

PERCEIVED ROLE OF THE STUDENT EDITOR
OF THE DAILY O'COLLEGIAN

By

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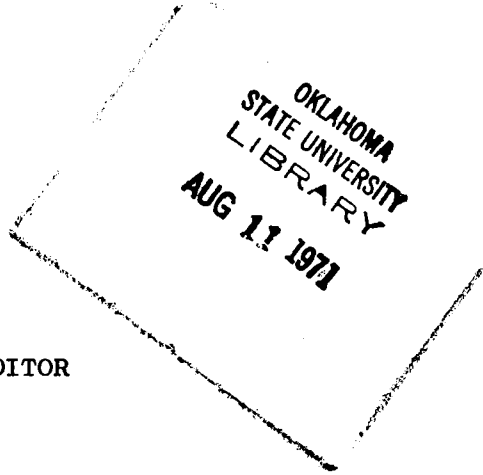
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PREFACE

The campus press and its editors have received wide and frequent criticism from a variety of people interested in higher education and its official newspaper. When the newspaper is involved in controversy, whether because of a news story or an editorial, the editor is usually blamed. As supervisor of the news staff, he determines how newspaper policies are implemented. For these reasons, the author felt it was important to compare what behavior is expected of the editor from those whose positions are directly related to that of the editor--both supervisory and subordinate--with the editors' expectations.

What behavior is considered mandatory for the editor by administrators and the newspaper's staff? What behavior is the editor free to choose and what behavior is he expected to avoid? The author also wanted to identify behavior for which these important people held conflicting expectations since these may be considered potential areas of controversy.

This exploratory study was aimed at reducing tensions due to conflicting expectations, clarifying the role of the editor and improving administrators' accuracy of prediction concerning activities which may cause problems.

Many persons made significant contributions to this project. I am especially indebted to Dr. Walter J. Ward, director of graduate studies in mass communications at Oklahoma State University, for his encouragement and assistance in the design and completion of this study. His

talent for challenging each student to achieve has made learning under his guidance a truly rewarding experience.

Because he allowed me to conduct this study, I wish to thank Dr. Harry E. Heath, Jr., director of the Oklahoma State University School of Journalism and Broadcasting. I appreciate his participation and assistance with its completion. I also am grateful to him for my appointment as graduate assistant in the School of Journalism and Broadcasting while pursuing this master's degree.

Thanks also go to the 53 participants in this study. Each took time from his busy schedule to complete the questionnaire. Without their efforts, the study could never have been completed.

I also wish to thank Miss Velda Davis, the author's typist, for her assistance with preparation of this thesis for publication.

The individuals who must be thanked most for their sympathy, understanding, and patience are my husband, Ed, and our two daughters, Dana and Karen. Without their support and sacrifice, this project could not have been accomplished.

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CHAPTER I

INTRODUCTION

The purpose of this study was to define more specifically the way various groups perceive the role of the editor of The Daily O'Collegian, Oklahoma State University's campus newspaper.

University administrators, faculty, members of the Board of Directors of Oklahoma State University Student Publications, the publisher, the associate publisher for news (faculty adviser), editors, and news staff members of the campus newspaper--each has his own set of expectations concerning the role of editor of The Daily O'Collegian.

This study explored the expectations of three groups concerning the role of editor. The Administrator group comprised members of the university administration and faculty who supervise the editor; the Editor group included the first semester 1970 co-editors and former editors, and the News Staff group comprised the spring semester 1970 staff members.

More specifically, the study centered on how university administrators and news staff members of The Daily O'Collegian expected the editor to behave in relation to the editor's own expectations of his behavior.

The perennial conflict between campus newspapers and university administrations has become a national issue in the past two or three years. Student involvement in national political, social and economic

issues, as well as campus riots and violence, has focused the public's attention on campus problems. The university is no longer considered a sheltered "ivory tower of learning," by some.

Recently, college editors have been quarreling with state legislators, boards of regents, various societies for the prevention of obscenity in the student press, underground newspapers, printers, organizations of the New Left, newly-formed conservative groups, and even their own staffers.

In a survey conducted by Robert Schoonover in connection with his master's thesis for American University in 1962, it was noted that students had been suspended from 20 of the 285 universities surveyed, eight editors and their publications had been suspended, distribution of 22 newspapers had been halted, 25 student editors had been removed from office, and five faculty advisers had been removed from their positions.¹

One case involved statements made in 1962 about Senator Barry Goldwater in The Gadfly, a weekly supplement to the Colorado Daily, terming him a "murderer, no better than a common criminal."

The senator was outraged, demanded an apology, and declared that he was upset that "socialists" on the campus had the right to do as they pleased without fear of censure. Colorado University President Quigg Newton issued the expected apology, but added, "We have a genuine democracy of ideas on our campus . . . I shall not silence them." It was not until an article of similar content by the same author appeared shortly thereafter that the editor was dismissed by presidential action. The conflict ended in 1963 with the resignation of President Newton.²

Some student newspapers reflect the opinions of Hanoi on Vietnam and not those of the U. S. government, Massachusetts Secretary of State

John Davoren charged in April 1969. He added, "We must try to stop the movement in the United States today to undermine our government."³

Pennsylvania State Representative Russell J. LaMarca proposed withholding appropriations for the University of Pittsburgh if any part of the funds was used to finance student publications using "obscenities and vulgarities."

"I don't feel like sending \$36 million to a university that doesn't know what good taste is, and doesn't have the guts to inform its students what good taste is," he said.⁴

Dario Politella listed 43 campus publications which aroused public reaction to use of four-letter words and other manifestations of the salacious during the 1968-69 school year. He also collected 15 cases of censorship by printers of student papers during this same period.⁵

Jim Vasko, editor of San Francisco State College's Daily Gater, was physically attacked by members of the militant Black Students Union in the newspaper's office in the fall of 1967. Their complaint was that their activities "were not being reported through the eyes of a black man." Vasko had offered them space for a weekly column, but they refused it and BSU continued to complain that the Gater was neglecting the Negro voice.⁶

Conservative students circulated a petition and forced Gary Abrams, editor of The Pinnacle at Berea College, Berea, Kentucky, to resign in February 1969. Their complaint was "in one edition they refused to print some news because they said they didn't have room for it, but in the same edition they printed a full-page picture of an atomic bomb explosion captioned 'Merry Christmas.'"

These students also objected to the newspaper's coverage of Berea's newly-formed Students for a Democratic Society and of a student walk-out from a heart transplant symposium.⁷

In addition to disagreements with outsiders, some editors had problems with their own staffs.

In Durham, North Carolina, the photography staff of Duke University Chronicle went on strike in April 1969 because of restricted working conditions. One of the dark rooms had been converted to a color lab and restricted in use to a selected few. The strike ended after two days when the color lab was opened to all Chronicle photographers.⁸

Staff members on The Lantern, Ohio State University's campus newspaper, objected to an editorial written by the editor in February 1970 and demanded rebuttal space. The school's publications committee ruled the editor sets policy; he has the responsibility, so he must have the authority. The committee said the staff members could write letters in opposition to editorials the same as other students but they could not identify themselves as members of The Lantern staff. A number of students rushed to help put out the paper after learning that 13 staffers quit, destroyed all local copy for the next day's edition and attempted to damage the wirephoto machine.⁹

Why has periodic eruption of the campus newspaper become almost routine, an event to be anticipated wearily by faculty and administration?

These eruptions usually manifest themselves around the rather vague areas of "freedom of the press" and "academic freedom," but there is some evidence that the true causal factors lie deeper.

Irving N. Rothman, director of student publications at the University of Pittsburgh, wrote,

The biggest fault of an editor may be his unwillingness to discuss a matter forthrightly with an administrator for fear that administrator may ask him to alter a story or to withhold the story. The statement applies to dealings with student leaders as well as administrators and faculty. Occasionally this admittance to sources is difficult. It may mean apologizing for a reporter whose queries have been so blunt that the administrator has been suspicious of negative motives and refuses to discuss the delicate matter with anyone. The editor must be willing, therefore, to state honestly what he feels . . . Gaining the assurance to discuss business face to face and then expressing opinion justly in the newspaper is the obligation and most difficult task of the editor of a college newspaper.¹⁰

Members of the university administration have their own problems, which enter into the conflict. Melvin Mencher states:

They are a worried and unhappy lot, and the student press adds to their problems. Many institutions must still struggle to meet the demands of a college-hungry youth. The administrators of tax-supported institutions must cajole funds from reluctant legislators, too many of whom are from rural areas. Education, it seems, must still prove itself to these guardians of the public purse. . .

The administrators of these schools must have more money to build classrooms, laboratories, and libraries. The college newspaper, however, is more concerned with issues than edifices. When the editor of the Daily Texan at the University of Texas questioned the depletion allowance for oilmen, this was heresy and there was hell to pay. This is understandable, for the university is nourished by the flow of oil.¹¹

Those involved with the publication and administration of campus newspapers are well aware of conflicting views as evidenced by the recent rash of guidelines composed by various commissions and investigating groups. Findings and recommendations of the most recent and thorough studies will be described in the Review of Literature.

University control of student newspapers varies from campus to campus. The University of Colorado Board of Regents voted to sever ties with the official student newspaper, the Colorado Daily, effective

May 30, 1971. At Oklahoma State University, as well as the University of Missouri, the campus newspaper is an integrated part of journalism education.

Oklahoma State University and its student newspaper, The Daily O'Collegian, have been more fortunate than some of its neighboring campuses. No editor of The Daily O'Collegian has been fired or suspended from school, at least since 1946, according to Elmer L. Woodson, who has been Oklahoma State University director of student publications since that year. In addition, few overt cases of censorship can be cited.

However, Oklahoma State University and The Daily O'Collegian are not so different from other campuses and other newspapers in that conflicting opinions and disagreements do occur occasionally between the editor and various individuals and groups within the university community. A difference in perception of the role of student editor by administrators or "budding journalists" could conceivably precipitate a major controversy in the future.

If studies of the role of student editors had been made on other campuses prior to crises, perhaps those editors could have avoided the pain of being fired or suspended from school and the university spared considerable embarrassment.

Guidelines for the student press suggested by Politella and the Commission on the Freedoms and Responsibilities of the College Student Press seem noteworthy. Also, recommendations of the Special Commission on the Campus Press for the University of California may be useful.

However, these and other guidelines and recommendations may or may not apply to The Daily O'Collegian. Each campus newspaper and

its community are unique. In addition, most guidelines, which are stated in rather general terms, are related to newspaper ethics and organization rather than specifically defining the editor's role.

The most responsible position a student can hold on the campus newspaper is that of editor. When the newspaper is involved in controversy, whether because of a news story or an editorial, the editor is usually blamed. As supervisor of the news staff, he determines how newspaper policies are implemented. For these reasons, the author felt it was important to determine what behavior is expected of the editor.

Although job descriptions have been developed for the staff of The Daily O'Collegian, they have not been discussed with interested parties, to date.

A search of the literature failed to reveal any studies on the role of student editor on a campus newspaper. However, David K. Berlo, communications professor at Michigan State University, states that the behaviors of a person occupying any role can be analyzed in terms of "musts" and "mays":

For any given role, there is a set of behaviors that must be performed by anyone occupying that role position. There also is a set of behaviors that must not be performed. Both are included as must behaviors. We can call these 'must-do' and 'can't-do' behaviors. . .

A third set of behaviors can be called 'allowed' behaviors, the may's.¹²

Berlo also states that role prescriptions, descriptions, and expectations should be similar, and he notes the consequences when there is a significant difference:

A basic principle of communication in administration is that role behavior prescriptions, descriptions and expectations should be closely related to each other. People should (a) be told what they are to do, (b) be given an accurate prescription, and (c) be led to expect what will happen--before it happens.

When prescriptions, descriptions and expectations differ significantly, communication breaks down. One of the frequent complaints heard in a system is 'I never know what's expected of me.' People desire to reduce uncertainty. This carries over into their own role behaviors. Most individuals who occupy a role want that role defined, want ambiguity reduced. Failure to do this increases tensions, increases uncertainty, and reduces accuracy of prediction.¹³

One variable in this study, then, is BEHAVIOR. Editor's BEHAVIOR was further categorized as Must Do and May Do. A second independent variable was the editor's FUNCTION in traditional areas of newspaper publication. FUNCTION was classified as News, Editorial, and Supervisory.

A number of articles have been published concerning censorship and control of the campus press and function of the campus paper. Other articles and theses have been written analyzing the content of newspapers in which the editor was fired or the publication was involved in controversy. Still other articles have been written concerning the underground press and use of obscene language in campus publications. Widespread viewpoints have been expressed.

While these articles comprise untested opinions, they do point up the pressures and confusion that exist over the role of student editor. They have served largely as sources for items describing an editor's behavior and function on the questionnaire used in this study. This questionnaire, developed by the author, was used as the measuring instrument for this study.

Those participating in this study were selected because their positions are directly related to the editor's position. A collection of such interdependent roles is sometimes called a SOCIAL SYSTEM, which is the study's third variable. Participants are classified by their position in groups as Administrator, Editor, and News Staff.

The purpose of this study was not to judge the issues of censorship, editor's freedom and responsibility, or administrative control. Rather, the author attempted to show how the three respondent groups perceived hypothetical, specific descriptions of expected and permitted behavior of the student editor.

Respondents and Their Relationship to Editor

The Daily O'Collegian editor is selected each semester by the Board of Directors of Oklahoma State University Student Publications. Each student editor comes to this position with his own set of expectations concerning the duties, responsibilities, and obligations of the editor of The Daily O'Collegian.

Generally, the student editor has had prior experience working on The Daily O'Collegian as reporter, news editor, and in other staff positions. It may be assumed that many of his expectations as editor arise from observance of previous editors.

The publisher of The Daily O'Collegian is the director of the School of Journalism and Broadcasting. His expectations concerning the editor's behavior come from much broader experience and relationship with many editors, experience with the professional news media, as a member of the journalism faculty, and member of the university administration. This experience and knowledge undoubtedly affect his expectations and supervision of the student editor.

Members of the Board of Directors of Oklahoma State University Student Publications are appointed by the president of Oklahoma State University to represent Faculty Council, Student Senate, and the School of Journalism and Broadcasting. Four student members, three faculty

members, and the director of the School of Journalism and Broadcasting make up the board. Each of these individuals has his own set of expectations concerning the editor's behavior. Expectations of those members of the board without journalism training are essentially based on experience as a reader of The Daily O'Collegian and other newspapers and publications.

The primary duty of members of the board of publications, as related to The Daily O'Collegian, is selection of the editor (after interviews with applicants) and approval of his staff.

Directors of The O'Collegian Publishing Company hold this office due to their positions in the university. They become members of the corporation when they assume their positions, and their membership is terminated when they leave their positions.

Directors include the university president, chairman of the board of student publications, director of student publications, dean of student affairs, comptroller, and editor of The Daily O'Collegian.

The O'Collegian Publishing Company was formed to acquire, hold, and dispose of property for The Daily O'Collegian. Its main purpose is publication of the newspaper.

Members of the news staff of The Daily O'Collegian are in various stages of training. Some have completed all journalism courses required for a bachelor's degree while others are not even majoring in journalism. Some are paid staff members. Others are not. Each has his own expectations concerning the student editor's behavior. These come from working on the staff under the supervision of previous editors, journalism courses, and as readers of The Daily O'Collegian and commercial newspapers.

Staff members are under the direct supervision of the student editor. From this group will be selected most future student editors.

This exploratory study concentrated, then, on how "significant others" within the editor's social system expect the editor to behave as related to the editor's own expectations concerning his behavior.

Principal objectives of this study were:

1. To determine areas of agreement among the three groups concerning the editor's expected duties, thus indicating mandatory or "must do" behavior.
2. To determine areas of agreement among the three groups concerning unexpected duties for the editor, thus indicating "can't do" behavior.
3. To determine areas of agreement among the three groups concerning the editor's permitted or "may do" behavior.
4. To determine areas of disagreement among the three groups concerning the editor's actual behavior.

No scientific study of the role of student editor for a specific newspaper was located; thus, the lack of hypotheses in this exploratory study.

It is hoped that information gained from this study may make some contribution to reducing any tensions due to conflicting expectations.

It is also hoped that where consensus of expectations exists among the three groups, future editors will be informed of these areas, thus clarifying their role and reducing its ambiguity.

It is further hoped that where this study reveals potential areas of conflict, administrators may use this information to increase their accuracy of prediction.

It is not the intention of this study to pass judgment on the opinions of those who participated. Neither is it intended to offer findings as "utopian" answers to complex problems.

It is hoped, however, that the study might offer greater understanding among those involved with publication of The Daily O'Collegian. The intended value of this thesis is that it will help close any communication gaps in The Daily O'Collegian operation and thus predict activities that cause problems.

Approaching the Problem

The investigation was conducted through a questionnaire describing hypothetical "must" and "may" behaviors for the editor as gleaned from the literature. Each participant was asked to indicate his degree of approval of behavior described in the items of the questionnaire.

Printed matter in newspapers is traditionally categorized as (1) factual reporting or news content, (2) editorial or opinion content, and (3) advertising. The editor is generally responsible for the news and editorial content. In addition, the editor supervises personnel on the news staff.

The literature indicates that a successful campus newspaper is dependent upon an editor who can maintain a good relationship with his staff and with university administrators. For this reason, the expectations of those who work directly with the editor seemed most pertinent to this study.

The author wanted to know what the respondents expected every Daily O'Collegian editor must do in his news, editorial, and supervisory functions. Equally important was what behavior the respondents expected

the editor to be permitted, what behavior was allowed rather than mandatory.

The two independent variables and their categories were: BEHAVIOR, Must Do and May Do; and FUNCTION, News, Editorial, and Supervisory. The assigned variable and its categories were: SOCIAL SYSTEM, Administrators, Editors, and News Staff.

FOOTNOTES

¹Robert Andrew Schoonover, "Working Relations of Faculty Advisers to Student Staffs on Collegiate Newspapers," Freedom and Censorship of the College Press, eds. Herman A. Estrin and Arthur M. Sanderson (Dubuque, 1966), p. 91.

²Vernon W. Smith, "Studies in the Control of Student Publications," Freedom and Censorship of the College Press, eds. Herman A. Estrin and Arthur M. Sanderson (Dubuque, 1966), p. 174.

³Dario Politella, "Guidelines for the Student Press," Seminar, December, 1969, p. S3.

⁴Ibid.

⁵Ibid.

⁶Ibid., S4.

⁷Ibid.

⁸Ibid., S5.

⁹William E. Hall, "A Campus Daily Tests Student Objectivity," The Gannetteer (October, 1970), p. 36.

¹⁰Irving N. Rothman, "Editorial Responsibility, not Administrative Censorship," Freedom and Censorship of the College Press, eds. Herman A. Estrin and Arthur M. Sanderson (Dubuque, 1966), p. 210.

¹¹Melvin Mencher, "The Campus Newspaper: Public Relations Arm or Laboratory of Life?" Freedom and Censorship of the College Press, eds. Herman A. Estrin and Arthur M. Sanderson (Dubuque, 1966), pp. 23, 24.

¹²David K. Berlo, The Process of Communication (New York, 1960), pp. 140, 141.

¹³Ibid., p. 155.

CHAPTER II

REVIEW OF LITERATURE

A number of articles and studies have been written concerning the campus newspaper which are related to the role of editor. A variety of views has been expressed. As background for this study the author has noted some of the opinions and findings which seem pertinent in defining the role of editor.

Supervision of the Campus Press

One problem with defining the editor's role centers on supervision of the campus press. Results of a study by Paul A. Atkins and Guy H. Stewart of West Virginia University, which involved 46 colleges in 31 states, were presented at the 1970 convention of the Association for Education in Journalism. Although its conclusions point out that the majority of universities still control student newspapers, it notes recent trends toward greater autonomy:

Universities and colleges in great majority still retain control over student newspapers . . . (but) two approaches to operation are growing in popularity. One is the creation of an independent corporation to manage and control the paper. The other is hiring of a full-time professional publisher or editorial manager to supervise the news operation. . . . There is a trend to sever the connection by which journalism students are given credit for work on the campus paper.¹

On March 17, 1970, President Robert B. Kamm approved a new constitution for the Board of Directors of Oklahoma State University Student Publications. The constitution places control of policies and

procedures for The Daily O'Collegian with the board of publications which is accountable to the university president. Supervision of the newspaper is placed with the publisher and associate publisher, who have final authority and responsibility for content. Portions of the constitution pertinent to the role of the editor of The Daily O'Collegian are:

Preamble

The editors of The Daily O'Collegian, the Redskin and the Soliloquy 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 II. Purpose

The Board of Directors of Student Publications shall be accountable to the President of Oklahoma State University for the policies and procedures of student publications, for the approval of their student personnel and for the approval of the budgets of The Daily O'Collegian, the Redskin, the Soliloquy and such other student publications that this board deems advisable.

Article IV. Specific Relationships

The Publisher and the Associate Publishers of the O'Collegian do provide the supervision for The Daily O'Collegian, the Director of Student Publications for the Redskin, and the Soliloquy Faculty Adviser(s) for the Soliloquy. It is expected that the editors be entrusted with the responsibility of managing and operating their publications under the direction of their respective supervisors. Every opportunity is 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 publication. 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 allow these editors and other student participants to grow and to develop their talents, that facilitate the faculty in performing these duties, and that insure that these publications appropriately serve the total university community.²

In a 1965 doctoral dissertation, Devol revealed six major areas of conflict in the control of college and university student newspapers.

He said these were fiscal independence, editorial freedom, role of adviser, relationship with student politicians, appointment and removal of editorial personnel, and role of student press in the community.³

Guidelines for the Campus Press

"The Criteria of a Good Newspaper," as adopted by the Associated Press Managing Editors Association in 1962, and the basic principles adopted by the National Conference of Editorial Writers, serve as news and editorial guidelines for the editor and staff of The Daily O'Collegian.

Three other sets of guidelines which were developed after in-depth studies of the college press are described. They suggest that the student newspaper not be considered an official university publication and recommend that authority for the student newspaper be vested in a board of publications. They equate the campus press with the commercial press and suggest news and opinion should be presented accurately, fairly, and completely.

As "guidelines," these documents may be modified and adapted to the demands of local conditions, rather than inflexible rules that guarantee professional achievement and peace on the campuses. For this reason, they contain general words such as freedom, relevance, service, and responsibility.

In an effort to reduce the strain of student protests and rebellion, newspaper attacks on individual regents and the administration, the University of California regents appointed the Special Commission on the Campus Press to examine the role and quality of its campus press. Members of this commission were Norman E. Isaacs, executive editor of

the Courier-Journal & Louisville Times, and president of the American Society of Newspaper Editors; William B. Arthur, editor of Look magazine, past president of Sigma Delta Chi; Edward W. Barrett, director of the Communications Institute, Academy for Educational Development, and former dean of the Graduate School of Journalism at Columbia University; and Thomas Winship, editor of the Boston Globe.

Foremost among its recommendations was that basic authority for student newspapers be vested in a Board of Publications at each institution to safeguard editors from pre-censorship.

The commission said there should be regular meetings of the board and a continuing critique of the newspapers' performance, on the basis of these principles:

1. A clear distinction between news columns and editorial comment.
2. Endeavoring conscientiously to give the readership a full and fair report of developments on the campus or affecting the campus.
3. Faithful coverage of both sides--or, indeed, all sides--of any significant controversy.
4. Competent coverage of important administration statements in the same sense that a responsible city daily reports the statements of mayor or the President.
5. Confining opinion to the editorial page to unmistakably labelled opinion columns.
6. Readiness to correct mistakes with reasonable prominence in the paper.
7. Affording ample opportunity for answers to editorial opinions.⁴

The commission also recommended that the campus press declare itself free of college control. Each paper's masthead should proclaim

that the newspaper has neither official status nor serves as the house organ for the administration.

Many of the problems in the University of California system flow from an erroneous premise--that student publications necessarily constitute a form of official publication for which university administrators bear inherent responsibility, the commission said.

Firm plans for evolution to self-financing status, with budgets, advertising content, and subscription income from student fees were recommended.

Contract agreements for financing and distribution with the university were seen as desirable "in view of the episodes of threats voiced against student editors by some campus dissenters and administrators."

If the college administration wants its announcements published in full, it should buy the space or provide its own alternative means of dissemination, the commission said.

The commission failed to identify the use of foul language in campus newspapers as a major problem, mainly because the members saw the obscenity fad as waning.⁵

Taking issue with the commission's recommendation that campus newspapers be separated from university control, Dr. Harry E. Heath, Jr., director of the School of Journalism and Broadcasting, Oklahoma State University, has indicated that

. . . not all people who are familiar with university newspapers would agree that a newspaper can be free of university control unless the investment is totally a student investment, and it is an enterprise created and invested in by students.

As coordinator of the Commission on the Freedoms and Responsibilities of the College Student Press, assembled by the National Council of

College Publications Advisers, Dario Politella published a preliminary draft of guidelines for the student press for the commission's consideration.

This "talking paper" has been submitted for discussion to various student press organizations and associations, journalism education organizations, the American Association of University Professors, and the American Civil Liberties Union.

The guidelines and selected comments by Politella include:

I: A student press that is relevant to its campus makes service its ideal purpose.

The student press should function just as every medium of mass communication: to inform, to educate and to entertain. And just as the off-campus press conditions itself to winning approval of subscribers who range the spectrum of socio-economic status, the student press must be inhibited in subject matter and its presentation thereof only by the limits of its resources and the interests of the campus from which it emanates.

The student press should conduct itself basically as a service function of students for students. But the student press should provide outlets also for news and viewpoints from every other pertinent source.

II: A self-regulated student press is a free student press.

Accountability for student press activity should be vested in the student journalists in general, and in publications boards in particular.

Where feasible, all student media should be incorporated as financially independent, non-profit, non-stock entities under the laws of the states in which they operate. Also desirable would be physical removal of the press operations from areas under external control of potential pressure groups.

To assure its freedom of self-regulation, the media should initiate and encourage the formation and operation of such Campus Press Councils.

III: A responsible student press should reasonably be expected to maintain a level of professional performance and ethics pertinent to its purpose and restricted only by its resources.

Responsibility--legal, ethical and financial--falling upon the publishers of record should involve, as much as it is legal and feasible, the students who are delegated responsibility for the contents of the media, viz. editorial matter and advertising.

Although hardly acceptable to newspapers of general circulation, it would appear logical for college newspapers to quote language considered essential in reporting a news event and in carrying on public discussion of the event, as in letters to the editor.

In a recent random survey of 46 campuses, student editors and faculty advisers were overwhelmingly of the opinion that four-letter words should be permitted in the student press, providing they are used in 'proper context.'

IV: Financial independence is a cornerstone of true freedom and responsibility of the student press.

The media should be treated as non-profit commercial ventures and conducted as such. This would be interpreted as calling for the payment of salaries and commissions for services and rental of operating space as needed to perform as de facto commercial enterprises, even if located on the campus.

In addition, the medium should be subsidized by the institution only to the extent of purchasing its product for distribution to selected subscribers through use of student fees, and by contracting with the campus press to be the vehicles for official, paid notices.

V: The role of the student press adviser is to help students to transfer their theories to practice.

The role of the modern college publications adviser (if he exists at all) should be that of a 'consultant' not only well-versed in his craft but energetic enough to take charge of training programs now being given, if at all, by the students themselves.

In liberating the teacher from his 'advising-policeman' role, he would then become a tutor of student editors in on-the-job, non-credit but salaried training for communicating in the 'real' world.

VI: The free student press is free to all who have something worth saying.

Perhaps the most cogent conception of freedom of the press has been articulated by the Hutchins Commission, when it wrote that 'As with all freedom, press freedom means freedom from and also freedom for.'

'A free press is free from compulsions from whatever source, governmental or social, external or internal . . .

'A free press is free for the expression of opinion in all its phases . . .

'For the press there is a third aspect of freedom. The free press must be free to all who have something worth saying to the public, since the essential object for which a free press is valued is that ideas deserving a public hearing shall have a public hearing.'⁶

In a 1970 doctoral dissertation, Annette Gibbs listed the following 10 guidelines for the chief student personnel administrator in implementing editorial policies for the state college's sanctioned student newspaper. The guidelines were developed after study of educational, legal, administrative, and journalistic sources.

1. The function of the college student newspaper should be clearly defined and agreed upon by the students, faculty, and administrators within the college community.
2. The function of the college student newspaper, as it relates to student freedom of expression, is parallel with the function of the commercial newspaper, i.e., both serve to inform, educate, and entertain their readers.
3. Editorial freedom of expression is a basic requirement for the college student newspaper.
4. The student newspaper should not be considered as an official publication of its college or university.
5. Students attending state colleges and universities do not forfeit their constitutional rights of freedom of expression.
6. Student newspaper editorial policies which promote the lawful educational goals of the college or university are viewed as desirable by the courts.
7. A publications board, composed of students, faculty, and administrators, offers the best method for providing guidance and leadership for the college student newspaper activity.

8. Student newspaper editorial freedom of expression requires student responsibility for presenting news and opinion accurately, fairly, and completely.
9. A professionally competent adviser for the student newspaper staff is desirable for both students and the college administration.
10. The college student newspaper is primarily a medium of communication for students; and other opportunities made possible for students who participate in newspaper activities, such as formal course instruction in writing and technical skills, are secondary.

Author Gibbs concluded:

The present conditions pertaining to the college student newspaper on many college campuses indicate a definite need for a realignment of institutional authority with regard to student freedom of expression. More attention and care should be taken in describing the role and function of the student newspaper, because recent legal actions show that too often the college has usurped student freedom of expression in the newspaper . . .⁷

Content of the Campus Press

Lyle and Wilcox in 1962 undertook to determine the reading habits of students at the University of California at Los Angeles following continued criticism aimed at the Daily Bruin. A questionnaire asked students to rate 24 types of news in each of three categories: importance to the student body, personal interest, and reader satisfaction.

Highest rated categories in importance included intellectual activities, cultural events, faculty-individual, administration, and general coverage. Each of the preceding also was rated high in interest except faculty-individual which was rated medium high. There were, of course, differences among groups of students.

A content analysis taken at the same time showed that major sports were allotted twice as much space as any other category, except letters.

Yet major sports rated seventh in importance to the reader and 14th in interest. Cultural events, while ranking second in importance and first in interest, accounted for only two per cent of the content of the Daily Bruin.⁸

Stempel sought comparisons of editors' and readers' concepts in 1963 by comparing the Lyle-Wilcox results with answers given by editors attending a national student editors' conference. His study supported the findings of the Daily Bruin study.

Both studies (he wrote) provide evidence that student readers may be ready for more serious newspapers than student editors realize. The . . . editors overestimated interest in sports and underestimated interest in four categories of more serious news.⁹

Beverly Bethune studied views of junior college students on content, function, and freedom of the student press. This 1967 master's thesis showed these students wanted all views of issues presented. They saw the primary function of the college paper as a service to students. They also thought the paper should serve as "a voice of student government." They indicated the paper should serve the function of "representing the college to the community as an official publication," thus indicating an awareness of the public relations value of the newspaper.¹⁰

David Sachsman in a 1969 dissertation applied the Blankenburg model of adversary relationship between government and press to university administrators and student editors. His study showed that university administrators and student editors differed in opinion as to which news stories should appear in print and as to which news stories should be withheld from the press and that this difference increased as the threat value of news events increased.¹¹

In a survey of college editors and advisers on which he based the guidelines described earlier, Dario Politella found that the 72 respondents from 50 states generally agreed that the student media should function "as every other medium, on or off campus, by informing, educating, and entertaining their constituents."

Student and faculty respondents overwhelmingly approved the use of four-letter words in "proper context." However, a majority of administrators responded that tasteful media contain "no obscenity, slander, maliciousness, vulgarity, sensationalism."¹²

Administrator-Editor Relationships

In determining what behavior is expected of the editor, consideration must be given to his relationship with the newspaper faculty adviser and members of the university administration. Does the editor have complete responsibility for the news and editorial material? Or should the editor expect his copy to be checked prior to publication?

Students in the Bethune study gave high ratings for freedom of student editors and low ratings for authority of faculty advisers. However, they also indicated the editor should not be granted complete freedom and the faculty adviser should have some power, depending upon the action involved.¹³

In the survey conducted by Politella, the student and faculty respondents were unanimous that advisers should not check any material before it is printed. They also agreed that "students should themselves be responsible for their press activity." Finally, all the respondents agreed that the trend is toward increasing freedom and responsibility for the campus press.¹⁴

The value of the student press as a reflector of student opinion, warned Schoenfeld in The University and Its Public, is "in direct proportion to its freedom from faculty control." He described these choices as being available to the college administrator:

A free student paper with a vigorous editorial page will give university administrators a running picture of the undergraduate slant on all manner of campus politics and procedures. But this untrammelled student organ can also be an expensive luxury if its irresponsible flailing keeps the administration in perpetual hot water with its intra- and extra-campus publics. Each administration will have to decide for itself whether it can afford to keep a militant junior journalist in the stable or whether it will settle for a 'kept' press. If it chooses the former, it will acquire all manner of headaches. If it chooses the latter, it will not need to worry, but it will also slam the door on a fertile source of student perspective. Certainly an administrator must never fall into the trap of believing his student relations to be sound merely because they are endorsed by an intimidated student editor.¹⁵

In urging maximum freedom for the campus press, Bentel of San Jose State College nonetheless summarized in 1956 one area of concern to those who argue for greater control.

The college editor is a transient. He comes . . . and goes.

During his four-year educational excursion across the campus from enrollment to graduation he pauses briefly to sample the duties of editorship, then moves along.

When he arrives, the student newspaper is waiting for him, ready made. He had no part in its creation, has no financial stake in its success, is relatively unaffected by its continued well-being.

He brings to the editorship a limited experience, if any. His judgment is circumscribed by his years, his responsibility may or may not have outgrown his adolescence.

If his editorship causes embarrassment to the institution, administration or faculty, or injury to the student body, or harm to the paper itself, at the end of his brief term he merely walks away from the wreckage.

Freedom of the press for the college editor, then, may be in large measure freedom without responsibility. Hence

it is easy to sympathize with a college administration that clamps restraint on him.¹⁶

Supporting these views, President Irvin Stewart of West Virginia University in 1950 added the following observation:

The relationship between the administration and the student newspaper may have progressed smoothly for years and then some incident may occur which will give rise to heated charges of censorship. Usually the situation is in the nature of a tempest in a teapot, which might well have been resolved by a heart-to-heart talk between administrative officials and the editor of the student newspaper.¹⁷

Editor and News Values

Student editors across the nation have been pressured by militant members of New Left politics who advocate radical philosophies, anarchy, and lawlessness. They have also been harassed by extremist right groups. Issues range from the Vietnam War, respect for the American flag, racial discrimination, and poverty to problems related to ecology. These debates have been marked by campus demonstrations, riots, and other forms of violence. No serious confrontations have occurred on the Oklahoma State University campus.

Walter Wilcox points out the difficulties the student editor has in determining news values. He also suggested that the college editor should recognize that news values for a normal community do not always apply to a university community:

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

Aside from determining the news values on a day-to-day basis with relation to the multiple publics, the student editor must recognize that news values which apply to a normal community do not necessarily apply to the college community. The factors mentioned previously--heterogeneity, youth in transition, intellectual orientation differences in social and cultural values--all come to bear in molding the news package.¹⁸

Functions of the Editor

James B. Fitzpatrick in his master's thesis and Kenneth Devol in his doctoral dissertation, both written in 1964, indicate that different behavior is expected of the editor in his news and editorial functions.

Fitzpatrick states:

The editorial page is considered important because here is the heart of a good newspaper; also, it is where most college papers run into trouble. Commercial newspapers are considered watchdogs over government and a similar relationship can be drawn between college newspapers and administrators. Most administrations consider themselves publishers of the paper; this is not entirely correct if student fees pay for a majority of the paper cost.¹⁹

Devol noted that publication policy statements for campus newspapers place restraint upon editors in the area of comment and opinion more often than in straight news.

Devol also stated data gathered for his study have shown that much of the controversy involving the university student newspaper begins with the editor's discussions of off-campus affairs. Yet this type of coverage cannot be expected to be curtailed, according to interviews conducted in California.²⁰

Herman Estrin noted the importance of the editor's news function in building a cohesive spirit among the different groups in the university community. While editorial adviser to student publications at Newark (N. J.) College of Engineering in 1955, Estrin wrote:

Because the paper is the cohesive force in the college community, one of its important functions is to report activities, events, and news occurring on the campus. . . . This function, when properly performed, builds 'esprit de corps' and produces a cohesive, cooperative, sympathetic college membership. These events on the campus draw together the students, faculty, and administration because it is about them and their college and holds their interest in every issue of the paper.²¹

The editor's ability to maintain satisfactory relationships with his news staff, campus leaders, and university administrators was emphasized by Irving Rothman, director of student publications at the University of Pittsburgh. When addressing delegates attending the annual convention of the Associated Collegiate Press in November, 1961, Rothman commented on the editor's supervisory function:

The success of a student publication lies with the editor who must maintain two principal relationships. He must organize a staff that enjoys empathy. He must have access to the policy and news sources of the university. . . .

The editor achieves staff empathy by directing the policy of the paper, by trusting the editors he has appointed to their jobs, by insuring that the staff regenerates itself with new reporters, by meeting with other campus leaders on problems they care to discuss, by writing forcefully and well, by maintaining an understanding with the director of student publications who is an adviser, not a censor, and by seeking and gaining admittance to the news and policy sources of the university.²²

Role of Editor

This review of the literature, then, has pointed out the complex, sometimes conflicting behavior expected for the campus editor in his different functions. The need to clarify a role with conflicting expectations is expressed by Berlo:

We make predictions based on our expectations. So do other people. If we operate from conflicting expectations, we will make conflicting predictions. People will not behave as we predicted, and communication will break down.²³

No doubt any number of readers, faculty, alumni, administrators, and staff of the university as well as various other groups have conflicting expectations for the editor of The Daily O'Collegian. However, social psychologists Secord and Backman state that a particular role cannot be considered apart from its relationship with other roles. Every role has others to which it is related. Related roles make up a system or structure within which persons interact. These interlocking roles, or social system, have certain rights and obligations. Members of the social system who hold inter-locking positions are known as role partners. Thus, individuals within the editor's social system may expect certain behavior from him as their "right." The editor will also expect that he is obligated to perform particular behavior in his position.²⁴

Secord and Backman list five forms of disagreement on expectations:

Actors may disagree on what expectations are included in a given role. Actors may disagree on the range of permitted or prohibited behavior. Actors may disagree on the situations to which the role applies. Actors may disagree on whether the expected behavior is mandatory or simply preferred. Actors may disagree on which should be honored first when an expectation conflicts with another.²⁵

The guidelines described earlier in this chapter are an attempt to clarify the function and expectations concerning the campus newspaper. Secord and Backman also suggest that when a role is unclear, strain results and members within the social system attempt to clarify their roles:

Expectations associated with roles in a social system vary in clarity and in the degree of agreement or consensus among persons. Up to a certain point, the more explicit and specific an expectation is, the easier it is to conform to it, and the more smoothly the system functions. Where expectations are unclear, strain is produced by individual uncertainty about what is expected and by the many conflicting interpretations of what role behavior is appropriate. . . .

Where role expectations in a social system are unclear for whatever reason, strain in social systems leads to periodic attempts by the actors occupying positions in the system to clarify their roles. In large systems, such as business organizations, one such attempt takes the form of developing and elaborating manuals of operation that make explicit what is expected of each position occupant in the system.²⁶

Berlo points out that if one wishes to predict how a person will behave, he must know the behavior which is expected for his role:

Knowledge of a social system can help us make accurate predictions about people . . . without knowing anything about the people other than the roles that they have in the system.

For every role there is a set of behaviors and a position. If we know what the behaviors are that go with a role, we can predict that those behaviors will be performed by people who perform that role. Second, if we know what behaviors go with a given rank or position, we can make predictions about people who occupy that position.²⁷

In summary, the literature suggests that different behavior is expected of the editor in his three functions by those whose positions are interrelated.

As noted on page 7, Berlo states that every position can be analyzed in terms of its mandatory and allowed behaviors--the "musts" and "mays."

The literature implies that three general functions are assigned the position of editor. From the Fitzpatrick and Devol studies as well as other literature, it is shown that these functions--news, editorial and supervisory--are perceived differently concerning their "must" and "may" behavior.

Pertinent to this study of the role of student editor is the Gross, Mason, and McEachern study. Using the role of the school superintendent as the main cognitive object, they tested theoretically-derived

hypotheses about expectations and behaviors of superintendents and board of education members.

One of these was that incumbents of a role position would assign more responsibility to the position than would incumbents of subordinate or superordinate positions. Another was that the longer the members of a social system interact, the greater the consensus of their expectations of the behavior of incumbents of positions in that social system.²⁸

The Gross, Mason, and McEachern study suggests that those who hold superordinate and subordinate positions to the editor will expect different behavior for that position and that their expectations will depend on how their own position is related to that of editor. Rothman suggested, as noted earlier in this chapter, that the success of the campus newspaper depends on the editor maintaining a good relationship with both groups. For these reasons, the author deemed it important to compare the expectations of these two groups for the position of editor with those who have held this position.

FOOTNOTES

¹Spyridon Granitsas, "Newspapers on Campus Are Popular," Editor & Publisher (December 5, 1970), p. 12.

²Constitution of the Board of Directors of Oklahoma State University Student Publications (March 17, 1970).

³Kenneth Stowe Devol, "Major Areas of Conflict in the Control of College and University Student Daily Newspapers in the U. S.," (unpub. Ph.D. dissertation, University of Southern California, 1965), pp. 153-4.

⁴Special Commission on the Student Press, The Student Newspaper, American Council on Education (Washington, 1970), pp. 47-56.

⁵Ibid.

⁶Dario Politella, "Guidelines for the Student Press," Seminar (December, 1969), pp. S5-S11.

⁷Annette Gibbs, "Ten Guidelines for Deans and a Free Student Press," Syllabus (Winter, 1970), pp. 6-8.

⁸Devol, pp. 48, 49.

⁹Ibid., pp. 49-51.

¹⁰Beverly Moore Bethune, "Views of Selected Junior College Students on Content, Function and Freedom of the Student Press," (unpub. Master's thesis, University of Florida, 1967), pp. 55-56.

¹¹David B. Sachsman, "The Adversary Relationship in Academe: A Test," Journalism Quarterly (Winter, 1969), pp. 800-802.

¹²Politella, p. S2.

¹³Bethune, pp. 56-57.

¹⁴Politella, p. S2.

¹⁵Devol, pp. 107, 108.

¹⁶Ibid., pp. 127, 128.

¹⁷Ibid., p. 131.

¹⁸Walter Wilcox, "The Philosophy and the Function of the College Newspaper," Freedom and Censorship of the College Press, eds. Herman A. Estrin and Arthur M. Sanderson (Dubuque, 1966), p. 13.

¹⁹James Benjamin Fitzpatrick III, "Attitudes Toward Responsibility and Freedom of the College Newspaper," (unpub. Master's thesis, University of Florida, 1964), pp. 8, 9.

²⁰Devol, pp. 203, 204.

²¹Herman A. Estrin, "What Is a College Newspaper?" Freedom and Censorship of the College Press, eds. Herman A. Estrin and Arthur M. Sanderson (Dubuque, 1966), p. 20.

²²Irving N. Rothman, "Editorial Responsibility, not Administrative Censorship," Freedom and Censorship of the College Press, eds. Herman A. Estrin and Arthur M. Sanderson (Dubuque, 1966), p. 210.

²³Berlo, p. 154.

²⁴Paul F. Secord and Carl W. Backman, Social Psychology (New York, 1964), pp. 458, 459.

²⁵Ibid., p. 472.

²⁶Ibid., pp. 470, 471.

²⁷Berlo, p. 149.

²⁸N. Gross, W. Mason and A. McEachern, Explorations in Role Analysis (New York, 1958), pp. 123, 177.

CHAPTER III

DESIGN AND ANALYSIS

This study analyzed the way three groups look at the role of the editor of The Daily O'Collegian. Each member of these three groups--administrators, editors, and news staff--expects the editor to behave in certain ways in carrying out his job, or role, as editor of The Daily O'Collegian.

It was expected that those who supervise the editor, as well as the group supervised by the editor, would have a different set of expectations from those individuals who have held the position of editor. It was also expected that all three groups would have a consensus on some behavior and conflicting opinions on other behavior. These expectations were expected to vary with the area of the editor's responsibility.

In order to measure these expectations, a questionnaire was designed. Each participant was asked to indicate his degree of approval of behavior described in the items of the questionnaire.

Items in the questionnaire were based on the guidelines for student newspapers previously described, the constitution of the Board of Directors of Oklahoma State University Publications, descriptions of recent conflicts on other campus newspapers and observations of the 1970 spring semester co-editors of The Daily O'Collegian. "The Criteria of a Good Newspaper," as adopted by the Associated Press Managing

Editors Association in 1962, and "Ethical Responsibilities," suggested by the International Conference of the Student Press, July, 1963, were also sources, as were various theses, journalism textbooks and magazine articles related to the duties of a student editor. The APME criteria are basic operating guidelines for The Daily O'Collegian.

From this list of editor's behaviors, 87 items were composed. From this group, 48 items were selected for the questionnaire. While some items were necessarily general, other items were specific in an attempt to learn how the three groups in this study perceive the general guidelines.

Obviously, not all duties of all student editors were included in the questionnaire. However, the author included items related to areas in which most editors and their newspapers are involved, such as student government, university administration, on- and off-campus events, and editorial policy. Items also were included concerning the editor's duties as an administrator in such areas as appointment and supervision of his staff, setting a budget, and as the official newspaper representative.

A number of items may seem to be unrelated to The Daily O'Collegian. However, because these have led to controversy on other campuses, they are included as potential areas of strain on The Daily O'Collegian.

For example, publication policy statements for the University of Iowa, Washington State University, and the University of Kansas prohibit editors from backing candidates in elections for public office.¹

The items for this questionnaire comprised two types of BEHAVIOR performed in three areas of FUNCTION. BEHAVIOR types were Must Do and May Do. FUNCTION areas were News, Editorial, and Supervisory.

Eight items were selected to represent the editor's Must Do BEHAVIOR in each FUNCTION. Eight items were also selected to represent the editor's May Do BEHAVIOR in each area of FUNCTION.

Variables and Definitions

The editor's BEHAVIOR and FUNCTION were two active manipulated variables. Members of the three groups whose positions interact with that of editor were regarded as role partners in the editor's SOCIAL SYSTEM. Each person's position in the SOCIAL SYSTEM was the assigned independent variable.

The three independent variables and their sub-levels as used in this study are defined below. Items included in the questionnaire are used as examples in defining the levels of BEHAVIOR and FUNCTION.

A. BEHAVIOR: All activity related to the position of editor. This includes editing and writing, decision-making, delegation of responsibility, appointment and supervision of personnel, contacts with news sources and readers, and relationship with supervisors. BEHAVIOR may be Must Do, Can't Do, or May Do.

1. Must Do: The set of "must" behaviors goes with the role.

It is independent of the person occupying the position of student editor. Everyone who occupies the position of student editor performs this same behavior.

Example: 4. The editor should be solely responsible for publication of all news content.

2. Can't Do: The set of "can't do" behaviors goes with the role. It is also independent of the person occupying the position of student editor. Everyone who occupies the

position of student editor avoids this same behavior. This is a "discovery" ex-post facto type variable generated from responses to the questionnaire. Findings are discussed in Chapter IV.

3. May Do: This is allowed behavior. It is not fixed by the role itself, but is a matter of choice and selection by the person occupying the position of student editor.

Example: 46. The editor should feel free to allow a member of the news staff to accept employment as campus reporter for a state newspaper.

B. FUNCTION: Area of responsibility or category of duties assigned to the position of editor. Traditionally, the editor's duties fall into three areas: News, Editorial, and Supervisory.

1. News: Editor's duties related to factual, objective reporting of the day's events.

Example: 5. When the editor thinks a news story gives the reader a bad image of the university, he should prevent it from being published.

2. Editorial: Editor's duties related to publishing his own opinions and those of his staff and individual readers in editorials, columns, cartoons, letters to the editor, etc.

Example: 35. The editor should feel free to use his own judgment in selecting topics for editorials.

3. Supervisory: Editor's duties as office manager, staff supervisor, and newspaper representative.

Example 20. The editor, alone, should determine his news organization and appoint all members of the news staff.

C. SOCIAL SYSTEM: A collection of interdependent roles. Each participant in this study holds a position which is either superordinate, or subordinate to the editor or has held the position of editor. All positions in the editor's SOCIAL SYSTEM fall into three groups: Administrators, Editors, and News Staff.

1. Administrators: Participants who supervise the editor as part of the duties assigned to their position.

Example: Publisher of The Daily O'Collegian.

2. Editors: Participants who have held the position of editor or managing editor of The Daily O'Collegian.

Example: Editor, fall semester 1969.

3. News Staff: Participants who work for The Daily O'Collegian and who are supervised by its editor.

Example: News editor of The Daily O'Collegian.

Questionnaire

The questionnaire was composed of 48 items describing hypothetical "must" and "may" behaviors for the editor as gleaned from the literature. Each item represented a combination of one type of BEHAVIOR in one type of FUNCTION.

Each subject expressed his degree of approval of each item on a bi-polar scale ranging in value from 7 (highly approve) to 1 (highly disapprove) as illustrated below:

The editor should feel free to print names of students in news stories who are on probation or expelled.

Highly	Highly
Approve	Disapprove
_____	_____

Each questionnaire was marked "Administrator," "Editor," or "Staff" to indicate respondent's relationship with the position of editor. Questionnaires marked "Administrator" were sent to university administrators who included the university president, university vice-president for student affairs and auxiliary services, director and faculty of the School of Journalism and Broadcasting, student publications director, members of The Daily O'Collegian Publishing Company, and members of the Board of Directors of Oklahoma State University Student Publications.

"Editor" questionnaires were sent to editors and managing editors of The Daily O'Collegian from fall semester 1967 through spring semester 1970.

"Staff" questionnaires were sent to 1970 spring semester news staff members of The Daily O'Collegian.

Journalism students who were members of the board of publications and also on The Daily O'Collegian news staff were considered in the category of university administrators, since in this position they would have supervisory power over the student editor. Also members of the news staff who were former editors were considered in the student editor category since they have had previous experience as an editor.

Questionnaires were sent to 23 Administrators, 9 Editors, and 25 News Staffers. Only three News Staffers failed to respond. One Administrator's questionnaire was invalidated by the respondent's rewording. Responses from 53 questionnaires, then, were analyzed.

A factorial analysis of variance was computed to discover differences and interactions in approval between the levels of the SOCIAL SYSTEM, FUNCTION, and BEHAVIOR variables.*

*Variations of the factorial analysis of variance are more

The 18-fold analysis paradigm is shown in Table I.

TABLE I
ANALYSIS PARADIGM JUXTAPOSING THREE INDEPENDENT VARIABLES
AND THEIR LEVELS OF INDEPENDENCE

	<u>BEHAVIOR</u>					
	Must Do			May Do		
	<u>FUNCTION</u>					
	News	Editorial	Supervisory	News	Editorial	Supervisory
<u>SOCIAL SYSTEM</u>						
Administrators	A	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}
Editors	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}
News Staff	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}	\bar{X}

In the actual analysis, each cell in Table I comprised the respondent group's mean approval of the combination of BEHAVIOR and FUNCTION.**

appropriate for a design such as this dealing with subjects from distinctly different populations. Such tests isolate and explain more sources of variance. However, the author chose the most "conservative" factorial design for this exploratory study comprising rather small n's.

**The cell marked "A" represents the mean approval of the eight Must Do-News items by the 22 Administrators. First, the eight item scores for each administrator are totaled and divided by eight to get his mean approval of the Must Do-News FUNCTION. Secondly, the mean approvals of all 22 Administrators are totaled and divided by 22 to get the mean approval for the group.

From these 18 mean scores, then, the author was able to determine probability levels of the following:

1. Difference between the mean approval of the Must Do and May Do BEHAVIORS.
2. Difference between the mean approval of each pair of FUNCTIONS: News and Editorial; News and Supervisory; and Editorial and Supervisory.
3. Difference between the mean approval of each pair of SOCIAL SYSTEM groups: Administrators and Editors; Administrators and News Staff; and Editors and News Staff.
4. Interaction between the mean approval of SOCIAL SYSTEM groups and types of BEHAVIOR. That is, did the difference between Must Do and May Do BEHAVIORS depend on one group's degree of approval more than another?
5. Interaction between the mean approval of SOCIAL SYSTEM groups and the different FUNCTIONS.
6. Interaction between types of BEHAVIOR and the different FUNCTIONS.
7. Interaction among the SOCIAL SYSTEM groups, types of BEHAVIOR, and the different FUNCTIONS.

From this factorial design and multiple tests, the author not only could determine the difference between types of respondents, types of BEHAVIOR and types of FUNCTIONS, but she also could determine who approved of which BEHAVIOR in which FUNCTION to what degree.

FOOTNOTES

¹Kenneth Stowe Devol, "Major Areas of Conflict in the Control of College and University Student Daily Newspapers in the U. S.," (unpub. Ph.D. dissertation, University of Southern California, 1965), pp. 194, 195.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF PERCEIVED FUNCTIONS

OF THE DAILY O'COLLEGIAN EDITOR

The principal question asked in this study was: How do university administrators and news staff members of The Daily O'Collegian expect the editor to behave in relation to the editor's own expectations concerning his behavior?

To answer this question, the author designed a questionnaire with 48 statements describing hypothetical behavior for the editor as gleaned from the literature. Each of the 53 participants indicated his degree of approval of the statements along a seven-point continuum from "highly approve" to "highly disapprove." Each of the statements concerned one of the levels of each of the two independent variables: BEHAVIOR and FUNCTION. Levels for BEHAVIOR were Must Do and May Do. Levels for FUNCTION were News, Editorial, and Supervisory. A mean score for each level was obtained for each subject. This was accomplished by averaging the subject's response to the eight statements in each level. Then a mean score for each group was determined for each level.

Those participating in this study were selected because their positions are directly related to the editor's position. A collection of such interdependent roles may be called a SOCIAL SYSTEM. Those holding interrelated roles may be called role partners. Participants were classified by their position in groups as Administrator, Editor,

and News Staff. Those classified Administrator hold a superordinate position to that of editor. Those in the Editor group have held that position. Those classified News Staff hold a subordinate position to the editor.

Role theory states that role behavior prescriptions, descriptions, and expectations should be similar. Predictions are based on expectations. Communication breaks down when people have conflicting expectations because people do not behave as predicted. When expectations are not clear, strain results from individual uncertainty about what is expected.

This study hopes to improve accuracy of prediction concerning the editor's role by comparing the expectations of those whose positions are directly related to the position of editor.

This chapter is concerned with analysis of the findings. Differences between the levels of the variables as well as significant interactions between the variables will be discussed.

Differences Between BEHAVIORS, FUNCTIONS, and SOCIAL SYSTEM Groups

Table II, page 46, represents the mean agreement scores for each level of BEHAVIOR and FUNCTION by each SOCIAL SYSTEM group. From this table the author tested for differences and interactions.

Table III, page 47, shows the variance test results, showing probability levels of differences observed. The key information is the F-ratios, which show how well the author's variables fared in explaining total variation in approval scores. In other words, the

TABLE II
 ANALYSIS OF VARIANCE PARADIGM: MEAN AGREEMENT SCORES
 FOR STATEMENTS OF BEHAVIOR IN FUNCTION AREAS
 BY SOCIAL SYSTEM GROUPS

	<u>BEHAVIOR</u>						MEANS
	Must Do			May Do			
	<u>FUNCTION</u>						
	News	Editorial	Supervisory	News	Editorial	Supervisory	
<u>SOCIAL SYSTEM</u>							
Administrators	5.23	5.13	5.60	5.16	5.12	4.89	5.19
Editors	4.74	4.76	6.31	6.48	6.74	6.31	5.89
News Staff	4.61	4.70	5.60	5.57	5.63	5.72	5.30
Means	4.89	4.89	5.72	5.55	5.61	5.48	Grand Mean 5.35

TABLE III
ANALYSIS OF VARIANCE F-RATIO TABLE

Source	df	S.S	M.S.	F-Ratio	P
Between Behavior (Must Do and May Do)	1	11.43	11.43	24.84	< .01
Between Function (News, Editorial, Supervisory)	2	9.47	4.73	10.28	< .01
Between Social System (Administrators, Editors, Staff)	2	19.57	9.78	21.26	< .01
Interaction: Behavior X Function	2	15.53	7.76	16.86	< .01
Interaction: Behavior X Social System	2	26.38	13.19	28.67	< .01
Interaction: Function X Social System	4	4.26	1.06	2.30	ns
Interaction: Behavior X Function X Social System	4	3.33	.83	1.80	ns
Within Error Variance	300	140.72	.46		

F-ratios tell whether the differences between the BEHAVIORS, FUNCTIONS, and SOCIAL SYSTEM groups were greater than would be expected by chance.

Difference in BEHAVIORS and FUNCTIONS

Was there a significant difference in expectations for the Must Do and May Do levels of BEHAVIOR by the three groups in the editor's SOCIAL SYSTEM?

The answer is yes. As shown in Table III, page 47, the F-ratio 24.84 for BEHAVIOR levels means that the probability of differences as large as those observed among the mean ratings of items describing Must Do and May Do BEHAVIOR would occur by chance less than one time in 100 ($p < .01$).

Table IV shows the mean agreement scores for statements involving Must Do and May Do BEHAVIOR.

TABLE IV
MEAN SCORES OF BEHAVIOR AND FUNCTION

FUNCTION	BEHAVIOR		
	Must Do	May Do	Means
News	4.89	5.55	5.22
Editorial	4.89	5.61	5.25
Supervisory	5.72	5.48	5.60
Means	5.17	5.54	5.35

Note in Table IV that the mean scores of statements involving Must Do and May Do BEHAVIOR were 5.17 and 5.54. The scores at the bottom of the crossbreak are the averages of the three main scores.

In other words, there were meaningful differences for the respondents in their perceived expectations of the editor's Must Do and May Do BEHAVIOR. The higher mean for the May Do BEHAVIOR indicates approval of the editor to assume some responsibility in making decisions.

Participants showed a significant difference in expectations for the editor's role in his three types of FUNCTION. As shown in Table III on page 47, the F-ratio is 10.28 for FUNCTION, significant at the .01 level.

The FUNCTION levels and their mean scores, as shown in Table IV, page 48, are News 5.22, Editorial 5.25, and Supervisory 5.60. This simply means that members of the editor's SOCIAL SYSTEM most highly approve his behavior as office manager, staff supervisor, and newspaper representative.

A difference-between-means test showed a significant difference between means of Supervisory 5.60 and News 5.22 at the .001 level. The test also showed a significant difference between the means of Supervisory 5.60 and Editorial 5.25 at the same level of probability. The difference between the means for Editorial and News was not significant.¹

Participants in this study evidently do not distinguish between the editor's News and Editorial FUNCTION. They most highly approve his Supervisory FUNCTION and perceive it as significantly different from the News and Editorial FUNCTIONS.

A significant interaction among the levels of BEHAVIOR and FUNCTION

was shown to be present when members of the editor's SOCIAL SYSTEM rated items describing his role.

As shown in Table III on page 47, the F-ratio for this interactive effect is 16.86, significant at the .01 level. Mean scores are shown in Table IV, page 48.

Mean scores show that the higher perceived importance of Supervisory FUNCTION depended upon its interaction with Must Do BEHAVIOR (mean of 5.48 compared with 5.72 when combined with Must Do).

May Do BEHAVIOR interacting with News and Editorial FUNCTION increased those mean scores so that the over-all perception of May Do BEHAVIOR was higher than Must Do (means of 4.89 compared with 5.55 and 5.61 when combined with May Do).

BEHAVIOR \times FUNCTION, then, had a significant effect on the respondents's degree of approval of the editor's behavior. In other words, the interplay of the levels of these two variables affected the expectations of the respondents.

Perceptual Differences Between SOCIAL SYSTEM

Groups and Their Effects on BEHAVIOR

A significant difference in expectations for the editor's role was shown among the three groups of the editor's SOCIAL SYSTEM. The F-ratio is 21.26 for SOCIAL SYSTEM, significant at the .01 level, as shown in Table III, page 47.

The Table V crossbreak shows the mean approval scores for the three levels of SOCIAL SYSTEM.

TABLE V
MEAN SCORES OF FUNCTION AND SOCIAL SYSTEM

SOCIAL SYSTEM	FUNCTION			
	News	Editorial	Supervisory	Means
Administrators	5.19	5.12	5.25	5.19
Editors	5.61	5.75	6.31	5.89
Staff	5.09	5.16	5.66	5.30
Means	5.22	5.25	5.60	5.35

Note the three levels and their mean approval scores: Administrators 5.19, Editors 5.89, and Staff 5.30. A test between means showed that the Editors' mean agreement score of 5.89 was significantly greater ($t = p < .001$) than either the Administrators' or Staff's. This means the Editors assigned more responsibility to their stated News, Editorial, and Supervisory FUNCTIONS than did the other groups. The findings support the hypothesis of Gross, Mason, and McEachern that incumbents will assign more responsibility to their role position than will incumbents of subordinate or superordinate positions. In fact, there was no significant difference between the Staff's ($\bar{X} = 5.30$) and Administrators' ($\bar{X} = 5.19$) perception of the Editors' FUNCTIONS.

The interaction of BEHAVIOR X SOCIAL SYSTEM also had a significant effect on the respondents. The respondent's position in the SOCIAL SYSTEM, then, affects his perception of the editor's Must Do and May Do BEHAVIOR.

As shown in Table III, page 47, this interactive effect had the highest F-ratio, 28.67, of any of the seven tests, significant at the .01 probability level. The Table VI crossbreak shows the mean scores.

TABLE VI
MEAN SCORES OF BEHAVIOR AND SOCIAL SYSTEM

SOCIAL SYSTEM	BEHAVIOR		
	Must Do	May Do	Means
Administrators	5.32	5.06	5.19
Editors	5.27	6.51	5.89
Staff	4.97	5.64	5.30
Means	5.17	5.54	5.35

The reader should note the mean scores for the groups within this crossbreak. The Administrators group approved Must Do with a higher mean than May Do while the Editors group and Staff group both had higher means for May Do. Thus, the Editors and Staff approve the editor's decision-making role more highly than do the Administrators.

Significant interaction between BEHAVIOR and SOCIAL SYSTEM means, then, that an individual's relationship with the editor position affects his expectations regarding the editor's Must Do and May Do BEHAVIOR. Whether an individual is in a superordinate, subordinate or holding the editor's position affects his perception of the editor's freedom to make decisions.

Interpretation

The overriding question of this study answered by the above tests: was: How do university administrators and news staff members of The Daily O'Collegian expect the editor to behave in relation to the editor's own expectations concerning his behavior?

To answer this question more fully, four principal objectives were considered as follows.

Consensus on Must Do BEHAVIOR

To determine areas of agreement among the three groups concerning the editor's expected duties, thus indicating mandatory or "must do" behavior.

Listed in Table VII, pages 54 and 55, are the items which were rated on the approval end of the continuum, that is above 4.0 through 7.0, by all three groups. These are discussed as expected mandatory or Must Do BEHAVIOR for the position of editor.

Items 1, 2, 3, and 6 were approved by all three groups as expected Must Do BEHAVIOR of the editor in his News FUNCTION.

Members of the editor's SOCIAL SYSTEM expect him to consult the faculty adviser on libel so that he may be legally and ethically responsible, as indicated in item 1.

They expect him to give readers a full and fair report of developments on the campus or affecting the campus, as indicated in items 2, 3, and 6. Approval of item 3 indicates they expect coverage of all sides in any significant controversy.

One editor commented on item 2, "if staff size permits." A member of the news staff noted that "AP and UPI will cover" off-campus news.

TABLE VII
 CONSENSUS ON MUST DO BEHAVIOR FOR EDITOR OF
THE DAILY O'COLLEGIAN EXPECTED
 BY SOCIAL SYSTEM

Item	Description
<u>News Function</u>	
1.	The editor should consult with the faculty adviser on any news story which the editor thinks may be libelous.
2.	The editor should assign a reporter to cover off-campus news of special interest to the university community. Example: meetings of the state legislature when the budget is set for higher education, Stillwater city commission meetings.
3.	The editor should take special care to be sure that all pertinent views are presented in news stories on controversial issues, particularly in areas where opinions of the general student body are involved. Example: Disruption of library services by black students.
6.	The editor should print names and stories concerning members of the university community who are charged with criminal acts such as theft, possession of drugs, etc.
<u>Editorial Function</u>	
9.	The editor should make sure that opinion is confined to the editorial page in opinion columns and editorials.
10.	The editor should provide a forum on the editorial page for exchange of comment and criticism, even if it is contrary to the newspaper's point of view. Example: Letters to the Editor space.
11.	The editor should accept sole responsibility for publication of all editorial and opinion content.
14.	The editor should edit any letter to the editor for style, brevity, conciseness, and accuracy before publication.
15.	The editor should attempt through editorials or opinion columns to interpret campus events for the university community and set them in perspective from all information available to him. Example: Funding for the new parking facility or the Valerie Colvin Physical Education Center or Student Senate action.

TABLE VII (Continued)

Item	Description
	<u>Supervisory Function</u>
18.	The editor should cooperate with the circulation and advertising departments in planning special editions to increase advertising revenue.
19.	The editor should, with board of publications approval, dismiss staff members who, in his opinion, are irresponsible or do unsatisfactory work.
21.	The editor should hold periodic staff meetings to discuss contents of the paper, receive staff suggestions, and critique the newspaper.
22.	The editor should be on hand to approve all articles, letters, or other material proposed for publication which involve public controversy before they are published.
23.	The editor should deal directly with all persons concerning newspaper criticism himself rather than asking the publisher to serve as a "buffer" or mediator.
24.	The editor should make sure members of the news staff do not take advantage of the newspaper for their own personal publicity. Example: photographs or feature stories about individuals on staff.

Three comments on item 6 point up differences of opinion on printing local crime news. One editor said, "Only if formally charged." Another wrote, "Unanswerable--depends on each situation." A third editor said, "Editor should establish a uniform policy on this matter so all are treated equal." Two administrators also indicated they thought printing names of those charged with criminal acts should depend on the circumstances and seriousness of crime.

Items 9, 10, 11, 14, and 15 were approved by all three groups as expected Must Do BEHAVIOR for the position of editor in his Editorial FUNCTION, as shown in Table VII, pages 54 and 55.

Approval of item 9 indicates approval of a clear distinction between news columns and editorial comment. One editor commented, "Opinion should also be printed on other pages in clearly labeled, well-backgrounded interpretative stories."

The high approval of item 10 indicates that the campus newspaper is expected to provide space for a variety of opinions from its readers. The approval of items 11 and 14, however, indicates the editor is expected to be responsible for the accuracy of its content and its suitability for publication.

Approval of item 11 indicating the groups expect the editor to accept sole responsibility for publication of all editorial and opinion content is confirmed with their disapproval of item 13 which states the editor should submit his editorials to the publisher prior to publication. However, the administrators slightly approved (\bar{X} 4.09) the editor submitting his editorials to the faculty adviser for approval before publication in item 12.

Dr. Harry Heath, The Daily O'Collegian publisher, noted on item 11, "There is no way he can accept sole responsibility in our setup."

It should also be pointed out that the three groups disagreed on item 4, which states that the editor should be responsible for publication of all news content.

One editor indicated that letters to the editor should be edited for accuracy only.

One explanation for the low approval score of item 14 by the staff is that most members have not worked on The Daily O'Collegian long enough to be aware of space limitations and the need for all printed matter to follow the same style rules.

Approval of item 15 indicates the editor is expected not only to inform the paper's readers concerning campus events, but he also is expected to interpret their significance and effect for the reader.

One administrator commented, "(The editor) probably should attempt to, but rarely has the detached view necessary to do so. This comes with age and experience."

Items 18, 19, 21, 22, 23, and 24 were approved by all three groups as expected Must Do BEHAVIOR for the position of editor in his Supervisory FUNCTION, as shown on Table VII, pages 54 and 55.

Approval of item 18 indicates the editor is expected to work with others in the newspaper organization towards making the newspaper financially independent. Similar to his counterpart on a commercial newspaper, the editor is expected to be responsive to advertisers as well as readers.

Once the news staff is selected, the editor is expected to be in charge as indicated in items 19 and 21. He is expected to check on the

quantity as well as the quality of their work and whether they complete their assignments.

Two editors noted on item 19 that the editor should not need the board of publications' approval to dismiss staff members. A third editor wrote, "The editor should have sole authority to hire and fire staff."

One administrator added, (the editor) "should consult with adviser." Another underlined "with board of publications approval."

The editor is expected to contribute to the learning process of the staff as well as maintain professional standards for the paper by criticizing the paper after it is published, as indicated in item 21.

High approval of item 22 indicates the editor is expected to be responsible for any controversial material published. This seems to contradict the groups' disagreement on item 4 which states the editor should be solely responsible for news content. Evidently, the editor is expected to be informed prior to publication of controversial matter so that he may seek advice on its suitability for publication.

One administrator commented, "Not if he has reliable staff members and has delegated some responsibility," in reference to item 22.

The editor is expected to be a mature person who can discuss newspaper shortcomings, explain why an unpopular story was run, or why a news event was reported in a certain manner to any reader who contacts him, from the highest administrator to the lowest staff member of the university. Item 23 indicates the editor is expected to be the official newspaper representative.

One editor noted, "Criticism should be handled directly by editor and/or faculty adviser." An administrator wrote, "He will

have to handle some, the publisher will have to handle some, adviser some, etc."

Item 24 indicates the editor is expected to guard against use of the paper as a platform for self-glorification by its staff members. This is another indication that professional standards are expected from the editor.

Consensus on Can't Do BEHAVIOR

To determine areas of agreement among the three groups concerning behavior to be avoided by the editor, thus indicating Can't Do BEHAVIOR.

Items which were rated on the disapproval end of the continuum, that is 1.0 to 4.0, were chosen to represent Can't Do BEHAVIOR. The items listed in Table VIII, page 60, are expected to be avoided by anyone holding the position of editor of The Daily O'Collegian.

Disapproval of item 5 on News FUNCTION indicates the editor is expected to print the bad news as well as the good. He is not expected to serve in a public relations capacity for the university.

Disapproval of item 13 on Editorial FUNCTION confirms approval of item 11, which states the editor should accept sole responsibility for publication of editorials. Greater approval was indicated for item 12 than item 13, indicating the editor should submit his editorials to the faculty adviser for approval before publication. Approval of item 12 by Administrators was high enough to place it in the area of disagreement among the groups.

Two Administrators commented that it was not necessary to submit editorials to the publisher if approved by the faculty adviser.

TABLE VIII
 CONSENSUS ON CAN'T DO BEHAVIOR EXPECTED TO BE
 AVOIDED BY EDITOR OF THE DAILY O'COLLEGIAN
 BY SOCIAL SYSTEM

Item	Description
<u>News Function</u>	
5.	When the editor thinks a news story gives the reader a bad image of the university, he should prevent it from being published.
<u>Editorial Function</u>	
13.	The editor should submit his editorials to the publisher for approval before publication.
<u>Supervisory Function</u>	
44.	The editor should feel free to determine the number of pages in each issue of the paper regardless of the amount of advertising sold.

Disapproval of item 44 indicates that determining the size of the paper is not part of the editor's Supervisory FUNCTION. One Staff member wrote, "Dreamer." An Editor commented, "Not practical. Would be nice if possible."

Consensus on May Do BEHAVIOR

To determine areas of agreement among the three groups concerning the editor's permitted or May Do BEHAVIOR.

Items which were rated on the approval end of the continuum, that is above 4.0 through 7.0, were chosen to represent May Do BEHAVIOR. The items listed in Table IX, pages 62 and 63, describe May Do BEHAVIOR for anyone holding the position of editor of The Daily O'Collegian.

Items 25, 26, 27, 29, 30, 31, and 32 were approved as May Do BEHAVIOR for the editor in his News FUNCTION.

Protection of one's news sources, a traditional responsibility for professional newsmen, is extended to the campus editor with approval of item 25. Dr. Harry E. Heath commented, "If you mean refusing to tell a dean, campus policeman, etc., on some occasions he might brief the adviser or publisher sufficiently for a decision to be made."

One editor noted on item 25, "Depends on story."

Approval of items 26, 30, 31, and 32 confirm item 29, which states the editor should feel free to determine whether a particular topic is suitable for a news story. Approval of these items indicates the editor is expected to determine the news content of the paper. One exception to this control over the news content is indicated by item 28 which states the editor should feel free to use his judgment on whether to

TABLE IX
 CONSENSUS ON MAY DO BEHAVIOR FOR EDITOR OF
THE DAILY O'COLLEGIAN EXPECTED
 BY SOCIAL SYSTEM

Item	Description
<u>News Function</u>	
25.	The editor should feel free to refuse to reveal his sources for a news story.
26.	The editor should feel free to assign reporters to write in-depth, interpretative news stories on social and political issues on campus such as drugs, the pill, racial problems, etc.
27.	The editor should feel free to report meetings of any group whose decisions would affect members of the university community.
29.	The editor should feel free to determine whether a particular topic is suitable for a news story.
30.	The editor should feel free to determine whether to print unsolicited material which is not carried as paid advertising. Example: local business announcements.
31.	When a news story has previously been printed in the Stillwater <u>News-Press</u> or other state paper, the editor should feel free to refuse to publish it in <u>The Daily O'Collegian</u> .
32.	When space is limited, the editor should feel free to cut the length of a major sports story in order to print news about intellectual activities such as conferences on drugs or sex education.
<u>Editorial Function</u>	
33.	The editor should feel free to print letters to the editor from persons outside the university community.
34.	The editor should feel free to criticize present administration policies or policy changes in editorials, but he is obligated to base his criticism on complete and accurate information available to him.
35.	The editor should feel free to use his own judgment in selecting topics for editorials.

TABLE IX (Continued)

Item	Description
37.	The editor should feel free to write editorials promoting students' interests on controversial issues. Example: tuition increase or dormitory closing hours.
38.	The editor should feel free to endorse candidates for student political offices.
40.	The editor should feel free to write editorials related to Stillwater, state, or national social and political problems when they affect members of the university community. Example: military draft lottery, voting age, open housing.
<u>Supervisory Function</u>	
41.	The editor should feel free to appoint students without journalism training to his paid staff.
42.	The editor should feel free to select and order any syndicated features he desires, such as cartoons or columns, within his allotted budget.
43.	The editor should feel free to become friends with student government leaders, but he should be strictly objective in reporting their activities.
45.	The editor should feel free to aggressively seek out background briefings or off-the-record information on any subject from any news source in the university community. This information would not be for publication but would enable the editor to better understand the situation.
46.	The editor should feel free to allow a member of the news staff to accept employment as campus reporter for a state newspaper.
47.	The editor should feel free to accept or reject advice offered by the faculty adviser.
48.	The editor should feel free to extend the deadline in order to include a late-breaking news event.

allow obscene language in news stories. The three groups disagreed on this item.

The public's right to know, one aspect of freedom of the press, is expected to be fulfilled by the campus editor, as indicated by approval of item 27. Apparently all three groups highly approve the editor's right to report the activities of any policy-making committee or board, on or off-campus. It should be noted that approval of this item came two weeks after reporters from The Daily O'Collegian were excluded from a controversial Speaker's Committee meeting on campus. At this meeting, the committee decided to refuse Abbie Hoffman the privilege of speaking on campus, a decision which was appealed to the federal courts and was pending at this writing. Hoffman was convicted of contributing to rioting in Chicago at the 1968 Democratic convention.

An issue over listing employment interview schedules in The Daily O'Collegian took place in the 1970 spring semester. Some felt this listing of interview schedules resulted in free advertising for the businesses concerned; others considered it a student service. This controversy no doubt affected approval of item 30. The decision by the board of publications to continue listing employment interview schedules in the paper free of charge limits the editor's control over content. Interestingly, approval of item 30 seems to conflict with this decision by the board of publications.

Control over content, immediacy as an element of "news," and whether The Daily O'Collegian should consider commercial newspapers competition are questions dealt with in item 31. Approval of item 31 indicates that all groups expect the editor to feel free to decide whether to publish news stories previously printed in the commercial press.

Dr. Harry Heath points out, "This would be ridiculous if the story were an important one." Another Administrator commented, "Content is so important."

The low approval score (4.31) of the Staff on item 32 was a surprise to this writer. One explanation is that since their newspaper experience is limited, some are not aware that any news story, traditionally, may be cut in length by the editor.

Items 33, 34, 35, 37, 38, and 40 were approved as May Do BEHAVIOR for the editor in his Editorial FUNCTION.

Publication of letters from off-campus writers has sometimes been a problem on other campuses. Approval of item 33 indicates the editor is expected to decide whether to print such letters. This confirms approval of item 11, which states the editor should accept responsibility for publication of editorial and opinion content.

Items 34, 37, 38, and 40 are specific descriptions of the more general item 35, which states the editor should feel free to select topics for editorials. The editor may feel free, then, to criticize administration policies, promote students' interests, support student political candidates, and comment on off-campus social and political problems. The groups disagreed, in item 39, whether the editor should feel free to endorse off-campus political candidates with only the Editor group approving this behavior.

Administrator and staff groups indicated low approval of item 38 concerning the editor endorsing student political candidates. Dr. Harry Heath offered one explanation when he wrote, "Because of the general subsidy levied on all, no."

Items 41, 42, 43, 45, 46, 47, and 48 were approved as May Do BEHAVIOR for the editor in his Supervisory FUNCTION.

Approval of item 41 indicates the editor is free to appoint paid staff members who have no journalism education or experience. Thus, the newspaper is not perceived as a journalism laboratory by these groups. One Administrator commented, "with approval of the board of publications!"

Approval of item 42 indicates the editor should control content of syndicated material. This further confirms item 11, which states the editor should accept responsibility for editorial and opinion content.

The commercial newspaper has sometimes been considered the "watch-dog" for society over its public officials. A comparison may be drawn between this relationship and the campus paper as a critic of student government. Approval of item 43 indicates such a FUNCTION is not expected of The Daily O'Collegian editor.

Approval of item 45 indicates the editor is expected, as is his commercial newspaper counterpart, to be privy to special information from university administrators in order to give competent coverage and comment. This lends credence to approval of item 34, which states the editor may criticize administrative policies, but he is obligated to base this criticism on complete and accurate information available to him.

Approval of item 46 indicates the groups consider the staff member's opportunity for extra news experience and income should take precedence over strictly writing for The Daily O'Collegian, a practice which might be questionable on a commercial newspaper. Dr. Harry Heath commented, "But only so long as this does not interfere with O'Colly duties."

The editor is perceived as a decision-maker with approval of item 47. One administrator wrote, "Adviser must have veto power, although he may use it only rarely. We try to make this a realistic situation."

Approval of item 48 further supports item 47. The editor is expected to make decisions and supervise the news and editorial operation of the paper.

Views on Actual BEHAVIOR

To determine areas of disagreement among the three groups concerning the editor's actual behavior.

Table X, page 68, lists these items which one or two groups approved and one or two groups disapproved. They may be considered potential areas of conflict since there is no consensus on the perceived role of the editor in these areas.

Items 4, 7, 8, and 28 were disagreed upon as behavior for the editor in the News FUNCTION.

Low approval of the Editor and Staff groups was indicated for item 4 with bare disapproval by the Administrator group. Whether the editor is expected solely to be responsible for news content, then, seems to be a "fuzzy" area. However, items 7, 8, and 28 indicate the Administrator group limits the editor's responsibility for news. The Administrator group expects the editor to withdraw news stories before publication if either the publisher or faculty adviser advise him to do so. The Administrator group also disapproves the editor determining whether to allow obscene language in news stories.

One explanation for the low approval of the Editor and Staff groups for item 4 is that the Editor and Staff groups expect the editor

TABLE X
 ACTUAL BEHAVIOR BY THE EDITOR OF THE DAILY O'COLLEGIAN
 EXPECTED TO CAUSE CONFLICT

Item	Description	Mean Scores		
		A	E	S
<u>News Function</u>				
4.	The editor should be solely responsible for publication of all news content.	3.54	4.77	4.36
7.	The editor should withdraw news stories from the paper before publication if the publisher advises him to do so.	5.63	3.22	3.27
8.	The editor should withdraw news stories from the paper before publication if the faculty adviser advises him to do so.	5.40	3.00	3.54
28.	The editor should feel free to use his own judgment on whether to allow obscene language in news and feature stories.	2.90	5.55	4.68
<u>Editorial Function</u>				
12.	The editor should submit his editorials to the faculty adviser for approval before publication.	4.09	1.88	2.40
16.	Since <u>The Daily O'Collegian</u> has an off-campus public, the editor should keep in mind the impression of the university he is creating when writing editorials.	4.40	2.94	4.81
36.	The editor should use his own judgment in whether to allow obscene language in editorials and opinion columns.	3.09	6.11	5.40
39.	The editor should feel free to endorse Stillwater, state or national political candidates.	3.40	6.33	3.86
<u>Supervisory Function</u>				
17.	The editor, alone, should make up the budget setting salaries for staff, money for photographs, syndicated columns, and other expenses within his allotted funds.	3.36	5.77	4.63
20.	The editor, alone, should determine his news organization and appoint all members of the news staff.	3.86	6.44	4.90

to delegate some responsibility for news stories to the news editors. Some also expect the faculty adviser and publisher to have veto power over the editor's news judgment.

Approval scores on items 4, 7, 8, and 28 indicate both Editor and Staff groups expect the editor to be solely responsible for all news content. The Administrator group disagreed.

However, all three groups highly approved item 22, discussed earlier, which states the editor should be on hand to approve all articles which involve public controversy before they are published. This indicates the editor is expected ultimately to be responsible for any controversial content in the paper.

One Editor commented, "The publisher and faculty adviser should serve only in an advisory capacity on the student newspaper. The final decision to withdraw news stories should be at the editor's discretion."

A Staff member noted on items 7 and 8 that it "depends on the stories and the situation."

Dr. Harry Heath stated on items 7 and 8, "Yes, if ordered to do so. He may then appeal to the O'Collegian Publishing Company."

Items 12, 16, 36, and 39 were disagreed upon as behavior for the editor in the Editorial FUNCTION.

The Administrator group indicated only slight approval for item 12 with the Editor and Staff groups showing strong disapproval. This seems to conflict with the over-all approval of item 11 which states the editor should accept sole responsibility for publication of all editorial and opinion content. One explanation is offered by an editor who wrote on item 12, "He should submit editorials for advice, but not approval or disapproval." This is further supported by over-all

disapproval of item 13, indicating the editor should not submit his editorials to the publisher for approval before publication.

Considering the mean scores for items 11, 12, and 13, then, the editor is not expected to submit his editorials for approval to either faculty adviser or publisher prior to publication, but some conflicting expectations do exist in this area.

The Administrator and Staff groups, in approving item 16, indicate they expect the editor to be aware of the newspaper's public relations capacity when he writes editorials. The Editor group disagrees. High approval of items 34, 37, and 40 by all three groups indicates the editor is free to criticize administration policies, promote students' interests and comment on off-campus social and political issues. High approval by all three groups of item 15 indicates they expect the editor to interpret campus events and set them in perspective. Approval of these items seems to conflict with the Administrator and Staff groups' expectation that the editor be aware of the impression of the university he is creating with editorials. Thus, unfavorable publicity for the university created through editorials is a potential area of conflict.

Disagreement over whether the editor should use his own judgment in allowing obscene language in the newspaper is again indicated in item 36. This conflict of expectations agrees with the conflict noted in item 28. Again, the Administrator group disapproves the editor making this decision. The Editor and Staff groups highly approve. One Editor commented, "Language guidelines should be in accordance with generally accepted professional standards."

Dr. Harry Heath wrote, "He should consult with adviser."

The Administrator and Staff groups do not expect the editor to endorse off-campus political candidates in disapproving item 39, but the Editor group highly approves the editor's freedom to do this. One explanation for the Administrator and Staff groups' expectation is stated by Dr. Harry Heath. He wrote, "Because of the general subsidy levied on all, no." This conflict of expectations over endorsing off-campus political candidates also can be related to the disagreement on item 16. The Administrator and Staff groups expect the editor to be aware of the university's image to the public. The Editor group, on the other hand, expects the editor to feel free to endorse a political candidate as the editor of a commercial newspaper may.

Items 17 and 20 were disagreed upon as behavior for the editor in the Supervisory FUNCTION.

The Editor and Staff groups expect the editor alone to make up the budget for the news and editorial departments of the newspaper while the Administrator group disapproves the editor having this responsibility, as indicated in item 17. One editor wrote, "Editor should seek advice of managing editor and faculty adviser." An administrator commented, "Yes, if he wishes to. This doesn't mean it should be approved as set up in all cases."

The Editor and Staff groups expect the editor alone to determine his news organization and appoint the news staff, as shown in item 20. The Administrator group disapproves this behavior. All three groups highly approve item 19, which states the editor should, with board of publications approval, dismiss staff members who are irresponsible or do unsatisfactory work. The key word for disagreement on item 20, then, is "alone." The Administrator group expects the editor to appoint the

news staff with board of publications approval. Higher approval of item 19 than item 20 by the Staff group indicates it also expects the board of publications to approve news staff appointments.

Commenting on item 20, Dr. Heath wrote, "He should consult with various faculty members, especially in reporting and editing."

Summary

In this chapter the author has discussed the findings of the Analysis of Variance tests run on the data collected from 53 respondents.

The respondents were asked to indicate their degree of approval for 48 descriptions of editor's behavior which were categorized into two active independent variables: BEHAVIOR and FUNCTION. BEHAVIOR was subdivided into Must Do and May Do. FUNCTION was subdivided into News, Editorial, and Supervisory. Each item of behavior combined one level of each of the two active independent variables.

All respondents were regarded as members of the editor's SOCIAL SYSTEM. Each was assigned to one of three groups--Administrators, Editors, and News Staff--in the SOCIAL SYSTEM, the assigned independent variable.

Results of the analysis, Table III, page 47, indicated that respondents agreed more with May Do BEHAVIOR than the Must Do BEHAVIOR descriptions, but this was due mostly to interaction between May Do BEHAVIOR and News and Editorial FUNCTIONS. In other words, members of the editor's SOCIAL SYSTEM most highly approve his freedom to make decisions in the News and Editorial FUNCTIONS.

Respondents most highly approved the editor's Supervisory FUNCTION, but this was dependent upon its interaction with Must Do BEHAVIOR.

Those participating in the study, then, most highly approved hypothetical statements describing mandatory BEHAVIOR for the editor in his FUNCTION as office manager, staff supervisor, and newspaper representative.

The Editors group assigned more responsibility to the editor's role than did either the Administrators group or the News Staff group. It was also indicated that the participant's relationship with the position of editor affected his expectations regarding the editor's Must Do and May Do BEHAVIOR.

These findings answer the principal research question of this exploratory study: How do university administrators and news staff members of The Daily O'Collegian expect the editor to behave in relation to the editor's expectations concerning his behavior?

This question was more specifically answered with discussion of the three groups' agreement on Must Do, Can't Do, and May Do BEHAVIOR. In addition, areas of disagreement among the three groups were indicated.

To summarize:

The respondents expect the editor of The Daily O'Collegian to print staff-written off-campus news and all pertinent views on controversial issues. They expect bad news about the university to be published. They slightly approve printing names of those charged with a crime.

The respondents expect the editor to feel free to protect his news sources and to assign reporters to write interpretative news stories on social and political issues. He is expected to fulfill the public's right to know by reporting decision-making committee meetings.

The Administrator group only slightly approves the editor's freedom to determine news topics, such as unsolicited material submitted for publication and stories previously published in other papers. He is not expected to be responsible solely for news content, such as determining whether to use obscene language in news columns. He is expected to consult with the faculty adviser concerning libel and to withdraw news stories if advised to do so by the publisher or faculty adviser.

The News Staff group gave higher approval to the editor's freedom to determine news topics. It expects the editor to determine whether to publish unsolicited material and stories previously published in other papers.

The Editor group highly approves the editor's freedom to determine whether to publish unsolicited material and previously published news stories as well as selection of news topics.

It should be noted that the News Staff only slightly approves the editor's freedom to cut story length, which both Administrator and Editor groups highly approve.

The News Staff and Editor groups slightly approve the editor being solely responsible for news content, including the freedom to refuse the advice of publisher and faculty adviser concerning the withdrawal of news stories. The Administrator group disapproves.

The Editor group expects the editor to determine whether to allow obscene language in the news columns. The News Staff group slightly approves and the Administrator group disapproves of this behavior.

Concerning the Editorial FUNCTION of the editor, the respondents expect him to confine opinion to the editorial page and provide space for letters to the editor. He should feel free to select editorial

topics which may include interpretation of campus events, criticism of administration policies, promotion of students' interests on controversial issues, and discussion of Stillwater, state or national social and political problems. He is not expected to submit editorials to the publisher prior to publication.

Conflicting expectations exist concerning the editor's endorsement of political candidates. The Administrator and News Staff groups only slightly approve the editor's freedom to endorse student candidates and disapprove his endorsing off-campus political candidates. The Editor group, however, strongly approves the editor's freedom to do both.

Although all respondents agreed the editor should feel free to publish letters from off-campus writers, there were conflicting expectations regarding the editor's obligation to edit letters. The Administrator group and News Staff group only slightly approved of the editing and the Editor group highly approved.

Difference in expectations concerning whether the editor should accept sole responsibility for editorial content was indicated. The Administrator group only slightly approves the editor's accepting this responsibility, and somewhat expects the editor to submit his editorials for the faculty adviser's approval prior to publication. In addition, the Administrator group does not expect the editor to decide whether to allow obscene language in editorials.

The News Staff group expects and the Editor group highly approves of the editor being responsible for editorial content. Neither group expects the editor to submit editorials for approval prior to publication. Both groups expect the editor to determine whether to use obscene language in editorial matter. All three groups registered higher

approval of the editor's judgment in allowing obscene language in editorials than they did for the news columns.

The Administrator and News Staff groups slightly approve the editor's considering the university's image when writing editorials, while the Editor group disapproves.

Regarding the editor's Supervisory FUNCTION, the respondents expect the editor to approve all controversial material before publication and to deal directly with newspaper critics. They do not expect him to determine the number of pages in individual issues of the paper. To assist in his news coverage of the campus, he is expected to actively seek out off-the-record background briefings with news sources. He may feel free to become friends with student government leaders and to extend the deadline for late-breaking news events.

In personnel matters, the editor is expected to hold periodic staff meetings and fire unsatisfactory staff members. He is expected to prevent staff members from using the paper for personal publicity. He may allow staff members to work for other papers.

Conflicting expectations exist concerning paid staff members without journalism training. Administrator and News Staff groups only slightly approve and the Editor group highly approves.

The Editor group highly approves and the News Staff group slightly approves the editor, alone, determining the news staff. The Administrator group slightly disapproves.

The Administrator and Editor groups expect the editor to cooperate with other newspaper departments in planning special newspaper editions to increase revenue. The News Staff group slightly approves.

Different expectations exist concerning the editor's freedom to select syndicated material. The Administrator group slightly approves, the News Staff group expects this and the Editor group highly approves this behavior.

The editor's obligation to make up a budget, alone, for use of his allotted funds also indicated conflicting expectations. The Administrator group slightly disapproved, the News Staff group slightly approved and the Editor group expects the editor to do this.

Whether the editor is free to accept or reject advice of the faculty adviser indicated differing expectations. The Administrator group slightly approved, the News Staff group expected it and the Editor group highly approved.

FOOTNOTES

¹James L. Bruning and B. L. Kinty, "The T-Test for Differences Among Several Means," Computational Handbook of Statistics (Glenview, Ill., 1968), pp. 112-115.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This exploratory study compared the expectations of three groups regarding the role of the editor of The Daily O'Collegian. The 53 participants were members of the editor's SOCIAL SYSTEM. The individual's relationship with the position of editor determined whether he was assigned to the Administrator, Editor, or News Staff group, levels of the independent variable SOCIAL SYSTEM.

Sub-levels of two active independent variables were used to categorize 48 descriptions of an editor's behavior for which participants indicated their degree of approval or disapproval on a seven-point rating scale. The score assigned was presumed to be an indicant of the respondent's perception of the editor's role. The respondent's mean score for each level of behavior was the dependent variable.

The variable, BEHAVIOR, was sub-divided into Must Do and May Do. The variable, FUNCTION, was sub-divided into News, Editorial, and Supervisory.

The author compiled 87 statements concerning an editor's behavior from various articles, journalism textbooks, student and faculty discussions, and observation of The Daily O'Collegian editors. From this group, 48 items were selected to be included in the questionnaire.

Fifty-six questionnaires were sent to the university president, university vice-president for student affairs and auxiliary services,

director and faculty of the School of Journalism and Broadcasting, student publications director, members of the Board of Directors of Oklahoma State University Student Publications, members of The Daily O'Collegian Publishing Company, editors and managing editors of The Daily O'Collegian for the 1967 fall semester through spring semester 1970, and 1970 spring semester news staff members.

Fifty-three usable questionnaires were returned from which responses were tabulated for the variance analysis.

Summary of Differences in Perceived

Editor's Role

The variance analysis of types of FUNCTIONS by types of BEHAVIOR by types of SOCIAL SYSTEM groups revealed significant differences in mean expectations of The Daily O'Collegian editor's over-all role, as measured by mean approval of items designed to represent indicants of that role. Main effects of this exploratory field experiment were not clear-cut in that the mean approval of various editor BEHAVIORS depended on the particular SOCIAL SYSTEM group responding.

For example, Table IV, page 48, shows that all three SOCIAL SYSTEM groups gave a mean approval of 5.54 and 5.17 to the editor's May Do and Must Do BEHAVIORS, respectively. The probability of a difference this large occurring by chance fluctuation was extremely small ($p < .01$). But also in Table IV, the mean approval of the Supervisory FUNCTION was 5.60, significantly greater than the mean approval of News and Editorial FUNCTIONS. However, this greater approval of the Supervisory FUNCTION held true only when the groups were perceiving it in connection with Must Do BEHAVIORS ($\bar{X} = 5.72$). The News and Editorial FUNCTIONS

were less favored as Must Do BEHAVIORS than as May Do BEHAVIORS.

The individual SOCIAL SYSTEM groups--Administrators, Editors, and News Staff--varied significantly in their approval of the editor's BEHAVIORS, but not his FUNCTIONS. Table VI, page 52, shows that the Editor group gave significantly higher approval ($\bar{X} = 5.89$, $p < .001$) to the two levels of BEHAVIOR, combined, than did the Administrator ($\bar{X} = 5.19$) or News Staff group ($\bar{X} = 5.30$). However, this was due mostly to the Editor's higher approval of May Do BEHAVIOR ($\bar{X} = 6.51$) than Must Do BEHAVIOR ($\bar{X} = 5.27$).

The main problem of this study, dealt with in the variance analysis, was to determine how university administrators and news staff members of The Daily O'Collegian expected the editor to behave in relation to the editor's expectations concerning his behavior. In order more fully to answer this question, four objectives were stated at the beginning of the study. Findings related to these objectives were fully discussed in Chapter IV, and will be briefly summarized here.

Objectives and Findings

Objective No. 1. The first objective of this study was to determine areas of agreement concerning the editor's expected duties, thus indicating mandatory or Must Do BEHAVIOR.

In his News FUNCTION, the editor is expected to consult with the faculty adviser on libel, assign reporters to cover off-campus news of special interest to the university community, present all pertinent views on controversial issues, and print names of those charged with criminal acts.

In his Editorial FUNCTION, the editor is expected to confine opinion to the editorial page, edit and print letters to the editor, and interpret campus events through editorials. General approval was indicated for the editor to accept sole responsibility for publication of all editorial and opinion content.

As a Supervisor, the editor is expected to cooperate with the circulation and advertising departments in planning special editions to increase advertising revenue. He is expected to dismiss irresponsible staff members, hold periodic staff meetings, and prevent the staff from using the newspaper for personal publicity. He is expected to approve controversial material before publication and deal directly with newspaper critics.

Objective No. 2. The second objective of this study was to discover areas of agreement concerning unexpected duties for the editor or Can't Do BEHAVIOR.

In his News FUNCTION, the editor is not expected to prevent bad news about the university from being published.

In his Editorial FUNCTION, the editor is not expected to submit his editorials to the publisher prior to publication.

As a Supervisor, the editor is not expected to determine the number of pages for individual issues of the paper.

Objective No. 3. The third objective was to determine areas of agreement concerning the editor's permitted or May Do BEHAVIOR.

In his News FUNCTION, the editor may feel free to determine if a topic is suitable for a news story, print in-depth news stories on local social and political issues, and report meetings of any group whose decisions affect the university community. He may refuse to reveal his

news sources, print unsolicited business material or stories previously printed in other newspapers. He may feel free to cut story length when space is limited.

In his Editorial FUNCTION, the editor may feel free to select topics for editorials including promoting students' interests on controversial issues, criticizing administration policies, and endorsing student political candidates. He may write editorials related to off-campus social and political issues. He may feel free to print letters from off-campus.

In his Supervisory FUNCTION, the editor may feel free to extend the deadline for a late news story. He should feel free to appoint students without journalism training to his paid staff and to allow staff members to work for off-campus newspapers. He should feel free to select any syndicated features within his allotted budget. He may become friends with student government leaders. He should feel free to seek out background briefings on any news subject. He may accept or reject advice from the faculty adviser.

Objective No. 4. The fourth objective of this study was to determine areas of disagreement concerning the editor's actual behavior.

Disagreement existed over whether the editor solely should be responsible for News content. Specific items include whether the editor should withdraw news stories when advised to do so by the faculty adviser or publisher. Disagreement existed over whether the editor should feel free to allow obscene language in news stories.

In his Editorial FUNCTION, disagreement existed concerning the editor submitting his editorials to the faculty adviser prior to publication. Whether the editor should feel free to endorse off-campus

politicians, allow obscene language and consider the university's image in editorials were all areas of disagreement.

In his Supervisory FUNCTION, disagreement existed over whether the editor should make up the budget from his allotted funds and whether he alone should appoint his news staff.

In summary, conflicting expectations existed over whether the editor or the faculty adviser and publisher are ultimately responsible for the news content, editorials, budget, and appointment of the staff. In other words, the editor is free to assign news stories on most any subject, but disagreement existed over whether the publisher or faculty adviser may withdraw the story prior to publication. Similarly, the editor should feel free to write editorials on any topic he judges suitable, but disagreement existed over whether they should be approved by the faculty adviser prior to publication. Who is ultimately responsible for planning the news-editorial budget and staff selections were other areas of disagreement.

Conclusions

Findings from this study indicated the Administrators and Editors as well as the News Staff and Editors had consonant as well as conflicting expectations for the role of the editor of The Daily O'Collegian.

While general approval was indicated for the editor to accept sole responsibility for all editorial content, expectations differed for some general responsibilities such as whether the editor solely should be responsible for news content and appointment of the news staff.

A central point of the problem seemed to be equating the student press with the commercial press. Related to this were the findings of

a master's thesis by Audrey Pennington. The data for her study were collected during the same approximate time period as the data for this study. Her study revealed conflicting perceived functions for The Daily O'Collegian by various publics within Oklahoma State University. Of seven functions and five publics studied, she found that each public, with the exception of the Administration, perceived the Commercial Press as the primary function for The Daily O'Collegian. The Administration ranked House Organ in first place. It should be noted that her publics were categorized differently from the groups in this study.¹

Reflecting this conflict as a national problem, Annette Gibbs stated in a 1970 doctoral dissertation,

Evidence indicates that problems and conflicts concerning student newspaper editorial policies relating to student freedom of expression exist, in some measure, because student editors and institutional administrators are not in agreement as to which topics and ideas should be presented or discussed in the college student newspaper.²

Clarifying the role of editor of The Daily O'Collegian depends to a great extent on an explicit definition of the primary function of The Daily O'Collegian. If the primary function of the newspaper is to inform students, faculty, and administration of campus meetings, events, and activities, then the editor's role will differ greatly from that of the editor of a campus newspaper whose primary function is similar to that of the broader responsibilities of the commercial press.

Insight into the editors' perception of the role can be gained from excerpts from a letter written by Robert Wegener, co-editor of The Daily O'Collegian while this study was conducted, which he attached to his questionnaire. The complete letter is attached as Appendix C.

These questionnaire responses are based on my interpretation of the Daily O'Collegian as a "student newspaper" and not a university "house organ," bulletin board," etc.

If the O'Collegian is to be a "student newspaper" the ultimate authority for most editorial and operating decisions should be in the hands of the editor(s). The editor should be under and only answerable to the board of publications. The board's power should rest with the selection and/or dismissal of the editor, the approval or disapproval of the budget and the establishment of long-range (more than one semester) operating procedures.

There should be no supervisory meddling in basic day-to-day operating and editorial decisions by the board, individual board members, publisher, faculty adviser, etc.

In addition to resolving the conflicting expectations of his role partners, the editor, of course, also faces conflicting expectations from many others--friends, faculty, readers, student government leaders --outside his immediate social system. Clarification of the editor's role for those in his social system should help him resolve the conflicting expectations of these important others.

How may an administrator or staff member expect the editor to resolve conflicting expectations? Gross, Mason, and McEachern in their role analysis of school superintendents and school boards developed a theory of role conflict resolution which was supported by their findings. They suggest that an individual with conflicting expectations will (1) conform to expectation A or expectation B, (2) compromise, or (3) avoid conforming to either expectation. The individual's choice is a function of three variables:

We shall assume that actors are predisposed to conform to expectations they perceive as legitimate and are predisposed to avoid conforming to expectations which they perceive as illegitimate, perceived pressures . . .

If an actor feels that an individual or group has a right to expect him to behave in conformity with a given expectation, he will be predisposed to conform to it . . .

If an actor perceives that failure to conform to an expectation will result in the application of strong negative sanctions, the actor will be predisposed to conform to it . . .³

The third variable in their theory is that orientation of individuals is different. Some individuals may choose on the basis of morals or perception of legitimacy. Others are expedient and will choose on the basis of sanctions. Still others will consider both.⁴

The findings of this study cannot be generalized to other colleges and universities. However, the author hopes this examination of the position of the editor of a campus newspaper can help those who are directly involved with the publication of a campus newspaper become more aware of the great necessity for explicitly defining the editor's role.

Recommendations

Based on the findings of this study, the author recommends that the publisher of The Daily O'Collegian develop and print guidelines defining specific areas of responsibility for the position of editor as well as other key staff positions. Findings from this study which indicate a consensus of expectations could be used as a basis for such guidelines. Where this study has indicated conflicting expectations, the assignment of responsibility should be determined and included in the guidelines.

The author recommends that a copy of the guidelines be presented to each applicant for the position of editor. In addition, informal discussion between the publisher or faculty adviser and the applicant regarding the guidelines should add to his perception of the legitimacy of these expectations.

These guidelines would need to be reviewed and modified, perhaps annually, but should add continuity to each role and decrease present anxiety.

It may be assumed that all who are directly involved with publication of The Daily O'Collegian desire the position of editor to attract the better journalism student--better trained in newspaper techniques and standards with a higher degree of maturity and judgment than the average student. This kind of student is able, conscientious, and used to working independently with little supervision. Most will have had some commercial newspaper experience.

When setting up guidelines, this type of personality should be considered so that the individual holding this position will find it intrinsically rewarding, allowing him to make use of his skills and abilities.

The report of the Special Commission on the Student Press to the President of the University of California states:

The principal, striking difference between the vast bulk of campus journalism and daily, commercial, professional 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.⁵

The staff of a commercial daily works together over a long period of time and can, thus, develop mutual respect for each's professional ability and a knowledge of each person's role in production of the paper. The staff of The Daily O'Collegian makes major changes each semester. Printed guidelines for each major position should simplify this periodic transition and reduce role conflict.

The author recommends further study and development of other avenues to promote this "flexible web of authority." However, specific areas where the editor's authority is limited should be noted in the guidelines.

The Oklahoma State University School of Journalism and Broadcasting participates in the editor-in-residence program sponsored by the American Newspaper Publishers Association. When these professional editors visit journalism classes, perhaps they could explain how this interlocking authority is practiced on their own newspapers, thus adding legitimacy for members of the newspaper staff. More than likely, this practical aspect of newspaper publication is not included in most journalism classes.

The author recommends that the university president schedule a weekly press conference with the editor. During these meetings, the president would have a chance to give his views on upcoming and past news events. He could also keep the editor informed on potential policy changes and their background. In turn, such a conference would provide the editor an opportunity to ask a wide range of questions. Such regular conferences should help reduce misunderstanding, if not tension, between the president and the editor.

Tension between the campus newspaper and the university administration is inevitable whether the paper is an independent entity or the official university newspaper. However, frequent background or off-the-record briefings on important news situations should increase the editor's perception of the administration's position.

The roles of the editor and university administrators are related in such a way that when the editor conforms to his own expectations as a professional newsman, this occasionally interferes with the goals of the administrator, i.e., a favorable image of the university in order to increase funds, both from the legislature and alumni.

For this and other reasons, the current trend is to separate campus newspapers from university control and place them on a self-financing basis as indicated in Chapter II. The Daily O'Collegian receives seventy-five cents per student each semester as part of the student fees. The university does not reimburse the newspaper for copies distributed free to university faculty, administrators, and staff. Whether or not The Daily O'Collegian could survive on a self-financing basis has not been studied.

A financially independent paper is expected to reflect more accurately the diverse interests and values of the student body since it must seek subscriptions rather than rely on blanket student fees for that portion of its income. In addition, the educational experience derived from student management and financial responsibility for their own efforts is cited. Consideration should be given to these concepts when determining limitations on the editor's authority over news content, editorials, staff appointments, and budget.

One important problem with retaining the campus newspaper under university control is that no relevant negative sanctions for the editor are actually present. Firing the editor causes more problems than it solves and, as mentioned earlier, has not occurred in years. For an editor of a student newspaper outside the university, the potential loss of subscriptions and advertising can serve as an important negative sanction. Unless some similar threat can be devised, the publisher must almost totally rely upon the editor's perception of expectations for his role as legitimate. For this reason, thought will have to go into linking responsibility and authority for the editor with sanctions, positive if negative are not available.

Not to be overlooked, however, is the effect of praise by members of the administration for responsible performance by the editor and his staff.

Finally, it should be stressed that the conflicting expectations for the position of editor revealed in this study cannot be expected to be resolved by implementing any or all of the recommendations of the author. It is hoped that some of the conflict can be reduced by clarifying the editor's role for him as well as his superordinates and subordinates. If changes are made, a similar study in the future could measure their success and perhaps suggest more innovative ways to define the editor's responsibility.

Above all, it is hoped that this study can offer all of the editor's role partners a greater awareness of the differing expectations for his position. Knowledge of the amount of conflict to which this position is exposed should encourage cooperation and understanding among all who work directly with the editor of The Daily O'Collegian.

FOOTNOTES

¹Audrey Pennington, "The College Press: Perceived Functions by Various Publics Within the University," (unpub. Master's thesis, Oklahoma State University, 1970), p. 92.

²Annette Gibbs, "Ten Guidelines for Deans and a Free Student Press," Syllabus (Winter, 1970), p. 5.

³N. Gross, W. Mason, and A. McEachern, Explorations in Role Analysis (New York, 1958), p. 285.

⁴Ibid., p. 286.

⁵Special Commission on the Student Press, The Student Newspaper, American Council on Education (Washington, 1970), p. 3.

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American Council on Education. Washington, D. C., 1970.

APPENDICES

APPENDIX A

QUESTIONNAIRE

School of Journalism and Broadcasting
OKLAHOMA STATE UNIVERSITY
Stillwater, Oklahoma
May, 1970

Dear

You have been selected as one of 57 people in the Oklahoma State University community to participate in a study of role perception of the position of editor of The Daily O'Collegian.

Your cooperation in this study is very important as I am trying to find out what people, like you, think the editor should and should not do as well as what the editor may do if he chooses.

The attached questionnaire will require only a short time to complete. Because the number of people selected is small, your help is quite important.

The following pages contain a number of statements which one could approve or disapprove. A seven-point scale beneath each statement allows you to record how much you approve or disapprove each statement.

The sample scale below indicates approximately what the different scale positions are supposed to represent. It should be used as a guide in marking your responses.

Very						Very
Highly	Highly	Slightly	Neutral	Slightly	Highly	Highly
<u>Approve</u>	<u>Approve</u>	<u>Approve</u>	<u>Neutral</u>	<u>Disapprove</u>	<u>Disapprove</u>	<u>Disapprove</u>

On the scale following each statement on these pages, please place an "X" at the position that comes closest to matching your feeling about the statement. For example the statement might read:

The editor should feel free to print names of students in news stories who are on probation or expelled.

If you only slightly approve of this statement, you would place an "X" in the third blank as follows:

Highly						Highly
Approve	_____	_____	X	_____	_____	Disapprove

All items are based on statements that people across the country have made concerning editors of campus newspapers. Statements which include the phrase, "the editor should," are not to be interpreted as being advocated by me. This phrase indicates the editor should perform this way every time.

It is not necessary for you to sign your name. The word administrator, staff or editor written in the righthand corner indicates your relationship with the position of editor.

Remember that there are no "right" or "wrong" answers to any of the statements; it all depends on your own viewpoint. Please mark every statement, but every statement should have only one mark.

I will be very grateful if you will take the time to fill out the questionnaire as instructed and return it to me in the enclosed, self-addressed, stamped envelope.

Sincerely,

Mrs. Susan Carter

1. The editor should consult with the faculty adviser on any news story which the editor thinks may be libelous.

highly approve _____ highly disapprove

2. The editor should assign a reporter to cover off-campus news of special interest to the university community. Example: meetings of the state legislature when the budget is set for higher education, Stillwater city commission meetings.

highly approve _____ highly disapprove

3. The editor should take special care to be sure that all pertinent views are presented in news stories on controversial issues, particularly in areas where opinion of the general student body are involved. Example: Disruption of library services by black students.

highly approve _____ highly disapprove

4. The editor should be solely responsible for publication of all news content.

highly approve _____ highly disapprove

5. When the editor thinks a news story gives the reader a bad image of the university, he should prevent it from being published.

highly approve _____ highly disapprove

6. The editor should print names and stories concerning members of the university community who are charged with criminal acts such as theft, possession of drugs, etc.

highly approve _____ highly disapprove

7. The editor should withdraw news stories from the paper before publication if the publisher advises him to do so.

highly approve _____ highly disapprove

8. The editor should withdraw news stories from the paper before publication if the faculty adviser advises him to do so.

highly approve _____ highly disapprove

9. The editor should make sure that opinion is confined to the editorial page in opinion columns and editorials.

highly approve _____ highly disapprove

10. The editor should provide a forum on the editorial page for exchange of comment and criticism, even if it is contrary to the newspaper's point of view. Example: Letters to the Editor space.

highly approve _____ highly disapprove

11. The editor should accept sole responsibility for publication of all editorial and opinion content.

highly approve _____ highly disapprove

12. The editor should submit his editorials to the faculty adviser for approval before publication

highly approve _____ highly disapprove

13. The editor should submit his editorials to the publisher for approval before publication.

highly approve _____ highly disapprove

14. The editor should edit any letter to the editor for style, brevity, conciseness and accuracy before publication.

highly approve _____ highly disapprove

15. The editor should attempt through editorials or opinion columns to interpret campus events for the university community and set it in perspective from all information available to him. Example: Funding for the new parking facility or the Valerie Colvin Physical Education Center or Student Senate action.

highly approve _____ highly disapprove

16. Since the Daily O'Collegian has an off-campus public, the editor should keep in mind the impression of the university he is creating when writing editorials.

highly approve _____ highly disapprove

17. The editor, alone, should make up the budget setting salaries for staff, money for photographs, syndicated columns and other expenses within his allotted funds.

highly approve _____ highly disapprove

18. The editor should cooperate with the circulation and advertising departments in planning special editions to increase advertising revenue.

highly approve _____ highly disapprove

19. The editor should, with board of publications approval, dismiss staff members who, in his opinion, are irresponsible or do unsatisfactory work.

highly approve _____ highly disapprove

20. The editor, alone, should determine his news organization and appoint all members of the news staff.

highly approve _____ highly disapprove

21. The editor should hold periodic staff meetings to discuss contents of the paper, receive staff suggestions and critique the newspaper.

highly approve _____ highly disapprove

22. The editor should be on hand to approve all articles, letters or other material proposed for publication which involve public controversy before they are published.

highly approve _____ highly disapprove

23. The editor should deal directly with all persons concerning newspaper criticism himself rather than asking the publisher to serve as a "buffer" or mediator.

highly approve _____ highly disapprove

24. The editor should make sure members of the news staff do not take advantage of the newspaper for their own personal publicity. Example: photographs or feature stories about individuals on staff.

highly approve _____ highly disapprove

25. The editor should feel free to refuse to reveal his sources for a news story.

highly approve _____ highly disapprove

26. The editor should feel free to assign reporters to write in-depth, interpretative news stories on social and political issues on campus such as drugs, the pill, racial problems, etc.

highly approve _____ highly disapprove

27. The editor should feel free to report meetings of any group whose decisions would affect members of the university community.

highly approve _____ highly disapprove

28. The editor should feel free to use his own judgment on whether to allow obscene language in news and feature stories.

highly approve _____ highly disapprove

29. The editor should feel free to determine whether a particular topic is suitable for a news story.

highly approve _____ highly disapprove

30. The editor should feel free to determine whether to print unsolicited material which is not carried as paid advertising.
Example: local business announcements.

highly approve _____ highly disapprove

31. When a news story has previously been printed in the Stillwater News-Press or other state paper, the editor should feel free to refuse to publish it in The Daily O'Collegian.

highly approve _____ highly disapprove

32. When space is limited, the editor should feel free to cut the length of a major sports story in order to print news about intellectual activities such as conferences on drugs or sex education.

highly approve _____ highly disapprove

33. The editor should feel free to print letters to the editor from persons outside the university community.

highly approve _____ highly disapprove

34. The editor should feel free to criticize present administration policies or policy changes in editorials, but he is obligated to base his criticism on complete and accurate information available to him.

highly approve _____ highly disapprove

35. The editor should feel free to use his own judgment in selecting topics for editorials.

highly approve _____ highly disapprove

36. The editor should use his own judgment in whether to allow obscene language in editorials and opinion columns.

highly approve _____ highly disapprove

37. The editor should feel free to write editorials promoting students' interests on controversial issues. Example: tuition increase or dormitory closing hours.

highly approve _____ highly disapprove

38. The editor should feel free to endorse candidates for student political offices.

highly approve _____ highly disapprove

39. The editor should feel free to endorse Stillwater, state or national political candidates.

highly approve _____ highly disapprove

40. The editor should feel free to write editorials related to Stillwater, state or national social and political problems when they affect members of the university community. Example: Military draft lottery, voting age, open housing.

highly approve _____ highly disapprove

41. The editor should feel free to appoint students without journalism training to his paid staff.

highly approve _____ highly disapprove

42. The editor should feel free to select and order any syndicated features he desires, such as cartoons or columns, within his allotted budget.

highly approve _____ highly disapprove

43. The editor should feel free to become friends with student government leaders, but he should be strictly objective in reporting their activities.

highly approve _____ highly disapprove

44. The editor should feel free to determine the number of pages in each issue of the paper regardless of the amount of advertising sold.

highly approve _____ highly disapprove

45. The editor should feel free to aggressively seek out background briefings or off-the-record information on any subject from any news source in the university community. This information would not be for publication but would enable the editor to better understand the situation.

highly approve _____ highly disapprove

46. The editor should feel free to allow a member of the news staff to accept employment as campus reporter for a state newspaper.

highly approve _____ highly disapprove

47. The editor should feel free to accept or reject advice offered by the faculty adviser.

highly approve _____ highly disapprove

48. The editor should feel free to extend the deadline in order to include a late-breaking news event.

highly approve _____ highly disapprove

APPENDIX B

PARTICIPANTS' SCORES ON QUESTIONNAIRE

ADMINISTRATORS' SCORES FOR EDITOR'S MUST DO BEHAVIOR IN
NEWS, EDITORIAL, AND SUPERVISORY FUNCTIONS

Item	<u>News</u>								<u>Editorial</u>								<u>Supervisory</u>							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
1	7	7	3	7	1	7	1	1	7	5	7	1	1	5	7	1	7	5	7	7	7	7	7	7
2	7	7	7	2	2	6	6	6	6	7	3	6	3	7	7	4	2	7	7	3	7	7	7	7
3	6	6	6	6	2	6	2	5	6	6	6	3	2	6	6	2	4	2	6	6	5	5	6	6
4	7	5	7	6	3	5	7	6	6	6	3	6	5	6	6	6	3	6	6	2	6	3	5	4
5	7	7	7	6	2	4	5	5	7	7	7	1	1	5	6	3	1	6	7	1	7	6	7	6
6	7	7	7	1	5	3	7	7	7	7	1	7	5	3	5	7	1	7	7	1	7	7	7	7
7	7	6	7	1	3	1	7	7	7	7	2	3	3	7	7	5	1	7	7	1	7	7	1	6
8	7	7	7	2	2	5	6	5	7	7	2	6	6	1	5	6	1	7	6	6	7	6	2	7
9	7	6	7	1	1	5	7	7	7	7	2	7	7	7	6	4	2	7	7	2	7	7	6	7
10	7	5	7	5	4	7	5	6	7	7	5	5	4	7	7	5	6	6	7	7	7	7	6	7
11	7	4	7	3	3	7	7	7	7	7	3	3	3	3	3	6	2	5	7	4	7	5	4	7
12	7	5	6	1	5	7	7	7	7	6	3	5	4	1	6	6	1	7	7	3	7	6	6	7
13	7	6	7	5	4	3	5	5	7	7	2	2	2	6	6	2	5	7	6	6	7	7	3	7
14	7	6	7	6	2	6	4	4	7	7	4	2	1	3	7	2	4	5	7	6	7	7	6	7
15	7	4	4	6	3	5	3	6	7	7	7	5	3	7	6	3	6	7	3	5	7	6	7	4
16	6	6	6	2	1	5	5	5	7	7	6	2	2	2	5	5	5	6	6	4	7	7	6	6
17	7	7	7	2	1	6	6	7	7	7	6	5	3	3	7	5	1	7	7	2	7	7	6	7
18	7	5	7	6	1	7	7	7	7	7	7	1	1	7	7	1	6	5	7	7	7	7	7	7
19	7	3	7	2	1	1	7	7	6	6	6	5	5	6	6	4	2	7	2	1	7	6	6	7
20	7	6	7	5	3	5	7	7	7	7	7	3	3	7	7	7	5	7	7	3	7	7	7	7
21	7	6	7	2	3	6	6	6	7	7	5	7	7	7	7	6	2	6	6	3	7	7	5	7
22	7	7	7	1	1	5	7	7	7	7	1	5	5	7	6	7	7	7	7	5	7	3	4	7

EDITORS' SCORES FOR EDITOR'S MUST DO BEHAVIOR IN
NEWS, EDITORIAL, AND SUPERVISORY FUNCTIONS

Item	<u>News</u>								<u>Editorial</u>								<u>Supervisory</u>							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
23	6	7	7	7	1	7	1	5	7	7	7	1	1	1	7	1	7	1	7	7	7	2	7	7
24	7	7	7	2	1	2	7	7	7	7	7	3	1	7	7	3	6	6	7	6	7	7	7	7
25	6	7	7	5	1	7	2	2	7	7	7	1	1	7	6	1	6	6	7	7	7	7	7	7
26	7	7	7	4	1	7	7	1	5	7	4	1	4	7	7	4	5	7	7	6	6	7	6	6
27	7	7	7	4	1	3	2	2	5	7	7	1	1	5	7	1	4	5	7	4	7	6	7	7
28	7	7	7	7	5	5	3	3	7	7	7	6	3	7	7	7	7	7	7	7	7	7	7	7
29	7	6	6	4	1	5	2	2	7	7	6	2	1	7	5	2	7	7	6	7	7	7	7	7
30	7	6	7	6	1	7	4	4	3	7	6	1	1	7	6	2	6	6	1	7	6	7	4	7
31	7	7	7	4	1	3	1	1	7	7	7	1	1	7	7	1	4	5	7	7	7	7	7	7

STAFF SCORES FOR EDITOR'S MUST DO BEHAVIOR IN
NEWS, EDITORIAL, AND SUPERVISORY FUNCTIONS

Item	<u>News</u>								<u>Editorial</u>								<u>Supervisory</u>							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
32	7	7	7	3	1	7	5	5	7	7	1	3	3	7	7	5	2	6	6	2	7	7	6	7
33	6	5	5	4	1	6	4	3	6	6	7	2	4	6	6	4	4	6	5	4	6	5	4	6
34	7	6	7	3	1	5	5	6	7	6	6	6	4	7	6	5	5	6	7	7	6	7	7	7
35	6	7	6	5	1	6	2	3	7	7	7	1	1	3	7	2	7	5	7	7	7	5	7	7
36	6	7	7	3	2	6	2	3	7	7	7	1	1	4	7	7	6	6	4	7	7	6	7	2
37	7	6	7	5	1	3	1	5	7	7	6	5	2	2	3	7	5	3	6	6	7	7	6	5
38	7	7	7	4	1	7	6	5	7	1	7	1	1	3	7	4	5	3	7	6	7	7	7	7
39	7	7	7	2	2	2	4	4	6	7	7	2	2	7	4	4	3	5	6	3	7	5	6	7
40	7	6	7	4	5	5	6	7	7	7	7	5	3	2	7	7	2	7	7	3	7	7	7	7
41	7	6	6	7	1	6	2	2	5	7	7	1	1	7	7	4	7	5	1	7	7	6	6	6
42	7	7	7	3	1	4	1	2	7	7	1	4	3	5	7	4	4	4	6	4	7	7	7	7
43	7	7	7	7	1	4	4	4	7	7	7	1	1	1	5	7	4	7	2	7	2	7	7	7
44	7	6	7	7	1	6	3	3	7	7	7	2	1	7	7	7	5	7	7	5	7	5	7	7
45	6	6	7	3	2	5	5	5	6	7	6	2	2	4	6	5	3	7	7	5	7	6	5	6
46	6	6	7	3	2	4	3	3	7	7	5	5	2	6	4	5	6	5	3	6	5	6	5	5
47	6	6	6	5	2	1	1	1	5	7	6	1	1	3	6	2	7	2	7	2	5	5	6	7
48	6	7	6	6	2	4	1	3	5	7	6	1	1	5	6	5	7	5	2	7	7	6	6	6
49	6	6	6	5	3	5	5	5	7	7	2	1	1	2	6	6	6	6	7	7	7	7	6	5
50	7	5	7	6	1	5	4	2	6	7	1	2	2	3	6	3	6	5	7	6	7	7	7	6
51	7	7	5	4	2	4	2	2	7	7	6	2	1	2	6	2	2	6	7	3	7	6	6	6
52	6	6	6	3	3	5	3	3	5	7	5	3	3	7	5	5	3	5	5	3	7	6	5	6
53	5	3	7	4	4	4	3	2	3	7	2	2	1	6	4	6	3	1	3	1	7	6	4	4

Participants

ADMINISTRATORS' SCORES FOR EDITOR'S MAY DO BEHAVIOR IN
NEWS, EDITORIAL, AND SUPERVISORY FUNCTIONS

Item	<u>News</u>							<u>Editorial</u>							<u>Supervisory</u>									
	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
1	7	7	7	7	7	7	7	7	7	7	7	7	7	1	1	7	4	7	1	2	7	7	7	7
2	5	7	7	3	5	6	5	7	7	7	6	3	6	5	5	5	3	3	2	3	7	7	3	7
3	6	6	6	5	6	5	5	7	6	7	6	5	6	6	6	6	6	6	6	6	6	6	5	6
4	6	7	6	2	5	4	5	6	5	6	6	3	6	5	3	5	5	6	6	2	6	6	2	5
5	7	7	7	2	7	6	6	6	6	7	7	2	7	6	5	6	5	6	6	1	6	3	3	5
6	5	7	7	1	1	1	5	5	5	7	3	1	5	5	5	5	7	3	7	1	5	5	3	5
7	2	5	1	1	3	1	6	6	5	7	5	1	5	6	2	6	2	2	7	2	5	1	2	5
8	7	7	6	2	6	2	5	5	3	5	5	2	5	4	2	6	4	5	6	2	7	4	5	5
9	4	6	6	1	5	1	6	6	5	6	6	1	6	1	1	6	1	5	7	2	7	5	5	7
10	7	7	7	5	5	7	5	7	6	7	6	5	7	7	7	7	6	7	7	4	6	6	5	7
11	1	6	6	1	5	6	4	5	6	7	6	1	5	1	1	6	5	2	7	3	3	3	5	6
12	7	7	6	1	3	2	6	4	2	6	2	1	3	5	2	3	2	2	6	3	5	3	7	5
13	6	6	6	2	5	5	3	6	5	7	6	2	7	1	1	7	7	2	6	2	6	6	5	6
14	7	7	7	6	7	4	6	5	7	7	7	6	7	6	6	7	5	6	7	1	7	5	7	7
15	7	7	7	5	2	4	3	4	7	7	7	5	7	6	4	7	5	7	5	2	6	7	6	7
16	6	7	6	6	6	3	2	5	6	7	6	7	7	6	6	6	7	6	6	1	6	6	5	6
17	7	7	7	7	7	1	6	5	7	7	6	5	7	1	1	6	5	6	7	2	6	7	3	7
18	7	7	7	2	7	7	7	7	7	7	7	2	7	1	7	7	7	7	7	3	7	7	7	7
19	2	7	7	2	7	7	7	6	5	6	7	6	7	6	2	6	7	7	6	6	7	6	2	7
20	6	6	5	1	6	4	3	4	3	5	7	1	5	5	3	7	3	4	4	2	4	3	3	5
21	5	6	4	1	6	4	4	7	6	7	5	1	7	4	4	7	6	5	7	1	7	5	2	2
22	7	7	7	1	1	7	1	7	7	7	7	1	7	1	1	7	7	1	7	1	7	7	1	1

Participants

EDITORS' SCORES FOR EDITOR'S MAY DO BEHAVIOR IN
NEWS, EDITORIAL, AND SUPERVISORY FUNCTIONS

Item	<u>News</u>									<u>Editorial</u>									<u>Supervisory</u>								
	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48			
Participants	23	7	7	7	7	7	7	4	7	7	7	7	7	7	7	7	7	7	7	7	3	7	7	7	7		
	24	7	7	7	5	7	7	7	7	7	7	5	7	7	7	6	7	7	7	7	7	7	6	7	5	7	
	25	5	7	7	6	7	5	7	7	7	7	7	7	7	7	7	7	7	7	7	2	5	7	7	7		
	26	7	7	7	7	7	7	7	7	7	7	7	7	7	4	7	7	7	7	7	3	6	7	7	7		
	27	7	7	7	7	7	7	6	7	7	7	7	7	7	7	7	7	7	7	7	3	6	7	7	7		
	28	6	7	7	5	7	6	5	6	7	7	7	6	7	7	7	7	7	7	6	4	7	5	4	6		
	29	7	7	7	5	6	6	6	4	6	7	7	6	7	7	6	7	7	7	6	4	5	6	6	7		
	30	6	7	6	1	6	6	7	6	7	7	7	1	7	6	6	7	7	7	6	4	6	6	7	7		
	31	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	5	7	7	7	7		

STAFF SCORES FOR EDITOR'S MAY DO BEHAVIOR IN
NEWS, EDITORIAL, AND SUPERVISORY FUNCTIONS

Item	<u>News</u>								<u>Editorial</u>								<u>Supervisory</u>							
	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
32	5	7	7	5	6	3	1	7	5	7	6	5	6	2	1	6	5	5	6	3	7	5	7	7
33	7	5	4	3	5	6	6	2	4	6	5	4	6	4	4	6	5	4	5	2	3	5	2	6
34	5	7	7	3	5	7	7	6	6	7	5	3	7	5	5	6	4	6	6	5	3	6	3	7
35	1	7	7	5	7	4	7	7	1	7	7	5	7	2	2	6	2	7	5	3	7	7	4	7
36	7	7	7	6	7	7	2	7	7	7	7	7	7	5	1	7	7	7	7	4	7	7	6	7
37	7	7	6	6	2	7	6	5	6	7	5	6	7	2	1	7	5	6	7	2	6	7	6	7
38	7	7	7	2	7	7	7	3	7	7	7	3	7	7	3	7	3	6	6	6	7	7	6	7
39	7	7	7	5	5	4	6	4	7	7	5	5	5	3	2	5	4	5	7	4	5	5	5	7
40	7	7	7	1	2	3	2	7	4	7	7	3	6	6	5	7	7	7	7	4	7	7	6	7
41	6	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	4	7	7	7	6
42	7	7	7	7	7	4	6	7	7	7	7	7	7	7	7	7	7	7	7	4	7	7	7	7
43	7	7	7	7	7	4	4	1	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
44	6	7	7	5	6	6	6	3	7	7	7	5	7	3	3	7	3	3	7	2	7	6	5	7
45	6	6	6	1	6	5	3	4	5	7	6	6	6	4	4	5	7	6	7	3	6	5	6	7
46	6	6	6	3	6	6	5	3	5	7	6	5	6	3	5	6	3	5	7	2	5	6	3	6
47	6	7	7	7	7	7	7	1	7	7	7	7	7	3	2	7	4	7	7	6	6	7	7	7
48	7	7	7	6	6	7	6	3	5	6	7	6	6	5	5	7	6	7	5	5	6	6	5	7
49	6	7	7	3	5	5	6	7	6	7	7	7	6	4	4	7	7	6	7	3	6	6	7	7
50	7	7	7	6	6	7	1	1	6	7	4	7	7	1	1	6	1	7	7	5	6	7	7	7
51	6	6	6	6	6	6	6	2	7	7	7	6	6	6	6	6	6	6	6	2	6	6	5	6
52	4	6	6	5	5	3	6	3	5	6	5	5	6	3	3	5	4	5	6	3	5	6	5	6
53	7	7	7	4	4	3	6	5	6	5	2	3	7	7	7	6	3	4	7	6	6	7	7	7

Participants

APPENDIX C

LETTER FROM 1970 CO-EDITOR
OF THE DAILY O'COLLEGIAN

THE DAILY O'COLLEGIAN

Room 105 (Basement) Communications Building

OKLAHOMA STATE UNIVERSITY, STILLWATER, OKLAHOMA 74074

Sue,

These questionnaire responses are based on my interpretation of The Daily O'Collegian as a "student newspaper" and not a university "house organ," "bulletin board," etc.

If the O'Collegian is to be a "student newspaper," the ultimate authority for most editorial and operating decisions should be in the hands of the editor(s). The editor should be under and only answerable to the board of publications. The board's power should rest with the selection and/or dismissal of the editor, the approval or disapproval of the budget and the establishment of long-range (more than one semester) operating procedures.

There should be no supervisory meddling in basic day-to-day operating and editorial decisions by the board, individual board members, publisher, faculty adviser, etc.

If the O'Collegian is to be a "student newspaper," also, it might be "divorced" from the School of Journalism. This is suggested for one reason: If the O'Collegian is criticized for operating procedures or editorial matter by the university community members, the entire J-School is not held in disfavor. Also, for a similar reason, the position of publisher should be abolished so this faculty member will not find himself under "fire" from the administration because of its disapproval of actions by the student staff. Such a move might also improve and simplify internal O'Collegian affairs.

The faculty adviser, who should hold advisory not supervisory responsibilities directly, could replace the publisher as a voting member on the board of publications. He would then still maintain certain supervisory powers over the staff via his recommendations to the board. The adviser could also serve as the link between the administration and the editorial and business staffs of the O'Collegian.

Since the staff of the O'Collegian might continue to be made up primarily of journalism students, the J-School faculty might be called upon by the editor and faculty adviser from time to time to offer professional advice.

No doubt, there are holes in the above proposals. I only offer them, in my opinion, as more workable alternatives to the present system and to more clearly define my perception of the position of O'Collegian editor.

Should the supreme "powers-to-be" decide "officially" that the O'Collegian is a bulletin board or house organ disregard the above and pray or something...

bob

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