

ACADEMIC AND PROFESSIONAL PERCEPTIONS
OF THE ROLES AND FUNCTIONS
OF THE STUDENT
NEWSPAPER

By

JAMES ABNER FILES

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Bachelor of Arts
Louisiana Polytechnic Institute
Ruston, Louisiana
1947

Master of Science
University of Utah
Salt Lake City, Utah
1951

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Oklahoma State University
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Thesis Approved:

A handwritten signature in blue ink, appearing to read "D. A. ...".

Thesis Adviser

A handwritten signature in blue ink, reading "Philip E. Paulen".

A handwritten signature in blue ink, reading "Robert H. Korman".

A handwritten signature in blue ink, reading "Norman N. Driskoll".

Dean of the Graduate College

DEDICATION

Many are those whose help is needed, and cheerfully given, at the various stages of a research undertaking. No one, though, could have been of more assistance in shepherding these data through four boxes of computer printout than Dana Nations who succumbed to an incurable illness on April 28, 1987, at the age of 24. He was a valuable assistant through the tedious process involving thousands of computer applications for statistical tests. As with many others before me, Dana's expertise, consistent patience, and cheerful willingness to get on with the task will be remembered forever.

Dana was one to whom I owed a debt of gratitude that is eternal. I can do no less than dedicate this work to his memory.

PREFACE

Perceptions of the role and function of the student newspaper are not the most congenial topic of conversation when academic and practicing journalists gather for social or professional discourse. The dichotomy of the topic is manifest, on the one hand, by purists who feel any policy which constrains freedom of expression (prior review of content in student newspapers) is a cardinal sin foisted upon the intent of the First Amendment while others, not so strongly inclined to the same view, tend to look first at the academic mission presumed to be inherent within a student newspaper and give that educational function a priority over First Amendment rights in the context of the academic environment. Reconciling these two points of view is not an easy task; the hope is that, through an enhanced understanding of the perceptual values which are prevalent among all sides to confrontations involving student newspapers, some of that trauma can be eased.

I am deeply grateful for the kindnesses extended to me by persons I have never met, may never meet, but who were empathetic to the situation I investigated in this research project.

A special debt of gratitude is owed to Professor John Behrens, curator of the Student Press Archives, Utica College. In a brief time, he fulfilled my voluminous requests for background materials and volunteered information about many more resources. Without his expert assistance and consistent cooperation at the outset, it is doubtful that

progress on this project would be farther than the halfway point at this time.

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Dr. Louis Ingelhart was another source whose writings and correspondence provided me with invaluable insights. Although the problem of this study involves perceptions, it is nevertheless essential to have a competent grasp of the legal framework which surrounds all considerations of the press, student or otherwise. His authoritative books and articles deserve review by everyone having oversight responsibilities involving a student newspaper.

The patience and encouragement of my committee--Dr. Robert Kamm, Dr. Marlan Nelson, Dr. Deke Johnson, Dr. Ed Paulin, and Dr. William Camp--will never be forgotten.

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CHAPTER I

INTRODUCTION

There is a long history of confrontation and concern over the role and function of student newspapers, with litigation first being noted in 1859.¹

In subsequent years, at least 233 other cases involving the student press have appeared on court dockets at various levels of the U.S. judicial process. (Appendix E, page 306.)

At issue in most of this litigation is a definition of what is proper content material for a student newspaper, which pits administrative authorities against student newspaper editors and reporters. A central figure in the legal battles is the university president, of whom a federal District Court judge has said,

. . . University presidents have the unenviable task of trying to maintain a precarious balance between the rights of members of the academic community and the wishes of the taxpayers and alumni who support that community. Nevertheless, it is not the prerogative of college officials to impose their own preconceived notions and ideals on the campus . . .²

Operating from a base which recognizes as paramount the integrity and well-being of the institutions they administer, university presidents are understandably sensitive to the negative potential of any published material which could possibly undermine, or even destroy, public confidence in the quality of their stewardship.

Student editors and reporters, on the other hand, long have seen themselves as "watchdogs" over the campus scene, even to the point of being stridently overt in support of their surveillance proclivities under the aegis of First Amendment protection.

Although this particular investigation relates only to perceptions of the roles and functions of student newspapers at colleges and universities (hereinafter to be referred to collectively as universities), it must be noted that "case law involving press issues at high school and secondary levels is applicable to the college situation."³ To this same point, the United States Supreme Court said in 1969 that ". . . in terms of freedom of expression, what is true of elementary and secondary education, must be true . . . of colleges and universities."⁴

For many decades, the campus newspaper has represented the potential for daily or weekly conflict between administrators and student editors as they pursue their operational assignments.

Nowhere in the literature is there to be found information which addresses the analysis of perceptual differences that exist among the various social categories of individuals concerned about the practices of student newspapers at universities, and the quality of the end product each time those editors and reporters publish a new edition of their newspaper. It is the focus of this investigation, therefore, to examine perceptions of student newspapers as those perceptions are held by (1) university presidents, (2) journalism program administrators, (3) student newspaper advisers, and (4) editors and publishers of commercial newspapers.

It is almost axiomatic that perceptual differences would exist regarding student newspapers. What has not been tested in previous

research, however, is the extent to which those differences are significantly different in the context of specific concepts under which the university student newspaper tends to operate at most institutions of higher education.

Dichotomous Concepts Complicate Perceptions

Complicating the operational climate for student newspapers are two fundamental concepts which guide sponsorship and publication policies. Compounding this operational dilemma is the absence of guidelines flowing from the courts to clarify options within the dichotomy when there is a difference of opinion over appropriate content or procedures.

One conceptual approach stipulates that the student newspaper is a forum for student expression. This functional mode takes its operational cues from interpretations of the First Amendment, in the pattern of routine practices at commercial newspapers.

The other conceptual philosophy views the student newspaper as a laboratory tool in which instruction is the prevailing tactic for the relationship between an institution's journalism education program and the student newspaper staff. In this model, academic concerns supersede concerns for unrestrained freedom of expression mandated by the First Amendment.

Forum Concept Explained

In a wide-ranging analysis of First Amendment protections afforded the student, Fager (1976), in his role as executive director of the Student Press Law Center and also as an attorney, noted that,

. . . The decision by an educational institution to initially fund a forum for student expression is an educational and political one, and there is no First Amendment obligation to create a student forum. Once a forum is created, however, any attempt to alter content, or punish students for past content, by withholding funds is unconstitutional.⁵

Determination as to whether a student newspaper is, indeed, a forum for student expression tends to be tested on the basis of four questions:

- (1) Does the publication contain student expression on controversial matters in the form of news and editorials purporting to be more than a mere time and place sheet?
- (2) Is the publication open to free expression of ideas in news and editorial columns as well as in letters to the editor?
- (3) Is the publication distributed on campus or is it simply produced as a course exercise, remaining in the files of the journalism department?
- (4) What is the history of the publication, including officially stated reasons for its creation and changes in its role at the school?⁶

Fager (1976) also notes that,

. . . Resolution of the above questions enables a determination that the publication is a forum or has been created for some other purpose, such as a house organ, to reflect the views of the school administration, or is a pure teaching tool where student views are not to be expressed. This factual determination has required courts to look behind institutional structures and examine the actual operation of the publication in question.⁷

Support for the Fager (1976) interpretation of the forum concept was enunciated by the United States Supreme Court in 1970 in an opinion which said,

. . . It may well be that a college need not establish a campus newspaper, or if a newspaper has been established, the college may permanently discontinue publication for reasons wholly unrelated to the First Amendment. But, if a college

has a student newspaper, its publication cannot be suppressed because college officials dislike its editorial content. This rule is but a simple extension of the precept that freedom of expression may not be infringed by denying a privilege. Having fostered a campus newspaper, the State may not impose arbitrary restrictions on the matter to be communicated.⁸

Laboratory Newspaper Model

Student newspapers which adhere to the laboratory, or curriculum, model operate under a much less-well-defined set of options and acceptable procedures than those following the forum model.

Some operational practices on laboratory/curriculum newspapers resort to contractual arrangements with editors and reporters as a device to preserve what is thought to be necessary to accommodate a more structured learning environment.

The feasibility of this approach was first discussed in the literature by Jones (1977) when he reviewed the circumstances of a First Amendment lawsuit in Kentucky and found that,

. . . the terms of a contract between an institution and a campus paper may prove controlling in any controversy between the two, even if the difference of opinion centers on another issue entirely. And secondly, it seems significant that, unlike censorship cases where the burden of proof must be carried by the institution in substantiating its restraint, here the burden was upon the students to support by substantial evidence their contention that unconstitutional infringement had taken place. This subtle shifting of the burden of proof tips the scale dramatically.⁹

Other advocates of the laboratory/curriculum newspaper concept rely on the language of a United States District Court's opinion in Trujillo v. Love¹⁰ to support their operational practices. In Trujillo, officials at Southern Colorado College had attempted to effect a changeover

in the student newspaper from a forum model to an instructional tool. The Court's finding, however, was that ". . . the new policy of the administration and faculty was not thereafter put into effect with sufficient clarity and consistency to alter the function of the newspaper . . . "11

The conclusion was that, in fact, the newspaper had continued to serve as a student forum and therefore First Amendment rights had been violated.

What tends to be overlooked in the Trujillo decision is that the Court went on to suggest that if college officials had, in fact, implemented their publication policy to operate the student newspaper as an instructional tool for journalism students and fully communicated their intent to those students, the administration's action may have been upheld.¹²

Overbeck and Pasqua (1983) make a comparable point in stating that,

. . . As a First Amendment forum [the student newspaper] has to be open even to unpopular and controverisal ideas . . . However, we should make it clear that the open forum theory of the student press doesn't always apply. In recent years there has been a growing trend for colleges and universities to set up a campus newspaper with rules that clearly place the final authority [for content] in the hands of someone other than the student editors. For instance, a faculty member may actually be given the title of 'publisher' with authority to match the title. A newspaper organized in this way may not be a First Amendment forum. The Trujillo case involved such a situation, although the ground rules were not spelled out clearly enough to establish the paper's 'laboratory' status before the controversy arose. But at this writing [1983] no appellate court has ever ruled that publishing a student newspaper under a laboratory arrangement inherently violates the First Amendment.¹³

Even so, the constraints and privileges of operating as an instructional tool to support a journalism education program are ensnarled in a

much less exacting framework of prose and opinion than are the forthright philosophic statements supporting the forum theory of the student press.

The Legal Quagmire

The fundamental legal question separating the two concepts of forum model vs. curriculum model can be stated as follows:

. . . Is a school-sponsored newspaper, produced and published by a journalism class as part of a school-adopted curriculum under the supervision of a teacher, a public forum where comment is protected by the First Amendment?¹⁴

Those who advocate a role for the student newspaper which subscribes to the forum model have been adamant, in many instances, in their resolve that First Amendment rights shall not be abrogated even at the level of campus publications.

Those favoring the curriculum model tend to view the instructional role for a student newspaper as not placing an impermissible burden upon First Amendment freedoms. Proponents of this concept see the laboratory model as not likely to have a chilling effect upon freedom of expression when such expression is evaluated in the context of academic freedom and instructional imperatives.

Absent a more clearly-defined determination by the courts relative to absolute boundaries which circumscribe the two concepts, robust debate has typified the discussions by proponents of each conceptual position.

As an overt response to their inability to quell the problems arising from the application of news-gathering and reporting practices

inherent within the forum model, many journalism department faculties have found it more prudent to dissolve their relationship with the student newspaper rather than risk being held accountable for content material over which they have no control.

Although generally unstated for public consumption as a cause-effect observation when responsibility for the student newspaper is vacated, there are obvious implications in data which show that 274 journalism departments have severed operational ties to their student newspapers, with only 67 journalism departments continuing to support an actively responsible role in student newspaper operations as an adjunct of their journalism education programs.¹⁵

Clarification Forthcoming

The substantive legal question is scheduled to be resolved, at least in part, during the 1987 term of the U.S. Supreme Court after certiorari was granted in 1986 in the case of Kuhlmeier v. Hazlewood School District.¹⁶

This student newspaper censorship/prior review case reached the Supreme Court on appeal from the Eighth Circuit, U. S. Court of Appeals. (Appendix F, G, pages 314 and 347.) The litigation had its origin when high school authorities prohibited publication of a series of news stories in the school newspaper which dealt with student opinion about teenager pregnancies and divorces of their parents. The newspaper sought to publish interviews with three pregnant students, together with accounts of the divorces among some of those students' parents. School authorities refused to let the stories be published. The official rationale was that subjects could have been identified and thus would

suffer an invasion of their privacy. A federal District Court held that school authorities were correct in taking the contested action, in fairness to the parents whose acts were detailed in the news stories and also to avoid creating the impression that the school endorsed the sexual mores of its students. (Appendix F, page 314.)

Certiorari was granted by the U. S. Supreme Court after the Eighth Circuit Court of Appeals ruled that students had a right to publish the censored news stories, and further, that faculty cannot legally stop a student newspaper from reporting on a survey of student opinion on sex and divorce. (Appendix G, page 347.)

The significance of this current research is therefore magnified somewhat by the impending decision and clarification by the Supreme Court, albeit this coincidental circumstance was not foreseen when the research question was formulated.

Definition of the Problem

At the outset of this investigation, it was recognized that differences exist among the four social categories (i.e., university presidents, journalism program administrators, newspaper advisers, and editors and publishers of commercial newspapers). What has not been established in previous research regarding university newspapers, however, is the magnitude, intensity and significance of the feelings reflecting those differences, or how those differences might be translated into operational concepts to enhance levels of understanding between or among personalities within those relevant groupings.

In an effort to answer the foregoing questions, a 79-item survey instrument was developed. The instrument contained factors that are

assumed to influence the perceptions of student newspapers among the four social categories. Depending upon what is revealed through the diagnostic tactic of factor analysis (R-type), the following research hypotheses will be tested:

"X" factor has no significant influence upon university presidents (or journalism administrators, or newspaper advisors, or commercial newspaper editors and publishers) in their perceptions of Function No. 1 (or Functions 2, 3, or 4) or Role No. 1 (or Role 2, 3, or 4) of a student newspaper.

Other hypotheses were tested when comparisons of paired matchups were undertaken to examine conceptual responses of deans vs. presidents, etc., in the context of functions and roles established through factor analysis, and also through multiple regression analysis.

As an end product, it was the objective of this task to produce data and observations which could contribute to enhanced understandings of perceptual differences that sometimes divide the four social categories. And further, the hope is that this enhanced understanding will facilitate improved day-to-day relationships involving the publication of student newspapers wherever improvement can be effected.

ENDNOTES

¹Lauder v. Seaver, 32 Vt. 114 (1859).

²Walter M. Jones, Jr., "Applications of the Law Governing the Student Newspaper in the Policies and Practices of Selected Institutions of Higher Learning" (unpub. Ph.D. dissertation, Athens, GA, 1977), p. 20.

³Ibid., p. 28.

⁴Michael A. West, "The Constitutional Rights of College Students: The Principles of the First, Fourth, and Fourteenth Amendments As They Apply to Higher Education" (unpub. Ed.D dissertation, Amherst, MA, 1976), p. 80.

⁵Christopher B. Fager, Esq., Ownership and Control of the Student Press: A First Amendment Analysis, (Utica, NY, 1976), p. 25.

⁶Ibid., p. 29.

⁷Ibid.

⁸Norton v. Discipline Committee of East Tennessee State University, 419 F. 2d 195 (6th Cir. 1969), cert. den., 399 U.S. 906 (1970).

⁹Walter M. Jones, Jr., "Applications of the Law Governing the Student Newspaper in the Policies and Practices of Selected Institutions of Higher Learning" (unpub. Ph.D. dissertation, Athens, GA, 1977), p. 47.

¹⁰Trujillo v. Love, 322 F. Supp. 1266 (D. Colo. 1971).

¹¹Ibid.

¹²Julius Duscha and Thomas Fischer, The Campus Press: Freedom and Responsibility, (1973), pp. 103-104.

¹³Wayne E. Overbeck and Thomas M. Pasqua, Jr., Excellence in College Journalism, (Belmont, CA, 1983), p. 222.

¹⁴"Authority To Censor Student Newspapers Will Be Reviewed," Editor and Publisher, January 24, 1987, p. 48.

¹⁵1986 Directory of Members, Association for Education in Journalism and Mass Communication, pp. 4-45.

16 "Authority To Censor Student Newspapers Will Be Reviewed," Editor and Publisher, January 24, 1987, p. 48.

CHAPTER II

REVIEW OF LITERATURE

Judicial Philosophy

We judges are not journalists, however, and even less school administrators.¹

Evolution of Theory

In 1976, Christopher Fager, executive director of the Student Press Law Center, wrote,

. . . It has been seven years since the U.S. Supreme Court handed down its landmark decision² on the First Amendment rights of students . . . Yet, despite major judicial pronouncements on this subject, and literature from commentators, there remains a fundamental lack of knowledge on the part of administrators, teachers, and students as to the relevant legal issues which govern student censorship questions.³

Now more than 10 years subsequent to Fager's comment, it would appear his observation is still appropriate in describing perceptions of the role and function of student newspapers if the 125 court decisions involving the campus press between 1969-1980⁴ are valid indicators of the problem which concerned Fager.

Just as judges are not journalists or educators, so are journalists and educators not judges.

Journalists search for dichotomies that are rather clearcut in instances of controversy. Academic administrators, at all levels, are

trained to react similarly, although for different reasons. When journalist and academic attitudes translate into attempts to understand the intricacies of legal logic--assessed against a background of a differing logic--the result is predictable: a continuation of the mindset Fager describes as a "fundamental lack of knowledge and understanding of relevant legal issues"⁵ among those who administer, and edit student newspapers in the environment of higher education.

Rather than viewing the law as a finite body of rules--"oughts and naughts"⁶--a layman should more appropriately reflect upon the vagaries of the student press in the context of Justice Cardozo's words more than 65 years ago when he wrote about the judicial process:

. . . I have grown to see that the process in its highest reaches is not discovery but creation . . . in which principles that have served their day expire, and new principles are born.⁷

What Justice Cardozo enunciated then was early prescience in response to what had been in place, educationally and legally speaking, for the previous 60 or more years. What has transpired following his statements in 1921 has served only to underscore his description of the judicial process as it has worked over time.

Inherent authority⁸ seems to have been the first of several theories which have been applied by the courts as educational administrators have presented rationales supporting academic policies and concurrent enforcement authority having little, if any, concern for whether rules were reasonable. Substance for the inherent authority concept is said to have been reflected first in the 1866 case, Pratt v. Wheaton College.⁹

The Cardozo concept of judicial "creation"¹⁰ next became manifest for education when in loco parentis emerged in the opinion handed down in Gott v. Berea College.¹¹ Here the Court said:

. . . As a father may direct his children, those in charge of the colleges are well within their rights and powers when they direct students what to eat, where they may eat it, where they may go, and what forms of amusement are forbidden.¹²

Contract theory presumes a relationship with an institution that is the product of a voluntary act on the part of the student in seeking, and obtaining, admission. In so doing, a student is further presumed to relinquish certain rights as a condition of enrollment.

In general, this theory has fallen into disrepute in recent times, predicated largely upon [1] the inequality of the relationship between student and institution, as manifest by a "one-sided contract drawn by, and in favor of, the institution, and [2] the requirement that a student must sign away some of his/her rights before he/she can enter college."¹³

There are, however, special circumstances whereby a college or university can interfere with disciplinary measures to maintain the integrity of institutional prerogatives.

Expressions can be modified by "reasonable and nondiscriminatory regulations designed to insure normal activity of the institution and the rights of all students."¹⁴ These stipulations are contained in The General Order on Judicial Standards of Procedures and Substance in Review of Student Discipline in Tax-Supported Institutions of Education, (1986),¹⁵ which states:

. . . The voluntary attendance of a student in such institutions is a voluntary entrance into the academic community. By such voluntary entrance, the student voluntarily assumes obligations of performance and behavior reasonably imposed by the institution of choice relevant to its lawful mission, processes and functions. These obligations are generally much higher than those imposed on all citizens by the civil and criminal law . . . So long as there is no invidious discrimination, no deprivation of due process, no abridgement of a right protected in the circumstances, and no capricious, clearly unreasonable or unlawful action employed, the institution may discipline students to secure compliance with these higher obligations as a teaching method or to sever the student from the academic community.¹⁶

By way of further clarification, courts have consistently agreed that, "the constitutional right of freedom of expression requires personal responsibility. The enrollment of students in institutions of higher learning does not give them rights to immunity or special considerations" and does not permit them to violate the constitutional rights of others.¹⁷

The test for reasonableness of college regulations was established in Sword v. Fox (1971)¹⁸ by the U.S. Fourth Circuit Court of Appeals:

Specifically, the test for reasonableness of college regulations is whether such regulations measurably contribute to the maintenance of order and decorum within the educational system, are calculated to prevent interference with the normal activities of the university or obstruction to its function to impart learning and to advance the boundaries of knowledge, or are important in maintaining order and normal operations.¹⁹

In recent years following the landmark decision in Tinker (1969),²⁰ the courts have adopted a constitutional theory as their philosophic base, holding generally that "all rules, regulations, and policy are to be established in light of the Bill of Rights . . . (guaranteeing) that students would be afforded the same rights as other citizens."²¹

Overbeck and Pasqua (1983) detect a subtle shifting, however, and note,

. . . One thing that is . . . apparent, though, is that the courts are becoming less sympathetic toward students who make waves . . . today high school editors aren't doing so well in court. In recent years, high school students have lost several precedent-setting press freedom cases that they would almost certainly have won in the early 1970's These recent defeats for high school press freedoms could be isolated incidents. But they could also foreshadow a new trend for the 1980s and beyond, a trend toward less judicial support for college press freedoms as well.²²

Judicial Tests

Perceptions of the role and function of student newspapers are conditioned by the realities of a particular situation on a university campus -- realities which may or may not coincide in every instance with the overriding realities of the legal background which would prevail if tested in litigation.

Because case law is so inextricably woven into the fabric clothing student publications, an understanding of perceptions from the bench is vital when decisions are invoked at the campus level. When the courts are asked to adjudicate conflicts over permissible expression--printed, oral or symbolic--between students and academic administrators, the focus tends to be in the area of three primary questions:²³

- [1] the substance, or content, of the expression in question;
- [2] the reasons advanced by administrators in support of restriction; and
- [3] the process administrators propose to invoke to regulate that expression.

Fager also notes that courts have frequently examined the process by which student expression has been regulated to insure that administrative procedures are implemented in a reasonable manner and do not stifle the free exercise of protected expression. The proper scope of official regulation depends on the particular forum where the expression takes place and the specific facts and circumstances of each situation. To lawyers and judges it is axiomatic that fundamental constitutional rights, like the constitutional guarantees of freedom of expression, exist in relation to the circumstances of their exercise.²⁴

For a layman seeking specifics for guidance in confrontation over permissible expression, generalizations should be approached with caution because [1] circumstances will probably vary from situation to situation and [2] the outcome of a particular case may have turned on the nuance of a word or phrase which would be overlooked in the rush to find commonality with previous decisions of the courts. To complicate matters further, what has been adjudicated in the federal court of one district is not necessarily binding upon decisions handed down in other district or appellate court cases on the same issue. As decisions are made in various district or appellate courts on comparable issues, a line of reasoning is established and, over time, a body of case law evolves. It is true that cases decided in the various appellate circuits have considerable impact, many times, upon the decision process in other districts. But reality is that decisions in one federal court jurisdiction are not binding upon courts in other jurisdictions.

Only when the U.S. Supreme Court renders an opinion is a consensus reached and a common pattern established for dealing consistently in all

federal court districts with those matters whose circumstances coincide appropriately.

The issue of prior review of content of student newspapers is a case in point:

Several courts of appeal have adopted positions that approve in theory a policy of prior review (for student newspapers). The Second, Fourth, Fifth and Eighth U.S. Circuit Courts of Appeal have said that, in a given situation, prior review could be permissible.²⁵

States under the jurisdiction of these appellate courts include Arkansas, Connecticut, Iowa, Louisiana, Maryland, Minnesota, Mississippi, Nebraska, New York, North Carolina, Vermont and West Virginia.

However, the constitutionality of prior review has not yet been settled. Five federal courts of appeal have not definitively ruled on the issue. Until each has dealt with prior review, or the (U.S.) Supreme Court makes a ruling on the subject, the practice will remain questionable.²⁶

U.S. Supreme Court

Regarding the student press per se, the United States Supreme Court has ruled only twice -- Tinker (1969)²⁷ and Papish (1973).²⁸ Certiorari has been granted on a third student newspaper case, however -- Kuhlmeier v. Hazlewood School District²⁹ -- as this research project ends.

In Tinker, the Court said that,

. . . the people of the United States may not be regarded as closed recipients of only that which the State chooses to communicate . . . (or) the expression of those sentiments that are officially approved. Employees of the school or

university, such as administrators, staff, or faculty members are agents of the State; when they participate in an action involving censorship, they are for all times and purposes the State.³⁰

At issue in Tinker was symbolic expression, involving conduct manifest by wearing an armband at a high school in protest of the Vietnam war. Although basically a case not involving a student newspaper, the opinion of the Court was broad enough to include all forms of expression insofar as students are concerned, thus having the effect of proscribing parameters for student newspapers in the context of symbolism.

In Papish the issue was the expulsion of a graduate student at the University of Missouri who circulated an underground newspaper depicting the rape of the Goddess of Justice and the Statue of Liberty by policemen. In ordering Papish reinstated, the Court said,

. . . the First Amendment leaves no room for the operation of a dual standard in the academic community with respect to the content of expression The mere dissemination of ideas--no matter how offensive to good taste on a state university campus--may not be shut off in the name alone of the convention of decency. Universities must provide rules drawn narrowly and precisely, and the rules must be applied in a nondiscriminatory fashion. To avoid charges of vagueness and overbreadth, rules must be specific and must include precise places and times when possession and distribution of student publications are prohibited. The rules must be understandable and must not prohibit constitutional activities which are orderly and not disruptive.³¹

Judgments vary as to which of the two cases can be classified as the landmark decision for student press freedom. The fact remains, however, that -- together -- these two decisions provide a frame of reference which offers little room for negotiation when students and

university administrators engage in confrontation over campus newspaper content.

In Kuhlmeier the issue is related specifically to the content of a high school newspaper -- content whose subject was teenage pregnancies and causes of divorce among parents of the pregnant teenagers, and which -- if published -- might constitute invasion of privacy. High school officials, faced with a possible tort action, refused to permit publication of the questionable articles and litigation ensued.

The U.S. District Court (Missouri) ruled for the defendant; the U.S. Court of Appeals, Eighth Circuit, held for the plaintiff Kuhlmeier in a split decision. Certiorari was granted by the U.S. Supreme Court in 1986, with an opinion expected in the late spring or early summer, 1987.

Although accepting only a meager number of student press cases, the U.S. Supreme Court has, nonetheless, been vigorous in its denial of certiorari in three other student publications cases: Avins v. Rutgers (1967)³², Veed v. Schwartzkopf, (1973)³³, and Bazaar v. Fortune, (1974).³⁴

In Avins the Court upheld the right of a student editor to refuse an article submitted to the Rutgers University Law Review by a faculty member:

. . . the fact that the publication was partly financed by state funds did not mean it had to publish anything submitted. One who claims his constitutional right to freedom of speech has been abridged must show that he has a right to use the particular medium through which he seeks to speak.³⁵

In Veed the Court was equally direct, saying, "The First Amendment guarantees that student publication staff members shall be free to

express themselves as long as that expression does not interfere with the orderly processes of education."³⁶

Obscenity was the issue in Bazaar, with officials at the University of Mississippi censoring material in the campus literary magazine because short stories contained so-called four-letter words. In denying certiorari, the Court said, the mere use of a single word in the public arena cannot be considered so tasteless or inappropriate that its use is subject to unbridled censorship or restriction by governmental authority. Only in extreme cases can a state university interfere with the freedom of speech of its students on the ground that such speech would endanger the public confidence and goodwill which the university enjoys. Once a state university recognizes a student activity which has elements of free expression, the university can act to censor that expression only if it acts consistently with constitutional guarantees of the First Amendment.³⁷

Because the decision in Kuhlmeier may emerge with significance of historic proportions, perhaps in a modern-day reaffirmation of Justice Cardozo's sentiments that "the process in its highest reaches is . . . creation . . . in which principles that have served their day expire and new principles are born,"³⁸ copies of the two lower courts' opinions are included here as appendices. (Appendix F and G, pages 314 and 347.)

A suggestion that the basic legal question clarifying distinctions between a public forum student newspaper and a curriculum-oriented student newspaper may be resolved can be detected in the 2-1 decision at the appellate court level.

In ruling for the defendant school district, the district court judge noted that two lines of cases have developed for dealing with

student free speech and press issues. One line of cases consists of those situations where student speech or conduct occurred outside of official school programs. In the other are cases where the speech or conduct in question occurred within the context of school-sponsored programs. (Appendix F, page 314.)

Reacting to the precedent of Tinker, the trial court judge noted that,

. . . the conduct of students . . . was symbolic speech that was privately initiated and carried out independent of any school-sponsored program or activity. Students' First Amendment rights generally prevail where the speech or conduct that is sought to be prohibited or regulated is private, non-school-sponsored and non-program related.

. . . On the other hand, results have been mixed in cases where educators have attempted to regulate, prohibit or punish student speech or conduct in the context of school-sponsored publications, activities, or curricular matters.

. . . In the first line of cases, the free speech and press rights of students are at their apogee. The primary focus is on the extent to which the exercise of such rights would interfere with the educational process. In such cases, school officials are rarely able to show that non-program related speech or conduct will materially disrupt the educational process.

In the second line of cases, however, the interests of school officials and the special function performed by schools in our society are given considerably more weight. The initial focus is not so much on the effect of the students' speech or conduct as it is on the nature of the school-sponsored program or activity in question.

Where the particular program or activity is an integral part of the school's educational function, something less than substantial disruption of the educational process may justify prior restraints on students' speech and press activities. The following is an acceptable articulation of the applicable standard:

The rule is wisely established that decisions of school officials will be sustained, even in a First Amendment context, when, on the facts before them at the time of the

conduct which is challenged, there was a substantial and reasonable basis for the action taken.

When faced with determining the scope of students' First Amendment rights within the context of school-sponsored programs, courts focus on whether the particular program or activity is an open and public forum of free expression or an integral part of the curriculum. (Appendix F, page 336.)

In overturning the trial court's decision, the majority on the appellate court reasoned that the student newspaper,

. . . was intended to be and operate as a conduit for student viewpoint. Although Spectrum (the student newspaper) was produced by the Journalism II class, it was a 'student publication' in every sense . . . It was a forum in which the school encouraged students to express their views to the entire student body freely, and students commonly did so . . . Our conclusion that Spectrum is not a curricula paper but rather a public forum is supported by numerous courts. (Appendix G, page 352.)

The dissenting opinion stated that,

. . . The majority opinion consigns school officials to chart a course between the Scylla of a student-led First Amendment suit and the Charybdis of a tort action by those claiming to have been injured by the publication of student-written materials Granting the defendant school officials the defense due them . . . they committed no constitutional violation in declining to publish the articles in question. (Appendix G, page 367.)

Although not a student newspaper case as such, the U.S. Supreme Court in July, 1986, reversed the Ninth Circuit Court of Appeals in Bethel School District No. 403 v. Fraser³⁹ and affirmed the District Court's opinion that the First Amendment does not prevent school district officials from disciplining a high school student for giving a lewd speech at a school assembly.

While reaffirming the philosophy in Tinker that "students do not shed their constitutional rights to freedom of speech or expression at the schoolhouse gate,"⁴⁰ the Court noted that,

. . . These fundamental values of "habits and manners of civility" essential to a democratic society must, of course, include tolerance of divergent political and religious views, even when the views expressed may be unpopular. But these "fundamental values" must also take into account consideration of the sensibilities of others, and, in the case of a school, the sensibilities of fellow students. . . The undoubted freedom to advocate unpopular and controversial views in schools and classrooms must be balanced against the society's prevailing interest in teaching students the boundaries of socially appropriate behavior. . . Even the most heated discourse (emphasis added) in a democratic society requires considerations for the personal sensibilities of the other participants and audiences.⁴¹

It is too early to assess the impact of Fraser on the issues which usually generate confrontation between student editors and university administrators. But it is perhaps significant that both the majority opinion and concurring opinion in Fraser used the word, discourse, to support the prevailing rationales.

Discourse, by definition,⁴² applies to both oral and printed communication.

On the assumption that opinions prepared by the U.S. Supreme Court are not casual in a choice of language, the language of the Fraser opinion ultimately may have an impact upon the student press which would be as significant as the opinions rendered in Tinker and Papish.

U.S. Courts of Appeal

When Fager refers to "major judicial pronouncements,"⁴³ relative to censorship of student publications and speech, he relies primarily upon

rulings as they have been handed down by U.S. District Courts and federal Courts of Appeal. And, indeed, the literature is rich with such citations.

Ingelhart⁴⁴ summarizes the issues of various cases in rather condensed form, using a sentence or two to identify the focus of the litigation and the court's findings.

Fischer,⁴⁵ on the other hand, limits his explication to 16 of the major cases and cites considerably more detail to support his evaluation of the importance of each case.

Fischer's annotations include Antonelli v. Hammond,⁴⁶ Brooks v. Auburn University,⁴⁷ Baughman v. Freiemuth,⁴⁸ Blackwell v. Issaquena County Board of Education,⁴⁹ Buchanan v. Oregon,⁵⁰ Burnside v. Byars,⁵¹ Channing Club v. Board of Regents of Texas Tech University,⁵² Dickey v. Alabama State Board of Education,⁵³ Eisner v. Stamford Board of Education,⁵⁴ Joyner v. Whiting,⁵⁵ Norton v. Discipline Committee of East Tennessee State University,⁵⁶ Quarterman v. Byrd,⁵⁷ Scovile v. Board of Education of Joliet Township,⁵⁸ Trujillo v. Love,⁵⁹ and Zucker v. Panitz.⁶⁰

Fischer also includes annotations relative to Tinker and Papish in his summarized information.

Especially significant for background reading and information purposes are several doctoral dissertations:

Michael A. West (554 pp., University of Massachusetts, 1976);⁶¹ George P. Evans (717 pp., Syracuse University, 1975);⁶² Walter M. Jones, Jr. (156 pp., University of Georgia, 1977);⁶³ and Lee VanBremen (243 pp., University of Connecticut, 1973).⁶⁴

Perceptions

Sober men, good and true, often lose their perspective when the campus press is discussed.⁶⁵

Overview

Balancing the interests of institutional integrity as seen by constituent interests -- to whom university presidents and boards of regents or trustees are necessarily responsible -- with a mandate for freedom of expression among students and faculty can be a juggling act of immense proportions on many university campuses.

Constitutional interpretations have stated rather clearly, and often forcefully, that freedom of expression is a right enjoyed by every citizen -- including students in U.S. high schools and universities. Paradoxically, however, there is the factor of public opinion which can sometimes measure free expression in the context of a value structure that would impose limitations upon how "free" freedom should be in certain situations.

Perceptions thus become a concern for projecting reactions, for isolating attitudes, for identifying consensus, to the end that -- ultimately -- there can be an arena of reason for enlightening those who, for whatever reasons, moral or legal, find themselves at odds with the permissible limits of constitutional reality.

Perceptions, as topical research items, are coming into focus in the literature belatedly, despite a relatively long history of confrontation and litigation involving student newspapers.

Ingelhart has posed the question which lies at the heart of perceptual problems involving the student press: "does the protection of free

expression and free press extend to the campuses and the students of the nation's colleges and universities?"⁶⁶ And he notes that, ". . . almost daily, persons on or off those campuses say not at all, and almost daily other persons insist yes indeed. The resulting arguments, gentle or heated, usually do not provide a usable answer in and of themselves."⁶⁷

University administrators, many times, lack the background for dealing appropriately with the periodic rambunctious nature of their campus newspapers. The same holds true for boards to whom those presidents are accountable.

Many related groups are equally unnerved by application of the concepts of free expression on a campus when they are confronted suddenly with their own ox being gored by news or editorials which they find disturbing. By the logic of their individual value systems, various social groups evaluate and render judgments predicated upon what they believe reality is, or should be, at a particular university -- freedom of expression and the Supreme Court to the contrary notwithstanding.

Yet procedures for scientific scrutiny of perceptions have been available to communication scholars for many, many decades. The wonder is that the trauma of campus confrontations has not been associated extensively with perceptual analysis long before now.

Graduate Student Research

Early instances of academic investigation related to perceptions of the role and functions of student newspapers and their staffs seem to have been limited largely to the research done by graduate students.

As a candidate for a master's degree, James Fitzpatrick investigated attitudes among readers of student newspapers in 1964.⁶⁸ Kenneth

Devol, in a doctoral dissertation, examined areas of conflict and related attitudinal background also in 1964.⁶⁹ Beverly Bethune, for her master's thesis research, studied the opinions of junior college students relative to their campus newspapers in 1967.⁷⁰ Susan Carter surveyed administrators, faculty, student editors and student newspaper staff members on a single campus in 1971 for her master's thesis research to determine their perceptions of the role of the student editor.⁷¹ Wanda Harris, in 1982, utilized uses and gratifications concepts as the theoretical base for examining perceptions of student readers and non-readers of one campus newspaper.⁷²

None of these studies appears to have stimulated a response for continued research into the general area of perceptions, however.

Ryan-Martinson

Only recently has a revival of interest been noted, this time among university faculty researchers whose findings have been reported at professional journalism meetings and in the scholarly journals.

Ryan and Martinson⁷³ targeted college newspaper advisers for an examination of attitudes on censorship of the student press in 1985.

Their research instrument consisted of a five-page, four-part questionnaire mailed to 200 student newspaper advisers, from which there was a 62 percent response rate. It was the data from an eight-item section of that instrument which was reported first. The focus of the eight items was student press censorship, with attitudinal responses measured along a five-point scale.

These researchers found that, as a group, publications advisers rejected censorship of the student press. Eighty-one percent said it is

more important for the student press to be censorship-free than for the institution to be protected from potentially damaging stories. Nearly 94 percent agreed that a student newspaper should publish a story it can prove even if the institution is embarrassed, and nearly 95 percent disagreed that articles critical of the faculty or administration should not appear in the student newspaper.⁷⁴

Looking at the opposite side of their data, however, the researchers noted that,

. . . 17 percent indicated that it is more important for a college or university to be protected from potentially damaging articles than for a student publication to be control-free; 21 percent agreed that an institution that pays some of the publication bills should have some control over what is printed; and 26 percent said a newspaper that wants a privileged position as a monopoly must accept some control.⁷⁵

As an observation, Ryan and Martinson felt it was significant that, ". . . a substantial minority (of advisers) would accept some censorship under some conditions,"⁷⁶ especially since advisers are "a group that one might expect to be hostile toward any censorship."⁷⁷

Possibilities for further research were suggested in the three questions Ryan and Martinson asked in their commentary on this study:⁷⁸

- [1] What is the impact of advisers' attitudes on the potential communicators they teach?
- [2] What is the impact of their (advisers) attitudes on the publications they advise, and consequently, on the institutions for which they work?
- [3] Does a controlled publication serve an institution better than one that is not controlled?

Click-Kopenhaver

High school principals and high school newspaper advisers were respondents in the latest study by Click and Kopenhaver⁷⁹ which investigated attitudes toward freedom of the press.

A systematic sample of 497 high schools, nationwide, was the respondent base for this study, from which a 45 percent response rate was achieved with net usable responses being 191 newspaper advisers and 144 high school principals.

Respondents were asked to provide reactions to 39 items dealing with seven areas of concern: [1] control and disruptions; [2] role of student newspaper; [3] censorship; [4] responsibilities of advisers; [5] role of administrators; [6] controversial issues; and [7] opinions toward freedom of expression in general.

Coincidentally, while the Click-Kopenhaver research was underway with high school principals and newspaper advisers, similar research activity among university presidents, journalism administrators, university newspaper advisers, and commercial newspaper editors and publishers was also being done for the study being reported in this dissertation. Merging these two sets of results at a later date should provide a comprehensive analysis of the full spectrum of perceptions within a common time frame.

The Click-Kopenhaver results were revealed in a paper delivered at the 1986 convention of the Association for Education in Journalism and Mass Communication in the form of crosstabulated data as an analysis preliminary to more sophisticated statistical testing at a later time. (Appendix D, page 301.)

These researchers concluded from their data that, even though almost all of the advisers and principals agreed that a free press is fundamental to American society, the reality of both groups' reactions to student press freedom belies this contention. Nearly three-quarters of the principals (73%) believe that the maintenance of discipline is more important than an uncensored press, with two-fifths of the advisers (43%) agreeing. In fact, one-fourth of the principals (26%) do not believe it is censorship for administrators to read copy before publication. Almost all respondents (99% of the principals and 96% of the advisers) agree that advisers should review all copy before publication.⁸⁰

As a summation somewhat comparable to the Ryan-Martinson observation,⁸¹ Click and Kopenhaver note that,

. . . One would assume that since principals are concerned about the image of their schools, their views would tend to be more restrictive of press freedom. One would also assume that since advisers should understand the principles and ethics of press freedom, their views would tend to differ significantly from those of the principals in defending and ensuring press freedom. However, the degree of disagreement between the two is not very strong in many instances.⁸²

Flocke, et al.

Only one other study was discovered which reflects current interest in perceptions and related attitudes--and it did not concern student newspapers.

Flocke⁸³ conducted an investigation among non-daily community newspaper editors in 1981 to examine their attitudes toward functions of the smaller community press. While this research is specifically

oriented to commercial newspapers, it does offer a few insights which might be instructive insofar as the student press is concerned.

For example, community editors said the most important function of the community press is to present facts to inform readers . . . (to serve) a regulatory function for the social system by drawing attention to conflicts and providing a forum for airing differences.⁸⁴

Flocke related this to earlier findings by Johnstone, Slawski and Bowman which indicate,

. . . formal schooling has the strongest effect on the endorsement of participant (activist/social system forum) values . . . participant views of journalistic responsibility emerge from one's experiences in higher education Proponents of the "neutral" school (of journalism) see news as emerging naturally from events and the journalist plays the role of spectator to the ongoing social process, transmitting accurate communications about it. Responsible journalism is achieved by adherence to norms of objectivity, factual accuracy, and verification of information. Journalistic sins to neutral journalists include biased, sensational or excessive coverage.

The participant . . . must play a more active role in developing the newsworthy. Reporters must report news in context, sifting through information to find implications, causes and meaning. The participant journalist does not expect the news to reveal itself naturally, but must sift through sources and leads to find the real story. To be newsworthy, information must be reported in context, and the journalist's task is to provide the background and interpretation necessary to give events meaning. Cardinal sins for the participant journalists are news suppression and superficiality.⁸⁵

What these findings may suggest is that editors of community newspapers who are the product of the campuses in the era subsequent to the Tinker and Papish decisions by the U.S. Supreme Court are carrying those philosophies forward into practice in the non-daily newspaper world. It further suggests that those editors are functioning without a special

regard for the constraints of social and economic forces which tend to fuel the restraints exercised upon older community newspaper editors.

What the Flocke research does not reveal, of course, are reader attitudes as a response to the neutral-participant dichotomy in news presentation.

It is impossible to determine, therefore, whether a more aggressive role for the community press, as an extension of the aggressive stance often demonstrated by the more activist editors and reporters on campus newspapers, is viable in the commercial marketplace of ideas communicated by newspapers.

Status Reviews

Men of good will can disagree strongly and vigorously without imputing evil to each other. Given such good faith and good will, student journalists can sharpen the skills which later in professional life can lead to further advancement of the causes which impel all good men of decent instinct.⁸⁶

Overview

Debate over the role and function of the student press, the relationship of student newspapers to academic journalism departments, the operational mechanisms which best serve the modus of free expression versus the needs of curricula -- these, and more, have been substantive questions which have surfaced repeatedly over the past two decades subsequent to the turbulent era of the late 1960s on many university campuses.

Many academic departments of journalism have simply opted for a seemingly path of least resistance; they have severed their active

responsibility for the campus newspaper. Of the 341 college and university departments of journalism listed as members of the Association for Education in Journalism and Mass Communication in 1986, 67 (19.6%) indicated they produced the campus newspaper.⁸⁷

These data are not to imply that journalism departments totally ignore the student newspaper. The National Council of College Publications Advisers queried its members in 1976 to determine if journalism faculty members served as advisers to the campus newspaper; 455 colleges and universities responded in the affirmative.⁸⁸ It is doubtful that this statistic has changed significantly in the ensuing 10 years.

What has changed dramatically, of course, is the level of responsibility which a journalism department accepts for the end product of a student's journalistic experience: the student newspaper. Dr. Alan C. Rankin, president of Indiana State University in 1973, observed in October of that year that, "A student daily can provide an invaluable experience for the student especially if it can be used as a teaching newspaper and the classroom work integrated with work on the paper."⁸⁹ And therein lies the nub of a journalism department's problem: how to maintain the integrity of curriculum needs under the aegis of academic freedom in the face of many student demands for control of newspaper content under the aegis of court interpretations which establish the newspaper as a forum for expression.

Operational concepts at issue are prior review and/or prior restraint, which, as noted earlier, may be clarified with the U.S. Supreme Court's decision in Kuhlmeier v. Hazelwood School District.⁹⁰

Lacking clarification, however, many universities have simply tried to do the best they could with whatever was available to them. The

literature does not reveal how many undertook a considered re-evaluation of the status of their campus newspapers, or the various processes they used to facilitate their reviews.

Among those reports which are available for review, there are several which merit discussion.

Special Commission of the Campus Press
(re California college newspapers/1969)

A "blue ribbon" panel of print media experts was formed to examine student newspapers at the University of California campuses. Members of the Commission included Norman Isaacs, vice president and executive editor of the Louisville, KY, Courier-Journal and The Louisville Times, and president of the American Society of Newspaper Editors; William B. Arthur, editor, LOOK magazine and president of the Society of Professional Journalists/Sigma Delta Chi; Edward W. Barrett, director of the Communications Institute, Academy for Educational Development, Inc., and former dean of the Graduate School of Journalism, Columbia University; and Thomas Winship, editor, The Boston Globe.

The Regents' charge to this group was to assess the nature, role and quality of student newspapers at the University of California campuses and ascertain their degree of effectiveness in meeting student needs . . . The concept of a student newspaper should be explored: is it a training ground, a semi-professional operation, or other type of enterprise? . . . The Commission should also consider various means of supervision by the University.⁹¹

In a lengthy report concluding eight months of review of campus newspapers, the Commission stated,⁹²

. . . The principal, striking difference between the vast bulk of campus journalism is what can only be termed the recognition on the professional level (and the corresponding nonrecognition by most student staffs) of interlocking authority. Each successful professional daily is a flexible web of authority, or authorities, operating as a team . . . Campus journalism generally is afflicted by an absence of such teamwork, training, or continuing counsel. Most college newspapers suffer from acute staffing shortages. The editors and managing editors tend to be "dedicated souls," often shorting academic work to insure publication of the campus newspapers . . . Except in isolated cases, there has been little skilled counsel for editors and staffs. It is more or less a standard pattern for the aura of publishing legitimacy to be vested in a Board of Publications. These agencies, however, have generally veered away from exercising any but the loosest collaboration with editorial staffs and have concentrated on production and financing problems . . . student journalists experience resistance from normal news sources in the university and college circles they attempt to cover; they receive faint praise for responsible performance, and a steady stream of criticism for errors of judgment or execution Thus lacking skilled counseling, given either nothing or accorded stipends that often are among the lowest in campus scales, and left to operate in a virtual vacuum, college editors more often than not have found themselves free of restraint, yet enslaved, forced to learn by doing . . . Being idealists, many of these student journalists gravitate toward intellectual association with what they perceive to be progressive causes. Lacking professional training, they sometimes fall into the errors of excessive subjective reporting; editorial comment becomes boringly strident; and some have reverted repeatedly to the shock techniques of four-letter language . . . Among student editors (the Commission) encountered able, deeply conscientious and surprisingly professional individuals. It encountered others . . . who were basically no less worthy but who seemed confused about their role, unprofessional in such matters as simple fairness, and on occasion, childish in efforts to attract attention.

The Commission concluded its lengthy report with a set of eight recommendations:⁹³

- [1] . . . (it should be) made repeatedly clear by all concerned . . . that these newspapers are not 'official' organs of the university.

- [2] . . . basic authority be vested in Boards of Publications (whose function) should be one of active publisher.
- [3] . . . the role and obligation of a supplementary journal is quite different from that of a principal journal, THE community (or campus) newspaper. A supplementary publication can justifiably be as causist or as unbalanced as it wishes. The principal newspaper of a community or a campus has an obligation to report accurately and fairly, to give space to what it opposes as much as to what it favors, to publish corrections where justified--then to take any view it conscientiously wishes in its editorials, being sure to provide fair opportunity for rebuttal . . . there is need for all those concerned with the publication of a campus newspaper to think through what its role should be, to agree on a basic set of principles, and then to accord the editors as much freedom as possible within those principles.
- [4] . . . that the University of California . . . provide itself with alternative means of circulating statements, interpretations, and news as appropriate . . . an official but modest newsletter . . . can serve this purpose admirably.
- [5] . . . that the University consider sponsoring a professional seminar for student editors . . . bringing in skilled newspaper experts to offer counsel . . .
- [6] . . . On the one hand, the Commission believes (departments of journalism) should not attempt to be informal guardians over the (student newspaper) staffs; nor should they consider the campus newspapers as possible laboratory models. On the other hand, the Commission holds that these departments should be immediately ready to provide practical advice whenever such counsel is solicited To student editors everywhere, advice is warmly welcomed. Control is resisted.
- [7] . . . (re obscenities) there is little point in dwelling nervously over how to control the use of foul language in campus newspapers To center on the obscenity issue is an exercise in futility and drains energy that should be directed to major issues . . . (members) were more concerned with instances of biased reporting and writing. Gutter language merely displays slovenly manners. Biased journalism distorts issues and misinforms.
- [8] The Commission has been deeply troubled by the evidence of a lack of trust on all sides The Commission is recommending a course of patience and understanding;

of offering student editors counsel and training; of opening doors, rather than closing.

The Commission's report also includes appendices in the form of supplementary position papers from other equally-respected resource people across the nation.

Rutgers University

In 1979 administrative concerns relative to operations of The Targum, student newspaper at Rutgers, reached a point where it seemed appropriate to re-assess the relationship of the university to the newspaper. For purposes of review, a 10-member committee, dominated by the presence of journalism alumni, was formed to evaluate the possibility of The Targum becoming an independent newspaper.

The committee delivered its report in April, 1979,⁹⁴ in the form of a 62-page document, plus a 17-page appendix which was a survey of incorporated college dailies. Operating budgets for newspapers participating in the survey ranged from \$80,000 to \$1,000,000; circulations varied from 1,500 to 40,000; dates of incorporation covered 1905 to 1976.

This report differs considerably from the philosophic tone of the study done by the California Commission of the Campus Press but is significant in its thoroughness for a review of operations among independent campus newspapers.

University of Oregon

Another instance of a campus daily going independent is found at the University of Oregon when, in July, 1971, The Oregon Daily Emerald,

severed its ties to the university and became legally free of its university relationship.⁹⁵

After one year of independent operations, the Emerald's editor, Art Bushnell, indicated both enthusiasm and optimism about the paper's new status:

. . . The Emerald is becoming more responsible. We will not see how many people we can shock just because we are independent. On the contrary, we will have to be more cautious than we might have been in the past. Now, if we make a mistake, we are ultimately responsible for it. No longer will the State Board or the university administration be liable for what we print . . . it will be we who face any legal action. We worry about these things a lot more now because it will come out of the paper's money. The Emerald does not have time for printing blue language and irresponsible editorials. Rather it is concerned about making independence a success.⁹⁶

As a philosophic statement from the university administration, the Vice President for Administration and Finance, Ray Hawk, noted that independence develops responsible journalism and

". . . the time to learn is now, while students are still involved in the learning process . . . Some administrators may not want to give up control of the paper, but control of the newspaper is not the issue here. The needs of journalism, not the administration, should dictate control over the paper.⁹⁷

University of Maryland

On August 15, 1970, the Board of Regents for the University of Maryland adopted a resolution establishing a study commission to investigate ways by which the university could be separated from The Diamondback, the student newspaper, and no longer be considered the publisher. By earlier resolution, the Regents had gone on record as

favoring incorporated status for student publications; appointing the study commission was a move toward establishing feasible means whereby this could be accomplished.⁹⁸

In responding to its charge from the Regents, commission members conducted a survey of student attitudes toward student publications on the College Park campus, contacted other universities where publications had independent status, and met with student leaders for inclusion of their views before reporting recommendations to the Regents.⁹⁹

The major recommendation was that administrative responsibility for all university publications be placed in the hands of an independent corporation, Maryland Media. While all publications would be, in large measure, independent of the university, the publications staffs would continue to use university facilities and would be partially supported by the student activities fee. Regents retained approval authority over all appropriations to the publications.¹⁰⁰

Directors of Maryland Media supervised the newspaper and other student publications but the relationship with the university continued to exist and it was accepted that all of the publications were still associated with the university, the rationale being that, if facilities were denied and appropriations were cut off entirely, most of the publications "would cease to exist. Although this is a controlling factor the actual publications are independent of the university and the university is no longer responsible (legally)."¹⁰¹

In reacting to this change in status for campus publications, the university president, Wilson H. Elkins, has stated that, "As far as the administration of the university is concerned, the existing arrangement is much better than it was before Maryland Media was established."¹⁰²

Prior Restraint/Prior Review

. . . prior restraint doctrine may be described (as) . . .
'a riddle wrapped in a mystery inside an enigma' . . . 103

Overview

At the outset, it should be recognized that discussion of the concept of prior restraint, and the concomitant term, prior review, may be rendered moot by the forthcoming decision of the U.S. Supreme Court in Kuhlmeier v. Hazlewood School District.¹⁰⁴

Prior restraint, which is pre-publication censorship of material exercised at the source of that material, was first dealt with by the U.S. Supreme Court in Near v. Minnesota¹⁰⁵ in 1931. In holding for the plaintiff, Near, on a 5-4 decision, the Court stated that,

. . . The general principle that the constitutional guaranty of the liberty of the press gives immunity from previous restraints has been approved in many decisions under the provisions of state constitutions The fact that the liberty of the press may be abused by miscreant purveyors of scandal does not make any less necessary the immunity of the press from previous restraint in dealing with official misconduct. Subsequent punishment for such abuses as may exist is the appropriate remedy . . .¹⁰⁶

At issue in Near was a Minnesota statute authorizing prior restraint of publications which could be identified as "undesirable" or a "nuisance." Near was a publishing partner in a Minneapolis "smear sheet," The Saturday Press, whose content precipitated application of the statute allowing prior restraint.¹⁰⁷

Despite the closeness of the decision, Near has held up as the constitutional basis for denying prior restraint except for caveats allowing censorship when the content materials involved "a threat to the

nation in time of war, or were obscene, or were incitements to violence or the overthrow of the government by force."¹⁰⁸

Prior Review

Given this historical precedent, coupled with Chief Justice Burger's forthright statement in 1971 that, "Any prior restraint on expression comes to this Court with a 'heavy presumption' against its constitutional validity,"¹⁰⁹ it would seem that the issue of prior restraint would have been laid to rest long ago. Such has not been the case, however.

Under the guise of prior review--a term given status equal to, but in substitution for, prior restraint--there is common practice at many high schools and some universities for administrative authorities and newspaper advisers to read student newspaper content before publication.

On one side of the issue are those who eschew review in any form as being a manifestation of government's power to silence its critics before they are allowed to speak and thus hide its errors forever. Those on the other side tend to take a more moderate stance. While recognizing the sanctity of a free press, the moderately-inclined would modify the concept of prior restraint/prior review with exceptions that extend beyond those cited by Justice Holmes.¹¹⁰

Nicholson v. Board of Education

In Nicholson v. Board of Education (1982),¹¹¹ the Ninth Circuit Court of Appeals upheld the right of school officials to exercise pre-publication review of a school-sponsored newspaper. The court reasoned as follows:¹¹²

Writers on a high school newspaper do not have an unfettered constitutional right to be free from prepublication review. In fact, the special characteristics of the high school environment, particularly one involving students in a journalism class that produces a school newspaper, call for supervision and review by school faculty and administrators.

In commenting on the current status of confusion regarding judicial interpretation of prior restraint/prior review policy among educational institutions, a Student Press Law Center Report article states,

. . . Several federal courts of appeal have adopted positions that approve in theory a policy of prior review The Second, Fourth, Fifth and Eighth Circuit Courts of Appeal have said that in a given situation prior review could be permissible. These courts have focused on the "substantial and material disruption" languages of Tinker as justifying the need for prior review policies.¹¹³

Situational Differences

Several situational distinctions appear to have a bearing on how a court will look at prior review policies in the educational setting.

For example, is the student newspaper published in the context of a forum for expression or as an integral part of classroom and curriculum activity?

Is the newspaper school-sponsored or is it an alternative newspaper?

Is the content in question of such nature as to materially disrupt the educational mission of the high school or university?

Is the content pornographically obscene?

And, now with what is at issue in Kuhlmeier, is the risk of invasion of privacy and subsequent tort action justifiable reason for exercising prior review and restraint?

"Review" vs. Liability

The research findings of Click and Kopenhaver¹¹⁴ indicate there is general acceptance of prior review practices among high school principals and newspaper advisers. This policy, where it is being implemented, then raises another practical issue in the area of responsibility and liability. Courts in two instances have ruled that a public university was free from liability for libel published in its student newspaper because it did not exercise prior review over content of the newspaper.¹¹⁵ This, of course, prompts immediate questions regarding the amount of risk a high school or university is willing to incur by instituting a practice of prior review that possibly could be interpreted as an assumption of liability if content of the newspaper becomes a target for litigation.

Given a decision by the U.S. Supreme Court in Kuhlmeier v. Hazlewood School District, many of these troublesome questions well may be answered.

Student Newspaper Models

I would give student publications a great deal of freedom. Fledglings must try their wings. But to accord students virtually absolute freedom of the press is to let the animals run the zoo.¹¹⁶

Overview

A university president, in noting that the relationship with the campus newspaper and other news media appeared to be unsatisfactory in that the university was the responsible agency but could exercise little, if any, control, has stated that after court opinions were

handed down indicating that the university could not exercise any control, the Board of Regents decided to appoint a committee to consider the future relationship of the news media to the university.¹¹⁷

With localized variations, the theme of the above language perhaps sums-up the sense of frustration experienced by many a university administrator faced with concerns over the role of a campus newspaper.

Some university presidents are more fortunate in this regard than others:

"Frankly, I haven't found student newspaper issues all that 'thorny' . . ."¹¹⁸

In somewhat the same pattern, another president -- in noting his service at several universities -- said:

. . . My experience with the student newspapers has been, in the main, very positive. When we are performing our roles well, a negative or even an unfair article has only a brief sting to it.¹¹⁹

At the opposite end of the scale are those who reflect a somewhat different kind of campus newspaper situation:

"The relationship between the student press and the institution has often been a lively topic . . ."¹²⁰

Or,

. . . (our president) thinks we should publish nothing that will hurt the reputation of the university . . . I have been called into the president's office twice to discuss hiring a new newspaper adviser. (The president) wants me to say I will expect the new adviser to read everything that goes into the paper with an eye toward keeping embarrassing items out. I can't promise that -- so the latest place where I've seen revenge is in my merit increase. My dean had recommended me for 5 percent; the state had said 3 percent. The president initialed my merit increase at 2.5 percent!¹²¹

In between are those with such concerns as this publisher indicated:

. . . I am a strong proponent that newspapers -- whether so-called student papers or otherwise -- must stand on their own merits -- editorially and economically . . . If I had any criticism of university newspapers, it would be that the students do not grasp the balance of editorial, news and business that is needed to publish a viable newspaper . . . Somehow they do not learn this lesson, and frankly, come to our employ woefully ignorant of the integration process of these main elements of our ethics . . . In other disciplines, especially in the physical sciences, such a flaw of education would forestall accreditation of the college, school or department.¹²²

Solutions to student newspaper problems vary. Some decision-makers opt for total separation from the university and independent status; some structure that paper's role in a compatible relationship with the journalism curriculum; others accept the "forum for expression" concept and do whatever it takes to implement that philosophy. And still others will attempt some sort of modification and/or amalgamation of the three basic operating structures.

In reviewing the litigation in Associated Students of Western Kentucky University v. Downing,¹²³ Jones (1977) discovered that,

. . . the terms of a contract between an institution and a campus paper may prove controlling in any controversy between the two, even if the difference of opinion centers on another issue entirely . . . it seems significant that, unlike censorship cases where the burden of proof must be carried by the institution in substantiating its restraint, here the burden was upon the students to support by substantial evidence their contention that unconstitutional infringement had taken place. This subtle shifting of the burden of proof tips the scale dramatically.¹²⁴

The second instance involved activities subsequent to the decision in Trujillo v. Love,¹²⁵ in which it was stated in correspondence that,

" . . . Since (Judge Arraj's) order was issued, guidelines for the operation of the paper have been published and students are now required to sign employment contracts stating that they agree to these policies."¹²⁶

Still another alternative procedure, or philosophic concept, was proposed in 1974 by Robert Trager, Southern Illinois University,¹²⁷ when he suggested that academic freedom should be the functional model for student newspaper operations.

Trager's thesis was derived from Emerson's work (1970)¹²⁸ and was suggested after an extensive review of case law as it was developed at that time.

In recommending the academic freedom model, Trager wrote:

. . . The model of hierarchical organization applicable to commercial newspapers . . . does not fit student publications. The university is not the publisher; its president is not Eugene C. Pulliam. The school does not control content or finances, nor is it clearly liable for a publication's torts. It is necessary to discard this concept, to stop looking for a publisher who does not exist, and turn elsewhere for a realistic, useful, acceptable model of student publications on public college campuses.

While this is not intended to be an exhaustive analysis of this alternative . . . the answer may be within the institutions themselves--the concept of academic freedom. This system is based on the right of faculty members to teach and perform research independently, without interference from college or government officials or other professors. Also inherent is the right of tenure, under which faculty members can be terminated only for specific, serious wrongs, protecting them from firings which are capricious or based on inadequate reasons.

Working on the basic proposition that the government cannot abridge protected expression, and that college officials are arms of the state, student journalists should be protected under the academic freedom concept . . . In analyzing an academic situation, an academic model seems most appropriate. The traditional model has led only to confrontation and confusion . . .¹²⁹

Not unnoticed by the courts is the student editor, whose authority has been given judicial endorsement in a variety of cases. In Albins v. Rogers,¹³⁰ the court upheld the right of a student editor to refuse an article submitted by a faculty member to the Rutgers University Law Review. The court ruled that the fact that the publication was partly financed by state funds did not mean that it had to publish anything submitted. One who claims that his constitutional right to freedom of speech has been abridged must show that he has a right to use the particular medium through which he seeks to speak.¹³¹

In Kania v. Fordham,¹³² another court ruled that "the university could not compel the student newspaper (i.e., the editor) to provide access to those disagreeing with its editorial positions without running afoul of the constitutional guarantee of the press."¹³³ In Associates and Aldrich Co. v. Times-Mirror Co¹³⁴ the court dwelled briefly upon student newspaper freedoms by noting, ". . . The student newspaper has freedom to exercise subjective editorial authority to reject proffered articles . . . "¹³⁵ even though the case itself had no relationship to the student press per se. And in Dickey v. Alabama,¹³⁶ a case which focused national attention upon student newspapers, the court ruled that "Troy State could not punish an editor for criticizing the governor or the state legislature by expelling him."¹³⁷

In an attempt to help organize thinking and planning when alternative operational models are considered for student newspapers, various authors have projected their views for ordering administrative considerations. Powell (1976)¹³⁸ cited Trager and Dickerson¹³⁹ for identifying five basic structures as alternatives by which a campus newspaper might be organized:

First is a laboratory publication, one that is part of a formal classroom situation. In this case, one integral purpose of the publication is to act as a vehicle for "practicing" what is taught through classroom instruction; thus, material is usually carefully scrutinized by a faculty member before publication.

Second, the publication is free of most formal classroom involvement, but has faculty members in key editorial positions. Here, too, the material is reviewed by nonstudents before publication.

Third, the structure may be built around an adviser who has varying degrees of control of publications in different institutions.

Fourth, a student publication may be affiliated with an academic department, usually journalism. In this arrangement, there may be a publication board empowered to appoint and to remove student editors, with faculty members and even administrators sitting on the board with students. Generally student editors are relatively free to make decisions on their own. While the board may set broad policy, material is rarely reviewed by other than students before publication.

Fifth, some college student publications are considered independent.¹⁴⁰

William Porter, in an appendix to the report of the University of California's Special Commission on the Student Press, limited his observation to three types of organizational structure for student newspapers and noted that,

. . . Practically all student newspapers today are set up within one of three different structures. The first of these is the rarest, and in a sense the most "efficient" if efficiency is to be measured in terms of minimum trauma. (It is) the system in which full-time professionals occupy the key positions of the newspaper. In the University of Missouri's

School of Journalism . . . the Missourian's editor is a student but the managing editor is a faculty member . . . Other key decision making personnel are faculty members. There is relatively little chance for student lapses in judgment, taste, or respect for elders to get into print . . . comparatively speaking, there is little sedition raised in the Missourian.

The second category is at the other end of the permissive spectrum . . . the paper is under control of a board of directors which, in theory, directs its operations. In practice the student staff has no direct supervision. The only form of 'control' is the suspension or removal of student staff members. Whatever their particular makeup, these directing boards are always reluctant to take such drastic action . . . I feel that both experience and good sense indicate that this is the best framework for student publications . . . an institution's chances of having a student paper which will accurately reflect its intellectual dimensions and educational purposes are far better under this system than any other . . . The worst (system) of all is the one in the middle.

(It) is built around a central role which does not really exist in the other systems: that of "adviser" The adviser is always around while the paper is in preparation; there is a fervent hope that he will be consulted upon all controversial issues and his advice accepted. Sometimes he simply sits in his office, busily shuffling papers while waiting to be consulted, wondering what They Are Up To Now; sometimes he stays home but he's on call . . . There are two amiable pretenses in this system: the first is that the adviser is really exercising a teaching function, not censorship, and the second is that the paper really is free. The load of hypocrisy under these conditions is simply too great for a man of intelligence and sensitivity to carry for very long The adviser system never works the way it is supposed to work.¹⁴¹

In many ways, reactions to the role and function of student newspapers--and perceptions thereof--reflect as many variations as there are those to state them.

Broadly stated, three models appear to be central to the operational structures by which campus newspapers are organized: forum of expression, curriculum or laboratory, and independent status. Further

discussion here will be limited to an explication of the three, citing both advantages and disadvantages wherever appropriate.

Forum Model

The judicial analysis employed in student press cases is closely akin to First Amendment theory applied in cases involving use and control of public forums. Under this theory, numerous cases have decided that once the government dedicates a forum for free expression, the government does not possess absolute control over the content of expression in that forum and may only regulate expression which causes disruption of the forum. In the context of school-sponsored publications, courts focus on whether the publication has in fact been created as a forum for free expression of student views. If the publication is a forum, schools may not restrict expression merely because they dislike the content. Consistent with the forum theory analysis, courts have repeatedly decided that schools do not possess the same authority over school-sponsored publications that commercial owners and publishers possess over their publications. Once a student publication is viewed as a forum, there is authority for the proposition that schools will not be responsible for libel occurring in the publication. Thus, the potential liability of schools for libel is not grounds for restricting student expression.¹⁴²

When student newspapers are established as a forum for expression, they are cloaked in the mantle of government authority and are perceived as being owned by the public in the sense that a state-supported university is a public agency; the newspaper is thus an extension of the agent's mission and purpose.

There is no obligation for an educational institution to establish a forum for student expression:

. . . It may well be that a college need not establish a campus newspaper, or, if a paper has been established, the college may permanently discontinue publication for reasons wholly unrelated to the First Amendment. But if a college has a student newspaper, its publications cannot be suppressed because college officials dislike its editorial comment. This rule is but a simple extension of the precept that freedom of expression may not be infringed by denying a privilege.¹⁴³

Overlooked by the various commentaries encountered in this review is the further language of the court relative to the role of the student editor, which might be interpreted as being at odds with the court's opinion in Avins v. Rogers. And, in Joyner, the court stated:

. . . A college newspaper's freedom from censorship does not necessarily imply that its facilities are the editor's private domain. When a college paper receives a subsidy from the state, there are strong arguments for insisting that its columns be open to the expression of contrary views and that its publication enhance, not inhibit, free speech. However, this case provides no occasion for formulating a principle akin to the fairness doctrine for the college press.¹⁴⁴

In Antonelli v. Hammond, the court cited several cases as precedent for its ruling that,

. . . The state is not necessarily the unrestrained master of what it creates and fosters . . . courts have refused to recognize as permissible any regulations infringing free speech when not shown to be necessarily related to the maintenance of order and discipline within the educational process . . .¹⁴⁵

The court did temper its opinion, however, with this qualification:

. . . These decisions do not stand for the proposition that a state college administration has no more control over the

campus newspaper than it would have over a private publication disseminated on campus. In the very creation of an activity involving media of communication, the state regulates to some degree the form of expression fostered. But the creation of the form does not give birth also to the power to mold its substance. For example, it may be lawful in the interests of providing students with the opportunity to develop their own writing and journalistic skills, to restrict publication in a campus newspaper to articles written by students. Such a restriction might be reasonably related to the educational process. But to tell a student what thoughts he may communicate is another matter. Having fostered a campus newspaper, the state may not impose arbitrary restrictions on the matter to be communicated.¹⁴⁶

Genesis of the forum concept is noted by Fager as being fundamental to U.S. Supreme Court decisions as early as 1951, and subsequently, in Kunz v. New York, (1951),¹⁴⁷ Edwards v. South Carolina (1963),¹⁴⁸ and Cox v. Louisiana (1965).¹⁴⁹

Because circumstances vary so widely from case to case in litigation involving freedom of expression, specific applications without benefit of legal counsel are dangerous practices. Certainly, this disclaimer applies to opinions of the courts which are cited here. However, there are, in general, broad areas of protected expression which appear to have reasonably universal acceptance as standards of practice for evaluating student newspaper content. The list is too lengthy to be included here, and in fact, is beyond the scope of this study. Ingelhart, however, provides a comprehensive summary in Freedom for the College Student Press.¹⁵⁰

Proponents of the forum model can find wise counsel in one of the eight recommendations made by the California Commission on the Student Press when it suggested that all those concerned with publication of a

principal campus newspaper "(need) to think through what its role should be, to agree on a basic set of principles, and then accord the editors as much freedom as possible within those principles."¹⁵¹

Curriculum or Laboratory Model

A high school or university does not come in conflict with the constitution when it decides that its campus newspaper will not be structured or operated as a forum for expression. This was established in Trujillo v. Love when the court said the administration of Southern Colorado State College had failed to effectuate a new policy under which the student newspaper was to operate as an instructional tool. The court also said there was evidence that the college's new publication policy had not been sufficiently communicated to the student staff or discussed in journalism classes, and the faculty requirement directing the students to submit "controversial" writings for approval was not defined . . . Prior to the summer of 1970 the Arrow (student newspaper) served as a forum for student expression and the new policy of the administration and faculty was not thereafter put into effect with sufficient clarity and consistency to alter the function of the newspaper. It concluded that, in fact, the newspaper had continued to serve as a student forum.

The court (did) suggest that if college officials had, in fact, implemented their publication policy (to operate the newspaper as an 'instructional tool' for journalism students) and fully communicated their intention to students, then the administration's action may have been upheld.¹⁵²

The effect of this opinion by the district judge is that a student

newspaper's operational structure can be changed if change is considered in order. A newspaper operating as a forum for expression can become a functional part of the curriculum (a laboratory newspaper) if that is desired, and the opposite is, of course, true also.

Those who subscribe to the theory that a student newspaper should be an integral component in a journalism education program tend to hold that such a relationship better serves instructional responsibilities to students. The general feeling of these advocates is that a curriculum relationship is superior to allowing students to publish their mistakes (with attendant consequences and penalties) and then be told what they should have done--after the fact.

Structuring a campus newspaper in the "laboratory" model is sometimes called "the 'Missouri Plan' because journalism students at the University of Missouri have traditionally produced the Columbia Missourian under close faculty supervision."¹⁵³

Operating under a similar philosophy which defines the "major task of journalism instruction"¹⁵⁴ as being that of "teaching student reporters and editors that they must be responsible for what they write and publish,"¹⁵⁵ all work on the student newspaper at West Virginia University was done in the classroom during the tenure of Quintus C. Wilson as dean of the School of Journalism.

A far-sighted West Virginia legislature in 1926 established the student newspaper policy at the university, stipulating three basic requirements:¹⁵⁶

- [1] The student newspaper could not publish tobacco ads;
- [2] The student newspaper could not publish liquor ads;

[3]The student newspaper could carry critical stories and editorials.

If the information was factual and the student staff could prove its statements.

In stating these policies, the Legislature also said that work on the student newspaper would be under the supervision of the Journalism department. In response to that mandate, the Journalism department's advertising classes sold and prepared the newspaper's ads; students in reporting classes wrote the news copy; students in editing classes edited copy and handled layout assignments. Dean Wilson was listed as publisher, along with a student publisher. Both met daily at 8 a.m. with student editors, reporters, advertising representatives, and other staff people to review the day's paper and critique the product.

In recalling that period in his academic career prior to his retirement, Dean Wilson said, "I am a strong advocate of the student newspaper being created in the journalism classes . . . I found that students, when fully cognizant of their responsibilities, met the challenge."¹⁵⁷

At Oklahoma State University, The Daily O'Collegian operates under a board system through a non-profit corporation established in 1927 which, in turn, has authorized the formation of a board of directors of Oklahoma State University Student Publications. This latter board functions according to a constitution and by-laws, appropriate policy statements, and adheres to the functional statement in its constitution which says, "The editors of the Daily O'Collegian . . . are students in a learning situation and hence as they develop their abilities, it is desirable that supervision and guidance by faculty and/or staff be

provided." (Appendix H, page 369.)

Supervision of the Daily O'Collegian is vested in a publisher and associate publishers who, in their roles as supervisors of the student staff, "have final authority and responsibility for the content"¹⁵⁸ of the O'Collegian.

Just when a student newspaper "ceases to be a First Amendment forum and becomes a laboratory teaching tool is unclear. This is one of the questions about student press law that the courts have not fully resolved."¹⁵⁹

But this much is clear: operating a student newspaper as an integral entity within a journalism education program is not a popular alternative on most university campuses. This is not a recent phenomenon in journalism education. In 1972, the American Society of Journalism School Administrators surveyed its members to assess the working relationship between academic programs and student publications.

Among the 42 ASJSA members responding, 13 (31%) had exclusive laboratory newspapers; 29 (69%) did not. Couple that statistic with the previously-noted data¹⁶⁰ relative to AEJMC member institutions which indicate only about 20 percent of the journalism departments produce the student newspaper, and it suggests there is not much aggressive support in journalism education for the observation, noted previously, that:

"A student daily can provide an invaluable experience for the student, especially if it can be used as a teaching newspaper and the classroom work integrated with work on the paper."¹⁶¹

Independent Newspaper Model

Citing the Michigan Daily, the Harvard Crimson and the Yale Daily News as three examples of "the most successful and most admired student newspapers (which) have been independent for years,"¹⁶² Julius Duscha became an early advocate of independent status for campus newspapers.

It is possible, he stated,

. . . to operate a paper completely independent of a college or university by relying on advertising revenue and by continuing to distribute the paper free . . . A newspaper published independently by students is not responsible in any way to the college or university. And conversely, the institution is not responsible for what the newspaper prints . . . To be truly independent, a student newspaper must be organized and incorporated as an entity completely separate from . . . the university. The paper must not receive any subsidy directly or indirectly from the institution, either through free office space, higher than normal subscription prices for faculty and staff, or abnormal advertising charges for printing official notices . . . despite the financial difficulties that can be and will be encountered by a truly independent paper, the advantages of such a publication are obvious.¹⁶³

Ingelhart responded to the Duscha recommendations with a lengthy, detailed treatise, in which he suggested that the "actual reason for the movement toward independence . . . is that in many cases 'independent' merely is a device to rid the campus of a truly independent, critical voice."¹⁶⁴

Noting that "independence, like pregnancy, is one of the single-value terms in the language," Ingelhart indentified 21 criteria which would have to be met before real independence could be achieved for a campus newspaper:¹⁶⁵

1. The publication must be incorporated, but not as a non-profit, educational corporation.

2. The publication cannot receive student fee funds.
3. The publication cannot receive college or university subsidy, directly or indirectly.
4. The publication cannot use campus facilities or space.
5. The publication cannot enter into any publishing agreements with the university.
6. The publication cannot have a university adviser.
7. The university cannot pay debts or delay bankruptcy of the publication.
8. The university cannot participate in the selection or dismissal of staff members nor can it take disciplinary action against staff members.
10. The publication cannot have any relationship to any instructional program.
11. No university . . . staff person can be on the board of directors of the publication.
12. There can be no stipulation of any kind in the incorporation charter which in any way relates the publication to the university or college.
13. Membership on the staff of the publication cannot be limited to or specify student status.
14. Readership cannot be confined primarily to students.
15. The name of the publication cannot contain the name of the college or university.
16. The publication cannot be accorded preferential distribution or sales arrangements by the university.
17. There must be no relationship between the publication and the student government.
18. Content of the publication cannot be confined to or dominated by university-related material.
19. No effort, overt or covert, can ever be made by any university person or agency to affect the content of the publication.
20. The university can in no way participate in legal proceedings involving the publication.

21. The newspaper cannot qualify for a second-class educational mailing permit.

And he adds that, if a student newspaper can accurately report that it meets all of these stipulations, "it probably can claim to be independent . . . If 'independence' does not mean what the list specifies, then 'independence' becomes a myth."¹⁶⁶

Litigation

. . . there is a difference between editing and censorship. Censorship comes from an outside source, whereas editing is the prerogative of an authority within the publishing entity.¹⁶⁷

Overview

Through September, 1986, records at the Student Press Law Center showed 263 known cases involving student newspapers at the trial court level. (Appendix E, page 306.)

The earliest case of record is Lander v. Seaver (1859) and during the next 100 years, only 22 other cases are known to have had student press freedoms at issue.

That record changes dramatically, however, when the next 26 years are reviewed for student press litigation.

Between 1960 and 1986, 240 cases involving student newspapers or other student publications were initiated across the country -- almost a 10-fold increase over the previous 100 years (1859-1959) in approximately one-fourth the time.

Prior to 1910, only seven cases are known to have concerned student press issues. Between 1910 and 1960, only 12 cases are recorded.

But 43 cases in the 1960s, 141 cases in the 1970s, and 56 cases thus far in the 1980s reflect a major change in the tenor of the times.

Sources and Types of Restraint

Thomas Evaslage reviewed censorship of the campus news media in 1980 and 1981 for a report to the annual convention of the Association for Education in Journalism and Mass Communication.¹⁶⁸

Evaslage's study reveals the following data about sources of censorship pressure which had been applied against student publications:

College administrations and/or Boards of Trustees	44 times
Student government	25 times
State legislators/laws	7 times
Campus publication boards	9 times
Student organizations	2 times
Off-campus groups	4 times

Evaslage also catalogued the types of restraint which were attempted:

Dictation of content	37 times
Cutting off funds	32 times
Disciplining student staff	24 times
Punishing advisers	8 times
Eliminating publications	5 times

Reasons for these various individuals or groups becoming distressed and unhappy with their campus publications fell generally into the following categories:

Uncomfortable with content which was unfavorable or disturbing but not obscene	48 times
Irresponsible or poor editorial judgment	9 times
Lack of balanced or complete coverage	9 times
Obscene or blasphemous material	8 times
Regulations/state laws	5 times
Satirical material in poor taste	4 times
Fear of libel suit	3 times
Profanity	3 times
Contracting, budgeting or funding improprieties	3 times
Inappropriate distribution procedures	2 times

Libel

Although fear of libel may not be the most prominent cause for attempted restraint upon the student press, it does tend to appear in disproportionate frequency as a continuing theme in much of the literature on student publications.

One reason might be that the monetary consequences of libel, if affirmed, are often in dollar amounts that range from spectacular to ultra-spectacular. In the latter category is the \$80 million libel suit filed against the literary magazine of the University of Santa Clara (California) by an aggrieved alumnus, ". . . the largest libel damage award ever sought (Zabala v. Rewak et al.) from a student publication."¹⁶⁹

In fact, the trend of the 1980s appears to be toward seeking the larger amounts when libel action is initiated:

\$9 million	--	<u>Roepken v. McCarthy et al.</u>
\$4 million	--	<u>Clinton Resident v. Hamilton College Spectator</u>
\$2.4 million	--	<u>William S. Cole v. Hanover Review, Inc., Laura Ingraham, E. William Cattan, Jr., and Dinesh D'Souza</u>
\$2 million	--	<u>Student Government Official v. Daily Utah Chronicle</u>
\$1.65 million	--	<u>Lansing Police v. State News</u>
\$500,000	--	<u>Chinnis v. Gamecock</u>
\$500,000	--	<u>Dimter v. The Colorado Daily</u>
\$300,000	--	<u>Shepherd v. Thomas, University Arbiter, Associated Students of Boise State University, and Boise State University</u>
\$250,000	--	<u>Hovey v. Iowa State Daily Publications Board</u>
\$150,000	--	<u>Celeste Naylor v. Minnesota Daily et al.</u>

Out-of-court settlements likewise seem to have been significantly larger starting in the mid-to-late 1970s:

\$20,000	--	<u>Student v. Gamecock</u>
\$50,000	--	<u>Lansing Police v. State News</u>
\$50,000	--	<u>(Michigan Case Not Identified)</u>
\$7,000	--	<u>Crawley v. Maneater</u>
\$3,000	--	<u>Canada v. Crimson White</u>
\$4,000	--	<u>Jan Rice v. Sagamore</u>

Out-of-court settlements in recent years involving suits for large sums, but for which no information has been reported regarding the amounts paid in pre-trial settlements, include:

Clinton Resident v. Hamilton College Spectator

Jacqueline Pulliam v. Texas Student Publications of the University of Texas at Austin

Dimter v. The Colorado Daily, Inc.

Shepherd v. Thomas, University Arbiter, Associated Students of Boise State University

Other settlements are noted also in amounts of \$500 or less, with still others pending.¹⁷⁰

A master's degree thesis research project titled Libel in College and University Publications: Its Frequency and Character was completed in 1971 by Barry L Standley, a graduate student in journalism at Ball State University. Deriving data from 150 colleges and universities, Standley reported only one instance of a libel judgement favoring a plaintiff who sued a student newspaper, plus six out-of-court settlements.¹⁷¹

More current data indicate the record of cases lost by student publications is somewhat different.

In Canada v. Crimson White, the plaintiff received \$3,000 in damages; in Tom Fallon, Gene Madison, Ethel Madison v. Daily Iowan, the plaintiffs were awarded \$3,000 from Student Publications, Inc.; and \$9,000 was the award to the plaintiff in Hovey v. Iowa State Daily Publications Board.¹⁷²

Inasmuch as out-of-court settlements often bear a substantial presumption of guilt, the record of settlements and damages awarded suggests the student press has been less than diligent in numerous

instances in maintaining its integrity in fair and accurate reporting and opinions.

Ingelhart also noted that several suits, involving substantial amounts, were pending in 1984.

Invasion of Privacy

Libel is not the only contentious transgression which can be committed by student newspapers; the invasion of privacy can be equally expensive if a court finds for the plaintiff.

Five cases underscore this point:¹⁷³

In a suit seeking \$480,000 in damages, the Harvard Crimson settled out of court for \$13,000.

In a suit filed as a companion suit to a libel action, the plaintiff settled out of court for \$7,800 after seeking \$120,000 for invasion of privacy (Crawley v. Maneater).

In Kuhn v. Campus Digest, the plaintiff sought \$30,000 in damages alleging invasion of privacy but settled out of court for an undisclosed sum.

In O'Brien v. Ohio State Lantern, \$860,000 in damages were sought in a privacy lawsuit; disposition of this case is unknown.

A \$5,000 out-of-court settlement resolved Babick v. Daily Aztech after \$400,000 in damages were sought.

Copyright

In United Artists v. University of Minnesota Daily, the student newspaper was ordered to pay \$2,000 for infringement of a United Artists copyright.¹⁷⁴

Warner Communications, Inc. v. Daley Planet of Daley College was settled out of court for an undisclosed amount.

Adviser

There is a stress epidemic, an overload of stress, in advising the newspaper.¹⁷⁵

Overview

"It is the duty of editors and advisers to keep student publications at a level that brings credit to the university . . . "176

That is the opening sentence of the Tufts University policy statement regarding its student publications. Formulated in the early 1960s, it is cited by John Ciardi as a document which "should be compulsory reading for all college and university administrators who have serious intent as educators . . . "177

Inasmuch as the publications/newspaper adviser is a central figure in the process of producing printed media for campus consumption, excerpts from the Tufts policy are appropriate here:

. . . This responsibility (for bringing credit to the university) lies initially with the board of editors of each publication . . . whose approval is requisite for publication . . . The university . . . will not act as censor. The right to publish student and other writings is vested in the principal editor of each of the three student publications and three faculty advisers whose decision is subject to no revision by the university.

These editors and advisers have been chosen in good faith and we cannot fail to believe that they will act in good faith . . . The university believes that its enduring function is better served by freedom than censorship.¹⁷⁸

At the opposite end of the spectrum encompassing advisers of student publications are other comments also deserving notice:

. . . I love the work (as a newspaper adviser), I love the kids, and I feel what I'm doing is important, but I just can't cope with the stress anymore. There's too much of it from too many different sources, coming at me too often and too quickly. Also, there seems to be no relief from it; it's an ongoing thing, an ongoing problem . . . ¹⁷⁹

Each of the pragmatic positions described above is the product of administrative perceptions, adviser perceptions, and, probably, student perceptions.

In between these two extremes is a vast no-man's land, filled with pitfalls and hazards which have caused publication advisers to be described variously across the full panoply of unflattering terminology: "feisty troublemaker, visionary nuisance, incompetent teacher, fall guy, martyr;" only occasionally do they hear: "hero" or "heroine."¹⁸⁰

Broussard and Butler, in examining stress factors associated with the role of a student publications adviser, have reported that, ". . . Many advisers say their work and responsibilities take up too much time, are so many and so demanding that they experience bad stress factors more often than good, constructive ones."¹⁸⁰

Moreover, the investigators report, advisers say the stress limits their progress and affects their performance and teaching at school, their personal lives at home, and their emotional condition.¹⁸¹

Primary factors leading to stress and burnout among newspaper advisers appear in five areas: relationships with [1] administration, [2] other faculty, [3] students, [4] the job itself, and [5] the adviser's personal life.

Research support by Broussard and Butler is found in numerous surveys they have conducted among publications advisers, in which 25 stressors were found to be related to administrators, 22 related to other faculty, 39 related to students, 16 related to teaching responsibilities, and 21 affecting advisers' personal lives.¹⁸³

Based upon their research, and the discussions with advisers which they have conducted over 20 years, Broussard and Butler have concluded that "the primary reason secondary school teachers give up advising the school newspaper is the stress that accompanies the position."¹⁸⁴

The Jekyll-Hyde nature of the adviser's role, which precipitates stress factors, is defined more clearly when the responsibilities described by Click and Kopenhaver¹⁸⁵ are placed alongside the statement of Edward Crittendon, former assistant to the State Superintendent of Education in Ohio:

Click and Kopenhaver

. . . In communicating subject matter and the ethics, legal concepts and responsibilities of publications . . . the individual entrusted with the position of adviser must combine the competencies, knowledge, skills and ethics of both an educator and a journalist . . . As the press continues to fight for the public's right to know . . . the role of adviser becomes more complex.¹⁸⁶

Crittendon

. . . I think it is time for us to look the kids right in the eye and say: The printing of a school newspaper has nothing to do with providing you with valid journalism experiences. It has everything to do with pr (public relations) for me and the image of the administration, of the board, of the superintendent.¹⁸⁷

Models of Advising

Click and Kopenhaver, while aiming their descriptions of student newspaper adviser roles primarily at the university level, nevertheless embrace high school roles as well.¹⁸⁸

There is a possibility also that a portion, at least, of the implied schizophrenia and accompanying stress factors inherent within publication adviser responsibilities are a product of the particular advising model in place at a specific university or high school, although stratification components of this type are not addressed in the Broussard-Butler analysis.

Six fundamental advising models are identified by Click and Kopenhaver:¹⁸⁹

Full-time Adviser or Publications Director

This person usually is responsible for both the editorial and business sides of all student publications and must assure the fiscal stability of the publications.

Load Credit

The adviser receives a reduced teaching load, generally one less class for each publication advised.

Extra Compensation

If an adviser is not given released time for advising, compensation should be paid for the extra duties, usually at the rate of one overload course per publication.

Practicum Courses Supervision

In many instances, student publications are produced as part of the academic program and students enroll in a practicum course in which they work on the publication for credit.

Production Responsibilities

Some advisers are full-time professional production supervisors, responsible for the (publication-owned) equipment and for the fiscal management of the production operation.

No Direct Responsibilities

The final model, and one which is widespread, involves advisers who are assigned student publications on a "volunteer" basis with

no compensation, released time, or specific mandate except to advise.

Perhaps in response to an observed, but unstated, stress component among advisers, Click and Kopenhaver suggest a checklist of policy items relative to editorial and advertising procedures which--if implemented in a consensus involving administrators, students and the adviser--might alleviate some of the trauma associated with student newspapers.

For example, in the matter of editorial policy, Click and Kopenhaver suggest firm guidelines should be established on this set of questions:¹⁹⁰

1. What ethical code guides the publication?
2. How will controversial matters be handled?
3. Who comprises the policy-making and decision-making group?
4. Who is ultimately responsible for what is printed?
5. What will be printed and what will not be printed?
6. How will personnel matters be handled?
7. What grievance procedures exist for individuals, both inside and outside the publication staffs?
8. How will letters-to-the-editor, both signed and unsigned, be handled?
9. What is the publication's policy on protection of sources?
10. How will editors be selected and removed?
11. Who writes editorials, and how is a viewpoint arrived at?
12. What is the relationship of the publication to the institution?
13. How will administrative, faculty and student pressures be handled?
14. What is the publication's policy on news coverage and commentary, and how will these matters be identified?

In the area of advertising, Click and Kopenhaver also suggest a list of relevant questions requiring answers:¹⁹¹

1. What types of advertising will, and will not be accepted for publication?

2. Who is the final authority on accepting or rejecting advertising?
3. Who decides the percentage of advertising space that is acceptable in each issue?
4. What is the relationship between the business/advertising side in terms of responsibility and decision-making?
5. How are changes to be made in the rate card and what commissions will be paid to ad sales people on both single and multiple insertions?

In essence, what these authors are suggesting is the development of a policy-and-procedures manual wherein everyone associated with a student newspaper can provide input, be a part of the debate before coming to closure on specific policies, and generally function cohesively under common understandings of the role and function of the newspaper and its staff.

Ingelhart would strengthen the role of the adviser to the level of designating such a person as the publisher.¹⁹²

His rationale is that the adviser is "logically the person best able to conduct the fiscal management functions normally accomplished by an individual serving as publisher."¹⁹³ He suggests that the adviser, when carrying the title of publisher, "can be the rallying person providing for the continuity and traditions of each publication."¹⁹⁴

As further support for this recommendation, Ingelhart points out that the word "publisher" is generally misunderstood by many people . . . "Although a college could be considered a publishing agency, it could not properly be called a publisher. A publisher . . . performs management functions for the owners of a publishing company or agency."¹⁹⁵

Truly, the role of the student newspaper adviser may not embrace the best of all worlds; advisers may be affected adversely by the old management cliché, accept responsibility only when there is corresponding authority; but more than likely a third cliché is more apropos: advisers and administrators are simply marching to different drummers.

Guiding the thinking and action of many university student newspaper advisers is the Code of Professional Standards for Advisers for members of the National Council of College Publications Advisers. This code does not equivocate in stating that:

. . . The student press should be viewed as a training ground for the (journalism) profession. Therefore, student journalists, as the professional press, must be free to exercise their craft with no restraints beyond the limits of libel, obscenity and invasion of privacy.

The adviser serves primarily as a teacher whose chief responsibility is to give valid advice to staff members in the areas to be served, editorial and business, and to be readily available to staff. As a teacher, the adviser is a professional educator whose responsibility is to explain and demonstrate, and who will be respected for this professional ability and integrity.

An academic community requires freedom to exchange information and ideas. The adviser should promote, initiate and sustain institutional policies which will provide students the freedom to establish their own publications and to conduct them free of censorship of faculty or administrative determination of content or editorial policy.

This Code leaves little room for implications: student newspapers should be treated on a par with their commercial counterparts; student journalists should be accorded the same freedoms enjoyed by journalists practicing their craft in commercial media.

What the Code tends to sidestep are the practical realities of the commercial journalist's world which, in general, fall under the rubric

of freedom of the press belongs to he who owns one. And therein lies part of the dilemma causing stress among many advisers. If the institution's top administrator perceives the institution as the owner of the student newspaper, to the exclusion of applicable legal concepts defining constraints upon the State for inhibiting a forum for expression (which the Code also supports), the opportunity for effective communication between administrator and adviser is virtually non-existent.

A Click-Kopenhaver study suggests the thinking among high school administrators and newspaper advisers is not too far apart on many key issues. Whether the perceptual data of this study involving university presidents, et al., will correlate strongly with the high school data remains to be seen. (Appendix D, page 301.)

Ignoring for the time being the apparent contradictions in the NCCPA Code of Standards, the best advice for student newspaper advisers might well be found in Ingelhart's counsel:

. . . The adviser is a teacher of all the students in the school, all the faculty and administration, and even of the parents in the community. The lessons to be taught are based on helping people understand, use, respect, and believe in the values of a free press in America. This is a major assignment that should be treated with dignity, devotion, and--above all--patience. Some of the persons in the expanded classes are slow learners.¹⁹⁶

Summary

And the Supreme Court changes its mind from time to time.¹⁹⁷

Synthesizing the literature on perceptions of the roles and functions of the student press involves maneuvers through court decisions, opinions expressed in popular magazines, the research efforts of

established experts, news and editorial items in the commercial press, professional journals, and scholarly papers presented at professional meetings. The list is almost endless, or so it seems. For this project alone, more than 9,600 pages of documents were reviewed before being condensed into less than one percent for the text of this summary.

This work has drawn heavily upon the published expertise of well-established current authorities: Ingelhart, Kopenhaver, Click, and Fager. Extensive background was provided through the comprehensive doctoral dissertations of Evans, Jones, Ragulsky, VanBremen and West. Equally enlightening by way of historical perspective (circa 1950-1960) was the work of Estrin et al., Duscha, Fischer, Mencher, and numerous others.

In short, the topic does not want for lack of attention from a philosophic or legal perspective. But the area of perceptions as an object of quantitative analysis has been touched only recently: Ryan and Martinson; Click and Kopenhaver; and now this research effort.

Throughout this review, there was the constant reminder of the expression, source unknown: "The law is a living thing." Perhaps nowhere else is the truth of that statement more evident than in judicial interpretations responding to First Amendment concerns, and the co-existent confrontations which occur between academic administrative concepts and the basic freedoms of expression guaranteed by the constitution of the United States.

One thing is clear, however. Further clarification by the courts is needed before an adequate comfort level can be established to accommodate the divergent viewpoints held by the various social groups caught-up in the day-to-day operations of the student press.

Optimistically, this will be forthcoming in the U.S. Supreme Court's opinion in Kuhlmeier v. Hazlewood School District later in 1987. As an observation supported by this review of the literature, the decision, and supporting rationale, in Kuhlmeier has the potential for significance equalling that of Tinker in 1969. If that should prove true, much of the disparate litigation involving the student press may dissipate almost to extinction.

The fundamental issue causing confrontation at the operational level is the localized perception of prior review and restraint, and consequent interpretations. With the issue joined at the level of the Supreme Court, there is at least the potential for resolution which will accommodate both sides of the issue without sacrificing the integrity of freedom of expression.

ENDNOTES

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⁴Wayne E. Overbeck and Thomas M. Pasqua, Jr., Excellence in College Journalism (Belmont, CA, 1983), p. 217.

⁵Christopher B. Fager, Esq., Ownership and Control of the Student Press: A First Amendment Analysis (Utica, NY, 1976), p. 1.

⁶Elizabeth L. Flocke, "Editors' Attitudes Toward Functions of the Community Press" (unpub. paper, Columbia, MO, 1986), p. 5.

⁷George E. Padgett, "A Quantitative Analysis of United States Supreme Court Decision-Making Relative to First Amendment Issues of Free Speech and Free Press" (unpub. Ph.D. dissertation, Athens, OH, 1980).

⁸Michael A. West, "The Constitutional Rights of College Students: The Principles of the First, Fourth and Fourteenth Amendments As They Apply to Higher Education" (unpub. Ed.D. dissertation, Amherst, MA, 1976).

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²⁹Kuhlmeier v. Hazlewood School District, 595 F. Supp. 1422 (E.D. Mo. 1984).

³⁰Tinker v. Des Moines Independent Community School District, 393 U.S. 503 (1969).

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³⁴Bazaar v. Fortune, 489 F. 2d 225 (5th Cir. 1973) aff'g en banc with modification 476 F. 2d 570 (5th Cir. 1973), cert. denied, 416 U.S. 995 (1974).

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⁴⁹Blackwell v. Issaquena County Board of Education, 363 F. 2d 749 (5th Cir. 1966).

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⁵⁷Quarterman v. Byrd, 453 F. 2d 54 (4th Cir. 1971).

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CHAPTER III

METHOD AND PROCEDURES

Overview

The problem which is the focus of this research is a perceptual problem: how do various categories of university administrators and commercial editors and publishers perceive the roles and functions of the student newspaper, and how significant are the differences of those perceptions between or among those groups?

As noted in the previous chapter, there is not an abundance of literature dealing with the perceptions of anyone associated with, or concerned about, student newspapers.

Yet [1] confrontation over content material, [2] censorship which is known euphemistically as "prior review" or "prior restraint," [3] invasion of privacy, and even [4] violations of copyright inevitably embroil the top university administrator--the president--and several layers of administration below that office. And almost as inevitably, the hierarchy of the commercial press become engaged also, at least with published opinions.

It was against this background of long-standing concerns that this topic was developed and procedures devised for investigating it.

Sample

A purposive sample was selected, predicated upon the incidence of 67 university journalism departments which indicated in the 1986 membership directory of the Association for Education in Journalism and Mass Communication (AEJMC) that the department produced the student newspaper. These journalism departments constitute approximately 20 percent of the AEJMC membership.

As a matching group, a random selection was made among AEJMC-member departments not having responsibility for producing the student newspaper, in a number equal to those on the first list.

Together, the two groups totalled 134 universities and colleges.

These two lists of academic institutions thus became the resources for selecting respondents in the four social categories defined for this study: university presidents, journalism program administrators, newspaper advisers, and commercial newspaper editors and publishers in cities hosting those universities, or in cities nearby.

In all, 536 potential respondents were identified and contacted initially to solicit their participation in this study of perceptions.

First contact was made with a form letter, individualized with inside address and salutation, personally signed, and mailed in a typewritten, personalized envelope. Labels were not used at any time.

(Appendix A, page 292.)

Accompanying each letter was a printed postcard which each addressee was asked to return, indicating whether that person would or would not agree to be a respondent. When cards with negative responses were

received, a substitute person was selected in that category and sent the inquiry letter and reply card.

Because the controlling group represented a census of journalism departments having production responsibilities for the campus newspaper, and randomization was necessary in selecting respondents from among those universities where the newspaper was not a responsibility of the journalism department, findings from this study cannot be generalized to a larger population. The purpose here is to establish a perceptual base point, for which the purposive sample suffices adequately.

When approximately 150 positive responses had been received, a second mailing began with another letter, the survey instrument, and a pre-addressed, stamped return envelope enclosed. (Appendix B, page 294.)

Postage to this point amounted to 58 cents per confirmed respondent. However, this inquiry letter-postcard tactic is recommended, inasmuch as [1] it avoids the further expense of blindly contacting a second time those who would not or could not be a respondent, and [2] the psychological ploy of securing a commitment to participate had the hoped-for effect of assuring a rather high response rate for completed survey instruments. The response rate was 72 percent from 342 committed participants (response N = 247): 48 presidents, 73 journalism administrators, 63 newspaper advisers, and 63 commercial editors and publishers.

Survey Instrument

This investigator has experience as a student editor in high school and college, experience as editor of daily and semi-weekly newspapers,

and experience as an adviser and also as a publisher for two university student newspapers.

The combination of this experience, plus a comprehensive review of [1] conventional literature, [2] scholarly journals and [3] relevant judicial opinions, provided the background for developing the 79-item survey instrument. (Appendix C, pages 297-300.)

Some item statements were phrased positively; others were stated negatively. And some item-statements were structured in ways diametrically opposite to what various courts had ruled in those situations. All this was done with intent, and supported by academic and professional journalists in the pre-testing stage.

Positive-negative phrasing was intended to preclude a presumption of investigator bias on either side of a question, on the off chance that an assumed bias might prove sufficiently disturbing to a respondent that the survey instrument would not be returned.

In dealing with statements phrased in a manner opposite to various judicial decisions, the concern was for eliciting attitudinal/perceptual responses, irrespective of legal decisions.

Reactions from respondents were largely positive:

"What an interesting questionnaire! . . . I have made a copy for discussion with staff members of our campus newspaper."

"This is a good survey. I hope we'll see your results soon."

But there was this one from a publisher who was once a student newspaper adviser:

"This is the worst questionnaire I have ever seen."

A Likert-type scale was used to measure the intensity of responses, ranging from a high value of five to a low value of one: Strongly Agree

[5], Agree [4], Neutral/No Opinion [3]; Disagree [2]; and Strongly Disagree [1].

The completed questionnaire was a four-page document, with the neutral/no opinion column having a screened background. The neutral-no opinion column was placed at the far right of the other four response columns. The intent of this tactic was to discourage neutral responses, if possible, in the absence of verbal stimulation ordinarily present in telephone or face-to-face interview situations. This tactic may or may not have had the desired effect; however, there was a noticeable absence of neutral responses when the data were tabulated.

The instrument also was typeset and printed commercially in an effort to establish as much credibility as possible for the research effort, to the extent that the cosmetics of appearance would enhance that appreciation.

Hypotheses

This study involves four social categories: university presidents, journalism program administrators, student newspaper advisers, and commercial editors and publishers.

In preparing the survey instrument of 79 conceptual items (statements), it was assumed that four functions and four roles would emerge from the data with enough significance to be evaluated as primary functions and primary roles when comparing perceptual differences between and among the four social categories.

Constructs defining the four assumed functions are presented in the following numbered items (conceptual statements) from the survey instrument (Appendix C, pages 297-300):

- Function 1 -- Freedom of Expression
(Items 17, 23, 27, 28, 34)
- Function 2 -- Instructional Tool
(Items 32, 55, 56, 61, 68)
- Function 3 -- Campus Communication Vehicle
(Items 4, 5, 22, 24, 38)
- Function 4 -- Career Training Opportunity
(Items 6, 8, 9, 46, 63)

Constructs defining the four assumed roles are as follows:

- Role 1 ----- Thorough News Coverage
(Items 25, 39, 40, 42, 43)
- Role 2 ----- "Campus Watchdog"
(Items 36, 37, 44, 45, 47)
- Role 3 ----- Commercial Counterpart
(Items 10, 11, 48, 49)
- Role 4 ----- University Support
(Items 50, 51, 52, 63)

Each social category was tested to examine the strength of its relationship to each function and role. This procedure involved the testing of eight hypotheses for each social category, with each hypothesis being formulated as follows:

The perception by university presidents of the freedom of expression function of student newspapers will cluster to include Items 17, 23, 27, 28, and 34 (refer to Appendix C, pages 297-300, for language of specific items).

This basic hypothesis was tested for each function and role, for a total of eight hypotheses per social category: total = 32 hypotheses, revised as necessary to substitute [1] functions, [2] roles, and [3] social categories.

This was an exploratory procedure, with the possibility being that other functions/roles might emerge from the calculations. If this

should occur, other preliminary hypotheses would be developed as appropriate.

A second basic hypothesis sought to determine whether there were significant differences between pairs of social categories (i.e., president v. journalism program administrators, presidents v. newspaper advisers, presidents v. commercial editors and publishers) in their perceptions of the functions of a student newspaper.

The 12 hypotheses tested here were cast as null hypotheses:

There will be no significant difference between the perceptions of university presidents and journalism program administrators regarding the combined four functions of a student newspaper.

The basic hypothesis was adapted to each pair of social categories for each function and role. This resulted in a total of 12 hypotheses being tested: six pairs examining the four functions and six pairs examining the four roles.

A third set of hypotheses sought to determine whether there were significant differences between paired social categories in their perceptions of the concepts forming the factors (constructs) of each function and role.

The basic hypothesis was stated as follows:

There is no significant difference between the perceptions of university presidents and journalism program administrators regarding the Freedom of Expression function of a student newspaper.

The combined hypothesis was adapted to accommodate the various combinations of paired social categories with the four functions and

four roles. This involved 24 hypotheses for functions and 24 hypotheses for roles, depending upon whether preliminary assumptions were valid.

A fourth round of hypothesis testing examined the four social categories in a perceptual relationship with all conceptual items not included in the development of factors (constructs) for earlier hypotheses.

The hypothesis was stated as follows:

There is no significant difference among the four social categories in their perceptions of 41 concepts.

Statistical Tests

A conventional SPSS cross-tab formulation of data was undertaken initially to determine percents and means for all social categories on each of the 79 concepts.

R-type factor analysis was then used in an exploratory tactic to test preliminary assumptions regarding concepts which are hypothesized as loading heavily for the development of four function constructs and four role constructs. Cutoff point for including selecting factor loadings was .50 ($R^2 = 25$).

This procedure tested the first set of hypotheses.

Following the determination of factors, factor loadings for each social category formed sets of independent variables for testing significance in the second round of hypothesis testing. Application of t-tests to examine the next set of hypotheses involved pairing social categories to determine significance as a verification step against items which emerged through factor analysis.

In the third round of hypothesis testing, analysis of variance tests were applied to extend the search for significance among combinations of three social categories and to further confirm the selection of significant items for testing as independent variables.

The fourth round of hypothesis testing involved the application of multiple regression analysis, testing significant independent variables for their explanatory power upon all of the remaining statements.

CHAPTER IV

REPORT OF FINDINGS: OVERVIEW

When this study was proposed, it was predicated upon eight basic hypotheses, four related to functions of the student press and four related to designated roles of student newspapers. Functions are titled (1) Freedom of Expression, (2) Campus Communication Vehicle, (3) Instructional Tool, and (4) Career Training Opportunity. Roles are titled (1) Watchdog, (2) University Support, (3) Thorough News Coverage, and (4) Commercial Counterpart.

The research instrument contains 79 concept statements, of which 38 were hypothesized into constructs and assigned the name of a role or function. Factor analysis is the statistical test used to develop independent variables for constructs and further testing by regression analysis. The cutoff point for a concept to be included in a factor of independent variables was set at .50000. T-test and ANOVA applications reduce the list of significant relationships among concepts to 38 independent variables for regression analysis.

The original research design called for factor analysis of the 79 variables as one complete unit of analysis. The logistics of a 79x79 matrix in that step were overwhelming, however, for available computer capacity and the step was eliminated. The second stage in this process of data development called for each of the four social categories (university presidents, journalism program administrators, student newspaper

advisers, and commercial newspaper editors and publishers) to be subjected to a factoring of responses by category of respondent. In retrospect, factoring total responses as a single unit might have proved useful but it is questionable whether factoring respondent categories would have been enhanced appreciably by the redundancy of factoring the responses as a single unit.

Four sets of factored data produced 29 factors: nine from presidents, three from journalism administrators, six from newspaper advisers, and 11 from commercial newspaper editors and publishers. The final three factors contained only one variable each which meets the criterion for qualifying a factor, so these three were eliminated from further consideration in this analysis.

The data were subjected to 790 t-test and ANOVA applications to produce the 38 significant variables which were then processed in 10,270 regressions, producing an adjusted R^2 which associated each social category with each dependent variable in the context of each factor.

Responses were received from 247 respondents: 48 presidents, 72 journalism program administrators, 63 student newspaper advisers, and 64 commercial newspaper editors and publishers. The response rate was 72 percent from a purposive/randomized sample of potential respondents from whom commitments had been received.

The data were treated initially to a conventional SPSS-X crosstab distribution from which means and percents were calculated from the Likert-type scale of response choices for each of the 79 conceptual statements.

Hypotheses No. 1 anticipated that the clustering in factor analysis would establish five concepts as the primary independent variables

supporting the function identified as Freedom of Expression for each of the social categories. Two social categories--presidents and advisers--produced factors which properly fit this label and which contained two of the hypothesized variables. The hypothesis was supported in the sense that appropriate clustering emerged to satisfy the cutoff criterion. However, the hypothesis was supported only tentatively if the criterion was related to a percentage of hypothesized variables falling into place with sufficient strength to avoid elimination below the .50000 level.

Hypothesis No. 2 anticipated that a second clustering would establish a set of independent variables as a function which could be labeled Campus Communication Vehicle. A factor evolved from three of the four social categories (presidents, journalism administrators, advisers, and commercial editors and publishers) which could carry this label appropriately but only two of the five assumed statements fell into these clusters. A third concept, assumed at the outset to fit this label, clusters instead with responses under another factor (Thorough News Coverage). As with the first hypothesis, this hypothesis was supported at the level of the assumed label but it was not supported adequately by the strength of the assumed concepts.

Hypothesis No. 3 anticipated a clustering of responses which could be labeled Instructional Tool as a function of the student newspaper. This clustering occurred as predicted but it failed the test of assumed variables. Concepts which clustered under this label were limited to responses from presidents and commercial editors and publishers and did not include any of the assumed variables.

Hypothesis No. 4 was assumed to produce a clustering of responses which could be labeled Career Training Opportunity. These clusters were found in the responses from newspaper advisers and commercial newspaper editors and publishers to support the fourth hypothesized function but only two of the assumed five variables were in the clusters. At best, this would be described as only tentative support for the hypothesis.

Hypothesis No. 5 assumed a cluster of variables to support the student newspaper role as Watchdog. Four concept statements were found in the factors produced by responses from presidents and commercial newspaper editors and publishers, of which two were hypothesized initially for inclusion in this factor. Conceptual support was therefore tentative also for this hypothesis.

Hypothesis No. 6 assumed a clustering of concepts to support the label on a role titled University Support. The hypothesis assumed five variables would cluster and four of that five emerged among the responses from presidents and student newspaper advisers. Unlike other hypotheses, this one was supported both in the label designation and in the presence of appropriately assumed concepts.

Hypothesis No. 7 assumed a clustering of variables which could identify a role titled Thorough News Coverage. The hypothesis predicted five concepts and all were supported by responses from each of the four social categories. It is perhaps a safe conclusion that perceptions related to news coverage are as significant as any tested in this research effort, using the prediction on this hypothesis as the evaluative criterion.

Hypothesis No. 8 assumed a clustering of concepts which would justify the role label of Commercial Counterpart. The title was supported

by relevant concepts but only two of the five assumed variables emerged within the factors. Each of the four social categories contributed to the development of this clustering, however.

Findings are reported on the following pages under two major headings: (1) Functions of Student Press and (2) Roles of Student Press. Within each of these major categorical designations, four functions and four roles are identified by applicable factors as those factors are developed through analysis of the individual social categories (i.e., presidents, administrators, advisers, and commercial editors and publishers). Data are reported by specific dependent variables, with the adjusted R^2 and percentaged directional statistics (agree/disagree) reported for each appropriate dependent variable. Adjusted R^2 was used in lieu of the conventional R^2 to reflect the tightened values of the explained variance. The cutoff level of minimum .20000 was established for R^2 reporting in recognition of the need to report only those variables which have more than casual significance in the explanatory relationship with independent variables. Even so, a level of .20000 represents, at best, a relatively weak positioning of the explanatory power of the independent variables and, where applicable, should be interpreted with caution. Only when explained variance surpassed a .35000 level is there the opportunity for assigning more power to the impact of the independent variables upon the interpretative explanations associated with a dependent variable.

Function: Freedom of Expression

Factors

Presidents: Prior Review

Advisers: Prior Review

Advisers: Official Policy

Presidents: Prior Review

This factor has been titled Presidents: Prior Review and is composed of the following conceptual statements which comprise the independent variables for this portion of the analysis:

- a. A student newspaper adviser should review content material prior to publication.
- b. University officials do not have an obligation to support the presence of a student newspaper on campus if its content becomes too obnoxious.
- c. News values which apply at a commercial newspaper do not apply at a student newspaper.
- d. It is more appropriate to think of a student newspaper as a specialized publication than as a "regular" or "ordinary" newspaper.

Relevant Crosstab and Regression Results

By a slight majority (56%) presidents agreed that the student newspaper adviser should review content material prior to publication. If a student newspaper becomes too obnoxious, 50 percent agreed that the university does not have an obligation to support that publication on campus; disagreeing were 31 percent, with 19 percent being neutral or undecided on the matter. A majority (56%) disagreed and said that news values are the same for both student and commercial newspaper. At the same time, 63 percent agreed that it is more appropriate to think of a student newspaper as a specialized publication than as a "regular" newspaper.

The independent variables are predictive upon only one dependent variable for presidents in this factor:

1. A student newspaper should be organized and operated to support the instructional mission of a university.

$$R^2 = .25972 \text{ (Agree: 41.7\%; Disagree: 45.8\%)}$$

Among journalism program administrators, a majority indicated disagreement (58%) on the statement that the adviser should review content material before publication, but 39 percent indicated agreement with the concept. On the matter of support for an obnoxious student newspaper, 33 percent agreed that a university is under no obligation to support such a newspaper while 57 percent disagreed. Regarding news values, 84 percent disagreed with the concept of different standards being in place for the two types of newspapers and 55 percent disagreed with the idea that a student newspaper should be considered a specialized type of publication.

Three dependent variables are affected by the predictive qualities of the independent variables:

1. University policies are not a legitimate target for criticism by student newspapers.

$$R^2 = .29949 \text{ (Agree: 2.8\%; Disagree: 97.2\%)}$$

2. One of the reasons for having a student newspaper adviser is the need to maintain a standard of taste which is acceptable to the local community off campus.

$$R^2 = .27024 \text{ (Agree: 35.8\%; Disagree: 58.5\%)}$$

3. A student editor should not be permitted to substitute his/her standards of taste in a campus newspaper when the editor's definition of "good taste" differs from that of the local area.

$$R^2 = .22620 \text{ (Agree: 38.5\%; Disagree: 50.0\%)}$$

Among student newspaper advisers, 81 percent disagreed with the idea that the adviser should review content material before publication. As to whether a university has an obligation to support an obnoxious student newspaper, 49 percent disagreed with the statement that the university is under no obligation to maintain that support if a newspaper becomes too obnoxious; 38 percent agreed with the statement. On the matter of differing news values at student newspapers and commercial newspapers, 87 percent said the same news values apply at both types of newspapers, and 74 percent disagreed with the statement that a student newspaper should be considered a specialized publication rather than a "regular" newspaper.

Thirteen dependent variables are affected in varying degrees by the predictive qualities of the independent variables:

1. University officials should decide what advertising is acceptable in a student newspaper.

$$R^2 = .38660 \text{ (Agree: 22.2\%; Disagree: 74.6\%)}$$

2. Adopting an adversarial attitude toward university officials is proper training for students who will pursue professional "watchdog" careers in journalism.

$$R^2 = .33799 \text{ (Agree: 30.1\%; Disagree: 47.6\%)}$$

3. It is a university administration's responsibility to establish the policies for its student newspaper.

$$R^2 = .32954 \text{ (Agree: 15.9\%; disagree: 77.7\%)}$$

4. The president of a university is ultimately responsible for the content of a student newspaper, regardless of who is designated as the publisher.

$$R^2 = .31572 \text{ (Agree: 9.5\%; Disagree: 87.3\%)}$$

5. One of the reasons for having a student newspaper adviser is the need to maintain a standard of taste which is acceptable to the local community off campus.

$$R^2 = .30812 \text{ (Agree: 16.4\%; Disagree: 72.1\%)}$$

6. University officials should not adopt a "grin and bear it" attitude when they are criticized by their student newspaper.

$$R^2 = .28350 \text{ (Agree: 12.7\%; Disagree: 79.4\%)}$$

7. A university cannot be expected to uphold the concepts of free expression in a student newspaper in the same way that commercial newspapers do.

$$R^2 = .25909 \text{ (Agree: 9.5\%; Disagree: 88.9\%)}$$

8. University officials should be responsible for determining what is acceptable taste in a student newspaper.

$$R^2 = .25893 \text{ (Agree: 3.2\%; Disagree: 93.6\%)}$$

9. When there is a difference of opinion between an editor and an adviser regarding content of a student newspaper, the adviser's judgment should prevail.

$$R^2 = .24291 \text{ (Agree: 13.1\%; Disagree: 67.2\%)}$$

10. The governance system of a university and the notion of a free press are concepts that do not work well together.

$$R^2 = .24254 \text{ (Agree: 36.5\%; Disagree: 63.5\%)}$$

11. Journalism education should place more emphasis upon the ethics of journalists.

$$R^2 = .22873 \text{ (Agree: 87.3\%; Disagree: 3.2\%)}$$

12. When a student newspaper functions as a forum for student expression, the newspaper adviser really has a rather meaningless position.

$$R^2 = .20870 \text{ (Agree: 6.3\%; Disagree: 87.3\%)}$$

13. It is all right to use profanity in a student newspaper.

$$R^2 = .20854 \text{ (Agree: 28.6\%; Disagree: 46.0\%)}$$

Among commercial editors and publishers, 58 percent indicated agreement with the concept of prior review of content material by a newspaper adviser before publication, and 34 percent disagreed with the concept of prior review. A rather substantial majority (64%) also agreed with the statement that a university is under no obligation to support a student newspaper whose content becomes too obnoxious. There was 86 percent disagreement that different news values apply at the two types of newspapers, and a small majority (59%) who said the student newspaper should not be considered a specialized publication but should be regarded as a regular newspaper.

The independent variables in this factor have predictive qualities for nine dependent variables:

1. When there is a difference of opinion between an editor and an adviser regarding content of a student newspaper, the adviser's judgment should prevail.

$$R^2 = .35642 \text{ (Agree: 47.6\%; Disagree: 39.7\%)}$$

2. A student editor should not be permitted to substitute his/her standards of taste in a campus newspaper when the editor's definition of "good taste" differs from that of the local area.

$$R^2 = .30937 \text{ (Agree: 54.0\%; Disagree: 31.8\%)}$$

3. For a university to be host to a student newspaper and not to exert influence over content makes no sense.

$$R^2 = .30281 \text{ (Agree: 29.7\%; Disagree: 67.2\%)}$$

4. Cultural values of a university and its local community should be supported by the student newspaper.

$$R^2 = .28248 \text{ (Agree: 57.2\%; Disagree: 23.8\%)}$$

5. University officials should be responsible for determining what is acceptable taste in a student newspaper.

$$R^2 = .28121 \text{ (Agree: 23.8\%; Disagree: 71.4\%)}$$

6. University officials should decide what advertising is acceptable in a student newspaper.

$$R^2 = .25305 \text{ (Agree: 39.6\%; Disagree: 50.8\%)}$$

7. A university cannot be expected to uphold the concepts of free expression in a student newspaper in the same way that commercial newspapers do.

$$R^2 = .22258 \text{ (Agree: 23.5\%; Disagree: 71.9\%)}$$

8. Concern for a university's well-being is a valid guideline in deciding what should be published in a student newspaper.

$$R^2 = .21950 \text{ (Agree: 42.4\%; Disagree: 46.9\%)}$$

9. Many student reporters do not seem to understand the responsibility they have for accuracy in their news stories.

$$R^2 = .21943 \text{ (Agree: 71.9\%; Disagree: 23.4\%)}$$

Advisers: Prior Review

This factor has been titled Advisers: Prior Review and is composed of the following conceptual statements which comprise the list of independent variables for this portion of the analysis:

- a. Reporters on a student newspaper should be required to reveal their sources of information for news stories if asked to do so.
- b. A student newspaper adviser should review content material prior to publication.
- c. News about faculty and staff is as important as news about students in a campus newspaper.
- d. Cultural values of a university and its local community should be supported by the student newspaper.

Relevant Crosstab and Regression Results

Presidents (73%) disagreed with the concept that student reporters should be required to reveal their news sources if asked to do so but 56 percent agreed that a newspaper adviser should review content material prior to publication. Presidents also were in substantial agreement (77%) that news about faculty and staff is as important as news about students in a campus newspaper. Regarding cultural values of a university and its local community, 54 percent of the presidents agreed that those values should be supported by the student newspaper.

Five dependent variables are affected by the explanatory capacity of the independent variables:

1. A student editor should not be permitted to substitute his/her standards of taste in a campus newspaper when the editor's definition of "good taste" differs from that of the local area.

$$R^2 = .29839 \text{ (Agree: 41.7\%; Disagree: 33.3\%)}$$

2. It is more appropriate to think of a student newspaper as a specialized publication than as a "regular" or "ordinary" newspaper.

$$R^2 = .25997 \text{ (Agree: 62.5\%; Disagree: 35.4\%)}$$

3. A student newspaper should be organized and operated to support the instructional mission of a university.

$$R^2 = .25972 \text{ (Agree: 41.7\%; Disagree: 45.8\%)}$$

4. University officials should be responsible for determining what is acceptable taste in a student newspaper.

$$R^2 = .24451 \text{ (Agree: 16.7\%; Disagree: 77.1\%)}$$

5. Errors that student reporters make in a campus newspaper are not comparable to mistakes those same reporters might make on a math quiz.

$$R^2 = .22249 \text{ (Agree: 40.4\%; Disagree: 42.3\%)}$$

Journalism administrators disagreed with the concept that student reporters should be required to reveal their sources of information by a 4-1 margin: 69 percent disagreed, 18 percent agreed. Among this group, 58 percent also disagreed with the idea that a newspaper adviser should review content material prior to publication although 40 percent agreed that prior review is a proper practice. This group also indicated substantial agreement (75%) that news about faculty and staff is as important as news about students in a campus newspaper. They tended to be rather evenly divided on the issue of support of local cultural values by the campus newspaper; however, 45 percent agreed that local

cultural values should be supported by the campus press and 41 percent disagreed with that statement.

This set of independent variables impacts only negligibly upon three dependent variables:

1. A student editor should not be permitted to substitute his/her standards of taste in a campus newspaper when the editor's definition of "good taste" differs from that of the local area.

$$R^2 = .22620 \text{ (Agree: 38.5\%; Disagree: 50.5\%)}$$

2. When there is a difference of opinion between an editor and an adviser regarding content of a student newspaper, the adviser's judgment should prevail.

$$R^2 = .21557 \text{ (Agree: 20.0\%; Disagree: 68.6\%)}$$

3. Adopting an adversarial attitude toward university officials is proper training for students who will pursue professional "watchdog" careers in journalism.

$$R^2 = .20757 \text{ (Agree: 50.5\%; Disagree: 40.0\%)}$$

Among newspaper advisers, 81 percent disagreed that student reporters should be required to divulge the sources of their news stories if asked to do so and a comparable percentage (81%) disagreed that an adviser should review content material before publication in a student newspaper. There was substantial agreement within this group (83%) that news about faculty and staff was as important as news about students but there was a wide swing of opinion about support for local cultural values: 44 percent agreed that local values should be supported, 29 percent disagreed, and 27 percent were undecided.

These independent variables partially explain the variance on eight dependent variables:

1. University policies are not a legitimate target for criticism by student newspapers.

$$R^2 = .39804 \text{ (Agree: 3.2\%; Disagree: 96.8\%)}$$

2. The governance system of a university and the notion of a free press are concepts that do not work well together. $R^2 = .31178$ (Agree: 36.5%; Disagree: 63.5%)

3. A student newspaper should be related structurally to a journalism education program.

$$R^2 = .30171 \text{ (Agree: 42.9\%; Disagree: 41.2\%)}$$

4. University officials should not adopt a "grin and bear it" attitude when they are criticized by their student newspaper.

$$R^2 = .28929 \text{ (Agree: 12.7\%; Disagree: 79.4\%)}$$

5. Adopting an adversarial attitude toward university officials is proper training for students who will pursue professional "watchdog" careers in journalism.

$$R^2 = .28080 \text{ (Agree: 36.0\%; Disagree: 54.7\%)}$$

6. The "watchdog" role of student newspapers seems to assume that university officials tend to do more things wrong than right.

$$R^2 = .26905 \text{ (Agree: 41.3\%; Disagree: 47.6\%)}$$

7. When there is a difference of opinion between a editor and an adviser regarding content of a student newspaper, the adviser's judgment should prevail.

$$R^2 = .24291 \text{ (Agree: 13.1\%; Disagree: 67.2\%)}$$

8. It is a university administration's responsibility to establish the policies for its student newspaper.

$$R^2 = .21344 \text{ (Agree: 15.9\%; Disagree: 77.7\%)}$$

Commercial newspaper editors and publishers disagreed at the level of 66 percent with the idea that student reporters should be required to reveal sources of their news stories but were somewhat split in their views about prior review of content material: 58 percent agreed that review of content before publication should be done by an adviser and 34 percent disagreed with this concept. A substantial 92 percent agreed that news about faculty and staff is as important as news about students in the campus paper and 57 percent agreed that local-area cultural values should be supported by the campus press.

Eight dependent variables are explained partially by this group of independent variables:

1. A student editor should not be permitted to substitute his/her standards of taste in a campus newspaper when the editor's definition of "good taste" differs from that of the local area.

$$R^2 = .45826 \text{ (Agree: 54.0\%; Disagree: 31.8\%)}$$

2. Concern for a university's well-being is a valid guideline in deciding what should be published in a student newspaper.

$$R^2 = .38809 \text{ (Agree: 42.2\%; Disagree: 46.9\%)}$$

3. University officials should decide what advertising is acceptable in a student newspaper.

$$R^2 = .38456 \text{ (Agree: 39.6\%; Disagree: 50.8\%)}$$

4. It is more appropriate to think of a student newspaper as a specialized publication than as a "regular" or "ordinary" newspaper.

$$R^2 = .35012 \text{ (Agree: 34.4\%; Disagree: 59.4\%)}$$

5. University officials should be responsible for determining what is acceptable taste in a student newspaper.

$$R^2 = .28326 \text{ (Agree: 23.8\%; Disagree: 71.4\%)}$$

6. Many student reporters tend to be too subjective in their news stories.

$$R^2 = .24809 \text{ (Agree: 63.7\%; Disagree: 6.3\%)}$$

7. For a university to be host to a student newspaper and not to exert influence over content makes no sense.

$$R^2 = .23153 \text{ (Agree: 29.7\%; Disagree: 67.2\%)}$$

8. When there is a difference of opinion between an editor and an adviser regarding content of a student newspaper, the adviser's judgment should prevail.

$$R^2 = .22671 \text{ (Agree: 47.6\%; Disagree: 39.7\%)}$$

Advisers: Official Policy

This factor has been titled Advisers: Official Policy and is composed of the following conceptual statements which comprise the independent variables for this portion of the analysis:

- a. It is a university administration's responsibility to establish the policies for its student newspaper.
- b. University officials should decide what advertising is acceptable in a student newspaper.
- c. A university cannot be expected to uphold the concepts of free expression in a student newspaper in the same way that commercial newspapers do.
- d. Student newspaper editors should publish controversial news when they can prove the truth of what they report.
- e. The "watchdog" role of a student newspaper should be encouraged.

f. Concern for a university's well-being is a valid guideline in deciding what should be published in a student newspaper.

Relevant Crosstab and Regression Results

Presidents were rather evenly divided on the question of policy decisions regarding student newspapers: 48 percent agreed that policies should be developed by administrative officials while 46 percent disagreed; 6 percent were undecided. There was relatively little change in the opinions of this group when advertising policy decisions were at issue: 38 percent agreed that university officials should decide what advertising is appropriate in a student newspaper and 51 percent disagreed; 11 percent were undecided. Presidents indicated agreement (60%) on a university's ability to uphold concepts of free expression in its student newspaper being on a par with the commercial press but even on this point, 35 percent agreed that a university cannot be expected to perform this task in the way that commercial newspapers do. Regarding controversial news, 98 percent believed student papers should publish items of that type when they can prove the truth. The "watchdog" role of a student newspaper should be encouraged, according to 61 percent, but 46 percent agreed that concern for a university's well-being was a valid guideline for deciding what should be published in a student newspaper. Disagreeing on this statement were 33 percent, with 21 percent being undecided. Regarding First Amendment rights of students, 64 percent agreed that students tend to be overly sensitive on this issue.

Seventeen dependent variables indicate that the response of presidents to those items is explained in part by a relationship with the independent variables:

1. The "watchdog" role of student newspapers seems to assume that university officials tend to do more things wrong than right.

$$R^2 = .4200 \text{ (Agree: 54.2\%; Disagree: 31.3\%)}$$

2. If a university official asks a student editor to publish a particular news story, the editor should publish it.

$$R^2 = .42070 \text{ (Agree: 31.3\%; Disagree: 68.8\%)}$$

3. When there is a difference of opinion between an editor and an adviser regarding content of a student newspaper, the adviser's judgment should prevail.

$$R^2 = .39759 \text{ (Agree: 25.6\%; Disagree: 49.0\%)}$$

4. The governance system of a university and the notion of a free press are concepts that do not work well together.

$$R^2 = .36729 \text{ (Agree: 8.5\%; Disagree: 87.2\%)}$$

5. Student newspapers do not have an inherent right to be provocative in publishing opinions.

$$R^2 = .33734 \text{ (Agree: 27.1\%; Disagree: 68.8\%)}$$

6. A student editor should not be permitted to substitute his/her standards of taste in a campus newspaper when the editor's definition of "good taste" differs from that of the local area.

$$R^2 = .32385 \text{ (Agree: 41.75\%; Disagree: 33.4\%)}$$

7. For a university to be host to a student newspaper and not to exert influence over content makes no sense.

$$R^2 = .30546 \text{ (Agree: 27.1\%; Disagree: 66.6\%)}$$

8. Many student newspaper staff members seem to have difficulty accepting criticism of their journalistic efforts.

$$R^2 = .29894 \text{ (Agree: 66.7\%; Disagree: 20.8\%)}$$

9. One of the reasons for having a student newspaper adviser is the need to maintain a standard of taste which is acceptable to the local community off campus.

$$R^2 = .27861 \text{ (Agree: 57.4\%; Disagree: 36.2\%)}$$

10. Student newspapers do not have an inherent right to be provocative in publishing news.

$$R^2 = .26949 \text{ (Agree: 53.2\%; Disagree: 38.2\%)}$$

11. A student newspaper should not function primarily as a "forum for student expression."

$$R^2 = .26897 \text{ (Agree: 49.0\%; Disagree: 46.8\%)}$$

12. News values which apply at a commercial newspaper do not apply at a student newspaper.

$$R^2 = .23050 \text{ (Agree: 27.1\%; Disagree: 56.3\%)}$$

13. Student newspaper staffs are often too quick to criticize others.

$$R^2 = .22706 \text{ (Agree: 72.9\%; Disagree: 14.6\%)}$$

14. University officials should be responsible for determining what is acceptable taste in a student newspaper.

$$R^2 = .22587 \text{ (Agree: 16.7\%; Disagree: 77.1\%)}$$

15. It is all right to use profanity in a student newspaper.

$$R^2 = .22517 \text{ (Agree: 16.7\%; Disagree: 73.0\%)}$$

16. Many student reporters tend to be too subjective in their news stories.

$$R^2 = .22021 \text{ (Agree: 70.9\%; Disagree: 18.8\%)}$$

17. Journalism education should place more emphasis upon the ethics of journalists.

$$R^2 = .20642 \text{ (Agree: 93.8\%; Disagree: 0.0\%)}$$

Journalism administrators disagreed strongly (79%) that it was a university administration's responsibility to establish policies for its student newspaper but 16 percent agreed with the statement. There was a similar level of disagreement (76%) on university officials deciding what advertising is acceptable in a student newspaper with 20 percent agreeing that officials should make this kind of decision. More than 90 percent disagreed that a university cannot uphold concepts of free expression the same way commercial newspapers do and 64 percent disagreed with the idea that student staff members on the campus paper are too sensitive about their rights under the First Amendment. There was 97 percent agreement that controversial news should be published when the truth can be proved and 93 percent agreed that the "watchdog" role of a student paper should be encouraged. Opinion was rather evenly divided on concern for a university's well-being as a guideline for student paper content: 44 percent agreed this guideline was valid; 51 percent disagreed; and 4 percent were undecided.

Seven dependent variables have an explanatory relationship with the independent variables for this group:

1. A university president is justified in relieving a student newspaper adviser of his/her responsibilities if there is a dispute over content.

$$R^2 = .38801 \text{ (Agree: 4.2\%; Disagree: 91.5\%)}$$

2. University policies are not a legitimate target for criticism by student newspapers.

$$R^2 = .32601 \text{ (Agree: 2.8\%; Disagree: 97.2\%)}$$

3. If a news story in a student newspaper would give a reader a bad impression of the university, the story should not be published.

$$R^2 = .31256 \text{ (Agree: 0.0\%; Disagree: 98.6\%)}$$

4. University officials should be responsible for determining what is acceptable taste in a student newspaper.

$$R^2 = .29278 \text{ (Agree: 1.4\%; Disagree: 94.3\%)}$$

5. For a university to be host to a student newspaper and not to exert influence over content makes no sense.

$$R^2 = .27586 \text{ (Agree: 11.1\%; Disagree: 86.1\%)}$$

6. Adopting an adversarial attitude toward university officials is proper training for students who will pursue professional "watchdog" careers in journalism.

$$R^2 = .21496 \text{ (Agree: 50.0\%; Disagree: 40.0\%)}$$

7. The president of a university is ultimately responsible for the content of a student newspaper, regardless of who is designated as the publisher.

$$R^2 = .21086 \text{ (Agree: 26.4\%; Disagree: 68.1\%)}$$

Among newspaper advisers, 75 percent disagreed with the concept of university officials deciding what advertising is acceptable in a student newspaper and 89 percent disagreed with the statement that a university cannot be expected to uphold free expression in a student newspaper in the same way as commercial newspapers. Opinion was divided, however, over the extent to which student staff members are sensitive about their First Amendment rights. There was 49 percent agreement that students are overly sensitive but 41 percent disagreement that student staffs tend to be overly sensitive on this issue. About 10 percent of the advisers were undecided. This group of respondents

disagreed strongly (78%) with the idea that university officials should establish policies for a student newspaper and was virtually unanimous (97%) in agreeing that controversial news should be published when the truth can be proved. An equally large group (97%) thought the "watchdog" role of the student press should be encouraged. Concern for a university's well-being was not a valid criterion for deciding what news should be published in a student newspaper in the opinion of 65 percent of this group; 21 percent agreed that the criterion was valid and 14 percent were undecided.

The independent variables of this factor have a predictive relationship with 19 dependent variables among newspaper adviser respondents:

1. The president of a university is ultimately responsible for the content of a student newspaper, regardless of who is designated as the publisher.

$$R^2 = .64456 \text{ (Agree: 9.5\%; Disagree: 87.3\%)}$$

2. A student newspaper adviser should review content material prior to publication.

$$R^2 = .48620 \text{ (Agree: 15.9\%; Disagree: 80.9\%)}$$

3. Adopting an adversarial attitude toward university officials is proper training for students who will pursue professional "watchdog" careers in journalism.

$$R^2 = .42451 \text{ (Agree: 30.1\%; Disagree: 47.6\%)}$$

4. When a student newspaper functions as a "forum for student expression," the newspaper adviser really has a rather meaningless position.

$$R^2 = .41751 \text{ (Agree: 6.3\%; Disagree: 87.3\%)}$$

5. University officials should be responsible for determining what is acceptable taste in a student newspaper.

$$R^2 = .41609 \text{ (Agree: 3.2\%; Disagree: 93.6\%)}$$

6. The mistakes and shortcomings of student editors and reporters should be excused because "they are only students."

$$R^2 = .39374 \text{ (Agree: 3.3\%; Disagree: 96.7\%)}$$

7. If a news story in a student newspaper would give a reader a bad impression of the university, the story should not be published.

$$R^2 = .38005 \text{ (Agree: 0.0\%; Disagree: 100.0\%)}$$

8. Cultural values of a university and its local community should be supported by the student newspaper.

$$R^2 = .37677 \text{ (Agree: 44.4\%; Disagree: 28.6\%)}$$

9. One of the problems with student newspapers is that they are treated like miniature commercial newspapers and thus tend to behave that way.

$$R^2 = .37558 \text{ (Agree: 6.4\%; Disagree: 73.1\%)}$$

10. One of the reasons for having a student newspaper adviser is the need to maintain a standard of taste which is acceptable to the local community off campus.

$$R^2 = .31742 \text{ (Agree: 16.4\%; Disagree: 72.1\%)}$$

11. The governance system of a university and the notion of a free press are concepts that do not work well together.

$$R^2 = .31513 \text{ (Agree: 26.5\%; Disagree: 63.5\%)}$$

12. Student newspaper staffs are often too quick to criticize others.

$$R^2 = .24593 \text{ (Agree: 53.9\%; Disagree: 38.1\%)}$$

13. University officials should not adopt a "grin and bear it" attitude when they are criticized by their student newspaper.

$$R^2 = .24396 \text{ (Agree: 12.7\%; Disagree: 79.4\%)}$$

14. Many student reporters do not seem to understand the responsibility they have for accuracy in their news stories.

$$R^2 = .23465 \text{ (Agree: 31.8\%; Disagree: 65.1\%)}$$

15. A student newspaper should not function primarily as a "forum for student expression."

$$R^2 = .23430 \text{ (Agree: 36.5\%; Disagree: 55.6\%)}$$

16. If a university official asks a student editor to publish a particular news story, the editor should publish it.

$$R^2 = .20886 \text{ (Agree: 15.9\%; Disagree: 84.1\%)}$$

17. For a university to be host to a student newspaper and not to exert influence over content makes no sense.

$$R^2 = .20566 \text{ (Agree: 9.5\%; Disagree: 85.7\%)}$$

18. It is all right to use profanity in a student newspaper.

$$R^2 = .20526 \text{ (Agree: 28.6\%; Disagree: 52.4\%)}$$

19. It is more appropriate to think of a student newspaper as a specialized publication than as a "regular" or "ordinary" newspaper.

$$R^2 = .20055 \text{ (Agree: 12.7\%; Disagree: 82.5\%)}$$

On the issue of who should establish policies for a student newspaper, commercial editors and publishers were divided somewhat: 59 percent said that it is not the responsibility of a university administration, but 32 percent said it is an administration's responsibility; 10 percent were undecided. There was similar division of opinion on decisions regarding acceptable advertising: 40 percent agreed that university officials are the ones to make this policy decision and 51

percent disagreed; as previously, 10 percent were undecided. The ability to uphold the concepts of free expression in a student newspaper was also a topic where feelings were divided: 24 percent agreed that a university cannot be expected to do this in the same way as a commercial newspaper, but 72 percent disagreed. There was 61 percent general agreement, however, that student staff personnel are overly sensitive about First Amendment rights and 98 percent agreement that controversial news should not be suppressed when the truth of the reportage can be proved. Editors and publishers also agreed substantially (87%) that the "watchdog" role of a student newspaper should be encouraged. But on the criterion of a university's well-being as an adequate guideline for content decisions in a student newspaper, 42 percent agreed that this consideration was a valid guideline for determining content while 47 percent disagreed; 11 percent were undecided.

Fifteen dependent variables have varying levels of predictive relationships with the independent variables:

1. University officials should be responsible for determining what is acceptable taste in a student newspaper.

$$R^2 = .48174 \text{ (Agree: 23.8\%; Disagree: 71.4\%)}$$

2. For a university to be host to a student newspaper and not to exert influence over content makes no sense.

$$R^2 = .45007 \text{ (Agree: 29.7\%; Disagree: 67.2\%)}$$

3. Cultural values of a university and its local community should be supported by the student newspaper.

$$R^2 = .42602 \text{ (Agree: 57.2\%; Disagree: 23.8\%)}$$

4. A university president is justified in relieving a student newspaper adviser of his/her responsibilities if there is a dispute over content.

$$R^2 = .37011 \text{ (Agree: 30.2\%; Disagree: 58.7\%)}$$

5. A student editor should not be permitted to substitute his/her standards of taste in a campus newspaper when the editor's definition of "good taste" differs from that of the local area.

$$R^2 = .37002 \text{ (Agree: 54.0\%; Disagree: 31.8\%)}$$

6. When there is a difference of opinion between an editor and an adviser regarding content of a student newspaper, the adviser's judgment should prevail.

$$R^2 = .36873 \text{ (Agree: 47.6\%; Disagree: 39.7\%)}$$

7. Student newspaper staffs are often too quick to criticize others.

$$R^2 = .35015 \text{ (Agree: 53.1\%; Disagree: 11.0\%)}$$

8. Reporters on a student newspaper should be required to reveal their sources of information if asked to do so.

$$R^2 = .33266 \text{ (Agree: 21.9\%; Disagree: 65.6\%)}$$

9. It is more appropriate to think of a student newspaper as a specialized publication than as a "regular" or "ordinary" newspaper.

$$R^2 = .33256 \text{ (Agree: 34.4\%; Disagree: 59.4\%)}$$

10. Adopting an adversarial attitude toward university officials is proper training for students who will pursue professional "watchdog" careers in journalism.

$$R^2 = .30321 \text{ (Agree: 34.4\%; Disagree: 59.4\%)}$$

11. Many student reporters tend to be too subjective in their news stories.

$$R^2 = .24412 \text{ (Agree: 65.7\%; Disagree: 6.3\%)}$$

12. Many student reporters do not seem to understand the responsibility they have for accuracy in their news stories.

$$R^2 = .22422 \text{ (Agree: 71.9\%; Disagree: 23.4\%)}$$

13. University officials do not have an obligation to support the presence of a student newspaper on campus if its content becomes too obnoxious.

$$R^2 = .21950 \text{ (Agree: 64.1\%; Disagree: 34.4\%)}$$

14. The "watchdog" role of student newspapers seems to assume that university officials tend to do more things wrong than right.

$$R^2 = .21054 \text{ (Agree: 37.5\%; Disagree: 51.6\%)}$$

15. A student newspaper should be organized and operated to support the instructional mission of a university.

$$R^2 = .20957 \text{ (Agree: 76.5\%; Disagree: 17.2\%)}$$

Function: Campus Communication Vehicle

Factors

Presidents: News

Administrators: News

Editors and Publishers: News

Presidents: News

This factor has been titled Presidents: News and is composed of the following conceptual statements which comprise the independent variables for this portion of the analysis:

- a. News is current information which interests student newspaper readers and presents an image of reality about their university community.
- b. Adopting an adversarial attitude toward university officials is proper training for students who will pursue "watchdog" careers in journalism.
- c. Cultural values of a university and its local community should be supported by the student newspaper.

Relevant Crosstab and Regression Results

Presidents were close to unanimity (92%) in agreeing with the definition of news presented in variable "a" (above) with only 4 percent disagreeing and 4 percent undecided. The emphasis changed dramatically on the second independent variable ("b" above), however, with 88 percent disagreeing with the concept that an adversarial attitude toward university officials is proper training for future "career watchdog" journalists. Regarding support for local cultural values in a university community, 54 percent agreed that the student newspaper should be supportive, but 25 percent disagreed and 21 percent were undecided.

Two dependent variables are explained in part by the attitudes presidents express on the independent variables:

1. Errors that student reporters make in a campus newspaper are not comparable to mistakes those same reporters might make on a math quiz.

$$R^2 = .24905 \text{ (Agree: 40.4\%; Disagree: 42.5\%)}$$

2. Journalism education should place more emphasis upon the ethics of journalists.

$$R^2 = .22134 \text{ (Agree: 93.8\%; Disagree: 0.0\%)}$$

Among journalism administrators 97 percent agreed with the definition of news presented in variable "a," 1 percent disagreed and another 1 percent were undecided. The adversarial relationship as a proper training tactic in dealing with university officials was approved by 50 percent of this group, with 40 percent disapproving and 10 percent indicating they were undecided. The division was relatively equal on the item of support for local cultural values, with 45 percent saying they agreed that the student newspaper should support those values and 39 percent saying they disagreed with the concept.

Only one dependent variable has a predictive relationship with the independent variables:

1. University officials should be responsible for determining what is acceptable taste in a student newspaper.

$$R^2 = .21179 \text{ (Approve: 1.4\%; Disapprove: 94.3\%)}$$

Student newspaper advisers were 100 percent in agreement with the definition of news in variable "a," but showed 48 percent disagreement with the concept that an adversarial attitude toward university officials was proper training for future career journalists. Agreeing with this concept were 30 percent, however. With regard to student newspaper

support for local cultural values, 44 percent agreed and 29 percent disagreed. The remaining 27 percent were neutral or undecided.

The variance in seven dependent variables is partially explained by the independent variables in this factor:

1. A student newspaper should be organized and operated to support the instructional mission of a university.

$$R^2 = .42880 \text{ (Agree: 34.9\%; Disagree: 50.8\%)}$$

2. If a university official asks a student editor to publish a particular news story, the editor should publish it.

$$R^2 = .36143 \text{ (Agree: 15.9\%; Disagree: 84.1\%)}$$

3. A student newspaper adviser should review content material prior to publication.

$$R^2 = .33540 \text{ (Agree: 15.9\%; Disagree: 80.9\%)}$$

4. Journalism education should place more emphasis upon the ethics of journalists.

$$R^2 = .24461 \text{ (Agree: 87.3\%; Disagree: 12.7\%)}$$

5. Student newspaper editors should publish controversial news when they can prove the truth of what they report.

$$R^2 = .23219 \text{ (Agree: 96.8\%; Disagree: 0.0\%)}$$

6. It is a university administration's responsibility to establish the policies for its student newspaper.

$$R^2 = .22812 \text{ (Agree: 15.9\%; Disagree: 77.7\%)}$$

7. A student newspaper should be related structurally to a journalism education program.

$$R^2 = .22422 \text{ (Agree: 42.9\%; Disagree: 41.2\%)}$$

Commercial editors and publishers were almost, but not quite, in 100 percent agreement with the definition of news: 98 percent agreed, 2

percent disagreed. A majority (59%) disagreed with the adversarial attitude toward university officials being a proper training concept for student journalists, although 34 percent agreed with the idea. In the matter of cultural value support in the local community, 57 percent agreed that the student newspaper should support those values while 24 percent disagreed.

Three dependent variables are explained in part by this group's responses to the independent variables:

1. Concern for a university's well-being is a valid guideline in deciding what should be published in a student newspaper.

$$R^2 = .44520 \text{ (Agree: 42.2\%; Disagree: 46.9\%)}$$

2. A student editor should not be permitted to substitute his/her standards of taste in a campus newspaper when the editor's definition of "good taste" differs from that of the local area.

$$R^2 = .33045 \text{ (Agree: 54.0\%; Disagree: 31.8\%)}$$

3. It is more appropriate to think of a student newspaper as a specialized publication than as a "regular" or "ordinary" newspaper.

$$R^2 = .27988 \text{ (Agree: 34.4\%; Disagree: 59.4\%)}$$

Administrators: News

This factor has been titled Administrators: News and is composed of the following conceptual statements which comprise the list of independent variables for this portion of the analysis:

a. News is current information which interests student newspaper readers and presents an image of reality about their university community.

b. Accuracy and fairness are the two most important qualities of a responsible student newspaper.

c. Reporters on a student newspaper should be required to reveal their sources of information for news stories if asked to do so.

d. Journalism education should place more emphasis upon the ethics of journalists.

e. Cultural values of a university and its local community should be supported by the student newspaper.

Relevant Crosstab and Regression Results

Among presidents, 91 percent agreed with the definition of news as noted above (a) and 94 percent agreed that accuracy and fairness are the two most important qualities of a responsible student newspaper. But 73 percent disagreed with the statement that student reporters should be required to reveal their news sources if asked to do so. On the item of teaching journalistic ethics, 94 percent agreed that journalism education should place more emphasis on this topic and 54 percent agreed that a student newspaper should support the cultural values of the local community in which the university is located.

Four dependent variables are affected by the thinking presidents demonstrate within the independent variables:

1. The "watchdog" role of a student newspaper seems to assume that university officials tend to do more things wrong than right.

$$R^2 = .35722 \text{ (Agree: 54.2\%; Disagree: 31.3\%)}$$

2. A student editor should not be permitted to substitute his/her standards of taste in a campus newspaper when the editor's definition of good taste differs from that of the local area.

$$R^2 = .29839 \text{ (Agree: 41.7\%; Disagree: 33.4\%)}$$

3. Errors that student reporters make in a campus newspaper are not comparable to mistakes those same reporters might make on a math quiz.

$$R^2 = .28131 \text{ (Agree: 40.4\%; Disagree: 42.5\%)}$$

4. Adopting an adversarial attitude toward university officials is proper training for students who will pursue professional "watchdog" careers in journalism.

$$R^2 = .20700 \text{ (Agree: 6.3\%; Disagree: 87.5\%)}$$

Journalism administrators agreed almost unanimously (97%) with the definition of news and 89 percent agreed that accuracy and fairness are the two most important qualities of a responsible student newspaper. But only 18 percent agreed that reporters should be required to divulge their sources for news, whereas 69 percent disagreed with that concept. There is 80 percent agreement that journalism education should place more emphasis upon the ethics of journalists but rather split opinion on whether a student newspaper should support the cultural values of the local community off campus: 44 percent agreed with the concept, but 38 percent disagreed, and 17 percent had a neutral position on this item.

Only one dependent variable is impacted at the .20000 level or above by the independent variables:

1. Adopting an adversarial attitude toward university officials is proper training for students who will pursue professional "watchdog" careers in journalism.

$$R^2 = .20757 \text{ (Agree: 50.5\%; Disagree: 40.0\%)}$$

Newspaper advisers were in agreement 100 percent with the definition of news and nearly unanimous (97%) in agreeing that accuracy and fairness are the two most important qualities of a responsible student newspaper. They also disagreed substantially (81%) with the idea that reporters should be required to reveal their news sources but were in 87 percent agreement that the ethics of journalists should be emphasized more in journalism education. A relatively large group (27%) were undecided on the matter of support for local cultural values by a student newspaper, with 44 percent agreeing with this proposition and 29 percent disagreeing.

Twelve dependent variables are explained in part by the thinking of advisers on the independent variables, within the limits established for this report:

1. One of the problems with student newspapers is that they are treated like miniature commercial newspapers and thus tend to behave that way.

$$R^2 = .42505 \text{ (Agree: 6.4\%; Disagree: 73.1\%)}$$

2. Many student reporters do not seem to understand the responsibility they have for accuracy in their news stories.

$$R^2 = .41426 \text{ (Agree: 31.8\%; Disagree: 65.1\%)}$$

3. A student newspaper should be related structurally to a journalism education program.

$$R^2 = .38618 \text{ (Agree: 42.9\%; Disagree: 41.2\%)}$$

4. If a university official asks a student editor to publish a particular news story, the editor should publish it.

$$R^2 = .36143 \text{ (Agree: 3.2\%; Disagree: 84.1\%)}$$

5. University officials should not adopt a "grin and bear it" attitude when they are criticized by their student newspaper.

$$R^2 = .35946 \text{ (Agree: 12.7\%; Disagree: 79.4\%)}$$

6. Student newspaper staffs are often too quick to criticize others.

$$R^2 = .28894 \text{ (Agree: 53.9\%; Disagree: 38.1\%)}$$

7. A student newspaper should be organized and operated to support the instructional mission of a university.

$$R^2 = .27678 \text{ (Agree: 34.9\%; Disagree: 50.8\%)}$$

8. Many student reporters tend to be too subjective in their news stories.

$$R^2 = .27388 \text{ (Agree: 34.9\%; Disagree: 50.8\%)}$$

9. The correct way to operate a student newspaper is to have guidelines for acceptable content.

$$R^2 = .25430 \text{ (Agree: 46.0\%; Disagree: 50.8\%)}$$

10. A university president is justified in relieving a student newspaper adviser of his/her responsibilities if there is a dispute over content.

$$R^2 = .24164 \text{ (Agree: 0.0\%; Disagree: 100.0\%)}$$

11. One of the reasons for having a student newspaper adviser is the need to maintain a standard of taste which is acceptable to the local community off campus.

$$R^2 = .21911 \text{ (Agree: 16.4\%; Disagree: 72.1\%)}$$

12. It is all right for a student newspaper that is supported by public funds to compete with a commercial newspaper for local advertising.

$$R^2 = .21699 \text{ (Agree: 90.5\%; Disagree: 3.2\%)}$$

Editors and publishers of commercial newspapers were almost in 100 percent agreement (98%) with the definition of news and they were, in fact, in agreement 100 percent with the statement that accuracy and fairness are the two most important qualities of a responsible student newspaper. Two-thirds (66%) of this group disagreed, however, that reporters should reveal their news sources. There was substantial agreement (84%) that journalism education should place more emphasis upon the ethics of journalists and there was majority agreement (57%) that a student newspaper should support the cultural values of the community in which the university is located.

Seven dependent variables draw predictive support from the responses of this group to statements which are independent variables:

1. Concern for a university's well-being is a valid guideline in deciding what should be published in a student newspaper.

$$R^2 = .44520 \text{ (Agree: 42.2\%; Disagree: 46.9\%)}$$

2. A student editor should not be permitted to substitute his/her standards of taste in a campus newspaper when the editor's definition of "good taste" differs from that of the local area.

$$R^2 = .38680 \text{ (Agree: 54.0\%; Disagree: 31.8\%)}$$

3. Many student reporters tend to be too subjective in their news stories.

$$R^2 = .36608 \text{ (Agree: 65.7\%; Disagree: 6.3\%)}$$

4. University officials should decide what advertising is acceptable in a student newspaper.

$$R^2 = .36590 \text{ (Agree: 39.6\%; Disagree: 50.8\%)}$$

5. It is more appropriate to think of a student newspaper as a specialized publication than as a "regular" or "ordinary" newspaper.

$$R^2 = .34295 \text{ (Agree: 34.4\%; Disagree: 59.4\%)}$$

6. For a university to be host to a student newspaper and not to exert influence over content makes no sense.

$$R^2 = .28764 \text{ (Agree: 29.7\%; Disagree: 67.2\%)}$$

7. When there is a difference of opinion between an editor and an adviser regarding content of a student newspaper, the adviser's judgment should prevail.

$$R^2 = .20196 \text{ (Agree: 46.4\%; Disagree: 39.7\%)}$$

Editors and Publishers: News

This factor has been titled Editors and Publishers: News and is composed of the following conceptual statements which comprise the independent variables for this portion of the analysis:

a. News is current information which interests student newspaper readers and presents an image of reality about their university community.

b. It is all right for a student newspaper supported by public funds to compete with a commercial newspaper for local advertising.

c. The key issue surrounding a student newspaper is the assignment of responsibility for liability.

Relevant Crosstab and Regression Results

Presidents had little trouble agreeing on a definition of news, with 92 percent agreeing with the definition presented as an independent variable in "a" above. A majority (83%) also agreed that it is all right for a student newspaper to compete with a commercial newspaper for local advertising. Opinions varied on the issue of assigning responsibility for liability, however; 46 percent agreed that the assignment of responsibility for liability is the key issue surrounding a student newspaper, but 42 percent disagreed and 13 percent were undecided.

Three dependent variables are partially explained by responses to the preceding independent variables:

1. A laboratory newspaper does a better job of serving the journalism profession than other forms of student newspaper operations.

$$R^2 = .29928 \text{ (Agree: 34.0\%; Disagree: 29.8\%)}$$

2. The "watchdog" role of student newspapers seems to assume that university officials tend to do more things wrong than right.

$$R^2 = .25240 \text{ (Agree: 54.2\%; Disagree: 31.3\%)}$$

3. When there is a difference of opinion between an editor and an adviser regarding content of a student newspaper, the adviser's judgment should prevail.

$$R^2 = .22370 \text{ (Agree: 25.6\%; Disagree: 49.0\%)}$$

Among journalism administrators, 94 percent agreed with the definition of news and 93 percent agreed that it was all right for a student newspaper to compete with a commercial newspaper for local advertising revenues. A majority of this group (53%) disagreed, however, with the premise that the assignment of responsibility for liability is the key

issue with student newspapers; 29 percent agreed, but 18 percent were undecided.

The independent variables of this factor partially explain the variance of two dependent variables for this group:

1. University policies are not a legitimate target for criticism by student newspapers.

$$R^2 = .32190 \text{ (Agree: 2.8\%; Disagree: 97.2\%)}$$

2. University officials should be responsible for determining what is acceptable taste in a student newspaper.

$$R^2 = .21179 \text{ (Agree: 1.4\%; Disagree: 94.3\%)}$$

Advisers were in agreement 100 percent on the definition of news and were close to unanimous agreement (93%) that it is all right to compete with a commercial newspaper for local advertising. Differences were noted, however, in the perceptions of the key issue surrounding a student newspaper; 26 percent agreed that the issue of responsibility for liability is the key issue, but 46 percent disagreed. Undecided on this question were 28 percent.

The independent variables partially explain the variance on 10 dependent variables within this group:

1. Many student newspaper staff members seem to have difficulty accepting criticism of their journalistic efforts.

$$R^2 = .46139 \text{ (Agree: 45.9\%; Disagree: 41.0\%)}$$

2. If a university official asks a student editor to publish a particular news story, the editor should publish it.

$$R^2 = .39763 \text{ (Agree: 3.2\%; Disagree: 84.1\%)}$$

3. Many student reporters tend to be too subjective in their news stories.

$$R^2 = .36527 \text{ (Agree: 34.9\%; Disagree: 50.8\%)}$$

4. Student newspaper staffs are often too quick to criticize others.

$$R^2 = .34029 \text{ (Agree: 53.9\%; Disagree: 38.1\%)}$$

5. Many student reporters seem to not understand the responsibility they have for accuracy in their news stories.

$$R^2 = .26400 \text{ (Agree: 31.8\%; Disagree: 65.1\%)}$$

6. One of the problems with student newspapers is that they are treated like miniature commercial newspapers and thus tend to behave that way.

$$R^2 = .26244 \text{ (Agree: 6.4\%; Disagree: 73.1\%)}$$

7. Errors that student reporters make in a campus newspaper are not comparable to mistakes those same reporters might make on a math quiz.

$$R^2 = .25850 \text{ (Agree: 44.4\%; Disagree: 52.4\%)}$$

8. Student newspapers do not have an inherent right to be provocative in publishing news.

$$R^2 = .23740 \text{ (Agree: 41.2\%; Disagree: 44.4\%)}$$

9. A student editor should not be permitted to substitute his/her standards of taste in a campus newspaper when the editor's definition of "good taste" differs from that of the local area.

$$R^2 = .20500 \text{ (Agree: 19.0\%; Disagree: 60.3\%)}$$

10. Journalism education should place more emphasis upon a journalist's responsibilities.

$$R^2 = .20231 \text{ (Agree: 87.3\%; Disagree: 3.2\%)}$$

Editors and publishers of commercial newspapers were in agreement 100 percent on the definition of news and agreed substantially (75%) that it is all right for a student newspaper to compete with a commercial newspaper for local advertising. This group was divided on the item of the key issue surrounding student newspapers, however, with 49 percent agreeing that the responsibility for liability is the key issue but with 31 percent disagreeing; 20 percent were undecided.

The independent variables partially explain responses and attitudes on one dependent variable in this group:

1. A student newspaper editor should not be permitted to substitute his/her standards of taste in a campus newspaper when the editor's definition of "good taste" differs from that of the local area.

$$R^2 = .21063 \text{ (Agree: 54.0\%; Disagree: 31.8\%)}$$

Function: Instructional Tool

Factors

Presidents: Education

Editors and Publishers: Education

Presidents: Education

This factor has been titled Presidents: Education and is composed of the following conceptual statements which comprise the independent variables for this portion of the analysis:

- a. A principal reason for supporting a student newspaper is the training it provides for future staff members of commercial newspapers.
- b. University officials should decide what advertising is acceptable in a student newspaper.
- c. A student newspaper should be organized and operated to support the instructional mission of a university.

Relevant Crosstab and Regression Results

Regarding the first of those three independent variables ("a" above), 69 percent of the presidents agreed that training future journalists was a principal reason for supporting a student newspaper. As for making advertising policy decisions, 51 percent of the presidents disagreed with the idea that such decisions were properly those belonging to university officials. And there was a rather interesting division on the question of whether a student newspaper should be operated to support the instructional mission: 42 percent agreed and 46 percent disagreed.

The perceptions of presidents on eight dependent variables are partially explained by the three independent variables:

1. The governance system of a university and the notion of a free press are concepts that do not work well together.

$$R^2 = .40581 \text{ (Agree: 8.5\%; Disagree: 87.2\%)}$$

2. Concern for a university's well-being is a valid guideline in deciding what should be published in a student newspaper.

$$R^2 = .31527 \text{ (Agree: 45.9\%; Disagree: 33.4\%)}$$

3. Student newspaper editors should not have the exclusive right to determine the content of their newspaper.

$$R^2 = .28639 \text{ (Agree: 43.8\%; Disagree: 43.8\%)}$$

4. A student newspaper adviser should review content material prior to publication.

$$R^2 = .25972 \text{ (Agree: 56.2\%; Disagree: 37.6\%)}$$

5. If a university official asks a student editor to publish a particular news story, the editor should publish it.

$$R^2 = .24768 \text{ (Agree: 31.3\%; Disagree: 68.8\%)}$$

6. When there is a difference of opinion between an editor and an adviser regarding content of a student newspaper, the adviser's judgment should prevail.

$$R^2 = .22211 \text{ (Agree: 25.6\%; Disagree: 49.0\%)}$$

7. A student newspaper should be related structurally to a journalism education program.

$$R^2 = .22165 \text{ (Agree: 50.0\%; Disagree: 22.9\%)}$$

8. For a university to be host to a student newspaper and not to exert influence over content makes no sense.

$$R^2 = .20995 \text{ (Agree: 27.1\%; Disagree: 66.6\%)}$$

Among journalism administrators, 69 percent agreed that a principal reason for supporting a student newspaper is the training it provides for future professional journalists. Interestingly, 26 percent disagreed with that statement and 6 percent were undecided or neutral. Regarding advertising policy, 76 percent disagreed that university

officials should make decisions regarding acceptable advertising. And, in the pattern of responses from this group on the first independent variable, 60 percent disagreed with the concept that a student newspaper should be organized and operated to support the instructional mission of a university.

Only one dependent variable is affected by the independent variables of the factor:

1. It is a university administration's responsibility to establish the policies for its student newspaper.

$$R^2 = .36153 \text{ (Agree: 15.5\%; Disagree: 78.9\%)}$$

Differing considerably from the journalism administrator group, 78 percent of the newspaper advisers agreed that a principal reason for supporting a student newspaper is the training it provides for future practicing professionals. Equally strong was the 75 percent disagreement on the concept that university officials should determine what is acceptable advertising for the student newspaper. And, in the pattern of the administrative group, there were 51 percent of the advisers who disagreed with the premise that a student newspaper should be organized to support the instructional mission of a university.

Seven dependent variables are explained, in part, by the attitudes expressed on the independent variables:

- 1 Adopting an adversarial attitude toward university officials is proper training for students who will pursue professional "watchdog" careers in journalism.

$$R^2 = .35762 \text{ (Agree: 30.1\%; Disagree: 47.6\%)}$$

2. It is more appropriate to think of a student newspaper as a specialized publication than as a "regular" or "ordinary" newspaper.

$$R^2 = .25256 \text{ (Agree: 12.7\%; Disagree: 82.5\%)}$$

3. The mistakes and shortcomings of student editors and reporters should be excused because "they are only students."

$$R^2 = .23535 \text{ (Agree: 3.3\%; Disagree: 96.7\%)}$$

4. A university cannot be expected to uphold the concepts of free expression in a student newspaper in the same way that commercial newspapers do.

$$R^2 = .23055 \text{ (Agree: 9.5\%; Disagree: 88.9\%)}$$

5. Journalism education should place more emphasis upon the ethics of journalists.

$$R^2 = .21135 \text{ (Agree: 87.3\%; Disagree: 12.7\%)}$$

6. Concern for a university's well-being is a valid guideline in deciding what should be published in a student newspaper.

$$R^2 = .20382 \text{ (Agree: 20.6\%; Disagree: 65.1\%)}$$

7. The president of a university is ultimately responsible for the content of a student newspaper, regardless of who is designated as the publisher.

$$R^2 = .20374 \text{ (Agree: 9.5\%; Disagree: 87.3\%)}$$

Commercial editors and publishers differed widely from journalism administrators on the question of support for a student newspaper for its career training function; 71 percent agreed that career training is a principal reason for supporting the student newspaper. At the same time, 51 percent disagreed with the proposition that university officials are the ones who should decide questions of acceptable advertising and 57 percent disagreed with the idea that a student

newspaper should be operated to support the instructional mission of a university.

Seven dependent variables have a predictive relationship with the independent variables:

1. Reporters on a student newspaper should be required to reveal their sources of information for news stories if asked to do so.

$$R^2 = .33266 \text{ (Agree: 21.9\%; Disagree: 65.6\%)}$$

2. A university cannot be expected to uphold the concepts of free expression in a student newspaper in the same way that commercial newspapers do.

$$R^2 = .32656 \text{ (Agree: 23.5\%; Disagree: 71.9\%)}$$

3. University officials should be responsible for determining what is acceptable taste in a student newspaper.

$$R^2 = .31264 \text{ (Agree: 23.8\%; Disagree: 71.4\%)}$$

4. A student editor should not be permitted to substitute his/her standards of taste in a campus newspaper when the editor's definition of "good taste" differs from that of the local area.

$$R^2 = .30964 \text{ (Agree: 54.0\%; Disagree: 31.8\%)}$$

5. It is more appropriate to think of a student newspaper as a specialized publication than as a "regular" or "ordinary" newspaper.

$$R^2 = .25305 \text{ (Agree: 34.4\%; Disagree: 59.4\%)}$$

6. A university president is justified in relieving a student newspaper adviser of his/her responsibilities if there is a dispute over content.

$$R^2 = .22928 \text{ (Agree: 30.2\%; Disagree: 58.7\%)}$$

7. Student newspaper staffs are often too quick to criticize others.

$$R^2 = .21832 \text{ (Agree: 53.1\%; Disagree: 11.0\%)}$$

Editors and Publishers: Education

This factor has been titled Editors and Publishers: Education and is composed of the following conceptual statements which comprise the independent variables for this portion of the analysis:

a. One of the problems with student newspapers is that they are treated like miniature commercial newspapers and thus tend to behave that way.

b. Journalism education should place more emphasis upon the ethics of journalists.

c. The mistakes and shortcomings of student editors and reporters should be excused because "they are only students."

Relevant Crosstab and Regression Results

Among presidents, 38 percent agreed that one of the problems with student newspapers is that they are treated like miniature commercial newspapers but 46 percent disagreed; 17 percent were undecided. There was no disagreement on the matter of teaching more about ethical responsibilities in journalism education programs; however, 94 percent agreed this should be done and 6 percent were undecided. Presidents (88%) disagreed that mistakes and shortcomings of student reporters should be excused because they are students; however, 8 percent agreed with the statement.

The independent variables partially explain the variance on two dependent variables for this group:

1. The "watchdog" role of student newspapers seems to assume that university officials tend to do more things wrong than right.

$$R^2 = .30637 \text{ (Agree: 54.2\%; Disagree: 31.3\%)}$$

2. Reporters on a student newspaper should be required to reveal their sources of information for news stories if asked to do so.

$$R^2 = .20574 \text{ (Agree: 10.4\%; Disagree: 72.9\%)}$$

Journalism administrators (65%) disagreed that it is a problem for student newspapers to be treated like commercial newspapers and 80 percent agreed that journalism education should place more emphasis upon a journalist's ethics. This group disagreed substantially (90%) with the notion that the mistakes of editors and reporters should be excused because "they are only students."

The independent variables explain no significant variance on any of the dependent variables for this group.

Advisers (73%) disagreed with the concept that it is a problem with student newspapers for them to be treated like their commercial counterparts, and 87 percent agreed that journalism education should place more emphasis upon the ethics of journalism. There was near unanimous disagreement (97%) with the statement that the mistakes of student staff members should be excused because they are students.

The independent variables partially explain the variance on nine dependent variables for this group:

1. Many student reporters do not seem to understand the responsibility they have for accuracy in their news stories.

$$R^2 = .42436 \text{ (Agree: 31.8\%; Disagree: 65.1\%)}$$

2. A student newspaper should be organized and operated to support the instructional mission of a university.

$$R^2 = .40420 \text{ (Agree: 34.9\%; Disagree: 50.8\%)}$$

3. The correct way to operate a student newspaper is to have guidelines for acceptable content.

$$R^2 = .29625 \text{ (Agree: 46.0\%; Disagree: 50.8\%)}$$

4. Student newspaper staffs are often too quick to criticize others.

$$R^2 = .28894 \text{ (Agree: 53.9\%; Disagree: 38.1\%)}$$

5. Many student reporters tend to be too subjective in their news stories.

$$R^2 = .28645 \text{ (Agree: 34.9\%; Disagree: 50.8\%)}$$

6. The key issue surrounding a student newspaper is the assignment of responsibility for liability.

$$R^2 = .26875 \text{ (Agree: 26.3\%; Disagree: 45.9\%)}$$

7. One of the reasons for having a student newspaper adviser is the need to maintain a standard of taste which is acceptable to the local community off campus.

$$R^2 = .26805 \text{ (Agree: 16.4\%; Disagree: 72.1\%)}$$

8. It is all right to use profanity in a student newspaper.

$$R^2 = .24190 \text{ (Agree: 28.6\%; Disagree: 46.0\%)}$$

9. Many student newspaper staff members seem to have difficulty accepting criticism of their journalistic efforts.

$$R^2 = .22698 \text{ (Agree: 45.9\%; Disagree: 41.0\%)}$$

Although 24 percent of the commercial editors and publishers agreed that it is a problem for student newspapers to be treated like commercial newspapers, another 56 percent disagreed and indicated they believe

it is not a problem; 21 percent were undecided. By a substantial margin, this group agreed (92.2%) that journalism education should place more emphasis on the ethics of journalists and 95 percent disagreed with the notion that mistakes of student editors and reporters should be excused because "they are only students."

The independent variables partially explain the variance of only one dependent variable for this group:

1. Student newspaper staffs are often too quick to criticize others.

$$R^2 = .20517 \text{ (Agree: 53.1\%; Disagree: 11.0\%)}$$

Function: Career Training

Factors

Advisers: Professional Values

Editors and Publishers: Professional Values

Advisers: Professional Values

This factor has been titled Advisers: Professional Values and is composed of the following conceptual statements which comprise the independent variables in this portion of the analysis:

a. Accuracy and fairness are the two most important qualities of a responsible student newspaper.

b. Opinions expressed in a student newspaper should be confined to editorials, opinion columns and letters to the editor.

c. News values which apply at a commercial newspaper do not apply at a student newspaper.

Relevant Crosstab and Regression Results

Among presidents, 94 percent agreed that accuracy and fairness are the hallmarks of a responsible student newspaper and 92 percent agreed that opinions in a student newspaper should be confined to the traditional outlets: editorials, opinion columns and letters to the editor. There is majority disagreement among presidents, however, (56%) that a different set of news values is operative for student papers as contrasted to commercial newspapers.

The independent variables in this factor have a partial predictive relationship with four dependent variables:

1. Student newspapers do not have an inherent right to be provocative in publishing news.

$$R^2 = .42762 \text{ (Approve: 53.2\%; Disapprove: 38.3\%)}$$

2. For a university to be host to a student newspaper and not to exert influence over content makes no sense.

$$R^2 = .31182 \text{ (Agree: 27.1\%; Disagree: 66.0\%)}$$

3. Student newspapers do not have an inherent right to be provocative in publishing opinions.

$$R^2 = .24515 \text{ (Agree: 27.1\%; Disagree: 6.88\%)}$$

4. It is more appropriate to think of a student newspaper as a specialized publication than as a "regular" or "ordinary" newspaper.

$$R^2 = .23626 \text{ (Agree: 62.5\%; Disagree: 35.4\%)}$$

Among journalism administrators, 89 percent agreed that accuracy and fairness are the two most important qualities of a responsible student newspaper and 85 percent agreed that opinions should be confined to editorials, opinion columns and letters to the editor. On the item of two sets of news values being operative to distinguish between student and commercial newspapers, 87 percent disagreed that this dual standard is in place.

Five dependent variables are explained, in part, by their relationship with the independent variables:

1. It is more appropriate to think of a student newspaper as a specialized publication than as a "regular" or "ordinary" newspaper.

$$R^2 = .33376 \text{ (Agree: 40.8\%; Disagree: 54.9\%)}$$

2. University policies are not a legitimate target for criticism by student newspapers.

$$R^2 = .29949 \text{ (Agree: 2.8\%; Disagree: 97.2\%)}$$

3. Student newspapers do not have an inherent right to be provocative in publishing news.

$$R^2 = .24443 \text{ (Agree: 30.3\%; Disagree: 62.8\%)}$$

4. A student editor should not be permitted to substitute his/her standards of taste in a campus newspaper when the editor's definition of "good taste" differs from that of the local area.

$$R^2 = .23817 \text{ (Agree: 38.5\%; Disagree: 50.5\%)}$$

5. One of the problems with student newspapers is that they are treated like miniature commercial newspapers and thus tend to behave that way.

$$R^2 = .20923 \text{ (Agree: 19.7\%; Disagree: 64.8\%)}$$

Almost 100 percent of the newspaper advisers (97%) agreed that accuracy and fairness are the two most important qualities of a responsible student newspaper, and 91 percent agreed that opinions should be confined to the traditional content areas: editorials, opinion columns and letters to the editor. Disagreeing that two sets of news values are operative to distinguish student newspapers from commercial newspapers were 87 percent of this group.

Only three dependent variables show a rather weak relationship to the independent variables of this factor for advisers:

1. If a university official asks a student editor to publish a particular news story, the editor should publish it.

$$R^2 = .21771 \text{ (Agree: 3.2\%; Disagree: 84.1\%)}$$

2. A university president is justified in relieving a student newspaper adviser of his/her responsibilities if there is a dispute over content.

$$R^2 = .21662 \text{ (Agree: 0.0\%; Disagree: 100.0\%)}$$

3. University officials should not adopt a "grin and bear it" attitude when they are criticized by their student newspaper.

$$R^2 = .20215 \text{ (Agree: 12.7\%; Disagree: 79.4\%)}$$

Commercial newspaper editors and publishers were in agreement 100 percent that accuracy and fairness are the two most important qualities of a responsible student newspaper and 94 percent of this group agreed that opinions should be confined to editorials, opinion columns and letters to the editor. But there was a large group (86%) who disagreed that two sets of news values are in place to distinguish between student and commercial newspapers.

There were no dependent variables significant enough to have an explanatory relationship within this group insofar as the independent variables were concerned.

Editors and Publishers: Professional Values

This factor has been titled Editors and Publishers: Professional Values and is composed of the following conceptual statements which comprise the independent variables for this portion of the analysis:

- a. Accuracy and fairness are the two most important qualities of a responsible student newspaper.
- b. Opinions expressed in a student newspaper should be confined to editorials, opinion columns, and letters to the editor.
- c. A principal reason for supporting a student newspaper is the training it provides for future staff members of commercial newspapers.

Relevant Crosstab and Regression Results

Presidents agreed strongly (94%) that accuracy and fairness are the two most important qualities of a responsible student newspaper, and--equally strongly--92 percent agreed that opinions should be confined to the traditional opinion content positions. A substantial majority (69%)

agreed that a principal reason for supporting a student newspaper is the training it provides for future professional journalists.

Only two dependent variables are partially explained by the responses of presidents to the independent variables:

1. Student newspapers do not have an inherent right to be provocative in publishing news.

$$R^2 = .29728 \text{ (Agree: 53.2\%; Disagree: 38.3\%)}$$

2. A student newspaper should be organized and operated to support the instructional mission of a university.

$$R^2 = .23938 \text{ (Agree: 41.7\%; Disagree: 45.8\%)}$$

Journalism administrators tended to share the perceptions of presidents, in that 94 percent agreed that accuracy and fairness are the two most important qualities of a responsible student newspaper and 85 percent agreed that opinions expressed in a student newspaper should be expressed in the conventional opinion content sections: editorials, opinion columns, and letters to the editor. This group also indicated 69 percent agreement with the statement that a principal reason for supporting a student newspaper is the training it provides for future members of commercial newspapers.

One dependent variable is explained by the responses of this group to the independent variables:

1. A student editor should not be permitted to substitute his/her standards of taste in a campus newspaper when the editor's definition of "good taste" differs from that of the local area.

$$R^2 = .23817 \text{ (Agree: 38.5\%; Disagree: 50.0\%)}$$

Among newspaper advisers, 97 percent agreed that accuracy and fairness are the two most important qualities of a responsible student

newspaper and 91 percent agreed that opinions should be expressed only in editorials, opinion columns, and letters to the editor. This group also expressed 78 percent approval of the concept that a principal reason for supporting a student newspaper is the training it provides for future staff members of commercial newspapers.

Only three dependent variables are affected by the responses of this group to the statements which comprise the independent variables:

1. A student newspaper should not function primarily as "a forum for student expression."

$$R^2 = .25845 \text{ (Agree: 36.5\%; Disagree: 55.6\%)}$$

2. If a university official asks a student editor to publish a particular news story, the editor should publish it.

$$R^2 = .21771 \text{ (Agree: 3.2\%; Disagree: 84.1\%)}$$

3. A university president is justified in relieving a student newspaper adviser of his/her responsibilities if there is a dispute over content.

$$R^2 = .21662 \text{ (Agree: 0.0\%; Disagree: 100.0\%)}$$

Among commercial newspaper editors and publishers there was 100 percent agreement that accuracy and fairness are the two most important qualities of a responsible student newspaper and 94 percent agreement that opinions expressed by a student newspaper should be confined to editorials, opinion columns, and letters to the editor. Although opinion was divided, 70 percent agreed that a principal reason for supporting a student newspaper is the training it provides for future staff members of commercial newspapers; 30 percent disagreed.

There are no dependent variables which are explained by the independent variables associated with this group in this factor.

Role: Watchdog

Factors

Presidents: Watchdog

Advisers: Watchdog

Presidents: Watchdog

This factor has been titled Presidents: Watchdog and is composed of the following conceptual statements which comprise this portion of the analysis:

a. A university cannot be expected to uphold the concepts of free expression in a student newspaper in the same way that commercial newspapers do.

b. The "watchdog" role of a student newspaper should be encouraged.

c. The "watchdog" role of a student newspaper does not have a disruptive influence upon the instructional mission of a university.

Relevant Crosstab and Regression Results

Among presidents there was a 60 percent block who disagreed with the premise that universities cannot uphold concepts of free expression in a student newspaper on a par with commercial newspapers. Also, 61 percent of the presidents agreed that the "watchdog" role of the student newspaper should be encouraged and 65 percent said the "watchdog" role is not a disruptive influence upon the academic mission.

For presidents, the three independent variables in this factor are predictive upon six dependent variables:

1. A student newspaper should not function primarily as a "forum for student expression."

$$R^2 = .26892 \quad (\text{Agree: } 49.0\%; \text{ Disagree: } 46.8\%)$$

2. One of the problems with student newspapers is that they are treated like miniature commercial newspapers and thus tend to behave that way.

$$R^2 = .25558 \quad (\text{Agree: } 37.5\%; \text{ Disagree: } 45.9\%)$$

3. Student newspaper staffs are often too quick to criticize others.

$$R^2 = .22707 \quad (\text{Agree: } 72.9\%; \text{ Disagree: } 14.6\%)$$

4. Many student reporters tend to be too subjective in their news stories.

$$R^2 = .22021 \quad (\text{Agree: } 70.9\%; \text{ Disagree: } 18.8\%)$$

5. Student newspapers do not have an inherent right to be provocative in publishing opinions.

$$R^2 = .21321 \quad (\text{Agree: } 27.1\%; \text{ Disagree: } 68.8\%)$$

6. Student newspapers do not have an inherent right to be provocative in publishing news.

$$R^2 = .20428 \quad (\text{Agree: } 53.2\%; \text{ Disagree: } 38.3\%)$$

Among journalism administrators, 90 percent disagreed that a university cannot be expected to uphold the concept of free expression in a student newspaper on a par with commercial newspapers and 93 percent agreed that the "watchdog" role of a student newspaper should be encouraged. There is also 76 percent agreement that a student newspaper's "watchdog" role is not a disruptive influence upon the academic mission of a university.

None of these independent variables was predictive at the .20000 level or higher for this group, however.

Among newspaper advisers, there was substantial disagreement (89%) with the notion that a university cannot be expected to uphold the

concepts of free expression in a student newspaper in the same way that commercial newspapers do, and 97 percent agreement with the idea that a "watchdog" role should be encouraged in the student press. Another substantial majority (91%) indicated agreement that the "watchdog" role of the student press does not disrupt a university's academic mission.

Eleven dependent variables rely upon the three independent variables of this factor for predictive qualities:

1. Student newspaper editors should publish controversial news when they can prove the truth of what they report.

$$R^2 = .59973 \text{ (Agree: } 96.8\%; \text{ Disagree: } 0.0\%)$$

2. Concern for a university's well-being is a valid guideline in deciding what should be published in a student newspaper.

$$R^2 = .55306 \text{ (Agree: } 20.6\%; \text{ Disagree: } 65.1\%)$$

3. One of the problems with student newspapers is that they are treated like miniature commercial newspapers and thus tend to behave that way.

$$R^2 = .32247 \text{ (Agree: } 6.4\%; \text{ Disagree: } 73.1\%)$$

4. If a news story in a student newspaper would give a reader a bad impression of the university, the story should not be published.

$$R^2 = .30962 \text{ (Agree: } 0.0\%; \text{ Disagree: } 100.0\%)$$

5. The president of a university is ultimately responsible for the content of a student newspaper, regardless of who is designated as the publisher.

$$R^2 = .29558 \text{ (Agree: } 9.5\%; \text{ Disagree: } 87.3\%)$$

6. Student newspaper staffs are often too quick to criticize others.

$$R^2 = .24593 \text{ (Agree: } 53.9\%; \text{ Disagree: } 38.1\%)$$

7. The correct way to operate a student newspaper is to have guidelines for acceptable content.

$$R^2 = .23522 \text{ (Agree: 46.0\%; Disagree: 50.8\%)}$$

8. University officials should decide what advertising is acceptable in a student newspaper.

$$R^2 = .23055 \text{ (Agree: 22.2\%; Disagree: 74.6\%)}$$

9. When a student newspaper functions as "a forum for student expression," the newspaper adviser really has a rather meaningless position.

$$R^2 = .22326 \text{ (Agree: 6.3\%; Disagree: 87.3\%)}$$

10. For a university to be host to a student newspaper and not to exert influence over content makes no sense.

$$R^2 = .20566 \text{ (Agree: 9.5\%; Disagree: 85.7\%)}$$

11. If a university official asks a student editor to publish a particular news story, the editor should publish it.

$$R^2 = .20886 \text{ (Agree: 3.2\%; Disagree: 84.1\%)}$$

The commercial newspaper editors and publishers indicated, by a 72 percent majority, their disagreement with the concept that a student newspaper cannot uphold freedom of expression as well as commercial newspapers and agreed by an 87 percent majority that the "watchdog" role of the student press should be encouraged. In similar fashion, 76 percent felt that the "watchdog" role of a student newspaper is not a disruptive influence upon the academic mission of a university.

Six dependent variables are targets for predictive influences from among the independent variables of this factor:

1. University officials should decide what advertising is acceptable in a student newspaper.

$$R^2 = .40548 \text{ (Agree: } 39.6\%; \text{ Disagree: } 50.8\%)$$

2. Adopting an adversarial attitude toward university officials is proper training for students who will pursue professional "watchdog" careers in journalism.

$$R^2 = .30278 \text{ (Agree: } 34.4\%; \text{ Disagree: } 59.4\%)$$

3. For a university to be host to a student newspaper and not to exert influence over content makes no sense.

$$R^2 = .28864 \text{ (Agree: } 29.7\%; \text{ Disagree: } 67.2\%)$$

4. A student editor should not be permitted to substitute his/her standards of taste in a campus newspaper when the editor's definition of "good taste" differs from that of the local area.

$$R^2 = .28502 \text{ (Agree: } 54.0\%; \text{ Disagree: } 31.8\%)$$

5. It is more appropriate to think of a student newspaper as a specialized publication than as a "regular" or "ordinary" newspaper.

$$R^2 = .22088 \text{ (Agree: } 34.4\%; \text{ Disagree: } 59.4\%)$$

6. University officials should be responsible for determining what is acceptable taste in a student newspaper.

$$R^2 = .20256 \text{ (Agree: } 23.8\%; \text{ Disagree: } 71.4\%)$$

Advisers: Watchdog

This factor has been titled Advisers: Watchdog and is composed of the following conceptual statements which comprise the independent variables of this portion of the analysis:

a. The "watchdog" role of a student newspaper should be encouraged.

b. The "watchdog" role of a student newspaper does not have a disruptive influence upon the instructional mission of a university.

c. Adopting an adversarial attitude toward university officials is proper training for students who will pursue professional "watchdog" careers in journalism.

Relevant Crosstab and Regression Results

Among presidents, 61 percent agreed that the "watchdog" role of the campus press should be encouraged: 65 percent agreed that the "watchdog" role of the student newspaper is not a disruptive influence upon a university's academic mission; and 88 percent disagreed with the notion that adopting an adversarial attitude toward university officials is proper training for future career journalistic "watchdogs."

The preceding independent variables partially explain the attitudes of presidents on two dependent variables:

1. One of the problems with student newspapers is that they are treated like miniature commercial newspapers and thus tend to behave that way.

$$R^2 = .25558 \text{ (Agree: } 37.5\%; \text{ Disagree: } 45.9\%)$$

2. The "watchdog" role of student newspapers seems to assume that university officials tend to do more things wrong than right.

$$R^2 = .27080 \text{ (Agree: } 54.2\%; \text{ Disagree: } 31.3\%)$$

Among journalism administrators, 93 percent agreed that the "watchdog" role of the campus press should be encouraged; 76 percent agreed that the "watchdog" role of a student newspaper does not have a disruptive influence upon an institution's academic mission; but opinion was divided on the concept of using an adversarial attitude toward

university officials as proper training for those who will be professional "watchdog" journalists in their careers after graduation. On this latter point, 50 percent agreed that adopting the adversarial attitude is proper training while 40 percent disagreed. There were 10 percent who were undecided on this issue.

The preceding independent variables partially explain the attitude of journalism administrators in three dependent variables:

1. University policies are not a legitimate target for criticism by student newspapers.

$$R^2 = .32601 \text{ (Agree: 2.8\%; Disagree: 97.2\%)}$$

2. Student newspaper editors should publish controversial news when they can prove the truth of what they report.

$$R^2 = .29558 \text{ (Agree: 97.2\%; Disagree: 1.4\%)}$$

3. Cultural values of a university and its local community should be supported by the student newspaper.

$$R^2 = .20757 \text{ (Agree: 44.4\%; Disagree: 28.6\%)}$$

Student newspaper advisers were in almost unanimous agreement (97%) that the "watchdog" role of the campus press should be encouraged (3% were undecided), and there was almost equal agreement (91%) that the "watchdog" role does not have a disruptive influence upon the academic mission of a university. Mixed reactions were noted relative to using an adversarial attitude toward university officials as a proper training mode for those who will pursue professional "watchdog" careers in journalism, however. There were 30 percent who agreed that the adversarial attitude is proper training; 48 percent who disagreed with this tactic, and 22 percent who were indecided.

The preceding independent variables partially explain the attitudes of advisers on seven dependent variables:

1. Student newspaper editors should publish controversial news when they can prove the truth of what they report.

$$R^2 = .59973 \text{ (Agree: } 96.7\%; \text{ Disagree: } 0.0\%)$$

2. A student newspaper adviser should review content material prior to publication.

$$R^2 = .35838 \text{ (Agree: } 15.9\%; \text{ Disagree: } 80.9\%)$$

3. University officials should be responsible for determining what is acceptable taste in a student newspaper.

$$R^2 = .32184 \text{ (Agree: } 3.2\%; \text{ Disagree: } 93.6\%)$$

4. If a news story in a student newspaper would give a reader a bad impression of the university, the story should not be published.

$$R^2 = .30962 \text{ (Agree: } 0.0\%; \text{ Disagree: } 100.0\%)$$

5. Concern for a university's well-being is a valid guideline in deciding what should be published in a student newspaper.

$$R^2 = .29686 \text{ (Agree: } 20.6\%; \text{ Disagree: } 65.1\%)$$

* 6. A student newspaper should be organized and operated to support the instructional mission of a university.

$$R^2 = .21241 \text{ (Agree: } 34.9\%; \text{ Disagree: } 50.8\%)$$

7. If a university official asks a student editor to publish a particular news story, the editor should publish it.

$$R^2 = .20886 \text{ (Agree: } 3.2\%; \text{ Disagree: } 84.1\%)$$

Among commercial newspaper editors and publishers, 87 percent agreed that the "watchdog" role of the campus press should be encouraged; 76 percent agreed that, in their opinion, the "watchdog" role of a student newspaper does not disrupt the instructional mission of a

university, but 59 percent disagreed with the concept of using an adversarial attitude toward university officials as proper training for future professional journalists. However, 34 percent of this group agreed that adopting this attitude is a proper training tactic for educating future journalists.

There were no dependent variables which are partially explained by the independent variables associated with editors and publishers in this factor.

Role: University Support

Factors

Presidents: Responsibility

Advisers: Responsibility

Presidents: Professional Standards

Advisers: Professional Standards

Editors and Publishers: Professional Standards

Presidents: Tactical Response

Presidents: Responsibility

This factor has been titled Presidents: Responsibility and is composed of the following conceptual statements which comprise the independent variables of this portion of the analysis:

a. It is a university administration's responsibility to establish the policies for its student newspaper.

b. If a university official asks a student editor to publish a particular news story, the editor should publish it.

c. University officials should decide what advertising is acceptable in a student newspaper.

d. Student editors and reporters tend to be overly-sensitive about their rights and privileges under the First Amendment.

Relevant Crosstab and Regression Results

In reacting to these statements, presidents were in general agreement in the direction of their responses: 69 percent disagreed that a student editor should publish a requested news story if asked to do so by a university official; 51 percent disagreed that university officials should decide the appropriateness of advertising in the student newspaper; and 64 percent agreed that student newspaper staff members tend to be overly-sensitive about their prerogatives under the First Amendment.

Presidents tended to be rather evenly divided on the matter of responsibility for student newspaper policies, however, with 48 percent saying the administration should be responsible and 46 percent saying

newspaper policies are not the responsibility of a university administration.

Among presidents, the four independent variables of this factor are significantly predictive at an adjusted R^2 of .20000 or higher on five dependent variables. In descending order of importance, as reflected by the values of R^2 , the dependent variables for which this factor explains a significant portion of the presidents' responses are as follows:

1. The governance system of a university and the notion of a free press are concepts that do not work well together.

$$R^2 = .40511 \text{ (Agree: 8.5\%; Disagree: 87.2\%)}$$

2. Concern for a university's well-being is a valid guideline in deciding what should be published in a student newspaper.

$$R^2 = .39961 \text{ (Agree: 45.9\%; Disagree: 33.4\%)}$$

3. Student newspapers do not have an inherent right to be provocative in publishing opinions.

$$R^2 = .32945 \text{ (Agree: 27.1\%; Disagree: 68.8\%)}$$

4. Many student newspaper staff members seem to have difficulty accepting criticism of their journalistic efforts.

$$R^2 = .29894 \text{ (Agree: 67.7\%; Disagree: 20.8\%)}$$

5. Student newspapers do not have an inherent right to be provocative in publishing news.

$$R^2 = .24394 \text{ (Agree: 53.2\%; Disagree: 38.3\%)}$$

The journalism administrator group rejected the concept of a university administration being responsible for student newspaper policies by much larger disagreement (79%) than presidents. Even stronger was this group's level of disagreement (86%) on the matter of requiring a student editor to publish a news story if a university official requests

it, and there was 76 percent disagreement on the matter of university officials deciding what advertising is acceptable in a student newspaper. This group also disagreed strongly (64%) with the notion that student newspaper staff members are overly-sensitive about First Amendment rights and privileges.

Among journalism program administrators, only one dependent variable was revealed as having a predictive relationship with the four independent variables:

1. If a news story in a student newspaper would give a reader a bad impression of the university, the story should not be published.

$$R^2 = .32673 \text{ (Agree: } 0.0\%; \text{ Disagree: } 100.0\%)$$

Not unpredictably, student newspaper advisers were in strong disagreement (78%) with the concept that it is a university administration's responsibility to establish student newspaper policies, and 84 percent disagreed that a student editor should publish a news story if asked to do so by a university official. There was also a level of 74 percent disagreement with the concept that university officials should decide what advertising is acceptable in the student newspaper. However, this group was similar to presidents in its reactions to student staff sensitivities to First Amendment rights: 49 percent agreed that students are too sensitive on this matter, and 41 percent had the opposite view.

For student newspaper advisers, this factor yields reasonably strong relationships with six dependent variables:

1. The president of a university is ultimately responsible for the content of a student newspaper, regardless of who is designated as the publisher.

$$R^2 = .44463 \text{ (Agree: 9.5\%; Disagree: 87.3\%)}$$

2. One of the problems with student newspapers is that they are treated like miniature commercial newspapers and thus tend to behave that way.

$$R^2 = .30880 \text{ (Agree: 6.4\%; Disagree: 73.1\%)}$$

3. Many student reporters do not seem to understand the responsibility they have for accuracy in their news stories.

$$R^2 = .28831 \text{ (Agree: 31.8\%; Disagree: 65.1\%)}$$

4. It is all right to use profanity in a student newspaper.

$$R^2 = .28662 \text{ (Agree: 28.6\%; Disagree: 46.0\%)}$$

5. Adopting an adversarial attitude toward university officials is proper training for students who will pursue professional "watchdog" careers in journalism.

$$R^2 = .25570 \text{ (Agree: 30.1\%; Disagree: 47.6\%)}$$

6. One of the reasons for having a student newspaper adviser is the need to maintain a standard of taste which is acceptable to the local community off campus.

$$R^2 = .24296 \text{ (Agree: 16.4\%; Disagree: 72.1\%)}$$

Among commercial newspaper editors and publishers, 59 percent disagreed that it is a university administration's responsibility to establish policies for its student newspaper. By a stronger margin, 82 percent disagreed with the concept that a student editor should publish a particular news story if asked to do so by a university official, and 74 percent disagreed with the idea that university officials are the

ones to decide what is acceptable advertising in the student newspaper. However, by a rather substantial majority (61%) this group agreed that student staff members tend to be overly-sensitive about their rights under the First Amendment.

This factor is predictive on 10 dependent variables for commercial newspaper editors and publishers:

1. University officials should be responsible for determining what is acceptable taste in a student newspaper.

$$R^2 = .43930 \text{ (Agree: 23.8\%; Disagree: 71.4\%)}$$

2. When there is a difference of opinion between an editor and an adviser regarding content of a student newspaper, the adviser's judgment should prevail.

$$R^2 = .36873 \text{ (Agree: 47.6\%; Disagree: 39.7\%)}$$

3. For a university to be host to a student newspaper and not to exert influence over content makes no sense.

$$R^2 = .33556 \text{ (Agree: 29.7\%; Disagree: 67.2\%)}$$

4. Reporters on a student newspaper should be required to reveal their sources of information for news stories if asked to do so.

$$R^2 = .33266 \text{ (Agree: 21.9\%; Disagree: 65.6\%)}$$

5. It is more appropriate to think of a student newspaper as a specialized publication than as a "regular" or "ordinary" newspaper.

$$R^2 = .33256 \text{ (Agree: 34.4\%; Disagree: 59.4\%)}$$

6. A university cannot be expected to uphold the concepts of free expression in a student newspaper in the same way that commercial newspapers do.

$$R^2 = .32656 \text{ (Agree: 23.5\%; Disagree: 71.9\%)}$$

7. It is all right to use profanity in a student newspaper.

$R^2 = .30964$ (Agree: 20.3%; Disagree: 71.9%)

8. A university president is justified in relieving a student newspaper adviser of his/her responsibilities if there is a dispute over content.

$R^2 = .28037$ (Agree: 30.2%; Disagree: 58.7%)

9. Student newspaper staffs are often too quick to criticize others.

$R^2 = .27458$ (Agree: 53.1%; Disagree: 11.0%)

10. Many student reporters tend to be too subjective in their news stories

$R^2 = .24412$ (Agree: 65.7%; Disagree: 6.3%)

Advisers: Responsibility

This factor has been titled Advisers: Responsibility and is composed of the following conceptual statements which comprise the independent variables of this portion of the analysis:

a. Accuracy and fairness are the two most important qualities of a responsible student newspaper.

b. The key issue surrounding a student newspaper is the assignment of responsibility for liability.

c. Concern for a university's well-being is a valid guideline in deciding what should be published in a student newspaper.

Relevant Crosstab and Regression Results

A substantial majority (94%) of the presidents agreed that accuracy and fairness are the primary qualities most important in a responsible

student newspaper but tended to be rather evenly divided on whether the assignment of responsibility is the key issue; 42 percent disagreed, and 13 percent were undecided. Regarding a university's well-being as a guideline for determining what should be published in a student newspaper, 42 percent agreed that this concern was a valid criterion while 33 percent disagreed; 21 percent were undecided.

The preceding independent variables partially explain the variance in the following five dependent variables:

1. When there is a difference of opinion between an editor and an adviser regarding content of a student newspaper, the adviser's judgment should prevail.

$$R^2 = .37125 \text{ (Agree: } 25.6\%; \text{ Disagree: } 49.0\%)$$

2. University officials should decide what advertising is acceptable in a student newspaper.

$$R^2 = .31527 \text{ (Agree: } 38.3\%; \text{ Disagree: } 51.1\%)$$

3. The "watchdog" role of student newspapers seems to assume that university officials tend to do more things wrong than right.

$$R^2 = .31051 \text{ (Agree: } 54.2\%; \text{ Disagree: } 31.3\%)$$

4. A laboratory newspaper does a better job of serving the journalism profession than other forms of student newspaper operations.

$$R^2 = .29928 \text{ (Agree: } 34.0\%; \text{ Disagree: } 29.8\%)$$

5. It is all right to use profanity in a student newspaper.

$$R^2 = .28652 \text{ (Agree: } 16.7\%; \text{ Disagree: } 73.0\%)$$

Among journalism administrators, 89 percent agreed that accuracy and fairness are the two most important qualities in a responsible student newspaper but a slight majority (53%) disagreed that the assignment of responsibility for liability is the key issue surrounding a

student newspaper. However, 29 percent agreed that assignment of responsibility is the key issue and 18 percent were undecided on this item. A majority of this group (51%) also disagreed that concern for a university's well-being is a valid guideline for deciding what should be published in a student newspaper.

The preceding independent variables, as components of this factor, do not explain the variance in any dependent variable for this group of respondents.

Newspaper advisers were almost unanimous (97%) in their agreement that accuracy and fairness are the two most important qualities of a responsible student newspaper but they demonstrated mixed feelings about what is the key issue surrounding a campus paper: 26 percent agreed that the assignment of responsibility for liability is the key issue but 46 percent disagreed; 28 percent were undecided. And 65 percent did not agree that concern for a university's well-being is a valid guideline for deciding what should be published in a student newspaper.

The preceding independent variables in this factor partially explain the variance in a large number (16) dependent variables related to this respondent group:

1. The president of a university is ultimately responsible for the content of a student newspaper, regardless of who is designated as the publisher.

$$R^2 = .51268 \text{ (Agree: } 9.5\%; \text{ Disagree: } 87.3\%)$$

2. A university cannot be expected to uphold the concepts of free expression in a student newspaper in the same way that commercial newspapers do.

$$R^2 = .49301 \text{ (Agree: } 9.5\%; \text{ Disagree: } 88.9\%)$$

3. Many student reporters do not seem to understand the responsibility they have for accuracy in their news stories.

$$R^2 = .48841 \text{ (Agree: } 31.8\%; \text{ Disagree: } 65.1\%)$$

4. Many student newspaper staff members seem to have difficulty accepting criticism of their journalistic efforts.

$$R^2 = .47650 \text{ (Agree: } 31.8\%; \text{ Disagree: } 41.0\%)$$

5. One of the problems with student newspapers is that they are treated like miniature commercial newspapers and thus tend to behave that way.

$$R^2 = .39395 \text{ (Agree: } 6.4\%; \text{ Disagree: } 73.1\%)$$

6. Many student reporters tend to be too subjective in their news stories.

$$R^2 = .38014 \text{ (Agree: } 34.9\%; \text{ Disagree: } 50.8\%)$$

7. Student newspaper staffs are often too quick to criticize others.

$$R^2 = .32212 \text{ (Agree: } 53.9\%; \text{ Disagree: } 38.1\%)$$

8. It is a university administration's responsibility to establish the policies for its student newspaper.

$$R^2 = .32071 \text{ (Agree: } 15.9\%; \text{ Disagree: } 77.7\%)$$

9. The correct way to operate a student newspaper is to have guidelines for acceptable content.

$$R^2 = .31853 \text{ (Agree: } 46.0\%; \text{ Disagree: } 50.8\%)$$

10. University officials should decide what advertising is acceptable in a student newspaper.

$$R^2 = .26807 \text{ (Agree: } 22.0\%; \text{ Disagree: } 74.6\%)$$

11. University officials should be responsible for determining what is acceptable taste in a student newspaper.

$$R^2 = .24818 \text{ (Agree: 3.2\%; Disagree: 93.6\%)}$$

12. One of the reasons for having a student newspaper adviser is the need to maintain a standard of taste which is acceptable to the local community off campus.

$$R^2 = .24547 \text{ (Agree: 16.4\%; Disagree: 72.1\%)}$$

13. Student newspaper editors should publish controversial news when they can prove the truth of what they report.

$$R^2 = .24560 \text{ (Agree: 96.8\%; Disagree: 0.0\%)}$$

14. If a news story in a student newspaper would give a reader a bad impression of the university, the story should not be published.

$$R^2 = .22658 \text{ (Agree: 0.0\%; Disagree: 100.0\%)}$$

15. It is all right to use profanity in a student newspaper.

$$R^2 = .20526 \text{ (Agree: 28.6\%; Disagree: 46.0\%)}$$

16. Journalism education should place more emphasis upon the ethics of journalists.

$$R^2 = .20284 \text{ (Agree: 87.3\%; Disagree: 3.2\%)}$$

Commercial newspaper editors and publishers agreed 100 percent that accuracy and fairness are the two most important qualities of a responsible student newspaper but they, as with other groups, were divided on what is the key issue surrounding the campus press. Agreeing that the assignment for liability is the key issue were 49 percent but 31 percent disagreed and 20 percent were undecided. This group was also divided on the question of concern for a university's well being as a criterion for deciding student newspaper content: 42 percent agreed that concern for

institutional well-being is a valid criterion for selecting material for publication but 47 percent disagreed, and 11 percent were undecided.

The preceding independent variables partially explain the variance in the following five dependent variables:

1. Cultural values of a university and its local community should be supported by the student newspaper.

$$R^2 = .38890 \text{ (Agree: } 57.2\%; \text{ Disagree: } 23.8\%)$$

2. A university cannot be expected to uphold the concepts of free expression in a student newspaper in the same way that commercial newspapers do.

$$R^2 = .24433 \text{ (Agree: } 23.5\%; \text{ Disagree: } 71.9\%)$$

3. University officials do not have an obligation to support the presence of a student newspaper on campus if its content becomes too obnoxious.

$$R^2 = .21950 \text{ (Agree: } 64.1\%; \text{ Disagree: } 34.4\%)$$

4. A student editor should not be permitted to substitute his/her standards of taste in a campus newspaper when the editor's definition of "good taste" differs from that of the local area.

$$R^2 = .21612 \text{ (Agree: } 54.0\%; \text{ Disagree: } 31.8\%)$$

5. A university president is justified in relieving a student newspaper adviser of his/her responsibilities if there is a dispute over content.

$$R^2 = .20515 \text{ (Agree: } 30.2\%; \text{ Disagree: } 58.7\%)$$

Presidents: Professional Standards

This factor has been titled Presidents: Professional Standards and is composed of the following conceptual statements which constitute the independent variables for this portion of the analysis:

a. Accuracy and fairness are the two most important qualities of a responsible student newspaper.

b. Opinions expressed in a student newspaper should be confined to editorials, opinion columns and letters to the editor.

c. University policies are not a legitimate target for criticism by student newspapers.

d. A student newspaper should be considered an official publication of a university.

Relevant Crosstab and Regression Results

Only 2 percent of the presidents disagreed with the concept that accuracy and fairness are the two most important qualities of a responsible student newspaper; 94 percent agreed. A similar pattern was in evidence on the matter of where opinions should be expressed in a student newspaper: 92 percent of the presidents said those opinions should be confined to editorials, opinion columns and letters to the editor. Presidents disagreed almost unanimously (98%) with the statement that university policies are not a legitimate target for criticism by student newspapers, and there was also general disagreement (77%) with the idea that a student newspaper should be considered an official publication of a university.

Only two dependent variables have a predictive relationship with the independent variables of this factor:

1. Student newspapers do not have an inherent right to be provocative in publishing news.

$$R^2 = .29728 \text{ (Agree: } 53.2\%; \text{ Disagree: } 38.3\%)$$

2. Adopting an adversarial attitude toward university officials is proper training for students who will pursue professional "watchdog" careers in journalism.

$$R^2 = .29187 \text{ (Agree: } 6.3\%; \text{ Disagree: } 87.5\%)$$

Journalism administrators reacted to the concept of accuracy and fairness as hallmarks of a responsible student newspaper by indicating 89 percent agreement, but 10 percent disagreed. On the item related to proper location of opinion material in the columns of a student newspaper, 85 percent agreed that editorials, opinion columns and letters to the editor are the proper location but 15 percent of these administrators disagreed. As was found among presidents, 97 percent of this group disagreed with the notion that university policies are not a legitimate target for criticism by student newspapers, and 92 percent disagreed with the idea that a student newspaper should be considered an official publication of a university.

Variance in eight dependent variables is partially explained by the independent variables of this factor:

1. University officials should be responsible for determining what is acceptable taste in a student newspaper.

$$R^2 = .46028 \text{ (Agree: } 5.6\%; \text{ Disagree: } 94.3\%)$$

2. It is all right for a student newspaper that is supported by public funds to compete with a commercial newspaper for local advertising.

$$R^2 = .32190 \text{ (Agree: } 93.0\%; \text{ Disagree: } 4.2\%)$$

3. If a news story in a student newspaper would give a reader a bad impression of the university, the story should not be published.

$$R^2 = .31111 \text{ (Agree: } 2.1\%; \text{ Disagree: } 95.8\%)$$

4. News values which apply at a commercial newspaper do not apply at a student newspaper.

$$R^2 = .29949 \text{ (Agree: } 11.3\%; \text{ Disagree: } 88.5\%)$$

5. A student editor should not be permitted to substitute his/her standards of taste in a campus newspaper when the editor's definition of "good taste" differs from that of the local area.

$$R^2 = .28490 \text{ (Agree: } 38.5\%; \text{ Disagree: } 50.0\%)$$

6. A university president is justified in relieving a student newspaper adviser of his/her responsibilities if there is a dispute over content.

$$R^2 = .26268 \text{ (Agree: } 0.0\%; \text{ Disagree: } 100.0\%)$$

7. The president of a university is ultimately responsible for the content of a student newspaper, regardless of who is designated as the publisher.

$$R^2 = .24120 \text{ (Agree: } 26.4\%; \text{ Disagree: } 68.1\%)$$

8. A university cannot be expected to uphold the concepts of free expression in a student newspaper in the same way that commercial newspapers do.

$$R^2 = .21948 \text{ (Agree: } 8.3\%; \text{ Disagree: } 90.2\%)$$

9. Student newspapers do not have an inherent right to be provocative in publishing news.

$$R^2 = .20516 \text{ (Agree: 30.0\%; Disagree: 62.8\%)}$$

Among newspaper advisers, 97 percent agreed that accuracy and fairness are the two most important qualities of a student newspaper, and there was comparable agreement (91%) that opinions should be confined to editorials, opinion columns and letters to the editor. However, 97 percent of this group disagreed with the idea that university policies are not a legitimate target for criticism by student newspapers, and 76 percent disagreed with the premise that a student newspaper should be considered an official publication of a university.

Two dependent variables are partially explained by input from the independent variables:

1. Student newspapers do not have an inherent right to be provocative in publishing news.

$$R^2 = .24204 \text{ (Agree: 25.3\%; Disagree: 71.4\%)}$$

2. A university president is justified in relieving a student newspaper adviser of his/her responsibilities if there is a dispute over content.

$$R^2 = .21662 \text{ (Agree: 0.0\%; Disagree: 100.0\%)}$$

Commercial editors and publishers were in total agreement (100.0%) that accuracy and fairness are the two most important qualities of a responsible student newspaper, and 94 percent agreed that opinions in a student newspaper should be confined to editorials, opinion columns and letters to the editor. A sizable majority (97%) disagreed with the statement that university policies are not a legitimate target for criticism by a student newspaper, and 69 percent disagreed with the idea

that a student newspaper should be considered an official publication of a university.

Only two dependent variables are partially explained by input from the independent variables:

1. The president of a university is ultimately responsible for the content of a student newspaper, regardless of who is designated as the publisher.

$$R^2 = .35382 \text{ (Agree: } 31.3\%; \text{ Disagree: } 62.5\%)$$

2. University officials should be responsible for determining what is acceptable taste in a student newspaper.

$$R^2 = .31258 \text{ (Agree: } 25.4\%; \text{ Disagree: } 71.4\%)$$

Advisers: Professional Standards

This factor has been titled Advisers: Professional Standards and is composed of the following conceptual statements which compromise the independent variables of this portion of the analysis:

a. A university cannot be expected to uphold the concepts of free expression in a student newspaper in the same way that commercial newspapers do.

b. It is more appropriate to think of a student newspaper as a specialized publication than as a "regular" or "ordinary" newspaper.

c. Concern for a university's well-being is a valid guideline in deciding what should be published in a student newspaper.

d. A student newspaper should be organized and operated to support the instructional mission of a university.

e. Cultural values of a university and its local community should be supported by the student newspaper.

f. A student editor should not be permitted to substitute his/her standards of taste in a campus newspaper when the editor's definition of "good taste" differs from that of the local area.

Relevant Crosstab and Regression Results

A majority of presidents disagreed (60%) with the idea that a university is unable to uphold concepts of free expression in its student newspaper equal to that which is done by commercial newspapers but they did agree (63%) that a student newspaper is more of a specialized publication than a regular newspaper. As to whether concern for a university's well-being is a valid guideline for deciding what should be published in a campus newspaper, 46 percent agreed it is and 33 percent disagreed; 21 percent were undecided. Presidents were also rather evenly divided on the level of instructional support a student newspaper should give a university: 42 percent agreed that the newspaper should be operated to support the instructional mission while 46 percent disagreed. A small majority (54%) agreed that the student paper should support cultural values of the local area. Presidents were also evenly divided on allowing a student editor to substitute a differing set of standards of taste when the editor's definition of "good taste" differs from the local area: 42 percent agreed that the editor should not be permitted to inject a different standard, while 33 percent disagreed; 25 percent were undecided.

The preceding independent variables partially explain the responses of presidents on 17 dependent variables:

1. When there is a difference of opinion between an editor and an adviser regarding content of a student newspaper, the adviser's judgment should prevail.

$$R^2 = .40348 \text{ (Agree: 25.6\%; Disagree: 49.0\%)}$$

2. University officials should decide what advertising is acceptable in a student newspaper.

$$R^2 = .40171 \text{ (Agree: 38.3\%; Disagree: 51.1\%)}$$

3. A student newspaper adviser should review content material prior to publication.

$$R^2 = .39361 \text{ (Agree: 56.2\%; Disagree: 39.6\%)}$$

4. The governance system of a university and the notion of a free press are concepts that do not work well together.

$$R^2 = .35027 \text{ (Agree: 8.5\%; Disagree: 77.2\%)}$$

5. A student newspaper should not function primarily as "a forum for student expression."

$$R^2 = .34728 \text{ (Agree: 49.0\%; Disagree: 46.8\%)}$$

6. It is all right to use profanity in a student newspaper.

$$R^2 = .31950 \text{ (Agree: 16.7\%; Disagree: 73.0\%)}$$

7. For a university to be host to a student newspaper and not to exert influence over content makes no sense.

$$R^2 = .29401 \text{ (Agree: 27.1\%; Disagree: 66.6\%)}$$

8. Student newspaper editors should not have the exclusive right to determine the content of their newspaper.

$$R^2 = .28639 \text{ (Agree: 43.8\%; Disagree: 43.8\%)}$$

9. Student newspapers do not have an inherent right to be provocative in publishing opinions.

$$R^2 = .28259 \text{ (Agree: 27.1\%; Disagree: 68.8\%)}$$

10. Student newspapers do not have an inherent right to be provocative in publishing news.

$$R^2 = .28164 \text{ (Agree: 53.2\%; Disagree: 38.3\%)}$$

11. News values which apply at a commercial newspaper do not apply at a student newspaper.

$$R^2 = .25543 \text{ (Agree: 27.1\%; Disagree: 56.3\%)}$$

12. University officials should be responsible for determining what is acceptable taste in a student newspaper.

$$R^2 = .25362 \text{ (Agree: 16.7\%; Disagree: 77.1\%)}$$

13. The "watchdog" role of student newspapers seems to assume that university officials tend to do more things wrong than right.

$$R^2 = .23874 \text{ (Agree: 54.2\%; Disagree: 31.3\%)}$$

14. Student newspaper staffs are often too quick to criticize others.

$$R^2 = .22706 \text{ (Agree: 72.9\%; Disagree: 14.6\%)}$$

15. Many student reporters tend to be too subjective in their news stories.

$$R^2 = .22021 \text{ (Agree: 70.9\%; Disagree: 18.8\%)}$$

16. Errors that student reporters make in a campus newspaper are not comparable to mistakes those same reporters might make on a math quiz.

$$R^2 = .21875 \text{ (Agree: 40.4\%; Disagree: 42.3\%)}$$

17. Many student newspaper staff members seem to have difficulty accepting criticism of their journalistic efforts.

$$R^2 = .21603 \text{ (Agree: 66.7\%; Disagree: 20.8\%)}$$

Among journalism administrators, 90 percent disagreed with the statement that a university cannot be expected to uphold the concepts of

free expression in a student newspaper as commercial newspapers do, but there were divided feelings about whether as student paper should be considered a specialized publication: 41 percent agreed that it is more appropriate to think of the student paper as a specialized publication while 55 percent disagreed with that statement. Administrators were also divided in their reaction to concern for a university's well-being functioning as a valid guideline for student newspaper content: 44 percent agreed that this concern is a valid guideline but 51 percent disagreed. There was substantial disagreement (60%) on the statement that a student newspaper should be operated to support the instructional mission of a university, with only 23 percent agreeing with that premise. Opinion was divided again on the matter of support for cultural values: 45 percent agreed that the campus newspaper should support local cultural values but 39 percent disagreed; 17 percent were undecided. Agreeing that a student editor should not be permitted to substitute his/her definition of "good taste" in a student newspaper were 39 percent, with 50 percent disagreeing.

These independent variables partially explain the attitudes of journalism administrators on the following 13 dependent variables:

1. If a news story in a student newspaper would give a reader a bad impression of the university, the story should not be published.

$$R^2 = .36872 \text{ (Agree: } 0.0\%; \text{ Disagree: } 100.0\%)$$

2. Student newspapers do not have an inherent right to be provocative in publishing opinions.

$$R^2 = .32513 \text{ (Agree: } 19.5\%; \text{ Disagree: } 75.0\%)$$

3. One of the reasons for having a student newspaper adviser is the need to maintain a standard of taste which is acceptable to the local community off campus.

$$R^2 = .28832 \text{ (Agree: } 35.8\%; \text{ Disagree: } 58.5\%)$$

4. When there is a difference of opinion between an editor and an adviser regarding content of a student newspaper, the adviser's judgment should prevail.

$$R^2 = .28073 \text{ (Agree: } 20.0\%; \text{ Disagree: } 68.6\%)$$

5. If a university official asks a student editor to publish a particular news story, the editor should publish it.

$$R^2 = .27801 \text{ (Agree: } 13.9\%; \text{ Disagree: } 86.1\%)$$

6. News values which apply at a commercial newspaper do not apply at a student newspaper.

$$R^2 = .26767 \text{ (Agree: } 11.3\%; \text{ Disagree: } 84.5\%)$$

7. A university president is justified in relieving a student newspaper adviser of his/her responsibilities if there is a dispute over content.

$$R^2 = .26601 \text{ (Agree: } 4.2\%; \text{ Disagree: } 91.5\%)$$

8. Student newspapers do not have an inherent right to be provocative in publishing news.

$$R^2 = .25876 \text{ (Agree: } 36.0\%; \text{ Disagree: } 62.8\%)$$

9. A student newspaper adviser should review content material prior to publication.

$$R^2 = .22620 \text{ (Agree: } 39.4\%; \text{ Disagree: } 57.7\%)$$

10. It is all right to use profanity in a student newspaper.

$$R^2 = .22218 \text{ (Agree: } 43.5\%; \text{ Disagree: } 39.1\%)$$

11. The president of a university is ultimately responsible for the content of a student newspaper, regardless of who is designated as the publisher.

$$R^2 = .21086 \text{ (Agree: } 26.4\%; \text{ Disagree: } 68.1\%)$$

12. Adopting an adversarial attitude toward university officials is proper training for students who will pursue professional "watchdog" careers in journalism.

$$R^2 = .20757 \text{ (Agree: } 50.0\%; \text{ Disagree: } 40.0\%)$$

13. For a university to be host to a student newspaper and not to exert influence over content makes no sense.

$$R^2 = .20702 \text{ (Agree: } 11.1\%; \text{ Disagree: } 86.1\%)$$

The response of newspaper advisers to the independent variables showed 89 percent disagreed with the concept that a university cannot be expected to uphold free expression in a student newspaper in the same way that commercial newspapers do; 83 percent disagreed with the notion that a student newspaper is a specialized publication; 65 percent disagreed with the statement that concern for a university's well-being is a valid guideline for deciding on content for a student newspaper; and 51 percent disagreed with the proposition that a student newspaper should be operated to support the instructional mission of a university. On this latter item, there was 35 percent agreement that the newspaper should support the instructional mission. Opinion was rather divided over support for cultural values by a student newspaper, with 44 percent agreeing that the campus press should support local values while 29 percent disagreed and 27 percent were undecided. Only 19 percent agreed that a student editor should not be permitted to

substitute his/her standards of taste for local standards while 60 percent disagreed; 21 percent were undecided.

The preceding independent variables partially explain the attitudes of advisers on 25 dependent variables:

1. The president of a university is ultimately responsible for the content of a student newspaper, regardless of who is designated as the publisher.

$$R^2 = .55896 \text{ (Agree: 9.5\%; Disagree: 87.3\%)}$$

2. University officials should decide what advertising is acceptable in a student newspaper.

$$R^2 = .37189 \text{ (Agree: 22.2\%; Disagree: 74.6\%)}$$

3. University officials should not adopt a "grin and bear it" attitude when they are criticized by their student newspaper.

$$R^2 = .35458 \text{ (Agree: 12.7\%; Disagree: 79.4\%)}$$

4. Student newspaper staffs are often too quick to criticize others.

$$R^2 = .35274 \text{ (Agree: 53.9\%; Disagree: 38.1\%)}$$

5. Many student reporters tend to be too subjective in their news stories.

$$R^2 = .34810 \text{ (Agree: 34.9\%; Disagree: 50.8\%)}$$

6. It is a university administration's responsibility to establish the policies for its student newspaper.

$$R^2 = .33228 \text{ (Agree: 15.9\%; Disagree: 77.7\%)}$$

7. Many student reporters do not seem to understand the responsibility they have for accuracy in their news stories.

$$R^2 = .32399 \text{ (Agree: 31.8\%; Disagree: 65.1\%)}$$

8. One of the reasons for having a student newspaper adviser is the need to maintain a standard of taste which is acceptable to the local community off campus.

$$R^2 = .31762 \text{ (Agree: } 16.4\%; \text{ Disagree: } 72.1\%)$$

9. University officials should be responsible for determining what is acceptable taste in a student newspaper.

$$R^2 = .30670 \text{ (Agree: } 3.2\%; \text{ Disagree: } 93.6\%)$$

10. Student newspapers do not have an inherent right to be provocative in publishing news.

$$R^2 = .28908 \text{ (Agree: } 41.2\%; \text{ Disagree: } 44.4\%)$$

11. Adopting an adversarial attitude toward university officials is proper training for students who will pursue professional "watchdog" careers in journalism.

$$R^2 = .28748 \text{ (Agree: } 30.1\%; \text{ Disagree: } 47.6\%)$$

12. The governance system of a university and the notion of a free press are concepts that do not work well together.

$$R^2 = .28149 \text{ (Agree: } 36.5\%; \text{ Disagree: } 63.5\%)$$

13. A student newspaper should be related structurally to a journalism education program.

$$R^2 = .27605 \text{ (Agree: } 42.9\%; \text{ Disagree: } 41.2\%)$$

14. Journalism education should place more emphasis upon the ethics of journalists.

$$R^2 = .27080 \text{ (Agree: } 87.3\%; \text{ Disagree: } 3.2\%)$$

15. It is all right to use profanity in a student newspaper.

$$R^2 = .26037 \text{ (Agree: } 28.6\%; \text{ Disagree: } 46.0\%)$$

16. Student newspaper editors should publish controversial news when they can prove the truth of what they report.

$$R^2 = .24560 \text{ (Agree: } 96.8\%; \text{ Disagree: } 00.0\%)$$

17. A student newspaper should not function primarily as "a forum for student expression."

$$R^2 = .24012 \text{ (Agree: } 36.5\%; \text{ Disagree: } 55.6\%)$$

18. The mistakes and shortcomings of student editors and reporters should be excused because "they are only students."

$$R^2 = .23535 \text{ (Agree: } 3.3\%; \text{ Disagree: } 96.7\%)$$

19. The "watchdog" role of student newspapers seems to assume that university officials tend to do more things wrong than right.

$$R^2 = .23037 \text{ (Agree: } 41.3\%; \text{ Disagree: } 47.6\%)$$

20. If a news story in a student newspaper would give a reader a bad impression of the university, the story should not be published.

$$R^2 = .22658 \text{ (Agree: } 0.0\%; \text{ Disagree: } 100.0\%)$$

21. A university president is justified in relieving a student newspaper adviser from his/her responsibilities if there is a dispute over content.

$$R^2 = .22504 \text{ (Agree: } 0.0\%; \text{ Disagree: } 100.0\%)$$

22. When a student newspaper functions as "a forum for student expression," the newspaper adviser really has a rather meaningless position.

$$R^2 = .22326 \text{ (Agree: } 6.3\%; \text{ Disagree: } 87.1\%)$$

23. For a university to be host to a student newspaper and not to exert influence over content makes no sense.

$$R^2 = .20566 \text{ (Agree: } 9.5\%; \text{ Disagree: } 85.7\%)$$

24. It is all right for a student newspaper that is supported by public funds to compete with a commercial newspaper for local advertising.

$$R^2 = .20500 \text{ (Agree: } 90.5\%; \text{ Disagree: } 3.2\%)$$

25. University officials do not have an obligation to support the presence of a student newspaper on campus if its content becomes too obnoxious.

$$R^2 = .20205 \text{ (Agree: } 38.1\%; \text{ Disagree: } 47.2\%)$$

Commercial newspaper editors and publishers disagreed substantially (72%) with the idea that a university cannot be expected to uphold concepts of free expression in its student newspaper the same as commercial newspapers do, although there was 24 percent agreement with this statement. Although there was 59 percent disagreement with the concept that a student newspaper is a specialized publication, there was also 35 percent agreement with this idea. And, on the matter of concern for a university's well-being as a valid criterion for deciding what should be published in the campus press, 43 percent agreed that the well-being of a university is a valid guideline for news selection, whereas 47 percent disagreed; 11 percent were undecided. Although most (57%) disagreed with the statement that a student newspaper should operate to support the instructional mission of a university, 39 percent agreed with the statement and 57 percent agreed that a student newspaper should support local cultural values. There was 54 percent agreement also that a student editor should not be permitted to substitute his/her standards of taste in the campus newspaper when the editor's definition of "good taste" differs from that of local area.

The preceding independent variables partially explain the attitudes of editors and publishers on eight dependent variables:

1. University officials should decide what advertising is acceptable in a student newspaper.

$$R^2 = .44333 \text{ (Agree: } 39.6\%; \text{ Disagree: } 50.8\%)$$

2. University officials should be responsible for determining what is acceptable taste in a student newspaper.

$$R^2 = .43395 \text{ (Agree: } 23.8\%; \text{ Disagree: } 71.4\%)$$

3. When there is a difference of opinion between an editor and an adviser regarding content of a student newspaper, the adviser's judgment should prevail.

$$R^2 = .39066 \text{ (Agree: } 47.6\%; \text{ Disagree: } 39.7\%)$$

4. For a university to be host to a student newspaper and not to exert influence over content makes no sense.

$$R^2 = .33876 \text{ (Agree: } 29.7\%; \text{ Disagree: } 67.2\%)$$

5. It is all right to use profanity in a student newspaper.

$$R^2 = .31061 \text{ (Agree: } 28.1\%; \text{ Disagree: } 71.9\%)$$

6. A student newspaper should not function primarily as "a forum for student expression."

$$R^2 = .24947 \text{ (Agree: } 56.3\%; \text{ Disagree: } 39.1\%)$$

7. Many student reporters tend to be too subjective in their news stories.

$$R^2 = .22419 \text{ (Agree: } 65.7\%; \text{ Disagree: } 6.3\%)$$

8. University officials do not have an obligation to support the presence of a student newspaper on campus if its content becomes too obnoxious.

$$R^2 = .21950 \text{ (Agree: } 64.1\%; \text{ Disagree: } 34.4\%)$$

Editors and Publishers: Professional Standards

This factor has been titled Editors and Publishers: Professional Standards and is composed of the following conceptual statements which comprise this portion of the analysis:

a. University officials do not have an obligation to support the presence of a student newspaper on campus if its content becomes too obnoxious.

b. A student newspaper should be considered an official publication of a university.

c. If a news story in a student newspaper would give a reader a bad impression of the university, the story should not be published.

Relevant Crosstab and Regression Results

Among presidents, 50 percent agreed that university officials do not have an obligation to support the presence of a student newspaper on campus if its content becomes too obnoxious; 31 percent disagreed with this premise. There was substantial disagreement among presidents that a student newspaper should be considered an official publication of a university, however: 77 percent disagreed with the official publication concept while only 15 percent agreed. And there was 96 percent disagreement among this group that a news story should be suppressed if it would give a reader a bad impression of the university.

Only two dependent variables are partially explained by the perceptions of presidents regarding the independent variables:

1. A university president is justified in relieving a student newspaper adviser from his/her responsibilities if there is a dispute over content.

$$R^2 = .31105 \text{ (Agree: 19.1\%; Disagree: 76.6\%)}$$

2. University officials should not adopt a "grin and bear it" attitude when they are criticized by their student newspaper.

$$R^2 = .21138 \text{ (Agree: 27.1\%; Disagree: 62.5\%)}$$

By a relatively small majority (57%), journalism administrators disagreed with the statement that university officials do not have an obligation to support an obnoxious student newspaper, while 33 percent agreed that the obligation does not exist; 10 percent were undecided. There was substantial disagreement (92%) within this group regarding the specialized publication status of a student newspaper, with only 3 percent agreeing that the paper should be considered in that context. Journalism administrators are virtually unanimous (99%) in disagreeing to suppression of a news story if it would create a bad impression of the university.

The preceding independent variables partially explain perceptions on six dependent variables for this group:

1. University officials should be responsible for determining what is acceptable taste in a student newspaper.

$$R^2 = .46028 \text{ (Agree: 1.4\%; Disagree: 94.3\%)}$$

2. If a university official asks a student editor to publish a particular news story, the editor should publish it.

$$R^2 = .27936 \text{ (Agree: 15.9\%; Disagree: 84.1\%)}$$

3. A university cannot be expected to uphold the concepts of free expression in a student newspaper in the same way that commercial newspapers do.

$$R^2 = .26885 \text{ (Agree: 8.3\%; Disagree: 90.2\%)}$$

4. A university president is justified in relieving a student newspaper adviser from his/her responsibilities if there is a dispute over content.

$$R^2 = .21682 \text{ (Agree: 4.2\%; Disagree: 91.5\%)}$$

5. The president of a university is ultimately responsible for the content of a student newspaper, regardless of who is designated as the publisher.

$$R^2 = .20218 \text{ (Agree: 26.4\%; Disagree: 68.1\%)}$$

6. One of the reasons for having a student newspaper adviser is the need to maintain a standard of taste which is acceptable to the local community off campus.

$$R^2 = .20032 \text{ (Agree: 16.4\%; Disagree: 72.1\%)}$$

Advisers reflected split opinions about whether a university has an obligation to support an obnoxious student paper: 38 percent agreed that it does not have that obligation but 49 percent disagreed; 13 percent were undecided. There was also a division of opinion regarding the status of a student paper as an official publication of a university: 22 percent agreed that the paper should be perceived as an official publication but 76 percent disagreed. Advisers were unanimous (100%) in disagreeing that an unfavorable news story should be suppressed.

Perceptions on the preceding independent variables partially explain advisers' perceptions of the following dependent variables:

1. One of the reasons for having a student newspaper adviser is the need to maintain a standard of taste which is acceptable to the local community off campus.

$$R^2 = .38854 \text{ (Agree: 52.3\%; Disagree: 36.5\%)}$$

2. University officials should be responsible for determining what is acceptable taste in a student newspaper.

$$R^2 = .34867 \text{ (Agree: 3.2\%; Disagree: 73.6\%)}$$

3. Student newspaper editors should publish controversial news when they can prove the truth of what they report.

$$R^2 = .34368 \text{ (Agree: 96.8\%; Disagree: 0.0\%)}$$

4. The president of a university is ultimately responsible for the content of a student newspaper, regardless of who is designated as the publisher.

$$R^2 = .32232 \text{ (Agree: 9.5\%; Disagree: 87.3\%)}$$

5. Concern for a university's well-being is a valid guideline in deciding what should be published in a student newspaper.

$$R^2 = .28575 \text{ (Agree: 20.6\%; Disagree: 65.1\%)}$$

6. Many student newspaper staff members seem to have difficulty accepting criticism of their journalistic efforts.

$$R^2 = .25227 \text{ (Agree: 45.9\%; Disagree: 41.0\%)}$$

7. The governance system of a university and the notion of a free press are concepts that do not work well together.

$$R^2 = .22125 \text{ (Agree: 36.5\%; Disagree: 63.5\%)}$$

8. It is more appropriate to think of a student newspaper as a specialized publication than as a "regular" or "ordinary" newspaper.

$$R^2 = .21747 \text{ (Agree: 12.7\%; Disagree: 82.5\%)}$$

9. When a student newspaper functions as "a forum for student expression," the newspaper adviser really has a rather meaningless position.

$$R^2 = .20870 \text{ (Agree: 6.3\%; Disagree: 87.3\%)}$$

Almost a two-thirds majority (64%) of the commercial newspaper editors and publishers agreed that a university does not have an obligation to support an obnoxious newspaper on campus, although 34 percent disagreed. A majority (69%) disagreed with the notion that a student newspaper should be considered an official publication of a university, and 97 percent disagreed with the suppression of a news story if it would create a bad impression of the university.

The preceding independent variables partially explain the perceptions of this group in the following dependent variables:

1. University officials should be responsible for determining what is acceptable taste in a student newspaper.

$$R^2 = .34810 \text{ (Agree: 23.8\%; Disagree: 71.4\%)}$$

2. Concern for a university's well-being is a valid guideline in deciding what should be published in a student newspaper.

$$R^2 = .27530 \text{ (Agree: 42.2\%; Disagree: 46.9\%)}$$

3. A student newspaper should be organized and operated to support the instructional mission of a university.

$$R^2 = .26067 \text{ (Agree: 38.1\%; Disagree: 57.1\%)}$$

4. It is more appropriate to think of a student newspaper as a specialized publication than as a "regular" or "ordinary" newspaper.

$$R^2 = .26059 \text{ (Agree: 34.4\%; Disagree: 59.4\%)}$$

5. The president of a university is ultimately responsible for the content of a student newspaper, regardless of who is designated as the publisher.

$$R^2 = .25106 \text{ (Agree: 31.3\%; Disagree: 62.5\%)}$$

6. For a university to be host to a student newspaper and not to exert influence over content makes no sense.

$$R^2 = .24832 \text{ (Agree: 29.7\%; Disagree: 67.2\%)}$$

7. The "watchdog" role of student newspapers seems to assume that university officials tend to do more things wrong than right.

$$R^2 = .22162 \text{ (Agree: 37.5\%; Disagree: 51.6\%)}$$

Presidents: Tactical Response

This factor has been titled Presidents: Tactical Response and is composed of the following conceptual statements which comprise the independent variables of this portion of the analysis:

a. University officials should not adopt a "grin and bear it" attitude when they are criticized by their student newspaper.

b. If a news story in a student newspaper would give a reader a bad impression of the university, the story should not be published.

c. The mistakes and shortcomings of student editors and reporters should be excused because "they are only students."

Relevant Crosstab and Regression Results

A majority of university presidents (63%) disagreed with the philosophy that university officials should not adopt a "grin and bear it" attitude when they are criticized by their student newspaper while 27 percent agreed. In a similar vein, 96 percent of the presidents

disagreed with the concept of not publishing a news story if it would give a reader a bad impression of the university. At the same time, 86 percent disagreed with the statement that student editors and reporters should have their mistakes and journalistic shortcomings excused because they are students.

Two dependent variables are partially explained by the independent variables of this factor:

1. A student newspaper should be organized and operated to support the instructional mission of a university.

$$R^2 = .26876 \text{ (Agree: } 41.7\%; \text{ Disagree: } 45.8\%)$$

2. It is all right for a student newspaper that is supported by public funds to compete with a commercial newspaper for local advertising.

$$R^2 = .26518 \text{ (Agree: } 83.3\%; \text{ Disagree: } 6.3\%)$$

By a rather substantial majority (75%) journalism administrators disagreed that university officials should not adopt a "grin and bear it" attitude when criticized by the campus press, and by near unanimity (99%) they disagreed with the statement that a news story should not be published if it would give a reader a bad impression of the university. Administrators also disagreed substantially (90%) that the mistakes and shortcomings of student editors and reporters should be excused because they are students.

Three dependent variables are explained partially by administrator responses to the independent variables:

1. If a university official asks a student editor to publish a particular news story, the editor should publish it.

$$R^2 = .27936 \text{ (Agree: } 4.2\%; \text{ Disagree: } 86.1\%)$$

2. A university cannot be expected to uphold the concepts of free expression in a student newspaper in the same way that commercial newspapers do.

$$R^2 = .26885 \text{ (Agree: } 8.3\%; \text{ Disagree: } 90.2\%)$$

3. The president of a university is ultimately responsible for the content of a student newspaper, regardless of who is designated as the publisher.

$$R^2 = .20218 \text{ (Agree: } 26.4\%; \text{ Disagree: } 86.1\%)$$

Student newspaper advisers, by a 79 percent majority, disagreed with the idea that university officials should not adopt a "grin and bear it" attitude when criticized by the campus newspaper, and by a similar margin (80%) they disagreed with the statement that a news story should not be published if it would give a reader a bad impression of the university. This group was equally strong in its disagreement (97%) with the philosophy of excusing students.

Seven dependent variables are explained partially by this group's responses to the independent variables of this factor:

1. Student newspaper editors should publish controversial news when they can prove the truth of what they report.

$$R^2 = .45418 \text{ (Agree: } 96.8\%; \text{ Disagree: } 0.0\%)$$

2. University officials should decide what advertising is acceptable in a student newspaper.

$$R^2 = .34867 \text{ (Agree: } 6.4\%; \text{ Disagree: } 93.6\%)$$

3. A laboratory newspaper does a better job of serving the journalism profession than other forms of student newspaper operations.

$$R^2 = .30130 \text{ (Agree: } 6.4\%; \text{ Disagree: } 55.5\%)$$

4. If a news story in a student newspaper would give a reader a bad impression of the university, the story should not be published.

$$R^2 = .23535 \text{ (Agree: } 0.0\%; \text{ Disagree: } 100.0\%)$$

5. Concern for a university's well-being is a valid guideline in deciding what should be published in a student newspaper.

$$R^2 = .22658 \text{ (Agree: } 20.6\%; \text{ Disagree: } 65.1\%)$$

6. Cultural values of a university and its local community should be supported by the student newspaper.

$$R^2 = .22319 \text{ (Agree: } 44.4\%; \text{ Disagree: } 28.6\%)$$

7. The governance system of a university and the notion of a free press are concepts that do not work well together.

$$R^2 = .22125 \text{ (Agree: } 36.5\%; \text{ Disagree: } 63.5\%)$$

Among commercial newspaper editors and publishers, 55 percent disagreed with the statement that university officials should not adopt a "grin and bear it" attitude when criticized by the campus press and 97 percent disagreed with the idea of withholding a news story from publication if it would give a reader a bad impression of the university. Only 5 percent would excuse the mistakes of student editors and reporters because "they are only students;" 95 percent disagreed with this philosophy.

Four dependent variables appear to be explained partially by this group's reactions to the independent variables:

1. Student newspapers do not have an inherent right to be provocative in publishing news.

$$R^2 = .30123 \text{ (Agree: } 25.0\%; \text{ Disagree: } 65.6\%)$$

2. It is more appropriate to think of a student newspaper as a specialized publication than as a "regular" or "ordinary" newspaper.

$R^2 = .26059$ (Agree: 34.4%; Disagree: 59.4%)

3. For a university to be host to a student newspaper and not to exert influence over content makes no sense.

$R^2 = .24832$ (Agree: 29.7%; Disagree: 67.2%)

4. A student newspaper should be organized and operated to support the instructional mission of a university.

$R^2 = .20935$ (Agree: 38.1%; Disagree: 57.1%)

Role: Thorough News Coverage

Factors

Presidents: Staff Bias

Administrators: Staff Bias

Advisers: Staff Bias

Editors and Publishers: Staff Bias

Presidents: News Realities

Presidents: Staff Bias

This factor has been titled Presidents: Staff Bias and is composed of the following conceptual statements which comprise the independent variables of this portion of the analysis:

- a. The key issue surrounding a student newspaper is the assignment of responsibility for liability.
- b. Student editors often refuse to publish news items that persons not on the newspaper staff would like to have published in the campus newspaper.
- c. Student newspapers often ignore the activities of certain groups when news is published about campus organizations.
- d. The "watchdog" role of student newspapers seems to assume that university officials tend to do more things wrong than right.
- e. One of the problems with student newspapers is that they are treated like miniature commercial newspapers and thus tend to behave that way.

Relevant Crosstab and Regression Results

In general, presidents tended to agree more than they disagreed with the foregoing independent variables in this factor. For example, 46 percent agreed that the key issue is assigning responsibility for liability, but an almost equal number (42%) disagreed on this item. However, 63 percent agreed that student editors are prone to refuse to publish requested material and 64 percent agreed that student newspapers often ignore certain groups in their coverage of campus news. There was also general agreement (54%) that student newspaper staffs seem to

assume that university officials tend to do more things wrong than right. As to emulating their commercial counterparts being a problem, presidents were divided on this matter: 38 percent agreed it is a problem, and 46 percent disagreed.

Among presidents, the independent variables are predictive above $R^2 = .2000$ on two dependent variables:

1. Many student newspaper staff members seem to have difficulty accepting criticism of their journalistic efforts.

$$R^2 = .36095 \text{ (Agree: } 66.7\%; \text{ Disagree: } 20.8\%)$$

2. A laboratory newspaper does a better job of serving the journalism profession than other forms of student newspaper operations.

$$R^2 = .29928 \text{ (Agree: } 34.0\%; \text{ Disagree: } 29.8\%)$$

On the independent variables, journalism administrators disagreed by a small majority (53%) that assigning responsibility for liability is a key issue with a student newspaper. They were in substantial agreement, however, that student editors often refuse to publish requested materials (58% agreement). Administrators expressed 63 percent disagreement with the concept that student newspaper staffs assume that university officials tend to do more things wrong than right and also disagreed strongly (73%) that treating student newspapers like their commercial counterparts is a problem.

Interestingly, none of the independent variables was predictive at the .20000 level or higher for this group on any of the dependent variables associated with this factor.

Mixed emotions is the best way to describe reactions of newspaper advisers to the issue of assigning responsibility for liability: 26

percent agreed that it is a key issue; 46 percent disagreed that it is a key issue; and 28 percent were neutral on the concept as it is stated.

There was agreement that campus coverage is not as thorough as it might be, however. With regard to the refusal of editors to publish requested materials, 68 percent agreed that this happens often and 56 percent agreed that the activities of certain groups are often ignored by student newspaper staffs. Opinion was divided on the item of assuming university officials tend to do more things wrong than right: 41 percent agreed with the statement and 48 percent disagreed. And there was a large majority (73%) who disagreed that treating student newspapers like their commercial counterparts is a problem.

Dependent variables which have a predictive relationship with the independent variables in this factor are the following:

1. Many student newspaper staff members seem to have difficulty accepting criticism of their journalistic efforts.

$$R^2 = .52938 \text{ (Agree: } 45.9\%; \text{ Disagree: } 41.0\%)$$

2. Many student reporters tend to be too subjective in their news stories.

$$R^2 = .38971 \text{ (Agree: } 34.9\%; \text{ Disagree: } 50.8\%)$$

3. Many student reporters do not seem to understand the responsibility they have for accuracy in their news stories.

$$R^2 = .36400 \text{ (Agree: } 31.8\%; \text{ Disagree: } 65.1\%)$$

4. Student newspapers do not have an inherent right to be provocative in publishing news.

$$R^2 = .32836 \text{ (Agree: } 41.2\%; \text{ Disagree: } 44.4\%)$$

5. Student newspaper staffs are often too quick to criticize others.

$$R^2 = .26289 \text{ (Agree: } 53.9\%; \text{ Disagree: } 38.1\%)$$

Among commercial newspaper editors and publishers, 49 percent agreed that assigning responsibility for liability is a key issue for student newspapers; 40 percent agreed that student editors often refuse to publish requested items (as might be expected, 48 percent had no opinion on this item); and 38 percent agreed that certain groups are often overlooked in the coverage of campus news (again, not unexpectedly, 49 percent had no opinion). There was 52 percent disagreement with the concept that treating student newspapers like their commercial counterparts is a problem.

Only one dependent variable emerged in sufficient strength to qualify for this analysis, however:

1. A university cannot be expected to uphold the concepts of free expression in a student newspaper in the same way that commercial newspapers do.

$$R^2 = .23299 \text{ (Agree: } 23.5\%; \text{ Disagree: } 71.9\%)$$

Administrators: Staff Bias

This factor has been titled Administrators: Staff Bias and is composed of the following conceptual statements which comprise the independent variables for this portion of the analysis:

a. Opinions expressed in a student newspaper should be confined to editorials, opinion columns and letters to the editor.

- b. Student editors often refuse to publish news items that persons not on the newspaper staff would like to have published in the campus newspaper.
- c. Student newspapers often ignore the activities of certain groups when news is published about campus organizations.
- d. A student newspaper should be related structurally to a journalism education program.
- e. A student editor should not be permitted to substitute his/her standards of taste in a campus newspaper when the editor's definition of "good taste" differs from that of the local area.

Relevant Crosstab and Regression Results

In reacting to these independent variables, 92 percent of the presidents agreed that opinions in a student newspaper should be confined to editorials, opinion columns and letters to the editor; 63 percent also agreed that editors often refuse to publish materials requested by non-staff members; 65 percent agreed that student newspaper staffs tend to ignore certain groups if it suits their fancy; 50 percent agreed that a student newspaper should be related structurally to a journalism education program; and 42 percent agreed that an editor of a campus newspaper should not be allowed to substitute his/her standards of taste in the student newspaper if the editor's standards differ from that of the local area.

Among presidents, the five independent variables of this factor are significantly predictive at R^2 of .20000 or higher on 11 dependent variables:

1. When there is a difference of opinion between an editor and an adviser regarding content of a student newspaper, the adviser's judgment should prevail.

$$R^2 = .41906 \text{ (Agree: 25.6\%; Disagree: 49.0\%)}$$

2. Student newspapers do not have an inherent right to be provocative in publishing news.

$$R^2 = .37232 \text{ (Agree: 53.2\%; Disagree: 38.3\%)}$$

3. Many student newspaper staff members seem to have difficulty accepting criticism of their journalistic efforts.

$$R^2 = .36095 \text{ (Agree: 66.7\%; Disagree: 20.8\%)}$$

4. It is all right to use vulgar or so-called "four letter" words in a student newspaper.

$$R^2 = .25362 \text{ (Agree: 16.7\%; Disagree: 73.0\%)}$$

5. A student newspaper should be organized and operated to support the instructional mission of a university.

$$R^2 = .25281 \text{ (Agree: 41.7\%; Disagree: 45.8\%)}$$

6. For a university to be host to a student newspaper and not to exert influence over content makes no sense.

$$R^2 = .24127 \text{ (Agree: 27.1\%; Disagree: 66.6\%)}$$

7. The "watchdog" role of student newspapers seems to assume that university officials tend to do more things wrong than right.

$$R^2 = .23981 \text{ (Agree: 54.2\%; Disagree: 31.3\%)}$$

8. If a university official asks a student editor to publish a particular news story, the editor should publish it.

$$R^2 = .23064 \text{ (Agree: 14.6\%; Disagree: 68.8\%)}$$

9. Student newspaper staffs are often too quick to criticize others.

$$R^2 = .22762 \text{ (Agree: 72.9\%; Disagree: 14.6\%)}$$

10. The governance system of a university and the notion of a free press are concepts that do not work well together.

$$R^2 = .22574 \text{ (Agree: 8.5\%; Disagree: 87.2\%)}$$

11. One of the problems with student newspapers is that they are treated like miniature commercial newspapers and thus tend to behave that way.

$$R^2 = .22034 \text{ (Agree: 37.5\%; Disagree: 45.9\%)}$$

As do presidents, journalism administrators also agreed, but in relatively fewer numbers (86%), that opinions should be confined to editorials, opinion columns and letters to the editor in a student newspaper; 15 percent disagreed with this concept. There is a 58 percent majority who agreed that editors often refuse to publish items requested by non-staff members, and a larger majority (66%) agreed that editors and student newspaper staff members often ignore activities of certain groups in their coverage of campus news. Only a slight majority (51%) agreed, however, that a student newspaper should be related structurally to a journalism education program and 50 percent disagreed with the idea that a student editor should not be allowed to substitute his/her standards of taste when those standards differ from the definition of "good taste" in the local area; 38 percent agreed with the statement.

Six dependent variables have a predictive relationship with the independent variables of this factor:

1. Student newspapers do not have an inherent right to be provocative in publishing opinions.

$$R^2 = .32513 \text{ (Agree: 19.5\%; Disagree: 75.0\%)}$$

2. Student newspapers do not have an inherent right to be provocative in publishing news.

$$R^2 = .25876 \text{ (Agree: 30.0\%; Disagree: 62.8\%)}$$

3. A student newspaper adviser should review content material prior to publication.

$$R^2 = .22620 \text{ (Agree: 39.4\%; Disagree: 57.7\%)}$$

4. It is all right to use profanity in a student newspaper.

$$R^2 = .22218 \text{ (Agree: 43.5\%; Disagree: 39.1\%)}$$

5. One of the reasons for having a student newspaper adviser is the need to maintain a standard of taste which is acceptable to the local community off campus.

$$R^2 = .20483 \text{ (Agree: 16.4\%; Disagree: 72.1\%)}$$

6. Many student reporters tend to be too subjective in their news stories.

$$R^2 = .20467 \text{ (Agree: 80.3\%; Disagree: 9.9\%)}$$

Also in the pattern of the presidents, 91 percent of the advisers agreed that opinions should be limited to conventional opinion-type content of a student newspaper, and 68 percent agreed that student newspaper staffs often refuse to publish news items requested by non-staff members; 56 percent agreed that certain campus groups are often ignored in the coverage of a student newspaper. Only 43 percent agreed that the student newspaper should be related structurally to a journalism education program; 41 percent disagreed with this idea. Regarding the substitution of a definition of taste by a student editor, 60 percent

disagreed that the student editor's definition of good taste should not be allowed to replace the standards prevailing for the local area, and only 19 percent agreed that the editor's definition of good taste should not be allowed to become a substitute for local standards.

Nine dependent variables have a predictive relationship with the independent variables of this factor:

1. Cultural values of a university and its local community should be supported by the student newspaper.

$$R^2 = .33484 \text{ (Agree: } 44.4\%; \text{ Disagree: } 28.6\%)$$

2. Student newspapers do not have an inherent right to be provocative in publishing news.

$$R^2 = .28576 \text{ (Agree: } 41.2\%; \text{ Disagree: } 47.4\%)$$

3. A student newspaper should be organized and operated to support the instructional mission of a university.

$$R^2 = .27603 \text{ (Agree: } 34.9\%; \text{ Disagree: } 50.8\%)$$

4. Student newspaper editors should not have the exclusive right to determine the content of their newspaper.

$$R^2 = .26487 \text{ (Agree: } 25.3\%; \text{ Disagree: } 71.4\%)$$

5. A laboratory newspaper does a better job of serving the journalism profession than other forms of student newspaper operations.

$$R^2 = .26356 \text{ (Agree: } 27.0\%; \text{ Disagree: } 55.5\%)$$

6. Many student newspaper staff members seem to have difficulty accepting criticism of their journalistic efforts.

$$R^2 = .24201 \text{ (Agree: } 45.9\%; \text{ Disagree: } 41.0\%)$$

7. A university president is justified in relieving a student newspaper adviser from his/her responsibilities if there is a dispute over content.

$$R^2 = .21662 \text{ (Agree: } 0.0\%; \text{ Disagree: } 100.0\%)$$

8. It is all right to use profanity in a student newspaper.

$$R^2 = .21312 \text{ (Agree: } 28.6\%; \text{ Disagree: } 46.0\%)$$

9. It is all right for a student newspaper that is supported by public funds to compete with a commercial newspaper for local advertising.

$$R^2 = .20500 \text{ (Agree: } 90.5\%; \text{ Disagree: } 3.2\%)$$

Among commercial newspaper editors and publishers, 94 percent agreed that opinions should be expressed only in the conventional newspaper content areas (editorials, opinion columns, letters to the editor). In matters of agree or disagree on coverage of campus groups and their activities, these respondents were unable to present a majority viewpoint in either direction because of their lack of exposure to this aspect of student publications. They were in fairly substantial agreement, however (74%), that a student newspaper should be related structurally to a journalism education program and 54 percent agreed that an editor's standards of good taste should not be permitted to supersede the standards of a local area when the two definitions of taste are not in agreement.

Ten dependent variables are impacted by the thinking of this group as it pertains to the independent variables:

1. Many student reporters tend to be too subjective in their news stories.

$$R_2 = .38196 \text{ (Agree: } 65.7\%; \text{ Disagree: } 6.3\%)$$

2. University officials should decide what advertising is acceptable in a student newspaper.

$$R^2 = .35128 \text{ (Agree: } 39.6\%; \text{ Disagree: } 50.8\%)$$

3. A university cannot be expected to uphold the concepts of free expression in a student newspaper in the same way that commercial newspapers do.

$$R^2 = .35087 \text{ (Agree: } 23.5\%; \text{ Disagree: } 71.0\%)$$

4. Cultural values of a university and its local community should be supported by the student newspaper.

$$R^2 = .34335 \text{ (Agree: } 57.2\%; \text{ Disagree: } 23.8\%)$$

5. University officials should be responsible for determining what is acceptable taste in a student newspaper.

$$R^2 = .32232 \text{ (Agree: } 23.8\%; \text{ Disagree: } 71.4\%)$$

6. When there is a difference of opinion between an editor and an adviser regarding content of a student newspaper, the adviser's judgment shall prevail.

$$R^2 = .31810 \text{ (Agree: } 47.6\%; \text{ Disagree: } 39.7\%)$$

7. The "watchdog" role of student newspapers seems to assume that university officials tend to do more things wrong than right.

$$R^2 = .26495 \text{ (Agree: } 37.5\%; \text{ Disagree: } 51.6\%)$$

8. Reporters on a student newspaper should be required to reveal their sources of information for news stories if asked to do so.

$$R^2 = .26306 \text{ (Agree: } 21.9\%; \text{ Disagree: } 65.6\%)$$

9. It is more appropriate to think of a student newspaper as a specialized publication than as a "regular" or "ordinary" newspaper.

$$R^2 = .25099 \text{ (Agree: } 34.4\%; \text{ Disagree: } 59.4\%)$$

10. A student newspaper should be organized and operated to support the instructional mission of a university.

$$R^2 = .22071 \text{ (Agree: 38.1\%; Disagree: 57.1\%)}$$

Advisers: Staff Bias

This factor has been titled Advisers: Staff Bias and is composed of the following conceptual statements which comprise the independent variables for this portion of the analysis:

a. Student editors often refuse to publish news items that persons not on the newspaper staff would like to have published in the campus newspaper.

b. Student newspapers often ignore the activities of certain groups when news is published about campus organizations.

c. The "watchdog" role of a student newspaper should be encouraged.

d. The "watchdog" role of a student newspaper does not have a disruptive influence upon the instructional mission of a university.

e. One of the problems with student newspapers is that they are treated like miniature commercial newspapers and thus tend to behave that way.

Relevant Crosstab and Regression Results

About 63 percent of the presidents agreed that requested news items often fail to get published when requests are made by non-staff people dealing with the campus newspaper and 65 percent agreed that certain groups are often ignored in a campus paper's coverage. Presidents agreed (61%) that the watchdog role of the student newspaper should be encouraged and 65 percent agreed that pursuit of this role does not

impose a disruptive influence upon a university's academic mission. They were divided in their opinions, however, regarding the problems posed by treating a campus paper as if it were a miniature commercial newspaper: 38 percent agreed that this tends to be a problem in dealing with a student newspaper, while 46 percent disagreed that this is a problem.

Five dependent variables are explained in part by the attitudes presidents demonstrate relative to the independent variables:

1. Many student newspaper staff members seem to have difficulty accepting criticism of their journalistic efforts.

$$R^2 = .36095 \text{ (Agree: } 66.7\%; \text{ Disagree: } 20.8\%)$$

2. Student newspaper staffs are often too quick to criticize others.

$$R^2 = .22762 \text{ (Agree: } 72.9\%; \text{ Disagree: } 14.6\%)$$

3. It is more appropriate to think of a student newspaper as a specialized publication than as a "regular" or "ordinary" newspaper.

$$R^2 = .24022 \text{ (Agree: } 62.5\%; \text{ Disagree: } 35.4\%)$$

4. News values which apply at commercial newspapers do not apply at a student newspaper.

$$R^2 = .24552 \text{ (Agree: } 27.1\%; \text{ Disagree: } 56.3\%)$$

5. The "watchdog" role of student newspapers seems to assume that university officials tend to do more things wrong than right.

$$R^2 = .40087 \text{ (Agree: } 54.2\%; \text{ Disagree: } 31.3\%)$$

Among journalism administrators, 58 percent agreed that student editors often refuse to publish items that non-staff persons have requested for publication and 65 percent agreed that certain groups on a campus are often ignored in their activities in the student paper's

coverage. Substantial agreement (93%) existed within this group that the "watchdog" role should be encouraged and 77 percent agreed that the "watchdog" role does not have a disruptive influence upon the academic mission of the institution. There was 65 percent disagreement that treating student papers like miniature commercial newspapers creates a problem on a campus.

The independent variables have an explanatory relationship with eight dependent variables among this group:

1. University policies are not a legitimate target for criticism by student newspapers.

$$R^2 = .37691 \text{ (Agree: 2.8\%; Disagree: 97.2\%)}$$

2. Student newspaper editors should publish controversial news when they can prove the truth of what they report.

$$R^2 = .29558 \text{ (Agree: 87.2\%; Disagree: 2.8\%)}$$

3. News values which apply at a commercial newspaper do not apply at a student newspaper.

$$R^2 = .26400 \text{ (Agree: 11.3\%; Disagree: 84.5\%)}$$

4. It is all right for a student newspaper that is supported by public funds to compete with a commercial newspaper for local advertising.

$$R^2 = .25526 \text{ (Agree: 93.0\%; Disagree: 4.2\%)}$$

5. It is more appropriate to think of a student newspaper as a specialized publication than as a "regular" or "ordinary" newspaper.

$$R^2 = .24961 \text{ (Agree: 40.8\%; Disagree: 54.9\%)}$$

6. Many student reporters tend to be too subjective in their news stories.

$$R^2 = .24955 \text{ (Agree: 57.7\%; Disagree: 29.6\%)}$$

7. The "watchdog" role of student newspapers seems to assume that university officials tend to do more things wrong than right.

$$R^2 = .23244 \text{ (Agree: } 32.4\%; \text{ Disagree: } 63.4\%)$$

Among newspapers advisers, 68 percent agreed that student editors often refuse requests to publish certain articles but 29 percent disagreed. As for biased coverage, in that certain campus groups tend to be ignored often by student staffs, 56 percent of the advisers agreed and 35 percent disagreed. Encouragement for the "watchdog" role is a concept which met with agreement among 97 percent of the advisers, and 91 percent agreed that the "watchdog" role has no disruptive influence upon the university's academic mission. A somewhat small majority (73%) disagreed that a problem is created by treating campus newspapers like commercial newspapers, but 6 percent agreed with the concept and 21 percent were undecided.

The independent variables have an explanatory relationship with 15 dependent variables:

1. Student newspaper editors should publish controversial news when they can prove the truth of what they report.

$$R^2 = .59973 \text{ (Agree: } 96.8\%; \text{ Disagree: } 0.0\%)$$

2. Concern for a university's well-being is a valid guideline in deciding what should be published in a student newspaper.

$$R^2 = .49769 \text{ (Agree: } 20.6\%; \text{ Disagree: } 65.1\%)$$

3. The correct way to operate a student newspaper is to have guidelines for acceptable content.

$$R^2 = .33839 \text{ (Agree: } 46.0\%; \text{ Disagree: } 50.8\%)$$

4. A university cannot be expected to uphold the concepts of free expression in a student newspaper in the same way that commercial newspapers do.

$$R^2 = .31951 \text{ (Agree: 9.5\%; Disagree: 88.9\%)}$$

5. If a news story in a student newspaper would give a reader a bad impression of the university, the story should not be published.

$$R^2 = .30962 \text{ (Agree: 0.0\%; Disagree: 100.0\%)}$$

6. One of the reasons for having a student newspaper adviser is the need to maintain a standard of taste which is acceptable to the local community off campus.

$$R^2 = .29373 \text{ (Agree: 16.4\%; Disagree: 72.1\%)}$$

7. The president of a university is ultimately responsible for the content of a student newspaper, regardless of who is designated as the publisher.

$$R^2 = .27971 \text{ (Agree: 9.5\%; Disagree: 87.3\%)}$$

8. Many student reporters tend to be too subjective in their news stories.

$$R^2 = .26021 \text{ (Agree: 34.9\%; Disagree: 50.8\%)}$$

9. University officials do not have an obligation to support the presence of a student newspaper on campus if its content becomes too obnoxious.

$$R^2 = .24615 \text{ (Agree: 38.1\%; Disagree: 49.2\%)}$$

10. Many student newspaper staff members seem to have difficulty accepting criticism of their journalistic efforts.

$$R^2 = .24201 \text{ (Agree: 45.9\%; Disagree: 41.0\%)}$$

11. Many student reporters do not seem to understand the responsibility they have for accuracy in their news stories.

$$R^2 = .22876 \text{ (Agree: } 31.8\%; \text{ Disagree: } 65.1\%)$$

12. Student newspaper staffs are often too quick to criticize others.

$$R^2 = .21956 \text{ (Agree: } 53.9\%; \text{ Disagree: } 38.1\%)$$

13. Adopting an adversarial attitude toward university officials is proper training for students who will pursue professional "watchdog" careers in journalism.

$$R^2 = .21383 \text{ (Agree: } 30.1\%; \text{ Disagree: } 47.6\%)$$

14. Journalism education should place more emphasis upon the ethics of journalists.

$$R^2 = .20906 \text{ (Agree: } 87.0\%; \text{ Disagree: } 3.2\%)$$

15. If a university official asks a student editor to publish a particular news story, the editor should publish it.

$$R^2 = .20886 \text{ (Agree: } 15.9\%; \text{ Disagree: } 84.1\%)$$

Commercial editors and publishers tended to have little knowledge about how student newspaper staffs treat those who request publication of news items, or those whose activities often tend to be ignored. This group had no problem with opinions about the "watchdog" role of the student newspaper, however; 87 percent agreed that the role does not disrupt the academic mission of a university. A slight majority (55%) disagreed that it becomes a problem when student newspapers are treated like their commercial counterparts, although 21 percent were undecided or neutral on this issue.

The independent variables are predictive in varying degrees upon seven independent variables:

1. University officials should decide what advertising is acceptable in a student newspaper.

$$R^2 = .30091 \text{ (Agree: } 39.6\%; \text{ Disagree: } 50.8\%)$$

2. Student newspaper staffs are often too quick to criticize others.

$$R^2 = .28481 \text{ (Agree: } 53.1\%; \text{ Disagree: } 11.0\%)$$

3. Journalism education should place more emphasis upon the ethics of journalists.

$$R^2 = .26522 \text{ (Agree: } 84.4\%; \text{ Disagree: } 3.1\%)$$

4. The "watchdog" role of student newspapers seems to assume that university officials tend to do more things wrong than right.

$$R^2 = .26467 \text{ (Agree: } 37.5\%; \text{ Disagree: } 51.1\%)$$

5. A university cannot be expected to uphold the concepts of free expression in a student newspaper in the same way that commercial newspapers do.

$$R^2 = .26802 \text{ (Agree: } 23.5\%; \text{ Disagree: } 71.9\%)$$

6. Adopting an adversarial attitude toward university officials is proper training for students who will pursue professional "watchdog" careers in journalism.

$$R^2 = .25933 \text{ (Agree: } 34.4\%; \text{ Disagree: } 59.4\%)$$

7. A university president is justified in relieving a student newspaper adviser from his/her responsibilities if there is a dispute over content.

$$R^2 = .22295 \text{ (Agree: } 30.2\%; \text{ Disagree: } 58.7\%)$$

Editors and Publishers: Staff Bias

This factor has been titled Editors and Publishers: Staff Bias and is composed of the following conceptual statements which comprise the independent variables for this portion of the analysis:

a. Many of the interesting events which occur on a university campus are never reported in the student newspaper.

b. Student editors often refuse to publish news items that persons not on the newspaper staff would like to have published in the campus newspaper.

c. Student newspapers often ignore the activities of certain groups when news is published about campus organizations.

d. Student editors and reporters tend to assign unwarranted status to themselves and their positions when they work on a student newspaper.

Relevant Crosstab and Regression Results

There was a substantial sense of agreement among presidents (90%) that the coverage of student newspapers often overlooks many of the interesting events which occur on a university campus, and there was also a majority feeling (63%) that student editors often refuse to publish items which are requested by persons not on the newspaper staff. There was also a majority feeling (65%) that student newspaper staffs bias their coverage by ignoring the activities of certain campus groups. In the matter of unwarranted status being indulged by student newspaper editors and staffs, a majority of presidents (54%) indicated they believe this phenomenon is in place, although 26 percent disagreed and 19 percent were undecided.

The perceptions of presidents on the preceding independent variables partially explain their opinions on seven dependent variables:

1. Student newspaper staffs are often too quick to criticize others.

$$R^2 = .40658 \text{ (Agree: } 72.9\%; \text{ Disagree: } 14.0\%)$$

2. Many student newspaper staff members seem to have difficulty accepting criticism of their journalistic efforts.

$$R^2 = .36230 \text{ (Agree: } 67.7\%; \text{ Disagree: } 20.8\%)$$

3. Many student reporters tend to be too subjective in their news stories.

$$R^2 = .30043 \text{ (Agree: } 70.9\%; \text{ Disagree: } 18.8\%)$$

4. For a university to be host to a student newspaper and not to exert influence over content makes no sense.

$$R^2 = .25575 \text{ (Agree: } 27.1\%; \text{ Disagree: } 66.6\%)$$

5. News values which apply at a commercial newspaper do not apply at a student newspaper.

$$R^2 = .25291 \text{ (Agree: } 27.1\%; \text{ Disagree: } 56.3\%)$$

6. The "watchdog" role of student newspapers seems to assume that university officials tend to do more things wrong than right.

$$R^2 = .23799 \text{ (Agree: } 54.2\%; \text{ Disagree: } 31.3\%)$$

7. Student newspaper editors should publish controversial news when they can prove the truth of what they report.

$$R^2 = .22940 \text{ (Agree: } 98.0\%; \text{ Disagree: } 2.1\%)$$

Among journalism administrators, 79 percent agreed that many of the interesting things which occur on a university campus are never reported in the student newspaper and 58 percent agreed that student editors often refuse to publish requested items. A relatively large majority

(65%) agreed that student newspapers often ignore the activities of certain groups in their coverage of campus news but only 42 percent of this group felt that student staff members assign an unwarranted status to their positions on the student newspaper; 46 percent disagreed with this premise and 13 percent were undecided.

The independent variables of this factor have no significant explanatory role in interpreting any dependent variable for this respondent group.

Among advisers there was 87 percent agreement that many interesting events occur on a campus which are never reported in the student newspaper and there was 68 percent agreement that student editors often refuse to publish items requested by persons not on the paper's staff. Only 55 percent agreed with the notion that student staffs bias the coverage of their newspaper by ignoring the activities of certain groups, however, with 35 percent disagreeing with this statement. On the matter of unwarranted status being indulged by student staff members, 40 percent of the advisers felt they can agree with the statement but 48 percent disagreed.

The independent variables partially explain eight dependent variables among this group of advisers:

1. Student newspapers do not have an inherent right to be provocative in publishing news.

$$R^2 = .37798 \text{ (Agree: } 41.2\%; \text{ Disagree: } 44.4\%)$$

2. A student newspaper should be organized and operated to support the instructional mission of a university.

$$R^2 = .37498 \text{ (Agree: } 34.9\%; \text{ Disagree: } 50.8\%)$$

3. Student newspaper staffs are often too quick to criticize others.

$$R^2 = .34064 \text{ (Agree: 53.9\%; Disagree: 38.1\%)}$$

4. Many student newspaper staff members seem to have difficulty accepting criticism of their journalistic efforts.

$$R^2 = .30502 \text{ (Agree: 45.9\%; Disagree: 41.0\%)}$$

5. It is all right to use profanity in a student newspaper.

$$R^2 = .32684 \text{ (Agree: 28.6\%; Disagree: 46.0\%)}$$

6. Many student reporters tend to be too subjective in their news stories.

$$R^2 = .23500 \text{ (Agree: 34.9\%; Disagree: 50.8\%)}$$

7. Student newspaper editors should not have the exclusive right to determine the content of their newspaper.

$$R^2 = .22872 \text{ (Agree: 25.3\%; Disagree: 71.4\%)}$$

8. The shortcomings of student editors and reporters should be excused because "they are only students."

$$R^2 = .21143 \text{ (Agree: 3.3\%; Disagree: 96.7\%)}$$

A majority (68%) of the commercial newspaper editors and publishers agreed that many interesting events on a university campus are never reported in the student newspaper but there was an absence of opinion about whether editors often refuse to publish requested items. A comparable dearth of opinion existed regarding whether student editors tend to ignore the activities of certain groups. This group did have a better "feel" for the element of staff status, however, with 46 percent agreeing that unwarranted status tends to be assigned to themselves and their roles by some student staff members, while 24 percent disagreed

with the premise. A relatively large group (29%) had no opinion on this matter.

The independent variables partially explain the attitudes and perceptions of this group on four dependent variables:

1. Many student reporters tend to be too subjective in their news stories.

$$R^2 = .38030 \text{ (Agree: } 65.7\%; \text{ Disagree: } 6.3\%)$$

2. Student newspaper staffs are often too quick to criticize others.

$$R^2 = .33246 \text{ (Agree: } 53.1\%; \text{ Disagree: } 11.0\%)$$

3. Many student newspaper staff members seem to have difficulty accepting criticism of their journalistic efforts.

$$R^2 = .30502 \text{ (Agree: } 64.1\%; \text{ Disagree: } 15.7\%)$$

4. Many student reporters do not seem to understand the responsibility they have for accuracy in their news stories.

$$R^2 = .23902 \text{ (Agree: } 71.9\%; \text{ Disagree: } 23.4\%)$$

Presidents: News Realities

This factor has been titled Presidents: News Realities and is composed of the following conceptual statements which comprise the independent variables for this portion of the analysis:

a. News about faculty and staff is as important as news about students in a campus newspaper.

b. Student editors and reporters tend to assign unwarranted status to themselves and their positions when they work on a student newspaper.

c. Reporting "reality" on a university campus means that the bad news as well as the good news must be published by the student newspaper.

Relevant Crosstab and Regression Results

Presidents were in substantial agreement (77%) that news about faculty and staff is on a par with news about students in a student newspaper. They also agreed, by a 55 percent majority, student staff members tend to exaggerate their status when they work on a student newspaper. And, overwhelmingly, 96 percent of the presidents agreed that bad news must be reported along with the good news if a campus newspaper is to reflect the realities of that environment.

Five independent variables have a predictive relationship with the independent variables in this factor:

1. Student newspaper editors should publish controversial news when they can prove the truth of what they report.

$$R^2 = .52211 \text{ (Agree: } 98.0\%; \text{ Disagree: } 2.0\%)$$

2. Student newspaper staffs are often too quick to criticize others.

$$R^2 = .40658 \text{ (Agree: } 72.9\%; \text{ Disagree: } 14.6\%)$$

3. Many student reporters tend to be too subjective in their news stories.

$$R^2 = .30043 \text{ (Agree: } 70.9\%; \text{ Disagree: } 18.8\%)$$

4. The governance system of a university and the notion of a free press are concepts that do not work well together.

$$R^2 = .26073 \text{ (Agree: } 8.5\%; \text{ Disagree: } 87.2\%)$$

5. Many student newspaper staff members seem to have difficulty accepting criticism of their journalistic efforts.

$$R^2 = .20640 \text{ (Agree: } 66.7\%; \text{ Disagree: } 20.8\%)$$

Among journalism administrators, there was majority agreement (75%) that news about faculty and staff is also important coverage for a campus newspaper, but this group was relatively split on the question of student staff members attaching unwarranted status to their positions; 42 percent agreed with the premise and 46 percent disagreed. There was no disagreement among administrators that bad news must be covered along with the good if a campus paper is to reflect reality: 99 percent agreed, and 1 percent were undecided.

Only one dependent variable reflects the background input of responses to the independent variables in this factor, however:

1. Student newspaper editors should publish controversial news when they can prove the truth of what they report.

$$R^2 = .28788 \text{ (Agree: } 97.2\%; \text{ Disagree: } 1.4\%)$$

Among newspaper advisers, 83 percent agreed that news about faculty and staff has equal importance with news about students in a campus newspaper, but 48 percent were in disagreement with the concept that students assign undue status to their newspaper staff positions, with 40 percent agreeing on this item. On the concept of publishing bad news along with the good, 98 percent agreed that it should be done, with 2 percent disagreeing.

Two dependent variables have a predictive relationship with the independent variables:

1. Student newspaper staffs are often too quick to criticize others.

$$R^2 = .34064 \text{ (Agree: } 53.9\%; \text{ Disagree: } 38.1\%)$$

2. Many student newspaper staff members seem to have difficulty accepting criticism of their journalistic efforts.

$$R^2 = .23062 \text{ (Agree: } 45.9\%; \text{ Disagree: } 41.0\%)$$

Commercial editors and publishers showed 92 percent agreement on the concept of news about faculty and staff being as important as news about students in the campus newspaper. But only 46 percent were in agreement that unwarranted status is often attached to student newspaper positions by staff members. (Not unexpectedly, 29 percent had no opinion on this item.) Editors and publishers were unanimous (100%) in their agreement that bad news must be published along with the good news if reality is to be presented by the campus newspaper.

Three dependent variables are affected by input of perceptions reflected through the independent variables:

1. Student newspaper staffs are often too quick to criticize others.

$$R^2 = .33246 \text{ (Agree: } 53.1\%; \text{ Disagree: } 11.0\%)$$

2. Many student newspaper staff members seem to have difficulty accepting criticism of their journalistic efforts.

$$R^2 = .27271 \text{ (Agree: } 68.1\%; \text{ Disagree: } 15.7\%)$$

3. Many student reporters tend to be too subjective in their news stories.

$$R^2 = .25995 \text{ (Agree: } 65.7\%; \text{ Disagree: } 6.3\%)$$

Role: Commercial Counterpart

Factors

Advisers: Professional Obligations

Editors and Publishers: Professional Obligations

Administrators: Potpourri

Advisers: Professional Obligations

This factor has been titled Advisers: Professional Obligations and is composed of the following conceptual statements which comprise the list of independent variables for this portion of the analysis:

- a. If a university official asks a student editor to publish a particular news story, the editor should publish it.
- b. News values which apply at a commercial newspaper do not apply at a student newspaper.
- c. If a news story in a student newspaper would give a reader a bad impression of the university, the story should not be published.

Relevant Crosstab and Regression Results

Only 15 percent of the presidents agreed that a student editor should publish a news story if requested to do so, but 69 percent disagreed that the editor should have to publish it. A majority of presidents (56%) also disagreed that a dual set of news values is operative at student and commercial newspapers. And a still larger group of presidents (96%) disagreed with the premise that a news story should be suppressed if its publication might give a reader a bad impression of the university.

The preceding three independent variables partially explain the variance among presidents on seven dependent variables:

1. The governance system of a university and the notion of a free press are concepts that do not work well together.

$$R^2 = .32597 \text{ (Agree: } 8.5\%; \text{ Disagree: } 87.2\%)$$

2. When there is a difference of opinion between an editor and an adviser regarding content of a student newspaper, the adviser's judgment should prevail.

$$R^2 = .28285 \text{ (Agree: 25.6\%; Disagree: 49.0\%)}$$

3. Concern for a university's well-being is a valid guideline in deciding what should be published in a student newspaper.

$$R^2 = .26831 \text{ (Agree: 45.9\%; Disagree: 33.4\%)}$$

4. Student newspapers do not have an inherent right to be provocative in publishing news.

$$R^2 = .26220 \text{ (Agree: 27.1\%; Disagree: 68.8\%)}$$

5. University officials should decide what advertising is acceptable in a student newspaper.

$$R^2 = .24768 \text{ (Agree: 27.1\%; Disagree: 68.8\%)}$$

6. It is all right for a student newspaper that is supported by public funds to compete with a commercial newspaper for local advertising.

$$R^2 = .23911 \text{ (Agree: 83.3\%; Disagree: 6.3\%)}$$

7. University officials should not adopt a "grin and bear it" attitude when they are criticized by their student newspaper.

$$R^2 = .21138 \text{ (Agree: 27.1\%; Disagree: 62.5\%)}$$

Journalism administrators are in substantial disagreement (36%) that an editor should have to publish a particular news story if requested to do so, and are almost equally in disagreement (85%) with the idea that different sets of news values are operative at student and commercial newspapers. And, they also disagreed (97%) that a news story should be suppressed if it might give a reader a bad impression of the university.

The independent variables of this factor partially explain the variance in five dependent variables, insofar as journalism administrators are concerned:

1. It is more appropriate to think of a student newspaper as a specialized publication than as a "regular" or "ordinary" newspaper.

$$R^2 = .30907 \text{ (Agree: } 40.8\%; \text{ Disagree: } 54.9\%)$$

2. University policies are not a legitimate target for criticism by student newspapers.

$$R^2 = .29949 \text{ (Agree: } 2.8\%; \text{ Disagree: } 97.2\%)$$

3. The president of a university is ultimately responsible for the content of a student newspaper, regardless of who is designated as the publisher.

$$R^2 = .29789 \text{ (Agree: } 26.4\%; \text{ Disagree: } 68.1\%)$$

4. A university cannot be expected to uphold the concepts of free expression in a student newspaper in the same way that commercial newspapers do.

$$R^2 = .26885 \text{ (Agree: } 8.3\%; \text{ Disagree: } 90.2\%)$$

5. One of the reasons for having a student newspaper adviser is the need to maintain a standard of taste which is acceptable to the local community off campus.

$$R^2 = .21220 \text{ (Agree: } 35.8\%; \text{ Disagree: } 58.5\%)$$

Among newspaper advisers, 84 percent disagreed that a student editor should not be obligated to publish a news story that is requested by a university official, and 87 percent disagreed with the statement that different news values are applicable to student and commercial newspapers. And advisers disagreed 100 percent with the statement that

a news story should be suppressed if it would give a reader a bad impression of the university.

The preceding independent variables partially explain the variance in six dependent variables affecting advisers:

1. University officials should be responsible for determining what is acceptable taste in a student newspaper.

$$R^2 = .34867 \text{ (Agree: 3.2\%; Disagree: 93.6\%)}$$

2. Student newspaper editors should publish controversial news when they can prove the truth of what they report.

$$R^2 = .34368 \text{ (Agree: 96.7\%; Disagree: 0.0\%)}$$

3. Concern for a university's well-being is a valid guideline for deciding what should be published in a student newspaper.

$$R^2 = .22658 \text{ (Agree: 20.6\%; Disagree: 65.1\%)}$$

4. The governance system of a university and the notion of a free press are concepts that do not work well together.

$$R^2 = .22125 \text{ (Agree: 36.5\%; Disagree: 63.5\%)}$$

5. University officials should not adopt a "grin and bear it" attitude when they are criticized by their student newspaper.

$$R^2 = .20420 \text{ (Agree: 12.7\%; Disagree: 79.4\%)}$$

6. It is all right to use profanity in a student newspaper.

$$R^2 = .20271 \text{ (Agree: 28.6\%; Disagree: 46.0\%)}$$

Commercial newspaper editors and publishers were in substantial disagreement (83%) with the idea that a student editor should be obligated to publish a news story if a university official requests it, and slightly more in disagreement (86%) with the notion that news values at a commercial newspaper do not apply at a student newspaper. And they were almost unanimous (97%) in disagreeing with the concept that a news

story should be suppressed if it would give a reader a bad impression of the university.

The preceding independent variables have a partial effect on only one dependent variable among this group of respondents:

1. The "watchdog" role of student newspapers seems to assume that university officials tend to do more things wrong than right.

$$R^2 = .23038 \text{ (Agree: } 37.5\%; \text{ Disagree: } 51.6\%)$$

Editors and Publishers: Professional Obligations

This factor has been titled Editors and Publishers: Professional Obligations and is composed of the following conceptual statements which comprise the list of independent variables for this portion of the analysis:

- a. Reporters on a student newspaper should be required to reveal their sources of information for news stories if asked to do so.
- b. News about faculty and staff is as important as news about students in a student newspaper.

Relevant Crosstab and Regression Results

By a relatively large majority (73%) presidents disagreed with the concept of student reporters having to reveal the sources of information for their news stories. An equally large majority (77%) agreed that news about faculty and staff is as important as news about students in a campus newspaper but there was mixed reaction to the concept of university officials deciding what advertising is acceptable in a student newspaper: 38 percent agreed that it is a role that university officials should handle but 51 percent disagreed; 11 percent were undecided.

The preceding independent variables partially explain the reactions of presidents on the following dependent variables:

1. If a university official asks a student editor to publish a particular news story, the editor should publish it.

$$R^2 = .36030 \text{ (Agree: } 14.6\%; \text{ Disagree: } 68.8\%)$$

2. The governance system of a university and the notion of a free press are concepts that do not work well together.

$$R^2 = .35085 \text{ (Agree: } 8.5\%; \text{ Disagree: } 77.2\%)$$

3. Concern for a university's well-being is a valid guideline for deciding what should be published in a student newspaper.

$$R^2 = .31527 \text{ (Agree: } 45.9\%; \text{ Disagree: } 33.4\%)$$

4. The mistakes and shortcomings of student editors and reporters should be excused because "they are only students."

$$R^2 = .26343 \text{ (Agree: } 8.4\%; \text{ Disagree: } 87.6\%)$$

5. When there is a difference of opinion between an editor and an adviser regarding content of a student newspaper, the adviser's judgment should prevail.

$$R^2 = .22211 \text{ (Agree: } 18.8\%; \text{ Disagree: } 68.8\%)$$

By an equally substantial majority (but not as much so as with the presidents) 69 percent of the journalism administrators disagreed with the idea that student reporters should be required to reveal the sources of their news stories. A 75 percent majority of these administrators agreed that news about faculty and staff is as important as news about students in a campus newspaper and 76 percent disagreed that decisions about acceptable advertising should be made by university officials.

Only two dependent variables are partially explained by the perceptions of this administrator group in their responses to the independent variables:

1. It is a university administration's responsibility to establish the policies for its student newspaper.

$$R^2 = .45516 \text{ (Agree: 13.5\%; Disagree: 73.9\%)}$$

2. A university president is justified in relieving a student newspaper adviser from his/her responsibilities if there is a dispute over content.

$$R^2 = .21615 \text{ (Agree: 4.2\%; Disagree: 91.5\%)}$$

Only 10 percent of the newspaper advisers agreed that student reporters should be required to reveal their news sources if asked to do so; 81 percent disagreed, with 10 percent being undecided. There was an 83 percent majority who agreed that news about faculty and staff is as important as news about students, and 75 percent disagreed with the idea that university officials should decide what advertising is acceptable in a campus newspaper.

The preceding independent variables partially explain adviser perceptions on the following six dependent variables:

1. It is the university administration's responsibility to establish the policies of its student newspaper.

$$R^2 = .57386 \text{ (Agree: 15.9\%; Disagree: 77.7\%)}$$

2. A university cannot be expected to uphold the concepts of free expression in a student newspaper in the same way that commercial newspapers do.

$$R^2 = .23055 \text{ (Agree: 9.5\%; Disagree: 88.9\%)}$$

3. University policies are not a legitimate target for criticism by student newspapers.

$$R^2 = .22946 \text{ (Agree: 3.2\%; Disagree: 96.9\%)}$$

4. Concern for a university's well-being is a valid guideline in deciding what should be published in a student newspaper.

$$R^2 = .20382 \text{ (Agree: 20.6\%; Disagree: 65.1\%)}$$

5. The president of a university is ultimately responsible for the content of a student newspaper, regardless of who is designated as the publisher.

$$R^2 = .20374 \text{ (Agree: 9.5\%; Disagree: 87.3\%)}$$

6. It is more appropriate to think of a student newspaper as a specialized publication than as a "regular" or "ordinary" newspaper.

$$R^2 = .20055 \text{ (Agree: 12.7\%; Disagree: 82.5\%)}$$

Although 66 percent of the commercial editors and publishers disagreed that student staff members should be required to reveal their news stories if asked to do so, 22 percent agreed that reporters should be required to do this; 13 percent were undecided. The importance of news about faculty and staff is agreed to by 92 percent of this group, followed by a relatively equal division of agreement/disagreement about who should decide what advertising is acceptable in a student paper. Agreeing that it is an official's decision were 40 percent, but 51 percent disagreed; 10 percent were undecided.

The preceding independent variables partially explain the perceptions of editors and publishers on the following seven dependent variables:

1. A university cannot be expected to uphold the concepts of free expression in a student newspaper in the same way that commercial newspapers do.

$$R^2 = .32656 \text{ (Agree: 23.5\%; Disagree: 71.9\%)}$$

2. University officials should be responsible for determining what is acceptable taste a student newspaper.

$$R^2 = .31264 \text{ (Agree: 23.8\%; Disagree: 71.9\%)}$$

3. A student editor should not be permitted to substitute his/her standards of taste in a campus newspaper when the editor's definition of "good taste" differs from that of the local area.

$$R^2 = .30964 \text{ (Agree: 54.0\%; Disagree: 31.8\%)}$$

4. It is more appropriate to think of a student newspaper as a specialized publication than as a "regular" or "ordinary" newspaper.

$$R^2 = .25305 \text{ (Agree: 34.4\%; Disagree: 59.4\%)}$$

5. A university president is justified in relieving a student newspaper adviser from his/her responsibilities if there is a dispute over content.

$$R^2 = .22928 \text{ (Agree: 30.2\%; Disagree: 58.7\%)}$$

6. Student newspaper staffs are often too quick to criticize others.

$$R^2 = .21832 \text{ (Agree: 53.1\%; Disagree: 11.0\%)}$$

7. A student newspaper should be organized and operated to support the instructional mission of a university.

$$R^2 = .20957 \text{ (Agree: 38.1\%; Disagree: 57.1\%)}$$

Administrators: Potpourri

This factor has been titled Administrators: Potpourri and is composed of the following conceptual statements which comprise the list of independent variables for this portion of the analysis:

- a. A university cannot be expected to uphold the concepts of free expression in a student newspaper in the same way that commercial newspapers do.
- b. Student editors and reporters tend to be overly-sensitive about their rights and privileges under the First Amendment.
- c. University officials do not have an obligation to support the presence of a student newspaper on campus if its content becomes too obnoxious.
- d. University policies are not a legitimate target for criticism by student newspapers.
- e. Student newspaper editors should publish controversial news when they can prove the truth of what they report.
- f. The "watchdog" role of a student newspaper should be encouraged.
- g. News values which apply at a commercial newspaper do not apply at a student newspaper.
- h. It is more appropriate to think of a student newspaper as a specialized publication than as a "regular" or "ordinary" newspaper.
- i. If a news story in a student newspaper would give a reader a bad impression of the university, the story should not be published.

Relevant Crosstab and Regression Results

University presidents disagreed at the level of 60 percent that a university cannot be expected to uphold the concepts of free expression in its student newspaper in the same way that commercial newspapers do but they did agree (64%) that student newspaper staff members tend to be overly sensitive about First Amendment rights. There was split opinion within this group regarding the obligation of a university to continue its support of an obnoxious student newspaper: 48 percent agreed that the university has no obligation to continue that support and 31 percent disagreed; 19 percent were undecided on this issue. Regarding criticism of university policies, only 2 percent of the presidents agreed that university policies are not legitimate targets for criticism by a student newspaper; there were no undecideds on this issue. There was near-unanimity (98%) on the concept that student newspapers should publish controversial news when they can prove the truth of what they report and substantial agreement (61%) among presidents that the "watchdog" role of the student paper should be encouraged. A majority also disagreed (56%) that student papers and commercial newspapers have differing standards for news values although, somewhat paradoxically, 63 percent of the presidents indicated they agreed that a student paper should be considered more a specialized publication than a regular newspaper. On the matter of withholding from publication a news story that would give a reader a bad impression of the university, 96 percent disagreed with the idea that the story should not be published.

Eighteen dependent variables are affected by the thinking which presidents indicate on the independent variables:

1. It is all right for a student newspaper that is supported by public funds to compete with a commercial newspaper for local advertising.

$$R^2 = .33706 \text{ (Agree: } 83.3\%; \text{ Disagree: } 6.3\%)$$

2. A student newspaper adviser should review content material prior to publication.

$$R^2 = .31475 \text{ (Agree: } 56.2\%; \text{ Disagree: } 39.6\%)$$

3. Concern for a university's well-being is a valid guideline in deciding what should be published in a student newspaper.

$$R^2 = .30898 \text{ (Agree: } 45.9\%; \text{ Disagree: } 33.4\%)$$

4. University officials should not adopt a "grin and bear it" attitude when they are criticized by their student newspaper.

$$R^2 = .30596 \text{ (Agree: } 27.1\%; \text{ Disagree: } 62.5\%)$$

5. For a university to host a student newspaper and not to exert influence over content makes no sense.

$$R^2 = .30546 \text{ (Agree: } 27.1\%; \text{ Disagree: } 66.6\%)$$

6. Many student newspaper staff members seem to have difficulty accepting criticism of their journalistic efforts.

$$R^2 = .29894 \text{ (Agree: } 66.7\%; \text{ Disagree: } 20.8\%)$$

7. Student newspapers do not have an inherent right to be provocative in publishing news.

$$R^2 = .28259 \text{ (Agree: } 27.1\%; \text{ Disagree: } 68.8\%)$$

8. The "watchdog" role of student newspapers seems to assume that university officials tend to do more things wrong than right.

$$R^2 = .28007 \text{ (Agree: } 54.2\%; \text{ Disagree: } 31.3\%)$$

9. If a university official asks a student editor to publish a particular news story, the editor should publish it.

$$R^2 = .27227 \text{ (Agree: 31.3\%; Disagree: 68.8\%)}$$

10. When there is a difference of opinion between an editor and an adviser regarding content of a student newspaper, the adviser's judgment should prevail.

$$R^2 = .25304 \text{ (Agree: 25.6\%; Disagree: 49.0\%)}$$

11. A student newspaper should not function primarily as "a forum for student expression."

$$R^2 = .26897 \text{ (Agree: 49.0\%; Disagree: 46.8\%)}$$

12. A student editor should not be permitted to substitute his/her standards of taste in a campus newspaper when the editor's definition of "good taste" differs from that of the local area.

$$R^2 = .23713 \text{ (Agree: 41.7\%; Disagree: 33.4\%)}$$

13. Adopting an adversarial attitude toward university officials is proper training for students who will pursue professional "watchdog" careers in journalism.

$$R^2 = .23276 \text{ (Agree: 6.3\%; Disagree: 87.5\%)}$$

14. Student newspaper staffs are often too quick to criticize others.

$$R^2 = .22706 \text{ (Agree: 72.9\%; Disagree: 14.6\%)}$$

15. Many student reporters tend to be too subjective in their news stories.

$$R^2 = .22021 \text{ (Agree: 70.9\%; Disagree: 18.8\%)}$$

16. A university president is justified in relieving a student newspaper adviser from his/her responsibilities if there is a dispute over content.

$$R^2 = .21938 \text{ (Agree: 19.1\%; Disagree: 76.6\%)}$$

17. The governance system of a university and the notion of a free press are concepts that do not work well together.

$$R^2 = .21284 \text{ (Agree: 8.5\%; Disagree: 87.2\%)}$$

18. Student newspapers do not have an inherent right to be provocative in publishing news.

$$R^2 = .20428 \text{ (Agree: 53.2\%; Disagree: 38.3\%)}$$

Journalism administrators disagreed strongly (90%) that a university cannot be expected to uphold the concepts of free expression in its student newspaper in the same way commercial newspapers do, but 64 percent agreed that student newspaper staff members do tend to be overly-sensitive about First Amendment rights. And 33 percent agreed that university officials do not have an obligation to support a student newspaper that becomes too obnoxious; 57 percent disagreed, believing a university does not have an obligation to continue its support of an obnoxious student paper. There was near unanimity (97%) in disagreeing with the idea that university policies are not a legitimate target for criticism by a student newspaper and 97 percent agreement that the student paper should publish controversial news if it can prove the truth of what it reports. There was 93 percent agreement that the "watchdog" role of the student paper should be encouraged, and 85 percent disagreed that different sets of news values are in place at student papers and commercial papers. On the perceptions of the student paper as a specialized publication, 41 percent agreed that it should be

considered in that context while 55 percent disagreed; only 4 percent were undecided. This group also disagreed (99%) with the notion that a news story should be suppressed if it would give a reader a bad impression of the university.

The independent variables explain a significant portion of the variance on seven dependent variables in this factor:

1. A university president is justified in relieving a student newspaper adviser from his/her responsibilities if there is a dispute over content.

$$R^2 = .33456 \text{ (Agree: 4.2\%; Disagree: 91.5\%)}$$

2. It is all right for a student newspaper that is supported by public funds to compete with a commercial newspaper for local advertising.

$$R^2 = .32190 \text{ (Agree: 93.0\%; Disagree: 4.2\%)}$$

3. The president of a university is ultimately responsible for the content of a student newspaper, regardless of who is designated as the publisher.

$$R^2 = .30577 \text{ (Agree: 26.4\%; Disagree: 68.1\%)}$$

4. If a university official asks a student editor to publish a particular news story, the editor should publish it.

$$R^2 = .27936 \text{ (Agree: 13.9\%; Disagree: 86.1\%)}$$

5. For a university to be host to a student newspaper and not to exert influence over content makes no sense.

$$R^2 = .27586 \text{ (Agree: 11.1\%; Disagree: 86.1\%)}$$

6. One of the reasons for having a student newspaper adviser is the need to maintain a standard of taste which is acceptable to the local community off campus.

$$R^2 = .22560 \text{ (Agree: } 35.8\%; \text{ Disagree: } 58.5\%)$$

7. Adopting an adversarial attitude toward university officials is proper training for students who will pursue professional "watchdog" careers in journalism.

$$R^2 = .21496 \text{ (Agree: } 50.0\%; \text{ Disagree: } 40.0\%)$$

Newspaper advisers disagreed substantially (89%) with the statement that a university cannot uphold concepts of free expression in its student newspaper in the same way as a commercial newspaper, but they tended to be relatively evenly divided on the item which states that student staff members tend to be overly-sensitive to First Amendment rights: 49 percent agreed that students are overly-sensitive and 41 percent disagreed; 10 percent were undecided. Not quite a majority (49%) disagreed that a university has no obligations to continue support of an obnoxious student paper, with 38 percent agreeing with that statement; 13 percent were undecided. On the matter of targeting university policies for criticism, there was almost 100 percent disagreement (97%) that those policies are not a proper target for criticism and the same percentage (97%) agreed that the "watchdog" role of the student newspaper should be encouraged; there was no disagreement on this item, although 3 percent were undecided. A comparable percent (97%) agreed that student papers should publish controversial news if the truth can be proved. Regarding two sets of news values in place for student and commercial newspapers, 87 percent disagreed that this is a fact. There was also 83 percent disagreement with the statement that a student paper

should be considered a specialized publication and 100 percent disagreement with the idea of suppressing a news story because it might give a reader a bad impression of the university.

This set of independent variables explains the variance on 14 dependent variables within the limits established for this analysis, with two dependent variables showing greater predictive relationships than noted anywhere else in this set of data ($R^2 = .70501$ and $.65145$):

1. The president of a university is ultimately responsible for the content of a student newspaper, regardless of who is designated as the publisher.

$$R^2 = .70501 \text{ (Agree: } 9.5\%; \text{ Disagree: } 87.3\%)$$

2. Concern for a university's well-being is a valid guideline in deciding what should be published in a student newspaper.

$$R^2 = .65145 \text{ (Agree: } 20.6\%; \text{ Disagree: } 65.1\%)$$

3. University officials should be responsible for determining what is acceptable taste in a student newspaper.

$$R^2 = .58853 \text{ (Agree: } 3.2\%; \text{ Disagree: } 93.6\%)$$

4. A student newspaper adviser should review content material prior to publication.

$$R^2 = .43323 \text{ (Agree: } 15.9\%; \text{ Disagree: } 80.9\%)$$

5. University officials should not adopt a "grin and bear it" attitude when they are criticized by their student newspaper.

$$R^2 = .43235 \text{ (Agree: } 3.2\%; \text{ Disagree: } 93.6\%)$$

6. Student newspapers do not have an inherent right to be provocative in publishing news.

$$R^2 = .39724 \text{ (Agree: } 41.2\%; \text{ Disagree: } 44.4\%)$$

7. One of the reasons for having a student newspaper adviser is the need to maintain a standard of taste which is acceptable to the local community off campus.

$$R^2 = .38859 \text{ (Agree: 16.4\%; Disagree: 72.1\%)}$$

8. The governance system of a university and the notion of a free press are concepts that do not work well together.

$$R^2 = .35179 \text{ (Agree: 36.5\%; Disagree: 63.5\%)}$$

9. Student newspaper staffs are often too quick to criticize others.

$$R^2 = .33011 \text{ (Agree: 53.9\%; Disagree: 38.1\%)}$$

10. The "watchdog" role of student newspapers seems to assume that university officials tend to do more things wrong than right.

$$R^2 = .32958 \text{ (Agree: 41.3\%; Disagree: 47.6\%)}$$

11. Student newspapers do not have an inherent right to be provocative in publishing opinions.

$$R^2 = .29488 \text{ (Agree: 28.5\%; Disagree: 60.3\%)}$$

12. Many student newspaper staff members seem to have difficulty accepting criticism of their journalistic efforts.

$$R^2 = .26497 \text{ (Agree: 45.9\%; Disagree: 41.0\%)}$$

13. If a university official asks a student editor to publish a particular news story, the editor should publish it.

$$R^2 = .20886 \text{ (Agree: 15.9\%; Disagree: 84.1\%)}$$

14. For a university to be host to a student newspaper and not to exert influence over content makes no sense.

$$R^2 = .20566 \text{ (Agree: 9.5\%; Disagree: 85.7\%)}$$

While 72 percent of the commercial editors and publishers disagree that a university cannot be expected to uphold the concepts of free

expression in a student paper in the same way commercial newspapers do, there was 24 percent agreement with this statement, along with a 5 percent undecided group. And, there was 61 percent agreement with the statement that student staff members tend to be overly-sensitive about First Amendment rights. There was also a reasonably substantial level of agreement (64%) that university officials are under no obligation to continue the support for an obnoxious student paper. But, in the pattern of all other groups on this item, there was 97 percent disagreement with the statement that university policies are not a legitimate target for criticism by the student press and there was 99 percent agreement that the student paper should publish controversial news if its staff can prove the truth of what they report. A substantial majority (87%) also agreed that the "watchdog" role of the student paper should be encouraged. Although 13 percent of this group agreed that dual standards exist for news values in place at student papers and commercial papers, 86 percent disagreed, and 59 percent disagreed that the student paper should be considered a specialized publication instead of a regular newspaper. This group also disagreed (97%) with the idea that news should be suppressed by the student paper if it would give readers a bad impression of the university.

Sixteen dependent variables are impacted by the feelings of this group which are indicated in responding to the independent variables:

1. A student editor should not be permitted to substitute his/her standards of taste in a campus newspaper when the editor's definition of "good taste" differs from that of the local area.

$$R^2 = .45835 \text{ (Agree: } 54.0\%; \text{ Disagree: } 31.8\%)$$

2. For a university to be host to a student newspaper and not to exert influence over content makes no sense.

$$R^2 = .42375 \text{ (Agree: } 29.7\%; \text{ Disagree: } 67.2\%)$$

3. University officials should decide what advertising is acceptable in a student newspaper.

$$R^2 = .40986 \text{ (Agree: } 39.6\%; \text{ Disagree: } 50.8\%)$$

4. University officials should be responsible for determining what is acceptable taste in a student newspaper.

$$R^2 = .40158 \text{ (Agree: } 23.8\%; \text{ Disagree: } 71.4\%)$$

5. When there is a difference of opinion between an editor and an adviser regarding content of a student newspaper, the adviser's judgment should prevail.

$$R^2 = .39936 \text{ (Agree: } 47.6\%; \text{ Disagree: } 39.7\%)$$

6. Cultural values of a university and its local community should be supported by the student newspaper.

$$R^2 = .36826 \text{ (Agree: } 57.2\%; \text{ Disagree: } 23.8\%)$$

7. The "watchdog" role of student newspapers seems to assume that university officials tend to do more things wrong than right.

$$R^2 = .35117 \text{ (Agree: } 37.5\%; \text{ Disagree: } 51.6\%)$$

8. A university president is justified in relieving a student newspaper adviser from his/her responsibilities if there is a dispute over content.

$$R^2 = .30954 \text{ (Agree: } 30.2\%; \text{ Disagree: } 58.7\%)$$

9. Adopting an adversarial attitude toward university officials is proper training for students who will pursue professional "watchdog" careers in journalism.

$$R^2 = .30530 \text{ (Agree: } 34.4\%; \text{ Disagree: } 59.4\%)$$

10. If a news story in a student newspaper would give a reader a bad impression of the university, the story should not be published.

$$R^2 = .30348 \text{ (Agree: 1.6\%; Disagree: 96.9\%)}$$

11. Concern for a university's well-being is a valid guideline in deciding what should be published in a student newspaper.

$$R^2 = .30169 \text{ (Agree: 42.2\%; Disagree: 46.9\%)}$$

12. Student newspapers do not have an inherent right to be provocative in publishing news.

$$R^2 = .31023 \text{ (Agree: 25.0\%; Disagree: 65.6\%)}$$

13. Reporters on a student newspaper should be required to reveal their sources of information for news stories if asked to do so.

$$R^2 = .26840 \text{ (Agree: 21.9\%; Disagree: 65.6\%)}$$

14. It is a university administration's responsibility to establish the policies for its student newspaper.

$$R^2 = .24464 \text{ (Agree: 31.8\%; Disagree: 58.7\%)}$$

15. Many student reporters do not seem to understand the responsibility they have for accuracy in their news stories.

$$R^2 = .22422 \text{ (Agree: 71.9\%; Disagree: 23.4\%)}$$

16. Student newspaper staffs are often too quick to criticize others.

$$R^2 = .21322 \text{ (Agree: 53.1\%; Disagree: 11.0\%)}$$

17. The key issue surrounding a student newspaper is the assignment of responsibility for liability.

$$R^2 = .21273 \text{ (Agree: 49.1\%; Disagree: 31.1\%)}$$

CHAPTER V

CONCLUSION AND DISCUSSION

Conventional wisdom dictates that differences of opinion will exist among the four social categories of this investigation; the overriding questions concern the depth of those differences and the effect that they have upon other concepts associated with the day-to-day, week-to-week practices of student newspapers. In essence, the thrust of this exploration was to determine primary concerns which, in turn, contribute a partial explanation for attitudes on related topics and invoke a predictive element for assessing a likely response on Item B when it is accompanied by a known perception on Item A. The caveat, of course, is that few dependent variables represent massive agreement or disagreement on a conceptual statement. Interpretation, therefore, must be conditioned by considerable hedging rather than a forthright conclusion of fact that, given a known value for A, there is reasonable assurance that a value for B can be predicted with confidence.

For discussion purposes, the data will be organized in the pattern established in Chapter IV, using the four functions and four roles as the focus for interpreting this information.

Function: Freedom of Expression

Prior Review

From a university president's perspective, a small majority appear to have no philosophical problem with review of student newspaper content material prior to publication. (Table VI, page 383,) Comparable philosophy is not shared widely by journalism program administrators or newspaper advisers, however, which establishes an early dichotomy for potential conflict over student press policies and practices.

Interestingly, commercial journalists tend to share the viewpoint of presidents on this issue by an almost equal percentage (Table IV, page 381). This concept also establishes the first of think-alike positions being held by presidents and professional journalists, as a contrast to positions held by journalism administrators and newspaper advisers.

Presidents and commercial journalists tend to agree that a university is under no obligation to support an obnoxious student newspaper; administrators and advisers disagree. However, all social categories agree that no dual standard of news values separates the student press and commercial newspapers. And only presidents tend to see the student newspaper as a specialized publication instead of viewing it as a regular newspaper.

The critical question, perhaps, applies to the impact of these primary perceptions upon other concepts and the extent to which these perceptions explain secondary relationships.

Among presidents, there is no evidence that any of the independent variables have a strong relationship in explaining perceptions on any

dependent variable. This has the effect of saying that, while the independent variables factored strongly in importance for this social category, there is no strong statistical explanation related to perceptions indicated on other variables.

The views of commercial journalists on the independent variables, however, partially explain attitudes favoring the decision of a newspaper adviser if there is a dispute over content material (35%) and have a 30 percent explanatory relationship with perceptions on standards of taste.

Administrators and advisers share common views on all of the independent variables associated with this factor but with differing degrees of impact upon the dependent variables. Among advisers, the independent variables offer a partial explanation for attitudes regarding advertising policy (39%), adversarial attitudes toward university officials as a training tactic for students (34%), student paper policy positions in general (33%), ultimate responsibility for newspaper content (32%), and appropriate standards of taste (31%).

As with presidents, the indications are that no strong relationship exists between the perceptions of administrators on the independent variables and their attitudes on any dependent variables.

All social categories are in substantial agreement that student newspaper reporters should not be obligated to reveal the sources of their news stories (Table III, page 380). The implication here is that the concept of protected information at the level of the source is well-understood and, more importantly, well-accepted within academic journalism circles; moreover, in fact, than among commercial journalists. Further consensus exists on items related to the

importance of news about faculty and staff being as important as student news.

The perceptions of advisers on the independent variables have a 40 percent explanatory relationship with their views on the legitimacy of targeting university policies for criticism.

Commercial journalists, with an apparent eye toward the pragmatics of publishing an acceptable newspaper in a community, indicate concerns for standards of taste moreso than in any other conceptual area. Within this group, the independent variables show a 46 percent statistical explanation for perceptions regarding the latitude allowed a student editor in substituting personal standards for community standards, a 39 percent statistical explanation regarding concerns for a university's well-being as a guideline for deciding what is appropriate for publication in a student newspaper, and a 38 percent relationship with decisions on what is acceptable advertising in a student newspaper.

Official Policy: The perceptions of presidents in this set of factored concepts support rather strong agreement and relationships with freedom of expression concepts, moreso than with any other variables. There is relatively minor agreement that a university's well-being is a valid guideline for deciding student newspaper content, exceptionally strong support for publishing controversial news when truth can be established for what is reported, strong support for encouraging the "watchdog" role of the campus press, and less than enthusiastic support for making university officials responsible for establishing student newspaper policies.

These perceptions reflect consensus positions among all social categories except on the item related to student staff members being

overly-sensitive about their First Amendment rights. (Table VII, page 384.) Presidents, advisers and commercial journalists are in accord in agreeing that this phenomenon is present; journalism administrators disagree by a 64 percent majority.

The reactions of presidents to the independent variables tend to explain 42 percent of their concerns that student newspaper staff members see university officials doing more things wrong than right. The offsetting variable is an equally large (42%) explanatory relationship on the matter of not obligating a student editor to publish a particular news story if requested to do so by a university official, accompanied by a 40 percent relationship that favors an editor's position when there is conflict with an adviser over newspaper content.

Perceptions indicated by the independent variables explain 39 percent of journalism administrator reactions in disagreeing with the notion that a president is justified in relieving a newspaper adviser of responsibilities if there is an upper-level confrontation over newspaper content. The independent variables have a slightly lesser impact upon administrator positions in disagreeing that university policies are not a legitimate target for criticism (33%) and in disagreeing further that news should be suppressed if it conveys a bad image of the university (31%).

Responses to the independent variables by advisers show a high explanatory relationship (65%) for their disagreement with the philosophy that the president of a university is ultimately responsible for student newspaper content, regardless of who is named as publisher, and 49 percent of their antipathy to prior review of content material by an adviser. Nine other dependent variables are affected in varying degrees

of strength above an R^2 of .30000 which suggests that policy considerations identified in this factor may be the real nub of contention when there is a policy confrontation over student newspaper operations.

Among commercial journalists, the thread of concerns for defining standards of taste appears again under the aegis of policy considerations. With regard to who is responsible for determining standards of taste, this group is strongly opposed to this being a decision by university officials with independent variables showing a 48 percent relationship in explaining this stance. Eight other dependent variables are explained by an R^2 of .30000 or higher among this respondent category.

The function of Freedom of Expression demonstrates in these data the complexity of the perceptual problems as it affects the four social groups. All groups express, in varying degrees of strength, support for the concepts of freedom of expression. But the ambivalence in those positions becomes apparent when specifics come into the picture. The underlying consideration, academically and commercially, would appear to be the level of responsibility which student staff members demonstrate in their publishing efforts. The concepts of forum theory vs. laboratory model, per se, do not weigh significantly in the judgments of any social category in the context of this function as it is defined here. In fact, responses to these items fall well below the level of a significant explanatory relationship in these data, per se. It is only in the specific applications of concepts in forum theory that differences emerge and it is here that the element of responsibility becomes an evident concern. The role of journalism administrators, in a relationship to this function of the student newspaper, is not too well-defined

by their responses. Advisers tend to display a much stronger set of attitudes in sharing the concerns of administrators, and there is a remarkable similarity in views and perceptions demonstrated by presidents and commercial journalists. To the extent this could be described as a dichotomy, it suggests that journalism education programs might want to re-examine their academic efforts in the light of expectations prevalent within the marketplace of commercial professionals.

Function: Campus Communication Vehicle

News

There is no disagreement among the social categories regarding a definition of news. The stated definition in the research instrument was taken as a direct quote from a news reporting textbook¹ and meets with widespread acceptance.

University presidents, however, disagree strongly that adversarial attitudes toward university officials are a proper academic tactical ploy for training future journalists, which is a perception shared by 59 percent of the commercial journalists and 48 percent of the advisers responding in the study. Only journalism administrators indicate an affinity for using this attitudinal device, with 50 percent agreeing that the adversarial attitude toward university officials is a proper mindset for training future professional journalists who will function as watchdog-types in their careers.

There is comparably strong agreement among the four groups of respondents that accuracy and fairness are the two most important qualities of a responsible student newspaper.

Presidents, however, indicate an explanatory relationship between the generally-accepted definition of news and related concepts, and the assumption by student staff personnel that university officials tend to do more things wrong than right. The dependent variables seem to have a 36 percent explanatory relationship to general concepts of news, as identified within this function, which may further explain the consternation that some presidents might feel when they are criticized severely by the campus press. This perception raises questions of definition regarding fairness and accuracy, and further consideration of consensus on what constitutes responsible journalism on a campus.

There is a strong majority feeling across the board that journalism education should place more emphasis upon the ethics of journalists, although the influence of this and other independent variables demonstrates significant strength only among the perceptions of advisers and commercial journalists.

Among advisers, these independent variables explain 43 percent of their reactions in disagreeing that it creates a problem when campus newspapers are treated like commercial newspapers, 41 percent of their perceptions that student reporters do not seem to understand the responsibility they have for accuracy in their news stories, 39 percent of their ambivalence toward a structural relationship between an academic journalism program and the campus press, and 36 percent of their feeling that university officials should adopt a "grin and bear it" attitude when the student newspaper criticizes them or their policies.

Among commercial journalists, the independent variables explain 37 percent of their attitude in agreeing that student reporters tend to be too subjective in their news stories. Overall, the perceptions of

commercial journalists on the independent variables reflect a statistical explanation above R^2 of .30000 upon five dependent variables.

While there is basic agreement among all groups of respondents regarding the fundamentals of news, accuracy and fairness, it is only in the perceptions of advisers and commercial journalists that strong explanatory relationships become evident in considerations affecting journalism education. Among journalism administrators, for example, there are only three dependent variables explained by the impact of the independent variable upon their perceptions. Those dependent variables are [1] substantial disagreement that university policies are not a legitimate target for criticism by student newspapers [$R^2 = .32190$]; [2] substantial disagreement that university officials should be responsible for determining acceptable taste [$R^2 = .21179$]; and [3] 50 percent agreement that adopting an adversarial attitude toward university officials is proper training for students who will pursue professional "watchdog" careers in journalism [$R^2 = .20757$].

With university presidents seeming to rely upon the conventional standards by which academic programs are evaluated and commercial journalists tending to establish an explanatory relationship between independent and dependent variables in the context of academic concerns, the concepts within the function of Campus Communication Vehicle appear to reinforce a conclusion reached in the previous section--namely, that an evaluation of journalism academic programs is suggested in the context of needs perceived in the marketplace.

Function: Instructional Tool

Education

By a strong majority (69%), presidents tend to view training future journalists as a principal reason for supporting a student newspaper on campus. This view is shared by 69 percent of the journalism administrators, 78 percent of the advisers, and 70 percent of the commercial journalists. However, this particular concept displays only enough strength to be included as a factored statement in the responses of two social categories: presidents and commercial journalists.

But after establishing agreement on the basic concept, the accompanying four variables tend to scatter. Presidents attach advertising policy responsibilities and instructional support to the basic concept, whereas commercial journalists relate their concerns for the teaching of journalism ethics, disagreement with excusing student errors because they are students, and their disagreement with the idea that it causes problems to treat student papers as if they were commercial newspapers.

Among presidents, reaction to the independent variables explains 41 percent of the variance associated with disagreement that a university's governance system and a free press do not work well together, and 32 percent of the variance when 46 percent agree that concern for a university's well-being is a valid guideline for decisions on newspaper content.

Apart from the fact that 26 percent of the journalism administrators disagree with the notion that the training of future professional journalists is a principal reason for supporting a campus newspaper, 60 percent also disagree with the concept that a student newspaper should

be organized and operated to support the instructional mission of a university.

Only one dependent variable is partially explained (36%) by the responses of administrators to the independent variables. That dependent variable identifies 79 percent disagreement with the statement that a university administration should be responsible for establishing student newspaper policies. In the pattern of other functions, newspaper advisers tend to share the views of journalism administrators and are joined this time by commercial journalists.

It is perhaps significant that the social group farthest from the trenches of the journalism profession appears to demonstrate the strongest feel for the function of the student newspaper as an instructional tool, followed closely by those who must deal with the end product--a graduated student. In the trenches of journalism education are program administrators and advisers, for whom concerns about the instructional aspects of the student newspaper are relatively minor, according to these data.

Function: Career Training

Professional Values

There is substantial agreement among two social categories regarding independent variables which are aligned with this function, but these two (advisers and commercial journalists) are the only ones to attach enough weight to these concerns to qualify the statements as significant variables within factors.

Each group assigns importance to three independent variables; two of those variables are common to each group: [1] accuracy and fairness are the two most important qualities of a responsible student newspaper and [2] opinions expressed in a student newspaper should be confined to editorials, opinion columns and letters to the editor.

Advisers include the training function of the student newspaper as their third variable, and commercial journalists insert as their third variable the concept regarding the possibility of dual standards for news values at student and commercial newspapers.

Presidents generally agree that student newspapers do not have an inherent right to be provocative in publishing news, with 43 percent of this viewpoint being explained by the independent variables highlighting adviser attitudes in this function.

Reactions to these professional values variables also explains 33 percent of the variance associated with the reactions of administrators in disagreeing with the concept that a student newspaper should be considered more a specialized publication than a regular newspaper.

The explanatory power of the independent variables on other dependent variables, across the board within all social groups, is relatively weak in defining this function. Those who subscribe to the philosophy of the Instructional Tool function will be disappointed, perhaps, to find that the Career Training function is not afforded a more prominent position in the considerations of all of the four social categories.

Interpretation here is difficult. On the one hand, it is readily evidenced that all groups support, strongly, the notion that a student newspaper should play a principal role in training future journalists. Traditional assumptions are that a strong partnership should therefore

exist with an academic program in journalism. But subsequent responses, and concurrent explained variance, denies that assumption and may raise more questions than are answered with regard to the current mission of journalism education.

Role: Watchdog

Watchdog

Presidents and advisers are the only two of the social categories to attach reportable significance to this role of the student press. Each group identifies three independent variables within their individually-factored responses; two concepts are common to the groups. The third concept that is significant among presidents relates to a sensitivity that a university cannot be expected to uphold the concepts of free expression in a student newspaper in the same way a commercial newspaper would do. Among advisers, the third concept relates to their disagreement that an adversarial attitude toward university officials is proper training for future journalist professionals.

Presidents are strong supporters of the watchdog role for student newspapers--not as much as advisers, administrators and commercial journalists, but certainly not to be considered hesitant about supporting the concept.

Only among advisers, however, does the "watchdog" role have a strong explanatory influence upon the dependent variables considered important by this group. For example, the influence of the "watchdog" role explains 60 percent of adviser reactions agreeing (97%) with the statement that controversial news should be published in the student

paper when truth can be proved, and explains 55 percent of adviser responses disagreeing with the concept that a university's well-being is a valid guideline for deciding what should be published in the campus press. Responses to these independent variables also explain 36 percent of the negativism of advisers toward the practices of prior review of content material and 32 percent of their negativism toward university officials deciding what is acceptable taste in a student newspaper.

Among journalism administrators and commercial journalists, the "watchdog" role has no appreciable effect upon the responses associated with any of the dependent variables.

It is difficult adequately to assess the significance of the importance of this role in light of these data. If a hypothesis had been proposed on this role, however, it would have been stated in terms opposite to what the data show. The two groups which a biased logic would presume to show greatest antipathy to the "watchdog" role are presidents and journalism administrators; the two groups that the same logic would presume to be most adamantly in favor of the "watchdog" role would be advisers and commercial journalists. Yet, moreso than on any other point, advisers and presidents share a common viewpoint that would fail the test of that hypothesis.

As if to underscore previous discussion in this chapter, the negativism of presidents in their concerns for student newspapers has been disproportionately described in the literature. These data do not support gross negativism or the absence of respect for First Amendment considerations on the part of top administrators. The only conditioning influence on the part of presidents appears to be a concern that reportage in the student press be conducted accurately and fairly and with

full recognition that student staff are to be regarded as professional journalists whose errors are not to be excused because of their student status.

Role : University Support

Responsibility

This role has been described variously but mostly in the context of a house organ, public relations role for the campus newspaper, resulting from expectations by administrative officials that the student newspaper provide a balanced coverage of university-wide events as well as the individualized expressions of the student staff. The effect has been to convey a somewhat dictatorial impression of administrative attitudes toward the student newspaper--impressions which may or may not be supported by data.

For example, contrary to what might be a rather high level of expectation, 69 percent, of the presidents disagree with the concept of a student editor feeling obligated to publish a story requested by university officials; 51 percent feel that university officials should not decide the appropriateness of advertising in the student paper. At the same time, there is substantial agreement (64%) among presidents that student staff members tend to be overly-sensitive about the rights of expression protected by the First Amendment.

Journalism administrators share the views of presidents on all but student sensitivities to First Amendment rights. As noted earlier, 64 percent of the administrators disagree with the view that students tend

to be overly-sensitive about the rights of free expression protected under interpretations of the First Amendment.

Among advisers, there is agreement on all positions established by responses from presidents; a similar pattern holds for commercial journalists.

The reactions of presidents to the independent variables explain 41 percent of their attitudes regarding the compatibility of university governance systems and concept of a free press, and 40 percent of their ambivalence regarding concern for a university's well-being as a valid guideline for student newspaper indulging provocative opinions outside their news columns.

Only one dependent variable is partially explained (33%) by the responses of journalism administrators in the factors associated with this role; that variable relates to the suppression of a news story if it would convey a bad impression of a university.

Reaction to these independent variables produces a rather strong explanation for advisers disagreeing with the concept of a president's ultimate responsibility for newspaper content, regardless of who might be the designated publisher.

In identifying with this role, commercial journalists use these independent variables to explain 44 percent of their reactions in disagreeing with the idea of official responsibility for standards of taste in a student newspaper and for 37 percent of their antipathy toward making a student editor bow to the judgment of an adviser when there is a difference of opinion over content of a student paper. On this, presidents tend to agree with commercial journalists although just short of a majority (49%).

When a second factor emerges to identify responsibility with the responses of advisers, a different set of independent variables becomes significant. Advisers associate responsibility for liability as an important issue, in addition to recognizing accuracy and fairness as the two most important attributes of a responsible student paper and also according independent variable status to concern for a university's well-being as a valid guideline for determining newspaper content.

Among advisers, a presidents's ultimate responsibility for newspaper content is denied strongly, with 51 percent of that perception being explained by the attitudes expressed on the independent variable. This group's reactions to the independent variables also explain 49 percent of their feelings that disagree with the notion that concepts of free expression cannot be upheld in a student paper in ways comparable to commercial newspapers. Relatively strong explanatory power is attributable also to the independent variables on such concepts as [1] the absence of student recognition for responsibility for accuracy in their news stories (49%); [2] student reporters having difficulty accepting criticism of their journalistic efforts (48%); [3] disagreement with the statement that it creates problems to treat student newspapers like commercial newspapers (39%); and [4] many reporters tend to be too subjective in their news stories (38%).

Commercial journalists tend to have a relatively divided opinion on whether the assignment of liability is the key issue surrounding a student newspaper (49% agree; 31% disagree) in a pattern comparable to the opinions of presidents on this issue (46% agree; 42% disagree). The independent variables explain a significant portion of only one

dependent variable for this group, however, and that is in the matter of student newspaper support for local cultural values (39%).

Professional Standards

While 92 percent of the presidents indicate their belief that opinions in a student paper should be confined to conventional content areas (editorials, etc.), 98 percent disagree with the concept that university policies are not a legitimate target for newspaper criticism, and 77 percent disagree with the statement that a student newspaper should be considered an official publication of a university. These views are shared by journalism administrators and advisers at approximately the same levels of support, but with relatively minor impact for explaining the variance within dependent variables.

Adviser responses also produce a factor related to professional standards, with both independent and dependent variables which have been noted previously.

A factor related to professional standards was produced also by the responses of commercial journalists, with the same level of redundancy encountered among variables associated with other roles and functions. No dependent variables are explained at a high level of significance.

Tactical Response

This factor was produced through the responses of presidents and is described by three independent variables: [1] whether officials should adopt a "grin and bear it" attitude when criticized by the student press; [2] whether a news story should be suppressed if it would convey a bad impression of the university; and [3] whether the mistakes and

shortcomings of student reporters should be excused because they are only students.

There is substantial agreement among presidents that the best tactic is simply to "grin and bear it" when criticism is published, and 86 percent disagreement with the philosophy that unfavorable news should be suppressed. However, 86 percent fail to accept the excuse that student shortcomings should be excused because reporters are only students. All other social categories are in agreement with the responses of presidents on these independent variables.

The only major explanatory power that can be attributed to these variables relates to adviser responses to the following dependent variables:

- [1] 97 percent agreement that controversial news should be published when truth can be proved; and
- [2] 94 percent disagreement that university officials should be responsible for determining acceptable standards of taste in a student paper.

On the first, the independent variables explain 45 percent of the advisers' attitudes; on the second, the independent variables explain 35 percent of the variance.

Role: Thorough News Coverage

Staff Bias

Somewhat unexpectedly, the element of bias among student newspaper staffs is developed from responses of each social category, indicating a rather universal recognition of this phenomenon. The research

instrument contained three basic statements on this issue: [1] student staffs often ignore the activities of certain groups on a campus; [2] student editors often refuse to publish items requested by people not on the staff; and [3] many interesting events occur on a campus but are never reported in the student newspaper.

To the first item (above), there is 64 percent agreement among presidents, 65 percent agreement among administrators, 56 percent agreement among advisers, and even 38 percent agreement among commercial journalists.

To the second item (above), 63 percent of the presidents agree; 58 percent of the administrators agree; 68 percent of the advisers agree; and 40 percent of the commercial journalists agree.

To the third item (above), 90 percent of the presidents agree, 79 percent of the administrators agree, 87 percent of the advisers agree, and 68 percent of the commercial journalists agree.

The net effect of these perceptions is to discredit the perception of professionalism which has cropped up consistently in responses and explanatory relationships of other concepts relative to other roles and functions. The evidence in discussion of prior variables--both independent and dependent--has weighed heavily in support of recognizing a student newspaper as something other than a specialized publication, as an entity for which there are expectations of responsibility and accuracy on a high order, and solid recognition of, and a high regard for, the concepts of free expression that are fundamental to a free press.

But among presidents, the high level of recognition that staff bias is prevalent on a student newspaper provides 52 percent of the explanatory power relative to the publication of controversial news and 41

percent of the explained variance relative to perceptions that student newspaper staff members are often too quick to criticize others. The independent variables have no explanatory effects upon the reactions to dependent variables among journalism administrators. Among advisers, however, these bias variables explain 34 percent of the variance in their responses regarding the tendency of student staff members to be too quick to criticize others. A comparable level of explanatory power (33%) is reflected in the responses of commercial journalists on the same issue of quickness to criticize.

Among presidents, the bias variables explain 36 percent of their perceptions that many student staff members have difficulty accepting criticism of their journalistic efforts.

The responses from commercial journalists do not have a strong degree of explanatory power for dependent variables, perhaps attributable to the lack of proximity.

The research instrument also sought input relative to the perception that news about faculty and staff is as important as news about students in a campus newspaper. Among presidents, 77 percent agree with the concept, as do 75 percent of the journalism administrators and 92 percent of the commercial journalists and 83 percent of the advisers. On the "good news vs. bad news" questions, 96 percent of the presidents agree that bad news must be reported as well as the good. This point of view is shared by 99 percent of the advisers, and 100 percent of the commercial journalists.

Responses to the variables of this role indicate an expectation of professional responsibility in news coverage which is not a comfortable concept in company with equally strong concern for the high level of perceived bias that is also indicated by all social categories.

This evidence suggests the credibility of student newspapers could be enhanced appreciably if more attention were paid to overcoming the perception of bias where those perceptions exist, and curing problems of bias wherever those problems exist.

Role: Commercial Counterpart

Professional Obligations

Concepts appropriate to this sub-category within this role are found in the responses of advisers and commercial journalists but not among presidents or journalism administrators. This is perhaps a natural expectation, in that advisers and commercial professionals are closest to, and therefore more responsive to, variables having direct consequences upon the field of practical journalism.

Each of the two respondent categories produces three independent variables in the factor analysis. Although each of the six variables relates, by extension, to commercial newspaper policies and practices, there is no repetition of concepts between the two respondent groups.

Among advisers, the independent variables explain 35 percent of the reaction to strong disagreement that university officials should be responsible for standards of taste in a student newspaper and 35 percent of the equally strong reaction favoring the publication of controversial news.

Among commercial journalists, the independent variables explain 36 percent of the resistance they have for forcing a student editor to publish a particular news story if a university official requests it and 35 percent of the variance in their disagreement that concepts of university governance and a free press do not work well together.

Among advisers, the independent variables also explain 57 percent of the substantially negative reaction to the concept that it is a university administration's responsibility to establish the policies of its student newspaper.

Potpourri

A third factor has been placed in this role but it represents a collection of concepts that might well have justified its placement in several other descriptions of roles and functions. The factor was produced by the responses of administrators and was the primary factor to be generated from this group's responses. It contains 10 primary concepts, of which no more than two appear to have either a philosophic or pragmatic relationship. Although the factor emerges from administrator responses, an interesting pattern evolved among the responses, which shows presidents are more related to the significance of the individual concepts than administrators by a ratio of 18 to 8.

This combination of independent variables has relatively little explanatory power for all of the social categories except commercial journalists. For this latter group, this set of independent variables bears a strong explanatory relationship to all of the eight dependent variables which are identified with commercial journalists.

For example, 87 percent of the commercial journalists disagree strongly with the notion that a university president is ultimately responsible for the content of a student newspaper. The independent variables of this potpourri factor explain 71 percent of the variance for the dependent variable. This group indicates a 65 percent level of disagreement that concern for a university's well-being is a valid guideline for making newspaper content decisions; the independent variables explain 65 percent of this level of response. On the item of prior review of newspaper content material, the negative reaction to this concept is explained at the level of 45 percent by the independent variables.

So, while the factor itself might be difficult to categorize by conventional descriptors, there is relevance to only a few of the dependent variables insofar as one group of respondents is concerned.

Summary

The massiveness of the data accumulated during the process of this investigation, and the arrival now at a point of summarizing the information, is reminiscent of the adage which suggests an inability "to see the forest for the trees." Bogging down in detail would be an easy distraction, but there is substantial evidence on previous pages that adequate detail is already distributed abundantly through other language.

This research effort hypothesized that four primary functions and four primary roles would be sustained through a perceptual analysis of concepts to which university presidents, journalism program administrators, student newspaper advisers, and commercial newspaper editors and

publishers were asked to respond. Primary functions of student newspapers are identified as [1] Freedom of Expression, [2] Campus Communication Vehicle, [3] Instructional Tool, and [4] Career Training. Primary roles are identified as [1] Watchdog, [2] University Support, [3] Thorough News Coverage, and [4] Commercial Counterpart.

Factor analysis is the statistical test applied to the data which were obtained from 247 respondents in the four social categories. This statistical test reveals 29 factors to support the conclusion that each of the hypothesized functions and roles can be identified significantly. The research hypotheses therefore are supported by these findings. Crosstab distribution of the data to determine the strength of feelings about each conceptual statement among the four social categories does not suggest major discrepancies in perceptions (Tables I through XX, pages 378-410). Only two areas of substance appear particularly noteworthy for clarification of understandings: [1] questions surrounding the assignment of responsibility for liability (Table III, Item 11, page 308) and [2] perceptions of presidents that a student newspaper should be considered a specialized publication (Table XIII, Item 49, page 390).

The factored correlational strength of the significant variables generated through anova and t-tests offers a further basis for comparing the magnitude of perceptual concerns among the four respondent categories. (See Tables XXI through XXIX, pages 398-410).

The data demonstrate rather forcefully the protective nature of student newspaper advisers in preserving the conceptual framework surrounding their active roles with student newspapers. This is understandable, up to a point.

Where this attitude fails the test of professionalism, however, is in the perceptions of bias noted by all of the social categories. The data suggest that bias has been allowed to permeate student newspaper staffs to a point where it could create a credibility problem which, in turn, could impact adversely upon the other perceptions.

To appreciate this fully, it is perhaps necessary to disgress briefly and discuss regression analysis. Application of regression tests in the conventional sense seeks to discover as much explanatory power as possible relative to variance from a correlational "line of best fit." The use of regression tests in this instance, however, is to discover only those concepts of perception which have a strong relationship in explaining partial variance; the effort is not designed to explain total variance.

This explanation is necessary for understanding why a bias factor-- even though it does not emerge with an explanation value of 40%, 50% or higher--conceivably could have a stronger negative impact than is indicated by its reported strength. Even weak relationships [below 30%] can have an undesirable effect if they are operative in concert with stronger explanatory variables. This might well be a consideration applicable to perceptions of staff bias, particularly since there is universal agreement that the bias factor is perceived to be in place at student newspapers.

As recommendation to journalism administrators having a responsible relationship with their student newspaper advisers operating in a variety of campus environments, an examination of possible staff bias and the application of curative procedures wherever appropriate would seem to be one of the more positive suggestions flowing from these data.

Constraints upon freedom of expression are cited regularly as the biggest obstacle to smooth operations at a student newspaper. Various and sundry administrative officials are also tagged with regularity as being the culprits responsible for suppressing First Amendment rights and privileges for the student press.

These data do not support that thesis, however.

The perceptions of top administrators--presidents--are indicated as supportive of freedom of expression, supportive of the student newspaper's "watchdog" role, supportive of policy-making at the operational level of the student paper, supportive of an editor's prerogatives in content decisions [even in conflict with an adviser's counsel], supportive of publishing controversial news and also opinion critical of university policies--in short, there is ample evidence of support among university presidents for every professional concept associated with the traditional practices by which a newspaper conveys news, information and opinion to its readers.

The tradeoff, however, is that a student newspaper--if it is to justify the status of comparability with its commercial counterparts--should subscribe to the principles of accuracy, fairness, and unbiased thoroughness in a demonstration of professionalism that is equatable with the practices of its commercial peers.

Presidents and commercial journalists tend to share these perceptions, albeit that each social group applies a different set of concerns and operating concepts. This observation is supported by the data derived from several factors and responses to numerous variables.

Questions also emerge from these data relative to the mission and purpose of journalism education. In numerous instances, presidents and

commercial journalists respond with answers that indicate they perceive something they assume is in place, academically, but which may not be in place realistically.

Where this exists, the result is to create an impression, at least, that the departure of an active, on-going relationship between a journalism department and a student newspaper has had the effect of removing many journalism administrators from perceptive experiences "in the trenches" that might be more professionally beneficial to journalism generally than current practices allow at many universities.

These data definitely create an image that journalism education may be falling short of traditional expectations among both commercial journalists and university presidents.

In times past, much has been made also of the legal ramifications associated with student newspaper publication practices.

These data do not indicate severe ignorance of appropriate legal practicalities by any social category. The tradeoff, again, is in the context of a commercial newspaper in which a student newspaper operates. Perceptions indicated here are supportive of established roles and functions if those roles and functions are sustained within the boundaries of responsibilities commonly associated with commercial newspapers.

What does come through with clarity, however, is that there seem to be no serious barriers to effective communication and accommodation wherever problems arise over the operations of a student newspaper.

There are no apparent ogres spotlighted by this set of data. Indeed, the data suggest there may have been more tilting at windmills than many situations have deserved in efforts to develop workable

relationships between concerned parties when issues have arisen that involve the practices of student newspapers.

This research is but a first step toward achieving a thorough understanding of perceptual differences, and applicable nuances, as they apply to student newspaper and the four social categories most directly involved.

Subsequent research should involve a continuation of the pattern established with this investigation, using regression tests to analyze in greater depth the total variance that can be explained regarding the perceptions of each social category.

ENDNOTE

¹Gene Gilmore and Robert Root, Modern Newspaper Editing, (Berkeley, CA, 1971), p. 110.

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APPENDICES

APPENDIX A

LETTER INVITING COMMITMENT TO PARTICIPATE
IN SURVEY OF PERCEPTIONS



Northern Arizona University · FLAGSTAFF, ARIZONA 86011-0006

DEPARTMENT OF JOURNALISM
C.U. BOX 6001
Phone: 523-2010

June 10, 1986

Few issues are thornier these days in higher education than when concerns arise involving the administrative relationship with a student newspaper. Managing the student press presents a maze of complications which no one, to date, has really tried to unravel in a systematic manner.

Given this void, I propose to resolve at least part of the problem through a doctoral dissertation I'm doing to finish my degree work at Oklahoma State University.

The basic question relates to the role and function of a student newspaper, as the role and function are perceived by university presidents, Journalism school directors and chairmen, student newspaper advisers, and commercial newspaper editors and publishers.

I am soliciting the agreement among these groups to participate in a survey which will establish a framework for clarification of administrative and professional opinions and practices regarding student newspaper operations. I hope you will agree to be one of this group.

I have not yet begun to structure the questionnaire. If there are questions or concerns you would like to have answered regarding the campus press, please send them to me. I want the questionnaire to be as comprehensive as possible in generating information that can be useful to everyone who is involved -- either directly or peripherally -- with student journalists. I look forward to hearing from you soon. Best wishes.

Sincerely,

James A. Files
Associate Professor

APPENDIX B

LETTER REMINDING SOCIAL CATEGORIES OF COMMITMENT
TO PARTICIPATE IN SURVEY



Northern Arizona University · FLAGSTAFF, ARIZONA 86011-0006

DEPARTMENT OF JOURNALISM

C.U. BOX 6001

Phone: 523-2010

July 28, 1986

A few weeks ago you very kindly consented to assist me by being a respondent in my dissertation research regarding the role and function of the student newspaper.

My survey instrument is enclosed, along with a stamped, pre-addressed return envelope.

If you will take a few minutes to indicate your reactions to the statements on that instrument, I will appreciate it very much.

Some statements are treated negatively; others, positively. None is intended to reflect any bias on my part. This topic appears to have generated a spark of interest that is greater than I anticipated. My hope is that this research will contribute to an understanding of student newspapers which has not existed previously.

Since this is a confidential survey and I have no way of knowing who indicates what, let me thank you now for your generosity in participating. Best wishes.

Sincerely,

James A. Files
Associate Professor

APPENDIX C

SURVEY INSTRUMENT

STUDENT NEWSPAPER SURVEY

(Doctoral Dissertation Research)

The following statements seek your responses as a reaction to the role and function of student newspapers on a college or university campus.

This is a confidential survey. Please do not sign your name. It is important only to know your perceptions, not who you are.

Four answer boxes to the right of each statement offer you a choice of answers ranging from "Strongly Agree" to "Strongly Disagree." Please indicate your response by placing a check mark [✓] in the appropriate box.

If you are neutral, undecided, or have no opinion about a statement, a fifth answer box is provided in the far righthand column for you to indicate that response.

Please use the attached stamped, addressed envelope to return the completed questionnaire to:

Prof. James A. Files
3615 East Fox Lair Drive
Flagstaff, AZ 86001

1. Please identify your present position:

College/University President Or Representative	Journalism Administrator (Dean, Dir., Chair)	Student Newspaper Adviser	Publisher or Editor
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Note: In the following statements, the terms "university" and "college" are synonymous.)

Please Make Check Mark To Indicate Correct Answer

	Strongly Agree	Agree	Disagree	Strongly Disagree	Undecided Neutral
2. The governance system of a university and the notion of a free press are concepts that do not work well together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. For a university to be host to a student newspaper and not to exert influence over content makes no sense.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The primary purpose of a student newspaper is to serve as a carrier of news and information about the university community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. News is current information which interests student newspaper readers and presents an image of reality about their university Community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Accuracy and fairness are the two most important qualities of a responsible student newspaper.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Opinions expressed in a student newspaper should be confined to editorials, opinion columns and letters to the editor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. A student newspaper can provide an invaluable experience for students if it can be used as a teaching newspaper and integrated with classroom work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. A principal reason for supporting a student newspaper is the training it provides for future staff members of commercial newspapers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Reporters on a student newspaper should be required to reveal their sources of information for news stories if asked to do so.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. It is all right for a student newspaper that is supported by public funds to compete with a commercial newspaper for local advertising.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The key issue surrounding a student newspaper is the assignment of responsibility for liability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The president of a university is ultimately responsible for the content of a student newspaper, regardless of who is designated as the publisher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly Agree	Agree	Disagree	Strongly Disagree	Undecided Neutral
14. Many student reporters do not seem to understand the responsibility they have for accuracy in their news stories.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. The correct way to operate a student newspaper is to have guidelines for acceptable content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. The editor of a student newspaper should withhold a news story from publication if the newspaper adviser says it should not be published.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. The editor of a student newspaper should withhold a news story from publication if a university official asks that it not be published.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. It is a university administration's responsibility to establish the policies for its student newspaper.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. A university president is justified in relieving a student newspaper adviser of his/her responsibilities if there is a dispute over content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. University officials should not maintain a "hands off" policy when the student newspaper editor and other staff members are selected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. A student newspaper editor should not have a "free hand" in appointing other persons to news and editorial staff positions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Reporting what is going to happen on a college campus is just as important for a student newspaper as reporting what has happened.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. A student newspaper adviser should review content material prior to publication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. News about faculty and staff is as important as news about students in a campus newspaper.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. If a university official asks a student editor to publish a particular news story, the editor should publish it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. University officials should decide what advertising is acceptable in a student newspaper.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Student newspaper editors should not have the exclusive right to determine the content of their newspaper.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. A university cannot be expected to uphold the concepts of free expression in a student newspaper in the same way that commercial newspapers do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Student editors and reporters tend to be overly-sensitive about their rights and privileges under the First Amendment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Student newspapers do not have an inherent right to be provocative in publishing news.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Student newspapers do not have an inherent right to be provocative in publishing opinions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. A laboratory newspaper does a better job of serving the journalism profession than other forms of student newspaper operations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. University officials do not have an obligation to support the presence of a student newspaper on campus if its content becomes too obnoxious.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. A student newspaper should not function primarily as "a forum for student expression."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. University officials should not adopt a "grin and bear it" attitude when they are criticized by their student newspaper.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. It is not appropriate for a student newspaper to criticize the practices of university officials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. University policies are not a legitimate target for criticism by student newspapers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly Agree	Agree	Disagree	Strongly Disagree	Undecided Neutral
38. Many of the interesting events which occur on a university campus are never reported in the student newspaper.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Student editors often refuse to publish news items that persons not on the newspaper staff would like to have published in the campus newspaper.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. Student newspapers often ignore the activities of certain groups when news is published about campus organizations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. Student editors and reporters tend to assign unwarranted status to themselves and their positions when they work on a student newspaper.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. Reporting "reality" on a university campus means that the bad news as well as the good news must be published by the student newspaper.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. Student newspaper editors should publish controversial news when they can prove the truth of what they report.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. The "watchdog" role of a student newspaper should be encouraged.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. The "watchdog" role of a student newspaper does not have a disruptive influence upon the instructional mission of a university.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. Adopting an adversarial attitude toward university officials is proper training for students who will pursue professional "watchdog" careers in journalism.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. The "watchdog" role of student newspapers seems to assume that university officials tend to do more things wrong than right.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. One of the problems with student newspapers is that they are treated like miniature commercial newspapers and thus tend to behave that way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. News values which apply at a commercial newspaper do not apply at a student newspaper.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. It is more appropriate to think of a student newspaper as a specialized publication than as a "regular" or "ordinary" newspaper.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. A student newspaper should be considered an official publication of a university.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. Concern for a university's well-being is a valid guideline in deciding what should be published in a student newspaper.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53. If a news story in a student newspaper would give a reader a bad impression of the university, the story should not be published.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. A student newspaper should be organized and operated to support the instructional mission of a university.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. Working on a student newspaper should be a learning experience similar in purpose to what occurs in a university classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56. A student newspaper should be related structurally to a Journalism education program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. Journalism education should place more emphasis upon the ethics of journalists.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. Journalism education should place more emphasis upon a journalist's responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59. Student newspapers connected to Journalism programs tend to cause only embarrassment and problems for Journalism teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60. Being a student editor should be viewed as an apprenticeship in a temporary learning situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PLEASE TURN PAGE

	Strongly Agree	Agree	Disagree	Strongly Disagree	Undecided Neutral
61. Writing and editing functions on a student newspaper should be handled through classroom assignment directed by a faculty member.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62. Cultural values of a university and its local community should be supported by the student newspaper.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63. Rules of taste which apply to a "family newspaper" in a local community should apply also to a student newspaper published in that community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64. A student editor should not be permitted to substitute his/her standards of taste in a campus newspaper when the editor's definition of "good taste" differs from that of the local area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65. It is all right to use profanity in a student newspaper.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66. It is all right to use vulgar or so-called "four letter" words in a student newspaper.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67. University officials should be responsible for determining what is acceptable taste in a student newspaper.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68. Errors that student reporters make in a campus newspaper are not comparable to mistakes those same reporters might make on a math quiz.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69. The mistakes and short comings of student editors and reporters should be excused because "they are only students."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70. Generally speaking, student reporters often need to collect more facts from informed sources before publishing their news stories.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71. Many student reporters tend to be too subjective in their news stories.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72. Student newspaper staffs are often too quick to criticize others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
73. Many student newspaper staff members seem to have difficulty accepting criticism of their journalistic efforts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74. The student newspaper adviser should not be responsible for the newspaper's budget and financial management functions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
75. The student newspaper adviser should not be the publisher of the paper.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
76. One of the reasons for having a student newspaper adviser is the need to maintain a standard of taste which is acceptable to the local community off campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
77. When there is a difference of opinion between an editor and an adviser regarding content of a student newspaper, the adviser's judgment should prevail.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
78. When a student newspaper functions as "a forum for student expression," the newspaper adviser really has a rather meaningless position.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
79. An adviser's responsibilities tend to be loosely defined when a student newspaper operates as "a forum for student expression."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
80. The student newspaper adviser should be a staff person who is a trained journalist and has no teaching responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX D

CLICK-KOPENHAVER SURVEY DATA

TABLE I

Principals' and Advisers' Responses to Attitude Statements
about the Student Press in Percent

Statement	Pos.	St.A.	Agr.	Sl.A.	Neu.	Sl.D.	Dis.	St.D.	Mean
<u>Control and Disruption</u>									
1. School administrators should have the right to prohibit publication of articles they think harmful even though such articles might not be legally libelous, obscene or disruptive.	Prn.	20.3	38.5	9.8	8.4	6.3	13.3	3.5	5.042***
	Adv.	8.9	13.6	11.5	11.0	11.0	19.9	24.1	3.424
2. Maintaining discipline in the school is more important than publishing a newspaper free from administrative censorship.	Prn.	28.2	30.3	14.1	6.3	8.5	10.6	2.1	5.232***
	Adv.	6.5	23.1	12.9	15.1	12.9	16.1	13.4	3.930
3. It is more important for the school to function smoothly than for the student newspaper to be free from administrative censorship.	Prn.	19.1	26.2	12.1	7.8	11.3	19.1	4.3	4.595***
	Adv.	2.6	12.1	9.5	14.2	11.6	30.5	19.5	3.105
4. Newspaper advisers frequently fail to see how the paper can disrupt other aspects of the school.	Prn.	7.0	25.9	21.7	10.5	16.1	14.0	4.9	4.356***
	Adv.	2.1	6.3	13.7	15.3	11.6	36.3	14.7	3.042
5. School administrators should have some voice in the selection of the student newspaper editor.	Prn.	15.3	18.8	20.1	18.8	3.5	15.3	8.3	4.444***
	Adv.	4.2	8.9	7.3	8.4	11.5	21.5	38.2	2.685
6. The administration has the right to regulate the time and place of distribution of the student newspaper.	Prn.	42.7	42.0	7.7	4.9	0.7	1.4	0.7	6.139***
	Adv.	12.7	30.2	14.8	14.3	7.4	14.3	6.3	4.582
7. The student newspaper should be allowed to print a story that it can prove is true even if printing the story will hurt the school's reputation.	Prn.	5.6	21.5	9.7	9.7	6.9	23.6	22.9	3.465***
	Adv.	17.5	27.0	14.3	6.9	9.0	18.0	7.4	4.534
8. Articles critical of the school board never should appear in the student newspaper.	Prn.	7.0	13.3	10.5	7.7	14.7	35.7	11.2	3.384***
	Adv.	4.8	5.3	6.4	8.5	13.3	36.7	25.0	2.696
9. Articles critical of local politicians never should appear in the student newspaper.	Prn.	7.7	13.3	11.9	14.0	11.9	30.8	10.5	3.566***
	Adv.	4.8	9.5	4.8	7.4	15.9	34.9	22.8	2.841
10. Articles critical of teachers or administrators never should appear in the student newspaper.	Prn.	12.0	17.6	14.1	6.3	15.5	24.6	9.9	3.908***
	Adv.	9.1	13.4	8.1	8.1	18.3	25.8	17.2	3.408

TABLE I CONTINUED

Statement	Pos.	St.A.	Agr.	Sl.A.	Neu.	Sl.D.	Dis.	St.D.	Mean
<u>Role of the Student Newspaper</u>									
11. Student rights to publish a newspaper must be balanced against the realization that students are not fully trained journalists.	Prn.	25.9	45.5	13.3	4.9	4.2	3.5	2.8	5.662*
	Adv.	21.5	37.7	17.8	6.3	6.3	8.9	1.6	5.288
12. Once students have been trained in press responsibility, they should have full control over all editorial content of the student newspaper.	Prn.	0.7	6.3	13.3	6.3	13.3	35.0	25.2	2.692***
	Adv.	4.7	12.1	19.5	10.0	19.5	18.9	15.3	3.547
13. High school students are too young to practice responsibly freedom of the press.	Prn.	6.3	10.6	14.8	3.5	13.4	33.8	17.6	3.211***
	Adv.	0.5	4.7	4.7	3.7	13.2	35.8	37.4	2.189
14. The student newspaper is more a learning tool than a vehicle for the expression of student opinion.	Prn.	22.2	36.8	18.1	8.3	7.6	5.7	1.4	5.354***
	Adv.	12.6	27.4	20.5	12.1	13.2	11.6	2.6	4.689
15. The student newspaper is a valuable public relations tool for the school.	Prn.	37.6	46.8	8.5	6.4	0.0	0.7	0.0	6.134
	Adv.	44.0	38.7	8.9	4.7	1.0	2.1	0.5	6.115
16. Guarantees of freedom of expression in the student newspaper outweigh public relations considerations.	Prn.	4.3	14.3	15.7	8.6	20.7	25.7	10.7	3.528***
	Adv.	13.1	23.6	18.8	14.1	14.1	12.6	3.7	4.549
<u>Censorship</u>									
17. If an administrator asks the adviser to read copy prior to publication, the adviser should do so.	Prn.	62.2	33.6	2.8	0.0	0.7	0.7	0.0	6.545***
	Adv.	42.0	34.0	8.5	5.9	2.7	4.3	2.7	5.835
18. The student newspaper adviser should review all copy before it is printed.	Prn.	69.2	27.3	2.8	0.0	0.0	0.0	0.7	6.629*
	Adv.	61.6	27.4	6.8	2.1	0.5	0.5	1.1	6.415
19. Having school administrators read student newspaper copy before publication is a form of censorship.	Prn.	13.3	42.7	11.9	6.3	2.1	16.1	7.7	4.797***
	Adv.	40.5	30.0	16.3	2.6	3.2	3.7	3.7	5.763

TABLE I CONTINUED

Statement	Pos.	St.A.	Agr.	Sl.A.	Neu.	Sl.D.	Dis.	St.D.	Mean
<u>Responsibilities of Advisers</u>									
20. The adviser should correct misspellings that students make in their copy.	Prn.	46.5	33.1	9.2	2.1	1.4	6.3	1.4	5.964
	Adv.	39.7	29.1	13.8	2.1	5.8	6.3	3.2	5.629
21. The adviser should correct factual inaccuracies in student copy before publication even if it is not possible to confer with the students involved.	Prn.	28.1	37.4	12.2	6.5	4.3	8.6	2.9	5.410
	Adv.	35.6	35.1	12.2	4.3	5.9	5.3	1.6	5.680
22. If the adviser knows that the newspaper is going to publish something that will put the school in a bad light, the adviser has a professional obligation to see that that particular item is not published.	Prn.	14.3	22.1	15.0	13.6	14.3	16.4	4.3	4.421***
	Adv.	6.9	11.2	16.5	10.6	12.8	28.2	13.8	3.489
23. Newspaper advisers who do not read copy of student newspapers before publication should be held personally responsible for any complaints about the newspaper.	Prn.	29.6	38.0	14.8	4.9	4.2	4.9	3.5	5.549*
	Adv.	28.4	28.4	13.7	5.8	6.3	9.5	7.9	5.066
24. The student newspaper adviser is ultimately responsible for the content of the student newspaper rather than the student editors.	Prn.	28.4	40.4	14.9	6.4	2.1	5.7	2.1	5.609**
	Adv.	26.2	30.4	14.1	3.1	7.9	10.5	7.9	5.010
25. The adviser who reviews copy for the student newspaper prior to publication becomes liable for the content.	Prn.	11.1	25.2	16.3	14.1	5.9	20.0	7.4	4.318
	Adv.	14.8	24.3	15.9	9.0	10.6	16.4	9.0	4.356
<u>Role of Administrators</u>									
26. Only persons with degrees in journalism should be advisers to student newspapers.	Prn.	7.6	11.8	13.2	13.2	13.2	25.0	16.0	3.486
	Adv.	8.9	7.9	12.6	15.7	9.9	28.3	16.8	3.382
27. Administrators believe it is more important to have newspaper advisers who will not rock the boat than ones with journalistic and advising skills.	Prn.	3.6	9.3	11.4	14.3	13.6	31.4	16.4	3.150***
	Adv.	10.5	20.4	16.8	18.3	10.5	18.3	5.2	4.261
28. School administrators at my school have little understanding of the First Amendment rights of the student newspaper.	Prn.	0.0	2.1	7.7	6.3	7.0	40.1	36.3	2.147***
	Adv.	3.1	8.9	9.9	10.5	7.3	39.8	20.4	2.890
29. Administrators seldom worry about the student newspaper unless it gets into controversial areas.	Prn.	5.6	25.9	17.5	3.5	9.1	30.8	7.7	3.923***
	Adv.	19.0	41.8	13.8	3.2	7.9	11.6	2.6	5.153
30. It is more important to the school board for the school to have a good image than to have an uncensored student newspaper.	Prn.	17.3	31.7	10.1	12.9	7.9	15.8	4.3	4.726
	Adv.	16.6	28.3	11.8	12.3	9.1	14.4	7.5	4.577
31. As long as the school board or school pays part of the costs, school administrators have control over what is printed in the school newspaper.	Prn.	16.1	25.9	19.6	7.7	7.0	17.5	6.3	4.587***
	Adv.	4.8	11.2	14.9	11.7	12.2	24.5	20.6	3.281

TABLE I CONTINUED

Statement	Pos.	St.A.	Agr.	Sl.A.	Neu.	Sl.D.	Dis.	St.D.	Mean
<u>Controversial Issues</u>									
32. Controversial issues have no place in a student newspaper.	Prn.	4.9	4.9	8.4	3.5	14.7	42.0	21.7	2.692 ^{***}
	Adv.	2.1	1.0	3.7	1.6	13.1	29.8	48.7	1.931 ^{***}
33. The student newspaper should concern itself only with issues that relate to the school, not those of the larger community, state or nation.	Prn.	7.7	11.3	8.5	4.2	12.0	37.3	19.0	3.105 ^{**}
	Adv.	2.6	6.3	8.4	3.7	13.6	29.3	36.1	2.481 ^{**}
34. The adviser is obligated to inform the administration of any controversial stories before the newspaper goes to press.	Prn.	36.2	39.0	13.5	5.7	4.3	0.0	1.4	5.914 ^{***}
	Adv.	16.3	24.7	19.5	7.9	7.9	13.2	10.5	4.521 ^{***}
35. If the student newspaper takes one side of a controversial issue, it should be required to publish the other side.	Prn.	33.1	37.3	12.7	6.3	3.5	4.2	2.8	5.662 [*]
	Adv.	33.2	29.5	10.5	6.3	6.3	8.4	5.8	5.284 [*]

St.A = Strongly Agree, Agr. = Agree, Sl.A. = Slightly Agree, Neu. = Neutral, Sl.D. = Slightly Disagree, Dis. = Disagree, St.D. = Strongly Disagree

Pos. = Position, Prn. = Principals, Adv. = Newspaper Advisers

***p < .001, **p < .01, *p < .05

APPENDIX E

STUDENT PRESS LAW CENTER INVENTORY OF PRESS CASES

STUDENT PRESS LAW CENTER / CASES THRU 7-31-86

Student Press Law Cases: These cases represent the entire case law --known to SPLC-- in the field of student press law as well as many cases which bear on the subject. Standard citations are used except for where a case was not officially reported. In these instances, either a civil act number is given or a citation to Media Law Reporter, if that publication carried the decision. It is cautioned that non-lawyers should not use this list for other than scholarly purposes. Opinions about your legal rights should be sought from qualified attorneys.

CASE	CITATION	STATE
Abington School District v. Schempp	374 U.S. 203 (1963)	MD
Adams v. Campbell County School District	511 F.2d 1242 (10th Cir. 1975)	WY
American Civil Liberties Union of Virginia v. Radford College	315 F.Supp. 893 (W.D.Va. 1970)	VA
American Future Systems, Inc. v. Pennsylvania State University	553 F.Supp. 1268 (M.D. Pa. 1982)	PA
American Future Systems, Inc. v. State University of New York College at Cortland	565 F.Supp. 754 (N.D.N.Y. 1983)	NY
Anderson v. Central Point School District No. 6	554 F.Supp. 600 (D. Or. 1982)	OR
Antonelli v. Hammond	308 F.Supp. 1329 (D.Mass. 1970)	MA
Applewhite v. Memphis State University	495 S.W.2d 190 (Tenn. 1973)	TN
Arrington v. Taylor	380 F.Supp 1348 (M.D.N.C. 1974), <u>aff'd</u> 526 F.2d 587 (4th Cir. 1975), <u>cert. den.</u> 424 U.S. 913 (1976)	NC
Aryan v. Mackey	462 F.Supp. 90 (N.D.Tex. 1978)	TX
Associates and Aldrich Co. v. Times Mirror Co.	440 F.2d 133 (9th Cir. 1971)	CA
Augustus v. School Board of Escambia County	361 F.Supp. 383 (N.D.Fla. 1973), <u>modified</u> , 507 F.2d 152 (5th Cir. 1975)	FL
Avins v. Rutgers	385 F.2d. 151 (3d Cir. 1967), <u>cert. den.</u> 390 U.S. 920 (1968)	NJ
Avins v. White	627 F.2d 637 (3d Cir. 1980)	DE
Baker v. Downey City Board of Education	307 F.Supp. 517 (C.D.Cal. 1969)	CA
Barker v. Hardaway	283 F.Supp. 228 (D.W.Va. 1968), 399 F.2d 638 (1969), <u>cert. den.</u> 394 U.S. 905 (1969)	WV
Basarich v. Rodeghero	321 N.E.2d 739 (Ill. App. 1974)	IL
Baughman v. Freienmuth	478 F.2d 1345 (4th Cir. 1973)	MD
Bayer v. Kinzler	383 F.Supp. 1164 (E.D.N.Y. 1974), <u>aff'd</u> , 515 F.2d 504. (2d Cir. 1975)	NY
Bazaar v. Fortune	489 F.2d 225 (5th Cir. 1973) <u>aff'g</u> <u>en banc with modification</u> 476 F.2d 570 (5th Cir. 1973), <u>cert. den.</u> , 416 U.S. 995 (1974)	MS
Bender v. Williamsport Area School District	563 F.Supp. 697 (M.D.Pa. 1983)	PA
Bertot v. School District No. 1, Albany County, Wyo.	522 F.2d 1171 (10th Cir. 1975)	WY
Bicknell v. Vergennes Union High School Board of Directors	638 F.2d 438 (2d Cir. 1980)	VT
Bilney v. Evening Star	406 A.2d 652 (Md. Ct. Spec. App. 1979)	MD
Blackburn v. Fisk University	443 F.2d 121 (6th Cir. 1971)	TN
Blackford v. School Board of Orange County	375 So. 2d 578 (Fla. Ct. App. 1979)	FL
Blackwell v. Issaquena County Board of Education Board of Education, Island Trees Union Free School District No. 26 v. Pico	363 F.2d 749 (5th Cir. 1966)	MS
Board of Directors of the Independent School District of Waterloo v. Green	457 U.S. 853 (1982)	NY
	147 N.W.2d 854 (Iowa 1967)	IO

Board of Education v. Purse	422 S.E. 896 (Ga. 1897)	GA
Board of Supervisors of Louisiana State University v. Lewark	281 So. 2d 706 (La. 1973)	LA
Breen v. Kahl	419 F.2d 1034 (7th Cir. 1969), <u>cert. den.</u> , 398 U.S. 937 (1970)	WI
Bright v. Isenbarger	314 F.Supp. 1382 (N.D.Ind. 1970), <u>aff'd</u> , 445 F.2d 412 (7th Cir. 1971)(<u>per curiam</u>)	IN
Bright v. Los Angeles Unified School District	124 Cal. Rptr. 598 (1975)	CA
Brooks v. Stone	10 Med. L. Rptr. (Ga. Ct. App. 1984)	GA
Brubaker v. Moelchart	405 F.Supp. 837 (W.D.N.C. 1975)	NC
Buchanan v. Oregon	436 P.2d 729 (Ore. 1968), <u>cert. den.</u> , 392 U.S. 905 (1968)	OR
Buckel v. Prentice	410 F.Supp. 1243 (S.D. Ohio 1976)	OH
Budd v. Madigan	418 F.2d 1032 (9th Cir. 1969), <u>cert. den.</u> , 397 U.S. 1053 (1970)	CA
Burnside v. Byars	363 F.2d 744 (5th Cir. 1966)	MS
Butts v. Dallas Independent School District	436 F.2d 728 (5th Cir. 1971)	TX
Byars v. Kolodziej	363 N.E.2d 628 (App. Ct. Ill 1977)	IL
Byers v. Southeastern Newspapers Corp., Inc.	288 S.E.2d 698 (Ga. Ct. App. 1982)	GA
California Teachers Association v. Governing Board of Central Union High School Dist.	190 Cal. Rptr. 453, (Cal. App. 1983)	CA
Calvin v. Rupp	471 F.2d 1346 (8th Cir. 1973)	MO
Caplin v. Oak	356 F.Supp. 1250 (S.D.N.Y 1973)	NY
Cary v. Board of Education of the Arapahoe School District	598 F.2d 535 (10th Cir. 1979)	CO
Cass Student Advertising, Inc. v. National Educational Advertising Service, Inc.	374 F.Supp. 796 (N.D.Ill. 1974), <u>rev'd</u> , 516 F.2d 1092 (7th Cir. 1975), <u>cert. den.</u> , 96 S.Ct. 394 (1975), <u>aff'g</u> 407 F.Supp. 520 (N.D.Ill. 1976)	IL
Channing Club v. Texas Tech University	317 F.Supp. 688 (N.D.Tex 1971)	TX
Cintron v. State Board of Education	384 F.Supp. 674 (D.P.R. 1974)	PR
Chicago Joint Board, Amalgamated Clothing Workers of America, AFL-CIO v. Chicago Tribune Company	435 F.2d 470 (7th Cir. 1970), <u>cert. den.</u> , 402 U.S. 973 (1971)	IL
City of Oxford v. Mississippi	No. WC 79-83-WK-P (N.D.Miss., July 1, 1980) (unreported)	MS
Clergy and Laity Concerned v. Chicago Board of Education	586 F.Supp. 1408 (N.D. Ill. 1984)	IL
Cloak v. Cody	326 F.Supp. 391 (M.D.N.C. 1971), <u>dismissed as moot</u> 449 F.2d 781 (4th Cir. 1971)(<u>per curiam</u>)	NC
Commonwealth v. Bonner	372 N.E.2d 1381 (Mass. 1978)	MA
Cone v. Phipps Broadcasting	5 Med.L.Rptr. 1972 (M.D.Ga 1979)	GA
Crews v. Cloncs	432 F.2d 1259 (7th Cir. 1970)	IN
Dallas County v. Haynes	386 F.Supp. 208 (N.D.Tex. 1974)	TX
Danskin v. San Diavo Unified School District	171 P.2d 885 (Calif. 1946)	CA
De Anza Students Against the War v. De Anza Board of Education	Civ. Act No. 80 1074 (N.D.Calif., Nov. 20, 1970)(unpublished)	CA
Dickey v. Alabama State Board of Education	273 F.Supp. 613 (M.D.Ala. 1967)), <u>dismissed as moot sub. nom.</u> , 402 F.2d 515 (5th Cir. 1968)	AL
Dixon (I) v. Alabama State Board of Education	294 F.2d 150 (5th Cir. 1961), <u>cert. den.</u> , 368 U.S. 930 (1961)	AL
Dixon (II) v. Beresh	361 F.Supp. 253 (E.D.Mich. 1973)	MI
Dodd v. Rambis	535 F.Supp. 23 (S.D.Ind. 1981)	IN

Douglas v. School District #12	C-3813 (D. Colo. 1972)	CO
Dupree v. Thornton	154 N.W. 57 (Neb. 1915)	NE
Early v. Palm Beach Newspapers, Inc.	334 So.2d 50 (Fla. App. 1976), <u>appeal dismissed</u> , 354 So.2d 351 (Fla. 1977), <u>cert. den.</u> , 439 U.S. 910 (1978)	FL
Egner v. Texas City Ind. Sch. Dist.	338 F.Supp. 931 (S.D.Tex 1973), Civ. Act No. 109-670 56th Dist. Ct., Galveston County, Tex. (June 9, 1972)	TX
Einhorn v. Maus	300 F.Supp. 1169 (E.D.Penn. 1969)	PA
Eisner v. Stamford Board of Education	440 F.2d 803 (2d Cir. 1971)	CO
Endress v. Brookdale Community College	No. C-1808-74 (Sup. Ct. N.J., Apr. 30, 1975), modified No. A-2879-74, A-3216-74 (App. Div., Sup. N.J., Aug. 27, 1976)	NJ
Engel v. Vitale	370 U.S. 421 (1962)	NY
Epperson v. Arkansas	393 U.S. 97 (1968)	AR
Esteban v. Central Missouri State College	415 F.2d 1077 (8th Cir. 1969), <u>cert. den.</u> , 398 U.S. 968 (1970)	MO
Ferrell v. Dallas Ind. Sch. Dist.	392 F.2d 697 (5th Cir. 1968), <u>cert. den.</u> , 393 U.S. 856 (1968)	TX
Franklin v. Lodge 1108, BPOE	159 Cal. Rptr. 131 (1979)	CA
Frasca v. Andrews	463 F.Supp. 1043 (E.D.N.Y. 1979)	NY
Freedman v. New Jersey State Police	343 A.2d 148 (N.J. Sup. 1975)	NJ
Fujishima v. Board of Education	460 F.2d 1355 (7th Cir. 1972)	IL
Galda v. Rutgers	589 F.Supp. 479 (D. N.J. 1984)	NJ
Gallman v. Carnes	497 S.W.2d 47 (Ark. 1973)	AR
Gambino v. Fairfax County School Board	429 F.Supp. 731 (E.D.Va. 1977), <u>aff'd</u> 564 F.2d 157 (4th Cir. 1977)	VA
Garvin v. Rosenau	455 F.2d 233 (6th Cir. 1972)	MI
Gay Students v. Bonner	509 F.2d 652 (1st Cir. 1974)	NH
General Order on Judicial Standards of Procedure and Substance in Review of Student Discipline in Tax Supported Institutions of Higher Education		
Good v. Associated Students of the University of Washington	45 F.R.D. 133 (W.D.Mo. 1968)	MO
Goss v. Lopez	542 P.2d 762 (Wash. 1975)	WA
Gott v. Berea College	419 U.S. 565 (1975)	OH
Graham v. Houston Independent School Dist.	161 S.W.2d 204 (Ky. 1913)	KY
Griffin v. Tatum	335 F.Supp. 1164 (S.D.Tex. 1970)	TX
Grossner v. Trustees of Columbia University	425 F.2d 201 (5th Cir. 1970)	AL
Guzick v. Drebus	287 F.Supp. 535 (S.D.N.Y. 1968)	NY
	431 F.2d 594 (6th Cir. 1970), <u>cert. den.</u> , 401 U.S. 948 (1971)	OH
Hall v. Board of School Commissioners of Mobile County, Alabama	681 F.2d 965 (5th Cir. 1982)	AL
Hannahs v. Endry	Civ. Act No. 72 306 (N.D. Ohio, Dec. 10, 1973), <u>rev'd</u> , Civ. Act No. 74 1196 (6th Cir. June 17, 1974) (unpublished)	OH
Harrell v. Southern Illinois University	457 N.E.2d 971, 75 Ill.Dec. 529 120 Ill.App.3d 161 (1983),	IL
Hatter v. Los Angeles City High School Dist.	452 F.Supp. 673 (9th Cir. 1971)	CA
Haynes v. Dallas County Junior College Dist.	386 F.Supp. 208 (N.D. Tex. 1974)	TX
Healy v. James	408 U.S. 169 (1972)	CO
Heath v. Johnson	15 S.E. 980 (W.Va. 1892)	WV
Henderson v. Van Buren Public School	4 Med.L.Rptr. 1741, Civ. No. 7-70865 (Sum. J., E.D.Mich. 1978)	MI
Hernandez v. Hanson	430 F.Supp. 1154 (D.Neb. 1977)	NE

Hickman v. the Board of Regents of the University of Texas	552 S.W.2d 616 (Ct. App. Tex. 1977)	TX
High Ol' Times v. Busbee	456 F.Supp. 1035 (N.D.Ga. 1978), <u>aff'd</u> , 621 F.2d 141 (5th Cir. 1980)	GA
Hilderbrand v. Board of Trustees	662 F.2d 426(6th Cir. 1981)	MI
Hinton v. Threet	280 F.Supp. 831 (M.D.Tenn. 1968)	TN
Hinze v. Superior Court of Marin County	174 Cal. Rptr. 403 (Cal. App. 1981)	CA
Hodes v. Namowitz	Civ. Act No. 1412 67 (S.D.N.Y. June 1, 1967)(unp)	NY
Hodgkiss v. Rockport	105 Mass. 475 (1970)	MA
In re Gault	387 U.S. 1 (1967)	AR
Iowa v. Davey	No. 29459 (Storey County Dist. Ct. 1980) (unreported)	IO
Ithaca College v. Yale Daily News Publishing Company	445 N.Y.S.2d 621 (N.Y. App. Div. 1981)	NY
Jacobs v. Board of Regents of University of Arizona	436 F.2d 618 (9th Cir. 1970)	AR
Jacobs v. Board of School Commissioners	349 F.Supp. 605 (S.D.Ind. 1972), <u>aff'd</u> , 490 F.2d 601 (7th Cir. 1973), <u>vacated per curiam</u> , 420 U.S. 128 (1975)	IN
Jenkins v. Georgia	418 U.S. 153 (1974)	GA
Jergeson v. Board of Trustees	476 P.2d 481 (Wyo. 1970)	WY
Jonsson v. Junior College District No. 508	334 N.E.2d 442 (Ill. 1975)	IL
Johnston v. Corinthian Television Corporation	583 P.2d 1101 (Okla. 1978)	OK
Jones v. State Board of Education	407 F.2d 834 (6th Cir. 1969), <u>cert. granted</u> , 396 U.S. 817 (1969), <u>cert. dismissed</u> , 397 U.S. 31 (1970)	TN
Joyner v. Whiting	477 F.2d 456 (4th Cir. 1973)	NC
Kania v. Fordham	702 F.2d 475 (4th Cir. 1983)	NC
Karp v. Becken	477 F.2d 171 (9th Cir. 1973)	AR
Karr v. Schmidt	460 F.2d 609 (5th Cir. 1972), <u>cert. den.</u> , 409 U.S. 989 (1972)	TX
Katz v. McAulay	438 F.2d 1058 (2d Cir. 1971), <u>cert. den.</u> , 405 U.S. 933 (1972)	NY
Klahr v. Winterble	418 P.2d 404 (Ariz. 1966)	AR
Knight v. Minnesota Community College Faculty Association	571 F.Supp. 1 (D. Minn. 1982)	MN
Koppell v. Levine	347 F.Supp. 456 (E.D.N.Y. 1972)	NY
Korn v. Elkins	317 F.Supp. 138 (D.Md. 1970)	MD
Kulhmeier v. Hazelwood School District	596 F.Supp. 1422 (E.D. Mo. 1984)	MO
Lacy v. University of Vermont	303 A.2d 475 (Vt. 1973)	VT
Landrum v. Eastern Kentucky University	578 F.Supp. 241 (E.D. Ky. 1984)	KY
Lander v. Seaver	32 Vt. 114 (1859)	VT
Langford v. Vanderbilt University	318 S.W.2d 568 (Tenn. 1958)	TN
Larson v. Board of Regents of the University of Nebraska	204 N.W.2d 568 (D.Neb. 1973)	NE
Lee v. Board of Regents	306 F.Supp. 1097 (W.D.Wis. 1969), <u>aff'd</u> , 441 F.2d 1257 (7th Cir. 1971)	WI
Leibner v. Sharbaugh	429 F.Supp. 744 (E.D.Va. 1977)	VA
Levin v. Marshall	317 F.Supp. 169 (D.Md. 1970)	MD
Lindsey v. Board of Regents of University System of Georgia	607 F.2d 672 (5th Cir. 1980)	GA
Loman v. Davis	No. C-78-264-G (M.D.N.C. Jan. 19, 1979) (unreported)	NC
Marin v. University of Puerto Rico	377 F.Supp. 613 (D.P.R. 1974)	PR
Matter of Rosenblatt v. Common Sense	337 N.Y.S.2d 56 (App. Div. 1972)	NY
<u>Maynard v. Fellner</u>	___ F.2d 151 (7th Cir. 1978)	WI

Maynard v. Port Publications	Civ. Act No. #151-117 (Dane Co., Wis. Cir. Ct., Sum. J., Aug. 31, 1978)	WI
Mazart v. State	441 N.Y.S.2d 600 (1981)	NY
McDonough v. Trustees of University System of New Hampshire	704 F.2d 780 (1st Cir. 1983)	NH
McGee v. South Pemiscot School Dist.	712 F.2d 339 (8th Cir. 1983)	MO
<u>McKnight, Janice</u>	F.Supp. _____ (D.C.D.C. 1983)	DC
Mele v. Cuddy	Civ. Act No. L 12 861-66, Essex County Court (May 11, 1970)	?
Meyer v. Nebraska	262 U.S. 390 (1923)	NE
Milliner v. Turner	436 So.2d 1300 (La. App. 1983)	LA
Minarcini v. Strongsville City School Dist.	384 F.Supp. 698 (N.D. Ohio 1974) <u>rev'd in part</u> , 541 F.2d 577 (6th Cir. 1976)	OH
Minersville School District v. Gobitis	310 U.S. 586 (1940)	PA
Mississippi Gay Alliance v. Goude-lock	536 F.2d 1073 (5th Cir. 1976), <u>cert. den.</u> , 430 U.S. 982 (1977)	MS
Mt. Eden High School Students v. Hayward Unified School District	Civ. Act No. C 70 1173 (N.D. Calif. June 4, 1970) (unreported)	CA
Murdoch v. Pennsylvania	319 U.S. 105 (1943)	PA
Murphy v. Board of Directors of Marengo Dist.	30 Io. 429 (1870)	IO
Murray v. Board of Trustees of the University of Louisville	659 F.2d 77 (6th Cir. 1981)	KY
New Left Education Project v. Board of Regents of the University of Texas System	326 F.Supp. 158 (W.D. Tex. 1971), <u>dismissed as moot</u> , 472 F.2d 218 (5th Cir. 1973), <u>dismissed as moot</u> , 414 U.S. 807 (1975)	TX
New Times v. Arizona Board of Regents	519 P.2d 169 (Ariz. 1974)	AR
Newsome v. Alarid	568 P.2d 1236 (N.M. 1977)	NM
<u>Nicholson v. Board of Education, Torrance Unified School District</u>	F. Supp. _____ (S.D. Calif. 1973) 682 F.2d. 858 (9th Cir. 1982)	CA
Nitzberg v. Parks	525 F.2d 378 (4th Cir. 1975)	MD
Norton v. Discipline Committee of East Tennessee State University	419 F.2d 195 (6th Cir. 1969), <u>cert. den.</u> , 399 U.S. 906 (1970)	TN
O'Reilly v. San Francisco Unified School Dist.	Civ. Act No. 51 427 (N.D. Calif. Nov. 10, 1970) (unpublished)	CA
Oxford v. New Jersey State Board of Education	344 A.2d 769 (S.Ct. N.J. 1975)	NJ
Panarella v. Birenbaum	327 N.Y.S.2d 755 (1971), <u>aff'd</u> , 343 N.Y.S.2d 333 (1973)	NY
Papish v. Board of Curators of U. of Missouri	410 U.S. 667 (1973)	MO
Peacock v. Duval	694 F.2d 644 (9th Cir. 1982)	AR
Peterson v. Board of Education of School Dist. No. 1	370 F.Supp. 1208 (D. Neb. 1973)	NE
Picha v. Weilgos	410 F.Supp. 1214 (N.D. Ill. 1976)	IL
Pliscou v. Holtville Unified School District Police Department of the City of Chicago v. Mosley	411 F.Supp. 842 (S.D. Calif. 1976)	CA
<u>Portland Womens' Health Center v. Portland Community College Briogge</u>	408 U.S. 92 (1972)	IL
Post v. Payton	F.Supp. _____ (D. Ore. 1981)	OR
Powe v. Miles	323 F.Supp. 799 (E.D. N.Y. 1971)	NY
Poxon v. Board of Education	407 F.2d 73 (2d Cir. 1968)	NY
Pratt v. Independent School District, No 831, Forest Lake	341 F.Supp. 256 (E.D. Calif. 1971)	CA
President's Council, District 25 v. Community School Board No. 25	Civ #3-79-71 (D. Minn. 1981)	MN
Prince v. Massachusetts	670 F.2d 771 (8th Cir. 1982)	NY
	457 F.2d 289 (2d Cir. 1972), <u>cert. den.</u> , 409 U.S. 998 (1972)	MA
	321 U.S. 158 (1944)	MA

Professional Association of College Educators, TSTA/NEA v. El Paso County Community College Dist.	730 F.2d 258 (5th Cir. 1984)	TX
Pugsley v. Sellmeyer	250 S.W. 538 (Ark. 1923)	AR
Quarterman v. Byrd	453 F.2d 54 (4th Cir. 1971)	NC
Radical Lawyer Caucus v. Pool	324 F.Supp. 268 (W.D.Tex 1970)	TX
Reaves v. Foster	200 So.2d 453 (Miss. 1967)	MS
Reineke v. Cobb County School District	484 F.Supp. 1252 (N.D.Ga. 1980)	GA
Renfroe v. Kirkpatrick	549 F.Supp. 1368 (D. Ala. 1982)	AL
Right to Read Defense Committee of Chelsea v. School Committee of the City of Chelsea	454 F.Supp. 703 (D.Mass. 1979)	MA
Riseman v. School Committee of City of Quincy	439 F.2d 148 (1st Cir. 1971)	MA
Ronwin v. Shapiro	657 F.2d 1071 (9th Cir. 1981)	AR
Rowe v. Campbell Union High School District	Civ. Act No. 5160 (N.D.Calif. Nov. 20, 1970) (unreported)	CA
Salvail v. Nashua Board of Education	469 F.Supp. 1269 (D.N.H. 1979)	NH
Sanchez v. Board of Regents of Eastern New Mexico University	486 P.2d 608, 82 N.M. 672 (1971)	NM
Sanders v. Martin	Civ. Act. No. 72 C 1398 (E.D.N.Y. April 25, 1974) (unpublished)	NY
Schiff v. Williams	519 F.2d 257 (5th Cir. 1975)	FL
Schwartz v. Schuker	298 F.Supp. 238 (E.D.N.Y. 1969)	NY
Scoville v. Board of Education of Joliet Township High School District	286 F.Supp. 988 (N.D.Ill. 1968), <u>rev'd</u> , 425 F.2d 10 (7th Cir 1970), <u>cert. den.</u> , 400 U.S. 826 (1970)	IL
Segall v. Jacobson	295 F.Supp. 1121 (S.D.N.Y. 1969)	NY
Sewell v. Brookbank	581 P.2d 267 (Ariz. App. 1978)	AR
Seyfreid v. Walton	512 F.Supp. 235 (D.Del. 1981), 668 F.2d 214 (3d Cir. 1981)	DE
Shanley v. Northeast Independent School Dist.	462 F.Supp. 960 (5th Cir. 1972)	TX
Sneck v. Baileyville School Committee	530 F.Supp. 679 (D.Maine 1982)	ME
Shelton v. Tucker	364 U.S. 479 (1960)	AR
Snyder v. Univ. of Illinois	286 F.Supp. 927 (N.D.Ill. 1968)	IL
Solid Rock Foundation v. Ohio State University	478 F.Supp. 96 (S.D.Ohio 1979)	OH
Somme v. Warsaw Community School	No. S-79-48 (N.D.Ind. Sept. 21, 1979)(unreported)	IN
Spartacus Youth League v. Board of Trustees	502 F.Supp. 789 (N.D.Ill. 1980)	IL
Speake v. Grantham	317 F.Supp. 1253 (S.D.Miss 1970), <u>aff'd</u> , 440 F.2d 1351 (5th Cir 1971)(<u>per curiam</u>)	MS
Stacy v. Williams	306 F.Supp. 963 (N.D.Miss. 1969)	MS
Stanley v. Magrath	719 F.2d 279 (8th Cir. 1984)	MN
Stanton v. Brunswick School Dept.	577 F. Supp. 1560	ME
State v. Buchanan	436 P.2d 729 (Or 1968)	OR
State v. District Board of School District No. 1	116 N.W. 232 (Wis. 1908)	WI
State ex. rel. Dresser v. District Board	116 N.W. 232 (Wis. 1908)	WI
State v. Knops	183 N.W.2d 93 (Wis. 1971)	WI
State v. Oyen	480 P.2d 766 (Wash. 1971), <u>vacated</u> , 408 U.S. 933 (1972)	WA
State v. Sachs	260 So.2d 517 (Fla. 1972)(memo decision <u>aff'd.</u>)	FL
State v. Schmidt	423 A.2d 615 (N.J. 1980) appeal dismissed for want of juris., 455 U.S. 100 (1982)	NJ
State v. Ybarra	550 P.2d 763 (Ct. App. Ore. 1976)	OR
Olson v. State Board for Community Colleges and Occupational Education	687 P.2d 429 (Colo. 1984)	CO
Steier v. N.Y. State Education Commissioner	271 F.2d 13 (2d Cir. 1959)	NY

Stern v. Shouldice	706 F.2d 742 (6th Cir. 1983)	MI
Stevens v. Tillman	568 F.Supp. 289 (N.D.Ill. 1983)	IL
Stevenson v. Wheeler County Board of Education	306 F.Supp. 97 (S.D.Ga. 1969), <u>aff'd</u> , 426 F.2d 1154 (5th Cir. 1970), <u>cert. den.</u> , 400 U.S. 957 (1970)	GA
Substitutes United for Better Schools v. Rohrer	496 F.Supp. 1017 (N.D.Ill. 1980)	IL
Sullivan v. Houston Independent School Dist. (I)	307 F.Supp. 1328 (S.D.Tex 1969)	TX
Sullivan v. Houston Independent Sch. Dist. (II)	333 F.Supp. 1149 (S.D.Tex 1971), <u>vacated</u> , 475 F.2d 1071 (5th Cir. 1973), <u>cert. den.</u> , 414 U.S. 1032 (1973)	TX
Somme v. Warsaw Community School	No. S 79-48 (N.D. Ind. Sept. 21, 1979)	IN
Swope v. Lubbers	560 F.Supp. 1328 (W.D. Mich. 1983)	MI
Tanton v. McKenney	197 N.W. 510 (Mich. 1924)	MI
Thomas v. Granville Cent. School Dist.	607 F.2d 1043 (2d Cir. 1979)	NY
Thonen v. Jenkins	517 F.2d 3 (4th Cir. 1975)	NC
Tinker v. Des Moines Ind. Comm. School Dist.	393 U.S. 503 (1969)	IO
Torvik v. Decorah Community Schools	453 F.2d 779 (8th Cir. 1972)(per curiam)	IO
Trachtman v. Anker	563 F.2d 512 (2d Cir. 1977), <u>cert. den.</u> , 435 U.S. 925 (1978)	NY
Trujillo v. Love	322 F.Supp. 1266 (D.Colo. 1971)	CO
Trustees of the University of Pennsylvania, In re application of In re notice to	42 Rad. Reg. 2d 871 (1978) 57 F.C.C.2d 782 (1975); 58 F.C.C.2d 848 (1976)	PA
Uberoi v. University of Colorado U. of Southern Mississippi Chapter of the Mississippi Civil Liberties Union v. University of Southern Mississippi	Case # 83SA101 (Colo. 1984)	CO
Vail v. Board of Education	452 F.2d 564 (5th Cir. 1971)	MS
Veed v. Schwartzkopf	354 F.Supp. 592 (D.N.H. 1973) 353 F.Supp. 149 (D.Neb. 1973), <u>aff'd</u> , 478 F.2d 1407 (8th Cir. 1973), (per curiam) <u>cert. den.</u> , 414 U.S. 1135 (1974)	NH
Vought v. Van Buren Public Schools	306 F.Supp. 1388 (E.D.Mich. 1969)	MI
Walker v. Birmingham	388 U.S. 307 (1967)	AL
Wesolek v. South Bend Community School Dist.	Cov. Act No. 73 S 101 (N.D.Ind. Oct. 2, 1973) (unreported)	IN
West Virginia State Board of Education v. Barnette	319 U.S. 624 (1943)	WV
Westley v. Rossi	305 F.Supp. 706 (D.Minn. 1969)	MN
Wetzel v. Riggs	(1975)	OR
White v. South Park Independent School Dist.	693 F.2d 1163 (5th Cir. 1982)	TX
Widmar v. Vincent	454 U.S. 263 (1981)	MO
Williams v. Board of Trustees, Southern Illinois University	No. 74-CC-54J (Ct. of Claims, Ill. May 12, 1975) (unreported)	IL
Williams v. Spencer	622 F.2d 1200 (4th Cir. 1980)	MD
Williamson v. United States	95 L.Ed. 1379 (1950)	NY
Wilson v. Abilene Independent School District	190 S.W.2d 406 (Tex. Ct. App. 1945)	TX
Winter v. Northern Tier Publishing	4 Med.L.Rptr. 1348 (N.Y.S.Ct., Westchester Co. Aug. 18, 1978)(order granting sum. j.)	NY
Wisconsin Industrial Sch. for Girls v. Clark Co.	79 N.W. 422 (Wis. 1899)	WI
Wood v. Strickland	420 U.S. 308 (1975)	AR
Wooster v. Sunderland	27 Cal. App. 51 (1915)	CA
Yench v. Stockmar	483 F.2d 820 (10th Cir. 1973)	CO
Ysleta Federation of Teachers v. Ysleta Independent School District	720 F.2d 1429 (5th Cir. 1983)	TX
Zanders v. Board of Education	281 F.Supp. 747 (W.D.La. 1968)	LA
Zellers v. Huff	236 P.2d 949 (N.M. 1951)	NM
Zucker v. Panitz	299 F.Supp. 102 (S.D.N.Y. 1969)	NY
Zurcher v. Stanford Daily	353 F.Supp. 124 (N.D.Calif. 1972), <u>aff'd</u> , 550 F.2d 464 (9th Cir. 1977), <u>rev'd</u> , 436 U.S. 547 (1978)	CA
Zykan v. Warsaw Community School Corporation	631 F.2d 1300 (7th Cir. 1980)	IN

APPENDIX F

FEDERAL DISTRICT COURT OPINION:

KUHLMEIER V. HAZELWOOD

SCHOOL DISTRICT

submitted
FILED
MAY 9 1985

UNITED STATES DISTRICT COURT
EASTERN DISTRICT OF MISSOURI
EASTERN DIVISION

EYVON MENDENHALL
U. S. DISTRICT COURT
E. DISTRICT OF MO.

CATHY KUHLMIEER, et al.,)
)
 Plaintiffs,)
)
 vs.)
)
 HAZELWOOD SCHOOL DISTRICT, et al.,)
)
 Defendants.)

No. 83-2039C(1)

ORDER

Pursuant to the Memorandum filed herein this day,

IT IS HEREBY ORDERED, ADJUDGED and DECREED that defendants did not violate plaintiffs' first amendment rights when they deleted several articles from the May 13, 1983 issue of Spectrum, the official school-sponsored newspaper of Hazelwood East High School. Accordingly, judgment is entered for defendants on plaintiffs' complaint.

John P. Haysle

UNITED STATES DISTRICT JUDGE

Dated: May 9, 1985

FILED *SM*

MAY 9 1985

UNITED STATES DISTRICT COURT
 EASTERN DISTRICT OF MISSOURI
 EASTERN DIVISION

EYVON MENDENHALL
 U. S. DISTRICT COURT
 E. DISTRICT OF MO.

CATHY KUHLMEIER, et al.,)

Plaintiffs,)

vs.)

HAZELWOOD SCHOOL DISTRICT, et al.,)

Defendants.)

No. 83-2039C(1)

MEMORANDUM

This is a civil rights action for declaratory relief and damages arising from defendants' refusal to permit publication of certain articles in the May 13, 1983, issue of Spectrum, a school newspaper published at Hazelwood East High School in St. Louis County, Missouri. ^{1/} Because the factual disputes in this case are inextricably intertwined with the central legal issue in this case, namely the extent of plaintiffs' first amendment right of expression as student members of Spectrum, this Court held on November 8, 1984, that the declaratory relief and liability questions should be heard by this Court sitting without a jury. Accordingly, the issues of declaratory relief and liability were bifurcated from the issue of damages and the trial of this matter was directed solely to the issue of liability. Kuhlmeier v. Hazelwood School District, No. 83-2033C(1), unpublished Order and Memorandum (E.D.Mo., November 8, 1984).

^{1/} Plaintiffs' original complaint also sought injunctive relief. However, by this Court's Order and Memorandum of November 2, 1984, plaintiffs' claims for injunctive relief were dismissed on the ground that said claims were mooted by plaintiffs' graduation from Hazelwood East High School. Kuhlmeier v. Hazelwood School District, 596 F. Supp. 1422 (E.D.Mo. 1984).

This case was tried to this Court sitting without a jury. This Court having considered the pleadings, the testimony of the witnesses, the documents in evidence, and the stipulations of the parties, and being fully advised in the premises, hereby makes the following findings of fact and conclusions of law, as required by Rule 52 of the Federal Rules of Civil Procedure. Fed.R.Civ.P. 52.

A. FINDINGS OF FACT

1. Plaintiffs Kathy Kuhlmeier, Lee Ann Tippett-West and Leslie Smart are residents of the State of Missouri and at all times relevant herein citizens of the United States. During the spring semester of 1983, said plaintiffs were students in the Journalism II class at Hazelwood East High School in St. Louis County, Missouri, and were members of the Spectrum staff. Ms. Kuhlmeier served as Spectrum's layout editor and performed the page layouts for the stories at issue herein. Ms. Smart served as newswriter and movie reviewer for Spectrum. Ms. Tippett served as news feature writer, cartoonist and part-time photographer for Spectrum. In addition, Ms. Tippett prepared a graph to be used in connection with one of the articles at issue herein. Said plaintiffs did not write any of the stories at issue herein.

2. Defendant Hazelwood School District (hereinafter "District") is a Missouri public school district organized pursuant to, and operated in accordance with, statutes of the State of Missouri. Responsibility for the government and operation of the District is vested in a six (6)-director Board of Education (hereinafter "Board"). During the period relevant to this case, the Board was comprised of defendants Charles E. Sweeney (President), Joseph E. Donahue (Vice-President), August A. Busch, Jr. (Treasurer), Gwendolyn L. Gerhardt (Secretary), James E. Arnac, and Ann Gibbons. The Board controls all aspects of the District's operations, exercises general supervision over the schools of the District, and adopts and revises the rules, regulations and policies of the District. Hazelwood East High School (hereinafter "Hazelwood East") is one of three secondary schools operated by the District. Hazelwood East has an enrollment of approximately 1,800 students in grades nine (9) through twelve (12).

During all periods relevant to this lawsuit, defendant Thomas J. Lawson has been the Superintendent of the Hazelwood School District, defendant Frances Huss has been the Assistant superintendent for secondary education of the Hazelwood School District, defendant Robert Eugene Reynolds has been the principal and instructional leader of Hazelwood East High School, and defendant Howard Emerson has been the coordinator of school information and year book sponsor at Hazelwood Central High School. Dr. Lawson is the chief executive officer of the District and is responsible for carrying out and enforcing the policies of the school board. Dr. Huss' responsibilities include supervision over all high school personnel, curriculum, activities, instruction, programs, budgets, and expenditures. He is the immediate supervisor of the District's high school principals, including the principal of Hazelwood East. In addition to being the educational leader and chief administrator of Hazelwood East, Mr. Reynolds is responsible for Hazelwood East's budget. In addition to his responsibilities at Hazelwood Central High School, Mr. Emerson served as temporary year book sponsor, journalism teacher and faculty advisor for Spectrum at Hazelwood East from May 1, 1983, through the end of the 1982-83 academic year.

All of the individual defendants in this case are citizens of the United States and reside within the Eastern District of Missouri. Both the District and Hazelwood East are located and operated exclusively within the Eastern District of Missouri.

3. During the 1982-83 academic year, the Hazelwood East curriculum included two (2) journalism classes, "Journalism I" and "Journalism II". In Journalism I, students were taught the principles of reporting, writing, editing, layout, publishing, and journalistic ethics. Students could not enroll in Journalism II unless they first completed Journalism I. The textbook used for these courses, English and Hach, Scholastic Journalism (6th ed. 1978), was approved by the Board. Said textbook included chapters on "Understanding Press Law" and "Handling Sensitive Issues". Both Journalism I and Journalism II were taught at Hazelwood East by Robert Stergos from 1981 through April

29, 1983. The authors of the articles at issue herein, as well as plaintiffs, were enrolled in and completed Journalism I during the fall of 1982.

Journalism II was taught during the spring of 1983. Most Journalism II students, including plaintiffs and all of the authors of the articles in question, were juniors or seniors. In Journalism II, students continued to receive instruction on topics relevant to newspaper journalism. However, the primary activity of students enrolled in Journalism II was production and publication of Hazelwood East's school newspaper, Spectrum. This activity is best described as a classroom exercise or "lab" in which Journalism II students were given an opportunity to apply the knowledge and skills derived from the instruction they received. For example, the course description for Journalism II in the Curriculum Guide was, as follows: "Journalism II provides a laboratory situation in which the students publish the school newspaper applying the skills they have learned in Journalism I". In addition, the main concepts or ideas underlying Journalism II were, as follows:

1. An experience for students to practice journalistic techniques learned in Journalism I by publishing the school newspaper under the pressures of pre-established deadlines.
2. the legal, moral, and ethical restrictions imposed upon journalists within the community.
3. responsibility and acceptance of criticism for articles of opinion.
4. leadership responsibilities as issue and page editors.
5. creative and imaginative layouts which present the news within an accurate, fair, and balanced format.
6. pride in the school newspaper.
7. journalism as a potential career choice.

Both Journalism I and Journalism II were taught according to the Curriculum Guide which was approved by the Board.

Students received a grade and course credit for participation in Journalism II. Not all stories produced in the Journalism II class were printed in Spectrum. Grades were not affected by whether an article was published.

4. Spectrum was the school-sponsored newspaper at Hazelwood East. Spectrum was published approximately six (6) times per semester and typically included stories of interest to students, such as sports, interviews with faculty members, prom news, news items, movie reviews, editorials, and current items of interest. The paper typically covered four (4) sides of 11 inch by 17 inch paper. However, a six (6)-page paper was often printed in connection with special events, such as Homecoming, Prom, or the "Senior" issue. When Spectrum was published, it was sold during lunch for 25 cents per copy in the "commons" area of Hazelwood East. In addition, the paper could be purchased from the journalism room which was located in the library of Hazelwood East. The Board allocated operating funds to Spectrum in its annual budget and this amount was supplemented by the revenues received from sales of the newspaper. During the 1982-83 school year, printing expenses amounted to \$4,668.50, \$1,166.84 of which was defrayed through sales. Spectrum was printed by Messenger Printing Company, a private business.

For the most part, Spectrum was written and designed by students in the Journalism II class. Spectrum's staff was essentially restricted to students in the Journalism II class. However, Hazelwood East students not enrolled in Journalism II could submit material for publication in Spectrum so long as the material met the standards set forth in Hazelwood School Board Policy No. 348.51. For example, Spectrum often published a column entitled "Letters to the Editor". There was one exception in the spring of 1983, because Elizabeth Conley, author of one of the stories at issue herein, was not enrolled in Journalism II and worked on the staff of Spectrum as part of an independent study program. The reason for this arrangement was that Ms. Conley was enrolled in a Calculus class during the period that the Journalism II class met. However, she did meet with Mr. Stergos, the teacher of the Journalism II class, during her independent study hour. With the exception of Ms. Conley, Spectrum staff members enrolled in Journalism II met each day during the spring of 1983 for

approximately fifty (50) minutes in the journalism room with Mr. Stergos as their instructor. During this period, staff members worked on producing Spectrum. Spectrum staff members were permitted to obtain passes to leave the journalism room to do research and investigation on stories during the Journalism II period. In addition, some work was done by Spectrum staff members outside the Journalism II period, both during the school day and at home. However, the amount of work required outside of the regular class meeting period was not substantially greater than that required in other courses taught at Hazelwood East. In this regard, Spectrum was an integral part of the Journalism II course and was not akin to an extra-curricular activity, such as Hazelwood East's Student Council, team sports, or cheerleading squad.

The content of Spectrum included matters of interest to the entire Hazelwood School District community. Among the topics covered by articles appearing in Spectrum since 1976, were the following: 1) teenage dating; 2) the effects of television on children; 3) students' use of drugs and alcohol; 4) race relations; 5) teenage marriage; 6) the death penalty; 7) the St. Louis Schools desegregation case; 8) runaways; 9) teenage pregnancy; 10) religious cults; 11) the draft; 12) school busing; and 13) students' fourth amendment rights.

The Journalism II course was taught by, and Spectrum was produced under the direction of, a teacher at Hazelwood East. Robert Stergos was this teacher during the spring semester of 1983, until April 29, 1983. Mr. Stergos, as the teacher of Journalism II, both had the authority to exercise and in fact exercised a great deal of control over Spectrum. Mr. Stergos selected the editor, assistant editor, layout editor and layout staff of the newspaper. He scheduled publication dates, decided the number of pages for each issue, assigned story ideas to class members, counseled students on the development of the stories, reviewed the use of quotations, edited stories, adjusted layouts, selected the letters to the editor, edited the letter to the editor, called in corrections to the printer, and sold papers from the Journalism II classroom. Although

several of these decisions were made in consultation with some of the students in the Journalism II class, many of these decisions were made without such consultation. It is clear that Mr. Stergos was the final authority with respect to almost every aspect of the production and publication of Spectrum, including its content. Plaintiffs were well aware of Stergos' control over Spectrum.

A certain amount of control, or pre-publication review, was exercised by Mr. Stergos' superiors prior to the incident in question. Dr. Huss testified that the District had previously prevented the publication of articles in the District's school newspapers based on their content. Dr. Lawson testified that prior review of controversial or sensitive materials by a high principal was standard procedure. In early January, 1983, a meeting was held at which Dr. Huss, Mr. Reynolds, Mr. Stergos, and Ms. Jane Huff, Chairman of the English Department, were in attendance. At that meeting, Mr. Stergos was informed that Board policy should not be questioned in Spectrum and that Mr. Stergos was to submit a copy of each issue of Spectrum to Mr. Reynolds prior to its being sent to the printer. Mr. Stergos complied with this request throughout the spring of 1983 and, in fact, Mr. Stergos passed this directive on to his successor, Mr. Emerson. In addition, in the early part of the spring semester of 1983, Dr. Huss advised each of the high school principals to limit the length of their respective school newspapers to four (4) pages in each issue due to budget overruns. Mr. Reynold communicated this directive to Ms. Huff. There was no direct evidence that Ms. Huff communicated this page limit rule to Mr. Stergos, but the control which Ms. Huff and Mr. Reynolds had over Spectrum is evidenced by the fact that they discussed deleting entirely the last two issues of Spectrum in the spring of 1983 due to budget overruns.

5. Mr. Stergos received extra-duty pay in the amount of \$325.00 for his services in connection with Spectrum. Mr. Stergos also received \$325.00 in extra-duty pay for his services as coach of the Hazelwood East baseball team. However, Dr. Huss testified that the amounts received by Mr. Stergos for his Journalism II services were

only to reimburse him for the time he spent going to and from the printer and for the use of his own automobile therefor. The amount paid to Mr. Stergos was arrived at by multiplying the number of hours spent by him traveling to and from the printer times the applicable rate. This Court credits Dr. Huss' testimony.

6. Each issue of Spectrum was produced according to the following procedure. Ideas for stories were collected from Spectrum staff members on a weekly basis. Another source of story ideas were the letters to the editor. The student editors, in consultation with Mr. Stergos, would then select from among those story ideas that they wanted to develop into articles for publication. Mr. Stergos would then assign individual staff members to work on the ideas selected and determine how long each story should be. Although staff members often traded topics, Mr. Stergos was the final authority.

The person assigned to a story idea would then begin researching and writing the story. Initially, the precise content of the story was left to the individual writer. However, once a draft was completed it was submitted to Mr. Stergos who would review the article, make comments, and return it to the student to be rewritten or researched further. Articles commonly went through this review and revision process three (3) or four (4) times.

A writer who used personal quotes in a story was required to obtain consent from each person quoted. The procedure for obtaining consent was to have the subject initial his quote on the draft.

Once a final draft was completed, the story would be submitted in copy sheet form to the copy editor to be proofed, then to the layout editor to be arranged on the page. At this stage of the process, Mr. Stergos often edited the articles himself. After the proposed layouts were approved by Mr. Stergos, the copy sheets of the stories, together with the layout diagrams, were sent to Messenger Printing Company in Kirkwood, Missouri, where galley proofs were prepared. After the galley proofs were returned from the printer, the authors would each proofread their own stories and their

work would be doubled checked by Spectrum staff members. Mr. Stergos also proofread all articles. Corrections would be telephoned to the printer. The paper would then be printed in its final form and returned to Hazelwood East for sale.

7. On September 14, 1982, an item was published in Spectrum entitled "Statement of Policy". This article stated, in pertinent part, as follows:

Spectrum is a school funded newspaper; written, edited, and designed by members of the Journalism II class with assistance of advisor Mr. Robert Stergos.

Spectrum follows journalism guidelines that are set by Scholastic Journalism textbook,

Spectrum, as a student-press publication, accepts all rights implied by the First Amendment of the United States Constitution which states that: "Congress shall make no law restricting . . . or abridging the freedom of speech or the press . . ."

That this right extends to high school students was clarified in the Tinker v. DesMoines Community School District case in 1969. The Supreme Court of the United States ruled that neither "students nor teachers shed their constitutional rights to freedom of speech or expression at the school house gate." Only speech that "materially and substantially interferes with the requirements of appropriate discipline" can be found unacceptable and therefore prohibited.

According to Mr. Stergos, this policy statement was published in Spectrum at the beginning of each academic year. However, no documentary evidence was introduced to prove that this statement of policy was published at any other time. The following description did appear in every issue of Spectrum during the 1982-83 academic year:

Spectrum is published approximately every three weeks by students in the Journalism II class and printed by Messenger Printing Company in Kirkwood, Missouri.

In the January 14, 1980, issue of Spectrum, a non-by-lined editorial was printed entitled "The Right To Write". This editorial described Spectrum, as follows:

Because Spectrum is a member of the press and especially because Spectrum is the sole press of the student body, Spectrum has a responsibility to that student body to be fair and unbiased in reporting, to point out injustice and, thereby, guard student freedoms, and to uphold a high level of journalistic excellence. This may, at times, cause Spectrum to be unpopular with some. Spectrum is not printed to be popular. Spectrum is printed to inform, entertain, guide and serve the student body — no more and, hopefully, no less.

However, the statement of policy published on September 14, 1982, stated that "[a]ll non-by-lined editorials appearing in this newspaper reflect the opinions of the Spectrum staff, which are not necessarily shared by the administrators or faculty of Hazelwood East."

8. The Board created and published two (2) policies governing student expression within the District. The first, Board Policy 348.5, was entitled "Student Publications" and provided, as follows:

- a. Students are entitled to express in writing their personal opinions. The distribution of such material on school property may not interfere with or disrupt the educational process. Such written expressions must be signed by the authors.
- b. Students who edit, publish or distribute handwritten, printed or duplicated matter among their fellow students within the schools must assume responsibility for the content of such publications.
- c. Libel, obscenity, and personal attacks are prohibited in all publications.
- d. Unauthorized commercial solicitation will not be allowed on school property at any time. An exception to this rule will be the sale of non-school sponsored student newspapers published by students of the district at times and in places as designated by school authorities.

The second Board policy, Board Policy 348.51, is entitled "School Sponsored Publications" and provided, as follows:

School sponsored student publications will not restrict free expression or diverse viewpoints within the rules of responsible journalism. School sponsored publications are developed within the adopted curriculum and its educational implications and regular classroom activities.

Students who are not in the publications classes may submit material for consideration according to the following conditions:

- a. All material must be signed.
- b. The material will be evaluated by an editorial review board of students from the publications classes.
- c. A faculty-student review board composed of the principal, publications teacher, two other classroom teachers and two publications students will evaluate the recommendations of the student editorial board. Their decision will be final.

No material shall be considered suitable for publication in student publications that is commercial, obscene, libelous, defaming to character, advocating racial or religious prejudice, or contributing to the interruption of the educational process.

9. Plaintiffs' testimony that they believed that they could publish "practically anything" in Spectrum was not credible. Plaintiffs were well aware of the control that Mr. Stergos exercised over Spectrum.

10. A poster hung on the wall of the journalism room at Hazelwood East which poster listed five (5) criteria for publication of sensitive issues. These criteria were taken from the Scholastic Journalism textbook and were identified by Mr. Stergos, as follows: 1) Is the issue relevant to readers?; 2) Will publication of the topic be helpful to readers or merely interesting or shocking?; 3) Will publication of the issue relate to aspects of the school program?; 4) Will the fact that eighteen year olds may vote help justify publication of some issues?; and 5) Will publication of the issue be for the common good, have news value, or merely be a private situation?

11. Board Policy No. 341.5, entitled "Controversial Issues", provided, in pertinent part, as follows:

It is the responsibility of the teacher to see that the controversial issues discussed in the classroom are relevant to the course of study, limited to the level of understanding and age group of the student, and maintained within the bounds of objectivity commonly acceptable to the community.

The student shall have rights during these discussions.

Specifically, the student shall have:

- a. The right to study any controversial issue which has political, economic, or social significance, and concerning which (at his/her level) he/she should begin to have an opinion.
- b. The right to have access to all relevant information, including the materials which circulate freely in the community.
- c. The right to study under competent instruction in an atmosphere free from prejudice and bias.
- d. The right to form and express one's own opinions on the controversial issues without, thereby, jeopardizing the relationship with the teacher or with the school.

12. Part 7 of the Scholastic Journalism textbook was entitled "Examining the Mass Media". Chapter 24 of said textbook, which chapter appears in Part 7, was entitled "Cannons of Journalism". The ethical rules adopted by the American Society of

Newspaper Editors were reprinted in Chapter 24 at pages 272-75. Rule I-C-7, entitled "Fair Play", provided, as follows:

- a. Journalists should respect the rights of people involved in the news, observe the common standards of decency and stand accountable to the public for the fairness and accuracy of their news reports.
- b. Persons publicly accused should be given the earliest opportunity to respond.

In addition, the Chicago Sun-Times code of professional standards was reprinted at pages 265-66. It also contained a section entitled "Fair Play" and provided, in pertinent part, as follows:

We should at all times show respect for the rights of those encountered in the course of gathering and presenting news. In this respect:

1. Any person or organization whose reputation is attacked is entitled to simultaneous rebuttal.
2. Every effort should be made to present all sides of controversial issues.
3. The anonymous quote, especially in stories involving controversial issues, is to be avoided except in those cases when the reasons for concealing the identity of the source are manifestly clear to the reader.

13. The articles in question were researched and written by several Spectrum staff members for publication in the May 13, 1983, issue of Spectrum. The articles were laid out to appear as pages 4 and 5 of said issue. A group of three articles covered the top half of pages 4 and 5 and the headline accompanying said articles appeared on both pages 4 and 5. The headline was, as follows:

Pressure Describes It All For Today's Teenagers

Pregnancy Affects Many Teens Each Year

The first article in the group of three was written by Andrea Callo and basically surveyed statistics concerning teenage pregnancy and briefly covered various topics including teenage sexuality, birth control, relations with parents, abortion, and the consequences of teenage pregnancy. The article included a table of statistics on teenage abortions covering the years 1976 through 1980. The article relied heavily on material from a

Reader's Digest article. The second article in the group of three was entitled "Squeal Law" and was written by Christine De Hass. The article discussed a proposed rule that would require federally funded clinics to notify parents when teenagers sought birth control assistance. The article contained several quotes and relied heavily on an article appearing in The New Republic. The third article consisted of separate "personal accounts of three Hazelwood East students who became pregnant." The introduction to the article stated that "all names have been changed to keep the identity of these girls a secret." In each of the three accounts, the student discussed her reaction to becoming pregnant, her plans for the future, her relationship with the father, the reaction of her parents, and details about her sex life and use or non-use of birth control methods. The "fictitious" names of the three girls were "Terri", "Patti", and "Julie". A silhouette of a pregnant teenager was superimposed on the article.

Three (3) other articles were spread across the bottom half of pages 4 and 5. Beth Conley wrote an article entitled "Teenage Marriages Face 75% Divorce Rate". The article relied heavily on several sources, including a faculty member at Hazelwood East, and essentially surveyed the problems faced by teenage marriages. Mary Williams wrote an article entitled "Runaways And Juvenile Delinquents Are Common Occurrences In Large Cities", which article was actually laid out as two separate articles subtitled "Runaways" and "Juvenile Delinquents". The first half of the article, which relied heavily on sources, surveyed possible reasons for teenagers running away and identified sources of help that are available to runaways. The second half of the article, which also relied heavily on sources, surveyed the categories of juvenile delinquency and the procedures available to deal with juveniles. Finally, Shari Gordon wrote an article entitled "Divorce's Impact On Kids May Have Life Long Affect". The article dealt with the frequency and causes of divorce, as well as the affect of divorce on children. The article contained a quote from a student who was identified only as a "Junior", as follows:

"My dad didn't make any money, so my mother divorced him."

"My father was an alcoholic and he always came home drunk and my mom really couldn't stand it any longer,"

A Freshman identified by name as "Diana Herbert" gave the following quote:

"My dad wasn't spending enough time with my mom, my sister and I. He was always out of town on business or out late playing cards with the guys. My parents always argued about everything."

"In the beginning I thought I caused the problem, but now I realized it wasn't me," added Diana.

Similar quotes were provided from students identified by name as Susan Kiefer and Jill Viola.

The article by Christine De Hass on three (3) accounts of pregnant students was prepared by submitting written questions, which she formulated, to the three (3) subjects. The three (3) students questioned were each advised by Ms. De Hass of the reason for which the information was being sought and told that it was to be used in the newspaper. The students were told that their names would not be used. The students agreed to participate, completed the questionnaires, and then returned them to Ms. De Hass. Ms. De Hass, in turn, edited them for publication and substituted pseudonyms for all names used. However, the three (3) students were not given any instructions with respect to obtaining parental consent. In addition, no evidence was presented with respect to the age of the three (3) students who were questioned.

Shari Gordon prepared her story, in part, by submitting written questionnaires to various students. The questions she submitted were written by her and then approved by Mr. Stergos. The questionnaires had to be signed and asked, inter alia, if the subjects wanted their names printed in the paper. Consent was obtained from all subjects quoted in the story, even where their names were not used, but the consent of the students' parents was not solicited nor were any parents contacted to explain or rebut the quoted statements of their children.

14. Mr. Stergos left his employment with the District on April 29, 1983. At the time he left, the May 13, 1983, issue of Spectrum was essentially ready to be sent to the printers. Effective May 1, 1983, at the direction of Drs. Huss and Lawson, Mr. Emerson took over as faculty advisor for Spectrum. Before Mr. Stergos left, he told Mr. Emerson that issues of Spectrum must be submitted to Mr. Reynolds prior to publication. Mr. Emerson took Mr. Stergos' place in the Hazelwood East yearbook class, but a Mrs. Ludwinski was the substitute teacher for the Journalism II class. Mrs. Ludwinski did not have a journalism background and, therefore, Mr. Emerson assisted the Journalism II class in publishing the last two issues of Spectrum during the spring of 1983.

The deadline for the May 13, 1983, issue of Spectrum to be in copy sheet form was May 4, 1983. On or about May 5 or 6, 1983, Mr. Emerson took the copy sheets of all of the articles scheduled for publication in the May 13, 1983 issue of Spectrum, including the articles in question and the layout diagrams for the issue, to Messenger Printing Company. At the same time, Spectrum staff members prepared a banner announcing publication of the stories in the forthcoming May 13, 1983 issue of Spectrum. Similar banners were prepared for every issue of Spectrum. This particular banner advertised, inter alia, articles on "Teenage Pregnancy", "Juvenile Delinquency", and "Divorce". The banner was approximately nine (9) feet long by two (2) feet wide and was hung from an area over the Hazelwood East cafeteria, an area through which Mr. Reynolds had to pass to get to his office.

The May 13, 1983, issue of Spectrum was delivered to Mr. Emerson at Hazelwood East in galley proof form on Tuesday, May 10, 1983, by Messenger Printing Company. The newspaper was then proofread by the Spectrum staff and by Mr. Emerson. Several corrections were made as a result of the proofreading. Mr. Emerson personally made a change in Shari Gordon's story by deleting Diana Herbert's name in connection with her statements that were quoted in the paper.

On the same date, Mr. Emerson left a set of uncorrected galley proofs of the May 13, 1983 issue with Mr. Reynolds' secretary. When Mr. Emerson did not hear from Mr. Reynolds, Mr. Emerson telephoned Mr. Reynolds at approximately 3:15 p.m. on May 11, 1983, regarding the Spectrum galley proofs. Mr. Reynolds read through the issue while he kept Mr. Emerson on the line, a process that took approximately twenty (20) minutes. Mr. Reynolds testified that, at the time, he thought Mr. Emerson was at Messenger Printing Company and that he had to make an immediate decision. Mr. Reynolds did not believe that there was time to make any changes in the content of the stories and that no paper would be produced if the issue were delayed for any amount of time. This Court credits Mr. Reynolds' testimony and his beliefs were reasonable under the circumstances. No evidence was presented that his beliefs were unreasonable. Mr. Reynolds asked Mr. Emerson what would have to be done to delete the stories in question and Mr. Emerson responded that pages 4 and 5 could be deleted and page 6 could be changed to page 4. Mr. Reynolds directed Mr. Emerson to effectuate this. Mr. Reynolds then telephoned Dr. Huss, his immediate supervisor, to apprise Dr. Huss of his decision and Dr. Huss concurred.

The stories prepared for pages 4 and 5 of the May 13, 1983 issue of Spectrum were deleted without notice to any members of Spectrum's staff. Spectrum staff members learned that the stories in question had been removed when the final copies of the May 13, 1983 issue were delivered to the school for sale on the morning of May 13, 1983. Shortly after the deletions were discovered, a group of seven (7) Spectrum staff members met with Mr. Reynolds in his office to protest the deletions. Mr. Reynolds advised the group that the articles were deleted because they were "too sensitive" for "our immature audience of readers". Mr. Reynolds did not mention budget or page limitations as a reason for his decision. Following this meeting, the Spectrum staff took a vote and decided to sell the May 13, 1983 issue, despite the deletions.

The following Monday, May 16, 1983, the following notice was posted in the journalism room at Hazelwood East:

The content of some of the articles were personal and highly sensitive ——— people and names were used.

The information was sensitive and totally unnecessary to be included in the school newspaper.

They have many other opportunities to achieve goals in journalism class or publishing of the school newspaper that do not require that kind of reporting.

Learning can take place in research and reporting that is less sensitive, less controversial, and certainly something that is just as beneficial to the students.

Defendants deny that they caused this notice to be posted, but admit that it corresponds to public statements made by Mr. Reynolds and Dr. Lawson.

On the same date, Mr. Reynolds met with Spectrum staff members, together with Mr. Emerson and Ms. Jane Huff, to discuss deletion of the stories in question from the May 13, 1983 issue. At said meeting, Mr. Reynolds stated that the stories were deleted because they were inappropriate, personal, sensitive and unsuitable for the newspaper.

Also on May 16, 1983, Dr. Lawson sent a memorandum to the Board with copies of the deleted stories attached thereto. In the memorandum, Dr. Lawson stated his approval for the deletions and the reasons therefor, as follows:

It was necessary for Mr. Reynolds to remove this because he wasn't aware that the stories were even being prepared ——— or the sensitive, controversial nature of the story.

Following the deletions of the stories in question, Mr. Reynolds and Dr. Lawson made numerous statements to the press regarding their reasons for the censorship. In one article, Mr. Reynolds was quoted, as follows:

"Our position on these articles is that the content was personal and highly sensitive."

"It was inappropriate to be used in a school newspaper."

In another article, Dr. Lawson was quoted, as follows:

"It was information that was very sensitive and totally unnecessary to be included in the school newspaper."

15. Mr. Reynolds testified that he had no objection whatsoever to the article by Beth Conley on teenage marriages, the article by Mary Williams on runaways and juvenile delinquents, the article by Andrea Callo on teenage pregnancy, or the article by Christine De Hass on the squeal law. However, Mr. Reynolds objected to both the three (3) personal accounts of pregnant Hazelwood East students and Shari Gordon's story on the impact of divorce on children. With respect to the personal accounts of three (3) Hazelwood East students who were pregnant, Mr. Reynolds was concerned that the girls had been described to the point where they could be identified by their peers. In addition, he objected to their discussion of their sexual activity. With respect to Shari Gordon's story, Mr. Reynolds objected to the use of Diana Herbert's name and the inclusion of the following quotes from her: -

"My father was an alcoholic and he always came home drunk and my mom really couldn't stand it any longer,"

"My dad wasn't spending enough time with my mom, my sister and I. He was always out of town on business or out late playing cards with the guys. My parents always argued about everything."

"In the beginning I thought I caused the problem, but now I realize it wasn't me,"

In addition, Mr. Reynolds objected to the above portion of Shari Gordon's story, because he thought that fairness required that her parents be notified and given an opportunity to respond. This Court credits Mr. Reynolds' testimony.

Although Mr. Reynolds was aware of certain budgetary constraints and the directive that Spectrum be limited to four (4) pages per issue, but for his objections to the personal accounts of three (3) Hazelwood East students who were pregnant and certain portions of Shari Gordon's story, Mr. Reynolds would not have deleted the articles in question from the May 13, 1983 issue of Spectrum.

16. In the spring of 1983, there were approximately eight (8) to ten (10) students at Hazelwood East who were pregnant. Mr. Reynolds' concern that the students

discussed in the three (3) personal accounts could be identified was legitimate. The subject identified as "Terri" might be identified because it could be derived from the article that her due date was sometime in July, 1983, and that she had dropped out of school. Ms. Jane Huff testified that on or about the time the articles in question were deleted, she thought she could identify two (2) of the subjects discussed in the three (3) personal accounts. She further testified that at the time of trial she could positively identify one (1) and possibly all three (3). This Court credits Ms. Huff's testimony.

17. Expert testimony was received from two (2) individuals in this case. Plaintiffs' expert witness was Dr. Robert P. Knight, Professor of Journalism at the University of Missouri-Columbia. Dr. Knight has had extensive experience with high school newspapers and high school journalism contests. He based his opinion in this case on information that he received from Mr. Stergos, documents supplied to him and the articles in question. It was Dr. Knight's opinion that the articles in question complied with recognized journalism standards, that nothing in their content was libelous or obscene and that they would not cause a material or substantial disruption of the educational environment at Hazelwood East. However, on cross examination Dr. Knight admitted that his actions with respect to this case have been less than objective and independent. Prior to a national convention of investigative reporters and editors in St. Louis, Missouri, during June, 1983, Dr. Knight distributed originals of the stories in question to persons attending the convention. The stories were accompanied with a one (1) page summary of the facts and a statement of Dr. Knight's own opinions. Dr. Knight encouraged those in attendance to discuss the issues raised by the deletions of the stories in question and to come to the aid of plaintiffs. Dr. Knight presented his case to the executive committee of the convention and said committee determined that so-called "student press rights" were outside the province of its organization. In addition, Dr. Knight was actively involved in keeping a certain journalism publication apprised of the progress of this case. Dr. Knight also described what is meant by the term "fairness" in

the journalism field. To be fair is to give a complete picture in a story and an opportunity for all sides to an issue to respond.

Defendants' expert witness was Mr. Martin Duggan, a recent appointee to the Federal Commission on Compensation and former editorial page editor for the St. Louis Globe Democrat. Mr. Duggan has been a journalism instructor at Fontbonne College and supervised the production of a newspaper that was part of the journalism courses taught by Mr. Duggan. Mr. Duggan's experience with high school journalism was limited to being a guest lecturer and giving seminars and work shops, but he once acted as an adviser for a newspaper published by Junior Achievement, a youth organization. Mr. Duggan's first contact with the articles in question was at his deposition in April, 1984. He testified that "fairness and balance" is a term of art in the journalism field and requires journalists to provide all sides to a particular issue. Mr. Duggan testified that Shari Gordon's divorce story did not meet this standard because Diana Herbert's father was not given an opportunity to respond. In addition, he thought that both Shari Gordon's story and the three (3) personal pregnancy accounts were not appropriate for publication because they involved invasions of privacy. Mr. Duggan further testified that there is a difference between editing and censorship. Censorship comes from an outside source, whereas editing is the prerogative of an authority within the publishing entity.

Mr. Duggan's opinion is entitled to more weight than Dr. Knight's opinion. Dr. Knight is deeply and personally involved with high school press issues and his own personal interests are basically aligned with an expansion of student press rights. Mr. Duggan, on the other hand, was an objective and independent witness who was not even compensated by defendants for his testimony.

18. Spectrum was an integral part of the Journalism II class and was not a public forum.

19. Mr. Emerson, Mr. Reynolds, Dr. Huss, and Dr. Lawson are professional educators with many years of experience in dealing with high school age students. Their

judgment that portions of the articles in question were not appropriate for high school age readers or publication in a school sponsored newspaper is both reasonable and entitled to great deference.

20. Plaintiffs and the other members of Journalism II class in the spring of 1983 received academic credit and a grade for their work in said class. No grade was affected by reason of the incident involved herein.

21. Several copies of the articles in question were circulated in xerox form at Hazelwood East subsequent to May 13, 1983. No efforts were made by defendants to stop said circulation or to punish the individuals responsible therefor.

B. CONCLUSIONS OF LAW

This case concerns the scope of high school students' first amendment rights in the context of an official school-sponsored newspaper. This Court possesses subject matter jurisdiction pursuant to 28 U.S.C. §§1331, 1343(3) and 1343(4), and plaintiffs' claims for relief are authorized by 28 U.S.C. §§2201, 2202; 42 U.S.C. §§1983, 1988.

Plaintiffs seek a declaration by this Court that: a) Spectrum was a free speech forum fully protected by the first amendment; b) defendants' prior restraint of the May 13, 1983 issue of Spectrum denied plaintiffs' rights secured by the first and fourteenth amendments; and c) defendants' policies, practices, customs, rules and regulations governing publication of Spectrum failed to comport with constitutionally-mandated standards. As discussed infra, this Court concludes that Spectrum was not a public forum and that defendants' conduct in this case did not deny plaintiffs their constitutional rights. This Court does not find it necessary to address the facial constitutionality of defendants' policies, practices, or rules.

The starting point for this Court's analysis is the almost talismanic phrase uttered by the Supreme Court in Tinker v. Des Moines School District, 393 U.S. 503, 506 (1969): high school students do not "shed their constitutional rights to freedom of speech or expression at the school house gate." In Tinker, the Supreme Court held that the first

amendment rights of three high school students were violated when they were suspended for wearing black armbands as a Vietnam War protest. The court held that such symbolic speech could not be punished where it would not result in "substantial disruption or material interference with school activities". Id. at 514. In so holding, the Supreme Court made it clear that the first amendment rights of students in a high school setting are not coextensive with those of adults. See Williams v. Spencer, 622 F.2d 1200, 1205 (4th Cir. 1980). Student speech or conduct may be regulated or prohibited in the school setting, if it "materially disrupts class work or involves substantial disorder or invasion of the rights of others." Id. at 513. The unique circumstances of the school environment justify such limits on students' first amendment rights. Id. at 506. "In the high school setting, school officials and teachers must be accorded wide latitude over decisions affecting the manner in which they educate students." Nicholson v. Board of Education, 682 F.2d 858, 863 (9th Cir. 1982). Tinker and its progeny establish that in balancing students' free speech rights against the discretion needed by educators, "school officials must bear the burden of demonstrating ' a reasonable basis for interference with student speech, and . . . courts will not rest content with officials' bare allegation that such a basis existed.' " Trachtman v. Anker, 563 F.2d 512, 517 (2d Cir. 1977), cert. denied, 435 U.S. 925 (1978), quoting Eisner v. Stamford Board of Education, 440 F.2d 803, 810 (2d Cir. 1971). Public schools constitute an arm of the state and it is the role of the Courts under our Constitution to resolve the disputes inherent in such a balancing process. Fraser v. Bethel School District, Nos. 83-3987 and 83-4142, slip op. at 5 (9th Cir. March 4, 1985).

Two lines of cases have developed for dealing with student free speech and press issues. One line of cases consists of those situations where student speech or conduct occurred outside of official school programs. In the other are cases where the speech or conduct in question occurred within the context of school-sponsored programs. The conduct of the students in Tinker was symbolic speech that was privately

initiated and carried out independent of any school-sponsored program or activity. Students' first amendment rights generally prevail where the speech or conduct that is sought to be prohibited or regulated is private, non-school-sponsored and non-program related. See, e.g., Nitzberg v. Parks, 525 F.2d 378 (4th Cir. 1975) (regulations that prevented distribution of private student newspaper held invalid); Baughman v. Freienmuth, 478 F.2d 1345 (4th Cir. 1973) (regulations that restrained distribution of non-school-sponsored literature held invalid); Fujishima v. Board of Education, 460 F.2d 1355 (7th Cir. 1972) (rule prohibiting distribution of underground newspaper held invalid); Shamley v. Northeast Independent School District, Bexar County, Texas, 462 F.2d 960 (5th Cir. 1972) (prior restraint on distribution of underground newspaper held invalid); Quarterman v. Byrd, 453 F.2d 54 (4th Cir. 1971) (prior restraint on distribution of underground newspaper held invalid); Eisner v. Stamford Board of Education, 440 F.2d 803 (2d Cir. 1971) (prior restraint on distribution of underground newspaper invalidated); Leibner v. Sharbaugh, 429 F. Supp. 744 (E.D.Va. 1977) (regulations that prevented distribution of underground newspaper invalidated); Poxon v. Board of Education, 341 F. Supp. 256 (E.D.Ca. 1971) (prior restraint on distribution of non-school-sponsored newspaper held unconstitutional). On the other hand, the results have been mixed in cases where educators have attempted to regulate, prohibit or punish student speech or conduct in the context of school-sponsored publications, activities or curricular matters. See e.g., Fraser v. Bethel School District, Nos. 83-3987 and 83-4142, (9th Cir. March 4, 1985) (student could not be disciplined for sexual content of student government nomination speech given during school assembly); Nicholson v. Board of Education, 682 F.2d 858 (9th Cir. 1982) (pre-publication review of journalism class-produced school newspaper upheld); Seyfried v. Walton, 668 F.2d 214 (3rd Cir. 1981) (school legally prevented performance of school-sponsored theatrical production); Trachtman v. Anker, 563 F.2d 512 (2d Cir. 1977), cert. denied, 435 U.S. 925 (1978) (distribution of sex questionnaire in school newspaper properly prevented due to possible harm to students);

Gambino v. Fairfax County School Board, 564 F.2d 157 (4th Cir. 1977) (educators enjoined from prohibiting publication of article in school newspaper); Stanton v. Brunswick School Department, 577 F. Supp. 1560 (D.Ma. 1984) (school officials enjoined from preventing publication of student quote in year book); Reineke v. Cobb County School District, 484 F. Supp. 1252 (N.D.Ga. 1980) (school district enjoined from censoring and controlling student newspaper published by journalism class); Frasca v. Andrews, 463 F. Supp. 1043 (E.D.N.Y. 1979) (school officials properly prevented publication of letter in official school newspaper that would result in substantial disruption of school); Bayer v. Kinzler, 383 F. Supp. 1164 (E.D.N.Y. 1974) aff'd without op., 515 F.2d 504 (2d Cir. 1975) (school authorities violated students' rights in seizing and preventing distribution of sex information supplement in school newspaper); Zucker v. Panitz, 299 F. Supp. 102 (S.D.N.Y. 1969) (school officials enjoined from prohibiting publication of Vietnam protest ad in school newspaper).

In the first line of cases, the free speech and press rights of students are at their apogee. The primary focus is on the extent to which the exercise of such rights would interfere with the educational process. In such cases, school officials are rarely able to show that non-program related student speech or conduct will materially disrupt the educational process. In the second line of cases, however, the interests of school officials and the special function performed by schools in our society are given considerably more weight. The initial focus is not so much on the effect of the students' speech or conduct as it is on the nature of the school-sponsored program or activity in question. Where the particular program or activity is an integral part of the school's educational function, something less than substantial disruption of the educational process may justify prior restraints on students' speech and press activities. The following is an acceptable articulation of the applicable standard:

[T]he rule has been wisely established that decisions of school officials will be sustained, even in a First Amendment context, when, on the facts before them at the time of the conduct which is challenged, there was a substantial and reasonable basis for the action taken.

Frasca, 463 F. Supp. at 1052 (citation omitted). The second line of cases is applicable to the case at bar, because Spectrum was the official school-sponsored newspaper of Hazelwood East and was produced by students in the Journalism II class. See Findings of Fact Nos. 3 and 4.

When faced with determining the scope of students' first amendment rights within the context of school-sponsored programs, courts focus on whether the particular program or activity is an open and public forum of free expression or an integral part of the curriculum. While a public high school is under no obligation to provide its students with a public forum for free expression, Bender v. Williamsport Area School District, 742 F.2d 538, 546-47 (3rd Cir. 1984), where school officials do create an open forum for student expression, the first amendment greatly limits the extent to which school officials may restrain or silence student expression based on the message or content of said expression. Id. See also Widmar v. Vincent, 454 U.S. 263, 267-268 (1981). In Fraser v. Bethel School District, Nos. 83-3987 and 83-4142 (9th Cir. March 4, 1985), school officials were under no obligation to organize a student assembly for the purpose of allowing students to make speeches nominating candidates for student government office. However, having organized such an assembly and having "created an open forum for students to express their political views", school officials could not punish a student for making a speech that was neither obscene nor disruptive. Fraser, slip op. at 18. The Fraser court viewed the assembly as far removed from the "compulsory environment of the class room", for the following reasons:

Although Fraser delivered his speech to a school-sponsored assembly, his speech was clearly not part of the school curriculum. The assembly, which was run by a student, was a voluntary activity in which students were invited to give their own speeches, not speeches proscribed by school authorities as part of the educational program. Attendance, moreover, was not compulsory; students were free to attend a study hall instead.

Fraser, slip op. at 15-16.

The public forum/curriculum distinction was the "critical factor" in Seyfried v. Walton, 668 F.2d 214 (3rd Cir. 1981), which upheld a public high school

superintendent's decision to cancel a high school dramatic production of the musical "Pipin", because of its sexual theme, against the assertion that the cancellation violated students' first amendment rights of expression. The court reasoned, as follows:

We believe that the district court properly distinguished student newspapers and other "non-program related expressions of student opinion" from school-sponsored theatrical productions. . . . The critical factor in this case is the relationship of the play to the school curriculum. As found by the district court, both the staff and the administration view the spring production . . . as "an integral part of the school's educational program." Participation in the play, though voluntary, was considered part of the curriculum in the theatre arts.

Id. at 216 (citations omitted). The Seyfried Court also viewed the cancellation as justified by the school's "important interest in avoiding the impression that it endorsed a viewpoint at variance with its educational program." Id. The holding that the students' first amendment rights were not violated, was further buttressed by the following facts:

[N]o student was prohibited from expressing his views on any subject; no student was prohibited from reading the script, an unedited version of which remains in the school library; and no one was punished or reprimanded for any expression of ideas.

Id.

The public forum/curriculum distinction was also a significant factor in several cases involving school-sponsored newspapers. In Gambino v. Fairfax County School Board, 564 F.2d 157 (4th Cir. 1977), the court held that school officials could not prohibit publication of an article in the school newspaper. The court reasoned that "because the newspaper was established as a public forum and not as an official publication, it [could not] be viewed as part of the curriculum" Id. at 158. In Bayer v. Kinzler, 383 F. Supp. 1164 (E.D.N.Y. 1974) aff'd without op., 515 F.2d 504 (2d Cir. 1975), school officials were enjoined from preventing distribution of copies of the school newspaper which contained a sex information supplement. The court rejected the defendants' argument that the prior restraint was justified under their authority over secondary school curriculum, as follows:

In this court's view, publication of the newspaper and supplement is an extracurricular activity rather than part of the curriculum. This view is buttressed by the fact that no academic credit is given for serving as a member of the newspaper staff.

Id. at 1166. In Zucker v. Panitz, 299 F. Supp. 102 (S.D.N.Y. 1969), school officials were enjoined from restraining publication in the school newspaper of a paid advertisement in opposition to the Vietnam War. The Zucker Court, like the Court in Bayer, rejected the defendants' argument that the newspaper was part of the curriculum and an educational device. The court held that "within the context of the school and educational environment, [the school newspaper] is a forum for the dissemination of ideas." Id. at 105. However, in Nicholson v. Board of Education, 682 F.2d 858 (9th Cir. 1982), the right of school officials to exercise pre-publication review of a school-sponsored newspaper was upheld. The court reasoned, as follows:

Writers on a high school newspaper do not have an unfettered constitutional right to be free from pre-publication review. In fact, the special characteristics of the high school environment, particularly one involving students in a journalism class that produces a school newspaper, call for supervision and review by school faculty and administrators.

Id. at 863 (emphasis added). The significance of the curricular aspect of the newspaper in Nicholson, was recently emphasized by the Ninth Circuit in Fraser, in distinguishing the student assembly in Fraser from the school newspaper in Nicholson, as follows:

Nicholson did involve the compulsory environment of the classroom. The publication of the newspaper was part of a journalism class in which students were being taught how to be journalists. As we explained, "[T]he school possessed a substantial educational interest in teaching young, student writers journalistic skills which stressed accuracy and fairness." . . . Indeed, in Nicholson we explicitly pointed out that school officials had much greater latitude in reviewing a student publication that was part of the curriculum than in the case of a student newspaper that was an extra-curricular activity.

Fraser, slip op. at 16 (citation omitted).

In the case at bar, it is the opinion of this Court that Spectrum was an integral part of Hazelwood East's curriculum, as opposed to a public forum for free expression by students. See Findings of Fact No. 18. Several facts in this case lead directly to a finding that Spectrum "did involve the compulsory environment of the

classroom." Fraser, slip op. at 16. Spectrum was produced by members of the Journalism II class, which class was taught by a faculty member according to the Hazelwood East curriculum guide. See Findings of Fact No. 3. A textbook was used in the class, and a grade and academic credit was awarded for completion of the class. Id. The plaintiffs in this case, as well as other members of Spectrum during the spring of 1983, received both a grade and academic credit for their work on Spectrum. See Findings of Fact No. 20. The curriculum guide of Hazelwood East described the Journalism II class as a "laboratory situation", and Spectrum was the laboratory exercise. See Findings of Fact No. 3. Spectrum's staff was essentially restricted to students in the journalism class, said class met regularly in a classroom to work on Spectrum, and the nature of the out-of-class work required for Spectrum was not substantially greater than that required in other courses taught at Hazelwood East. See Findings of Fact No. 4. Board Policy 348.51 stated that school-sponsored publications, of which Spectrum was one, were "developed within the adopted curriculum". See Findings of Fact No. 8. The amount of extra-duty pay received by Mr. Stergos does not indicate that his services in connection with Spectrum were in the nature of an extracurricular activity. See Findings of Fact No. 5. Finally, the most telling facts are the nature and extent of the Journalism II teacher's control and final authority with respect to almost every aspect of producing Spectrum, as well as the control or pre-publication review exercised by Hazelwood officials in the past. See Findings of Fact No. 4. That control was not exercised to any lesser extent with respect to the articles in question. See Findings of Fact No. 13. Plaintiffs' beliefs to the contrary were not credible. See Findings of Fact No. 9. All these facts, taken together, convince this Court that Hazelwood East did not create Spectrum as an open or public forum of free expression by its students.

Although Spectrum was an integral part of the Journalism II curriculum at Hazelwood East, it does not follow that school officials were completely free of

constraints imposed by the first amendment. Kuhlmeier v. Hazelwood School District, 578 F. Supp. 1286, 1291 (E.I).Mo. 1984). In the context of school-sponsored programs, as discussed supra, school officials still must demonstrate that there was a reasonable basis for the action taken, based on the facts before them at the time of the conduct in question. Frasca, 463 F. Supp. at 1052. In the case at bar, there were several articulated reasons that satisfy this standard and thus justified Mr. Reynolds' action. Under this standard, this Court accepts as true Mr. Reynolds' reasonable belief that he had to make an immediate decision and that there was no time to make modifications to the articles in question. See Findings of Fact No. 14. This Court also accepts as true, Mr. Reynolds' testimony that his objections were directed only to the article dealing with the personal accounts of three (3) pregnant Hazelwood East students and Sherri Gordon's story on the impact of divorce on children. See Findings of Fact No. 15. But for these limited objections, Mr. Reynolds would not have deleted the articles in question from the May 13, 1983 issue of Spectrum. Id.

First, with respect to the personal accounts of three (3) pregnant students, Mr. Reynolds' concern that the students' anonymity could be lost was legitimate and reasonable. It was based on objective facts, such as the small number of pregnant students at Hazelwood East and several identifying characteristics that were disclosed in the article. Such a loss of anonymity could have resulted in unwarranted invasions of privacy. This was not only a reasonable basis for Mr. Reynolds' conduct, but was also one of the bases mentioned by the Supreme Court in Tinker as justifying a prior restraint of student speech. Tinker, 393 U.S. at 513 ("invasion of the rights of others"). In addition, the subjects of the three (3) personal accounts provided details about their sex lives and use or non-use of birth control methods. This aspect of the article renders Mr. Reynolds' action particularly justifiable. The presence of personal material concerning the subjects' sex lives exacerbated the harm that could result from their loss of anonymity. Further, this aspect of the article is analogous to the play "Pipin" in Seyfried, that was

cancelled on account of its sexual content. Hazelwood East may properly prevent the publication of such material in its official school-sponsored newspaper to avoid the impression that it endorses the sexual norms of the subjects of the article. Seyfried, 668 F.2d at 216. More importantly, this Court credits the judgment of Hazelwood East officials that such material, especially in the context of a school newspaper produced by a journalism class, is not appropriate for some of Spectrum's readers, given their age and maturity. See Findings of Fact No. 19.

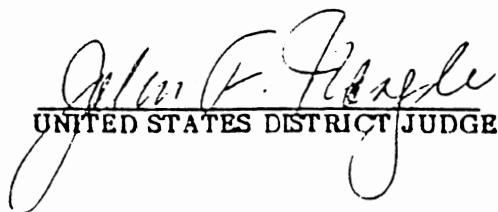
Second, with respect to Sherri Gordon's story on divorce, potential problems with invasion of privacy also justified Mr. Reynolds' conduct. Although Diana Herbert's name was going to be deleted in final form, Mr. Reynolds was not aware of this because he was given an uncorrected copy of the galley proofs and his conduct must be evaluated according to the facts known to him at the time he acted. See Findings of Fact No. 14. The quote attributed to Miss Herbert revealed several "facts" about her parents. Aside from the fact that Miss Herbert's quote is relevant only to the causes of her parents' divorce, as opposed to the impact of their divorce upon her which impact was supposed to be the focus of the article, there is no indication in the article that her parents, especially her father, were given any opportunity to respond or rebut her allegations. Thus, there is serious doubt that the article complied with the rules of fairness which are standard in the field of journalism and which were covered in the textbook used in the Journalism II class. See Findings of Fact Nos. 12, 17.

These reasons amply justified Mr. Reynolds' actions. The facts that a large banner advertised the general topics to be covered in the May 13, 1983 issue and that Mr. Reynolds undoubtedly saw said banner several days prior to his conduct, merely demonstrates that Mr. Reynolds did not, as a matter of principle, oppose discussion of said topics in Spectrum. His objections legitimately went to the manner in which two (2) of the topics were handled. His objections were not pretextual. Accordingly, plaintiffs' first amendment rights, to the extent they applied to Spectrum, were not violated.

This Court is also convinced that defendants' conduct with respect to the May 13, 1983 issue of Spectrum did not "so chill the school's atmosphere for student . . . expression that they cast 'a pall of orthodoxy over the school community," Seyfried, 668 F.2d 216 (citation omitted). Several copies of the articles in question were circulated in xerox form at Hazelwood East subsequent to May 13, 1983. See Findings of Fact No. 21. Moreover, no efforts were made by defendants to stop said circulation or to punish the individuals responsible therefor. Thus, defendants did not attempt to quash discussion of the topics in question. Defendants merely exercised their discretion, in a proper manner, with respect to a product of the Hazelwood East curriculum.

Plaintiffs request that this Court invalidate the various regulations and policies developed by defendants to deal with student expression in the District's schools. Plaintiffs argue that defendants' conduct herein was not based on adequately clear guidelines; and that Board Policies 348.5 and 348.51, the Curriculum Guide for Journalism II, and Mr. Reynolds' pre-publication review policy were unconstitutionally vague. However, the cases relied on by plaintiffs involved regulation of private student expression or student expression within the context of school-sponsored public forums of free expression. The full panoply of precise substantive and procedural regulations is not required within the context of a program that is an integral part of a high school's curriculum. That is what is meant by the rule that school officials have a great deal of discretion in the realm of curriculum. Thus, plaintiffs' request is not well-taken under the facts of this case.

In conclusion, this Court holds and declares that plaintiffs' first amendment rights were not violated when defendants prevented the publication of the articles in question in the May 13, 1983 issue of Spectrum.


UNITED STATES DISTRICT JUDGE

DATED: May 9, 1985

APPENDIX G

EIGHTH CIRCUIT FEDERAL COURT OF APPEALS OPINION:

KUHLMEIER V. HAZELWOOD SCHOOL DISTRICT

United States Court of Appeals
FOR THE EIGHTH CIRCUIT

No. 85-1614

FILED

JUL 07 1986

ROBERT D. ST. VRAIN
CLERK

Cathy Kuhlmeier; Leslie Smart; *
Lee Ann Tippett, *

Appellants, *

vs. *

Hazelwood School District; *
Charles Sweeney; Joseph *
Donahue; Gwen Gerhardt; *
August Busch, Jr.; Ann Gibbson; *
James Arnac; Dr. Thomas Lawson; *
Robert Eugene Reynolds; Howard *
Emerson; Dr. Francis Huss, *

Appellees. *

Student Press Law Center and *
Journalism Education *
Association, *

Amici curiae *
for appellants *

St. Louis Globe-Democrat, Inc., *

Amicus curiae. *

Appeal from the United States
District Court for the
Eastern District of Missouri.

Submitted: January 16, 1986

Filed: July 7, 1986

Before HEANEY, ARNOLD, and WOLLMAN, Circuit Judges.

HEANEY, Circuit Judge.

The issue in this appeal is whether administrators of Hazelwood East High School violated the first amendment rights of the student staff of the school newspaper, Spectrum, by deleting

two full pages of the May 13, 1983, edition because they objected to the content of two of the articles on these pages. We hold that Spectrum is a public forum for the expression of student opinion and that the two articles objected to by the administrators could not reasonably have been forecast to materially disrupt classwork, give rise to substantial disorder, or invade the rights of others. Accordingly, we hold that the deletion of the two pages violated the first amendment rights of the student staff. We reverse and remand to the district court with directions to determine whether nominal damages should be awarded to the plaintiffs and, if so, the amount.

BACKGROUND

Appellants are three former Hazelwood East High School students who were staff members of Spectrum. Appellees are the Hazelwood School District, the Hazelwood school principal, the school superintendent, and the assistant superintendent.

Spectrum is the school newspaper at Hazelwood East. Produced by the Journalism II class, it is published eight to ten times each year. Student staff members determine the content and layout of the paper. During the spring semester of the 1982-83 school year, Robert Stergos taught Journalism II and served as Spectrum's faculty advisor. Although Stergos exercised minimal editorial control, he submitted each issue of Spectrum to Principal Robert Reynolds for prepublication review. Stergos approved of the articles to be published in the May 13, 1983 edition, in near final form, before he left the school district's employ on April 29, 1983.

Stergos' replacement, Howard Emerson, took the laid-out May 13 edition of Spectrum to the printers on May 6, 1983. He received the proofs back on May 10, and delivered them to Reynolds for approval. Reynolds directed Emerson to delete two

full pages containing five articles, only two of which he found objectionable.¹ Reynolds objected to one story which chronicled three Hazelwood East students' experiences with pregnancy, and another which discussed the impact of divorce on children. Reynolds gave Emerson no reason for the deletions.

Although pseudonyms were used for the girls in the pregnancy study, Reynolds subsequently testified that he thought they could be identified from the text. He was concerned with the divorce article because one student was named and gave reasons for her parents' divorce. He thought this inappropriate for publication because the parents had not consented, and were not given an opportunity to respond. Reynolds was unaware of the fact that Emerson had deleted the student's name from the copy of the article which was to be sent to the printer.

Reynolds did not inform the student authors of his decision; they learned of the deletions when the paper was released on May 13, 1983. They met with Reynolds that afternoon to discuss the deletions, and Reynolds told them the stories were inappropriate, personal, sensitive, and unsuitable. The students subsequently xeroxed the articles and distributed them to other students on the school premises. They were not punished for that act.²

On August 19, 1983, three Spectrum staff members filed this first amendment action seeking injunctive relief, money damages, and a declaration that their first amendment rights were

¹The three other articles discussed runaways, teen pregnancy generally, and the "squeal law." They were removed only because they were on the same pages as the allegedly objectionable articles.

²This point emphasizes that the controversy over the articles served only to ensure that the offending articles were secured and widely read.

violated. The district court denied injunctive relief and held that the students' first amendment rights were not violated.

On appeal, appellants contend that the district court erred in 1) determining that Spectrum was not a public forum, 2) determining that the district's censorship did not violate the students' first amendment rights, 3) refusing to invalidate the district's policies and regulations regarding student expression, and 4) denying them their right to a jury trial.

DISCUSSION

I.

The starting point for any analysis of the first amendment rights of high school students is Tinker v. Des Moines Indep. Community School Dist., 393 U.S. 503 (1969). There, the Court held a high school regulation prohibiting students from wearing black armbands in protest of the Vietnam War violated the first amendment. Tinker, 393 U.S. at 506. The Court reasoned that secondary students do not "shed their constitutional rights to freedom of speech or expression at the school house gate." Id. at 506. Those rights are not absolute, however, and must be "applied in light of the special circumstances of the school environment." Id. at 506. Nevertheless, though the first amendment rights of students are not co-extensive with those of adults, student expression may be curtailed only when it "materially disrupts classwork or involves substantial disorder or invasion of the rights of others." Id. at 513; see Burnside v. Byars, 363 F.2d 744 (5th Cir. 1966); Blackwell v. Issaquena, 363 F.2d 749 (5th Cir. 1966).

Here, the district court concluded that in the context of a high school newspaper case, the Tinker test applies only to papers which are public forums. A standard more deferential to

the interests of school officials is applied where the newspaper is an integral part of the school curriculum. The court found that Spectrum fell in the latter category because:

[1] Spectrum was produced by members of the Journalism II class, which class was taught by a faculty member according to the Hazelwood East curriculum guide. * * * [2] A textbook was used in the class, and a grade and academic credit was awarded for completion of the class. * * * [3] The curriculum guide of Hazelwood East described the Journalism II class as a "laboratory situation", and Spectrum was the laboratory exercise. * * * [4] Spectrum's staff was essentially restricted to students in the journalism class, said class met regularly in a classroom to work on Spectrum, and the nature of the out-of-class work required for Spectrum was not substantially greater than that required in other courses taught at Hazelwood East. * * * [5] Board Policy 348.51 stated that school-sponsored publications, of which Spectrum was one, were "developed within the adopted curriculum". * * * [6] The amount of extra-duty pay received by Mr. Stergos does not indicate that his services in connection with Spectrum were in the nature of an extracurricular activity. * * * [7] [T]he nature and extent of the * * * teacher's control * * * with respect to almost every aspect of producing Spectrum, as well as the control or pre-publication review exercised by [others] Hazelwood officials in the past [.] * * * That control was not exercised to any lesser extent with respect to the articles in question.

We disagree with the district court and hold that Spectrum is a public forum because it was intended to be and operated as a conduit for student viewpoint. Although Spectrum was produced by the Journalism II class, it was a "student publication" in every sense. The students chose the staff members, determined the articles to be written and printed, and determined the content of those articles. As advisor Stergos testified: "It's a student paper, so that the students, first of all, decided the stories, and, you know, wrote the stores, so they obviously were deciding the content. They were writing them. I would help if there were any matters that they had questions of, legalwise or ethicalwise, but--."

Spectrum covered topics of general interest to the student body. Since 1976, it had published stories dealing with teenage dating, students' use of drugs and alcohol, the desegregation of the St. Louis schools, religions, cults, and runaways. With over 4,500 copies being sold in the 1982-83 school year (\$1,166.84 in sales at \$.25 a copy), the newspaper was distributed to both the school and to the public. Additionally, at the beginning of each school year, Spectrum published a policy statement,³ announcing

3

SPECTRUM

Statement of Policy

Spectrum is a school funded newspaper; written, edited, and designed by members of the Journalism II class with assistance of adviser Mr. Robert Stergos.

Spectrum follows journalism guidelines that are set by Scholastic Journalism textbook * * *. The newspaper will not attack any individual. However, any group, organization or club may be subject to examination and/or criticism.

All non-by-lined editorials appearing in this newspaper reflect the opinions of the Spectrum staff, which are not necessarily shared by the administrators or faculty of Hazelwood East. All by-lined editorials reflect only the opinions of the writer.

Spectrum welcomes all student, faculty and community input, including suggestions, story ideas, news tips, and letters-to-the-editors. * * * Spectrum staff will not edit any letters, but all letters may be subject to condensing if there is a space limitation. A letter will not be printed if it is libelous, obscene, or against the general policy of the newspaper.

Spectrum will be published approximately every three weeks. It will be sold during the school day for the price of 25 cents.

* * * *

Spectrum, as a student-press publication, accepts all rights implied by the First Amendment of the United

that it was a student newspaper, that its publication policy would be guided by the first amendment, that the articles and editorials reflected the view of the staff and not the administrators or faculty of the high school, and that it followed the standards set forth in the journalism class textbook.⁴

States Constitution which states that: "Congress shall make no law restricting * * * or abridging the freedom of speech or the press * * * ."

That this right extends to high school students was clarified in the Tinker vs. De Moines Community School District case in 1969.

⁴This textbook provided:

I. Rights and Responsibilities of the Student Press

A. Student press has essentially the same rights and responsibilities as the mass media.

B. Neither "students nor teacher shed their constitutional rights to freedom of speech or expression at the school house gate"--from TINKER vs. DES MOINES COMMUNITY SCHOOL DISTRICT (1969).

* * * *

C. "* * * undifferentiated fear or apprehension of disturbance (in schools) is not enough to overcome the right of freedom of expression."--from TINKER.

D. Student conduct or speech must "materially and substantially interfere with the requirements of appropriate discipline" to be found unacceptable.

* * * *

F. Prior restraint versus subsequent punishment becomes an important distinction.

1. The "forecast" rule is not a basis for prior restraint or censorship.

2. Fear of school disruption is not a reason or excuse for establishing a system of censorship.

Moreover, in the January 14, 1980 issue of Spectrum, a non-by-lined editorial was printed entitled "The Right to Write." This editorial described Spectrum as follows:

Because Spectrum is a member of the press and especially because Spectrum is the sole press of the student body, Spectrum has a responsibility to that student body to be fair and unbiased in reporting, to point out injustice and, thereby, guard student freedoms, and to uphold a high level of journalistic excellence. This may, at times, cause Spectrum to be unpopular with some. Spectrum is not printed to be popular. Spectrum is printed to inform, entertain, guide and serve the student body -- no more, and hopefully, no less,

And, Board Policy 348.5, entitled "Student Publications" provided: "Students are entitled to express in writing their personal opinions." A second board policy, Board Policy 348.51 provided: "School sponsored student publications will not restrict free expression or diverse viewpoints within the rules of responsible journalism." A third board policy, No. 341.5, entitled "Controversial Issues," provided:

[S]tudent[s] shall have rights * * * .

* * * *

3. "Forecast" rule is a formula for determining when students may be punished after publication of disputed material.

4. Students face subsequent punishment through legal action in areas of libel, invasion of privacy, and obscenity, as do all journalists.

5. Requirements of school discipline may justify punishment for speech that does disrupt school activities.

School authorities have the power to enforce reasonable regulations as to time, place, and manner of speech and its distribution.

a. * * * to study any controversial issue which has political, economic, or social significance, and concerning which (at his/her level) he/she should begin to have an opinion.

b. * * * to have access to all relevant information, including the materials which circulate freely in the community.

c. * * * to study under competent instruction in an atmosphere free from prejudice and bias.

d. * * * to form and express one's own opinions on the controversial issues without, thereby, jeopardizing the relationship with the teacher or with the school.

Although, as the district court noted, Spectrum was produced by members of the Journalism II class, its staff was essentially restricted to students of that class and Spectrum was a part of the school adopted curriculum, it was something more. It was a forum in which the school encouraged students to express their views to the entire student body freely, and students commonly did so. Spectrum was not just a class exercise in which students learned to prepare papers and hone writing skills, it was a public forum established to give students an opportunity to express their views while gaining an appreciation of their rights and responsibilities under the First Amendment to the United States Constitution and their state constitution.

Our conclusion that Spectrum is not a curricula paper but rather a public forum is supported by numerous courts.

In Gambino v. Fairfax County School Board, 429 F. Supp. 731 (E.D. Va.), aff'd, 564 F.2d 157 (4th Cir. 1977), a high school newspaper, produced by students in a journalism class, was deemed a free speech forum: "[T]his instrument was conceived, established, and operated as a conduit for student expression on a wide variety of topics. It falls clearly within the parameters of the First Amendment." Gambino, 429 F. Supp. at 735.

In Fraser v. Bethel School District No. 403, 755 F.2d 1356 (9th Cir. 1985), cert. granted, 106 S. Ct. 56 (Oct. 7, 1985), a school-sponsored assembly was not part of the curriculum: "The assembly was in the best sense a student activity; the candidates and their nominators were on their own, free to exercise their individual judgments about the content of their speeches." Fraser, 755 F.2d at 1364. See Bayer v. Kinzler, 383 F. Supp. 1164 (E.D. N.Y.), aff'd without opinion, 515 F.2d 504 (2nd Cir. 1975); Reineke v. Cobb County School District, 484 F. Supp. 1252 (N.D. Ga. 1980).

Given that Spectrum is a public forum entitled to some first amendment protection, the question then is the extent of this protection. Although generally, a content based prohibition on speech in a public forum must be narrowly drawn to effectuate a compelling state interest, Widmar v. Vincent, 454 U.S. 263, 270 (1981), the standard is somewhat lower in the context of a high school. In that setting, in order for a prohibition on protected speech to be adjudged valid, school officials must demonstrate that the prohibition was "necessary to avoid material and substantial interference with school work or discipline * * * or the rights of others." Tinker, 393 U.S. at 511; Nicholson v. Board of Education, 682 F.2d 858, 863 n.3 (9th Cir. 1982); Trujillo v. Love, 322 F. Supp. at 1266, 1270 (D. Col. 1971). See also Bender v. Williamsport, 741 F.2d 538, 547 (3rd Cir. 1984) (opportunity of high school student to exercise rights in public forum not co-extensive with rights of adults). Thus, the inquiry here is whether Hazelwood East officials have demonstrated facts which would have led them to reasonably forecast that the publication of two pages of the May 13th edition of Spectrum would have materially disrupted classwork, given rise to substantial disorder, or invaded the rights of others.⁵

⁵The students argue that because Tinker is a punishment case, it does not authorize administrators to exercise prior

The district court enumerated several justifications for the censorship here.

1) Principal Reynolds' belief that publication could not be delayed;

2) The defendants' expert's belief that publication of the pregnancy case study would create the impression that the school endorses the sexual norms of the girls in the article;

3) The judgment of school officials that the pregnancy case study was not appropriate, given the age and maturity of some of its readers.

4) Reynolds' belief that the pregnant girls' anonymity would be lost and thus the story invaded the privacy of the girls, the fathers, and the parents of both;

5) The belief of Reynolds and the defendants' expert that the divorce article should not be printed because one student was identified and her parent were not given the opportunity to respond.

We find that none of these reasons justify the censorship.

restraint. Support for this view lies not only in the textbook used by the students (*supra* note 4), but in established case law. Fujishima v. Board of Education, 460 F.2d 1355 (7th Cir. 1971). We think the better view, however, is that the Tinker standards are to be applied whenever administrators can reasonably predict that the content of a student publication will violate the Tinker standard. Shanley v. Northeast Indep. School Dist., 462 F.2d 960 (5th Cir. 1972); Quarterman v. Byrd, 453 F.2d 54 (4th Cir. 1971); Eisner v. Stamford Bd. of Educ., 440 F.2d 803 (2d Cir. 1971); see also Nicholson v. Board of Educ., 682 F.2d 858, 863 (9th Cir. 1982); Riseman v. School Comm. 439 F.2d 148 (1st Cir. 1971); Note, Administrative Regulation of the High School Press, 83 Mich. L. Rev. 625, 635 (1964). Of course, if student writings are to be censored prior to publication, the least restrictive means are to be followed.

First, we observe there is no evidence in the record that the principal could have reasonably forecast that the censored articles or any materials in the censored articles would have materially disrupted classwork or given rise to substantial disorder in the school. Indeed, there is no claim made on appeal that such was the case.

Second, it is clear that the administrators' claimed inability to delay publication did not justify censoring two full pages of the May 13th issue when at most only two articles on those pages were objectionable. The apparent reason for this was administrative convenience. It is clear from the record that there was no specific timetable for publication of that or any other issue, thus the principal could have delayed publication long enough to seek student concurrence to the changes he proposed. Also, the school has cited no reason why it couldn't publish the deleted pages with only the allegedly objectionable articles excised.

Third, there is no evidence in this record which supports the administrators' fear that the pregnancy case study would create the impression that the school endorsed the sexual norms of the students interviewed. "A corollary of the finding that [Spectrum] was established as a vehicle for First Amendment expression and not as an official publication is that the newspaper cannot be construed objectively as an integral part of the curriculum offered at [Hazelwood East]. * * * Rather it occupies a position more akin to the school library[.] * * * [Thus] the material is not suppressible by reason of its objectionability to the sensibilities of the [administrators]." Gambino v. Fairfax County School Board, 429 F. Supp. 731, 736 (E.D. Va.), aff'd, 564 F.2d 157 (4th Cir. 1977). Nor is there evidence in this record to support the administrators' view that the article was inappropriate for publication in Spectrum, given the age and immaturity of some of its readers. Unfortunately

teenage pregnancy is a problem in nearly every high school in the United States, including Hazelwood East. The students in the high school, including the freshmen and sophomores, are aware of the problem, and it is most unlikely that anything in the articles would offend their sensibilities. See Shanley v. Northeast Independent School District, 462 F.2d 960 (5th Cir. 1972).

We are left then with the heart of this case: whether the principal justifiably censored the divorce story because it identified one freshman, and the pregnancy case study because it allegedly invaded the privacy of the fathers and the pregnant girls' parents.

We must first determine what the Tinker Court meant by "invasion of the rights of others."

The Tinker Court took the language for this test from Blackwell v. Issaquena, 363 F.2d 749 (5th Cir. 1966) where students distributed buttons to their peers, in part by accosting unwilling wearers on school grounds and pinning the buttons to them. The Blackwell Court upheld a school regulation forbidding students to wear the buttons in light of the "commotion, boisterous conduct, [and] collision with the rights of others" involved in the distribution of the buttons. Blackwell, 363 F.2d at 754.

Very few courts have defined the parameters of "invasion of the rights of others." The Second Circuit held, over a convincing dissent, that the distribution to students of a sex questionnaire invaded the rights of others. Trachtman v. Anker, 563 F.2d 512 (2nd Cir. 1977). At least one law review article suggests, however, that "invasion of the rights of others" must refer only to a tortious act. Note, Administrative Regulation of the High School Press, 83 Mich. L. Rev. 625, 640 (1994).

"Limiting school action under the invasion-of-rights justification to torts or potential torts means that a school can refer to previously defined legal standards to decide if it may constitutionally restrain student expression." Id. at 641. We are persuaded by this analysis and agree that school officials are justified in limiting student speech, under this standard, only when publication of that speech could result in tort liability for the school. Any yardstick less exacting than potential tort liability could result in school officials curtailing speech at the slightest fear of disturbance.

We can deal rather summarily with the divorce article because the testimony in the record is that Emerson, the faculty advisor, had deleted the student's name in the proofs that were to be returned to the printer. Thus, the story was nothing more than an anecdotal treatment of the subject of divorce. The three students questioned were each advised that their answers would be used in a newspaper article, but that their names would not be revealed. The author obtained the consent of all subjects quoted in her article, even where their names were not used. The article included quotes from a student identified only as "Junior." "My dad didn't make any money, so my mother divorced him," and "[m]y father was an alcoholic and he always came home drunk and my mom really couldn't stand it any longer." The named student provided this quote: "My dad wasn't spending enough time with my mom, my sister and I. He was always out of town on business or out late playing cards with the guys. My parents always argued about everything." "In the beginning I thought I caused the problem, but now I realized it wasn't me," added the student.

Underlying the deletion is the school district's feeling that these articles were inappropriate for high school students because: "divorce is per se an inappropriate subject for high school newspapers." Unfortunately, statistics reveal that a

significant number of high school students have grown up in single parent homes due to divorce. Thus, a responsible treatment of this subject in the high school newspaper would not be shocking, or even new--it would be an outside and perhaps helpful, perspective on a well-known subject.

The pregnancy article detailed the anonymous accounts of three Hazelwood East girls who became pregnant, but school officials feared the girls would nevertheless be identified. And while the three students questioned agreed to being the subjects of a newspaper story, their boyfriends and parents did not.

On these facts, the only tort action which, conceivably, could have been maintained against Hazelwood East had the pregnancy case study been published is that of invasion of privacy. This tort includes "publicity, of a highly objectionable kind, given to private information about the plaintiff even though it is true and no action would lie for defamation." W. Prosser & W. Keaton, *The Law of Torts* 809 (4th Ed. 1971). The American Bar Association's Juvenile Justice Standards Project Relating to Schools and Education would permit restriction of student expression that "is violative of another person's right of privacy by publicity exposing details of such person's life, the exposure of which would be offensive and objectionable to a reasonable person of ordinary sensibilities * * *." American Bar Assn., *Standards Relating to Schools and Education* 84 (1982). Certainly the parents of the girls could not maintain this tort against the school because the article did not expose any details of the parents' lives, only about the students, and they fully consented. Almost as inconceivable is the prospect of the fathers maintaining this tort action. The fathers were not named in the article, thus they could only be identified by persons who previously had knowledge of the revealed facts. Thus, there would have been no disclosure. We conclude that because no tort action based on the articles could

have been maintained against Hazelwood East, schools officials were not justified in censoring the two articles based on the Tinker "invasion of the rights of others" test.

Finally, we are asked to remand this matter to the district court for determination of damages. After a review of the record, we are thoroughly convinced that the facts here would not, under any circumstances, give rise to anything other than nominal damages. We thus remand to the district court with directions to determine the amount, if any, of damages. Appellants may, within thirty days, make an appropriate motion to this Court for an allowance of attorneys' fees on appeal. The appellee will then have fifteen days to respond to the application. On remand, the district court will, after, application and hearing, determine the appropriate fee to be allowed to appellants at the district court level.

II.

We now turn to the question regarding the regulations which govern Spectrum's content. Appellants seek a declaration that Hazelwood School Board Policies Nos. 348.5,⁶ 348.51,⁷ and

⁶Hazelwood School Board Policy No. 348.5, entitled "Student Publications," states:

a. Students are entitled to express in writing their personal opinions. The distribution of such material on school property may not interfere with or disrupt the educational process. Such written expressions must be signed by the authors.

b. Students who edit, publish or distribute hand-written, printed or duplicated matter among their fellow students within the schools must assume responsibility for the content of such publications.

c. Libel, obscenity, and personal attacks are prohibited in all publications.

Principal Reynolds's oral directive that each issue of Spectrum be submitted to him for review prior to publication, are constitutionally invalid. Specifically, appellants claim that these regulations are constitutionally infirm because: 1) they do not adequately apprise students with sufficient definitions, as to what expression can and cannot be printed; 2) they do not provide specific criteria with which to judge student expression; and 3) they do not delineate an adequate and prompt appeals

d. Unauthorized commercial solicitation will not be allowed on school property at any time. An exception to this rule will be the sale of non-school sponsored student newspapers published by students of the District at times and in places as designated by school authorities.

⁷Hazelwood School Board Policy No. 348.51, entitled "School Sponsored Publications," states:

School sponsored publications will not restrict free expression or diverse viewpoints within the rules of responsible journalism. School sponsored publications are developed within the adopted curriculum and its educational implications in regular classroom activities.

Students who are not in the publications classes may submit material for consideration according to the following conditions:

- a. All material must be signed.
- b. The material will be evaluated by an editorial review board of students from the publication classes.
- c. A faculty-student review board composed of the principal, publications teacher, two other classroom teachers, and two publications students will evaluate the recommendations of the student editorial board. Their decision will be final.

No material shall be considered suitable for publication in student publications that is commercial, obscene, libelous, defaming to character, advocating racial or religious prejudice, or contributing to the interruption of the education process.

procedure. In substance, the students ask us to rewrite the regulations for the board of education. This we decline to do. We believe that the board of education and the school administrators will make such adjustments to the regulations necessary to comport with the constitutional standards outlined in this opinion.

In the event that school administrators censor student writings on the basis of Tinker, they are obligated to give the students an early opportunity to alter the materials to conform with the appropriate standards. See Note, Administrative Regulation of the High School Press, supra at 647. Moreover, if the students challenge the right of the administrator to limit student speech, the burden is on the school administrators to justify their actions under the Tinker standard. Shanley v. Northeast Independent School District, 462 F.2d 960, 970 (5th Cir. 1972); Reineke v. Cobb County School District, 484 F. Supp. 1252, 1257 (N.D. Ga. 1980).

III.

We now turn to the jury trial question. Finding "the factual disputes * * * inextricably intertwined with the central legal issues," the district court determined that the declaratory relief and liability questions should be heard by the court sitting without a jury. Accordingly, it bifurcated these issues from the issue of damages. Appellants claim that they were unconstitutionally denied their right to a jury trial on the issues of whether Spectrum was a public forum and whether the controversial articles would have materially disrupted school discipline on the grounds that these were issues of fact and not questions of law.

We have already held that Spectrum was a public forum and that there is no substantial evidence that the articles in

question would have materially disrupted school discipline. These holdings favor plaintiffs' positions on both issues. It is therefore unnecessary to pursue the question whether the district court erred in denying a jury trial on these very questions. A holding one way or the other on th jury-trial point would have no effect on the outcome of the case. It would be an advisory opinion only, and such opinions are to be avoided. Cf. National Football League v. McBee & Bruno's, Inc., No. 84-2665 (8th Cir. June 4, 1986), slip op. 5 n.4 (question whether trial by jury should have afforded on claim for damages under the Copyright Act not reached, because no damages were awarded).

Accordingly, we express no view on the jury-trial issue tendered by appellants.

WOLLMAN, Circuit Judge, dissenting.

The district court found that Spectrum was a school-sponsored, faculty-supervised, integral part of the school's journalism curriculum. This finding amply supports the district court's conclusion that Spectrum was not a public forum. That Spectrum may have constituted a vehicle for the expression of student viewpoints was incidental to its primary purpose of giving students a hands-on opportunity to put their theory into practice.

Having incorporated into the curriculum a newspaper for the purpose of giving students an opportunity to develop the skills and knowledge imparted in the journalism courses of which the newspaper is an integral part, may school officials constitutionally decline to publish certain articles for fear of the consequences those articles may engender? For the reasons set forth in Seyfried v. Walton, 668 F.2d 214 (3rd Cir. 1981), I would hold that they may. True, in Seyfried it was the production of a school play having graphic sexual content that

school officials halted rather than publication of a newspaper article, but that distinction is not critical in view of the court's emphasis on the fact that the play was an integral part of the school's educational program and that participation in the play "was considered a part of the curriculum in the theater arts." 668 F.2d at 216. In this regard, we should note that even those who give broadest scope to the authority of the courts to review the decisions of school boards pause when matters of curriculum are concerned. See Board of Education, Island Trees Union Free School District No. 26 v. Pico, 457 U.S. 853, 869 (1982). Likewise should we.

Students' first amendment rights of personal expression, as spelled out in Tinker v. Des Moines Independent Community School District, 393 U.S. 503 (1969), should not be held to give rise to a collective first amendment right to publish a school-sponsored, faculty-supervised newspaper with the same lack of constraints enjoyed by the commercial press or, for that matter, a solely student-sponsored, extracurricular paper totally removed from the aegis of the school. A contrary holding, as exemplified by the majority opinion, pits students against school officials in a battle for control over what is rightfully within the province of school officials. See Pico, 457 U.S. at 885 (Burger, C.J., dissenting); at 894 (Powell, J. dissenting).

The majority opinion consigns school officials to chart a course between the Scylla of a student-led first amendment suit and the Charybdis of a tort action by those claiming to have been injured by the publication of student-written material. Although the commercial press can well afford to retain counsel to advise them daily on questions of possible liability, not many school districts possess similar resources.

It may be that the defendant school officials acted out of a too abundant sense of caution. We judges are not journalists,

however, and even less school administrators. Granting the defendant school officials the deference due them, I would hold that they committed no constitutional violation in declining to publish the articles in question.

I would affirm the district court's judgment.

A true copy.

Attest:

CLERK, U. S. COURT OF APPEALS, EIGHTH CIRCUIT.

APPENDIX H

STUDENT NEWSPAPER OPERATING POLICIES:

OKLAHOMA STATE UNIVERSITY

POLICIES STATEMENT

Board of Directors of Oklahoma State University Student Publications

(As Amended to March 4, 1985)

I. PERSONNEL

A. Selection of editors.

1. **Qualifications:** All applicants for an editorship may be either graduate or undergraduate students, but they must be full-time students at Oklahoma State University, Stillwater—twelve (nine) hours in a regular session and six (five) hours in a summer session for undergraduate (graduate) students. A graduate assistant applying for an editorship can qualify as a full-time student if one half of the hours taught (up to six) plus the hours of enrollment total the required number of hours

To be eligible for an O'Collegian editorship, a student must have completed at least 62 hours towards a degree in Journalism, have a grade point average of not less than 2.5 in all hours attempted, and not less than 2.25 in the last semester of enrollment prior to filing and have a grade point average of not less than 3.0 in all required Journalism courses at the University level. The minimum number of Journalism courses completed must be 12 hours. The applicant must show evidence that he has worked at least two semesters on staff, including one semester in an editing position. An internship on a newspaper in a news room capacity may be substituted for one semester of service on the O'Collegian. Such internship must meet the requirements of the Journalism Department's current internship course.

To be eligible for a Redskin editorship, a student must have completed at least 62 hours towards a bachelors degree, have a grade point average of not less than 2.5 in all hours attempted, and not less than 2.25 in the last semester of enrollment prior to filing and have a grade point average of not less than 3.0 in his/her major courses at the university level. One year's experience on the Redskin or equivalent prior to application is required. Additional experience on a high school/college yearbook will be given consideration.

No student on probation is eligible for editorship.

2. **Announcement of application filing period.** A ten day application period for an editorship of the O'Collegian shall be announced in the Daily O'Collegian as follows; Fall Semester Editor, March 1-10, Summer Session Editor, April 1-10 and Spring Semester Editor, October 1-10. A similar seven day application period in February for the Redskin editor which shall be announced in the Daily O'Collegian.

3. **Pre-interview procedure.** The person filing for the position of editor of the O'Collegian shall present to the Board of Directors a plan for a staff, a proposed budget, and a resume of his qualifications for being editor, and should include the applicant's transcript, and copies of two published articles of the applicant must be provided.

The person filing for the position of editor of the Redskin shall present to the Board of Directors a staff recruitment plan. The plan shall include resumes on those proposed for a Redskin Assistant Editor position. The resumes shall include, but not be limited to, grade point average, major, experience and activities.

4. **Selection procedure.** Selection of editors shall occur within 14 days of the close of the application filing period. The election of editor shall be by secret ballot after the interview of the candidate. The winner shall be by a simple majority.

5. **Special procedures.** A student member of the Board of Directors may be a candidate for an editorship, but he must disqualify himself from voting in the election. In the event of being elected, he shall resign from the board.

6. **Co-editors.** As many as two, but not more than two, students may file as co-editor applicants for any of the student publications. In such cases, both students must satisfy all other requirements for editor.

7. **Attend board meetings.** Editors of The O'Collegian and Redskin are required to attend each board meeting to report on the progress and/or problems of their respective media.

B. Selection of other staff members.

1. **Qualifications.** Qualifications for any person holding a salaried position on the Daily O'Collegian or on the Redskin shall be a grade point average of not less than 2.0 in all hours attempted and not less than 2.0 the previous semester and he must not be on any conduct probation. Students whose academic program has been interrupted by military service or some extenuating circumstance and whose accumulated grade point average is below 2.0 are qualified to work on the Daily O'Collegian or Redskin upon having completed one semester or summer session as a full-time student provided the grade point average in all courses attempted since returning to school is 2.25.

2. Approval procedures. The approval of the staff for the Daily O'Collegian and for the Redskin shall be by simple majority vote of the Directors.

C. Dismissal procedures. The dismissal of any staff member of the Daily O'Collegian above the rank of reporter shall be subject to review by the Board of Directors.

A student holding a salaried position on one of the named publications is subject to dismissal if working on the publication hampers his academic activity. In particular, if a student received two mid-term grades below C, he shall be subject to dismissal by the Board of Directors. Also, if an editor-elect has a grade point average of less than 2.0 in the semester before serving as editor, he is subject to dismissal by the Board of Directors.

The Board of Directors can dismiss an editor or any salaried student for failure to discharge his duties and responsibilities satisfactorily or for being convicted of misconduct as a student. A simple majority vote is sufficient for dismissal.

D. Course Load. Student editors are expected to take a reasonable course load while serving as editor. For editors of the Daily O'Collegian and enrollment should be twelve (nine) hours in a regular session and six (five) hours in a summer session for under-graduate (graduate) students.

II. Financial.

A. Budgets.

1. Period of consideration. The receipts and expenditures of the Redskin are reviewed monthly September through May and annually.

2. Approval of salaries. The approval of the salary budget of the staff members of the Daily O'Collegian and of the Redskin shall be considered by the Board of Directors as each new editor begins his term of service. Salary budget adjustments may be reviewed by the Board.

B. Depositing of funds.

All funds of the board itself and of the Redskin shall be on deposit with the University. These funds must be subject to University's system of depositing and requisitioning of money.

C. Travel reimbursement.

The Board of Directors should encourage the athletic department to continue the present practice of allowing staff members of the Daily O'Collegian to accompany teams on trips. However, upon recommendation of the editor members of the sports staff may be reimbursed for out-of-town travel, not to exceed \$200 for a school year, that is two semesters and summer session.

D. Loaning procedures.

Funds of the Board of Directors may be loaned to other divisions of the University as approved by the Board of Directors if and when such an occasion arises.

E. Deficits and reserve funds.

The Board of Directors makes recommendations in regard to the manner of handling deficits and building reserve funds of the Redskin.

F. Approval of contracts.

The Board of Directors approves the photography and printing contracts for the Redskin.

III. Relationship to other campus publications.

A. Statement.

All publications that are not mentioned specifically in the Constitution of the Board of Directors of Student Publications and that are for distribution in the campus area to student, faculty and/or staff—in whole or in part—are considered as "other campus publications".

B. Responsibility.

The Board of Directors shall not be responsible for the content, the finances, or the distribution of "other campus publications"

C. Inquiries.

When the Board of Directors believes there is need, it may inquire into matters related to "other campus publications."

D. Consultation and Coordination

When it seems advisable, the Board of Directors may make itself available for consultation with representatives of "other campus publications" or with agencies of the University that have matters relating to "other campus publications." As seems appropriate, the Board of Directors may make recommendations relative to the coordination of "other campus publications."

IV. Use of Information (Daily O'Collegian)

The Board of Directors grants permission to newspapers, radio stations, etc., to use Daily O'Collegian information provided credit is given.

V. Conflict of Interest

No member shall serve on the board while holding a salaried staff position on The O'Collegian or Redskin, and may not serve while being considered for an editor position.

No member may serve in a salaried position under an editor who was selected while the member was on the Board.

CONSTITUTION OF THE BOARD OF DIRECTORS OF OKLAHOMA STATE UNIVERSITY STUDENT PUBLICATIONS

(As Amended to October 16, 1973*)

PREAMBLE

The editors of the Daily O'Collegian and the Redskin are students in a learning situation and hence as they develop their abilities, it is desirable that supervision and guidance by faculty and/or staff be provided.

ARTICLE I

NAME

The name of this board shall be "The Board of Directors of Oklahoma State University Student Publication."

ARTICLE II

PURPOSE

The Board of Directors of Oklahoma State University Student Publications shall be accountable to the President of Oklahoma State University for the Policies and Procedures of Student Publications, for the approval of student personnel and student staff budgets for the Daily O'Collegian and the Redskin, for the approval of the total Redskin budgets, including recommendations on yearbook contracts, and of such other publications that the Board deems advisable.

ARTICLE III

AUTHORITY

The Board of Directors of Oklahoma State University Student Publications shall have the authority to carry out its activities pursuant to accomplishing its stated purpose. This means that the Directors have the authority to conduct inquiries and investigations into activities related to student publications and to make recommendations to the appropriate persons.

ARTICLE IV

SPECIFIC RELATIONSHIPS

The Publisher and the Associate Publishers of the O'Collegian shall provide the supervision for the Daily O'Collegian. A General Manager and adviser shall provide direct supervision for the Redskin. It is expected that the editors shall be entrusted with the responsibility of managing and operating their publications under the direction of their respective supervisors. Every opportunity shall be given to the editor and the other contributing students to express their individuality within the framework of the accepted traditions of excellence relative to their particular publications.

The supervisors have final authority and responsibility for the content of their respective publications. The Board of Directors of Oklahoma State University Student Publications seeks to develop policies that will allow these editors and other student participants to grow and to develop their talents, that will facilitate the faculty supervisors in performing their duties, and that will ensure that these publications appropriately serve the total University community.

ARTICLE V

OFFICERS

The officers of the Board of Directors of Oklahoma State University Student Publications shall be Chairman, a Vice Chairman, and a Secretary.

ARTICLE VI

QUORUM

Five directors including at least two students and two faculty members shall constitute a quorum to do business.

ARTICLE VII

MEMBERSHIP

The Board of Directors of Oklahoma State University Student Publications shall consist of four student members, three faculty members, and the Director of the School of Journalism and Broadcasting.

Sec. 1. Faculty Members.

Article 1. The faculty members on the Board of Directors shall be nominated by the Faculty Council and appointed by the President of the University on or before September 1.

Article 2. The Faculty Council shall submit to the President a list of at least two nominees for each vacancy. The President shall make his selection from this list.

Article 3. The term of membership shall be three years. The terms shall expire in such manner that one vacancy shall exist each year.

Sec. 2. Student Members.

Article 1. Two of the student members shall be journalism students, that is, students whose primary academic pursuit is journalism. Two other student members shall be non-journalism students, that is, students whose primary academic pursuit is not journalism.

Article 2. A list of at least two nominees for each vacancy shall be presented to the President of the University. The President shall make his appointment from this list of nominees on or before September 1. Nominations of journalism student shall originate with the Faculty of the School of Journalism and Broadcasting and be voted on by the junior and senior members of the School of Journalism and Broadcasting. Those two nominees receiving the largest number of votes shall constitute the list of two nominees of journalism students. Nominations of non-journalism students shall originate with the President of the Student Government Association and have the approval of two thirds of the Student Senate.

Article 3. The terms of student membership shall be two years. The terms for the student members shall be arranged in such a manner that a vacancy from the representatives from the School of Journalism and Broadcasting and a vacancy from the representatives of the Student Government Association occur each year.

Sec. 3. Ex-officio Member.

The Director of the School of Journalism and Broadcasting shall serve as a voting ex-officio member.

Sec. 4. Terms.

All terms shall begin on September 1 and end on August 31 of the academic year in which the term expires.

Sec. 5. Vacancies.

Any vacancy created shall be filled in the manner prescribed in Sections 1 and 2 of Article VII to complete the unexpired term.

ARTICLE VIII

By-Laws

Sec. 1. A By-law may be adopted or amended by five members of the Board of Directors of Oklahoma State University Student Publications at any meeting called for this purpose.

Sec. 2 By-laws may be adopted on any subject as long as they are in harmony with this constitution and not in conflict with its provisions.

ARTICLE IX

Amendment

This constitution shall be subject to amendment at any meeting called for that purpose, provided such amendment shall have been submitted in writing to each of the Directors at least two weeks prior to such meeting. Approval by six members of the Board of Directors of Oklahoma State University Student Publications shall be necessary to adopt such amendment.

BY-LAWS

BOARD OF DIRECTORS OF OKLAHOMA STATE UNIVERSITY STUDENT PUBLICATIONS

TITLE I: OFFICERS AND DUTIES

Sec. 1. The officers of the Board of Directors of Oklahoma State University Student Publications shall be elected during the first regular meeting of the fall semester of each year.

Sec. 2. The election shall be conducted by secret ballot, and a simple majority shall be required for election.

Sec. 3. In the event of a resignation, inability of an elected officer to serve, or other vacating of an office, the Directors shall call for an election to fill the vacancy. Procedure for election shall follow the items set forth in Section 2.

Sec. 4. The term of replacement officers shall terminate at the next regular election of officers.

The Chairman shall:

1. Preside over all meetings.
2. Call special meetings.
3. Appoint committees.
4. Have the power to implement the policies and actions of this Board of Directors.

The Vice Chairman shall:

1. Perform the duties of the Chairman in his absence.
2. Act in an ex-officio capacity on any and all appointed committees.
3. Act as parliamentarian.
4. Perform any other duties assigned him.

The Secretary shall:

1. Keep accurate minutes of every meeting.
2. Keep an accurate record of addresses and phone numbers of all Directors.
3. Act as parliamentarian.
4. Perform any other duties assigned him.

Sec. 6. The qualifications of the officers shall be as follows:

1. The Chairman of the Board of Directors of Oklahoma State University Student Publications shall be a faculty member.
2. The Vice Chairman of the Board of Directors shall be a student member.
3. The Secretary shall be any member of the Board of Director.

TITLE II: ORGANIZATION

Sec. 1. The members of the Board of Directors of Oklahoma State University Student Publications shall carry out all Board functions and vote on all measures pertaining to the Board of Directors.

Sec. 2. The Chairman shall plan an agenda for each meeting and see that all information or articles necessary for the transaction of business are present at such meeting.

Sec. 3. The Board of Directors shall transact business as a board of the whole.

TITLE III: MEETINGS

Sec. 1. Regular meetings shall be held at least once a month from September through May. A regular time for meeting shall be established by the Board of Directors of Oklahoma State University Student Publications at the beginning of each semester.

Sec. 2. Emergency Meetings. In the event of need for action by the Directors when a quorum is not available on campus, the requirements for a quorum necessary to transact business shall be met in the following manner:

1. The question(s) shall be submitted to the Directors by telephone, or in the event they cannot be contacted by telephone, by special delivery registered mail or by wire.
2. All votes of absentee members shall be confirmed by wire or letter and shall include the question(s) and the vote.

TITLE IV: PARLIAMENTARY PROCEDURE

Sec. 1. Where procedure is not covered in the Constitution or By-laws of the Board of Directors of Oklahoma State University Student Publications, procedure from Robert's Rules of Order, Revised, shall be in effect, if not in conflict with the Constitution or the By-laws of this Board.

Minimum Qualifications for Employment

The following are minimum standards. If there are no applicants who meet the minimum requirements for a position, the requirements may be waived and all applicants granted an interview. Applicants also must meet minimum qualifications as specified in the Student Rights and Responsibilities Handbook: "Eligibility for office within the student organization requires an overall grade point average of at least 2.0 (organizations may require a higher average if they so desire) and the student must be enrolled in a full-time course of study (12 hours-undergraduate; 9 hours-graduate).

If an editor wishes to create a new position, he/she must submit minimum qualifications for the position at the time he/she applies for editor and submits a budget proposal.

ENTERTAINMENT EDITOR: Three hours credit in editing or one semester assistant news editor and one semester on staff.

MANAGING EDITOR: Two semesters on staff, including one semester in an editing position.

NEWS EDITOR: Three hours credit in editing or one semester as assistant news editor and one semester on staff.

SPORTS EDITOR: Three hours editing or one semester as assistant news editor and one semester on sports staff.

OPINIONS EDITOR: Three hours editing or one semester as assistant news editor and one semester on staff.

PHOTO EDITOR: Photo I and one semester as staff photographer.

ASST. SPORTS EDITOR: Newswriting I or one semester reporting on staff.

ASST. NEWS EDITOR: Newswriting I or one semester reporting on staff.

STAFF WRITER: Newswriting I or one semester reporting on staff.

SPORTS WRITER: Newswriting I or one semester reporting on staff.

STAFF REPORTER: Newswriting I or one semester reporting on staff.

SPORTS REPORTER: No minimum.

REPORTER: No minimum.

CARTOONIST: No minimum.

PHOTOGRAPHER: No minimum.

DAILY O'COLLEGIAN ADVERTISING POLICIES

Effective August 1984

The Daily O'Collegian, in addition to being subject to legal regulations, undertakes to promote high ethical standards. It will not knowingly accept advertising that is misleading, fraudulent, illegal, unfair or in bad taste, as the effectiveness of advertising depends on the reputation of the medium in which it appears. The Daily O'Collegian reserves the right to refuse any ad. The General Manager will make the final decision, without expressed need for justification.

1. RULES OF ACCEPTANCE

A. No advertisement shall be accepted which contains a real or apparent attempt to cause the loss of money to readers whether directly or indirectly, or which promises unreasonably large profits.

B. No advertisement shall be accepted which makes health or curative claims not justified by facts.

C. No advertisement shall be accepted which evades or attempts or encourages the evasion of violation of any law, regulation or ordinance of the university, municipal, state or federal government. This does not limit the right to argue that a given law should be repealed, amended or enacted.

D. No advertisement (either in text or illustration) believed by the management to be indecent, libelous, an invasion of privacy, or which might cause serious disruption, will be accepted.

E. No advertisement which discriminate on race, age, sex, or religious grounds.

F. No advertisement for "Bait" and "switch" advertising or any scheme where it is not the intent of the advertiser to sell the items advertised.

G. Requests for donations unless approved by Student Activities.

G. No advertising order shall be accepted which does not carry the name and address of the individual or firm placing the order without approval of the Associate Publisher for Business. Exception: "teaser" copy, which eventually ties in with signed advertising.

H. Any advertisement which carries a message printed in a foreign language must have an exact translation printed in English.

I. Political Advertising

1. All advertising for public office or any advertisement which is to influence the vote of any public official must have the name of the individual placing the ad, if an individual is placing the ad, or the name of the organization or club if organization or club plus the names of two officers of the organization or club.

2. Political advertising must all carry information required by state and federal laws.

3. The original copy or layout sheet of each political ad must be signed by the individual contracting for the advertisement, and cannot be returned to the advertiser.

J. Advertising which resembles news copy.

1. The word "advertisement" should be placed in ten point type over any advertisement which the reader might confuse with editorial copy. This is a ruling required by the post office department.

2. In order to avoid confusion between news matter and advertising, the O'Collegian should avoid using news style type faces in the headlines of such ads.

K. Classified Advertising

1. Advertisements announcing births, engagements and marriages must be verified.

2. Every want ad order must carry the name and address of the individual or firm placing it.

L. Unacceptable are:

1. Offers or explanations of lottery, drawing or other games of chance, whether free or not.

2. Offers of government or civil service positions when those making offers have no authority from the government.

3. The Daily O'Collegian does not accept advertising from research or term companies.

M. The advertising of alcoholic beverages is prohibited in the O'Collegian. Not prohibited is advertising of 3.2 beer which is legally non-intoxicating.

N. No photograph showing the likeness of an individual may be used in an advertisement without the written consent of the person photographed. "Release of Liability" forms should be attached to the insertion order.

APPENDIX I

TABLES

TABLE I
ACADEMIC AND PROFESSIONAL PERCEPTIONS
OF UNIVERSITY STUDENT NEWSPAPERS

		SA	A	N	D	SD	MEAN
		-----%-----					
1. The governance system of a university and the notion of a free press are concepts that do not work well together.	Pres.	--	8.5	4.3	38.3	48.9	1.67
	Admin.	2.8	23.6	2.8	38.9	31.9	2.24
	Advis.	7.9	28.6	--	38.1	25.4	2.56
	Ed&Pub.	3.2	31.7	11.1	33.3	20.6	2.20
2. For a university to be host to a student newspaper and not to exert influence over content makes no sense.	Pres.	2.7	25.0	6.3	45.8	20.8	2.38
	Admin.	--	11.1	2.8	27.8	58.6	1.63
	Advis.	3.2	6.3	4.8	19.0	66.7	1.53
	Ed&Pub.	3.1	26.6	3.1	14.4	32.8	2.31
3. The primary purpose of a student newspaper is to serve as a carrier of news and information about the university community.	Pres.	16.7	45.8	4.2	31.3	2.1	3.46
	Admin.	30.6	41.7	1.4	19.4	6.9	3.69
	Advis.	23.8	42.9	7.9	22.2	3.2	3.67
	Ed&Pub.	25.0	59.4	--	12.5	3.1	3.91
4. News is current information which interests student newspaper readers and presents an image of reality about their university community.	Pres.	12.5	79.2	4.2	4.2	--	4.04
	Admin.	29.6	67.6	1.4	1.4	--	4.27
	Advis.	33.3	66.7	--	--	--	4.33
	Ed&Pub.	34.9	63.5	--	--	1.6	4.30

TABLE II
ACADEMIC AND PROFESSIONAL PERCEPTIONS
OF UNIVERSITY STUDENT NEWSPAPERS

		SA	A	N	D	SD	MEAN	
		-----%						
5. Accuracy and fairness are the two most important qualities of a responsible student newspaper.	Pres.	56.3	37.5	4.2	2.1	--	4.54	
	Admin.	59.2	29.6	1.4	9.9	--	4.40	
	Advis.	61.9	34.9	--	3.2	--	4.56	
	Ed&Pub.	60.9	39.1	--	--	--	4.61	
6. Opinions expressed in a student newspaper should be confined to editorials, opinion columns and letters to the editor.	Pres.	60.4	31.3	--	8.3	--	4.44	
	Admin.	52.8	31.9	--	12.5	2.8	4.19	
	Advis.	73.0	17.5	6.3	3.2	--	4.71	
	Ed&Pub.	70.3	23.4	1.6	4.7	--	4.62	
7. A student newspaper can provide an invaluable experience for students if it can be used as a teaching newspaper and integrated with classroom work.	Pres.	37.0	54.3	2.2	6.5	--	4.24	
	Admin.	40.3	40.3	6.9	6.9	5.6	4.10	
	Advis.	36.5	36.5	11.1	9.5	6.3	3.98	
	Ed&Pub.	50.0	39.1	7.8	1.6	1.6	4.46	
8. A principal reason for supporting a student newspaper is the training it provides for future staff members of commercial newspapers.	Pres.	12.5	56.3	6.3	25.0	--	3.60	
	Admin.	25.0	44.4	4.2	20.8	5.6	3.65	
	Advis.	9.5	68.3	6.3	12.7	3.2	3.73	
	Ed&Pub.	29.7	40.6	--	25.0	4.7	3.66	

TABLE III

ACADEMIC AND PROFESSIONAL PERCEPTIONS
OF UNIVERSITY STUDENT NEWSPAPERS

		SA	A	N	D	SD	MEAN	
		-----%						
9. Reporters on a student newspaper should be required to reveal their sources of information for news stories if asked to do so.	Pres.	2.1	8.3	16.7	58.3	14.6	2.10	
	Admin.	6.0	11.9	13.4	34.3	34.3	2.09	
	Advis.	6.3	3.2	9.5	28.6	52.4	1.70	
	Ed&Pub.	3.1	18.8	12.5	35.9	29.7	2.20	
10. It is all right for a student newspaper that is supported by public funds to compete with a commercial newspaper for local advertising.	Pres.	8.3	75.0	10.4	4.2	2.1	3.93	
	Admin.	34.7	58.3	2.8	1.4	2.8	4.24	
	Advis.	42.9	47.6	6.3	--	3.2	4.36	
	Ed&Pub.	17.5	57.1	6.3	12.7	6.3	3.71	
11. The key issue surrounding a student newspaper is the assignment of responsibility for liability.	Pres.	12.5	33.3	12.5	37.5	4.2	3.14	
	Admin.	6.9	22.2	18.1	41.7	11.1	2.66	
	Advis.	3.3	23.0	27.9	32.8	13.1	2.11	
	Ed&Pub.	1.6	47.5	19.7	26.2	4.9	3.18	
12. The president of a university is ultimately responsible for the content of a student newspaper, regardless of who is designated as the publisher.	Pres.	8.5	14.9	4.3	42.6	29.8	2.27	
	Admin.	8.3	18.1	5.6	27.8	40.3	2.22	
	Advis.	3.2	6.3	3.2	30.2	57.1	1.64	
	Ed&Pub.	6.3	25.0	6.3	40.6	21.9	2.50	

TABLE IV

ACADEMIC AND PROFESSIONAL PERCEPTIONS
OF UNIVERSITY STUDENT NEWSPAPERS

		SA	A	N	D	SD	MEAN
		-----%-----					
13. Many student reporters do not seem to understand the responsibility they have for accuracy in their news stories.	Pres.	22.9	58.3	--	18.8	--	3.85
	Admin.	9.7	55.6	1.4	30.6	2.8	3.39
	Advis.	3.2	28.6	3.2	52.4	12.7	2.56
	Ed&Pub.	12.5	59.4	4.7	20.3	3.1	3.61
14. The correct way to operate a student newspaper is to have guidelines for acceptable content.	Pres.	18.8	43.8	12.5	18.8	6.3	3.57
	Admin.	11.6	42.0	1.4	37.7	7.2	3.13
	Advis.	6.3	39.7	3.2	34.9	15.9	2.85
	Ed&Pub.	4.7	64.1	4.7	20.3	6.3	3.45
15. The editor of a student newspaper should withhold a news story from publication if the newspaper adviser asks that it not be published.	Pres.	--	31.9	25.5	40.4	2.1	2.83
	Admin.	--	17.1	22.9	38.6	21.4	2.17
	Advis.	6.6	16.4	16.4	39.3	21.3	2.37
	Ed&Pub.	5.3	34.9	17.5	33.3	7.9	2.98
16. The editor of a student newspaper should withhold a news story from publication if a university official asks that it not be published.	Pres.	--	8.3	16.7	62.5	12.5	2.05
	Admin.	--	--	8.7	46.4	44.9	1.51
	Advis.	3.3	--	3.3	36.1	57.4	1.51
	Ed&Pub.	1.6	4.7	3.1	60.9	29.7	1.84

TABLE V
ACADEMIC AND PROFESSIONAL PERCEPTIONS
OF UNIVERSITY STUDENT NEWSPAPERS

		SA	A	N	D	SD	MEAN
		-----%-----					
17. It is a university administration's responsibility to establish the policies for its student newspaper.	Pres.	8.3	39.6	6.3	39.6	6.3	3.04
	Admin.	2.8	12.7	5.6	35.2	43.7	1.89
	Advis.	3.2	12.7	6.3	20.6	57.1	1.76
	Ed&Pub.	3.2	28.6	9.5	44.4	14.3	2.58
18. A university president is justified in relieving a student newspaper adviser of his/her responsibilities if there is a dispute over content.	Pres.	--	19.1	4.3	61.7	14.9	2.24
	Admin.	1.4	2.8	4.2	33.8	57.7	1.50
	Advis.	--	--	--	12.7	87.3	1.13
	Ed&Pub.	3.2	27.0	11.1	36.5	22.2	2.46
19. University officials should not maintain a "hands off" policy when the student newspaper editor and other staff members are selected.	Pres.	4.3	23.4	6.4	57.4	8.5	2.55
	Admin.	9.7	19.4	2.8	27.8	40.3	2.29
	Advis.	6.3	12.7	12.7	17.5	50.8	1.93
	Ed&Pub.	1.6	26.6	6.3	40.6	25.0	2.35
20. A student newspaper editor should not have a "free hand" in appointing other persons to news and editorial staff positions.	Pres.	4.2	29.2	8.3	45.8	12.5	2.64
	Admin.	6.9	29.2	4.2	34.7	25.0	2.57
	Advis.	9.5	12.7	3.2	33.3	41.3	2.13
	Ed&Pub.	4.7	39.1	4.7	39.1	12.5	2.84

TABLE VI
ACADEMIC AND PROFESSIONAL PERCEPTIONS
OF UNIVERSITY STUDENT NEWSPAPERS

		SA	A	N	D	SD	MEAN
		-----%-----					
21. Reporting what is going to happen on a college campus is just as important for a student newspaper as reporting what has happened.	Pres.	14.9	70.2	12.8	2.1	--	4.12
	Admin.	29.2	61.1	4.2	5.6	--	4.19
	Advis.	42.9	50.8	--	6.3	--	4.30
	Ed&Pub.	35.9	59.4	--	4.7	--	4.27
22. A student newspaper adviser should review content material prior to publication.	Pres.	8.3	47.9	4.2	27.1	12.5	3.13
	Admin.	5.6	33.8	2.8	40.8	16.9	2.70
	Advis.	3.2	12.7	3.2	49.2	31.7	2.03
	Ed&Pub.	9.4	48.4	7.8	25.0	9.4	3.25
23. News about faculty and staff is as important as news about students in a campus newspaper.	Pres.	6.4	70.2	8.5	14.9	--	3.74
	Admin.	9.7	65.3	4.2	20.8	--	3.67
	Advis.	20.6	61.9	--	17.5	--	3.86
	Ed&Pub.	18.8	73.4	4.7	3.1	--	4.43
24. If a university official asks a student editor to publish a particular news story, the editor should publish it.	Pres.	--	14.6	16.7	64.6	4.2	2.30
	Admin.	--	4.2	9.7	51.4	34.7	1.71
	Advis.	--	3.2	12.7	46.0	38.1	1.64
	Ed&Pub.	--	3.2	14.5	59.7	22.6	1.81

TABLE VII
ACADEMIC AND PROFESSIONAL PERCEPTIONS
OF UNIVERSITY STUDENT NEWSPAPERS

		SA	A	N	D	SD	MEAN
		-----%-----					
25. University officials should decide what advertising is acceptable in a student newspaper.	Pres.	4.3	34.0	10.6	44.7	6.4	2.83
	Admin.	1.4	18.1	4.2	41.7	34.7	2.06
	Advis.	--	22.2	3.2	12.7	61.9	1.82
	Ed&Pub.	6.3	33.3	9.5	36.5	14.3	2.79
26. Student newspaper editors should not have the exclusive right to determine the content of their newspaper.	Pres.	6.3	37.5	12.5	37.5	6.3	3.00
	Admin.	5.6	13.9	4.2	44.4	31.9	2.13
	Advis.	6.3	19.0	3.2	23.8	47.6	2.10
	Ed&Pub.	9.5	54.0	--	27.0	9.5	3.27
27. A university cannot be expected to uphold the concepts of free expression in a student newspaper in the same way that commercial newspapers do.	Pres.	8.5	25.5	6.4	42.6	17.0	2.64
	Admin.	1.4	6.9	1.4	33.3	56.9	1.61
	Advis.	--	9.5	1.6	28.6	60.3	1.58
	Ed&Pub.	6.3	17.2	4.7	54.7	17.2	2.38
28. Student editors and reporters tend to be overly sensitive about their rights and privileges under the First Amendment.	Pres.	21.3	42.6	10.6	23.4	2.1	3.64
	Admin.	6.9	27.8	1.4	40.3	23.6	2.54
	Advis.	14.3	34.9	9.5	25.4	15.9	3.07
	Ed&Pub.	7.8	53.1	10.9	25.0	3.1	3.42

TABLE VIII
ACADEMIC AND PROFESSIONAL PERCEPTIONS
OF UNIVERSITY STUDENT NEWSPAPERS

		SA	A	N	D	SD	MEAN
		-----%-----					
29. Student newspapers do not have an inherent right to be provocative in publishing news.	Pres.	17.0	36.2	8.5	34.0	4.3	3.30
	Admin.	2.9	27.1	7.1	35.7	27.1	2.38
	Advis.	9.5	31.7	14.3	20.6	23.8	2.80
	Ed&Pub.	3.1	37.5	12.5	34.4	12.5	2.82
30. Student newspapers do not have an inherent right to be provocative in publishing opinions.	Pres.	12.5	14.6	4.2	56.3	12.5	2.57
	Admin.	1.4	18.1	5.6	40.3	34.7	2.06
	Advis.	6.3	22.2	11.1	27.0	33.3	2.34
	Ed&Pub.	--	25.0	9.4	50.0	15.6	2.38
31. A laboratory newspaper does a better job of serving the journalism profession than other forms of student newspaper operations.	Pres.	14.9	19.1	36.2	23.1	6.1	3.20
	Admin.	9.9	19.7	25.4	29.6	15.5	2.72
	Advis.	15.9	11.1	17.5	9.5	46.0	2.29
	Ed&Pub.	3.1	18.8	29.7	39.1	9.4	2.53
32. University officials do not have an obligation to support the presence of a student newspaper on campus if its content becomes too obnoxious.	Pres.	12.5	37.5	18.8	27.1	4.2	3.33
	Admin.	1.4	31.9	9.7	30.6	26.4	2.46
	Advis.	9.5	28.6	12.7	22.2	27.0	2.67
	Ed&Pub.	9.4	54.7	1.6	28.1	6.3	3.33

TABLE IX
ACADEMIC AND PROFESSIONAL PERCEPTIONS
OF UNIVERSITY STUDENT NEWSPAPERS

		SA	A	N	D	SD	MEAN
		-----%-----					
33. A student newspaper should not function primarily as "a forum for student expression."	Pres.	4.3	44.7	4.3	40.4	6.4	3.00
	Admin.	8.5	33.8	1.4	38.0	18.3	2.76
	Advis.	3.2	33.3	7.9	28.6	27.0	2.53
	Ed&Pub.	6.3	50.0	4.7	32.8	6.3	3.18
34. University officials should not adopt a "grin and bear it" attitude when they are criticized by their student newspaper.	Pres.	2.1	25.0	10.4	54.2	8.3	2.54
	Admin.	5.6	13.9	5.6	51.4	23.6	2.22
	Advis.	--	12.7	7.9	42.9	36.5	1.88
	Ed&Pub.	1.6	34.4	9.4	42.2	12.5	2.67
35. It is not appropriate for a student newspaper to criticize the practices of university officials.	Pres.	2.1	--	2.1	81.3	14.6	1.91
	Admin.	1.4	--	--	27.8	70.8	1.33
	Advis.	--	--	--	17.5	82.5	1.18
	Ed&Pub.	--	1.6	--	60.9	37.5	1.66
36. University policies are not a legitimate target for criticism by student newspapers.	Pres.	2.1	--	--	72.9	25.0	1.81
	Admin.	1.4	1.4	--	26.4	70.8	1.36
	Advis.	3.2	--	--	17.5	79.4	1.30
	Ed&Pub.	--	3.2	--	57.1	39.7	1.67

TABLE X
ACADEMIC AND PROFESSIONAL PERCEPTIONS
OF UNIVERSITY STUDENT NEWSPAPERS

		SA	A	N	D	SD	MEAN
		-----%-----					
37. Many of the interesting events which occur on a university campus are never reported in the student newspaper.	Pres.	22.9	66.7	2.1	8.3	--	4.06
	Admin.	19.4	59.7	9.7	11.1	--	3.97
	Advis.	14.3	73.0	--	12.7	--	3.89
	Ed&Pub.	14.3	54.0	20.6	9.5	1.6	3.88
38. Student editors often refuse to publish news items that persons not on the newspaper staff would like to have published in the campus newspaper.	Pres.	16.7	45.8	18.8	18.8	--	3.84
	Admin.	6.9	51.4	20.8	18.1	2.8	3.53
	Advis.	3.2	65.1	3.2	25.4	3.2	3.41
	Ed&Pub.	4.8	34.9	47.6	9.5	3.2	3.55
39. Student newspapers often ignore the activities of certain groups when news is published about campus organizations.	Pres.	18.8	45.8	16.7	18.8	--	3.78
	Admin.	5.6	59.7	15.3	15.3	4.2	3.56
	Advis.	3.2	52.4	9.5	31.7	3.2	3.23
	Ed&Pub.	6.3	31.7	49.2	12.7	--	3.63
40. Student editors and reporters tend to assign unwarranted status to themselves and their positions when they work on a student newspaper.	Pres.	14.9	40.4	19.1	25.5	--	3.55
	Admin.	9.7	31.9	12.5	44.4	1.4	3.03
	Advis.	6.3	33.3	12.7	41.3	6.3	2.91
	Ed&Pub.	6.3	39.7	28.6	23.8	1.6	2.91

TABLE XI
ACADEMIC AND PROFESSIONAL PERCEPTIONS
OF UNIVERSITY STUDENT NEWSPAPERS

		SA	A	N	D	SD	MEAN
		-----%-----					
41. Reporting "reality" on a university campus means that the bad news as well as the good news must be published by the student newspaper.	Pres.	20.8	75.0	--	4.2	--	4.13
	Admin.	61.1	37.5	1.4	--	--	4.62
	Advis.	60.3	38.1	--	--	1.6	4.56
	Ed&Pub.	60.9	39.1	--	--	--	4.61
42. Student newspaper editors should publish controversial news when they can prove the truth of what they report.	Pres.	16.7	81.3	--	2.1	--	4.13
	Admin.	58.3	38.9	1.4	1.4	--	4.56
	Advis.	68.9	27.9	3.3	--	--	4.71
	Ed&Pub.	54.0	44.4	1.6	--	--	4.55
43. The "watchdog" role of a student newspaper should be encouraged.	Pres.	6.3	54.2	18.8	18.8	2.1	3.54
	Admin.	52.1	40.8	2.8	4.2	--	4.45
	Advis.	63.5	33.3	3.2	--	--	4.66
	Ed&Pub.	36.5	50.8	6.3	6.3	--	4.25
44. The "watchdog" role of a student newspaper does not have a disruptive influence upon the instructional mission of a university.	Pres.	6.3	58.3	14.6	16.7	4.2	3.54
	Admin.	29.6	46.5	12.7	11.3	--	4.08
	Advis.	52.4	38.1	3.2	6.3	--	4.41
	Ed&Pub.	21.0	54.8	12.9	11.3	--	3.98

TABLE XII
ACADEMIC AND PROFESSIONAL PERCEPTIONS
OF UNIVERSITY STUDENT NEWSPAPERS

		SA	A	N	D	SD	MEAN
		-----%-----					
45. Adopting an adversarial attitude toward university officials is proper training for students who will pursue professional "watchdog" careers in journalism.	Pres.	--	6.3	6.3	62.5	25.0	1.87
	Admin.	10.0	40.0	10.0	34.3	5.7	3.16
	Advis.	6.3	23.8	22.2	34.9	12.7	2.69
	Ed&Pub.	9.4	25.0	6.3	43.8	15.6	2.67
46. The "watchdog" role of student newspapers seems to assume that university officials tend to do more things wrong than right.	Pres.	14.6	39.6	14.6	27.1	4.2	3.39
	Admin.	4.2	28.2	4.2	52.1	11.3	2.60
	Advis.	--	41.3	11.1	33.3	14.3	2.77
	Ed&Pub.	4.7	32.8	10.9	39.1	12.5	2.75
47. One of the problems with student newspapers is that they are treated like miniature commercial newspapers and thus tend to behave that way.	Pres.	4.2	33.3	16.7	41.7	4.2	2.90
	Admin.	--	19.7	15.5	54.9	9.9	2.35
	Advis.	3.2	3.2	20.6	42.9	30.2	1.82
	Ed&Pub.	--	23.8	20.6	46.0	9.5	2.48
48. News values which apply at a commercial newspaper do not apply at a student newspaper.	Pres.	--	27.1	16.7	50.0	6.3	2.58
	Admin.	--	11.3	4.2	39.4	45.1	1.77
	Advis.	6.3	6.3	--	30.2	57.1	1.75
	Ed&Pub.	3.1	9.4	1.6	57.8	28.1	2.00

TABLE XIII

ACADEMIC AND PROFESSIONAL PERCEPTIONS
OF UNIVERSITY STUDENT NEWSPAPERS

		SA	A	N	D	SD	MEAN
		-----%-----					
49. It is more appropriate to think of a student newspaper as a specialized publication than as a "regular" or "ordinary" newspaper.	Pres.	10.4	52.1	2.1	33.3	2.1	3.36
	Admin.	2.8	38.0	4.2	35.2	19.7	2.68
	Advis.	--	12.7	4.8	49.2	33.3	1.92
	Ed&Pub.	1.6	32.8	6.3	46.9	12.5	2.62
50. A student newspaper should be considered an official publication of a university.	Pres.	2.1	12.5	8.3	39.6	37.5	1.93
	Admin.	--	2.8	5.6	36.6	54.9	1.48
	Advis.	3.2	19.0	1.6	31.7	44.4	2.03
	Ed&Pub.	1.6	18.8	10.9	40.6	28.1	2.16
51. Concern for a university's well-being is a valid guideline in deciding what should be published in a student newspaper.	Pres.	4.2	41.7	20.8	27.1	6.3	3.13
	Admin.	4.3	40.0	4.3	27.1	24.3	2.72
	Advis.	--	20.6	14.3	36.5	28.6	2.15
	Ed&Pub.	1.6	40.6	10.9	39.1	7.8	3.02
52. If a news story in a student newspaper would give a reader a bad impression of the university, the story should not be published.	Pres.	--	2.1	2.1	87.5	8.3	1.96
	Admin.	--	--	1.4	43.7	54.9	1.44
	Advis.	--	--	--	28.6	71.4	1.29
	Ed&Pub.	1.6	--	1.6	55.6	41.3	1.63

TABLE XIV
ACADEMIC AND PROFESSIONAL PERCEPTIONS
OF UNIVERSITY STUDENT NEWSPAPERS

		SA	A	N	D	SD	MEAN
		-----%-----					
53. A student newspaper should be organized and operated to support the instructional mission of a university.	Pres.	4.2	37.5	12.5	37.5	8.3	2.91
	Admin.	--	22.9	17.1	34.3	25.7	2.24
	Advis.	3.2	31.7	14.3	25.4	25.4	2.56
	Ed&Pub.	1.6	36.5	4.8	46.0	11.1	2.70
54. Working on a student newspaper should be a learning experience similar in purpose to what occurs in a university classroom.	Pres.	10.4	77.1	4.2	8.3	--	3.94
	Admin.	12.9	64.3	2.9	17.1	2.9	3.69
	Advis.	15.9	74.6	6.3	3.2	--	4.10
	Ed&Pub.	10.9	65.6	6.3	12.5	4.7	3.70
55. A student newspaper should be related structurally to a journalism education program.	Pres.	20.8	29.2	27.1	20.8	2.1	3.63
	Admin.	14.3	37.1	12.9	27.1	8.6	3.25
	Advis.	12.7	30.2	15.9	31.7	9.5	3.06
	Ed&Pub.	9.4	64.1	10.9	12.5	3.1	3.72
56. Journalism education should place more emphasis upon a journalist's responsibilities.	Pres.	41.7	52.1	6.3	--	--	4.44
	Admin.	30.0	50.0	10.0	10.0	--	4.11
	Advis.	27.0	60.3	9.5	3.2	--	4.23
	Ed&Pub.	34.4	50.0	12.5	3.1	--	4.32

TABLE XV
ACADEMIC AND PROFESSIONAL PERCEPTIONS
OF UNIVERSITY STUDENT NEWSPAPERS

		SA	A	N	D	SD	MEAN
		-----%-----					
57. Journalism education should place more emphasis upon the ethics of journalists.	Pres.	37.5	58.3	4.2	--	--	4.39
	Admin.	28.6	52.9	11.4	7.1	--	4.16
	Advis.	36.5	49.2	9.5	4.8	--	4.30
	Ed&Pub.	35.9	56.3	4.7	3.1	--	4.31
58. Student newspapers connected to journalism programs tend to cause only embarrassment and problems for journalism educators.	Pres.	2.1	2.1	20.8	64.6	10.4	2.00
	Admin.	1.4	11.4	7.1	57.1	22.9	2.05
	Advis.	--	9.5	19.0	41.3	30.2	1.86
	Ed&Pub.	--	4.8	30.2	44.4	20.6	1.86
59. Being a student editor should be viewed as an apprenticeship in a temporary learning situation.	Pres.	10.4	68.8	10.4	10.4	--	3.88
	Admin.	8.6	55.7	5.7	22.9	7.1	3.38
	Advis.	3.2	57.1	14.6	19.0	6.3	3.37
	Ed&Pub.	10.9	59.4	15.6	14.4	--	3.80
60. Writing and editing functions on a student newspaper should be handled through classroom assignments directed by a faculty member.	Pres.	2.1	10.4	16.7	47.9	22.9	2.05
	Admin.	--	5.6	9.9	63.4	21.1	1.89
	Advis.	--	3.2	--	46.0	50.8	1.56
	Ed&Pub.	--	11.1	6.3	61.9	20.6	2.02

TABLE XVI
ACADEMIC AND PROFESSIONAL PERCEPTIONS
OF UNIVERSITY STUDENT NEWSPAPERS

		SA	A	N	D	SD	MEAN
		-----%-----					
61. Cultural values of a university and its local community should be supported by the student newspaper.	Pres.	6.3	47.9	20.8	25.0	--	3.13
	Admin.	5.7	38.6	17.1	32.9	5.7	3.07
	Advis.	6.3	38.1	27.0	25.4	3.2	3.26
	Ed&Pub.	4.8	52.4	19.0	20.6	3.2	3.43
62. Rules of taste which apply to a "family newspaper" in a local community should apply to a student newspaper published in that community.	Pres.	12.8	51.1	12.8	21.3	2.1	3.59
	Admin.	1.4	54.9	9.9	31.0	2.8	3.23
	Advis.	6.3	42.9	20.6	27.0	3.2	3.28
	Ed&Pub.	14.1	57.8	9.4	15.6	3.1	3.71
63. A student editor should not be permitted to substitute his/her standards of taste in a campus newspaper when the editor's definition of good taste differs from that of the local area.	Pres.	4.2	37.5	25.0	31.3	2.1	3.14
	Admin.	1.4	37.1	11.4	41.4	8.6	2.79
	Advis.	--	19.0	20.6	54.0	6.3	2.40
	Ed&Pub.	12.7	41.3	14.3	27.0	4.8	3.35
64. It is all right to use profanity in a student newspaper.	Pres.	--	16.7	10.4	41.7	31.3	2.02
	Admin.	2.9	40.6	17.4	30.4	8.7	2.98
	Advis.	--	28.6	25.4	27.0	19.0	2.51
	Ed&Pub.	--	20.3	7.8	40.6	31.3	2.10

TABLE XVII
ACADEMIC AND PROFESSIONAL PERCEPTIONS
OF UNIVERSITY STUDENT NEWSPAPERS

		SA	A	N	D	SD	MEAN
		-----%-----					
65. It is all right to use vulgar or so-called "four letter" words in a student newspaper.	Pres.	--	8.3	4.2	52.1	35.4	1.80
	Admin.	2.9	21.7	20.3	46.4	8.7	2.55
	Advis.	--	19.0	22.2	39.7	19.0	2.25
	Ed&Pub.	--	9.4	10.9	45.3	34.4	1.83
66. University officials should be responsible for determining what is acceptable taste in a student newspaper.	Pres.	--	16.7	6.3	68.8	8.3	2.27
	Admin.	--	1.4	4.2	38.0	56.3	1.44
	Advis.	--	3.2	3.2	23.8	69.8	1.34
	Ed&Pub.	3.2	20.6	4.8	47.6	23.6	2.28
67. Errors that student reporters make in a campus newspaper are not comparable to mistakes those same reporters might make on a math quiz.	Pres.	8.5	31.9	17.0	40.4	2.1	3.05
	Admin.	12.9	32.9	7.1	32.9	14.3	2.97
	Advis.	11.1	33.3	3.2	17.5	34.9	2.67
	Ed&Pub.	18.8	39.1	4.7	21.9	15.6	3.25
68. The mistakes and shortcomings of student editors and reporters should be excused because "they are only students."	Pres.	2.1	6.3	4.2	68.8	18.8	2.00
	Admin.	--	5.6	4.2	56.3	33.8	1.77
	Advis.	3.3	--	--	45.9	50.8	1.59
	Ed&Pub.	1.6	3.1	--	50.0	45.3	1.66

TABLE XVIII
ACADEMIC AND PROFESSIONAL PERCEPTIONS
OF UNIVERSITY STUDENT NEWSPAPERS

		SA	A	N	D	SD	MEAN	
		-----%-----						
69. Generally speaking, student reporters often need to collect more facts from informed sources before publishing their news stories.	Pres.	20.8	54.2	10.4	14.6	--	3.91	
	Admin.	21.1	59.2	9.9	9.9	--	4.02	
	Advis.	15.9	50.8	7.9	25.4	--	3.62	
	Ed&Pub.	20.3	50.0	23.4	4.7	1.6	4.08	
70. Many student reporters tend to be too subjective in their news stories.	Pres.	16.7	54.2	10.4	18.8	--	3.77	
	Admin.	5.6	52.1	12.7	28.2	1.4	3.37	
	Advis.	9.5	25.4	14.3	50.8	--	2.93	
	Ed&Pub.	9.4	56.3	28.1	4.7	1.6	3.94	
71. Student newspaper staffs are often too quick to criticize others.	Pres.	14.6	58.3	12.5	14.6	--	3.83	
	Admin.	9.9	40.8	19.7	28.2	1.4	3.37	
	Advis.	9.5	44.4	7.9	34.9	3.2	3.24	
	Ed&Pub.	7.8	45.3	35.9	9.4	1.6	3.76	
72. Many student newspaper staff members seem to have difficulty accepting criticism of their journalistic efforts.	Pres.	16.7	50.0	12.5	20.8	--	3.71	
	Admin.	16.9	49.3	8.5	25.4	--	3.63	
	Advis.	9.8	36.1	13.1	37.7	3.3	3.13	
	Ed&Pub.	12.5	51.6	20.3	14.1	1.6	3.75	

TABLE XIX

ACADEMIC AND PROFESSIONAL PERCEPTIONS
OF UNIVERSITY STUDENT NEWSPAPERS

		SA	A	N	D	SD	MEAN
		-----%-----					
73. The student newspaper adviser should not be responsible for the newspaper's budget and financial management functions.	Pres.	6.3	31.3	8.3	37.5	16.7	2.71
	Admin.	4.2	21.1	21.1	38.0	15.5	2.50
	Advis.	7.9	12.7	11.1	33.3	34.9	2.16
	Ed&Pub.	6.3	22.2	17.5	41.3	12.7	2.62
74. The student newspaper adviser should not be the publisher of the paper.	Pres.	27.1	52.1	10.4	6.3	4.2	4.02
	Admin.	14.3	41.4	20.0	15.7	8.6	3.46
	Advis.	25.4	41.3	17.5	9.5	6.3	3.85
	Ed&Pub.	12.5	25.0	28.1	29.7	4.7	3.15
75. One of the reasons for having a student newspaper adviser is the need to maintain a standard of taste which is acceptable to the local community off campus.	Pres.	2.1	55.3	6.4	31.9	4.3	3.21
	Admin.	2.9	32.9	5.7	41.4	17.1	2.61
	Advis.	3.3	13.1	11.5	47.5	24.6	2.13
	Ed&Pub.	7.9	44.4	11.1	33.3	3.2	3.23
76. When there is a difference of opinion between an editor and an adviser regarding content of a student newspaper, the adviser's judgment should prevail.	Pres.	4.3	21.3	25.5	44.7	4.3	2.69
	Admin.	4.3	15.7	11.4	52.9	15.7	2.32
	Advis.	3.3	9.8	19.7	42.6	24.6	2.06
	Ed&Pub.	11.1	36.5	12.7	34.9	4.8	3.16

TABLE XX
ACADEMIC AND PROFESSIONAL PERCEPTIONS
OF UNIVERSITY STUDENT NEWSPAPERS

		SA	A	N	D	SD	MEAN
		-----%-----					
77. When a student newspaper functions as "a forum for student expression," the newspaper adviser really has a rather meaningless position.	Pres.	2.1	16.7	12.5	62.5	6.3	2.38
	Admin.	2.9	22.9	4.3	57.1	12.9	2.43
	Advis.	6.3	--	6.3	52.4	34.9	1.83
	Ed&Pub.	3.1	14.1	14.1	53.1	15.6	2.26
78. An adviser's responsibilities tend to be loosely defined when a student newspaper operates as "a forum for student expression."	Pres.	2.1	50.0	16.7	27.1	4.2	3.23
	Admin.	1.4	42.0	20.3	27.5	8.7	3.00
	Advis.	3.2	33.3	14.3	34.9	14.3	2.72
	Ed&Pub.	8.1	41.9	21.0	25.8	3.2	3.33
79. The student newspaper adviser should be a staff person who is a trained journalist and has no teaching responsibilities.	Pres.	--	10.4	20.8	56.3	12.5	2.11
	Admin.	5.7	11.4	27.1	42.9	12.9	2.37
	Advis.	9.8	16.4	18.0	37.7	18.0	2.54
	Ed&Pub.	8.1	19.4	21.0	40.3	11.3	2.65

TABLE XXI

PERCEPTIONS OF ACADEMIC AND PROFESSIONAL RESPONDENTS
TO SIGNIFICANT VARIABLES

		Pres.	Admin.	Advis.	Ed&Pub.
1. News is current information which interests student newspaper readers and presents an image of reality about their university community.	Highest Factor Loading	-.71042	.55230	.46491	.53917
	% Agree	43	97	100	98
	% Disagree	4	1	--	2
2. Accuracy and fairness are the two most important qualities of a responsible student newspaper.	Highest Factor Loading	.81446	.43544	.48287	-.37293
	% Agree	94	59	97	100
	% Disagree	2	10	3	--
3. Opinions expressed in a student newspaper should be confined to editorials, opinion columns and letters to the editor.	Highest Factor Loading	.54728	.52166	.52378	.53625
	% Agree	92	85	91	94
	% Disagree	8	15	3	3
4. A principal reason for supporting a student newspaper is the training it provides for future staff members of commercial newspapers.	Highest Factor Loading	.78675	.43544	.48287	-.37293
	% Agree	69	69	78	70
	% Disagree	25	27	16	30
5. The key issue surrounding a student newspaper is the assignment of responsibility for liability.	Highest Factor Loading	.68774	.33140	.72428	.44317
	% Agree	46	29	26	49
	% Disagree	42	53	46	31

TABLE XXII
 PERCEPTIONS OF ACADEMIC AND PROFESSIONAL RESPONDENTS
 TO SIGNIFICANT VARIABLES

		Pres.	Admin.	Advis.	Ed&Pub.
6. It is a university administration's responsibility to establish the policies for its student newspaper.	Highest Factor Loading	.62759	.40068	.56667	.52745
	% Agree	48	16	16	32
	% Disagree	46	79	78	59
7. A student newspaper adviser should review content material prior to publication.	Highest Factor Loading	.73531	.48230	-.69182	.43050
	% Agree	56	40	16	58
	% Disagree	40	58	81	34
8. News about faculty and staff is as important as news about students in a campus newspaper.	Highest Factor Loading	.61376	.46478	-.66946	.50560
	% Agree	77	75	83	92
	% Disagree	15	21	17	3
9. If a university official asks a student editor to publish a particular news story, the editor should publish it.	Highest Factor Loading	.76667	.49557	.50436	.40891
	% Agree	15	4	3	3
	% Disagree	69	86	84	82
10. University officials should decide what advertising is acceptable in a campus newspaper.	Highest Factor Loading	.56289	-.45246	.64034	.73238
	% Agree	38	20	22	40
	% Disagree	51	76	75	51

TABLE XXIII
 PERCEPTIONS OF ACADEMIC AND PROFESSIONAL RESPONDENTS
 TO SIGNIFICANT VARIABLES

		Pres.	Admin.	Advis.	Ed&Pub.
11. A university cannot be expected to uphold the concepts of free expression in a student newspaper in the same way that commercial papers do.	Highest Factor Loading	.54128	.53327	.62768	.71967
	% Agree	34	8	10	24
	% Disagree	60	90	89	72
12. Student editors and reporters tend be overly sensitive about their rights and privileges under the First Amendment.	Highest Factor Loading	.74897	.68507	.54439	.60398
	% Agree	64	35	49	61
	% Disagree	26	64	40	28
13. University officials do not have an obligation to support the presence of a student newspaper on campus if it becomes too obnoxious.	Highest Factor Loading	.52247	.50292	.49961	-.48088
	% Agree	50	33	38	64
	% Disagree	31	57	49	34
14. University officials should not adopt a "grin and bear it" attitude when they are criticized by their student newspaper.	Highest Factor Loading	.81240	.48190	-.55978	-.43380
	% Agree	27	20	13	36
	% Disagree	63	75	79	55
15. University policies are not a legitimate target for criticism by student newspapers.	Highest Factor Loading	.82104	.52423	-.38520	-.46967
	% Agree	2	3	3	3
	% Disagree	98	97	97	97

TABLE XXIV
 PERCEPTIONS OF ACADEMIC AND PROFESSIONAL RESPONDENTS
 TO SIGNIFICANT VARIABLES

		Pres.	Admin.	Advis.	Ed&Pub.
16. Student editors often refuse to publish news items that persons not on the newspaper staff would like to have published in the campus newspaper.	Highest Factor Loading	.57286	.71215	.65625	.67275
	% Agree	63	57	68	40
	% Disagree	19	21	29	13
17. Student newspapers often ignore the activities of certain groups when news is published about campus organizations.	Highest Factor Loading	.82260	.60895	.70941	.57982
	% Agree	65	65	56	38
	% Disagree	19	20	35	13
18. The "watchdog" role of a student newspaper should be encouraged.	Highest Factor Loading	-.86284	-.77211	-.64255	-.52355
	% Agree	61	93	97	87
	% Disagree	21	4	--	6
19. Student editors and reporters tend to assign unwarranted status to themselves and their positions when they work on a student newspaper.	Highest Factor Loading	.57286	.71216	.65626	.67275
	% Agree	55	42	40	46
	% Disagree	26	46	48	26
20. Student newspaper editors should publish controversial news when they can prove the truth of what they report.	Highest Factor Loading	.83374	-.58423	-.56856	.42335
	% Agree	98	97	97	98
	% Disagree	2	3	--	--

TABLE XXV
 PERCEPTIONS OF ACADEMIC AND PROFESSIONAL RESPONDENTS
 TO SIGNIFICANT VARIABLES

		Pres.	Admin.	Advis.	Ed&Pub.
21. The "watchdog" role of a student newspaper does not have a disruptive influence upon the instructional mission of a university.	Highest Factor Loading	-.77324	.49419	.55735	-.49854
	% Agree	65	77	91	76
	% Disagree	17	11	6	11
22. Adopting an adversarial attitude toward university officials is proper training for students who will pursue professional "watchdog" careers in journalism.	Highest Factor Loading	-.76765	-.46024	-.49730	.54850
	% Agree	6	50	30	34
	% Disagree	88	40	48	59
23. The "watchdog" role of student newspapers seems to assume that university officials tend to do more things wrong than right.	Highest Factor Loading	.50753	.47207	.48846	.60510
	% Agree	54	32	41	38
	% Disagree	31	63	48	52
24. One of the problems with student newspapers is that they are treated like miniature commercial newspapers and thus tend to behave that way.	Highest Factor Loading	.58657	.41343	.70668	.49968
	% Agree	38	20	6	24
	% Disagree	46	65	73	56
25. News values which apply at a commercial newspaper do not apply at a student newspaper.	Highest Factor Loading	.71080	.50658	-.58894	-.55300
	% Agree	27	11	13	13
	% Disagree	56	85	87	86

TABLE XXVI
 PERCEPTIONS OF ACADEMIC AND PROFESSIONAL RESPONDENTS
 TO SIGNIFICANT VARIABLES

		Pres.	Admin.	Advis.	Ed&Pub.
26.	It is more appropriate to think of a student newspaper as a specialized publication than as a "regular" or "ordinary" newspaper.	Highest Factor Loading .63006	.57742	.48503	.68264
	% Agree	63	41	13	35
	% Disagree	35	55	83	59
27.	A student newspaper should be considered an official publication of a university.	Highest Factor Loading .56663	-.46247	.47716	.49864
	% Agree	15	3	22	21
	% Disagree	77	92	76	69
28.	Concern for a university's well-being is a valid guideline in deciding what should be published in a student newspaper.	Highest Factor Loading .40026	-.45045	.69990	.51200
	% Agree	46	44	21	43
	% Disagree	33	51	65	47
29.	If a news story in a student newspaper would give a reader a bad impression of the university, the story should not be published.	Highest Factor Loading -.65302	.56649	.50045	.41323
	% Agree	2	--	--	2
	% Disagree	96	99	100	97
30.	A student newspaper should be related structurally to a journalism education program.	Highest Factor Loading .48381	.50840	.47990	-.52052
	% Agree	50	51	49	74
	% Disagree	23	36	41	16

TABLE XXVII
 PERCEPTIONS OF ACADEMIC AND PROFESSIONAL RESPONDENTS
 TO SIGNIFICANT VARIABLES

		Pres.	Admin.	Advis.	Ed&Pub.
31. A student newspaper should be organized and operated to support the instructional mission of a university.	Highest Factor Loading	.76247	.39125	.48541	.60341
	% Agree	42	23	35	38
	% Disagree	46	60	51	57
32. Journalism education should place more emphasis upon the ethics of journalists.	Highest Factor Loading	.47728	-.50362	.46708	.41782
	% Agree	96	82	86	92
	% Disagree	--	7	5	3
33. Cultural values of a university and its local community should be supported by the student newspaper.	Highest Factor Loading	.77615	.57770	.61780	.58039
	% Agree	54	44	44	57
	% Disagree	25	39	29	24
34. A student editor should not be permitted to substitute his/her standards of taste in a campus newspaper when the editor's definition of "good taste" differs from that of the local area.	Highest Factor Loading	.46835	.70712	.40244	.72067
	% Agree	42	39	19	54
	% Disagree	33	50	60	54
35. The mistakes and shortcomings of student editors and reporters should be excused because "they are only students."	Highest Factor Loading	.84928	-.42930	-.46474	.52952
	% Agree	8	6	3	5
	% Disagree	88	90	97	95

TABLE XXVIII

PERCEPTIONS OF ACADEMIC AND PROFESSIONAL RESPONDENTS
TO SIGNIFICANT VARIABLES

		Pres.	Admin.	Advis.	Ed&Pub.
36. Reporters on a student newspaper should be required to reveal their sources of information for news stories if asked to do so.	Highest Factor Loading	.48912	-.61176	.72163	.57102
	% Agree	10	18	10	22
	% Disagree	73	69	81	66
37. It is all right for a student newspaper that is supported by public funds to compete with a commercial newspaper for local advertising.	Highest Factor Loading	.43735	-.46314	.39956	.47206
	% Agree	83	93	91	75
	% Disagree	6	4	3	19
38. Many of the interesting events which occur on a university campus are never reported in the student newspaper.	Highest Factor Loading	.46943	.45045	-.45220	.60991
	% Agree	90	79	87	68
	% Disagree	8	11	13	13

TABLE XXIX
COMMUNALITY OF SIGNIFICANT VARIABLES

Significant Variable	Communality			
	Pres.	Admin.	Advis.	Ed&Pub.
1. News is current information which interests student newspaper readers and presents an image of reality about their university community.	.71630	.72279	.82837	.74196
2. Accuracy and fairness are the two most important qualities of a responsible student newspaper.	.78360	.81370	.88657	.69993
3. Opinions expressed in a student newspaper should be confined to editorials, opinion columns and letters to the editor.	.69440	.72136	.77600	.59542
4. A principal reason for supporting a student newspaper is the training it provides for future staff members of commercial newspapers.	.71308	.86306	.78051	.62777
5. Reporters on a student newspaper should be required to reveal their sources of information for news stories if asked to do so.	.77686	.74625	.88055	.76602
6. It is all right for a student newspaper that is supported by public funds to compete with a commercial newspaper for local advertising.	.77068	.69472	.88019	.72623
7. The key issue surrounding a student newspaper is the assignment of responsibility for liability.	.64856	.76090	.92517	.72178
8. It is a university administration's responsibility to establish the policies for its student newspaper.	.71508	.82423	.91282	.58278

TABLE XXIX (Continued)

Significant Variable	Communality			
	Pres.	Admin.	Advis.	Ed&Pub.
9. A student newspaper adviser should review content material prior to publication.	.74634	.75576	.87757	.70276
10. News about faculty and staff is as important as news about students in a campus newspaper.	.69443	.71674	.84561	.78562
11. If a university official asks a student editor to publish a particular news story, the editor should publish it.	.69824	.77692	.83779	.62933
12. University officials should decide what advertising is acceptable in a campus newspaper.	.74074	.87988	.90709	.78926
13. A university cannot be expected to uphold the concepts of free expression in a student newspaper in the same way that commercial newspapers do.	.71549	.76620	.79767	.76728
14. Student editors and reporters tend to be overly-sensitive about their rights and privileges under the First Amendment.	.69979	.74387	.76452	.62920
15. University officials do not have an obligation to support the presence of a student newspaper on a campus if its content becomes too obnoxious.	.74717	.69587	.82740	.6938
16. University officials should not adopt a "grin and bear it" attitude when they are criticized by their student newspaper.	.80840	.75108	.81817	.63165

TABLE XXIX (Continued)

Significant Variable	Communality			
	Pres.	Admin.	Advis.	Ed&Pub.
17. University policies are not a legitimate target for criticism by student newspapers.	.70799	.79511	.85020	.75620
18. Many of the interesting events which occur on a university campus are never reported in the student newspaper.	.68057	.70129	.76279	.61387
19. Student editors often refuse to publish news items that persons not on the newspaper staff would like to have published in the campus newspaper.	.83636	.76599	.86346	.81328
20. Student newspapers often ignore the activities of certain groups when news is published about campus organizations.	.84963	.78963	.92267	.77780
21. Student editors and reporters tend to assign unwarranted status to themselves and their work on a student newspaper.	.70101	.79521	.84455	.73082
22. Student newspaper editors should publish controversial news when they can prove the truth of what they report.	.78414	.78753	.89256	.64505
23. The "watchdog" role of a student newspaper should be encouraged.	.84009	.87688	.90658	.74828
24. The "watchdog" role of a student newspaper does not have a disruptive influence upon the instructional mission of a university.	.75386	.76661	.79060	.76391

TABLE XXIX (Continued)

Significant Variable	Communality			
	Pres.	Admin.	Advis.	Ed&Pub.
25. Adopting an adversarial attitude toward university officials is proper training for students who will pursue professional "watchdog" careers in journalism.	.82688	.80954	.80641	.72294
26. The "watchdog" role of student newspapers seems to assume that university officials tend to do more things wrong than right.	.75840	.68690	.92536	.76346
27. One of the problems with student newspapers is that they are treated like miniature commercial newspapers and thus tend to behave that way.	.68497	.73438	.83131	.58308
28. News values which apply at a commercial newspapers do not apply at a student newspaper.	.77536	.80854	.84911	.63971
29. It is more appropriate to think of a student newspaper as a specialized publication than as a "regular" or "ordinary" newspaper.	.77475	.79550	.84405	.69909
30. A student newspaper should be considered an official publication of a university.	.77456	.79973	.73628	.65797
31. Concern for a university's well-being is a valid guideline for deciding what should be published in a student newspaper.	.71321	.72272	.90519	.74562
32. If a news story in a student newspaper would give a reader a bad impression of the university, the story should not be published.	.76303	.81315	.85658	.75038

TABLE XXIX (Continued)

Significant Variable	Communality			
	Pres.	Admin.	Advis.	Ed&Pub.
33. A student newspaper should be organized and operated to support the instructional mission of a university.	.77025	.70150	.89999	.59763
34. A student newspaper should be related structurally to a journalism education program.	.64611	.83582	.78893	.73633
35. Journalism education should place more emphasis upon the ethics of journalists.	.83504	.76026	.88895	.75278
36. Cultural values of a university and its local community should be supported by the student newspaper.	.70942	.77045	.93940	.79932
37. A student editor should not be permitted to substitute his/her standards of taste in a campus newspaper when the editor's definition of good taste differs from that of the local area.	.75162	.73048	.75134	.76233
38. The mistakes and shortcomings of student editors and reporters should be excused because "they are only students."	.86416	.79089	.73755	.74349

VITA

James Abner Files

Candidate for the Degree of

Doctor of Education

Thesis: ACADEMIC AND PROFESSIONAL PERCEPTIONS OF THE
ROLES AND FUNCTIONS OF THE STUDENT NEWSPAPER

Major Field: Educational Administration

Biographical:

Personal Data: Born in Texarkana, Texas, April 28, 1923, the son of James A., Sr., and Willie C. Files. Married to Mary K. Doerr on June 30, 1944.

Education: Graduated from Vivian High School, Vivian, Louisiana, in May, 1940; received the Bachelor of Arts degree in Liberal Arts from Louisiana Polytechnic Institute in May, 1947; received the Master of Science degree from the University of Utah in May, 1951; completed the requirements for the Doctor of Education degree at Oklahoma State University in July, 1987.

Professional Experience: Editor, The Ruston Daily Leader, Ruston, Louisiana, March, 1946, to May, 1947; Editor, The Minden Herald and The Webster Review, Minden, Louisiana, May, 1947, to May, 1948; Assistant to the Director of Public Relations and Advertising, Braniff International Airways, Dallas, Texas, June, 1948, to June, 1949; Assistant Professor and Assistant Director of Publicity, Department of Journalism, Louisiana Polytechnic Institute, June, 1949, to September, 1950; Teaching Assistant, Department of Journalism, University of Utah, September, 1950, to May, 1951; Assistant Professor and Assistant Director of Publicity, Louisiana Polytechnic Institute, Department of Journalism, May, 1951, to May, 1953; Director of Public Relations, Mississippi Products, Inc., Jackson, Mississippi, May, 1953, to April, 1957; Vice President for Public Relations and Advertising, First Federal Savings and Loan Association, Jackson, Mississippi, April, 1957, to January, 1962; Owner, Files-Doerr Advertising Agency, January, 1962, to December, 1963; Senior Vice President, First Federal Savings and Loan Association, Mobile, Alabama, December, 1963, to April, 1965;

Owner, Jim Files and Associates, Opinion and Market Research, Mobile, Alabama, April, 1965, to January, 1967; Associate Professor, Department of Mass Communication, University of Denver, January, 1967, to September, 1977; Associate Professor, School of Journalism and Broadcasting, Oklahoma State University, September, 1977, to September, 1981; Associate Professor, Department of Journalism, Northern Arizona University, September, 1981, to present; Interim Chairman, Department of Journalism, Northern Arizona University, July, 1984, to July, 1985; Accredited Public Relations Professional Member of the Public Relations Society of America; Phi Kappa Phi; Kappa Tau Alpha; Sigma Tau Delta; Society of Professional Journalists-Sigma Delta Chi.