions in Arkansas was more strongly influenced by the Large Schools (5.28) than either the Medium or Small Schools.

In Oklahoma, it can be observed that Small Schools (5.43) were higher in agreement than were the Large Schools (5.15). It may also be observed that the agreement of all functions was greater in Medium Schools (5.37) than in Large Schools (5.15).

7. Did the combination of States and Publics have a differential effect on the perception of functions of the high school press?

The F-ratio for States x Publics interaction was .26, not significant. Differences present among the six mean scores in Figure 6 would occur by chance.

	<u>Faculty</u>	<u>Students</u>	<u>Staff</u>	
Arkansas	5.29	5.30	5.32	5.30
Oklahoma	5.28	5.26	5.39	5.31
	5.29	5.28	5.36	5.30

Figure 6. Mean Agreement Scores by States and Publics

The means suggest that the perception of student newspaper functions is rather more strongly influenced by those members of the Student Staff (5.36) than by other categories of public within the states.

It is interesting to note that there is little separation of perception of functions among the three publics in Arkansas. In Oklahoma the Student Staff exerts more influence than do either Faculty or

Students. There is no difference on Faculty scores for the two states.

Oklahoma tends to be higher on agreement because of Staff (5.39) and lower on Student agreement (5.26) when compared to Arkansas scores.

8. Did the combination of Functions and School Size have a differential effect on the perception of the high school press?

The F-ratio of 11.62 for interaction of Functions and School Size taken from Table II shows that differences in mean agreement among the four types of Functions interacting with the three School Sizes were significant at the .001 level. In other words, the perceived function depended on the size of school rating the statements of high school press function.

The higher perceived importance of the Professional Training factor (6.04) was due to a general agreement among the three sizes of schools although it was especially true of the Large Schools. In all three sizes this Professional Training function received higher levels of agreement than for any of the other three functions.

Learning Device (5.65) received agreement support from all three school sizes but more so from Small Schools (5.73) and Medium Schools (5.66).

Large Schools most affected the Student Voice function (5.54). This agreement score was a direct reversal of Large Schools agreement (3.63) for the Public Relations function.

In general it can be said that those schools that had high agreement on Public Relations functions had low agreement on Student Voice functions.

	Small	Medium	Large	
Public Relations	4.57	4.46	3.63	4.22
Student Voice	5.15	5.27	5.54	5.32
Professional Training	5.99	6.02	6.11	6.04
Learning Device	5.73	5.66	5.58	5.65
	5.36	5.35	5.21	5.30

Figure 7. Mean Agreement Scores by Functions and School Size

9. Did the combination of Functions and Publics have a differential effect on the perception of the high school press?

Functions x Publics interaction indicates an F-ratio of 11.15, significant at the .001 level, implying that the differences as large as those among some of the 12 mean scores could occur by chance less than 1 time in 1000.

	Faculty	Students	Staff	
Public Relations	4.37	4.08	4.03	4.16
Student Voice	4.84	5.55	5.55	5.31
Professional Training	6.08	5.90	6.14	6.04
Learning Device	5.82	5.40	5.72	5.64
	5.28	5.23	5.36	5.29

Figure 8. Mean Agreement Scores by Functions and Publics

Mean scores shown above seem to indicate that the highest agreement indicated by the three publics is Professional Training (6.04). This seems particularly true mostly in the higher agreement by Faculty (6.08) and Student Staff members (6.14). These same publics also tend to agree on the perception of the high school newspaper as a Learning Device but Faculty are the stronger in their agreement, indicated by ranking of 5.82.

Students and Student Newspaper Staff seem to have similar levels of agreement on the Public Relations and Student Voice functions. In both cases it is a different viewpoint than that held by the Faculty. Faculty has a stronger agreement on the Public Relations function (4.37) and a lower agreement on the Student Voice function (4.84).

10. Did the combination of Size of School and Public have a differential effect on the perception of the high school press functions?

The F-ratio of 2.23 as obtained from Table II on Page 66 shows that differences among the mean scores of the three school sizes and the three publics were not significant. In other words, the perceived agreement scores could have occurred by chance.

Mean scores in Figure 9 reveal that the higher perception by Large Schools (5.36) was due mainly to the higher ratings given by the Faculty respondents (5.46).

Students and Faculty also interacted with Medium Size Schools. Student Newspaper Staff agree less on the importance of the functions (5.21) than did the Students (5.40) or Faculty (5.32).

The rather low agreement on functions by Small Schools was due mostly to the lower ratings of the Faculty (5.13).

	Faculty	Students	Staff	
Small Schools	5.13	5.30	5.31	5.25
Medium Schools	5.36	5.37	5.11	5.28
Large Schools	5.46	5.40	5.22	5.36
	5.32	5.36	5.22	5.30

Figure 9. Mean Agreement Scores by School Size and Publics.

11. Did the combination of States, Functions and Size of School have a differential effect on the perception of high school press functions?

As indicated in Table II Page 66, the F-ratio of 12.91 for the four Functions interacting with the two States and three School Sizes would have occurred by chance less than 1 time in 1000.

Marginal mean scores in Figure 10 indicate that the higher agreement on the perceived function of the high school press was that of Professional Training (6.04, compared with 5.66 for Learning Device, 5.32 for Student Voice and 4.22 for Public Relations) due mostly to the higher ratings given by Medium and Large Schools.

Large Schools in Arkansas perceived Public Relations as more important than did Small or Medium Schools in that same state. This was a reverse viewpoint to that of Large Schools in Oklahoma who perceived Public Relations functions of the high school press as significantly less important than did Small or Medium Schools in Oklahoma.

For the Student Voice function, Arkansas Medium Schools (5.32) had greater agreement than did the Small or Large Schools in that state. Oklahoma Large Schools had greater agreement of Student Voice functions

	Public Relations			Student Voice			Professional Training			Learning Device			
	S	M	L	S	M	L	S	M	L	S	M	L	
Arkansas	4.35	4.33	5.80	5.11	5.32	5.48	6.02	6.09	6.18	5.66	5.63	5.65	5.30
Oklahoma	4.79	4.59	3.46	5.18	5.22	5.59	5.96	5.96	6.03	5.80	5.70	5.51	5.32
Means of School Size	4.57	4.46	3.63	5.15	5.27	5.54	5.99	6.03	6.11	5.73	5.67	5.58	5.31
Means of Functions		4.22			5.32			6.04			5.66		

Figure 10. Mean Agreement Scores by States, Publics and School Size

than did either its Small or Medium Schools.

As a whole, it may be said that as school size increased in Arkansas, the perception of the student newspaper as Professional Training increased. In Oklahoma, size of school tended to decrease as agreement increased. In other words, Small Schools in Oklahoma (5.96) had higher agreement on Professional Training than did Medium (5.96) or Large Schools (6.03).

This opposition in school size is also viewed in the Learning Device function where Large Arkansas Schools had greater agreement (5.65), while in Oklahoma, Small Schools (5.80) perceived Learning Device as a function of the high school press to a greater extent than did the other two school sizes.

12. Did the combination of States, Functions and Publics have a differential effect on the perception of high school press functions?

The F-ratio for interaction of States, Functions and Publics is .36. This F-ratio indicates that differences as large as those observed in this second-order interaction were not significant, suggesting that differences as large as those among the 24 groups could occur by chance.

From the following figure, the researcher suggests that Students of Arkansas Schools perceived Public Relations functions as relatively more important than did Faculty (4.30) or Student Newspaper Staff (3.91), while schools in Oklahoma tended to have Student Newspaper Staff (4.16) and Faculty (4.46) strongly support the Public Relations function.

Faculty in Arkansas represented the highest agreement factor while Students and Student Staff felt the function was less important

	Public Relations			Student Voice			Professional Training			Learning Device			
	F	S	SS	F	S	SS	F	S	SS	F	S	SS	
Arkansas	4.30	4.27	3.91	4.89	5.57	5.45	6.06	5.98	6.26	5.92	5.36	5.67	5.30
Oklahoma	4.46	4.23	4.16	4.80	5.54	5.65	6.11	5.82	6.02	5.78	5.46	5.77	5.32
Mean of Publics	4.38	4.25	4.04	4.85	5.55	5.35	6.09	5.90	6.14	5.85	5.41	5.72	5.31
Mean of Functions		4.22			5.32			6.04			5.66		

Figure 11. Mean Agreement Scores by States, Functions and Publics

for the student newspaper. Staffs from Oklahoma (5.65) responded more favorably to the Student Voice function than did Students (5.54) or Faculty (4.80).

The analysis also indicates that Students and Student Staffs in Arkansas were mostly responsible for the high agreement given to the Professional Training function. Significantly lower agreement mean scores were found for Professional Training functions by Students and Staffs in Oklahoma.

The lower score for Learning Device functions (5.66) was represented by the low agreement by Students (5.36) and Staffs (5.67) in Arkansas. A reverse of the opinion expressed in the agreement scores of Students (5.46) and Staffs (5.77) in Oklahoma.

It could be said that position in the public of the school did have a definite influence on the perception of functions within Arkansas. You will notice that with specific public members there is greater degree of polarization of agreement on functions. This is accurate except in the cases of Learning Device and Professional Training where Students and Staff indicate the same relative levels of agreement.

Oklahoma reflects this same trend of separation except for Professional Training and Learning Device, where Students and Staffs tend to reflect similar levels of agreement.

13. Did the combination of Functions, School Size and Publics have a Differential effect on the perception of high school press functions.

Table II, Page 66, shows the F-ratio for this triple interaction among Functions, Size of School and Publics was 7.34 significant at the .001 level, suggesting that differences as large as those among the 36 groups would occur by chance less than 1 time in 1000.

	Faculty			Students			Student Staff			
	S	M	L	S	M	L	S	M	L	
PR	4.72	4.46	3.99	4.36	4.74	3.66	4.64	4.46	3.26	4.25
SV	4.55	4.74	5.22	5.47	5.56	5.64	5.37	5.52	5.75	5.32
PT	5.89	6.15	6.23	6.06	5.76	5.89	6.00	6.10	5.94	6.00
LD	5.83	5.86	5.86	5.57	5.42	5.24	5.80	5.72	5.64	5.66
Mean of School Sizes	5.26	5.30	5.31	5.37	5.37	5.11	5.45	5.45	5.11	5.31
Mean of Publics		5.29			5.28			5.35		

Figure 12. Mean Agreement Scores by Functions, Public and School Size

Figure 12 suggests the following:

Size of School and Public tends to interact to influence the perception of the role of the high school press. This is probably best seen in the Student Voice function.

Noteworthy is the pronounced difference between the Faculty (5.22) Students (5.64) and Staff (5.75) of the Large Schools in their assessment of Student Voice function and also of Public Relations. With this later function, all three publics had low agreement scores but it is most strongly reflected among staff scores.

For the Learning Device function, Size of School does not cause any great variety in assessments among Faculty or of Student publics but a great divergence exists between Faculty and Students.

For Small Schools all three publics are fairly well in agreement that Professional Training is not a primary function of the high school

newspaper. This is almost in complete opposition of the view of Large schools and it shows an interactive effect on Medium Schools where there is disagreement between Faculty (6.15), Students (5.76), and Student Staff (6.10).

14. Did the combination of States, School Size and Publics have a differential effect on the perception of high school press functions?

Interaction among States, Size of School and Publics was not significant. An F-ratio of .56 implies that the differences among the mean scores in the 18 groups in Figure 13 could occur by chance.

	Small			Medium			Large			
	F	S	SS	F	S	SS	F	S	SS	
Arkansas	5.24	5.25	5.37	5.24	5.45	5.35	5.40	5.20	5.24	5.30
Oklahoma	5.25	5.47	5.55	5.31	5.30	5.45	5.23	5.02	5.20	5.31
Mean of Publics	5.24	5.35	5.46	5.28	5.28	5.40	5.32	5.11	5.22	5.31
Mean of Size of School		5.35			5.35			5.22		

Figure 13. Mean Agreement Scores by States, School Size and Publics

Noteworthy is that in the Medium Schools, while agreement is fairly uniform between Faculty and Newspaper Staff in both Arkansas (Faculty, 5.24; and Staff, 5.35) and Oklahoma (Faculty, 5.31; and Staff, 5.45) the

Student assessment of functions is not so strong. This suggests interactive effect among Students and Faculty and Students and Student Staff.

Figure 13 also suggests that the larger the school the less the agreement on functions of the high school press in Oklahoma by Student Newspaper Staffs. For a comparable group of Arkansas schools, agreement increases.

15. Did the combination of States, Functions, Size of School and Publics have a differential effect on the perception of high school press functions?

The F-ratio of 7.97 for this third-order interaction among States, Functions, Size of School and Public was significant at the .001 level, indicating that differences as large as those observed among the treatment groups in Figure 14 would have occurred by chance less than 1 time in 1000.

It is easily noticed that a fairly consistent lack of agreement exists on Learning Device by Students in all School Sizes in Arkansas (Small, 5.46; Medium, 5.43; Large, 5.19). The greater emphasis on Learning Device function is due to the high levels of agreement by Faculty. In Arkansas this is particularly true of the larger schools (6.05). This attitude is not reflected with the same magnitude in Large Schools in Oklahoma (5.65).

Professional Training (Arkansas, 6.10; Oklahoma, 5.98) shows higher agreement means than any of the other functions. This is partially due to the attitudes of Large Oklahoma Schools (6.03) and the Medium (6.09) and Large (6.18) Arkansas Schools. This trend is also perhaps strongly held by the Student Newspaper Staff in Arkansas and particularly the Medium School size (6.32).

General students in both states fail to indicate this strong

	<u>Arkansas</u>												<u>Oklahoma</u>												
	<u>Functions</u>												<u>Functions</u>												
	Public Relations			Student Voice			Professional Training			Learning Device			Public Relations			Student Voice			Professional Training			Learning Device			
	S	M	L	S	M	L	S	M	L	S	M	L	S	M	L	S	M	L	S	M	L	S	M	L	
Faculty	4.57	4.39	4.19	4.70	4.87	5.11	5.90	6.02	6.23	5.80	5.90	6.05	4.86	4.78	3.73	4.51	4.59	5.31	5.87	6.23	6.23	5.86	5.82	5.65	5.28
Students	4.12	4.86	3.84	5.42	5.55	5.74	6.01	5.90	6.02	5.46	5.43	5.19	4.59	4.61	3.48	5.51	5.56	5.54	6.10	5.62	5.75	5.68	6.40	5.29	5.27
Student Staff	4.37	4.00	3.36	5.23	5.33	5.58	6.15	6.32	6.30	5.74	5.56	5.70	4.91	4.59	3.46	5.51	5.51	5.92	5.91	6.02	6.12	5.85	5.88	5.58	5.35
	4.35	4.42	3.80	5.11	5.32	5.48	6.02	6.09	6.18	5.66	5.63	5.91	4.83	4.59	3.46	5.18	5.22	5.59	5.96	5.94	6.03	5.80	5.70	5.51	5.30
		4.16			5.30			6.10			5.65			4.28			5.33		5.98				5.67		

Figure 14. Mean Agreement Scores by States, Functions, School Size and Publics

agreement for Professional Training which seems a primary function for the other two publics.

The view of the student newspaper as Student Voice is most strongly expressed in Student and Student Staff groups. This view is more specifically that of the Students in Oklahoma's Small (5.51) and Medium (5.56) size schools. Arkansas Students also reflect this Student Voice function but not as strongly.

Noteworthy is the Oklahoma Large School Faculties agreement score (5.31) for Student Voice. This indicates a belief in the student newspaper as spokesman for student interest which is not reflected in any of the other Schools.

As a Public Relations instrument, both Faculty and Students of Medium Schools in Arkansas indicate high agreement, as do Large Schools in Oklahoma. Although all levels of Faculty indicate higher levels of agreement than do Students or Student Staff, opposition to this function for the scholastic newspaper is strongest among Medium and Large Schools in both Arkansas and Oklahoma.

Similarities in Perceived Functions

The author has attempted to summarize the initial findings of this research by discussing differences as they appear in the variance analyses. Another means of discovering interrelationships is through the use of elementary linkage and factor analysis, as outlined by McQuitty.

Linkage analysis makes use of scores obtained in the Pearson Product Moment Correlation Coefficients, which indicate magnitude and direction of relationships of scores.

Table III Page 85 indicates the correlation coefficients of each of the functions for schools. Range of the correlation can be from +1.0 to -1.0. The correlation coefficients for this study ranged from a low of -1.0 for Public Relations in Medium enrollment Arkansas Schools--Small enrollment Oklahoma Schools to a high of +1.0 for Student Voice functions in Large Arkansas Schools--Small Arkansas Schools.

It should be pointed out that a relationship of .70 - .90 is considered as a high marked relation. Those of over .90+ are considered as very dependable relations.

Functional Types

The following analysis brought out agreement among schools according to functions. In other words, the researcher examined the opinions of the schools in order to find common agreement, or high correlation.

In linkage analysis, the highest of the underlined entries in the correlation matrix is selected. In this case the highest was +1.0 between Learning Device functions in Large Oklahoma Schools and Learning Device functions in Small Arkansas Schools, as shown in Table IV, Page 86. These are what McQuitty called reciprocal pairs, or the pair of functions perceived most alike by schools in this study.

Linkage analysis located eight types of agreement of functions. Type I included four of the 24 items, Learning Device for Large Oklahoma Schools, Learning Device for Small Arkansas Schools, Learning Device for Small Oklahoma Schools and Professional Training in Large Oklahoma Schools. In other words then, Learning Device and Professional Training were perceived as essentially the same operation function for the members of this type.

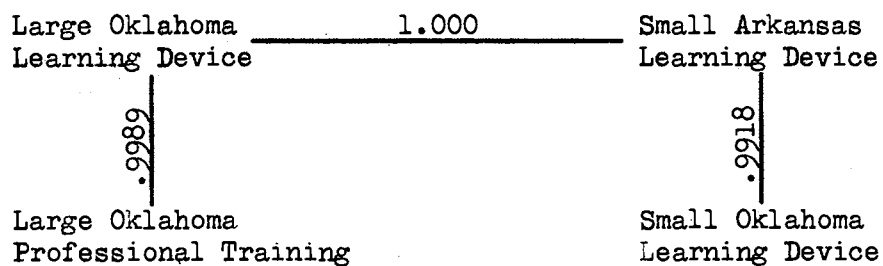
TABLE III

CORRELATION OF COMBINATIONS OF FUNCTIONS,
SCHOOL SIZE AND STATE

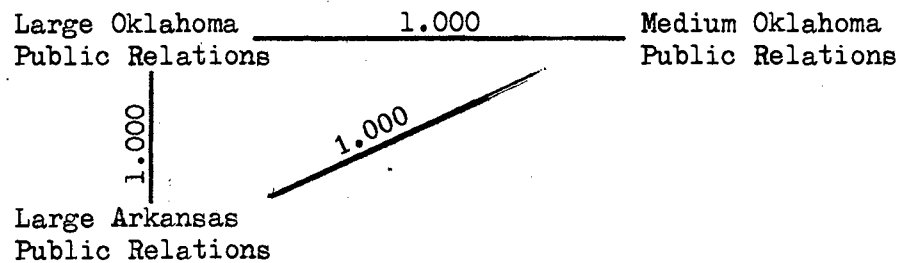
	PR-S-A	PR-M-A	PR-L-A	SV-S-A	SV-M-A	SV-L-A	PT-S-A	PT-M-A	PT-L-A	LD-S-A	LD-M-A	LD-L-A	PR-S-O	PR-M-O	PR-L-O	SV-S-O	SV-M-O	SV-L-O	PT-S-O	PT-M-O	PT-L-O	LD-S-O	LD-M-O	LD-L-O
PR-S-A		+0.8249	+0.3608	-0.9425	-0.8124	-0.9424	-0.3805	+0.4361	+0.7613	+0.9718	+0.9178	+0.9984	+0.0821	+0.3903	+0.3785	-0.8211	-0.7660	-0.3131	-0.9566	+0.9928	+0.9717	+0.9146	+0.8389	+0.9616
PR-M-A	+0.8249		+0.2546	+0.5773	+0.3978	+0.5889	-0.2082	-0.8677	-0.9933	-0.9530	-0.6084	-0.4496	-1.000	+0.2000	+0.2098	+0.3982	-0.0619	-0.2780	+0.9543	-0.0840	-0.9344	-0.9808	-0.9995	-0.9469
PR-L-A	+0.3608	+0.2546		-0.6523	-0.8007	-0.6516	-1.000	-0.8819	-0.3256	+0.0733	+0.6332	+0.3206	-0.2341	+0.9981	+1.000	-0.8148	-0.7902	-0.9984	-0.0732	+0.2528	+0.1298	-0.0402	-0.2043	+0.0942
SV-S-A	-0.9425	+0.5773	-0.6523		+0.9757	+1.000	+0.6752	-0.1094	-0.3017	-0.7201	-0.9994	-0.9515	-0.5837	-0.5736	-0.6669	+0.9697	+0.9800	+0.6967	+0.8037	-0.9020	-0.8343	-0.7291	-0.6088	-0.8153
SV-M-A	-0.8124	+0.3978	-0.8007	+0.9757		+0.9755	+0.8246	+0.1094	-0.3018	-0.6560	-0.9702	-0.8464	-0.3929	-0.8194	-0.8135	+0.9995	+0.8597	+0.7705	+0.6542	-0.7797	-0.6964	-0.5634	-0.8212	-0.6701
SV-L-A	-0.9424	+0.5889	-0.6516	+1.000	+0.9755		+0.6674	-0.1101	-0.5052	-0.8021	-0.9993	-0.9269	-0.5842	-0.6736	-0.6661	+0.9662	+0.9798	+0.6124	+0.8037	-0.8980	-0.8361	-0.7300	-0.6094	-0.8160
PT-S-A	-0.3805	-0.2082	-1.000	+0.6752	+0.8246	+0.6674		+0.6666	+0.3060	-0.0967	-0.6496	-0.3404	+0.2129	-1.000	-1.000	+0.8293	+0.8250	+0.9974	+0.0941	-0.3114	-0.0095	-0.0590	+0.1832	-0.1150
PT-M-A	+0.4361	-0.8677	-0.6819	-0.1094	+0.1094	-0.1101	+0.6666		+0.9111	+0.6767	+0.1341	+0.4738	+0.8698	-0.6604	-0.6680	+0.1359	+0.0906	+0.7182	-0.6794	+0.3327	+0.7213	+0.7575	+0.8548	+0.6429
PT-L-A	+0.7613	-0.9933	-0.3256	-0.5017	-0.3018	-0.5052	+0.3060	+0.9111		+0.9169	+0.5240	+0.8079	+0.9940	-0.4187	-0.3069	-0.2765	+0.7070	+0.3737	-0.9164	+0.8309	+0.8950	+0.9560	+0.9821	+0.9069
LD-S-A	+0.9718	-0.9530	+0.0733	-0.7201	-0.6560	-0.8021	-0.0967	+0.6767	+0.9169		+0.8183	+0.9687	+0.9520	+0.1241	+0.1137	-0.6407	-0.6757	-0.0250	-1.000	+0.9840	+0.9968	+0.9918	+0.9610	+1.000
LD-M-A	+0.9178	-0.6084	+0.6332	-0.9994	-0.9702	-0.9993	-0.6496	+0.1341	+0.3240	+0.8183		+0.9576	+0.6040	+0.6485	+0.6481	-0.9631	-0.9747	-0.5933	-0.8187	+0.9089	+0.8465	+0.7474	+0.6287	+0.8295
LD-L-A	+0.9984	-0.4496	+0.3206	-0.9515	-0.8464	-0.9269	-0.3404	+0.4738	+0.6079	+0.9687	+0.9576		+0.8462	+0.3485	+0.3384	-0.8075	-0.8338	-0.2720	-0.9680	+0.9973	+0.9806	+0.9526	+0.8620	+0.9733
PR-S-O	+0.0821	-1.000	-0.2341	-0.5837	-0.3929	-0.5842	+0.2129	+0.8698	+0.9940	+0.9520	+0.6040	+0.8462		-0.2041	-0.1331	-0.3690	-0.4109	+0.2827	-0.9327	+0.8819	+0.9330	+0.9795	+0.9988	+0.9467
PR-M-O	+0.3903	+0.2000	+0.9981	-0.5736	-0.8194	-0.6736	-1.000	-0.6604	-0.4187	+0.1241	+0.6485	+0.3485	-0.2041		+1.000	-0.8335	-0.8076	-0.9965	-0.1025	+0.2813	+0.1378	+0.8188	+0.1746	+0.1237
PR-L-O	+0.3785	+0.2098	+1.000	-0.6669	-0.8135	-0.6661	-1.000	-0.6680	-0.3069	+0.1137	+0.6481	+0.3384	-0.1331	+1.000		-0.8284	-0.8019	-0.9971	-0.0925	+0.2715	+0.1489	+0.0207	-0.9838	+0.1156
SV-S-O	-0.8211	+0.3982	-0.8149	+0.9697	+0.9995	+0.9662	+0.8293	+0.1359	-0.2765	-0.6407	-0.9631	-0.8075	-0.3690	-0.8335	-0.8284		+0.9988	+0.7871	+0.6342	-0.7636	+0.2110	-0.5444	-0.3751	-0.6394
SV-M-O	-0.7660	-0.0619	-0.7902	+0.9800	+0.8597	+0.9798	+0.8250	+0.0906	+0.7070	-0.6757	-0.9747	-0.8338	-0.4109	-0.8076	-0.8019	+0.9988		+0.7571	+0.6691	-0.7921	-0.7102	-0.3569	-0.4389	-0.6844
SV-L-O	-0.3131	-0.2780	-0.9984	+0.6967	+0.7705	+0.6124	+0.9974	+0.7182	+0.3737	-0.0250	-0.5933	-0.2720	+0.2827	-0.9965	-0.9971	+0.7871	+0.7571		+0.0224	-0.2033	-0.0793	+0.8913	+0.2532	-0.8435
PT-S-O	-0.9566	+0.9543	-0.0732	+0.8037	+0.6542	+0.8037	+0.0941	-0.6764	-0.9164	-1.000	-0.8187	-0.9680	-0.9527	-0.1025	-0.0925	+0.6342	+0.6691	+0.0224		-0.9829	-0.9983	-0.9919	-0.9611	-1.000
PT-M-O	+0.9928	-0.8840	+0.2528	-0.9020	-0.7797	-0.8980	-0.3114	+0.5327	+0.8309	+0.9840	+0.9089	+0.9973	+0.8819	+0.2813	+0.2715	-0.7636	-0.7921	-0.2033	-0.9829		+0.9915	+0.9569	+0.8957	+0.9673
PT-L-O	+0.9717	-0.9344	+0.1298	-0.8363	-0.6964	-0.8361	-0.0095	+0.7213	+0.8950	+0.9968	+0.8465	+0.9806	+0.9330	+0.1578	+0.1489	+0.2110	-0.7102	-0.0793	-0.9983	+0.9915		+0.9842	+0.9444	+0.9989
LD-S-O	+0.9146	-0.9808	-0.0402	-0.7291	-0.5634	-0.7300	-0.0590	+0.7375	+0.9560	+0.9918	+0.7474	+0.9326	+0.9793	+0.0103	+0.0207	-0.5414	-0.5569	+0.0913	-0.9919	+0.9569	+0.9842		+0.9849	+0.9896
LD-M-O	+0.8389	-0.9995	-0.2043	-0.6088	-0.4212	-0.6094	+0.1832	+0.8548	+0.9921	+0.9610	+0.6287	+0.8620	+0.9988	-0.1746	-0.3458	-0.3751	-0.4389	+0.2332	-0.9611	+0.8957	+0.9444	+0.9849		+0.9549
LD-L-O	+0.9616	-0.9469	+0.0942	-0.8153	-0.6701	-0.8160	-0.1150	+0.6629	+0.9069	+1.000	+0.8295	+0.9733	+0.9467	+0.1237	+0.1136	-0.6394	-0.6844	-0.0435	-1.000	+0.9873	+0.9989	+0.9836		+0.9896

TABLE IV
 TYPES OF RESPONDENTS ISOLATED BY ELEMENTARY
 LINKAGE AND FACTOR ANALYSIS

Type I



Type II



Type III

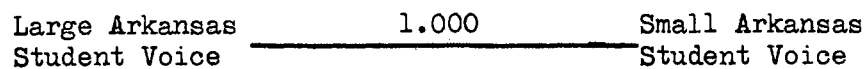


TABLE IV (Continued)

Type IV

Small Oklahoma Student Voice	<u>.9995</u>	Medium Arkansas Student Voice
	↓	
Medium Oklahoma Student Voice		

Type V

Small Oklahoma Public Relations	<u>.9988</u>	Medium Oklahoma Learning Device
	↓	
Large Arkansas Professional Training	<u>.9111</u>	Medium Arkansas Professional Training

Type VI

Medium Oklahoma Professional Training		
	↓	
Large Arkansas Learning Device	<u>.9984</u>	Small Arkansas Public Relations
	↓	
Medium Arkansas Learning Device		

TABLE IV (Continued)

Type VII

Small Arkansas	<u> .9974 </u>	Large Oklahoma
Professional Training		Student Voice

Type VIII

Small Oklahoma	<u> .9543 </u>	Medium Arkansas
Professional Training		Public Relations

Type II taken from Table IV indicates that Public Relations functions were viewed similarly among Large and Medium Schools in Oklahoma and Large Arkansas Schools.

Opinions of Arkansas Large Schools and Small Schools for Student Voice functions combined to form Type III as revealed in Table IV.

In a similar manner Oklahoma Small and Medium Schools viewed Student Voice functions much as did Arkansas Medium Schools. This is indicated clearly in Table IV and is identified as Type IV.

Type V has Public Relations for Oklahoma Small Schools viewed in a similar manner as Learning Device for Medium sized Oklahoma Schools. Also included in this cluster are the Professional Training functions as viewed by Arkansas Large and Medium School sizes. This information is contained in Table IV.

Medium Oklahoma Schools viewed Professional Training much as Arkansas Large and Medium Schools viewed Learning Device functions. Type VI also includes Public Relations functions as viewed by Small Arkansas Schools.

Type VII shows that Professional Training was viewed by Arkansas Small Schools in a similar manner as the Large Oklahoma schools viewed Student Voice functions.

The final type is formed when Oklahoma Small School's view of Professional Training is compared to Arkansas Medium School's view of Public Relations. This type is diagrammed in Table IV.

A separate correlation matrix was constructed for each of the types identified in Table IV. The correlations in each column were summed and, according to linkage analysis theory, the largest total indicates the representative for each type.

This representative of each type was used to draw general conclusions about the members of each of the types and to draw comparisons among the types. This information is detailed in Table V.

From the intercorrelation of Type I respondents, Small Arkansas Schools become the representative for the group. Small Arkansas has similar agreement of Learning Device as do other schools in this type.

Type II is made up of those schools whose scores tended to show high agreement on the Public Relations function. Large Oklahoma Schools scores are representative of the responses made by other schools in this type.

Those schools holding similar agreement of Student Voice functions form Type III. Small Arkansas Schools responses were accepted as being representative for Type III.

Forming Type IV are Small and Medium Oklahoma Schools as well as the Medium Arkansas Schools. These three groups of schools tended to have a high marked relationship in their responses of the Student Voice functions. Small Oklahoma Schools are representative of Type IV responses.

In Type V, respondents indicated general agreement of several functions: Professional Training, Public Relations and Learning Device. However, the Professional Training agreement scores as held by Large Arkansas Schools are seen as the representative for the group.

For Type VII, Arkansas Small Schools combined with Large Oklahoma Schools in their perception of Professional Training and Student Voice as being compatible functions. Agreement scores of the Small Arkansas Schools for Professional Training were selected as representative of Type VII.

TABLE V
INTERCORRELATIONS OF TYPE I RESPONDENTS

	S-Ark LD	L-Ok PT	S-Ok LD	L-Ok LD
Small Arkansas Learning Device		+ .9968	+ .9918	+1.00
Large Oklahoma Professional Training	+ .9968		+ .9842	+ .9989
Small Oklahoma Learning Device	+ .9918	+ .9842		+ .9896
Large Oklahoma Learning Device	<u>+1.000</u>	<u>+ .9989</u>	<u>+ .9896</u>	<u> </u>
	+2.9886	+2.979	+2.965	+2.9885

Representative of Type I: Small Arkansas, Learning Device.

INTERCORRELATIONS OF TYPE II RESPONDENTS

	L-Ark PR	M-Ok PR	L-Ok PR
Large Arkansas Public Relations		+ .9981	+1.000
Medium Oklahoma Public Relations	+ .9981		+1.000
Large Oklahoma Public Relations	<u>+1.000</u>	<u>+1.000</u>	<u> </u>
	+1.9981	+1.9981	+2.000

Representative of Type II: Large Arkansas, Public Relations

TABLE V (Continued)

INTERCORRELATION OF TYPE III RESPONDENTS

	S-Ark SV	L-Ok. SV
Small Arkansas Student Voice		+1.000
Large Oklahoma Student Voice	<u>+1.000</u>	_____
	+1.000	+1.000

Representative of Type III: Small Arkansas, Student Voice

INTERCORRELATION OF TYPE IV RESPONDENTS

	M-Ark SV	S-Ok SV	M-Ok SV
Medium Arkansas Student Voice		+0.9995	+0.8597
Small Oklahoma Student Voice	+0.9995		+0.9988
Medium Oklahoma Student Voice	<u>+0.8597</u>	<u>+0.9998</u>	_____
	+1.859	+1.999	+1.858

Representative of Type IV: Small Oklahoma, Student Voice

INTERCORRELATION OF TYPE V RESPONDENTS

	M-Ark PT	L-Ark PT	S-Ok PR	L-Ok LD
Medium Arkansas Professional Training		+0.9111	+0.8698	+0.8548
Large Arkansas Professional Training	+0.9111		+0.9940	+0.9921
Small Oklahoma Public Relations	+0.8698	+0.9940		+0.9988
Medium Oklahoma Learning Device	<u>+0.8548</u>	<u>+0.9921</u>	<u>+0.9988</u>	_____
	+2.6357	+2.8972	+2.8626	+2.8457

Representative for Type V: Large Arkansas Schools, Professional Training

TABLE V (Continued)

INTERCORRELATION OF TYPE VI RESPONDENTS

	S-Ark PR	L-Ark LD	S-Ok PR	M-Ok PT
Small Arkansas Public Relations		+ .9178	+ .9984	+ .9928
Large Arkansas Learning Device	+ .9178		+ .9576	+ .9089
Small Oklahoma Public Relations	+ .9984	+ .9576		+ .9973
Medium Oklahoma Professional Training	<u>+ .9928</u>	<u>+ .9089</u>	<u>+ .9973</u>	<u> </u>
	+2.9090	+2.7843	+2.9533	+2.8990

Representative for Type VI: Large Arkansas, Learning Device

INTERCORRELATION OF TYPE VII RESPONDENTS

	S-Ark PT	L-Ok SV
Small Arkansas Professional Training		+ .9974
Large Oklahoma Student Voice	<u>+ .9974</u>	<u> </u>
	+ .9974	+ .9974

Representative for Type VII: Small Arkansas, Professional Training

INTERCORRELATION OF TYPE VIII RESPONDENTS

	M-Ark PR	S-Ok PT
Medium Arkansas Public Relations		+ .9543
Small Oklahoma Professional Training	<u>+ .9543</u>	<u> </u>
	+ .9543	+ .9543

Representative for Type VIII: Medium Arkansas, Public Relations

The final type, Type VIII, indicates that at least for Medium Arkansas and Small Oklahoma Schools, Public Relations and Professional Training functions are similar. Small Oklahoma Schools are typical representative.

Summary of Types

From the information contained in Table VI we can determine factor loadings, which are the correlations of variables with each type. There seem to be several strong factors in the test being examined.

The Learning Device function is a strong factor for Type I respondents. Its extremely strong level as compared to other functions would seem to indicate strong agreement for the newspaper as an extension of the typical journalism class. With this operation the student newspaper is expected to be little more than a lab (i.e. an opportunity to test the rules as in chemistry or physics labs).

Type II is loaded on the Public Relations function. This group would tend to agree that the student newspaper should avoid material that might potentially damage the school's image. This group would balk at the student newspaper covering racial disturbances within the school for fear that such coverage would cause parental concern or even make the situation worse.

Because of Type II's concern over image, there would be little indication for the Student Voice function. There is concern that students may not be able to determine all of the "facts" and for this reason they may give false impressions in news stories leading to "trouble."

Type III demonstrates a strong factor loading only on Student Voice functions, the belief in students right to cover all school matters and

TABLE VI
CORRELATION OF COMBINATIONS OF FUNCTIONS, SCHOOL
SIZE AND STATE WITH EACH TYPE

	<u>I</u>	II	III	IV	V	VI	VII	VIII
PR-S-A	+0.97	+0.38	-0.94	-0.82	+0.76	<u>+1.0</u>	-0.38	+0.82
PR-M-A	-0.95	+0.21	+0.58	+0.40	-0.99	-0.45	-0.21	<u>+1.0</u>
PR-L-A	+0.07	<u>+1.0</u>	-0.65	-0.81	-0.33	+0.32	-1.0	+0.25
SV-S-A	-0.72	-0.67	<u>+1.0</u>	+0.97	-0.50	-0.95	+0.68	+0.58
SV-M-A	-0.66	-0.81	+0.98	<u>+1.0</u>	-0.30	-0.85	+0.82	+0.40
SV-L-A	-0.80	-0.67	<u>+1.0</u>	+0.97	-0.51	-0.93	+0.67	+0.59
PT-S-A	-0.10	-1.0	+0.68	+0.83	+0.31	+0.34	<u>+1.0</u>	-0.21
PT-M-A	+0.68	-0.67	-0.11	+0.14	<u>+0.91</u>	+0.47	+0.67	-0.87
PT-L-A	+0.92	-0.31	-0.50	-0.28	<u>+1.0</u>	+0.81	+0.31	-0.99
LD-S-A	<u>+1.0</u>	+0.12	-0.72	-0.64	+0.92	+0.97	-0.10	-0.95
LD-M-A	+0.82	+0.65	-1.0	-0.96	+0.52	<u>+0.96</u>	-0.65	-0.61
LD-L-A	+0.97	+0.34	-0.95	-0.81	+0.81	<u>+1.0</u>	-0.34	-0.45
PR-S-O	+0.95	-0.13	-0.58	-0.37	<u>+0.99</u>	-0.85	+0.21	-1.0
PR-M-O	+0.12	<u>+1.0</u>	-0.57	-0.83	-0.42	+0.35	-1.0	+0.20
PR-L-O	+0.12	-0.83	-0.67	-0.83	-0.31	<u>+0.34</u>	-1.0	+0.21
SV-S-O	-0.64	-0.80	+0.97	<u>+1.0</u>	-0.28	-0.81	+0.83	+0.40
SV-M-O	-0.68	-1.0	+0.98	<u>+1.0</u>	+0.71	-0.83	+0.83	-0.08
SV-L-O	-0.03	-0.09	+0.70	+0.79	+0.37	-0.27	<u>+1.0</u>	-0.28
PT-S-O	-1.0	+0.27	+0.80	+0.63	-0.91	-0.97	+0.09	<u>+0.95</u>
PT-M-O	+0.98	+0.27	-0.90	-0.76	+0.83	<u>+1.0</u>	-0.31	-0.88
PT-L-O	<u>+1.0</u>	+0.15	-0.84	+0.21	+0.90	+0.98	-0.01	-0.93
LD-S-O	<u>+0.99</u>	+0.02	-0.73	-0.54	+0.96	+0.93	-0.06	-0.98
LD-M-O	+0.96	-0.55	-0.61	-0.38	<u>+0.99</u>	+0.86	+0.18	-1.0
LD-L-O	<u>+1.0</u>	+0.11	-0.82	-0.64	+0.91	-0.97	-0.12	-0.95

PR-Public Relations
SV-Student Voice
PT-Professional Training
LD-Learning Device

S-Small Schools
M-Medium Schools
L-Large Schools

A-Arkansas
O-Oklahoma

to speak as a representative of the student body. There is little support for the Professional Training aspect and a strong indication that Type III, as represented by Small Schools in Arkansas, do not support the Learning Device concept, relieving the journalism class of its association with the paper.

This viewpoint is very similar to that expressed by the Type IV group of respondents. Type IV is equally loaded on the Student Voice function as the previous typal group. Type IV registered its strongest disagreement with the Public Relations function. This is a possible reaction to the prescription that the newspaper should present only a glowing picture of the school and its activities.

It would seem that the Learning Device function has a strong loading for Type V respondents. Type V respondents share similarities with Type I in that respect. However, the difference may be discovered when the additional Professional Training loading is observed in Type V. This would seem to indicate a belief that the newspaper is in fact a laboratory experience for a class, a class that prepares you for a vocational or professional occupation.

Type V also tends to reject the Public Relations function for the school newspaper in favor of a learning situation.

Individuals in Type VI indicate strong loading of Learning Device functions. However, these respondents did not perceive the student newspaper as a training ground for potential placement in vocational positions. This prescription is similar to the contention that through the student newspaper, students will learn the operation of democracy or to work in cooperation with other students.

That is, Type VI individual reveals extremely significant lack of

support for the Student Voice function. The newspaper is a part of a class and as such should not have free movement to cover any topic of interest to students but should complete desired assignments to learn how to write and edit.

Type VII is loaded on Professional Training functions but has little support for the newspaper as a learning device. This same low loading is generally seen in Student Voice functions. The conclusion could be drawn that Type VII respondents see the campus newspaper as an avenue to train young prospects for jobs in the newspaper profession. This would seem to be a more "nuts-and-bolts" approach to student newspaper operation.

The final grouping of individuals comprise Type VIII. This group is loaded on Public Relations functions with some evidence of support for Professional Training. The Professional Training factor is not as strong as has been seen in many of the other types. There is also an indication of lack of support of the Student Voice aspect of the campus newspaper.

It would seem that Type VIII respondents view the scholastic newspaper as a means of reaching the vital school audience off the high school campus, as a tool for spreading the good news of the school. Remember, however, that there is an underlying indication of some loading of Professional Training functions.

From this information it is possible for the author to now draw general conclusions about the function of the high school press and to make basic recommendations for operating the scholastic newspaper. The bulk of these research conclusions are summarized in Chapter V, Summary, Conclusions and Recommendations.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this exploratory study of the perceptions of the high school press by various publics within the high school social system, four levels of functions were introduced with three other independent variables to determine their independent and interactive effects upon relative respondent agreement to 25 scale items.

From 70 statements of functions reviewed by a group of judges selected from the directors of the several high school press associations and advisers to the "Pacemaker" newspapers, 25 statements were selected as representing four types of functions for the high school press: public relations, student voice, professional training, and learning device. Each function was represented by seven statements, except for learning device. This function had four statements due to lack of agreement by the judges.

These 25-item scales were administered in 20 high schools selected at random in Arkansas and Oklahoma. They were drawn from a universe of schools that held membership in the states' high school press associations.

The scale was administered to the principal, superintendent, publication adviser, 10 faculty members, 10 general student body members and 10 publication staff representatives. Every effort was made to use random selection of participants in each of the schools but this was

not always possible.

A total of 660 respondents completed the scale, allowing 16,500 responses to be used in the analysis of variance to test significance between agreement scores.

For all three publics (Faculty, Students and Newspaper Staff) Professional Training received the highest agreement scores for high school press functions.

Faculty, suspected of being a strong supporter of the Learning Device function, strongly agreed that Professional Training was the more important function.

Even though several authors in this study's review of the literature suggest that administrators and faculty are aware of the potential public relations tool in the high school newspaper, Public Relations received significantly less importance when viewed in context with other functions.

Students were expected to support the function of Student Voice which by definition allows students the privilege of expressing their viewpoint on all matters pertinent to students (i.e. national affairs, local school operation). However they agree that Professional Training was the more important function for the student newspaper.

The Student Voice function had seemed the obvious choice as opposed to the Public Relations function that Faculty were expected to support.

Staffs of scholastic newspapers agreed that their publication should provide Professional Training. They supported the concept of the newspaper as a training ground for future vocational activity after graduation.

Learning Device was their next most agreed upon function. The author suspects that Students and Student Staffs may not have fully understood the subtle differences between Learning Device and Professional Training functions. Many individual scores demonstrate that these two groups often viewed a class workshop activity as being similar in meaning to preparing for a allied journalism vocation after graduation, the definition of Professional Training.

Although some differences were observed between the states responses, they were not significant.

Over-all, Professional Training was the most important function, followed by Learning Device, Student Voice and finally Public Relations.

When individual functions were rated by publics, results were fairly predictable.

Public Relations was perceived as a more important function by Faculty than by Students or Staff members. The author had personally suggested that because Staffs are made aware of the merits of presenting a pleasant view of the school, they would rate Public Relations higher than Students, who in many instances, may have little visible control over student newspaper contents.

However, the opposite was indicated. Students agreed more with the Public Relations function than did Staffers.

Student Voice did not receive its predicted priority either. The author was surprised with the perceived importance of Student Voice by Students and Staffs who logically were expected to support this function to a greater extent. But Faculty had the highest agreement score of the three publics surveyed.

Perhaps it might be said that, although Faculty support the

concept of Student Voice, they disagree with how the function is often performed.

Staff scores are actually very similar to Faculty agreement scores in this area.

The remaining two functions received the support as expected: Staff members more strongly agreed on the newspaper as Professional Training than did the other publics. Faculty highly agreed that the newspaper should serve as a Learning Device.

Conclusions

Each of the four functions was identified as operating in both states, indicating a lack of agreement as to which function (Public Relations, Student Voice, Professional Training, or Learning Device) should be used as the primary function for the high school newspaper in all schools.

Data identify these patterns of acceptable functions as:

1. The high school newspaper should be operated as a Learning Device. It should be operated in conjunction with a class, almost as a workshop activity. Respondents who favored Learning Device had high agreement with the statement "Students can utilize the student newspaper to put to use the skills learned in their journalism classes."

Because it becomes a workshop activity, staff should be selected from a journalism class and although outside work is welcome, it is not actually solicited for the publication.

Because "the student newspaper should be a laboratory in which journalism students experiment with what they have learned" respondents had high agreement the student press should involve student

"trial and error." It would seem that errors would be acceptable if an "important" lesson was to be served.

This attitude necessitates Public Relations be relegated to a low level of importance by all three publics. It more or less indicates an internal publication which is not meant for general readership outside the school.

As a learning tool, the student newspaper not only can be used to increase writing skills but can also be used to develop a spirit of cooperation among students on the staff.

2. Public Relations received very little support as a viable function for the scholastic press. What usage that exists is associated with the small schools of both states.

Respondents indicated that the high school newspaper should have the right to "publish anything" regardless of the possible unfavorable reflection on the school system. This agreement was also generally seen in "the principal should not have the right to insist that a certain story be run or withheld from publication because of its effect on the school's public image."

Faculty did indicate in many schools that it was desirable that the student newspaper "make every effort to present a positive picture of the high school to the community." This would be a difficult position with the strong influence today for experimentation.

Noteworthy among respondents agreement on Public Relations functions was the statement that the "winning of awards should not be one of the primary considerations on a student newspaper."

3. Professional Training received the least amount of research support before this study was begun but from study results, the

researcher discovered it as extremely significant.

Many respondents urged the student press to prepare students for future roles in the journalism or allied professions. They agreed that the "student newspaper should provide experience for those students who will go into a field of the newspaper profession" and that this experience should be gained through "on the job" realistic situation.

The larger the school the more pronounced the request for the student newspaper "to resemble professional newspapers in appearance." This was especially true of Oklahoma schools.

This could have important implication in those states or areas where journalism teacher certification is lax or there are few journalism teachers for the smaller school systems.

As a Professional Training device, the student newspaper should "remember that the same rules of libel and fair play that apply to the professional press also apply to the high school newspaper" and that "like any newspaper, should be expected to: print the news accurately."

There is some evidence, as has been indicated, that respondents, especially Students, did not differentiate between Learning Device and Professional Training. Many seemed to indicate professional training was a logical association with the learning device newspaper of a journalism class.

4. Student Voice did not receive the high levels of agreement expected from any of the three publics, especially the Students and Staff.

Respondents did agree that the high school newspaper should cover any "event of interest to the students, and to a lesser degree, the faculty and staff of the school."

They did not seem willing to suggest that "if student action is vetoed or modified by faculty and administration action, the student newspaper should report fully any possible controversy" or "force school authorities to constantly justify administrative actions which might affect students."

In most cases the highest support came from Faculty and was associated with smaller schools. This later evidence may have been because larger school papers already demonstrate a great quantity of student directed and student controlled materials.

Recommendations

What do these findings indicate for those persons responsible for and/or connected with publication of the high school newspaper? A recognition of the scholastic newspaper's conflicting functions is required. The high school press does not mean the same to each of these publics in terms of its primary function.

A definition of the high school newspaper's audience may aid in understanding various viewpoints. At the very minimum, a recognition of the relative importance of the four functions will aid in understanding each public's criticism of the high school newspaper. Perhaps the most open conflict in agreement exists between the various sizes of high schools. In many instances there are very real differences of attitudes toward the high school press.

In every case the respondents indicated a strong support for the Professional Training aspect of the newspaper---in almost direct opposition to the viewpoint expressed by many educators who are considered perceptive of the high school press activity.

While findings of this study do not combine enough samples to generalize to the entire populations of high school newspapers, it is evident, at least in the surveyed area, that a new attitude toward the high school newspaper is developing. It would be well for others to follow with studies in other areas of the nation to develop generalizability of research findings.

One of the major difficulties in developing such a study is in developing scale items that are easily understood by all levels of respondents to be tested. One of the major methods of drawing out maximum variation of perceptions of functions is to present statements concerning manifestations of functions, rather than simply rephrasing a definition of the function. Built-in bias of statements, as the latter contains, may lessen true differences in assessments of the functions.

It is difficult for persons without a journalism orientation to realize the subtle shading of meaning among many of these functions.

Realizing that there are different assessments among different publics that make up the reading audiences of the high school newspapers in Arkansas and Oklahoma could aid in resolving much of the conflict that often develops in the operation of the campus newspaper. There would be less wrestling away of power to the principal's office or the the "drop-out and undergrounders."

Whether the findings reported here are of value depends on the actual interpretation made by the reader. The author hopes that those persons responsible for high school publications will begin to devoid themselves of making their newspapers look or be like the prize winners. It is time that high school newspapers begin to survey their audience

to determine audience needs and endeavor to meet those needs or face the consequence of the high school newspaper yellowing in the distribution box.

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APPENDIXES

APPENDIX A

STATEMENTS OF HIGH SCHOOL PRESS FUNCTIONS
FOR QUESTIONNAIRE

Statements representing functions of the high school press are grouped together by function. The numbers for each function indicate the statements position for that function in the questionnaire.

Public Relations: 4, 8, 11, 13, 17, 22, 24

Student Voice: 1, 3, 6, 10, 14, 16, 19

Professional Training: 2, 5, 7, 12, 21, 23, 25

Learning Device: 9, 15, 18, 20

APPENDIX B

After the journalism adviser in each of the selected schools had been contacted to determine interest in the study, this letter was sent to each of the 20 high school principals.


OKLAHOMA STATE UNIVERSITY • STILLWATER

School of Journalism and Broadcasting
 (405) 372-6211, Exts. 477, 478, 479

74074

Dear

As a master's candidate in mass communications I am conducting a study of the functions of the high school press. Because of your exposure to student publications, I am asking your assistance in this project.

I am sure that you are aware that today the high school newspaper is under constant attack for not meeting its designed functions. I, as a former adviser to student publications, have heard students claim the paper contains nothing more than school public relations, staff members complain that it fails to carry information on relevant issues, faculty complain that the student newspapers avoid academic coverage, and administrators see the paper as digging up material that damages the school's reputation and as little more than a student gossip sheet.

A vast amount of research has been done concerning the high school press in the past few years. However, it seems that few studies have given the members of the high school social system an opportunity to express their views concerning the publication's function.

I am asking that you permit your school to be one of the twenty schools selected for this study. No attempt has been made to influence the results and schools have been selected randomly from the populations of Arkansas and Oklahoma. No mention of participating schools will be included in the study.

In each school, the principal, 10 teachers, 10 publication staff members and 10 students will be asked to complete a 25-statement questionnaire. The whole testing session can easily be handled in a 15-20 minute time period and I will be on hand to conduct the session and answer any possible questions that might arise.

Students will not be removed from scheduled classes and the ten teachers may fill their questionnaire out at their convenience during the day.

Mrs. Mary Louise Bulloch, president of the Oklahoma Journalism Education Association, has been enthusiastic in her support as has Mr. William Downs, executive secretary of the Arkansas High School Press Association.

Because of time limitations, all research must be conducted during the first three weeks of April, so your immediate response is vital. I have previously been in contact with (NAME OF ADVISER) who has shown interest in doing the project.

Please call or write me of your decision so that I can schedule your school at your convenience.

Sincerely,

This questionnaire can be completed by reading each of the statements about the student newspaper as they apply to your school. After you have read the statements, please indicate your degree of agreement with the statement.

Because you might not completely agree or disagree, I have prepared a scale which consists of several blanks. Each blank represents a level of agreement for the statement directly above the scale.

For example, if the statement should be:

News about campus social events should be the most important content category for the campus newspaper.

An answer as to how much you agree with this statement might be noted in this manner:

Strongly Agree _____ X _____ _____ _____ _____ Strongly Disagree

By placing the "X" in the third blank you simply agree with the statement—not that you strongly agree, but yet, you are not neutral about this statement.

If you agree strongly with the statement, please place an "X" in the first blank. If you disagree very strongly with the statement, mark an "X" in the last blank. Any "X" placed between Strongly Agree and Strongly Disagree extremes indicates a level of your agreement or disagreement with the statement.

Please keep these rules in mind as you continue on the statements about the high school newspaper.

9. The student newspaper should be a laboratory in which journalism students experiment with what they have learned in a journalism class.
- Strongly Agree _____ Strongly Disagree
10. The student newspaper should report fully student council news.
- Strongly Agree _____ Strongly Disagree
11. The winning of awards should be one of the primary considerations on a student newspaper.
- Strongly Agree _____ Strongly Disagree
12. It should be remembered that the same rules of libel and fair play that apply to the professional press also apply to the high school newspaper.
- Strongly Agree _____ Strongly Disagree
13. Newspaper policy should dictate that the student newspaper must, as far as possible, stay clear of any subject that might give the high school a bad reputation.
- Strongly Agree _____ Strongly Disagree
14. The student newspaper should be responsible primarily to its larger audience, the student readers.
- Strongly Agree _____ Strongly Disagree
15. The student press should be considered as a learning device, involving student trial and error.
- Strongly Agree _____ Strongly Disagree
16. The high school newspaper should serve as a forum where anyone who has anything to say, can say it.
- Strongly Agree _____ Strongly Disagree

17. A weekly column from the superintendent's office should be welcomed in the student newspaper.
- Strongly Agree _____ Strongly Disagree
18. Staff positions for the student newspaper should be restricted to those students who are part of a journalism class.
- Strongly Agree _____ Strongly Disagree
19. The student newspaper should force school authorities to constantly justify administrative actions which might affect students.
- Strongly Agree _____ Strongly Disagree
20. Students can utilize the student newspaper to put to use the skills learned in their journalism classes.
- Strongly Agree _____ Strongly Disagree
21. The student newspaper, like any newspaper, should be expected to: print the news accurately.
- Strongly Agree _____ Strongly Disagree
22. The student newspaper should make every effort to present a positive picture of the high school to the community.
- Strongly Agree _____ Strongly Disagree
23. Work on the high school newspaper should provide the staff members with knowledge of accepted professional standards of journalism.
- Strongly Agree _____ Strongly Disagree
24. Because student newspapers may be financed by the school administration, they should consult the administration on stories to be covered.
- Strongly Agree _____ Strongly Disagree

25. No matter the student newspaper's editorial policy, news reports must be objective.

Strongly
Agree



Strongly
Disagree

The following questions may be answered by placing an "X" in the blanks which apply to you. Please be accurate with your answers as they will help make this a more complete and correct study of the high school press.

As a student I am (put an X in the blank which applies to you)

- Enrolled in my second year at this particular high school
- Will complete the state requirement in courses to graduate this spring
- Enrolled in a journalism class
- Currently on the staff of the high school newspaper
- A past staff member of the high school's newspaper, but am not now on the staff this semester

As a faculty member I (put an X in the blank which applies to you)

- Do not teach any journalism courses
- Am the faculty instructor for journalism courses
- Advise the high school newspaper but teach no journalism courses
- Hold the teaching rank of "part-time" instructor

As an administrator I (put an X in the blank which applies to you)

- Direct total school system activities in management or curriculum
- Hold campus-wide responsibility for a school's management and curriculum

VITA

Robert Ferrell Ervin

Candidate for the Degree of

Master of Science

Thesis: FUNCTIONS OF THE HIGH SCHOOL PRESS AS VIEWED BY THREE PUBLICS
WITHIN A HIGH SCHOOL SOCIAL SYSTEM

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Personal Data: Born in Booneville, Arkansas, October 29, 1946,
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Education: Graduated from Booneville Senior High School, Booneville, Arkansas in May, 1964; attended the University of Arkansas from September, 1964 to May, 1970; received the Bachelor of Science in Business Administration degree with a major in Advertising and Public Relations in 1968; attended Little Rock University in summer, 1965, 1966; received the Bachelor of Science in Education degree with a major in Journalism and History from the University of Arkansas in May, 1970; completed requirements for Master of Science degree at Oklahoma State University in July, 1973.

Professional Experience and Organizations: Associate features editor, The Arkansas Traveler, University of Arkansas, 1965; editor, MIHC Newsletter, University of Arkansas, 1965, editor of MIHC Recorder, 1966; editorial assistant, Arkansas Razorback, 1967; Information Officer of Arnold Air Society, University of Arkansas, 1966, editor and originator, Air Lights, 1966; residence hall co-editor, Arkansas Razorback, 1968; editor and originator of Arkansas Travelin', 1968; Public Relations Director for Arkansas Razorback Bands, 1968; head of journalism department, Fayetteville High School, 1970-72; special instructor in journalism, John Brown University, 1971-72; Arkansas Journalism Teacher of Year, 1972; graduate teaching assistant, Oklahoma State University, 1972-73; originator and co-director Satellite Journalism Programs, Oklahoma State University, 1972-73; instructor in Teacher's Yearbook Seminar, Oklahoma State University, 1973; Arkansas Journalism Advisers Association, Arkansas Education Association, Sigma Delta Chi.