

THE COLLEGE PRESS: PERCEIVED FUNCTIONS

BY VARIOUS PUBLICS WITHIN

THE UNIVERSITY

By

AUDREY PENNINGTON

Bachelor of Science

Oklahoma State University

Stillwater, Oklahoma

1969

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
MASTER OF SCIENCE
July, 1970

OKLAHOMA
STATE UNIVERSITY
LIBRARY
OCT 28 1970

THE COLLEGE PRESS: PERCEIVED FUNCTIONS
BY VARIOUS PUBLICS WITHIN
THE UNIVERSITY

Thesis Approved:

Walter J. Ward

Thesis Adviser

Lemuel D. Groome

D. Archer

Dean of the Graduate College

763638

PREFACE

This thesis was concerned with perceptions of functions of the college press by various publics with the university. Widely varying assessments of functions by different groups within the university community have been reported by many journalism educators and researchers.

However, each of these previous "models" of functions has been limited in the sense that only several functions were surveyed by one or two publics. This exploratory survey was aimed at observing mean agreements for seven major functions: Public Relations, Journalism Laboratory, House Organ, Journal of Student Opinion, Faculty Publicity, Extra-Curricular Activity and Commercial Press. The five groups surveyed for their agreement on these functions were: Administration, Journalism Faculty, Newspaper Staff, Faculty and Students.

With the help of competent judges from each public, statements representative of the functions were chosen to aid in helping insure a more "objective" look at the college press. I would like to express my appreciation to judges: Mr. Paul Kasper, Assistant Dean of Student Affairs, and Mr. A. N. James, Assistant Director of Personnel Services; Mrs. Richard Kleeman and Mr. Tom Huddleston, journalism faculty; Miss Cindy Leese and Mr. Steve Hiney, O'Collegian staff; Miss Ellen Flottman and Miss Bernice Kopel, faculty; and Miss Sharron Brummett, Mrs. E. Warren Kelley and Mr. Tom Harbison, students.

For his development and execution of a computer program designed to analyze data from raw scores, Mr. John Thompson deserves special acknowledgment. His talents in writing a program tailored especially for this study resulted in speed and accuracy far beyond any possible effort by the author.

Consideration of this thesis by my committee, Dr. Walter Ward, Dr. Harry Heath and Mr. Lemuel Groom, is appreciated. I am especially obligated to Dr. Ward for his encouragement and motivation to undertake and complete this study. His instruction in the graduate program resulted in an appreciation of knowledge more profitable than an awareness of research techniques: cognitive discipline.

These persons who aided with material contributions deserve recognition for their efforts. However, I would be equally remiss to omit gratitude for the unfailing support by special persons, unnamed here, for they know it well.

Perhaps too-often silent, the greatest appreciation is due my family for their financial and personal interest in providing me the opportunity for graduate study.

TABLE OF CONTENTS

Chapter	Page
I. PROBLEMS AND OBJECTIVES	1
Operational Definitions	3
II. REVIEW OF THE LITERATURE,	6
Models of College Press Functions	7
Public Relations Function.	12
Journalism Laboratory Function	15
Extra-Curricular Activity Function.	16
Faculty Publicity Function	17
House Organ Function	17
Journal of Student Opinion Function	18
Commercial Press Function.	19
Assignments of Function	22
Conflicting Functions - Pressure Groups	29
Footnotes	31
III. DESIGN, METHODOLOGY AND ANALYSIS	35
Design	35
Survey and Testing Procedures	38
Analysis	42
Hypothesis.	45
Footnotes	49
IV. FINDINGS: COLLEGE PRESS FUNCTIONS AS PER- CEIVED BY VARIOUS UNIVERSITY PUBLICS.	50
Questionnaire Response,	51
Tests of Research Questions	51
Summary.	77
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	88
Differences Among Publics and Functions	89
Conclusions	93
Recommendations	94
A SELECTED BIBLIOGRAPHY	96

Chapter	Page
APPENDICES	97
APPENDIX A - STATEMENTS ON COLLEGE PRESS FUNCTIONS FOR QUESTIONNAIRE	98
APPENDIX B - QUESTIONNAIRE	99
APPENDIX C - REMINDER SENT TO RESPONDENTS	108
APPENDIX D - COMPUTER OUTPUT OF DATA AND ANALYSIS OF VARIANCE	110

LIST OF TABLES

Table	Page
I. Factorial Analysis Paradigm of Hypothetical Data.	43
II. Analysis of Variance Table for Hypothetical Data.	44
III. Analysis of Variance Paradigm: Mean Agreement Scores for Statements of Function by Various Publics Within the University	53
IV. Analysis of Variance Table.	55
V. Mean Difference Scores for Functions by Publics	82

LIST OF FIGURES

Figure	Page
1. 5 x 7 Factorial Analysis Paradigm Illustrating How Variables Are Juxtaposed,	2
2. 5 x 7 Factorial Analysis Paradigm Illustrating How Variables Are Juxtaposed,	38
3. Summated Rating Scale Used in Questionnaire Showing Various Levels of Agreement or Disagreement, and the Numerical Value of Each Level.	39
4. Variances for Hypothetical Data,	44
5. Questionnaire Response by the Various Publics and Percentage of Returns,	51
6. Relative Order of Functions and Means of Agreement for the Total Respondents Surveyed	54
7. Relative Order of Publics and Means of Agreement for All Functions of the College Press,	58
8. Relative Order of Publics and Means of Agreement for Public Relations Function,	60
9. Relative Order of Publics and Means of Agreement for Commercial Press Function,	62
10. Relative Order of Publics and Means of Agreement for Student Opinion Function,	65
11. Relative Order of Publics and Means of Agreement for House Organ Function,	67
12. Relative Order of Publics and Means of Agreement for Faculty Publicity Function,	69
13. Relative Order of Publics and Means of Agreement for Journalism Laboratory Function,	70
14. Relative Order of Publics and Means of Agreement for Extra-Curricular Activity Function,	71

CHAPTER I

PROBLEM AND OBJECTIVES

The over-riding problem undertaken in this study was to determine, within limitations, the degree to which membership in a particular university public determines a person's perception of various functions of the college press.

There has been much speculation about the functions of the college newspaper. Journalism educators have studied the effect of conflicting functions on the performance of the college press. Several of them have set up "models" of the functions of the college press. Generally cited in discussions about the functions of student newspapers are Walter Wilcox, E. J. Hopkins, Robert Schoonover and Herman Estrin.

Although the specific names of the functions may differ in the individual models, seven common elements or assignments of function are found throughout: public relations for the university, house organ, publicity for the faculty, extra-curricular activity, journal of student opinion, laboratory for journalism classes and the "normal" commercial newspaper.

There is also evidence that these functions are assigned to the college press in varying degrees of agreement by different groups in the university: the administration, faculty, students, journalism faculty and staff of the student newspaper, according to their role within the university.

There has been limited research in determining the strengths of the functions in relation to the various publics of the university-- limited in the sense that only a few publics are surveyed, and not all functions are included. One thesis has been published, for example, relating the attitude of administrators and advisers with five of the seven functions listed above.

This survey will include all seven functions from five points of view, the major publics of the university: administration, faculty and students, and two pertinent sub-publics: journalism faculty and the student newspaper staff.

The main effects, function and public, are the independent variables. The interaction effect of public and function yields a 5 x 7 two-dimensional factorial analysis design. The dependent variable is the mean agreement scores measuring functions of the college press.

		Publics				
		Adminis- tration	Faculty	Students	Journ. Faculty	Student Newspaper Staff
<u>Functions</u>	Public Relations					
	Journalism Laboratory					
	House Organ					
	Extra-Curricular Activity					
	Student Opinion					
	Faculty Publicity					
	Commercial Press					

Mean Agreement Scores on
Statements Measuring Function
of the College Press

Figure 1. 5 x 7 Factorial Analysis Paradigm Illustrating How Variables Are Juxtaposed

This design outline will be discussed fully in the methodology chapter, page 35.

Operational Definitions

Following are operational definitions of the independent variables used in determining statements measuring functions, as well as the populations of the publics surveyed. They are presented here to give the reader a frame of reference in reviewing the literature.

Administrator. An official who usually holds campus-wide responsibility for a major university management or administrative function of a permanent character. With the exception of academic deans and their subordinate levels, administrators comprised all positions listed on an Oklahoma State University administrative chart secured from the Director of Personnel's office.

Faculty. A person engaged primarily in teaching, research or extension, having rank equivalent to, or higher than, Instructor. This included all Instructors, Assistant Professors, Associate Professors, Professors and Distinguished Research Professors at Oklahoma State University in Stillwater, with the exception of those in the School of Journalism.

Student. Any person enrolled in at least 12 hours undergraduate, or 6 hours graduate credit, for his third semester at Oklahoma State University, not majoring in Journalism or listed as a staff member of the Daily O'Collegian.

Journalism Faculty. Any person currently teaching a journalism course at Oklahoma State University, with at least the rank of graduate assistant.

Newspaper Staff. Any person who has been listed as a staff member of the Daily O'Collegian for at least one semester, or is listed during the current semester.

Public Relations. The college newspaper should present a positive picture of university policies and activities with an objective of establishing meaningful rapport with the community, state and other universities and colleges.

Journalism Laboratory. The college newspaper should train students to become professional journalists. Use of the school newspaper should train students by giving them experience in editing, reporting, and all other phases of newspaper journalism, layout and headline writing, and to begin to develop a sense of social responsibility of the press.

House Organ. The college newspaper should be an internal communications medium keeping students, faculty, administration and staff informed of campus news.

Extra-Curricular Activity. The college newspaper should provide a worthwhile activity for students: a club for those persons with an interest in journalism either as a hobby interest, or as a chance for social contact.

Journal of Student Opinion. The college newspaper should provide a forum where students may express their opinions, and staff members make editorial and news decisions concerning day-to-day content of the student newspaper.

Faculty Publicity. The college newspaper should report academic activities of the faculty.

Commercial Press. The college newspaper should operate according to the procedures, standards, freedoms and goals of the "normal" commer-

cial newspaper. It should operate under the recommendations set up by the 1947 Commission on Freedom of the Press:

1. To provide a truthful, comprehensive, and intelligent report of the day's events in a context to give them meaning.
2. To serve as a forum for the exchange of comment and criticism.
3. To give a representative picture of the constituent groups in society.
4. To help in the presentation and clarification of the goals and values of the society.
5. To provide full access to the day's intelligence.

CHAPTER II

REVIEW OF THE LITERATURE

A search through literature concerning the college newspaper resulted in a vast quantity of material relevant to college press functions and university publics' assessments of these functions. This chapter is comprised of pertinent references to justify the categories of functions and publics studied in this research.

To prepare a set of rules, a structured model, designed to outline the areas of college press function, would be pointless. Each institution has its own purposes and problems.

Perhaps one generalization is permissible: In terms of function, the college press is laboring under a complicated, contradictory, and burdensome mandate. Until functions are more clearly defined, problems will continue. A mere chart will not do; the functions must include the latent as well as the manifest, the true requirements of the college press.¹

This structured model of college press functions that Walter Wilcox, Professor of Journalism, University of California at Los Angeles, talks about in an article originally published in The College Press Review, has been the subject of many articles and essays by journalism educators. Some discussions of the college press functions are placed in a meaningful context relating to the university. Exactly what is a college newspaper? What are its functions?

Models of College Press Functions

Five functions are stated by John H. Harrington in his doctoral dissertation, A Critical Analysis of the Relationship of the Student Newspaper to the Educational Objectives of the Junior Colleges, cited by Elizabeth McGuinness in her thesis on the function of the junior college press. The conclusions formulated are applicable to the college press in general:

General objectives of the student newspaper are to inform, influence, and entertain campus readers. More specific purposes include: (a) to serve as a primary means of news dissemination, (b) to serve and stimulate student opinion and government, (c) to contribute to the program of journalism training, and (d) to serve as part of the public relations program of the college, even though the contents of the paper are primarily for and by the students.

The fifth function is mentioned earlier in the dissertation, when Harrington quotes the doctoral dissertation of David P. Bergin, citing the newspaper's function as an extra-curricular activity.²

A well-known and accepted list of functions is the model set up by Ernest Jerome Hopkins on his leaving Arizona State College in Tempe:

I found five distinct concepts as to the place and purpose of the college newspaper, none of which was that of a 'regular' or 'ordinary' newspaper on which a professional might work or train.

1. The administration viewed the newspaper as an official publication whose utterances involved the entire college.
2. The faculty viewed the newspaper as a medium of publicity, departmental or personal, friendly or unfriendly..., they were inclined to be jittery about it...
3. The student association viewed it as a house organ of the student government.
4. The journalism students viewed it as their own.

5. The journalism professor viewed it as a laboratory for training students.

None of these concepts was the entire story; all differentiated the campus paper from a normal community newspaper and put it into a class apart.

This was important, for each assumption carried its own inferences as to how the paper should be controlled. As a college house-organ, it could and almost inevitably would be carefully censored. As a publicity medium, its editor would be a publicity man and its news values, press agent values. As an Associated Students paper, it would be the political organ of the student politicians in office in any year, and if it criticized them, it might be sunk. As a staff owned paper, it would be irresponsible, while as an academic laboratory it would be so over-responsible as to be unreadable. It was clear in my own mind that it wasn't my function to train house-organ editors, press agents, political apologists, campus sound-offs, or obedient nonentities...³

Herman Estrin notes that the policies, philosophy and ethics of a student newspaper are different than a regular commercial newspaper. He says:

A student newspaper is an instrument which has a particular and important place in an educational institution. In many ways the college paper expresses the policies and purposes of the institution and reflects the effect of the educational process upon its students...

The paper serves the students in many ordinary ways by giving news of school events and by stating administrative policy as it exists and when it changes...it promotes student interest in the extra-curricular program.

However, the particular function of a paper is found in engendering an 'esprit de corps' within the student body, in encouraging student interest in college problems, and in requesting students to join in its publication and other extra-curricular activities.⁴

Reginald H. Green and Edwin S. Kahn present another model of college press functions in an article originally printed in a United

States National Student Association publication, Mass Communications on Campus.

No one can prescribe the exact role that an editor should strive to fulfill. Some will say that presenting the news comes first, last and always. Others believe the campus newspaper must be a torch in the wilderness, bringing light to all dark areas with zest and unflinching spirit, especially through its editorial pages. Still others will maintain that the campus press should strive to promote campus activities and serve primarily as a 'bulletin board' for the student body.⁵

Professor Walter Wilcox of the University of California at Los Angeles pointed out the problems of different college press functions in an article originally published in The College Press Review. He cited studies indicating that differences of opinion about function exist among administrators, among students and among representatives of the "normal" press. The function as a carrier of news and information, "in practice and in theory is the primary function of a newspaper," he stated, but added that "faithfulness to this function varies with the purpose of the newspaper."⁶

Commenting further on the dilemma of conflicting functions, Edmund C. Arnold, associate editor of Quill and chairman of the graphic arts and publishing departments at Syracuse University, noted that different groups in the university emphasized different functions of the college press. He reported:

...finding student editors to fulfill the newspaper's function to comment; college administrators anxious to use the newspaper as a house organ and as an all-campus activity; activist groups ready to use it as a lever, and some journalism teachers and most professional newspapermen believing it should serve primarily as a laboratory.⁷

One survey of perceived functions of the college press from the viewpoint of student personnel administrators and teachers in 86 colleges

and universities in the United States and Canada, by Garth Sorenson, professor in the School of Education, University of California at Los Angeles, concluded that "an internal means of communication and the existence of a student forum were both stressed as the most important functions, with journalism training relegated to a more or less incidental role." Sorenson stated:

In summary, it would appear as majority opinion that the primary functions of a student newspaper are at least these: first, to report the news competently and impartially (giving such students as desire it the opportunity to develop journalistic interests and skill); second, to serve free discussion by guaranteeing full expression to every significant view of issues of concern to the student body; third, through the freely chosen editorial policy of its own staff, to take the lead in formulating issues as well as defending a particular point of view with respect to them.⁸

Freedom of the press for college newspapers is an area of much discussion by government officials as well as college administrators and journalism educators. Functions of the student newspaper have often been judged by conditions of press freedom present, or in some cases, absent. However, this ex post facto view of functions cannot be considered relevant. Press freedom, or its opposite, the restraining presence of censorship, is a manifestation of function. Wilcox notes this relationship between press freedom and press function in saying, "The question of press freedom is closely related to function; in fact, without a clarification of function, no discussion of press freedom can be significant."⁹

The student paper must clearly define its functions, and then press freedom can be discussed in a meaningful context. Noting the restraining power of censorship and its relation to defined function of the college press, Lee O. Hensch, professor emeritus at Wisconsin State

University says:

Undoubtedly this limitation of freedom of expression for the student and the college press arises in part from uncertainty concerning the aims and purposes of the student publication. The student press has, it is said, an obvious function to serve as a carrier of news and information of interest to the student reader, in line with the needs and purposes of the college. In doing this, it may serve as an official publication, a publicity medium (house organ) of the institution, a publicity organ for student government, a journal of fact and opinion for the staff, a laboratory for journalism training. In the broadest sense, the college student press is conceived as a disseminator of news and views for the entire college community.¹⁰

In reviewing the models of functions of the college press thus far, seven elements of function or purpose are emphasized: public relations for the university, publicity for the faculty, journalism training laboratory, extra-curricular activity for students, journal of student opinion, house organ of the college, and "normal" commercial newspaper.

Wilcox discusses the problems of the student editor who must compromise these functions in order to print the college newspaper. In an article originally published in The College Press Review, Wilcox notes:

...the editor has a tougher job, a far tougher job than his big brother on the normal press. How does he assign the usual news value measuring stick to his material? His various publics have varied concepts of news values, each created within his own frame of reference. To certain members of the faculty, for instance, sports are anathema. To the irreverent student, the esoteric paper written by the professor of classics couldn't be more "square." Even inter-public preferences create problems. The serious student can hardly be expected to pore [sic] over a front page devoted to Fraternity Freddy's shenanigans.

Who gets front page, upper right? Does the official pronouncement from the president's office outweigh the official pronouncement from the student council?

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

Thus, the news package itself is subject to the stresses and strains which the multiple function brings to bear.¹¹

Public Relations Function

Many discussions have centered on the use of the college newspaper to further the image of the university to the community, state and other colleges and universities. Some feel that the college paper is a public relations instrument, regardless of its intended purpose. Some views, pro and con, follow on the use of the student newspaper as a public relations publication for the university.

Ernest J. Hopkins, from the article "An Educational Approach to Supervision:"

This is the Age of Public Relations, and colleges, like other institutions, not unreasonably object to having their reputations lacerated by aggressive and immature students armed with the two-edged sword of print.

Students, impregnated throughout their studies with the concepts of an independent press, are outraged by the intrusion of the public relations concept of their work. Those who are engaged in broader battles for the general standing of the institutions are equally outraged at what they readily interpret as student disloyalty. And the poor supervisor, seeing and acknowledging the validity of both positions, has his professional convictions as a teacher and his conscience as an American-type journalist to consider as well. How, then, to reconcile and unify these jarring factors?¹²

Irving N. Rothman, from the article "Give the Student Editor the Freedom to Make Mistakes:"

The student editor...is not a public relations agent. He has no obligations to present an image of the institution other than the one that by conscience, ethics, and conviction he is obliged as editor of the newspaper to deliver.¹³

E. G. Blinn, from the article "The Idea of Freedom:"

School administrators are concerned with preventing controversy from being published. Yet this leads to censorship under the guise that the story might be libelous. There is no simple solution. The "don't rock the boat" philosophy leads to a successful administrative career. Public Opinion is probably on the side of the administrator. Yet students and advisors in scholastic journalism are concerned with publications as exercises in academic freedom as well as vehicles of public relations.¹⁴

The Rev. R. S. K. Seeley in The Function of the University described what is possibly an administrator's greatest fear from a free student press, then warned of what he termed a far greater danger:

Not infrequently there is danger of student activities drawing toward the University undesirable notoriety, either by some radical pronouncement or by offending the canons of good taste. Since the public mind is quick to attribute to an institution the behavior and attitude of some of its members, it may be claimed that unrestricted freedom may be detrimental to the total value of the University. In general, however, the danger is a small one. Public memory is short and the Universities can afford to set an example of showing an indifference to uninformed public opinion. There is a far greater danger lest the University in its efforts to remain in good graces of influential friends may impose upon its students a standard of deadly mediocrity.¹⁵

Melvin Mencher, Columbia University, in an article, "The Campus Newspaper: PR Arm or Laboratory of Life:"

...they college administrators have a locker-room view of the student newspaper. No matter what they say to the contrary, most of them want a solid, clean newspaper that boosts the university the way a winning football team does.¹⁶

Again, Mencher, in an article, "Challenges and Counter-Challenges:"

A student newspaper owes nothing to the university; it should not be held up to furthering the image of the university.¹⁷

Instead of allowing ourselves to be drawn into incessant debates about the student press as publicity organ for the University--or to put it in the splendid terminology favored by presidents and their deans, "the press is responsible to the University and its welfare, character and aims"--instead of discussing this again and again, we have to state clearly that these are euphemisms for a kept press and that we want no part of it.

The student press is responsible to no dean, no president or chancellor, no university or college. It is responsible to all its readers, and it carries out this responsibility by adhering to the traditions, the practices and the spirit of the free press.¹⁸

A rebuttal to Mencher's statement is made by Arthur Sanderson in an article, "The Poptun Press: A Counter Challenge to Advisers:"

Professor Mencher...has said that a campus newspaper should not be held up to furthering the image of the university. If he means that the newspaper should not be a sundial, to record only the sunny hours, we are in agreement. But here is that old 'debbil word "image." He feels a newspaper owes nothing to its university. In his amplification of the statement, he advocates that a newspaper has a duty to its readers, which it properly should represent, rather than to the university. I cannot go with him the whole way, however; I must stop to say "Yeah, but..." I believe that a student newspaper does owe something to its university, and that it can further the "image" of the university without compromising any of its integrity.¹⁹

George H. Holsten, Rutgers University, in an article, "Thoughts of Public Relations Director:"

The problem of the student publication from the viewpoint of Public Relations is not that it has the freedom of expression and opinion that it should, but that too often it reaches a "captive" audience when it has nowhere else to turn and cannot strike back.

It is most unwise to take the position that student publications should print only that which is favorable to its institution. It has a right and responsibility

to publish the news, good or bad, and to express an informed opinion about it.²⁰

Henry L. Bagley, Arizona State University, in an article, "Freedom of the Press, Public Relations, and the Campus Student Newspaper:"

A vital force for good or evil, and one affecting both internal and external campus publics is the campus student newspaper. Whether the college or university administration wishes to admit it or not, this medium can sometimes determine the precarious balance between satisfactory and disastrous internal public relations.²¹

Journalism Laboratory Function

Arthur M. Sanderson, University of South Florida, in an article, "An Integrated Approach--The Iowa Plan:"

There is much to be said for the laboratory concept. Usually the laboratory newspaper, as I see it, is a separate entity from the campus daily or weekly. It is a carefully controlled operation, and students work directly under competent, professional personnel. They issue newspapers, often for their own consumption only, or publish quarterly or monthly. Many of them are superb. Students learn much under such professional guidance.²²

Again, Rothman in "Give the Student Editor the Freedom to Make Mistakes:"

The student newspaper should not be a laboratory product of classes because in that way it limits the interests of student writers, confines the reportorial potential to a comparatively few, and subjects editorial opinion to the desires or cautions of the instructor.²³

Ben Yablonky, University of Michigan journalism professor, questions the use of the student newspaper as a teaching device in an article, "The Segregated Approach in Laboratory Newspapers."

...our involvement in utilizing publications as laboratories is incompatible with the primary function of college newspapers. College papers can't serve two masters: the students and the educational needs of journalism...

Let's leave the student publications where they

properly belong, to the students for their needs.²⁴

Wilcox, in an article, "The College Newspaper--What Is It's Function?"

The function of the college newspaper as a training laboratory is relatively clear and uncomplicated. The function ranges from complete (Marquette University) to none whatsoever (Ohio University) and along a continuum, the center of which might be occupied by the University of Wyoming, which publishes the newspaper under an equal partnership with the student body, the department of journalism assuming the news and advertising function, and the student body assuming the editorial opinion function.

But at many schools the kids regard the journalism department as an arm of the administration and potential threat to their freedom. They view any proposed tie-up with grave suspicion.²⁵

Charles E. Barnum, Northwestern University, in an article, "The Modified Segregated Approach:"

Regardless of how we sugarcoat the situation, whenever there exists a college paper used as a laboratory, effective or direct control has passed from the students to the faculty and/or the administration, through the faculty.²⁶

Extra-Curricular Activity Function

Curtis D. MacDougall, professor of journalism at Northwestern University, quoted in a master's thesis by Elizabeth McGuinness, UCLA:

Small-college students work on their newspapers as an outside activity just as they take part in dramatic and musical events. A certain few may go into journalism later, but there is no reason to expect them to do so any more than every campus actor should be expected to aspire to reach Broadway or Hollywood or every member of the marching band to play some day in Carnegie Hall.²⁷

Robert A. Schoonover in an article, "Working Relations of Faculty Advisors to Student Staffs of Collegiate Newspapers:"

...administrators of many schools consider the newspaper as a student activity, just like football, the glee club, and dramatics. Unlike the other activities, the

student newspaper deals with thoughts and ideas, and its primary value is its right to reflect student viewpoint.²⁸

Again, Mencher from the article, "The Campus Newspaper: PR Arm or Laboratory of Life:"

Most campus newspapers are little more than a campus activity, a diversion, an entertainment for their staff members. These newspapers have been made so by disinterested administrators and incompetent or unconcerned advisers, not by the students. The students would prefer it otherwise. But they go on endlessly reporting the election of campus queens, the titles of speeches by the president, and the names of all those passing the English Proficiency Test. There would be few mourners if these newspapers were to be quietly interred.²⁹

Harry Carter Quinn, University of Texas, in his thesis, "The Social Responsibility of the College Press:"

Another minor view of function is that the newspaper is an "activity" that will provide an "organization" for the student to join for social purposes.

This shows an almost complete misunderstanding of the real function of the newspaper and philosophy on which it exists.

It remains true, however, that some staff members come to the campus newspaper on this basis. But they either change their attitude or stay only a short time on the staff and contribute little to the newspaper.³⁰

Faculty Publicity Function

Although there is a lack of literature supporting the specific function of publicity for the faculty, it was included in the functions to be tested in this project as mentioned in previously stated concepts of the functions of the college press.³¹

House Organ Function

Again, there is a paucity of specific literature pertaining to the

function of the college press to publish as a house organ, but this function is upheld in previously cited articles.³² The reporting of campus events and activities is basic in reporting on functions of the college press.

From Quinn's thesis, a discussion is presented concerning the student paper as a house organ:

James W. Mann outlines the functions or purposes of the school paper as to inform pupils of happenings not previously known to them, to entertain with other interesting material in addition to news, to provide some laughter and fun, to help face problems honestly, to act as a standard of careful, accurate workmanship, to learn to work together efficiently and agreeably.³³

Journal of Student Opinion Function

Schoonover comments on the function of the college press as a journal of student opinion in the article previously cited:

The collegiate newspaper should be more than just a bulletin board for campus events. It is the voice of the student opinion and the voice consists of the opinion of all the college community.³⁴

Holsten also talks about the function of staff opinion in his article, "Thoughts of a Public Relations Director:"

An independent student newspaper can best serve its campus because it could provide an open forum for free discussion without fear of reflecting an official opinion.³⁵

Again quoting from the Quinn thesis:

From the purely student point of view, another concept emerges in a description from the magazine, "Mademoiselle." The paper should represent the majority of the students even though they are unresponsive to it.³⁶

In The Student Journalist and Legal and Ethical Issues, Samuel Feldman sets press freedom in relation to the existence of the paper in

this function:

As a journal of staff and student opinion, much of the debate over press freedom centers around use of the student paper in this function. In discussing the use of censorship as a restraining effect on the student paper, Edward A. Fitzpatrick, President of Mary Mount College, noted that "so long as the publication is a student publication and keeps clearly within the institutional purpose, it would be wise to give students the opportunity to express themselves without censorship and to have students exercise control over the staff."³⁷

A United Press International news article on federal regulations of censorship of student newspapers cited a recent decision of the court:

Because of the potentially great value of a free student voice in an age of student awareness and unrest, it would be inconsistent with basic assumptions of First Amendment freedoms to permit a campus newspaper to be simply a vehicle for ideas the state or college administration deems appropriate.

Commercial Press Function

Another area of much discussion in relation to the function of the college press is that of the student newspaper in the role of the "normal" commercial press type of newspaper. Some advocate that the college press is a member of a distinct group of "specialized presses." Others see the student newspaper functioning as a newspaper.

Dr. Walter Wilcox has related the performance of the student press to the requirements of the commercial press as set forth by The Commission of Freedom of the Press:

(1) A truthful, comprehensive, and intelligent account of the day's events in a context which gives it meaning.

This is a big order. The commercial press has a number of valuable aids which help it aspire to this

goal, not the least of which is money, laws governing freedom of information, and the continuity which permits long-range planning. The college press is restricted, notably in the lack of privilege in source material and in the relatively inexperienced staffers upon which it relies. The college paper seldom has its community of coverage clearly assigned, and its responsibilities for coverage delimited.

(2) A forum for the exchange of comment and criticism.

In this function, the college press could be expected to transcend the commercial press. Presumably the college is a fruitful source of ideas, opinion, and constructive thinking.

(3) The presentation and clarification of the goals and values of society.

This is a rather vague and sometime function, and is probably used here in reference to the mass media collectively. This function, when applied to the community rather than society as a whole, is a legitimate one for the college newspaper. The college newspaper content must necessarily differ from the normal newspaper content because of the marked differences in "the goals and values" of the two communities.

(4) The projection of a representative picture of the constituent groups in the society.

The college newspaper has a tough assignment here. It does not know precisely the various weights to assign its constituent groups because its function has never been clearly defined.

(5) Full access to the day's intelligence.

Obviously, the members of a college community are not vested with the same "right" to intelligence concerning that community as are members of the normal community, and this difference in the right to information reflects itself in the newspaper's function.³⁸

In The College Newspaper, Roberta Clay notes that six functions are common to the "normal" commercial press:

- (1) to report the news
- (2) to interpret the news

- (3) to commend-editorialize the news
- (4) to advertise
- (5) to entertain
- (6) to help solve some business, recreation,
family and other problems

She says that most college newspapers serve these six functions,
with proper collegiate emphasis:

A. News--for college newspapers, generally centers around student interests, campus affairs, intercollegiate relationships, educational theories and those activities which seem to appeal to persons in their late teens and early twenties.

B. Interpretation--elaborate on the news, on what is of interest to the college community.

C. Comment--also concerns collegiate interests--editorials.

D. Practical Advice--fashions, etiquette--may be entertainment.

E. Entertainment--cartoons, comics, features.

F. Advertising--may have particular collegiate slant.³⁹

From the Quinn thesis:

There are two principal differences between the college press and its commercial cousin. The college press is not in business. It does not exist to make a fiscal profit. It does, in contrast in principle to the commercial press, exist as a training ground for students who plan to go into professional journalism. There are, of course, exceptions, but this is generally true.⁴⁰

Quoting Mencher from his article previously cited:

...the serious task is creating a news relationship between college administrators and the newspapers on their campuses. This news relationship would be based on the recognition of the student press as a professional journalistic enterprise.

To reach this objective we must demonstrate to the administrator the history and tradition of the press and show him how the campus press fits into this picture. It is our job to establish a pro-

fessional tone in the newsroom and to set a level of competence for staff performance consistent with this tradition.⁴¹

Lyle M. Crist, Mount Union College, from an article, "Editorial Freedom: Another View:"

I do not believe a student newspaper is comparable to a commercial venture. On our campus all students pay a compulsory fee for the paper; circulation is guaranteed. This alone makes the venture unrealistic in a competitive, commercial sense. The paper is a campus information medium providing incidental training in the journalism arts. It is an adjunct of the college and subject to the overall criteria that the faculty, the maintenance staff and the students themselves acknowledge in their daily activities.⁴²

Quoted in a thesis by Dorothy J. Taylor, Indiana University, DeWitt C. Reddick continues along this line of the school paper as a function like the commercial press, and states that the school newspaper is in many ways:

...a miniature of its big brother, the daily newspaper. The same objectives and standards should be followed in each. The school paper should inform and entertain students just as the daily paper performs these functions for the citizens of the community.⁴³

Assignments of Function

There has been some consideration and study of specific groups' perception of function of the college press. Most of these are limited to comparing several functions within one group or several groups rating only a few of the functions. The discussions of assignment of function according to role in the university will be categorized according to the public within the university.

Administration.

A master's thesis by Elizabeth McGuinness at the University of

California at Los Angeles looks at the problem of the relative importance of five functions as ranked by advisers and administrators of California junior colleges. She found no statistical difference in the ranking of these functions by both groups.

...the general order of rating was determined to be the same for both advisers and administrators:

1. Journalism Training Laboratory
2. Internal Communications
3. Student Forum
4. Student Activity
5. Community Relations⁴⁴

However, there may be some basis for doubting the validity of this ranking, as the functions themselves were tested; social desirability of checking the laboratory function is possible.

Based on a survey of 141 colleges and universities, Russel E. Bert concluded that on the subject of control, a manifestation of function, 85 percent of the college administrators attributed some function other than that of the "normal" newspaper to the student newspaper.⁴⁵

Students.

Another master's thesis considered the student assignment of function. Beverly M. Bethune notes that "respondents overwhelmingly chose 'to be a service to the general student body' as the most important function of their student newspaper.

Ranked according to mean, students of Florida junior colleges perceived this relative importance of functions:

- (1) To be a service to the general student body.
- (2) To provide a voice for the views of your student government.
- (3) To represent your college to the community as an official publication.
- (4) To give the newspaper staff practical experience in producing

a newspaper.

(5) To air the views of the newspaper staff on current affairs or issues, including student and administrative activities.⁴⁶

Wilcox discusses the student assignment of function in an article originally published in The College Press Review:

The great body of students seldom speak out articulately, and there is a paucity of student-prepared articles on the subject of student press freedom, control, or function. Student journalists are more articulate than non-journalists, but their objectivity might be open to question.⁴⁷

Wilcox continues to note that the non-journalist student may tend to regard the newspaper as his spokesman or its function in that of official student publication.

Another conclusion of the non-journalist students' perception of function comes from Guido H. Stempel, in an article originally published in The College Press Review, "What Do Students Think About Freedom of the Student Press?".

From a random sample of students at Central Michigan University, Dr. Stempel says:

...would seem that the editor has less support than he imagines in his editorial criticism of things on campus. Indeed his right to report the news seems challenged. He may have more freedom to act than his fellow students think he needs, rather than less.⁴⁸

Stempel's assessment of students' view of function notes that students may not agree that the student press should fulfill the role of a commercial-press newspaper, but tend more to the house organ function.

During the time this author was searching the literature for material pertaining to functions of the college press, a relevant article was printed in the Oklahoma State University's Daily O'Collegian. The essay appeared in a section of the newspaper called "Another View",

under the headline, "O'Colly: Voice of the People?" The article was reprinted from the Stillwater edition of the Jones Family Grandchildren II, an off-campus student newspaper. Opinions of one faction of the student body were presented concerning the Daily O'Collegian's performance of several functions of the college press. Although this article cannot be held as representative for the opinions of the total student body, it is presented here as one student group's assessment of the college newspaper.

It is phenomenal how the voice of Oklahoma State University, the "Daily O'Collegian", delves into the problems and complex issues in our society.

Printed daily, except Sunday (this day is reserved for Baptist revival meetings), the O'Colly is able to meet the demand of its 17,000 student body. In order to objectively observe this fine piece of media, those students' needs will be taken one at a time.

The major demand is the daily crossword puzzle. It is heartwarming to watch OSU students who are talented enough to restructure the paper into a small square so that they can avoid the eyes of their professors during class. Trademark of a studious Okie.

A convenient feature offered is the AP news round-up. Like most Oklahoma newspapers, the O'Colly is able to recap the news of the state, nation, and world in two or three paragraphs. By this method these papers are able to separate the good from the bad. What student in Stillwater wants to be reminded of race riots, campus violence, Southeast Asian wars and other topics which could hardly concern those who set Christian principles uppermost in their minds?

The O'Colly editorial page is worthy of note. It does a fine job of copying editorials from the Tulsa World and other state papers.

An occasional appearance by Art Hoppe reminds us that liberalism is not the way.

Letters to the editor are included here to keep the O'Colly in line with all other papers. An occasional squeal from a locked-in coed, a defense of snowball fights, or an ego trip from an engineering student have something to say. It serves a critical

purpose here in Cow town. Our benevolent administrators, those open-minded guardians of agrarianism, are made aware of the soft spots in their regime.

Another useful feature in the O'Colly is the "Student Notices Section." Overgrown 4-H clubs, greek organizations and other essential sub-groups are given notice of how important they are. These groups fill an important gap in Stillwater since there is nothing else to get involved with. We are too old to cruise for burgers and too young to take life seriously.

Two or three pages are devoted to sports. Bula bula.

Campus news briefs give industrious student leaders a chance to see their names in print. Reminds me of the good old days in high school when we counted the amount of times our picture occurred in the yearbook. News briefs also keep us abreast of the many cultural events on campus, to which we all donate via student fees, a small portion of daddy's wages.

The photography gives us a breather while we read its fun filled pages. Especially beneficial are campus queens photos. A great conversation piece for the searching student. What fun to choose the one you want most to ball.

O'Collegian features are excellent. Our first lady's \$100,000 home and how she entertains guests means so much to all of us. Stillwater's own Jacqueline Kennedy. And to think that we all share in paying for it.

The theatre section is probably the papers only weak spot. It advertises movies which occasionally try to teach us about that awful outside world, the one Paul Harvey talks about.

Countless numbers of great tributes could be paid to the "Daily O'Collegian." At the moment none of them come to mind. This writer's only gripe is the paper's tabloid form--too small to wrap garbage in.⁵⁰

Student Newspaper Staff:

A master's thesis, "A Critical Analysis of Student Newspapers
Published at the Regional Campuses of Indiana University" by Dorothy J.

Taylor, surveyed student editors to determine their assignment of function for the college press. In defining the purpose of the papers, the editors, with one exception, "consider their paper's prime task is to inform the students and to serve as a means of campus communication. The single exception...considers his paper a channel of student thought and expression."⁴⁹

Wilcox notes that journalism student opinion usually questions administration control, and less often, student government control, and, by inference almost always assigns a normal press function.

Roger Keith, editor of the University of Maryland Diamondback, last year wrote an article in Nation praising the quality of college newspaper editorials and presenting the thesis that college newspapers tended toward maturity-away from the "keep-off-the-grass, clean-up-the-dining-hall, we-need-school-spirit" type of subjects, and toward such socially significant subjects as racial discrimination.

A fellow college editor took sharp exception in a subsequent issue of the Nation, Richard Meister, former editor of the Stanford University Daily, replied:

"Previously, the danger came chiefly from the administration to see that whatever goes into the campus newspaper 'is in the best interest of the institution'; now with false 'peace and prosperity' and mass conformity and allied conservation sweeping all our institutions, the danger of control is coming from another corner--from the students themselves."

Again, the concept of a free college press with the consequent inference that its function is similar to that of the normal press.⁵¹

Faculty.

Wilcox also discussed faculty assignment of function and says that this is difficult to assess. One of the few other references available on this subject is Hopkins' function that the college press is seen by the faculty as providing publicity for their research and scholarly

activities.

Wilcox cites a "quasi-official view" of the faculty:

The American Civil Liberties Union recently published a tract on academic freedom which the American Association of University Professors endorsed to this degree: "...there is a general correspondence in point of view.

Publication: Students should be permitted to publish such newspapers or magazines as they wish, subject to the provisions for the recognition of student organizations suggested in...this section. No censorship in advance should be exercised over the contents of any publication. If a student editor should abuse the prerogatives of his position in the publication of material, or if he should fail to live up to his editorial responsibilities, disciplinary action should be taken, with due regard for the proper safeguards. Where there is a newspaper monopoly, adequate representation of minority viewpoints should be assured."

Generally, however, we might risk the assumption that the faculty views the college newspaper as closely akin to the normal newspaper...⁵²

Dwight Bentel, in an article originally published in Editor and Publisher, had this to say about the faculty's relation to the student press:

At those schools where complete freedom is granted ...that freedom usually operates under a running barrage from part of the faculty group.

The same kid who missed three answers in an economics quiz interviews the learned professor for the college paper with about the same accuracy of results ...and another recruit is added to the "faculty control" faction on the campus.

Nor does the economics professor see any discrepancy between his tolerance for student error in economics and his intolerance of error in student reporting.⁵³

Melvin Mencher's multiple assessment of function is hardly encouraging, but is included to round out the views of the various publics' perceptions of the functions of the college press:

On most campuses the student newspaper is at best tolerated by the administration, condescended to by the faculty, and ignored by the better students.

Almost all colleges and universities have newspapers. But...most of these publications are as valuable to the education of students as cheerleading.⁵⁴

Conflicting Functions - Pressure Groups

Schoonover, in a previously cited article, discusses the pressure groups that influence the functions of the college press:

Objectives and criticism of various natures have always been aimed at collegiate newspapers. The student and faculty, board of trustees, college business office, student senate, former presidents, deans and fraternities are some of the groups that have leveled their guns at the student press.

Student editors were free to admit that certain groups brought pressure to have stories printed or withheld. The campus groups that tried to use their influence the most were the administration, faculty members, individual students, and the student council. Next in line were fraternities, sororities, and alumni, church groups, students' parents, and city and/or state governments, in that order.⁵⁵

One view of reconciling the seemingly conflicting functions is given by Robert Chamberlin, adviser at Barstow College in California, as reported in the McGuinness thesis. "A newspaper ideally fills a multiplicity of functions; the relative primacy of any one of these is less significant than a balance of all the major functions."⁵⁶

A number of factors within the individual universities may affect that institution's college press. Roberta Clay lists some of these factors that may affect the function: the size of the college, adequacy of support for the student paper, the condition of community and faculty relationships, and the kind and degree of faculty supervision and each college's traditions.⁵⁷

It is within the next reference that the specific direction of this survey is outlined.

In concluding his discussion of the various functions of the college press Wilcox notes:

...no systematic study of the function of the college newspaper in relation to its community has been done, at least to the knowledge of the writer. However, material concerned with manifestations of the problem proliferate. Usually, these manifestations occur following newspaper-administration conflicts, when educators, professionals and even students make pronouncements. Occasionally, a thoughtful examination is essayed, but often these deal with manifestations of the function rather than the functions themselves.⁵⁸

It is by measuring perceptions of functions from statements of function, and noting the differences of these perceptions by various publics within the university, that assignments of function by each group can be more validly predicted.

For when each of these groups sees the student newspaper fulfilling a different purpose "it can raise more hell on a college campus than spiked punch at the Dean's reception for freshman women."⁵⁹

Varying perceptions of functions, then, is the major issue to which this thesis is addressed.

FOOTNOTES

¹Walter Wilcox, "The College Newspaper--What Is Its Function," Freedom and Censorship of the College Press, ed. Estrin and Sanderson, (Dubuque, Iowa, 1966), p. 14.

²Elizabeth McGuinness, Functions of the Junior College Press, (unpublished Master's thesis, University of California at Los Angeles, 1968), p. 4.

³Ernest J. Hopkins, "Educational Approach to Supervision" Freedom and Censorship of the College Press, ed. Estrin and Sanderson, (Dubuque, Iowa, 1966), pp. 6-7.

⁴Herman A. Estrin, "What Is a College Newspaper?" Freedom and Censorship of the College Press, ed. Estrin and Sanderson (Dubuque, Iowa, 1966), p. 74.

⁵Reginald H. Green and Edwin S. Kahn. "The College Editor: Role and Responsibility," Mass Communications on Campus, United States National Student Association, 1958.

⁶McGuinness, p. 16.

⁷Ibid., p. 17.

⁸Ibid., p. 18.

⁹Ibid., p. 22.

¹⁰Ibid., p. 23

¹¹Wilcox, pp. 12-13.

¹²Hopkins, pp. 75-76.

¹³Irving N. Rothman, "Give the Student Editor Freedom to Make Mistakes," Freedom and Censorship of the College Press, ed. Sanderson and Estrin, (Dubuque, Iowa, 1966), p. 268.

¹⁴E. G. Blinn, "The Idea of Freedom", The Student Journalist and Legal and Ethical Issues, Samuel Feldman, ed. (New York, 1965), p. 49

¹⁵ Rev. R. S. K. Seeley, "The Function of the University", The Student Journalist and Legal and Ethical Issues, Samuel Feldman, ed. (New York, 1965), p. 78.

¹⁶ Melvin Mencher, "The Campus Newspaper: PR Arm or Laboratory of Life?", Freedom and Censorship of the College Press, ed. Estrin and Sanderson, (Dubuque, Iowa, 1966), p. 24.

¹⁷ Mencher, "Challenges and Counter Challenges", Freedom and Censorship of the College Press, ed. Estrin and Sanderson, (Dubuque, Iowa, 1966) p. 50.

¹⁸ Ibid., p. 54.

¹⁹ Arthur M. Sanderson, "The Popgun Press: A Counter Challenge to Advisers", Freedom and Censorship of the College Press, ed. Estrin and Sanderson, (Dubuque, Iowa, 1966), p. 67.

²⁰ George H. Holsten, "Thoughts of a Public Relations Director", Freedom and Censorship of the College Press, ed. Estrin and Sanderson, (Dubuque, Iowa, 1966), pp. 102-103.

²¹ Henry L. Bagley, "Freedom of the Press, Public Relations and the Campus Student Newspaper", Freedom and Censorship of the College Press, ed. Estrin and Sanderson, (Dubuque, Iowa, 1966), p. 125.

²² Sanderson, "An Integrated Approach--The Iowa Plan", Freedom and Censorship of the College Press, ed. Estrin and Sanderson, (Dubuque, Iowa, 1966), p. 42.

²³ Rothman, p. 268.

²⁴ Ben Yablony, "The Segregated Approach in Laboratory Newspapers", Freedom and Censorship of the College Press, ed. Estrin and Sanderson, (Dubuque, Iowa, 1966), pp. 32-33.

²⁵ Wilcox, pp. 11-12.

²⁶ Charles E. Barnum, "The Modified Segregated Approach", Freedom and Censorship of the College Press, ed. Estrin and Sanderson, (Dubuque, Iowa, 1966), p. 34.

²⁷ McGuinness, p. 19.

²⁸ Robert A. Schoonover, "Working Relations of Faculty Advisers to Student Staff on Collegiate Newspapers", Freedom and Censorship of the College Press, ed. Estrin and Sanderson, (Dubuque, Iowa, 1966), p. 92.

²⁹ Mencher, "The Campus Newspaper: PR Arm or Laboratory of Life?", p. 30.

³⁰Harry Carter Quinn, The Social Responsibility of the College Press, (unpublished Master's thesis, University of Texas, 1968), p. 20.

³¹Supra., p. 6.

³²Supra., pp. 7-9.

³³James Mann, The Student Editor (New York, 1938), p. 143.

³⁴Schoonover, p. 103.

³⁵Holsten, p. 103.

³⁶"The College Press: Somebody's Servant", Mademoiselle, April, 1968, p. 8, in Quinn, p. 10.

³⁷Samuel Feldman, The Student Journalist and Legal and Ethical Issues, (New York, 1965), p. 66.

³⁸Wilcox, p. 5.

³⁹Roberta Clay, The College Newspaper, (New York, 1965), p. 7.

⁴⁰Quinn, p. 3.

⁴¹Mencher, "Challenges and Counter Challenges", p. 52.

⁴²Lyle M. Crist, "Editorial Freedom: Another View", NCCPA Newsletter (quarterly publication of the National Council of College Publications Advisers), No. 3; March, 1968, p. 8.

⁴³DeWitt C. Reddick, Journalism and the School Paper, (Boston, 1963), p. 2, in Dorothy J. Taylor, A Critical Analysis of Student Newspapers Published at the Regional Campuses of Indiana University, (unpublished Master's thesis, Indiana University, 1967), p. 14.

⁴⁴McGuinness, p. 64.

⁴⁵Russell E. Bert, "Trend Is Toward Supervision of Student Newspapers", Journalism Quarterly, Winter, 1952, p. 62

⁴⁶Beverly Moore Bethune, Views of Selected Junior College Students on Content, Function and Freedom of the Press, (unpublished Master's thesis, University of Florida, 1967), p. 33.

⁴⁷Wilcox, pp. 8-9.

⁴⁸Guido H. Stempel, "What Do Students Think About Freedom of the Student Press?", Freedom and Censorship of the College Press, ed. Estrin and Sanderson, (Dubuque, Iowa, 1966), p. 144.

⁴⁹ Dorothy J. Taylor, A Critical Analysis of Student Newspapers Published at the Regional Campuses of Indiana University, (unpublished Master's thesis, Indiana University, 1967), p. 238.

⁵⁰ The Daily O'Collegian, April 8, 1970, p. 2.

⁵¹ Wilcox, pp. 8-9.

⁵² Ibid., p. 10.

⁵³ Dwight Bentel, "College Press Freedom Is Controversial Issue," Editor and Publisher, in Wilcox, p. 10.

⁵⁴ Mencher, "The Campus Newspaper: PR Arm or Laboratory of Life?", pp. 21-22.

⁵⁵ Schoonover, p. 93.

⁵⁶ Robert Chamberlain, McGuinness thesis, p. 56.

⁵⁷ Clay, p. 6.

⁵⁸ Wilcox, p. 6.

⁵⁹ Ibid., p. 2.

CHAPTER III

DESIGN, METHODOLOGY AND ANALYSIS

Design

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

As outlined in the introductory chapter, statements of functions of the college press and publics within the university comprised the independent variables of this research. The dependent variable was the mean agreement with statements by various groups within the university.

To facilitate analysis, independent variables were categorized. As seen from the review of the literature, partitioning of both independent variables allowed for adequate testing of the research problems. Justification for these categories was upheld after applying Kerlinger's five rules of categorization.²

Categories are set up according to the research problem and purpose. It is through reviewing the literature that the categories for "publics within the university" and "functions of the college press" were derived. The research problem incorporated these partitions as the basis for testing the problem.

Functions of the College Press--A

- A₁ Public Relations (PR)
- A₂ Journalism Laboratory (Lab.)

- A₃ House Organ (HO)
- A₄ Extra-Curricular Activity (Act.)
- A₅ Faculty Publicity (Pub.)
- A₆ Journal of Student Opinion (SO)
- A₇ Commercial Press (CP)

Publics Within the University--B

- B₁ Administration (Adm.)
- B₂ Journalism Faculty (JFac.)
- B₃ Newspaper Staff (Staff)
- B₄ Faculty (Fac.)
- B₅ Students (Stu.)

The operational definitions, presented on pages 3-4, were used to determine sub-populations of publics sampled, as well as the statements of functions of the college press.

Kerlinger states that the categories are exhaustive. This rule underscores the purpose of this thesis: to measure agreement of statements of all pertinent functions of the college press by the major publics within the university relevant to the problem.

Rule three is one area of difficulty in research: the categories are mutually exclusive and independent. The operational definitions determine the exclusiveness and independence of the categories of each independent variable. Adherence to models set up by journalism educators and previous research provide categories under each independent variable.

Rule four, each category independent variable level is derived from one classification principle: this means that each of the functions and publics must be derived from only that independent variable. For example, in talking about publics within the university,

categorizing freshman, sophomore, junior and senior classifications, along with a journalism student classification, would not facilitate testing the research problem. The "publics within the university" category set up the five partitions relevant to answering the problems. The same applies to "functions of the college press."

The fifth and last rule in categorizing independent variables notes that any categorization scheme must be on one level of discourse. In this research project, the publics and the functions are the independent variables. Mean agreement by publics on statements of function is the dependent variable. The objects of analysis are the agreement variables.

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

In setting up the factorial design, a crossbreak--a numerical tabular presentation of data, in which variables are juxtaposed in order to study the relation between them, was used.³

The two-dimensional factorial analysis resulted in a 7 x 5 cross-break. The numerical data was the dependent variable measure of mean agreement of statements measuring function.

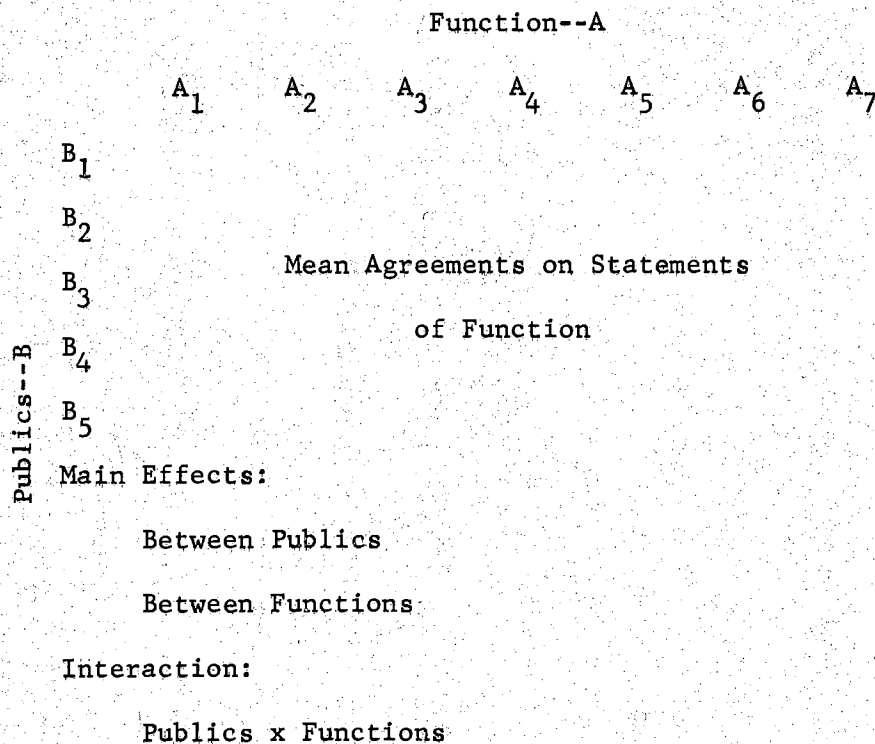


Figure 2. 5 x 7 Factorial Analysis Paradigm
Illustrating How Variables are
Juxtaposed

A key for sub-levels of publics and functions appears on pages 35-36.

Survey and Testing Procedures

The field survey conducted for this research project was aimed at the exploratory level of hypothesis-testing. There are conflicting models of functions of the college press, and there has been, to the author's knowledge, no comprehensive study of this problem from the standpoint of testing all major functions from all major points of view. This prompted the decision to conduct a basic survey of attitudes on the functions of the college press.

Measurement of Dependent Variable.

A questionnaire using a seven-point summated rating scale measured agreement of statements of functions of the college press.⁴ As a continuous measure, the scale allowed for the intensity of attitude expression. Each statement of function was measured on the agreement scale. For example, take the statement:

News about campus social events should be the most important content category in the O'Colly.

An answer as to how much the subject agreed with the statement might be noted in this manner:

Very Strongly Agree			X				Very Strongly Disagree
---------------------	--	--	---	--	--	--	------------------------

By placing the "X" in the third blank the subject simply agreed with the statement--not strongly, but yet, he was not neutral about this statement. If the subject agreed very strongly, he would have placed an "X" in the first blank. If he disagreed very strongly, he would have marked an "X" in the last blank. Any "X" placed between Very Strongly Agree and Very Strongly Disagree extremes indicated a level of the subject's agreement or disagreement with the statement.

Below is the completed scale showing the various levels of agreement or disagreement.

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

Figure 3. Summated Rating Scale Used in Questionnaire Showing Various Levels of Agreement or Disagreement, and the Numerical Value of Each Level

Each statement was accompanied by a scale and was rated by each subject. Placement of his "X", then, designated a numerical value indicating each subject's level of agreement with that statement of function. The dependent variable, mean agreement on statements of function, was the average numerical value of agreement for each statement of function. Each of the functions was represented by four statements in the questionnaire, except the extra-curricular activity function, which was represented by three statements.⁵

Selection of Statements of Function.

Statements measuring functions of the college press comprised statements of function culled from the review of the literature. These statements were submitted to representatives from each public to be pre-judged. Ten persons, two from each public, aided in classifying 196 original statements by function. They were given operational definitions of the functions and were asked to place each statement into a pile designated as the function the statement best epitomized.

To alleviate any possible pre-test bias, these judges were not included as respondents. The judges determined the function the statements measured to relieve the author from interjecting undue subjective viewpoints into the questionnaire.

Questions were fashioned from the categorized statements. Although only the most obvious statements received unanimous agreement on function, the researcher chose statements with a high majority for that function.

The questionnaire items were arranged so that questions measuring the different functions fell in random order. This discouraged any tendency of ~~of later response bias.~~

Sampling Techniques

According to the operational definitions of the publics within the university, several groups surveyed comprised a population too large for the entire population to be tested. From the faculty and students, random samples were drawn. Total populations were surveyed from each of the other publics. The administrative group accounted for 38 persons, the student newspaper staff for 28, and the journalism faculty for 12 persons. The sample size for students and faculty was 60 and 35, respectively, with 20 reserves to allow for possible miscalculations in predetermining subjects meeting standards set up in the operational definitions.

Respondents in the faculty and student groups were selected from a table of random numbers, using the Oklahoma State University telephone directory. In selecting students, 80 pages were chosen, with the use of the table, from three-digit numbers 001 through 147. A second run through the numbers, choosing from one-digit numbers 1-4 indicated which column to use. In the event of advertising replacing two columns, if the number was three the first column was used, and if four, the second column was used. The author was consistent in this deviation from the random numbers selected. Each column had a maximum of 72 listings, so a third run through the table of random numbers provided the particular subject who would receive the questionnaire. Again, a compromise was needed several times in selection, because some columns only ran half the page length. The number was divided by two to locate subjects on these half-pages. If the person selected had a classification of freshman, the author simply moved down the column until the requirement of sophomore was filled.

In selecting faculty, the procedure again was followed with random numbers and the OSU directory. Fifty-five faculty respondents were drawn.

Analysis

"Factorial analysis of variance is the statistical method that analyzes the independent and interactive effects of two or more independent variables on a dependent variable."⁶

The two-dimensional factorial analysis of variance was used to analyze mean agreement scores' significance of the main effects and interaction.

Kerlinger's comments on the goals of factorial analysis of variance are incorporated in the discussion of the use of factorial analysis of variance.

Although there are no manipulated independent variables in this project, the factorial approach allows the non-manipulative, or assigned variables to be controlled. The variables that were suspected to influence agreement on statements of college press function were categorized and juxtaposed for analysis.

The most important aspect of factorial analysis of variance is the study of the interactive effects of independent variables--publics and functions--on the dependent variable, agreement.

Three statistical hypothesis were tested: the significance of the differences between the five publics, between the seven functions and the significance of interaction or mutual interplay of these two variables. Kerlinger says "an important characteristic of factorial analysis of variance is that several hypothesis can be tested simultaneously."⁷

TABLE I

FACTORIAL ANALYSIS PARADIGM OF HYPOTHETICAL DATA

B PUBLICS		Functions--A															
		A1	PR	A2	IAB	A3	HO	A4	ACT	A5	PUB	A6	SO	A7	CP		
Adm.	B ₁	7	49	4	16	6	36	4	16	3	9	4	16	5	25	Grand Total	60
		5	25	2	4	6	36	6	36	3	9	2	4	3	9	G. T. Sq'd.	3600
		12	74	6	20	12	72	10	52	6	18	6	20	8	34	Mean	4.28
		144	⑥	36	③	144	⑥	100	⑤	36	③	36	③	64	④		
J.Fac.	B ₂	3	9	7	49	3	9	3	9	5	25	3	9	7	49	Grand Total	62
		1	1	7	49	5	25	5	25	3	9	5	25	5	25	G. T. Sq'd.	3844
		4	10	14	98	8	34	8	34	8	34	8	34	12	74	Mean	4.42
		16	②	196	⑦	64	④	64	④	64	④	64	④	144	⑥		
Staff	B ₃	1	1	6	36	3	9	3	9	1	1	7	49	7	49	Grand Total	56
		1	1	6	36	5	25	1	1	3	9	5	25	7	49	G. T. Sq'd.	3136
		2	2	12	72	8	34	4	10	4	10	12	74	14	98	Mean	4.0
		4	①	144	⑥	64	④	16	②	16	②	144	⑥	196	⑦		
Faculty	B ₄	4	16	6	36	6	36	5	25	7	49	3	9	4	16	Grand Total	64
		2	4	4	16	4	16	5	25	7	49	5	25	2	4	G. T. Sq'd.	4096
		6	20	10	52	10	52	10	50	14	98	8	34	6	20	Mean	4.57
		36	③	100	⑤	100	⑤	100	⑤	196	⑦	64	④	36	③		
Stu.	B ₅	4	16	3	9	6	36	7	49	3	9	7	49	6	36	Grand Total	68
		2	4	5	25	6	36	5	25	3	9	7	49	4	16	G. T. Sq'd.	4624
		6	20	8	34	12	72	12	74	6	18	14	98	10	52	Mean	4.85
		36	③	64	④	144	⑥	144	⑥	36	③	196	⑦	100	⑤		
Grand Tot.		30		50		50		44		38		48		2500		G.T.All Grps.	310
G.T.Sq'd.		900		2500		2500		1936		1444		2304		2500		G.T. Sq'd.	96,100
Mean		3		5		5		4.4		3.8		4.8		5		G.T. Mean	4.42

Total Each Score

Sq'd. 1602

A Hypothetical Analysis.

Following the factorial analysis example given in Foundations of Behavioral Research by Fred N. Kerlinger, pages 216-223, a factorial analysis was performed on hypothetical data for the research project by the author. The hypothetical analysis formed the basis for a Fortran program used in the IBM 1620 computer.

Because of the 35 cells resulting in the 7 x 5 paradigm and the large sample size of the combined publics (Table I, page 43), the use of the computer aided the author in speed and accuracy of analysis and interpretation.

Variances.

Total Variance	229.15	
Between All Groups	183.15	
Between Functions	35.55	
Between Publics	5.56	
Interaction	142.04	(183.15 - 35.55 - 5.56)
Within (Error)	46.00	(229.15 - 183.15)

Figure 4. Variances for Hypothetical Data

TABLE II

ANALYSIS OF VARIANCE TABLE
FOR HYPOTHETICAL DATA

<u>Analysis of Variance Table</u>					
Source	df	ss	ms	F	
Between Functions	6	35.55	5.93	4.509	.01 level
Between Publics	4	5.56	1.39	1.057	ns
Interaction (Functions x Publics)	24	142.04	5.92	4.503	.01 level
Within (Error)	35	46.00	1.31		
Total (n-1)	69	229.15			

After the hypothetical analysis was completed, the hypothetical data was fed into the computer to test the validity of the program. Appropriate supervision had been given to the programmer concerning the statistical methodology of analysis of variance. The program proved to duplicate the findings of the author's hand-worked analysis with one exception: the level of significance was specifically indicated. The programmer had worked out the formula for the various levels of significance and the computer can print results rounded to 1 in 10,000.

Hypotheses

Many conflicting models of the various publics' perceptions of college press functions have been put forth. As seen in the review of the literature, none of the models includes all the functions from all the publics' points of views. Agreement with these two statements make the difficulty of pinpointing and/or ranking priorities of functions by publics evident.

Reference again is made to the original problem: Does membership in a particular university public affect a person's perception of various functions of the college press?

Although difficult to predict from lack of concensus in literature, the following tentative hypotheses are stated for this exploratory study:

Relative Agreement of Function by Public.

Administration: A ranking of functions by mean agreement will yield:

1. Journalism Laboratory
2. House Organ
3. Public Relations
4. Student Opinion
5. Faculty Publicity
6. Extra-Curricular Activity

7. Commercial Press

$$\bar{X} \text{ Lab.} > \bar{X} \text{ HO} > \bar{X} \text{ PR} > \bar{X} \text{ SO} > \bar{X} \text{ Pub.} > \bar{X} \text{ Act.} > \bar{X} \text{ CP}$$

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

1. Commercial Press
2. Journalism Laboratory
3. House Organ
4. Student Opinion
5. Public Relations
6. Faculty Publicity
7. Extra-Curricular Activity

$$\bar{X} \text{ CP} > \bar{X} \text{ Lab.} > \bar{X} \text{ HO} > \bar{X} \text{ SO} > \bar{X} \text{ PR} > \bar{X} \text{ Pub.} > \bar{X} \text{ Act.}$$

Newspaper Staff. A ranking of functions by mean agreement will

yield:

1. Commercial Press
2. Student Opinion
3. House Organ
4. Journalism Laboratory
5. Faculty Publicity
6. Public Relations
7. Extra-Curricular Activity

$$\bar{X} \text{ CP} > \bar{X} \text{ SO} > \bar{X} \text{ HO} > \bar{X} \text{ Lab.} > \bar{X} \text{ Pub.} > \bar{X} \text{ PR} > \bar{X} \text{ Act.}$$

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

1. House Organ
2. Journalism Laboratory
3. Commercial Press
4. Public Relations
5. Faculty Publicity
6. Student Opinion
7. Extra-Curricular Activity

$$\bar{X} \text{ HO} > \bar{X} \text{ Lab.} > \bar{X} \text{ CP} > \bar{X} \text{ PR} > \bar{X} \text{ Pub.} > \bar{X} \text{ SO} > \bar{X} \text{ Act.}$$

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

1. Student Opinion
2. House Organ
3. Commercial Press
4. Journalism Laboratory
5. Public Relations
6. Extra-Curricular Activity
7. Faculty Publicity

$\bar{X}_{SO} > \bar{X}_{HO} > \bar{X}_{CP} > \bar{X}_{Lab.} > \bar{X}_{PR} > \bar{X}_{Act.} > \bar{X}_{Pub.}$

Rankings of Mean Agreement of the Publics for Functions

Public Relations. The relative order for the mean agreements by publics is:

1. Administration
2. Faculty
3. Journalism Faculty
4. Students
5. Newspaper Staff

$\bar{X}_{Adm.} > \bar{X}_{Fac.} > \bar{X}_{J\ Fac.} > \bar{X}_{Stu.} > \bar{X}_{Staff}$

Journalism Laboratory. The relative order for the mean agreements by publics is:

1. Journalism Faculty
2. Administration
3. Faculty
4. Students
5. Newspaper Staff

$\bar{X}_{J\ Fac.} > \bar{X}_{Adm.} > \bar{X}_{Fac.} > \bar{X}_{Stu.} > \bar{X}_{Staff}$

House Organ. The relative order for the mean agreements by publics is:

1. Faculty
2. Administration
3. Students
4. Newspaper Staff
5. Journalism Faculty

$\bar{X}_{Fac.} > \bar{X}_{Adm.} > \bar{X}_{Stu.} > \bar{X}_{Staff} > \bar{X}_{J\ Fac.}$

Extra-Curricular Activity. The relative order for the mean agreements by publics is:

1. Students
2. Administration
3. Faculty
4. Journalism Faculty
5. Newspaper Staff

$\bar{X}_{Stu.} > \bar{X}_{Adm.} > \bar{X}_{Fac.} > \bar{X}_{J\ Fac.} > \bar{X}_{Staff}$

Faculty Publicity. The relative order for the mean agreements by

publics is:

1. Faculty
2. Administration
3. Journalism Faculty
4. Newspaper Staff
5. Students

\bar{X} Fac. > \bar{X} Adm. > \bar{X} J Fac. > \bar{X} Staff > \bar{X} Stu.

Journal of Student Opinion. The relative order for the mean

agreements by publics is:

1. Students
2. Newspaper Staff
3. Faculty
4. Administration
5. Journalism Faculty

\bar{X} Stu. > \bar{X} Staff > \bar{X} Fac. > \bar{X} Adm. > \bar{X} J Fac.

Commercial Press. The relative order for the mean agreements by

publics is:

1. Newspaper Staff
2. Journalism Faculty
3. Students
4. Administration
5. Faculty

\bar{X} Staff > \bar{X} J Fac. > \bar{X} Stu. > \bar{X} Adm. > \bar{X} Fac.

FOOTNOTES

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

²Ibid, pp. 606-610.

³Ibid, p. 625.

⁴See Appendix B.

⁵See Appendix A.

⁶Kerlinger, p. 213.

⁷Ibid, p. 215.

CHAPTER IV

FINDINGS: COLLEGE PRESS FUNCTIONS

AS PERCEIVED BY VARIOUS

UNIVERSITY PUBLICS

The primary purpose of this study was to determine to what extent membership in a particular university public affected a person's perception of various functions of the college press. Seven major functions are attributed, in varying degrees, to the college press: Public Relations for the University, House Organ, Publicity for the Faculty, Extra-Curricular Activity, Journal of Student Opinion, Laboratory for Journalism Classes and the "normal" Commercial Newspaper. These functions comprised levels of one independent variable. Publics within the university formed the other independent variable. The literature review revealed various assessments of college press functions by Administrators, Journalism Faculty, Newspaper Staff, Faculty and Students.

As discussed in Chapter III, a rating scale indicating agreement with statements representing functions of the college press yields a measure of mean agreement of these functions by the different groups surveyed. A juxtaposition of these two variables indicates relative agreement of the functions among those publics.

A two-dimensional analysis of variance was then used to analyze the data. Results provided answers to the over-riding problems and specific hypotheses stated for this exploratory study.

Questionnaire Response

Of the 213 questionnaires mailed to subjects, 160 usable responses were returned. A wide range of return percentages among the different publics is illustrated in Figure 5.

<u>Public</u>	<u>Sample Size</u>	<u>Usable Returns</u>	
Administration	38	28	74%
Journalism Faculty	12	12	100%
Newspaper Staff	28	27	96%
Faculty	55	34	62%
Students	80	59	73%
Total	213	160	75%

Figure 5. Questionnaire Response by the Various Publics and Percentage of Returns

To exert control of the independent variable, publics, questionnaire returns by subjects not meeting conditions set up within the operational definitions were excluded from the analysis. This control was necessary to keep the publics as exclusive as could be determined from the demographic data obtained. Several Administrators indicated they were also a part of the Faculty, and some Students indicated they had not been enrolled at Oklahoma State University at least three semesters.

Tests of Research Questions

While the varying perceptions of functions was the major issue in this study, three main tests constituted analysis of data: (1) test

for differences in perceived functions between the publics, (2) test for differences in mean scores between the functions and (3) test for significance of interaction of publics and functions.

While each of these specific tests will be discussed fully, an overview of the data collected and their potential use is appropriate at this time. Referring to the methodology and analysis discussed in Chapter III, a mean agreement score for each function was obtained for each public. Each mean agreement score was the average of all respondents within one public's mean agreement score for the statements measuring one function of the college press. The analysis of variance analyzed 4,320 decisions made by the respondents. That is, 160 respondents indicated their degree of agreement with 27 statements of college press function.

Table III, page 53, represents the mean agreement score for each function by each public. From this data the analysis of variance was computed. This information forms the basis for a relative order of functions by publics and vice-versa.

Table IV, page 55, shows the analysis of variance results. The figures headed F and p provide answers to the research questions. The F-ratios are obtained by dividing the within groups' mean square (ms) into each of the other mean squares. By pitting the within groups (error variance) against the experimental variances, the F-ratios were obtained. The F-ratios were then compared to F-ratios of various levels of probability (p). The obtained F-ratio must be higher than the F-ratio of one level of probability, for that F to be considered significant at that level of p.

Given a level of probability, the results are credited with a

TABLE III

ANALYSIS OF VARIANCE PARADIGM: MEAN AGREEMENT SCORES
FOR STATEMENTS OF FUNCTION BY VARIOUS PUBLICS
WITHIN THE UNIVERSITY

	<u>Functions</u>							Means
	Public Relations	Journalism Laboratory	House Organ	Extra-Curricular Activity	Faculty Publicity	Student Opinion	Commercial Press	
Administration	4.16	4.43	5.16	3.74	4.57	4.54	5.08	4.53
Journalism Faculty	2.81	4.64	4.33	3.22	4.10	4.50	6.06	4.24
Publics Newspaper Staff	2.78	4.90	4.51	3.69	4.03	4.99	6.46	4.49
Faculty	3.54	4.47	4.80	4.35	4.72	5.06	5.53	4.64
Students	3.36	4.21	5.29	4.37	4.57	5.38	6.22	4.78
Means	3.40	4.46	4.97	4.06	4.48	5.04	5.91	4.62
								Grand Mean

certain degree of validity. With a high level of significance, $p < .05$, the results can be considered due to definite differences between the levels of the independent variable. If the research procedure were conducted 100 times, only 5 of those trials' results could occur with as large differences as observed by chance.

Two main objectives of any research are to maximize the experimental variance and minimize the within, or error, variance. It is this maximizing and minimizing of variances that result in significant F-ratios. This means that the differences in the publics surveyed and the functions of the college press may bring about different perceptions of agreement to statements of functions between those groups.

Test No. 1: Between Functions of the College Press.

Is there a significant difference in agreement by the total sample surveyed between the functions of the college press? Referring to Table III, page 53, a relative order of agreement for the functions by the total group is possible. These means are the average of each group's mean agreement for the functions.

<u>Rank</u>	<u>Function</u>	<u>Mean</u>
1.	Commercial Press	5.91
2.	Student Opinion	5.04
3.	House Organ	4.97
4.	Faculty Publicity	4.48
5.	Journalism Laboratory	4.46
6.	Extra-Curricular Activity	4.06
7.	Public Relations	3.40

Figure 6. Relative Order of Functions and Means of Agreement for the Total Population of Respondents Surveyed

The question here is; To what extent are the various mean agreements of function different, due to real differences between those functions? Referring to the Analysis of Variance Table IV below, the obtained F-ratio is 104.53. The level of significance is $p < .0001$.

TABLE IV

ANALYSIS OF VARIANCE TABLE

Source	df	ss	ms	F	P
Between Functions	6	605.90	100.98	104.53	.0001
Between Publics	4	27.47	6.87	7.11	.0002
Interaction: Publics x Functions	24	121.23	5.05	5.23	.0006
Within Groups (Error)	1085	1048.20	.97		
Total (n-1)	1119	1802.82			

This means that differences as large as those observed between the mean agreement scores of the seven functions would occur by chance less than 1 time in 10,000. The various mean agreements for the functions of the college press did constitute very real differences between agreements on these functions.

Although the author presented no hypothesis for a relative order of total agreement of the functions, it is useful here to consider the ranking in terms of over-all assessment of the functions of the college press. Clearly the most dominant function in terms of total agreement is that of the college newspaper filling the role of a "normal" commercial newspaper ($\bar{x}=5.91$). Although statements of this function may have inherent social bias, the high agreement mean score for Commercial

Press indicates the high standards set for performance of the college newspaper.

The second highest total agreement mean is that the college press performs a function as a Journal of Student Opinion ($\bar{x}=5.04$). A need for student voices to be heard--for the students to have some method of "feedback" concerning policies and issues--forms the basis for a high position for Student Opinion among the functions of the college press.

With a mean only slightly lower than Journal of Student Opinion (probably not significantly lower) is the third relative ranked function, the college newspaper as a House Organ ($\bar{x}=4.97$). The need for a college community to have an internal communications medium is apparent when that community's population cannot all crowd around the central bulletin board. That upcoming activities and events merit considerable attention through the campus communications medium is well-founded.

Use of the college newspaper as a medium for Faculty Publicity ranked fourth ($\bar{x}=4.48$), although only two-hundredths of a point separated this function's mean agreement score from that of Journalism Laboratory. Although this function's position was a surprise to the author, possible explanation may be derived from an examination of the statements representing Faculty Publicity, page 69. Total agreement would indicate evident approval for articles dealing with faculty activities and reports of research and academic pursuits by the faculty.

Awareness of, and agreement for use of the college newspaper as a training technique for potential journalists ($\bar{x}=4.46$, probably not significantly lower than the Faculty Publicity function), ranked fifth. Even though this position may seem relatively obscure, the mean agreement score indicates a strong concurrence with this function of Jour-

nalism Laboratory.

That the sixth-ranked function--Extra Curricular Activity--is indicated by a mean agreement score only slightly better than neutral ($\bar{x}=4.06$), it would seem apparent no definite feeling, pro or con, prevails in connection with use of the college newspaper as a "club."

Disagreement on the school newspaper functioning as a public relations instrument for the university is seen in that function's mean score of 3.40 and last-place ranking. The author feels this function's assessment is crucial in discussing conflicting functions' effect. Discussion will be furthered concerning this aspect, page 60.

In summarizing the significance of between-functions variance, differences as large as those observed among the seven functions could occur, by chance, less than 1 time in 10,000. Probably no significant differences exist between the Student Opinion and House Organ functions or between the Faculty Publicity and Journalism Laboratory functions.

The question to be answered now is: Which of the five publics contributed most to the relative rank positions of the seven college press functions? Before answering this, the mean scores among the five publics must be analyzed.

Test No. 2: Between Publics Within the University.

Was there a significant difference between the mean agreement scores of the various publics within the university? Table III, page 53, shows the relative order of mean agreement scores for all seven functions.

<u>Rank</u>	<u>Public</u>	<u>Mean</u>
1.	Students	4.78
2.	Faculty	4.64
3.	Administration	4.53
4.	Newspaper Staff	4.49
5.	Journalism Faculty	4.24

Figure 7. Relative Order of Publics and Means of Agreement for All Functions of the College Press

Here the question is: To what extent did the various mean agreement scores between the publics vary, due to real differences in perceived functions by those publics? Referring to the Analysis of Variance Table, page 55, the obtained F-ratio is 7.11. The level of significance is $p .0002$.

This implies that differences as large as those observed among the five publics would occur by chance less than 2 times in 10,000. In other words, there are meaningful differences among the five publics' mean agreements on the functions of the college press.

Over-all, the greatest difference seems to be between the Newspaper Staff ($\bar{x}=4.49$) and the Journalism Faculty ($\bar{x}=4.24$)--a difference of .25. Probably no significant difference exists between the Administration ($\bar{x}=4.53$) and the Newspaper Staff ($\bar{x}=4.49$).

However, the between-publics test was for agreement across all seven functions. The question now becomes: Which publics contributed the most (or least) to the mean agreements on functions? The following discussion of interaction will help answer the question.

Test No. 3: Interaction: Functions and Publics.

The main problem of this study was to determine, within limits, the extent membership in a particular university public affected a person's perception of various functions of the college press. The question can then be tendered: Was there a significant difference in the perceived functions of the college press by various publics within the university?

Referring again to Table IV, the Interaction Variance F-ratio is 5.23. The level of significance is $p .0006$. In other words, differences as large as those observed between the various levels of publics and functions could occur by chance less than 6 times in 10,000.

Membership in a particular university public did tend to make a difference in the perception of, or agreement on, the seven functions of the college press. This means that the two independent variables--functions and publics--did not operate independently, but upon each other. For example, the differences observed among the mean agreements on functions were not as clear-cut as they seemed. Different publics made differential contributions to those mean agreement scores. In Figure 6, the Commercial Press function, for example, received the highest mean score of 5.91. Investigation of Table III, page 53, shows that the Journalism Faculty, Newspaper Staff and Students probably contributed most to this high mean score, with 6.06, 6.46 and 6.22, respectively.

In order to more thoroughly interpret the interaction findings, relative rankings of publics' agreement scores by functions, and functions by publics were compiled. From these figures, patterns of relative agreements and inter-active effects can be seen. These orders

and interactions were taken from Table III, page 53, a juxtaposition of the independent variable levels and their mean scores.

Public Relations Function

Rank	Public	Mean	Hypothesis Ranking
1.	Administration	4.16	(1)
2.	Faculty	3.54	(2)
3.	Students	3.36	(4)
4.	Journalism Faculty	2.81	(3)
5.	Newspaper Staff	2.78	(5)

Figure 8. Relative Order of Publics and Means of Agreement for Public Relations Function

Contributing most of the Public Relations' total mean, 3.40, was the Administration. Journalism Faculty and Newspaper Staff contributed the least mean agreement on this function. Various assessments of Public Relations function resulted in the second-highest range of mean agreements among the five publics. A wide diversion of scores, 1.35, indicates conflicting assessments of Public Relations function.

To facilitate a common meaning for discussion of this function, the operational definition used to determine statements of Public Relations is presented again.

Public Relations: The college newspaper should present a positive picture of university policies and activities with an objective of establishing meaningful rapport with the community, state and other universities and colleges.

Although this function ranked lowest in mean agreement by the total publics, 3.40, use of the college newspaper as a public relations

instrument for the university is crucial in discussing a model of college press functions.

Statements of Public Relations function may possess inherent social bias, and may elicit responses reflecting this desirability. Evidence of this was seen in response from some Administration and Faculty; partial erasures indicated responses corresponding to higher agreement for statements of Public Relations function were initially made.

One particular problem in selecting statements representing functions was that a positive statement may have reflected manifestations of another function when stated in a negative direction. Agreement corresponded with one function; disagreement indicated another function. An example of this can be seen particularly in Commercial Press and Public Relations functions; the former was the antithesis of the latter.

A statement of Public Relations function that the author noted evidence of bias and that possibly represented two functions brings out clear differences between the five publics:

5. The O'Colly should never publish anything that reflects unfavorably on Oklahoma State University, such as the recent controversy over the dormitory open-door policy.

Response of mean agreement scores for this statement by each of the publics showed Administration, 2.43; Faculty, 1.91; Students, 1.66; Journalism Faculty, 1.50; and Newspaper Staff, 1.26.

Another statement of Public Relations function which elicited a wide mean response was indicative of varying assessments by the publics.

12. The O'Colly should make every effort to put OSU's best foot forward in presenting the university's image to community residents, patrons, and other colleges and universities.

The mean agreement scores for this statement were Administration, 5.54; Students, 4.71; Faculty, 4.68; Newspaper Staff, 4.07; and Journalism Faculty, 3.58.

Some comments concerning the Public Relations statements were noted on the questionnaires. One student wrote in regard to statement 12, "be accurate, not selective." A student commented on statement 9 that the word "realistic" should replace "positive" in "The O'Colly should make every effort to present a positive picture of Oklahoma State University to the community."

Referring again to the non-exclusiveness of function, an administrator noted for statement 5 that the O'Colly "should present both sides of an issue." A member of the faculty quipped, beside statement 12, "along with its other feet--a balance."

Even disallowing the possibility of bias in responses, the differences in mean agreement scores for the Public Relations function are more than chance fluctuations.

Commercial Press Function

<u>Rank</u>	<u>Public</u>	<u>Mean</u>	<u>Hypothesis Ranking</u>
1.	Newspaper Staff	6.46	(1)
2.	Students	6.22	(3)
3.	Journalism Faculty	6.06	(2)
4.	Faculty	5.53	(5)
5.	Administration	5.08	(4)

Figure 9. Relative Order of Publics and Means of Agreement for Commercial Press Function

Newspaper Staff, Students and Journalism Faculty added the most to the Commercial Press total mean, 5.91. Faculty and Administration contributed the least mean agreement range, 1.38. The widest range mean of agreement was found on this function, with the Newspaper Staff showing a 6.46, contrasted with a 5.08 by the Administration--a difference of 1.38.

Commercial Press: The college newspaper should operate according to the procedure, standards, freedoms and goals of the "normal" commercial newspaper. It should operate under the recommendations set up by the 1947 Commission on Freedom of the Press:

1. Provide a truthful, comprehensive, and intelligent report of the day's events in a context to give them meaning.
2. To serve as a forum for the exchange of comment and criticism.
3. To give a representative picture of the constituent groups in society.
4. To help in the presentation and clarification of the goals and values of the society.
5. To provide full access to the day's intelligence.

Mean agreement scores for the Commercial Press function represent the highest scores for any of the seven functions. The Newspaper Staff score is the highest mean for any function by any public. The ranking presented in Figure 9 indicates a strong agreement by all publics surveyed, but an examination of several statements representing this function reveals diverse opinions. Perhaps the most dramatic was a statement which presented a manifestation of the Commercial Press function: control of the college newspaper.

7. The O'Colly should not be responsible to any college administrator; it should be responsible primarily to all its readers. It carries

out this responsibility by adhering to the traditions, the practices and the spirit of the free press.

Mean agreement scores by publics were Administration, 2.50; Faculty, 3.91; Journalism Faculty, 4.17; Students, 5.73; and Newspaper Staff, 6.00. A statement of this manifestation of Commercial Press function elicited a wider range of agreement scores than a statement merely stating use of the paper in that function, such as number one did:

1. The O'Colly, like any newspaper, should be expected to print the news accurately and provide a forum for the free exchange of opinion.

Mean agreement scores for this statement were Journalism Faculty, 6.83; Newspaper Staff, 6.63; Students, 6.56; Faculty, 6.44; and Administration, 6.29. Statements of Commercial Press function, such as this, have built-in bias; they "sound good" and are in keeping with the principles and purposes of the university.

Comments by respondents and extra "x-ing" in blanks corresponding to high agreement or disagreement on statements of Commercial Press function lend weight to the importance of this function's assessment by the various publics. Some of the Newspaper Staff noted that opinions should be labeled editorial comment separate from news columns. A member of the Journalism Faculty, along with a member of the Newspaper Staff, noted on statement 7 that an adviser to the newspaper would not be considered "being responsible to any administrator."

Several comments regarding statement 7 were made by Administrators:

"How can it be responsible to its readers? They don't operate it. They can only influence indirectly."

"O'Colly reporters should get the facts. They should not editorialize every story and definitely should not resort to sensationalizing each article."

"...not unless they are willing to accept financial obligations and responsibilities inherent with that."

One member of the Faculty commented on statement 7, referring to the traditions and practices of the free press, that "this has never existed, nor could it."

Referring to another statement of Commercial Press function, an administrator noted, "The O'Colly should help build the University and should permit nothing that would destroy," regarding the student newspaper's right to publish the news, good or bad.

Although each public's mean agreement score for statements of Commercial Press function indicate positive agreement for use of the student paper in this manner, a wide range in these scores suggests a similar assessment for manifestations, i.e., control.

Journal of Student Opinion Function

<u>Rank</u>	<u>Public</u>	<u>Mean</u>	<u>Hypothesis Ranking</u>
1.	Students	5.38	(1)
2.	Faculty	5.06	(3)
3.	Newspaper Staff	4.99	(2)
4.	Administration	4.54	(4)
5.	Journalism Faculty	4.50	(5)

Figure 10. Relative Order of Publics and Means of Agreement for Student Opinion Function

Students, Faculty and Newspaper Staff contributed the most to the

Student Opinion total means, 5.04. Administration and Journalism Faculty least agreed on this function.

Journal of Student Opinion: The college newspaper should provide a forum where students may express their opinions, and staff members make editorial and news decisions concerning day-to-day content of the student newspaper.

Use of the student newspaper as a Journal of Student Opinion was predictably most agreeable to students. This assessment of the function of the college newspaper fills the pattern of students taking the role of "citizens" within a community, and feeding back their reactions to policies and activities concerning their lives, much as citizens of any community would voice opinions concerning city council decisions. An example of this can be seen from mean agreement scores for statement 24.

24. The O'Colly should be the voice of the student body in school affairs which potentially affect the student.

Mean agreement scores by publics were Students, 5.46; Faculty, 5.26; Journalism Faculty, 5.25; Newspaper Staff, 5.00; and Administration, 4.50. Some comments by respondents noted that balanced news should be presented, and students could formulate their own opinion. An administrator warned that the Student Opinion function should be furthered by the students, not for them. One student disagreed with the idea: "So many (students) use this (letters-to-the editor) as an attempt at creative writing."

Ranked second in total mean agreement by all publics, the Student Opinion function serves a useful purpose in allowing students a method of feeding back their opinions on issues concerning them.

House Organ Function

<u>Rank</u>	<u>Public</u>	<u>Mean</u>	<u>Hypothesis Ranking</u>
1.	Students	5.29	(3)
2.	Administration	5.16	(2)
3.	Faculty	4.80	(1)
4.	Newspaper Staff	4.51	(4)
5.	Journalism Faculty	4.33	(5)

Figure 11. Relative Order of Publics and Means of Agreement for House Organ Function

Students and Administration added the most to the House Organ total mean, 4.97. Like the diversion seen for the Public Relations function, the Newspaper Staff and Journalism Faculty agreed least on the function, and another possible agreement conflict.

House Organ: The college newspaper should be an internal communications medium by keeping student, faculty, administration and staff informed of campus news.

Ranked third in total agreement scores by all publics, use of the student newspaper as a House Organ is a necessary function for any college community the size of Oklahoma State University. How much of the total newspaper content is to be directed to this purpose of internal communications medium or central bulletin board is another question. As a member of the newspaper staff noted, "It should be a function, but not necessarily 'major' (sic)."

An issue over content of The Daily O'Collegian was a subject for campus discussion at the beginning of the spring semester, 1970. Use of the newspaper to present listings of employment interview schedules resulted in free advertising, some felt. After ceasing to print the

employment interview schedule, feedback from the university community indicated this was a vital service for students. This example of use of the student newspaper as a House Organ was incorporated into a statement of function.

18. The job interview schedules listed in the O'Colly should be considered advertising for the paper because the O'Colly should not be a central bulletin board for the campus.

Note here that this statement is presented in a negative direction; therefore, the rating scale is also reversed to maintain consistent agreement with this statement of function. Mean agreement scores by public were: Administration, 5.89; Students, 5.31; Faculty, 5.15; Newspaper Staff, 3.63; and Journalism Faculty, 3.00.

One member of the newspaper staff noted that the O'Colly should not be a 'bulletin board,' house organ, etc." An administrator asked that--as part of the university also-- "Should the Student Union then charge for interview rooms?" A member of the faculty remarked that "off-campus organizations can afford and should pay for employment ads." Another administrator commented that the interview listing "is a service to students and serves the function of helping them obtain the best employment situation possible following graduation."

Although the concensus was that the college newspaper should not exist primarily to publish news of upcoming activities and events on campus, a certain amount of this House Organ function is necessarily a part of the paper's purpose.

Faculty Publicity Function

<u>Rank</u>	<u>Public</u>	<u>Mean</u>	<u>Hypothesis Ranking</u>
1.	Faculty	4.72	(1)
2.	Administration	4.57	(2)
3.	Students	4.57	(5)
4.	Journalism Faculty	4.10	(3)
5.	Newspaper Staff	4.03	(4)

Figure 12. Relative Order of Publics and Means of Agreement for Faculty Publicity Function

Again, the clash of assessment is indicated. Faculty, Administration and Students contributed most to the Faculty Publicity function total mean, 4.48. Journalism Faculty and Newspaper Staff added the least agreement.

Faculty Publicity: The college newspaper should report academic activities of the faculty.

Although this function placed fourth in total public mean agreement, it was only two-hundredths of a point higher than the next function, use of the college newspaper as a Journalism Training Laboratory. Some comment by Students and Administrators indicated that coverage of academic pursuits by faculty is more acceptable when this is "news, and not propaganda." Limitations of space were noted concerning articles about faculty involvement with academic efforts and research.

Journalism Laboratory Function

<u>Rank</u>	<u>Public</u>	<u>Mean</u>	<u>Hypothesis Ranking</u>
1.	Newspaper Staff	4.90	(5)
2.	Journalism Faculty	4.64	(1)

Figure 13. (Continued)

3.	Faculty	4.47	(3)
4.	Administration	4.43	(2)
5.	Students	4.21	(4)

Figure 13. Relative Order of Publics and Means
of Agreement for Journalism
Laboratory Function

Adding the most to the Journalism Laboratory total mean, 4.46, were Newspaper Staff and Journalism Faculty. The range of mean agreement scores was one of the lowest for all seven functions, .96. Students added the least amount to the total mean.

Journalism Laboratory: The college newspaper should train students to become professional journalists. Use of the school newspaper should train students by giving them experience in editing, reporting, and all other phases of newspaper journalism, layout and headline writing, and to begin to develop a sense of social responsibility of the press.

A misinterpretation of Newspaper Staff assessment of Journalism Laboratory function by the author is reported in Figure 13. No indication suggesting this assignment was given in reviewing the literature; however, it is worthwhile to note this view of the school newspaper as a learning technique by aspiring journalists. A possible explanation might be given that no statements of Journalism Laboratory conveyed control of the college paper associated with this function--prior censorship. One of the Journalism Laboratory statements of function is given to indicate the range of scores and some comments given by respondents.

8. The O'Colly should be a laboratory in which journalism students experiment with what they have learned in class and polish their skills in preparation for the professional field of jour-

nalism.

Mean agreement scores by publics were: Newspaper Staff, 5.56; Journalism Faculty, 5.00; Faculty, 4.85; Administration, 4.68; and Students, 4.74. One comment by a staff member who has served as a past editor noted, "My four-year association with the paper leads me to believe that the O'Collegian should not be an integrated unit within the School of Journalism and that j-school faculty not be responsible or connected with the O'Colly."

One student cryptically remarked that the O'Colly "should be a newspaper." An administrator noted that the staff of the college paper "should demonstrate what they learn in class and gain experience in reporting news correctly instead of experimenting."

Extra-Curricular Activity Function

<u>Rank</u>	<u>Public</u>	<u>Mean</u>	<u>Hypothesis Ranking</u>
1.	Students	4.37	(1)
2.	Faculty	4.35	(3)
3.	Administration	3.74	(2)
4.	Newspaper Staff	3.69	(5)
5.	Journalism Faculty	3.22	(4)

Figure 14. Relative Order of Publics and Means of Agreement for Extra-Curricular Activity Function

Contributing most to the Extra-Curricular Activity total mean, 4.06, were Students and Faculty. The lowest contributors were Journalism Faculty, indicated by a wide diversion of mean agreements, with a range of 1.15 (4.37 - 3.22).

Three statements of Extra-Curricular Activity function yielded very different reactions from respondents. One of the statements, 14, was merely a rephrased operational definition; the other two deal with manifestations of this function. Statement 6 may be considered as the opposite of Journalism Laboratory function. Comments concerning this statement were perhaps the most indicative of implications for the Activity function.

6. The O'Colly should provide an outlet for good writing and artwork of all students, and not be restricted only to journalism majors.

Mean agreement scores by publics were: Faculty, 5.91; Administration, 5.57; Students, 5.49; Newspaper Staff, 4.96; and Journalism Faculty, 4.92. One member of the faculty noted that "it can be an outlet for some who are not journalism majors."

10. One major purpose of the O'Colly should be to give students an outlet for some of their excess energy.

Mean agreement scores by publics were: Students, 3.61; Faculty, 2.88; Newspaper Staff, 2.63; Administration, 2.11; and Journalism Faculty, 2.08. Several comments, ostensibly meant to be facetious, actually were highly correlated to the meaning of extra-curricular activity: "...to burn it down?"; "...use a ball field or dance floor." and "...not unless some results can be obtained from the expenditure of this energy."

14. The O'Colly should function as an extra-curricular activity.

Mean agreement scores by publics were: Faculty, 4.26; Students, 4.03; Administration, 3.57; Newspaper Staff, 3.48; and Journalism Faculty, 2.67.

Applicability of Findings.

An explanation of applicability of findings from this exploratory survey is needed here. It is not the author's purpose to offer a model of functions as representative of assessments by the various publics within universities and colleges, other than Oklahoma State University. Every academic institution is unique; sponsorship and control of the student newspaper vary on each campus.

However, an assumption concerning possible relevancy of the findings presented here is offered to other colleges. Universities may vary in their assessments of functions according to the possibility of conflicting functions. Some universities may not offer a full sequence of journalism courses, with publication of the student newspaper actually filling the Extra-Curricular Activity function. Other student newspapers may be complemented by a separate faculty newspaper, and be relieved of the Faculty Publicity function.

Size of the institution may affect the House Organ function. Smaller colleges often do not publish papers daily. If control of the student newspaper by administrators creates a "credibility gap" between the college press and the student body, and student factions publish "underground" newspapers, that is--newspapers not sponsored by the institution--the Student Opinion function may not be considered particularly relevant.

Through these examples, the author tried to convey that--although various publics within one university may differ in their assessment of the functions of the college press--differences between various universities and colleges also exist. There can be no "final" model of college press functions. Existing conditions and particular needs for

each institution must be considered and evaluated.

Assessment of College Press Functions by Publics.

Another ranking of the mean agreement scores was possible from those given in Table III, page 53. It is useful to consider the relative agreement of the seven functions by each public within the university.

Administration:

<u>Rank</u>	<u>Function</u>	<u>Mean</u>	<u>Hypothesis Ranking</u>
1.	House Organ	5.16	(2)
2.	Commercial Press	5.08	(7)
3.	Faculty Publicity	4.57	(5)
4.	Student Opinion	4.54	(4)
5.	Journalism Laboratory	4.43	(1)
6.	Public Relations	4.16	(3)
7.	Extra-Curricular Activity	3.74	(6)

The Administration mean perception was high mostly due to House Organ and Commercial Press functions. The least amount resulted from low agreement on the Extra-Curricular Activity. It should be recalled that even though the Commercial Press contributed highly to the Administration mean, the Administration ranked that function lower than did any other public.

Journalism Faculty:

<u>Rank</u>	<u>Function</u>	<u>Mean</u>	<u>Hypothesis Ranking</u>
1.	Commercial Press	6.06	(1)
2.	Journalism Laboratory	4.64	(2)
3.	Student Opinion	4.50	(4)

4.	House Organ	4.33	(3)
5.	Faculty Publicity	4.10	(6)
6.	Extra-Curricular Activity	3.22	(7)
7.	Public Relations	2.81	(5)

The Journalism Faculty mean perception was high mostly because of agreement on the Commercial Press and Journalism Laboratory functions. Extra-Curricular Activity contribution was low in contrast to Faculty and Students; Public Relations was low compared to Administration.

Newspaper Staff:

<u>Rank</u>	<u>Function</u>	<u>Mean</u>	<u>Hypothesis Ranking</u>
1.	Commercial Press	6.46	(1)
2.	Student Opinion	4.99	(2)
3.	Journalism Laboratory	4.90	(4)
4.	House Organ	4.51	(3)
5.	Faculty Publicity	4.03	(5)
6.	Extra-Curricular Activity	3.69	(7)
7.	Public Relations	2.78	(6)

The Newspaper Staff mean perception, 4.49, was due mostly to the Commercial Press function, the highest rating of any group. It was also high because of Student Opinion and Journalism Laboratory functions. The least agreement was on the Public Relations function.

Faculty:

<u>Rank</u>	<u>Function</u>	<u>Mean</u>	<u>Hypothesis Ranking</u>
1.	Commercial Press	5.53	(3)
2.	Student Opinion	5.06	(6)

3.	House Organ	4.80	(1)
4.	Faculty Publicity	4.72	(5)
5.	Journalism Laboratory	4.47	(2)
6.	Extra-Curricular Activity	4.35	(7)
7.	Public Relations	3.54	(4)

Faculty mean perception, 4.64, was due mostly to high agreement on the Commercial Press and Student Opinion functions. Little was contributed by Public Relations.

Students:

<u>Rank</u>	<u>Function</u>	<u>Mean</u>	<u>Hypothesis Ranking</u>
1.	Commercial Press	6.22	(3)
2.	Student Opinion	5.38	(1)
3.	House Organ	5.29	(2)
4.	Faculty Publicity	4.57	(7)
5.	Extra-Curricular Activity	4.37	(6)
6.	Journalism Laboratory	4.21	(4)
7.	Public Relations	3.36	(5)

Student mean perception, 4.78, was high mostly on Commercial Press, Student Opinion and House Organ functions. The least amount was due to Public Relations.

While comparing the rankings of functions between the publics cannot be complete without discussion of mean agreement scores for degree of agreement, it is possible to observe patterns of assessment between the publics. All publics ranked Commercial Press as the primary function, except the Administration. Likewise, all publics agreed least with the Public Relations function, except Administrators.

✓ The Administration public placed the House Organ function first among the seven functions; the Extra-Curricular Activity function received the least agreement by this group. With exception of the Students, the two functions with least agreement by each public were Public Relations and Extra-Curricular Activity.

The highest and lowest mean agreement scores were both indicated by the Newspaper Staff for the Commercial Press function, 6.46, and Public Relations function, 2.78.

Summary

In this chapter, the author discussed the findings of the analysis of variance of mean agreement scores for statements representing functions of the college press by various publics within the university. Three tests of significance were run on data from 160 respondents: between seven levels of the publics independent variable, between five levels of the functions independent variable, and interaction of publics and functions. The two-dimensional analysis of variance determined if the mean scores reflected a significant difference.

The tests indicated highly significant differences between functions, between publics and a highly significant interaction of functions and publics.

Mean agreement scores of functions were arranged in rank order by each public and vice-versa. The function receiving highest agreement by all publics, except Administrators, was the Commercial Press function.

The findings must be limited to the population surveyed since existing conditions within each university and college, such as size

and competition among the functions, will vary according to a particular school. Assessments of function by the various publics necessarily will vary among different colleges and universities.

Finally, the author wishes to answer, non-quantitatively, the major questions asked in this exploratory survey: Does membership in a particular university public affect a person's perceptions of the functions of the college press? Noteworthy, is that the following non-quantitative analysis has been substantiated in the previously cited quantitative presentation.

First, the author will comment on the "behind-the-scene" picture of each public's and each function's mean agreement score to present a clearer picture of the interaction of these two variables.

Secondly, and substantially important for future reference, consensus and diversity among the publics on various functions will be presented, with the goal of aiding prevention of unnecessary future communication breakdowns among the publics.

Finally, the author will present a rank-order of differences in agreement scores among the various combinations of publics to highlight the functions on which there are the greatest and least diversity of opinion.

Facts Behind the Publics' Mean Scores

Students: This group netted the highest mean score agreement score of 4.78, indicating the highest average agreement with all seven functions of the college press. However, the Students agreed most with the Commercial Press function, followed by the Student Opinion and House Organ functions. X Students thought very little of the Public Relations function.

Students agreed with the Journalism Faculty on the Commercial Press function, but they disagreed with the Journalism Faculty on all other functions.

High agreement on the Student Opinion and Commercial Press functions was evident between Students and the O'Collegian Staff. They disagreed on all other functions.

Students and Faculty both rated the Extra-Curricular Activity, Faculty Publicity and Student Opinion functions high, but disagreed on the House Organ and Commercial Press functions.

The Students and Administrators placed high value on the House Organ and Faculty Publicity functions, but disagreed on the Public Relations, Extra-Curricular Activity and Commercial Press functions.

Faculty: Faculty members' mean agreement score of 4.64 was due mostly to their high agreement on the Student Opinion and Commercial Press functions. As with Students, the Faculty placed lowest value on the Public Relations function.

Faculty and Administrators, alike, highly agreed with the Faculty Publicity function, but were relatively low on the Commercial Press function. These two groups had substantially divergent views of the Public Relations, House Organ, Extra-Curricular Activity and Student Opinion functions.

The Faculty also paralleled the Newspaper Staff in high agreement with the Student Opinion function. They disagreed with the O'Collegian Staff on all other functions.

Faculty members moderately agreed with the Journalism Faculty on the Laboratory function. These two groups were at odds on all other functions.

Administration: Administrators' mean score of 4.53 was due mostly to their high agreement on the House Organ and Commercial Press functions (although they rated Commercial Press lower than did any other group). They least agreed with the Extra-Curricular Activity function.

Many agreements and differences between Administrators and other publics already have been mentioned. In addition, Administrators and the Journalism Faculty were similar in moderate agreements with the Faculty Publicity and Student Opinion functions. These two groups substantially disagreed on the Public Relations, House Organ, Extra-Curricular Activity and Commercial Press functions.

Administrators also disagreed with the Newspaper Staff on the Public Relations, Laboratory, House Organ, Faculty Publicity, Student Opinion and Commercial Press functions. They agreed with Students in placing relatively low value on the Extra-Curricular Activity function.

Newspaper Staff: This public's mean score of 4.49 was due mostly to its high agreement on the Commercial Press function (highest of any group). Staffers also rated Student Opinion and Laboratory functions high, but thought little of the Public Relations and Extra-Curricular Activity functions.

The staff highly agreed with the Laboratory and Commercial Press functions, as did the Journalism Faculty. These two groups agreed little with the Public Relations, House Organ and Faculty Publicity functions.

Staffers agreed with the Administrators only in their low opinion of the Extra-Curricular Activity function.

Journalism Faculty: This group's mean score of 4.24 was the lowest of any group, indicating the lowest average agreement with the

seven functions. Contributing most to the Journalism Faculty's score was high agreement with the Commercial Press and Laboratory functions. They agreed little with the Public Relations and Extra-Curricular Activity functions.

In general, the Journalism Faculty showed little agreement on functions with any group, except the O'Collegian Staff. On the average, they disagreed with the Administrators, Faculty and Students on nearly six out of seven functions and agreed with the O'Collegian Staff on five out of seven.

Facts Behind the Functions' Mean Scores

Mean agreements of all publics on functions, from high to low, were as follows: Commercial Press, Student Opinion, House Organ, Faculty Publicity, Journalism Laboratory, Extra-Curricular Activity and Public Relations.

Widest range between the publics' opinions was caused by the Commercial Press and Public Relations functions, while least diversity in agreement among the publics was on the Faculty Publicity and Laboratory functions.

Commercial Press: Highest agreement on this function came from the Journalism Faculty, Newspaper Staff and Students, with little value placed on the function by Administrators and Faculty.

Student Opinion: Students, Faculty and the Newspaper Staff contributed most to this function's score, while the Administrators and Journalism Faculty saw little value in this function.

House Organ: High agreement with this function came from Administrators and Students, with the Journalism Faculty and O'Collegian Staff seeing little merit in this function.

Faculty Publicity: Faculty, Administrators and Students saw the most merit in this function, but the Journalism Faculty and O'Collegian Staff rated it relatively low.

Journalism Laboratory: Staffers and Journalism Faculty added most to this function, with Students agreeing least.

Extra-Curricular Activity: Highest agreement on this function came from Faculty and Students. The Journalism Faculty agreed little with this function.

Public Relations: Although this function received the lowest mean agreement score, the Administration ranked it much higher than did other groups. The Journalism Faculty and O'Collegian Staff agreed less with this function than did any other public.

Range of Opinion Differences

Table V, below, shows the differences in mean agreement scores for all possible pairs of publics--by function. The objective of this analysis is to pinpoint the functions on which disagreements are likely to occur--and between which publics.

TABLE V
MEAN DIFFERENCE SCORES FOR FUNCTIONS BY PUBLICS

Function	Public	Mean	Public	Mean	Mean Difference
PR	Adm.	= 4.16	Staff	= 2.78	1.38
CP	Adm.	= 5.08	Staff	= 6.46	1.38
PR	Adm.	= 4.16	J.Fac.	= 2.81	1.35
Act.	J.Fac.	= 3.22	Stu.	= 4.37	1.15
CP	Adm.	= 5.08	Stu.	= 6.22	1.14
Act.	Fac.	= 4.35	J.Fac.	= 3.22	1.13
CP	Adm.	= 5.08	J.Fac.	= 6.06	.98
HO	J.Fac.	= 4.33	Stu.	= 5.29	.90
CP	Fac.	= 5.53	Staff	= 6.46	.93
SO	J.Fac.	= 4.50	Stu.	= 5.38	.88
PR	Adm.	= 4.16	Stu.	= 3.36	.80
HO	Staff	= 4.51	Stu.	= 5.29	.78
PR	Fac.	= 3.54	Staff	= 2.78	.76

Table V (Continued)

Function	Public	Mean	Public	Mean	Mean Difference
PR	Fac.	= 3.54	J.Fac.	= 2.81	.73
HO	Adm.	= 5.16	J.Fac.	= 4.43	.73
Lab.	Staff	= 4.90	Stu.	= 4.21	.69
F.Pub.	Fac.	= 4.72	Staff	= 4.03	.69
CP	Fac.	= 5.53	Stu.	= 6.22	.69
Act.	Staff	= 3.69	Stu.	= 4.37	.68
Act.	Staff	= 3.69	Fac.	= 4.35	.66
Act.	Adm.	= 3.74	Stu.	= 4.37	.63
PR	Adm.	= 4.16	Fac.	= 3.54	.62
F.Pub.	Fac.	= 4.72	J.Fac.	= 4.10	.62
Act.	Adm.	= 3.74	Fac.	= 4.35	.61
PR	Staff	= 2.78	Stu.	= 3.36	.58
SO	Fac.	= 5.06	J.Fac.	= 4.50	.56
PR	J.Fac.	= 2.81	Stu.	= 3.36	.55
F.Pub.	Staff	= 4.03	Stu.	= 4.57	.54
F.Pub.	Adm.	= 4.57	Staff	= 4.03	.54
CP	Fac.	= 5.53	J.Fac.	= 6.06	.53
SO	Adm.	= 4.54	Fac.	= 5.06	.52
Act.	Adm.	= 3.74	J.Fac.	= 3.22	.52
HO	Fac.	= 4.80	Stu.	= 5.29	.49
SO	J.Fac.	= 4.50	Staff	= 4.99	.49
Act.	J.Fac.	= 3.22	Staff	= 3.69	.47
Lab.	Adm.	= 4.43	Staff	= 4.90	.47
HO	Adm.	= 5.16	Staff	= 4.51	.47
HO	Fac.	= 4.80	J.Fac.	= 4.33	.47
F.Pub.	Adm.	= 4.57	J.Fac.	= 4.10	.47
F.Pub.	J.Fac.	= 4.10	Stu.	= 4.57	.47
SO	Adm.	= 4.54	Staff	= 4.99	.45
CP	Adm.	= 5.08	Fac.	= 5.53	.45
Lab.	Fac.	= 4.47	Staff	= 4.90	.43
Lab.	J.Fac.	= 4.64	Stu.	= 4.21	.43
CP	J.Fac.	= 6.06	Staff	= 6.46	.40
SO	Staff	= 4.99	Stu.	= 5.38	.39
HO	Adm.	= 5.16	Fac.	= 4.80	.36
SO	Fac.	= 5.06	Stu.	= 5.38	.32
HO	Fac.	= 4.80	Staff	= 4.51	.29
Lab.	Fac.	= 4.47	Stu.	= 4.21	.26
Lab.	J.Fac.	= 4.64	Staff	= 4.90	.26
CP	Staff	= 6.46	Stu.	= 6.22	.24
Lab.	Adm.	= 4.43	Stu.	= 4.21	.22
Lab.	Adm.	= 4.43	J.Fac.	= 4.64	.21
HO	J.Fac.	= 4.33	Staff	= 4.51	.18
PR	Fac.	= 3.54	Stu.	= 3.36	.18
Lab.	Fac.	= 4.47	J.Fac.	= 4.64	.17
SO	Adm.	= 4.54	Stu.	= 4.38	.16
CP	J.Fac.	= 6.06	Stu.	= 6.22	.16
F.Pub.	Adm.	= 4.57	Fac.	= 4.72	.15
F. Pub.	Fac.	= 4.72	Stu.	= 4.57	.15
HO	Adm.	= 5.16	Stu.	= 5.29	.13

Table V (Continued)

Function	Public	Mean	Public	Mean	Mean Difference
F. Pub.	J. Fac.	= 4.10	Staff	= 4.03	.07
SO	Fac.	= 5.06	Staff	= 4.99	.07
Act.	Adm.	= 3.74	Staff	= 3.69	.05
Lab.	Adm.	= 4.43	Fac.	= 4.47	.04
SO	Adm.	= 4.54	J. Fac.	= 4.50	.04
PR	J. Fac.	= 2.81	Staff	= 2.78	.03
Act.	Fac.	= 4.35	Stu.	= 4.37	.02
F. Pub.	Adm.	= 4.57	Stu.	= 4.57	.00

Several indices can be gleaned from Table V, pages 82-84. As examples: Which publics were in the most and least consensus on their perceptions of the seven college press functions? Which functions seemed to cause the biggest differences among the publics? Which publics differed the most on which functions?

The average mean difference score for each combination of publics shows who had the most similar and dissimilar views of the seven functions. For example, all mean difference scores for the Administration-Newspaper Staff pair were added and the average of those scores was obtained.

The widest dispersion was between the Administrators and O'Collegian Staff, with a mean difference of .68. Journalism Faculty and Students ranked second in difference of views, with a .66, followed by a .61 difference of opinion between the Journalism Faculty and Administration. A .60 difference of agreement on functions was shown between the Faculty and Journalism Faculty, with a .56 and .55 difference between the O'Collegian Staff-Students and Faculty-O'Collegian Staff, respectively.

Other mean difference scores were as follows: Administration-

Students, .44; Administration-Faculty, .39; Faculty-Students, .30; and Journalism-Faculty-O'Collegian Staff, .27.

Worthy of note is the high agreement between Faculty and Students, as well as the Journalism Faculty and O'Collegian Staff. The Journalism Faculty and Newspaper Staff, however, disagreed greatly with Administrators on the college press functions.

Now the question is: Which publics created the highest and lowest difference scores? To help answer this, the criteria used were the top-10 and bottom-10 difference scores. Each public's difference scores were averaged within those ranges to indicate who contributed the most and least differences.

Administration was involved in 5 of the top-10 differences and contributed most to the differences with a 1.25 mean. O'Collegian Staff, ranking second, showed up 3 times, with a mean contribution of 1.23. A 1.06 mean was added for least agreement by Journalism Faculty, being involved in 6 of the top-10 differences, followed by Faculty contributing a 1.03 mean, indicated in 2 of the top-10, and Students contributing a 1.01 mean, indicated in 4 of the top-10 differences.

Although Commercial Press was indicated as the primary function in total public assessment, Figure 6, page 54, it was involved in 4 of the top-10 difference scores. The Administration was a part of these differences in 3 of the 4. Obviously crucial in discussing conflicting assessments of functions among publics are the mean differences of Administration and Newspaper Staff. Two of the top-3 mean difference scores are concerned with the Public Relations function. Here, the Administration is at odds with the Newspaper Staff and Journalism Faculty.

These indications of high disagreement among Administrators, Newspaper Staff and Journalism Faculty must be recognized. Decisions concerning newspaper policy must reconcile these differing assessments of college press functions. Practical application of these findings necessitates the student newspaper be directed by a clear-cut stand on which functions are considered relevant and primary for the college press at Oklahoma State University. Notwithstanding pressure exerted by conflicting publics, this policy results in a common meaning for the direction of the college press.

The bottom-10 difference scores showed which pairs of publics had the highest agreement. Three publics seemed to group together in high agreement: Administration, Faculty and Students. When paired with each other, the three combinations were indicated in 6 of the bottom-10. Journalism Faculty and O'Collegian Staff were paired in 2 of the lowest-10 disagreement scores. The functions of these bottom-10 were mostly those receiving lower relative agreement by the total publics: Faculty Publicity, Extra-Curricular Activity and Journalism Laboratory.

It appears that two major groups within the university community are opposed in their perceptions of college press functions: Administration, Faculty and Students, and Journalism Faculty and Newspaper Staff. As the newspaper audience is composed of the former group, with publication of the paper a concern of the latter, the importance of reconciling and formulating newspaper policy designed to provide firm direction for the staff is seen. Relative assessments among the publics has been shown for each of the functions.

However, the newspaper is not bound to follow any one group's assessment of college press functions. Instead, policy must dictate

the course the paper will follow. If conflict and criticism arise, this policy must guide the staff in spite of these confrontations. But, awareness of the varying assessments may aid in avoiding potential conflict among the publics.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this exploratory survey of the perceptions of functions of the college press by various publics within the university, seven levels of the independent variable-functions--and five levels of the independent variable-publics--were introduced to stimulate mean agreement scores for a relative assessment of the functions by each of the groups.

The levels of the college press functions were: Public Relations, Journalism Laboratory, House Organ, Extra-Curricular Activity, Journal of Student Opinion, Faculty Publicity and Commercial Press.

The populations surveyed--publics within the university--included Administration, Journalism Faculty, Newspaper Staff, Faculty and Students.

From 196 statements of function, culled from a review of the literature, 27 statements were chosen after two judges from each public had determined the function each statement best represented. Each function was represented by four statements, except Extra-Curricular Activity, which was represented by three statements.

Statements were placed in a random order in the questionnaires sent to 213 persons at Oklahoma State University. The total Journalism Faculty and Newspaper Staff publics were surveyed; random samples of 55 Faculty and 80 Students were drawn from the Oklahoma State University Directory. A chart obtained from the personnel office was used to

determine the 38 Administrators comprising that public. One-hundred sixty usable questionnaires were returned.

A two-dimensional factorial analysis of variance tested for significance between means of publics and functions and for interaction of publics and functions.

Differences Among Publics and Functions

Referring to Table III, page 53, and Table IV, page 55, results of significance tests of variances are shown. Between functions variance and between publics variance reveal definite differences far beyond chance expectations, $p < .0001$ and $p < .0002$, respectively.

Interaction was significant, $p < .0006$, indicating fluctuations in mean agreement scores could occur by chance less than 6 times in 10,000. Membership in a particular university public affected, to a great degree, a person's perception of the functions of the college press.

Interpretations of the variance analysis was facilitated further by various non-statistical comparisons of similarities and differences of dependent mean responses. Dealt with at length in Chapter IV, and restated briefly here, the various comparisons--all derived from Table III, page 53--pointed up the following:

1. The highest average agreement with all seven college press functions came from Students, followed by the Faculty, Administration, Newspaper Staff and Journalism Faculty, in that order.

- a. Students most agreed with the Commercial Press, Student Opinion and House Organ functions and agreed little with the Public Relations function. Students' agreement with other publics on various functions were: with

Journalism Faculty on Commercial Press; with Newspaper Staff on Commercial Press and Student Opinion; with Faculty on Extra-Curricular Activity, Faculty Publicity and Student Opinion; and with Administration on House Organ and Faculty Publicity.

b. Faculty members agreed most with the Student Opinion and Commercial Press functions, but little with the Public Relations function, which was the case with all other public except Administrators.

Faculty agreements with other publics on various functions were: with Administrators on Faculty Publicity and Commercial Press; with Newspaper Staff on Student Opinion; and with Journalism Faculty on Journalism Laboratory.

c. Administrators agreed most with the House Organ and Commercial Press function and least with Extra-Curricular Activity. Administrators' agreements with other publics on various functions were: with Students on House Organ, Extra-Curricular Activity and Faculty Publicity; with Faculty on Faculty Publicity and Commercial Press; with Journalism Faculty on Faculty Publicity and Student Opinion.

d. Newspaper (O'Collegian) Staff members agreed most with the Commercial Press (highest of any group), Student Opinion and Journalism Laboratory functions, and least with the Public Relations and Extra-Curricular Activity functions. Staffers' agreement with other

publics on various functions were: with Students on Student Opinion and Commercial Press; with Faculty on Student Opinion; with Administrators on Extra-Curricular Activity; and with the Journalism Faculty on Journalism Laboratory, Commercial Press, Public Relations, House Organ and Faculty Publicity functions.

e. Journalism Faculty, who agreed less over-all, with the seven college press functions, valued most highly the Commercial Press and Journalism Laboratory aspects and tended to reject the Public Relations and Extra-Curricular Activity functions. Journalism Faculty members' agreement with other publics on various functions were: with Students on Commercial Press; with Faculty on Journalism Laboratory; with Administrators on Faculty Publicity and Student Opinion; and with the O'Collegian Staff on the functions mentioned immediately above. The Journalism Faculty showed little agreement with any group except the Newspaper Staff.

2. The Commercial Press function received the highest average agreement by all five publics, followed by the Student Opinion, House Organ, Faculty Publicity, Extra-Curricular Activity and Public Relations functions, in that order. The widest split among the publics came over the Commercial Press and Public Relations functions. Greatest consensus was on the Faculty Publicity and Journalism Laboratory functions.

Now--which publics contributed the most and least to the high and low mean agreement scores observed for each function?

a. Commercial Press: High-Journalism Faculty,

O'Collegian Staff and Students; low--Administration and Faculty.

b. Journal of Student Opinion: High--Students, Faculty and Staff; low--Journalism Faculty and Administration.

c. House Organ: High--Administrators and Students; low--Journalism Faculty and Newspaper Staff.

d. Faculty Publicity: High--Faculty, Administrators and Students; low--Journalism Faculty and Journalism Staff.

e. Extra-Curricular Activity: High--Faculty and Students; low--Journalism Faculty.

f. Public Relations: High--Administration; low--Journalism Faculty and Newspaper Staff.

3. The two publics recording the widest gap in their views of the seven functions were the Administrators and O'Collegian Staff, followed by the split between the Journalism Faculty and Students; between the Journalism Faculty and Administration; between the Journalism Faculty and Faculty; between the O'Collegian Staff and Students; between the O'Collegian Staff and Faculty; between the Administration and Students; between the Administration and Faculty; between the Faculty and Students; and between the Journalism Faculty and O'Collegian Staff, in that order.

Every public's perception was lowest on Public Relations except Administration, which was lowest on Extra-Curricular Activity. Every group's highest assessment of function was Commercial Press except Administration, which was highest on House Organ.

A profile of differences was presented to indicate which functions were similarly perceived among the publics. These differences form the basis of the college press functions' conflicting effects.

Conclusions

What do these findings indicate for those persons responsible for and/or connected with publication of the college newspaper? A recognition of the student newspaper's conflicting functions is necessary. The college press does not mean the same to each of these publics in terms of its primary function. A definition of the college newspaper's intended audience may help relieve conflict of these functions. At the very least, an examination of the relative importance of the seven functions will aid in understanding each public's criticism of the college newspaper. Perhaps the most crucial conflict in agreement of the functions of the college press is that between the Administrator's and Newspaper Staff's assessments of primary function, House Organ and Commercial Press, respectively.

Three of the seven functions received mean scores indicating fairly consistent agreement among the five publics: Commercial Press, Student Opinion and House Organ functions. Concentration of efforts towards performance of these functions appears to be the general consensus of all publics surveyed. The Extra-Curricular Activity and Public Relations functions may be regarded as irrelevant for major purposes of the college newspaper at Oklahoma State University.

While findings of this survey cannot be generalized to other colleges and universities, due to inherent differences between academic institutions, the author hopes this examination of perceptions of the

functions will prove useful to any person connected with the college press.

Recommendations

One of the major methods of drawing out maximum variation of perceptions of the functions is to present statements concerning manifestations of function, rather than statements merely rephrasing a definition of that function. Built-in bias of statements, as the latter contains, may lessen true differences in assessments of the functions.

However, it is difficult for persons without a journalism orientation to discern the subtle shades of meaning among several of these functions. The author feels that statements representing functions should "pull out" the most diverse agreements among the various publics. A statement, such as number 7, referring to Commercial Press function, presents implications of functions and appears to yield maximum differences.

Perhaps a similar study could be conducted using only statements of function, conveying implications of function. The crucial point of this difference in methodology revolves around the use of "statement judges" who are familiar with the various functions of the college press.

While the findings presented here are not intended to propose any major changes in present publication policies of the The Daily O'Collegian, the author hopes that those persons responsible for and connected with this college newspaper will find these results helpful in dealing with the conflicting functions' effects on the college press and interpersonal relations among the publics at Oklahoma State University.

Recognizing the different assessments among the publics that make up the reading audience of The Daily O'Collegian could aid in resolving the effects of those conflicting functions. Whether day-to-day decisions or over-all publication policies are concerned, awareness of these perceptions of college press functions is vital. Control of the paper from pressure exerted by any of these groups affects the total university community. An examination of differences in perceptions should aid in clearing up these inconsistent functions.

STRATHMORE PARCHMENT

100% COTTON FIBER USA

A SELECTED BIBLIOGRAPHY

- Bert, Russell E. "Trend is Toward Supervision of Student Newspapers," Journalism Quarterly, Winter, 1952.
- Bethune, Beverly Moore, Views of Selected Junior College Students on Content, Function and Freedom of the Press. Unpublished Master's thesis, University of Florida, 1967.
- Clay, Roberta. The College Newspaper. New York, 1965.
- Crist, Lyle M. "Editorial Freedom: Another View," NCCPA Newsletter (quarterly publication of the National Council of College Publications Advisers), No. 3; March, 1968.
- Estrin, Herman A. and Sanderson, Arthur M., ed. Freedom and Censorship of the College Press. Dubuque, Iowa, 1966.
- ✓ Feldman, Samuel. The Student Journalist and Legal and Ethical Issues. New York, 1965. LB 3621 F312
- ✓ Green, Reginald H. and Kahn, Edwin S. "The College Editor: Role and Responsibility," Mass Communications on Campus. United States National Student Association, 1958.
- Kerlinger, Fred N. Foundations of Behavioral Research. New York: Henry Holt, 1965.
- McGuinness, Elizabeth. Functions of the Junior College Press. Unpublished Master's thesis, University of California at Los Angeles, 1968.
- ✓ Mann, James. The Student Editor. New York, 1938.
- ✓ Quinn, Harry Carter. The Social Responsibility of the College Press. Unpublished Master's thesis, University of Texas, 1968.
- ✓ Reddick, DeWitt C. Journalism and the School Paper. Boston, 1963. -572
- Taylor, Dorothy J. A Critical Analysis of Student Newspapers Published at the Regional Campuses of Indiana University. Unpublished Master's thesis, Indiana University, 1967. LB 3621 AB 112-5

APPENDIXES

APPENDIX A

STATEMENTS ON COLLEGE PRESS FUNCTIONS

FOR QUESTIONNAIRE

Statements representing functions of the college press are grouped together by function. The numbers for each function indicate the positions statements for that function held in the questionnaire.

Public Relations: 5, 9, 12, 17

Journalism Laboratory: 2, 8, 13, 26

House Organ: 11, 15, 18, 25

Extra-Curricular Activity: 6, 10, 14

Faculty Publicity: 3, 19, 22, 23

Student Opinion: 4, 16, 20, 24

Commercial Press: 1, 7, 21, 27

APPENDIX B

QUESTIONNAIRE

The first cover letter was enclosed with questionnaires sent to journalism faculty, newspaper staff and students. The second letter was included with questionnaires sent to administrators and members of the faculty surveyed.

**OKLAHOMA STATE UNIVERSITY • STILLWATER**

School of Journalism and Communications
372-6211, Ext. 477, 478, 479

74074

April, 1970

Dear

As a responsible and proficient member of the Oklahoma State University community, it must be assumed that you are aware of, and familiar with, the university's newspaper, The Daily O'Collegian.

I have selected you and several other persons from OSU to help in a study which I am conducting about the college newspaper. I am interested in your opinion about the O'Colly--ideas you have about our newspaper.

In order to learn more about this, I have enclosed a questionnaire which should not take much of your time. There is a stamped, addressed envelope for your response.

As I am probing an area in which you have daily contact, I feel your answers will be vital. Your help will enable me to conduct a serious study on a few of the problems of the college press.

Since I am polling only a small percentage of persons from OSU, I need all, or as near all as possible, replies. Your cooperation and reply are essential to the success of this study.

It is not necessary for you to sign your name on any of the material, but it is essential that I have some information about you. Therefore, please fill out the questionnaire as completely as possible.

I appreciate your time and help; thank you.

Sincerely,

Audrey Pennington



OKLAHOMA STATE UNIVERSITY • STILLWATER

School of Journalism and Communications
372-6211, Ext. 477, 478, 479

74074

April, 1970

Dear

On behalf of one of our graduate students, Miss Audrey Pennington, I wish to add my request for a few minutes of your time.

For some time, we in journalism and communications have felt that a more structured body of knowledge about the various perceived functions of the college press would be helpful to administrators, boards of publications, advisers, study committees, etc. In fact, I've tried for some time to interest two or three students to undertake Master's theses on the subject.

Miss Pennington, plus another Master's candidate, have agreed to what will be -- so far as I know -- the first controlled field experiment on different people's perceptions of various functions of the college press. Her sample is representative, but small. That's why I join Miss Pennington in stressing the great need for your help.

Many statements we're asking you to judge may seem simplistic. They are. Miss Pennington has gleaned them (except for localizations) from a two-months' search of the "literature" on issues involving functions of the college press. As you may know, functions voiced in debates, nationwide, have been vague, and parties involved have "bypassed" each other all too often.

Miss Pennington's project is humble and simplistic. But it is systematically structured. After a month of pretesting, her original 196 statements of functions (taken from articles, discussions, controversies, etc.) were narrowed to the 27 you are asked to judge. Though the statements seem unrealistic, they reflect the quality of debate on the college press, nationwide. The 7-point scales accompanying each statement are designed to remove much of the "allness" from the statements. In other words, you are not asked to respond to an "either-or" situation.

The goal of this effort is to provide at least one small block of "live data" for those who have various levels of responsibility for the O'Collegian's functions. Miss Pennington is not personally involved with the O'Collegian. Neither am I. Our interests lie in providing information relevant to avoidance of communication gaps.

Will you please help us in this first small, but -- I believe -- significant and sincere effort? Thank you.

Walter J. Ward
Associate Professor
Graduate Studies
Journalism & Communications

The following questions may be answered by placing an x in the blanks which apply to you. Please be accurate with your answers as this will help to make this a more correct study of the college newspaper.

As a student I am (check each blank which applies to you)

_____ enrolled in at least 12 hours undergraduate
or at least 6 hours graduate credit at OSU

_____ enrolled at OSU for at least my third semester

_____ majoring in Journalism

_____ not majoring in Journalism

I am _____ currently on the staff of the Daily O'Collegian

I have _____ been a staff member of the Daily O'Collegian in
previous semesters, but am not currently on the
staff this semester

As a member of the faculty I

_____ teach at least one journalism course or laboratory

_____ do not teach any journalism courses

_____ hold the academic rank of Instructor or above

I am _____ an administrator at OSU, holding campus-wide
responsibility for a university management or
administrative function

- ✓ 1. The O'Colly, like any newspaper, should be expected to: print the news accurately and provide a forum for the free exchange of opinion.

Very Strongly Agree _____ Very Strongly Disagree

2. The O'Colly should exist to train its staff members for professional journalism.

Very Strongly Agree _____ Very Strongly Disagree

3. The staff of the O'Colly should be encouraged to interview the faculty for articles so that students can become familiar with them.

Very Strongly Agree _____ Very Strongly Disagree

- ✓ 4. Student opinion should be the most important content category in the O'Colly.

Very Strongly Agree _____ Very Strongly Disagree

- ✓ 5. The O'Colly should never publish anything that reflects unfavorably on OSU, such as the recent controversy over the dormitory open-door policy.

Very Strongly Agree _____ Very Strongly Disagree

- ✓ 6. The O'Colly should provide an outlet for good writing and artwork of all students, and not be restricted only to journalism majors.

Very Strongly Agree _____ Very Strongly Disagree

- ✓ 7. The O'Colly should not be responsible to any college administrator; it should be responsible primarily to all its readers. It carries out this responsibility by adhering to the traditions, the practices and the spirit of the free press.

Very Strongly Agree _____ Very Strongly Disagree

- ✓ 8. The O'Colly should be a laboratory in which journalism students experiment with what they have learned in class and polish their skills in preparation for the professional field of journalism.
- Very Strongly Agree _____ Very Strongly Disagree _____
9. The O'Colly should make every effort to present a positive picture of OSU to the community.
- Very Strongly Agree _____ Very Strongly Disagree _____
- ✓ 10. One major purpose of the O'Colly should be to give the students an outlet for some of their excess energy.
- Very Strongly Agree _____ Very Strongly Disagree _____
- ✓ 11. Informing the student body about the programs and events pertinent to the university should be a major function of the O'Colly.
- Very Strongly Agree _____ Very Strongly Disagree _____
12. The O'Colly should make every effort to put OSU's best foot forward in presenting the university's image to community residents, patrons and other colleges and universities.
- Very Strongly Agree _____ Very Strongly Disagree _____
- ✓ 13. The O'Colly should provide journalism experience for those students who will go into the newspaper profession.
- Very Strongly Agree _____ Very Strongly Disagree _____
- ✓ 14. The O'Colly should function as an extra-curricular activity.
- Very Strongly Agree _____ Very Strongly Disagree _____

- ✓ 15. The O'Colly should primarily print stories about subjects like outstanding students, notices of upcoming sports events and dances.

Very Strongly Agree _____ Very Strongly Disagree

- ✓ 16. The O'Colly should provide an outlet for students' voices or, in the case of special columns or letters-to-the-editor, one student's voice.

Very Strongly Agree _____ Very Strongly Disagree

- ✓ 17. Newspaper policy should dictate that the O'Colly must, as far as possible, stay clear of any subject that might give OSU a bad name.

Very Strongly Agree _____ Very Strongly Disagree

18. The job interview schedules listed in the O'Colly should be considered advertising for the paper because the O'Colly should not be a central bulletin board for the campus.

Very Strongly Agree _____ Very Strongly Disagree

- ✓ 19. At various times, the O'Colly should invite some member of the faculty to write about some phase of his work he feels will interest the students.

Very Strongly Agree _____ Very Strongly Disagree

- ✓ 20. The O'Colly should serve as an outlet for student thought and expression.

Very Strongly Agree _____ Very Strongly Disagree

- ✓ 21. The O'Colly should not print only that which is favorable to the university. It should have a right and responsibility to publish the news, good or bad, and to express an informed opinion about it.

Very Strongly Agree _____ Very Strongly Disagree

22. The O'Colly should serve as a medium of constructive and creative educational publicity for professors' work.

Very Strongly Agree _____ Very Strongly Disagree _____

23. The best way in which the O'Colly may serve the faculty should be to encourage the student to seek learning and thus to become sympathetic with the faculty efforts.

Very Strongly Agree _____ Very Strongly Disagree _____

24. The O'Colly should be the voice of the student body in school affairs which potentially affect the student.

Very Strongly Agree _____ Very Strongly Disagree _____

25. The reporting of activities, events and news happenings on the OSU campus should be the newspaper's primary purpose, and should require the greatest amount of space in each issue.

Very Strongly Agree _____ Very Strongly Disagree _____

26. The O'Colly should not be solely a laboratory product of journalism classes because in that way it limits the interests of student writers.

Very Strongly Agree _____ Very Strongly Disagree _____

27. A major function of the O'Colly is to print the news--an essential striving for the truth.

Very Strongly Agree _____ Very Strongly Disagree _____

APPENDIX C

REMINDER SENT TO RESPONDENTS

**OKLAHOMA STATE UNIVERSITY • STILLWATER**

School of Journalism and Communications
372-6211, Ext. 477, 478, 479

74074

May, 1970

Dear

The purpose of this letter is to take another opportunity to thank you for your participation in the study of the Daily O'Collegian.

The response to the study has been rather good and this will help the validity of my findings considerably.

If you have already completed and returned the questionnaire, let me say a special "thank you" for your prompt response.

However, if you have not completed the questionnaire, please permit me to remind you that it is all important that you do so. Another copy of the questionnaire is enclosed for your convenience.

I have taken this method of thanking you and reminding you at the same time, because I have no way of knowing exactly who has returned the questionnaire.

I have set no time limit on having you return the questionnaire for I realize most people are very busy. Please work it into your schedule at the earliest possible convenience, and then drop it into the mail to me.

Thank you for your help.

Sincerely,

Audrey Pennington

APPENDIX D

COMPUTER OUTPUT OF DATA AND

ANALYSIS OF VARIANCE

ZZJOB

ZZXEQSFAC1

575113155175615556455653645	ADM01	1
77711717777771171777717777	ADM02	1
775316267277753717667444646	ADM03	1
676526226166222426656645235	ADM04	1
5553353563565535555555535	ADM05	1
535334155255533536555453535	ADM06	1
756417755355632715677356527	ADM09	1
626337316165263637655364717	ADM10	1
766517356167754717377567526	ADM11	1
73621636717757272777363517	ADM12	1
534314157167522576667445635	ADM14	1
443136446256522436455125535	ADM16	1
76523615513553255355563526	ADM17	1
735216233163362616657521727	ADM20	1
731216353173553627466156717	ADM21	1
767226267167645454755453426	ADM22	1
55534615545555536555225535	ADM23	1
765335255376644564544334535	ADM24	1
755536354664553535665555626	ADM25	1
746267156177746567765225717	ADM27	1
762326753145633627477446557	ADM28	1
666335365575733536665545535	ADM29	1
755336356255523535455345525	ADM30	1
655333255355533534555554454	ADM31	1
666525425265525625666563626	ADM32	1
512127165175615537157177777	ADM33	1
714425345175445637555442537	ADM35	1
774173137177744177551435747	ADM36	1
764114277177712414117547777	JFC01	2
766536267566752651637677627	JFC02	2
775216761131711511557333737	JFC03	2
755226256166635557565136727	JFC04	2
634216635162261621667126326	JFC05	2
665235172152712526556222767	JFC06	2
766323355365642525556555617	JFC07	2
735116535455731723655333727	JFC08	2
754315354364541724557134535	JFC09	2
753413552362523322237326557	JFC10	2
717116751171716711757177717	JFC11	2
735513733162613611577537717	JFC12	2
776516765365742721567636527	STA01	3
766517766376555635567343737	STA02	3
775212675453722713177525717	STA03	3
736316756277661712567127717	STA04	3
755315752264632714667554437	STA05	3
775517762175662711367125727	STA06	3
75532565555543535667546637	STA07	3
776416764354772617467555577	STA08	3
765325655466633723437535627	STA09	3
776517776176765667777455727	STA10	3
63313513517751353443533737	STA11	3
755315653363743515557335737	STA12	3
767414754154714336477117346	STA13	3
764413455254633624557335426	STA14	3
677614575464745523757556647	STA15	3
777516774155511442547117537	STA16	3
634222731242322615437213337	STA17	3
545315742152443511467534644	STA18	3
755515633354443737677344717	STA19	3
775215775375725412457546737	STA20	3
676432476567752546575557635	STA21	3

754517751471741712777443617	STA22	3
754115151471544614151146747	STA23	3
543315752252532625667343617	STA24	3
553413573353434522446115575	STA25	3
714517774174511711677147417	STA26	3
775315773351722511357123736	STA27	3
546426255265553524555334525	FAC02	4
755615752243542716567526436	FAC03	4
77643555374632546656466256	FAC04	4
715417721471263614667544517	FAC06	4
77751777527577717777777447	FAC07	4
757317167167665636177456717	FAC08	4
734416744464553627477167627	FAC09	4
745447547467676572566467777	FAC13	4
755137367277752555464175717	FAC14	4
766317565365533637666666625	FAC15	4
755315653353522524657255727	FAC16	4
513347117377541545454344535	FAC18	4
764417255477743717776247714	FAC22	4
623617721351461712577445216	FAC23	4
745437554544553414455444435	FAC26	4
655436345255764436247265637	FAC28	4
677366177377746576561676756	FAC29	4
177114171151741771777774111	FAC31	4
545436643565545535555545524	FAC32	4
536316236356533525555534535	FAC34	4
755417454174621527667246717	FAC35	4
774224177177722676556645635	FAC36	4
756717752471541714677347437	FAC37	4
734514633153362524457356537	FAC39	4
777415375574734714367335757	FAC40	4
754337177577773667573567516	FAC41	4
743515553353552737455245323	FAC42	4
777144166276641774447464626	FAC45	4
66633325626663355555553535	FAC46	4
756516753252542713677757347	FAC47	4
735215135177515517526151637	FAC50	4
756216353463642626677546525	FAC52	4
654326225355445535455345626	FAC53	4
77721777557731517667165527	FAC55	4
765515163352531613567333627	STU01	5
755617744574474617577557747	STU02	5
554325643563444525455333534	STU03	5
525113547177416717657457717	STU04	5
674315665465544535665445637	STU06	5
643426444574454436456443536	STU10	5
745315655576543537555555327	STU12	5
734315733152443626556246426	STU13	5
646337154274537627655454717	STU14	5
767717764174662617757515717	STU15	5
736317751771541717774111727	STU16	5
716617712162421714477417216	STU17	5
726416653563743626577556627	STU19	5
777324553375623325547335757	STU21	5
545322357667551737566143755	STU22	5
714316723345362617767427517	STU23	5
755334565465644535556544536	STU24	5
77777666767777662456667717	STU25	5
762415746374734536466244523	STU28	5
735316754677532716677335717	STU30	5
716617756276126637767767716	STU31	5
743315762352741715577227637	STU32	5
775717771431642614677547537	STU34	5

745614744254444714777557647	STU35	5
776214555263643665656335616	STU36	5
754315625356543725467245626	STU37	5
636315636453245617667555626	STU38	5
745647744465446744567456517	STU39	5
435526735356431526547226526	STU41	5
7.76627564374644737655656737	STU42	5
635314533364363516656445524	STU43	5
755516654466743625555445535	STU44	5
531121442161261517644346617	STU45	5
755616656376733657567546737	STU46	5
755717757767646724476545617	STU47	5
756616755265533623667536517	STU49	5
774516745554444714477447517	STU53	5
766516656476645636677456646	STU56	5
754516725455531733577555717	STU57	5
654517643575445646566335727	STU59	5
655335456356545542555333555	STU60	5
645435645365453535556444336	STU61	5
766716726377637717747537717	STU62	5
676336365376643526627431656	STU63	5
764617767667645634566557617	STU66	5
764714756761641614567436636	STU68	5
767614664564645617667366676	STU70	5
644336525165436456346334666	STU71	5
755617135275636726476244617	STU72	5
757713727177357757667467727	STU74	5
767525543275643735757667726	STU75	5
643345545464444447446445535	STU76	5
663635755566655545465357636	STU77	5
655717756376553737577457736	STU80	5
757317776466754717777767567	STU81	5
754532267477665536537445547	STU82	5
765316656524662766465446546	STU83	5
655546455366545547554554655	STU84	5
667317743575612717657445727	STU85	5

PR	LAB	HO	ACT	PUB	SO	CP							
4.00	16.0	5.50	30.2	6.00	36.0	1.66	2.7	5.00	25.0	3.50	12.2	4.00	16.0
4.00	16.0	7.00	49.0	5.50	30.2	5.00	25.0	5.50	30.2	5.50	30.2	5.50	30.2
4.00	16.0	6.00	36.0	5.75	33.0	4.33	18.7	4.75	22.5	5.00	25.0	5.50	30.2
4.00	16.0	3.50	12.2	4.00	16.0	3.00	9.0	5.50	30.2	4.75	22.5	4.75	22.5
5.00	25.0	4.50	20.2	4.50	20.2	4.33	18.7	5.00	25.0	4.50	20.2	4.50	20.2
4.00	16.0	4.00	16.0	4.75	22.5	3.00	9.0	4.75	22.5	4.00	16.0	4.00	16.0
3.00	9.0	4.50	20.2	4.25	18.0	4.33	18.7	5.00	25.0	6.00	36.0	7.00	49.0
4.25	18.0	1.50	2.2	5.75	33.0	4.66	21.7	5.25	27.5	4.50	20.2	5.25	27.5
3.75	14.0	5.00	25.0	5.50	30.2	4.33	18.7	5.00	25.0	6.50	42.2	5.75	33.0
4.25	18.0	3.75	14.0	5.25	27.5	4.66	21.7	5.50	30.2	4.75	22.5	6.00	36.0
5.50	30.2	4.00	16.0	5.00	25.0	2.33	5.4	4.50	20.2	4.75	22.5	4.50	20.2
4.50	20.2	4.00	16.0	4.50	20.2	3.33	11.1	2.50	6.2	3.75	14.0	4.50	20.2
4.50	20.2	4.50	20.2	3.25	10.5	3.33	11.1	5.25	27.5	3.75	14.0	4.75	22.5
2.00	4.0	2.75	7.5	5.25	27.5	4.33	18.7	4.50	20.2	3.50	12.2	5.75	33.0
2.25	5.0	3.50	12.2	6.00	36.0	4.00	16.0	2.75	7.5	5.00	25.0	5.75	33.0
5.25	27.5	5.00	25.0	4.75	22.5	3.66	13.4	5.75	33.0	3.50	12.2	5.00	25.0
4.25	18.0	4.50	20.2	5.25	27.5	5.00	25.0	3.50	12.2	4.50	20.2	4.00	16.0
5.00	25.0	5.00	25.0	5.00	25.0	4.00	16.0	4.00	16.0	4.00	16.0	4.50	20.2
3.50	12.2	4.25	18.0	5.00	25.0	5.66	32.1	5.25	27.5	5.25	27.5	5.25	27.5
6.25	39.0	4.25	18.0	6.75	45.5	4.00	16.0	4.25	18.0	4.50	20.2	5.00	25.0
3.00	9.0	5.50	30.2	4.75	22.5	3.33	11.1	3.50	12.2	5.50	30.2	7.00	49.0
4.00	16.0	5.50	30.2	5.25	27.5	4.33	18.7	5.25	27.5	4.75	22.5	4.75	22.5
4.25	18.0	4.25	18.0	4.50	20.2	3.33	11.1	4.00	16.0	4.50	20.2	5.00	25.0
4.00	16.0	5.00	25.0	4.00	16.0	3.00	9.0	5.00	25.0	4.25	18.0	4.25	18.0
3.50	12.2	3.75	14.0	5.50	30.2	3.00	9.0	5.75	33.0	5.00	25.0	5.50	30.2
3.75	14.0	5.00	25.0	6.50	42.2	3.00	9.0	2.75	7.5	4.50	20.2	5.00	25.0
3.75	14.0	3.00	9.0	6.00	36.0	3.33	11.1	4.25	18.0	4.25	18.0	5.50	30.2
7.00	49.0	5.25	27.5	6.25	39.0	2.66	7.1	4.00	16.0	3.00	9.0	4.00	16.0

B(1)

TOTAL OF THE MEANS-	116.50	124.25	144.75	104.99	128.00	127.25	142.25	887.99
(TOTAL OF THE MEANS) SQUARED-	13572.25	15438.06	20952.56	11024.99	16384.00	16192.56	20235.06	788543.9
MEAN-	4.160	4.437	5.169	3.749	4.571	4.544	5.080	4.530
TOTAL OF THE (MEANS SQUARED)-	514.37	582.93	766.06	415.66	607.75	595.06	740.06	

PR	LAB	HO	ACT	PUB	SO	CP							
4.00	16.0	6.75	45.5	5.00	25.0	2.00	4.0	3.50	12.2	3.25	10.5	5.75	33.0
5.25	27.5	5.25	27.5	3.75	14.0	5.33	28.4	6.25	39.0	5.25	27.5	5.75	33.0
1.00	1.0	5.75	33.0	3.00	9.0	2.66	7.1	4.00	16.0	3.75	14.0	7.00	49.0
4.75	22.5	4.50	20.2	6.25	39.0	3.33	11.1	3.50	12.2	4.75	22.5	5.25	27.5
2.50	6.2	2.50	6.2	2.75	7.5	4.33	18.7	3.25	10.5	5.00	25.0	6.25	39.0
2.25	5.0	6.50	42.2	5.00	25.0	2.33	5.4	3.50	12.2	3.50	12.2	5.00	25.0
3.50	12.2	4.50	20.2	4.75	22.5	3.33	11.1	5.25	27.5	4.50	20.2	5.75	33.0
3.25	10.5	3.75	14.0	4.00	16.0	4.33	18.7	4.25	18.0	4.00	16.0	6.00	36.0
2.75	7.5	4.50	20.2	4.00	16.0	4.00	16.0	3.25	10.5	4.75	22.5	5.50	30.2
1.75	3.0	5.00	25.0	4.00	16.0	2.66	7.1	2.50	6.2	4.00	16.0	6.50	42.2
1.00	1.0	3.50	12.2	5.25	27.5	2.66	7.1	5.50	30.2	5.00	25.0	7.00	49.0
1.75	3.0	3.25	10.5	4.25	18.0	1.66	2.7	4.50	20.2	6.25	39.0	7.00	49.0

B(2)

TOTAL OF THE MEANS-
 33.75 55.75 52.00 38.66 49.25 54.00 72.75 356.16
 (TOTAL OF THE MEANS) SQUARED-
 1139.06 3108.06 2704.00 1495.11 2425.56 2916.00 5292.56 126854.6
 MEAN-
 2.812 4.645 4.333 3.222 4.104 4.500 6.062 4.240
 TOTAL OF THE (MEANS SQUARED)-
 115.93 277.31 235.87 137.77 215.31 250.87 446.31

* * * * *

	PR	LAB	HO	ACT	PUB	SO	CP						
3.25	10.5	5.50	30.2	3.50	12.2	4.33	18.7	5.00	25.0	6.00	36.0	7.00	49.0
4.00	16.0	5.00	25.0	6.00	36.0	5.00	25.0	4.50	20.2	5.00	25.0	7.00	49.0
2.50	6.2	5.50	30.2	4.25	18.0	2.66	7.1	3.25	10.5	5.25	27.5	6.75	45.5
3.75	14.0	3.75	14.0	4.25	18.0	4.66	21.7	3.50	12.2	5.75	33.0	7.00	49.0
2.00	4.0	4.75	22.5	4.00	16.0	3.33	11.1	5.25	27.5	5.00	25.0	7.00	49.0
2.25	5.0	5.25	27.5	4.25	18.0	4.66	21.7	2.75	7.5	5.75	33.0	7.00	49.0
3.75	14.0	4.50	20.2	4.75	22.5	4.66	21.7	5.00	25.0	5.00	25.0	6.75	45.5
2.50	6.2	6.75	45.5	4.75	22.5	5.33	28.4	5.00	25.0	5.25	27.5	7.00	49.0
3.75	14.0	4.75	22.5	4.50	20.2	4.00	16.0	4.25	18.0	4.50	20.2	6.75	45.5
4.75	22.5	5.75	33.0	6.50	42.2	4.66	21.7	5.50	30.2	5.75	33.0	7.00	49.0
4.50	20.2	3.50	12.2	5.25	27.5	2.33	5.4	3.25	10.5	3.00	9.0	4.75	22.5
2.00	4.0	5.00	25.0	5.25	27.5	4.00	16.0	4.00	16.0	4.50	20.2	6.75	45.5
3.00	9.0	5.50	30.2	4.50	20.2	2.00	4.0	3.25	10.5	5.25	27.5	6.75	45.5
3.00	9.0	4.75	22.5	4.00	16.0	2.66	7.1	3.75	14.0	5.00	25.0	6.00	36.0
3.00	9.0	6.25	39.0	5.00	25.0	4.00	16.0	6.00	36.0	5.50	30.2	6.25	39.0
3.50	12.2	5.50	30.2	3.25	10.5	2.66	7.1	3.50	12.2	5.00	25.0	7.00	49.0
1.50	2.2	3.00	9.0	3.50	12.2	2.00	4.0	2.75	7.5	3.50	12.2	6.75	45.5
1.50	2.2	4.00	16.0	3.75	14.0	3.33	11.1	4.25	18.0	4.50	20.2	5.75	33.0
2.75	7.5	3.25	10.5	5.50	30.2	4.00	16.0	4.50	20.2	5.75	33.0	6.75	45.5
3.00	9.0	6.00	36.0	5.25	27.5	3.33	11.1	4.50	20.2	4.25	18.0	7.00	49.0
5.00	25.0	6.00	36.0	5.00	25.0	4.00	16.0	5.25	27.5	5.75	33.0	5.00	25.0
1.00	1.0	4.50	20.2	4.00	16.0	5.00	25.0	4.75	22.5	5.50	30.2	7.00	49.0
1.00	1.0	4.75	22.5	5.50	30.2	4.33	18.7	2.50	6.2	4.50	20.2	4.00	16.0
1.75	3.0	3.75	14.0	4.50	20.2	3.33	11.1	4.00	16.0	4.50	20.2	6.50	42.2
2.25	5.0	5.75	33.0	4.00	16.0	3.00	9.0	2.25	5.0	4.50	20.2	5.25	27.5
2.50	6.2	3.50	12.2	3.25	10.5	3.00	9.0	3.75	14.0	6.50	42.2	7.00	49.0
1.50	2.2	6.00	36.0	3.75	14.0	3.33	11.1	2.75	7.5	4.00	16.0	6.75	45.5

B(3)

TOTAL OF THE MEANS-
 75.25 132.50 122.00 99.66 109.00 134.75 174.50 847.66
 (TOTAL OF THE MEANS) SQUARED-
 5662.56 17556.25 14884.00 9933.44 11881.00 18157.56 30450.25 718538.7
 MEAN-
 2.787 4.907 4.518 3.691 4.037 4.990 6.462 4.485
 TOTAL OF THE (MEANS SQUARED)-
 241.06 676.25 569.25 391.44 466.12 688.56 1145.00

* * * * *

	PR	LAB	HO	ACT	PUB	SO	CP						
3.50	12.2	4.00	16.0	4.50	20.2	4.33	18.7	4.25	18.0	4.50	20.2	4.25	18.0
1.75	3.0	4.50	20.2	4.00	16.0	3.66	13.4	4.25	18.0	6.25	39.0	6.75	45.5
4.00	16.0	5.75	33.0	4.25	18.0	3.66	13.4	5.50	30.2	5.00	25.0	6.00	36.0
1.00	1.0	1.50	2.2	4.75	22.5	5.66	32.1	5.00	25.0	5.00	25.0	7.00	49.0
3.00	9.0	6.25	39.0	6.25	39.0	5.33	28.4	7.00	49.0	6.50	42.2	7.00	49.0
4.50	20.2	4.50	20.2	6.00	36.0	4.66	21.7	4.25	18.0	5.50	30.2	5.50	30.2
2.75	7.5	3.50	12.2	5.50	30.2	5.00	25.0	3.75	14.0	6.00	36.0	7.00	49.0

6.25	39.0	5.25	27.5	5.25	27.5	6.00	36.0	5.00	25.0	5.50	30.2	6.25	39.0
5.50	30.2	4.75	22.5	5.25	27.5	4.66	21.7	4.25	18.0	4.25	18.0	5.25	27.5
3.50	12.2	4.75	22.5	5.50	30.2	4.33	18.7	6.00	36.0	5.25	27.5	5.75	33.0
2.25	5.0	4.25	18.0	4.50	20.2	3.33	11.1	4.50	20.2	4.50	20.2	6.75	45.5
5.50	30.2	2.50	6.2	4.50	20.2	4.66	21.7	3.50	12.2	4.25	18.0	3.75	14.0
3.50	12.2	4.75	22.5	6.00	36.0	5.00	25.0	4.25	18.0	6.25	39.0	4.75	22.5
1.00	1.0	2.25	5.0	2.50	6.2	5.33	28.4	4.00	16.0	6.25	39.0	6.50	42.2
3.00	9.0	4.25	18.0	3.75	14.0	5.66	32.1	4.25	18.0	4.25	18.0	5.50	30.2
4.00	16.0	4.75	22.5	5.25	27.5	4.66	21.7	3.75	14.0	4.25	18.0	5.75	33.0
6.75	45.5	6.50	42.2	6.50	42.2	4.33	18.7	6.25	39.0	5.00	25.0	3.50	12.2
2.50	6.2	5.50	30.2	2.00	4.0	3.00	9.0	7.00	49.0	4.75	22.5	2.50	6.2
3.50	12.2	3.75	14.0	5.25	27.5	5.00	25.0	4.75	22.5	4.75	22.5	5.00	25.0
3.75	14.0	3.50	12.2	4.50	20.2	4.00	16.0	4.75	22.5	4.25	18.0	4.25	18.0
2.75	7.5	4.25	18.0	5.50	30.2	3.33	11.1	4.25	18.0	5.25	27.5	6.25	39.0
5.75	33.0	6.00	36.0	5.25	27.5	2.33	5.4	4.75	22.5	4.50	20.2	4.75	22.5
1.25	1.5	4.50	20.2	4.00	16.0	5.00	25.0	4.75	22.5	7.00	49.0	7.00	49.0
2.25	5.0	3.00	9.0	4.00	16.0	3.66	13.4	4.00	16.0	5.25	27.5	6.75	45.5
2.75	7.5	6.50	42.2	5.50	30.2	4.33	18.7	4.00	16.0	5.50	30.2	6.00	36.0
5.75	33.0	5.00	25.0	5.50	30.2	6.33	40.1	5.00	25.0	5.75	33.0	4.25	18.0
2.50	6.2	4.00	16.0	4.25	18.0	4.33	18.7	3.25	10.5	5.50	30.2	5.00	25.0
5.75	33.0	5.25	27.5	4.50	20.2	3.33	11.1	5.25	27.5	4.00	16.0	5.25	27.5
5.00	25.0	5.00	25.0	4.75	22.5	2.66	7.1	5.25	27.5	4.00	16.0	4.50	20.2
1.75	3.0	4.75	22.5	3.25	10.5	4.00	16.0	6.00	36.0	6.50	42.2	7.00	49.0
3.50	12.2	3.50	12.2	6.25	39.0	2.33	5.4	4.00	16.0	2.50	6.2	5.25	27.5
2.25	5.0	4.50	20.2	4.75	22.5	4.66	21.7	5.25	27.5	5.25	27.5	5.50	30.2
3.75	14.0	3.25	10.5	5.25	27.5	4.33	18.7	3.75	14.0	4.50	20.2	4.75	22.5
4.00	16.0	5.75	33.0	4.50	20.2	5.00	25.0	5.00	25.0	4.50	20.2	7.00	49.0

B(4)

TOTAL OF THE MEANS-							
120.50	152.00	163.25	147.99	160.75	172.25	188.25	1104.99
(TOTAL OF THE MEANS) SQUARED-							
14520.25	23104.00	26650.56	21903.98	25840.56	29670.06	35438.06	1221024.7
MEAN-							
3.544	4.470	4.801	4.352	4.727	5.066	5.536	4.642
TOTAL OF THE (MEANS SQUARED)-							
505.00	725.00	817.18	676.44	787.93	900.93	1087.31	

* * * * *

	PR	LAB	HO	ACT	PUB	SO	CP						
1.75	3.0	4.75	22.5	3.75	14.0	3.66	13.4	4.00	16.0	5.00	25.0	5.50	30.2
2.50	6.2	4.25	18.0	6.25	39.0	6.33	40.1	5.00	25.0	6.50	42.2	7.00	49.0
2.50	6.2	4.00	16.0	5.00	25.0	4.66	21.7	3.50	12.2	4.00	16.0	5.00	25.0
4.00	16.0	2.75	7.5	6.75	45.5	1.66	2.7	5.00	25.0	5.00	25.0	6.00	36.0
3.50	12.2	5.25	27.5	5.25	27.5	4.33	18.7	4.50	20.2	4.75	22.5	6.00	36.0
3.25	10.5	3.75	14.0	5.50	30.2	5.33	28.4	3.75	14.0	4.00	16.0	5.50	30.2
3.75	14.0	4.00	16.0	5.00	25.0	4.66	21.7	5.00	25.0	4.50	20.2	6.25	39.0
2.00	4.0	3.00	9.0	4.50	20.2	3.33	11.1	3.75	14.0	5.00	25.0	6.50	42.2
3.25	10.5	3.75	14.0	7.00	49.0	4.00	16.0	5.25	27.5	4.50	20.2	4.75	22.5
2.50	6.2	4.75	22.5	5.75	33.0	4.66	21.7	5.00	25.0	5.75	33.0	7.00	49.0
1.00	1.0	3.75	14.0	5.50	30.2	6.00	36.0	3.75	14.0	6.00	36.0	6.25	39.0
1.50	2.2	1.75	3.0	3.25	10.5	3.33	11.1	3.75	14.0	6.75	45.5	6.75	45.5
2.25	5.0	4.00	16.0	5.25	27.5	5.00	25.0	5.25	27.5	5.75	33.0	6.75	45.5
3.00	9.0	5.75	33.0	5.50	30.2	3.00	9.0	4.50	20.2	3.75	14.0	6.50	42.2
4.75	22.5	4.75	22.5	5.25	27.5	4.33	18.7	3.75	14.0	4.75	22.5	4.75	22.5
2.50	6.2	1.75	3.0	4.50	20.2	5.00	25.0	4.25	18.0	5.50	30.2	7.00	49.0
4.00	16.0	5.00	25.0	5.00	25.0	4.00	16.0	4.75	22.5	4.25	18.0	6.00	36.0
6.75	45.5	5.25	27.5	5.75	33.0	6.66	44.4	5.75	33.0	6.25	39.0	6.50	42.2
3.50	12.2	4.75	22.5	5.50	30.2	3.66	13.4	3.00	9.0	4.75	22.5	5.75	33.0
3.25	10.5	3.50	12.2	5.50	30.2	5.00	25.0	4.25	18.0	5.50	30.2	7.00	49.0

4.00	16.0	2.00	4.0	6.75	45.5	3.66	13.4	6.50	42.2	6.25	39.0	6.75	45.5
1.50	2.2	5.00	25.0	4.25	18.0	4.00	16.0	3.00	9.0	6.00	36.0	7.00	49.0
1.00	1.0	5.75	33.0	3.50	12.2	5.00	25.0	5.00	25.0	6.75	45.5	7.00	49.0
2.50	6.2	4.00	16.0	4.75	22.5	3.33	11.1	5.50	30.2	6.75	45.5	7.00	49.0
3.75	14.0	4.75	22.5	5.00	25.0	3.33	11.1	4.50	20.2	4.50	20.2	6.00	36.0
3.50	12.2	3.50	12.2	4.75	22.5	4.00	16.0	3.50	12.2	5.25	27.5	6.50	42.2
2.75	7.5	2.50	6.2	5.75	33.0	4.33	18.7	5.50	30.2	5.00	25.0	6.25	39.0
4.25	18.0	3.25	10.5	5.25	27.5	5.00	25.0	4.75	22.5	6.25	39.0	7.00	49.0
3.75	14.0	3.00	9.0	4.25	18.0	4.00	16.0	3.50	12.2	5.00	25.0	6.00	36.0
3.25	10.5	5.50	30.2	6.25	39.0	4.66	21.7	5.75	33.0	6.00	36.0	6.00	36.0
2.25	5.0	2.75	7.5	5.00	25.0	4.33	18.7	4.75	22.5	4.50	20.2	5.25	27.5
3.25	10.5	5.00	25.0	4.75	22.5	4.66	21.7	4.50	20.2	5.25	27.5	5.75	33.0
1.50	2.2	2.50	6.2	5.00	25.0	2.66	7.1	3.50	12.2	4.00	16.0	5.00	25.0
4.50	20.2	5.00	25.0	6.00	36.0	4.00	16.0	4.75	22.5	6.00	36.0	6.75	45.5
4.25	18.0	4.25	18.0	5.50	30.2	6.00	36.0	4.50	20.2	6.50	42.2	6.75	45.5
3.25	10.5	4.00	16.0	4.25	18.0	3.66	13.4	5.00	25.0	6.00	36.0	7.00	49.0
2.75	7.5	4.00	16.0	4.50	20.2	5.00	25.0	4.00	16.0	6.50	42.2	7.00	49.0
4.00	16.0	5.25	27.5	6.00	36.0	4.66	21.7	5.25	27.5	6.00	36.0	6.50	42.2
3.50	12.2	3.25	10.5	4.00	16.0	4.33	18.7	4.75	22.5	6.00	36.0	7.00	49.0
3.25	10.5	3.75	14.0	6.25	39.0	5.33	28.4	3.75	14.0	5.50	30.2	6.25	39.0
4.75	22.5	5.00	25.0	4.25	18.0	4.00	16.0	4.00	16.0	4.00	16.0	5.00	25.0
4.00	16.0	3.75	14.0	4.25	18.0	4.33	18.7	4.50	20.2	4.50	20.2	6.00	36.0
3.75	14.0	3.75	14.0	7.00	49.0	4.00	16.0	5.25	27.5	6.25	39.0	7.00	49.0
4.00	16.0	6.00	36.0	5.50	30.2	4.33	18.7	4.75	22.5	2.75	7.5	5.50	30.2
4.50	20.2	4.75	22.5	5.25	27.5	5.66	32.1	4.75	22.5	6.25	39.0	6.75	45.5
2.25	5.0	5.00	25.0	4.25	18.0	5.00	25.0	4.00	16.0	6.25	39.0	6.75	45.5
2.50	6.2	6.25	39.0	6.00	36.0	4.33	18.7	5.50	30.2	6.00	36.0	6.50	42.2
4.50	20.2	4.00	16.0	6.00	36.0	3.33	11.1	3.25	10.5	3.75	14.0	5.75	33.0
3.25	10.5	3.75	14.0	6.25	39.0	4.00	16.0	3.75	14.0	6.00	36.0	5.25	27.5
5.00	25.0	3.00	9.0	7.00	49.0	3.00	9.0	5.75	33.0	6.75	45.5	7.00	49.0
3.25	10.5	4.50	20.2	5.50	30.2	3.66	13.4	6.50	42.2	6.00	36.0	6.25	39.0
4.25	18.0	3.75	14.0	5.50	30.2	4.33	18.7	3.75	14.0	4.00	16.0	5.50	30.2
4.50	20.2	5.00	25.0	5.50	30.2	5.00	25.0	3.75	14.0	6.00	36.0	6.00	36.0
4.00	16.0	4.50	20.2	6.00	36.0	5.00	25.0	4.75	22.5	7.00	49.0	6.50	42.2
3.50	12.2	6.25	39.0	5.50	30.2	5.33	28.4	6.75	45.5	6.00	36.0	7.00	49.0
5.00	25.0	5.25	27.5	5.75	33.0	4.00	16.0	4.25	18.0	4.50	20.2	5.75	33.0
4.25	18.0	5.25	27.5	3.75	14.0	5.66	32.1	4.25	18.0	5.50	30.2	6.00	36.0
4.75	22.5	5.00	25.0	6.00	36.0	4.33	18.7	5.00	25.0	4.75	22.5	4.75	22.5
2.50	6.2	4.50	20.2	5.75	33.0	4.33	18.7	5.25	27.5	5.00	25.0	6.75	45.5

B(5)

TOTAL OF THE MEANS-													
198.75	248.75	312.50	258.33	269.75	317.50	367.50	1973.08						
(TOTAL OF THE MEANS) SQUARED-													
39501.56	61876.56	97656.25	66736.05	72765.06	100806.25	135056.25	3893057.3						
MEAN-													
3.368	4.216	5.296	4.378	4.572	5.381	6.228	4.777						
TOTAL OF THE (MEANS SQUARED)-													
739.93	1115.43	1700.00	1178.99	1275.18	1762.12	2316.62							
* * * * *													
GRAND TOTAL-													
544.75	713.25	794.50	649.66	716.75	805.75	945.25	5169.91						
GRAND TOTAL SQUARED-													
296752.5	508725.5	631230.2	422066.5	513730.5	649233.0	893497.5	26728033.						
MEAN-													
3.404	4.457	4.965	4.060	4.479	5.035	5.907	4.615						
TOTAL EACH SCORE SQUARED													
25667.13													
* * * * *													

CORRECTION TERM 23864.31

* * * * *

VARIANCES-

TOTAL VARIANCE	1802.82
BETWEEN ALL GROUPS	754.61
BETWEEN FUNCTIONS	605.90
BETWEEN PUBLICS	27.47
INTERACTION	121.23
WITHIN	1048.20

* * * * *

ANALYSIS OF VARIANCE TABLE-

SOURCE	DF	SS	MS	F	LEVEL
BETWEEN FUNCTIONS	6.	605.90	100.984	104.529	.0001
BETWEEN PUBLICS	4.	27.47	6.869	7.110	.0002
INTERACTION	24.	121.23	5.051	5.228	.0006
WITHIN (ERROR)	1085.	1048.20	.966		
TOTAL	1119.	1802.82			

* * * * *

ADMINISTRATION

HOUSE ORGAN	5.16
COMMERCIAL PRESS	5.08
FACULTY PUBLICITY	4.57
STUDENT OPINION	4.54
LABORATORY	4.43
PUBLIC RELATIONS	4.16
STUDENT ACTIVITY	3.74

* * * * *

JOURNALISM FACULTY

COMMERCIAL PRESS	6.06
LABORATORY	4.64
STUDENT OPINION	4.50
HOUSE ORGAN	4.33
FACULTY PUBLICITY	4.10
STUDENT ACTIVITY	3.22
PUBLIC RELATIONS	2.81

* * * * *

NEWSPAPER STAFF

COMMERCIAL PRESS	6.46
STUDENT OPINION	4.99
LABORATORY	4.90
HOUSE ORGAN	4.51
FACULTY PUBLICITY	4.03
STUDENT ACTIVITY	3.69
PUBLIC RELATIONS	2.78

* * * * *

FACULTY

COMMERCIAL PRESS	5.53
STUDENT OPINION	5.06
HOUSE ORGAN	4.80
FACULTY PUBLICITY	4.72
LABORATORY	4.47
STUDENT ACTIVITY	4.35
PUBLIC RELATIONS	3.54

* * * * *

STUDENTS

COMMERCIAL PRESS	6.22
STUDENT OPINION	5.38
HOUSE ORGAN	5.29
FACULTY PUBLICITY	4.57
STUDENT ACTIVITY	4.37
LABORATORY	4.21
PUBLIC RELATIONS	3.36

* * * * *

PUBLIC RELATIONS

ADMINISTRATION	4.16
FACULTY	3.54
STUDENTS	3.36
JOURNALISM FACULTY	2.81
NEWSPAPER STAFF	2.78

* * * * *

LABORATORY

NEWSPAPER STAFF	4.90
JOURNALISM FACULTY	4.64
FACULTY	4.47
ADMINISTRATION	4.43
STUDENTS	4.21

* * * * *

HOUSE ORGAN

STUDENTS	5.29
ADMINISTRATION	5.16
FACULTY	4.80
NEWSPAPER STAFF	4.51
JOURNALISM FACULTY	4.33

* * * * *

STUDENT ACTIVITY

STUDENTS	4.37
FACULTY	4.35
ADMINISTRATION	3.74
NEWSPAPER STAFF	3.69
JOURNALISM FACULTY	3.22

* * * * *

FACULTY PUBLICITY

FACULTY 4.72
 STUDENTS 4.57
 ADMINISTRATION 4.57
 JOURNALISM FACULTY 4.10
 NEWSPAPER STAFF 4.03

* * * * *

STUDENT OPINION

STUDENTS 5.38
 FACULTY 5.06
 NEWSPAPER STAFF 4.99
 ADMINISTRATION 4.54
 JOURNALISM FACULTY 4.50

* * * * *

COMMERCIAL PRESS

NEWSPAPER STAFF 6.46
 STUDENTS 6.22
 JOURNALISM FACULTY 6.06
 FACULTY 5.53
 ADMINISTRATION 5.08

* * * * *

QUESTION	ADM	J. FAC	STAFF	FAC	STU
1	6.285	6.833	6.629	6.441	6.559
2	4.785	4.666	5.444	4.852	4.762
3	4.892	4.916	5.037	5.294	5.016
4	2.785	2.583	3.629	3.558	4.474
5	2.428	1.500	1.259	1.911	1.661
6	5.571	4.916	4.962	5.911	5.491
7	2.500	4.166	6.000	3.911	5.728
8	4.678	5.000	5.555	4.852	4.474
9	5.428	4.000	3.814	4.588	4.627
10	2.107	2.083	2.629	2.882	3.610
11	5.964	5.750	5.851	6.000	6.084
12	5.535	3.583	4.074	4.676	4.711
13	5.321	6.000	5.814	5.588	5.050
14	3.571	2.666	3.481	4.264	4.033
15	3.321	2.416	2.777	2.911	3.661
16	5.321	5.500	5.777	5.735	5.966
17	3.250	2.166	2.000	3.000	2.474
18	5.892	3.000	3.629	5.147	5.610
19	5.214	4.833	4.666	4.941	5.305
20	5.571	4.666	5.555	5.705	5.627
21	5.571	6.500	6.592	5.941	6.288
22	3.678	3.000	3.222	3.823	3.966
23	4.500	3.666	3.222	4.852	4.000
24	4.500	5.250	5.000	5.264	5.457
25	5.500	6.166	5.814	5.147	5.830
26	2.964	2.916	2.814	2.588	2.576
27	5.964	6.750	6.629	5.852	6.338

VITA

Audrey Pennington

Candidate for the Degree of

Master of Science

Thesis: THE COLLEGE PRESS: PERCEIVED FUNCTIONS BY VARIOUS PUBLICS
WITHIN THE UNIVERSITY

Major Field: Journalism

Biographical:

Personal Data: Born in Orlando, Florida, October 9, 1947, the
daughter of Dr. and Mrs. Luther T. Pennington.

Education: Graduated from Ada Senior High School, Ada, Oklahoma,
in May, 1965; attended University of Oklahoma from September,
1965 to May, 1966; received the Bachelor of Science degree
from Oklahoma State University in 1969, with a major in Home
Economics; completed requirements for the Master of Science
degree at Oklahoma State University in July, 1970.

Professional Experience and Organizations: Fashion writer, The
Daily O'Collegian, Oklahoma State University, summer, 1969;
Theta Sigma Phi, Sigma Delta Chi and Kappa Tau Alpha.