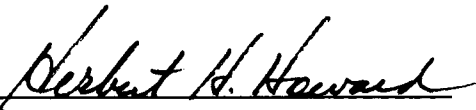


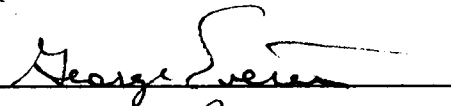
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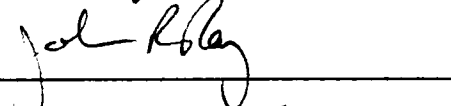
I am submitting herewith a dissertation written by Thomas Edward Blick, Jr. entitled "Practices, Management, and Advising of High School Newspapers and Their Ratings in a National Contest/Critique." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy, with a major in Communications.

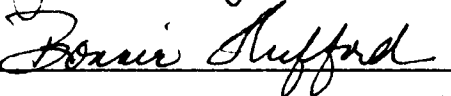

James A. Crook, Major Professor

We have read this dissertation
and recommend its acceptance:









Accepted for the Council:


Vice Provost
and Dean of The Graduate School

PRACTICES, MANAGEMENT, AND ADVISING OF HIGH SCHOOL NEWSPAPERS
AND THEIR RATINGS IN A NATIONAL CONTEST/CRITIQUE

A Dissertation
Presented for the
Doctor of Philosophy
Degree
The University of Tennessee, Knoxville

Thomas Edward Blick, Jr.

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ABSTRACT

Significant differences occurred when five major characteristics of award-winning scholastic newspapers were crosstabulated with the newspapers' rankings and subjected to the chi-square test. Those characteristics were (a) the adviser's high school newspaper advising experience, (b) the adviser's attendance at workshops, (c) the adviser's formal education in journalism, (d) the adviser's professional experience in journalism, and (e) the newspaper's membership in high school publications organizations.

This study investigated high school newspapers and the people who produce them. The population consisted of 373 scholastic newspapers entered in Columbia Scholastic Press Association's yearly contest/critique in 1985 and in at least two of the years 1981-1984. A sample of 189 was drawn, and mail questionnaires were used to survey the advisers of those newspapers. The response rate was 71.9 percent.

Findings suggest that an adviser who learns from his or her experience may help a newspaper to improve. They also suggest that the adviser should learn more about journalism by attending workshops, taking college courses, and working with a professional newspaper. Finally, they indicate that newspapers should join several organizations for high school publications in order to gain additional training and motivation.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
II. REVIEW OF THE LITERATURE	7
Advisers' Attitudes	7
Administrators' Attitudes	8
Censorship	8
Advisers' Backgrounds	10
Certification	12
Journalism Classes	14
Advisers' Other Duties	15
Time Outside of School Hours	16
Compensation	16
Advisers' Tenure	17
Advisers' Attendance at Workshops	18
Other Factors	19
III. METHODOLOGY	22
Research Questions and Hypotheses	22
Research Procedure	24
Demographics of Respondents' Schools	29
Statistical Procedures	30
Ranking	30
CSPA's rating system	30
Assignment of ranking for analysis	32

CHAPTER	PAGE
IV. STATISTICAL ANALYSIS AND RESULTS	34
Findings Related to Adviser's Background (H1)	34
Adviser's experience advising newspapers (H1a)	34
Number of workshops attended by adviser (H1b)	36
Time since adviser's last workshop (H1c)	36
Adviser's feelings about his or her situation (H1d) .	38
Adviser's non-teaching duties at school (H1e)	47
Adviser's receiving a salary supplement (H1f)	47
Adviser's receiving released time (H1g)	50
Adviser's emphasis on journalism in college (H1h) . .	50
Time since adviser's last journalism course (H1i) . .	53
Adviser's professional journalism experience (H1j) .	53
Adviser's influence in staff selection (H1k)	55
Overall results for adviser's background (H1)	57
Findings Related to Staff's Training (H2)	59
Staff's workshop attendance (H2a)	59
School's offering of a journalism course (H2b)	59
Average experience of staff members (H2c)	59
Membership in publications organizations (H2d)	62
Overall results for staff's training (H2)	64
Findings Related to Principal's Approach (H3)	64
Principal's support of the newspaper (H3a)	64
Pre-publication discussions about stories (H3b)	68
Overall results for principal's approach (H3)	71

CHAPTER	PAGE
Findings Related to Newspaper's Facilities (H4)	73
School's funding of newspaper (H4a)	73
Working facilities for newspaper (H4b)	73
Adviser's and staff's work during school hours (H4c)	75
Overall results for newspaper's facilities (H4)	77
Findings Related to Recognition Given to Staff Members (H5)	80
V. DISCUSSION AND CONCLUSIONS	82
Conclusions Related to Adviser's Background	82
Adviser's experience advising newspapers	82
Number of workshops attended by adviser	83
Time since adviser's last workshop	84
Adviser's feelings about his or her situation	85
Adviser's non-teaching duties at school	87
Adviser's receiving a salary supplement	88
Adviser's receiving released time	88
Adviser's emphasis on journalism in college	89
Time since adviser's last journalism course	90
Adviser's professional journalism experience	90
Adviser's influence in staff selection	91
Summary	91
Conclusions Related to Staff's Training	92
Staff's workshop attendance	92
School's offering of a journalism course	92
Average experience of staff members	93

CHAPTER	PAGE
Membership in publications organizations	94
Summary	95
Conclusions Related to Principal's Approach	95
Principal's support of the newspaper	95
Pre-publication discussions with principal	96
Summary	97
Conclusions Related to Newspaper's Facilities and Support	
from School	97
School's funding of newspaper	97
Working facilities for newspaper	97
Adviser's and staff's work during school hours . . .	98
Summary	99
Conclusions Related to Recognition Given to Staff Members	99
Summary	100
VI. RECOMMENDATIONS FOR FURTHER RESEARCH	104
Continuation of Research with CSPA-Member Newspapers . . .	104
Research with Other Populations	105
Investigations of Variables by Demographic Categories . .	105
Expansion of Survey Beyond Advisers	105
Additional Topics to Include in Future Surveys	106
Research into Other Publications	107
Conclusion Regarding Further Research	107
BIBLIOGRAPHY	108

CHAPTER	PAGE
APPENDIXES	113
Appendix 1. Cover Letter for First Mailing	114
Appendix 2. Cover Letter for Second Mailing	115
Appendix 3. Questionnaire	116
VITA	126

LIST OF TABLES

TABLE	PAGE
1. Crosstabulation of Adviser's Experience Advising Newspapers by Ranking	35
2. Crosstabulation of Adviser's Workshop Attendance by Ranking .	37
3. Crosstabulation of Time Since Adviser's Last Workshop by Ranking	39
4. Crosstabulation of Adviser's Attitude Toward Work with Newspaper Staff by Ranking	40
5. Crosstabulation of Adviser's Evaluation of Editor-in-Chief's Attitude by Ranking	42
6. Crosstabulation of Adviser's Evaluation of Average Staff Member's Attitude by Ranking	43
7. Crosstabulation of Adviser's Evaluation of Staff's Ability by Ranking	45
8. Crosstabulation of Adviser's Evaluation of His or Her Leadership Ability by Ranking	46
9. Crosstabulation of Adviser's Non-Teaching Duties by Ranking .	48
10. Crosstabulation of Whether Adviser Receives a Supplement by Ranking	49
11. Crosstabulation of Whether Adviser Receives a Released Period by Ranking	51
12. Crosstabulation of Adviser's Emphasis on Journalism in College by Ranking	52

TABLE	PAGE
13. Crosstabulation of Time Since Last College Journalism Course by Ranking	54
14. Crosstabulation of Whether Adviser Has Professional Journalism Experience by Ranking	56
15. Crosstabulation of Whether Adviser Has Input in Staff Selection by Ranking	58
16. Crosstabulation of Portion of Newspaper Staff Attending a Workshop Within the Last Year by Ranking	60
17. Crosstabulation of Whether the School Offers at Least One Journalism Course by Ranking	61
18. Crosstabulation of Average Experience of Staff Members by Ranking	63
19. Crosstabulation of Newspaper's Memberships in Scholastic Publications Organizations by Ranking	65
20. Crosstabulation of Adviser's Perception of Principal's Attitude Toward School Newspaper by Ranking	67
21. Crosstabulation of Adviser's Perception of Principal's Support Compared with That of Other Principals by Ranking .	69
22. Crosstabulation of Pre-Publication Discussions Between Principal and Adviser by Ranking	70
23. Crosstabulation of Pre-Publication Discussions Between Principal and Editor-in-Chief by Ranking	72
24. Crosstabulation of Portion of Newspaper's Funds Provided by School by Ranking	74

TABLE	PAGE
25. Crosstabulation of Newspaper's Working Facilities by Ranking	76
26. Crosstabulation of Adviser's Work on Paper During School	
Hours by Ranking	78
27. Crosstabulation of Staff Members' Work on Newspaper During	
School Hours by Ranking	79
28. Crosstabulation of Number of Types of Recognition Given to	
Staff Members by Ranking	81

CHAPTER I

INTRODUCTION

Throughout much of their history, American schools have offered students training and experience that went beyond what they learned within the classroom during normal school hours. Serow (1979) commented, "Extracurricular activities have long enjoyed an honored status in the American high school" (p. 90).

One activity found in most schools is a student newspaper. The publication may be produced by offset press, letterpress, mimeograph, spirit duplicator, or photocopier. It may be done totally outside of class, totally in class, or with some combination of in-class and out-of-class work. It may be published daily or a few times during the year. However, despite such variations, a student newspaper is likely to be found in the typical high school in the United States.

Although many characteristics of newspapers vary from one school to another, it appears that the proportion of students working on a school newspaper remains relatively constant while schools' enrollments differ. A study of Illinois high school administrators in 1976-77 indicated that fewer than one in every 25 students participated in publications. This figure stayed about the same regardless of the schools' sizes (Gholson & Buser, 1981).

The students' small numbers may be offset by their quality. Jandoli (1970) said that writers and editors for high school

publications were "among the best students in the nation . . . many bright people . . ." (p. 3).

Such students often progress from high school journalism into a college journalism program. Two reports, published 9 years apart (Pasqua, 1968; Brinkman & Jugenheimer, 1977) indicated that more students studied journalism in college because of their involvement with high school journalism than studied it for any other single reason.

Writers in the 1960s commented on the importance of scholastic journalism. Brown (1966) wrote, "In general, there is increased interest in and support of scholastic journalism activities by newspapers and other professional groups" (p. 50). Boyd (1960) said, "Student publications play an important role in the school and community as well as in the development of the student . . ." (p. 587). In 1965, the executive director of The Newspaper Fund reported, "there are gains in the status of high school Journalism as an academic as well as an elective course" (Swensson, 1965, p. 139).

It seems, then, that scholastic journalism could be important to students. Individuals who work on their school newspapers might gain valuable experience. Writers might learn to express ideas clearly and concisely. Editors might learn to plan carefully and to take responsibility for making decisions. People in charge of art, page design, and photography might develop their creativity. Those on the business staff might learn to work with sales, billing, accounting, and designing advertising. In addition to task-specific benefits, workers might develop their abilities to think and to analyze situations.

Moreover, the entire student body can benefit from the existence of a newspaper. The publication provides a means of keeping students informed of past and upcoming events in which they might be interested. It also allows for expression of student opinion, both of staff members and of other students. An additional role is that the newspaper can help to build and maintain school spirit.

However, all is not well with regard to the future of high school newspapers. In recent years, most schools have faced, and continue to face, budget problems. One result of those problems has been a reappraisal of extracurricular activities with an eye toward reducing some activities and eliminating others (Serow, 1979).

Court decisions in the last two decades have complicated the situation further as students have begun to exercise their rights of free speech and a free press in school newspapers. Attempts to repress students' writings have resulted in legal cases, which brought added expense and bad publicity for school authorities. Thus, as Branscombe (1979) noted, "the new legal restraints force journalism teachers and administrators to weigh the risks of publishing a paper" (p. 47). Similar thoughts led Shea (1981) to write, ". . . the newspaper, once considered a harmless student activity, became a constant source of aggravation for many principals" (p. 112).

With problems such as these lurking in the shadows, it may soon become necessary for supporters of a school newspaper to work to justify its existence. Should such a situation arise, the task will be easier if the newspaper is a good one than if it is of poor quality. Thus, it

would behoove those supporters to maximize the quality of their publications.

To some extent, the quality of a publication is--like beauty--in the eye of the beholder. However, over the years, national organizations such as Columbia Scholastic Press Association, National Scholastic Press Association, and Quill and Scroll have made great efforts to objectify evaluation of scholastic newspapers.

Leaders of those organizations and similar ones at the state and regional levels have developed standardized criteria with which the quality of a high school newspaper may be indicated. Thus, an adviser or editor can use the facilities of such an organization to have his or her school's publication evaluated by an impartial judge. This procedure is used each year by many staffs to learn where their publications' strengths and weaknesses lie. They then try to improve--or at least maintain--the quality of the publication for the next year.

Such evaluations are extremely helpful for improving the mechanics of the publication. The guidelines aid staff members in producing better copy, photographs, advertising, layouts, and other components of the newspaper. However, they cannot go beyond those areas to determine what in the school's environment helps to influence the quality of the publication.

This study supplements what is now available from evaluation services. While they concentrate on the content of the newspaper, this study goes beyond that to investigate the characteristics of the school and the environment in which the newspaper is produced.

Many factors would appear to influence the quality of the newspaper. Characteristics of the adviser considered here include his or her education in journalism, the person's professional experience in journalism, and demands the school puts on the adviser's time.

Other factors that are not directly related to the adviser might also be important. They include attendance at workshops by staff members, funding by the school, and whether the school offers journalism classes.

The problem here was to determine which components in the environments of high school newspapers differ significantly according to the quality of those newspapers.

Specification of such components should have significance primarily for advisers of high school newspapers. While proving causality is not possible in this single study, determining significant differences is possible. Then, an adviser can concentrate on improving the situation in his or her school in a way that will maximize the characteristics that have a significant association with publication quality as measured by one of the national evaluation services. Such information might prove valuable to both the adviser and the administrator if cutting or eliminating the program is being proposed.

Secondary benefit would accrue to journalism schools at colleges and universities. Material cited earlier indicated that high school journalism is the leading influence that brings students into college journalism. If that is correct, then college journalism programs would lose potential future students if high school journalism programs are

reduced or eliminated. Therefore, the sustaining or improving of high school newspaper operations should minimize any potential future losses of students for college schools of journalism.

CHAPTER II

REVIEW OF THE LITERATURE

Material related to the topic at hand has appeared in dissertations, theses, and journal articles. Most of it deals with situations in a specific state rather than across the country, but it forms a basis for comparison for the nationwide study conducted here. Some of the available material is summarized below.

Advisers' Attitudes

Four studies over two decades dealt with how advisers felt about their work. Most advisers responding to a survey in Wisconsin said that they enjoyed their work with journalism, but 1/4 said they would not continue if they had a choice (Nichols, 1964). Similar results came from a study in West Virginia years later (Weatherholt, 1983).

However, recent research in Indiana uncovered several sources of frustration for advisers. A feeling of being overworked was the most significant source, while administrative pressure was cited as the second-highest cause. The former was said to have "severely strained their [advisers'] capacity to maintain enthusiasm toward advising" (Weaver, 1984, p. 37). Weaver also said advisers were plagued by "lack of training and burnout, the psychological inability to continue to be committed to advising" (p. 39).

Weaver's report was not the first to have mentioned the effect of administrators on the adviser's feeling about his or her job. A study of Missouri high schools indicated a significant relationship between

the principal's management style and the adviser's job satisfaction (Dvorak, 1975).

Administrators' Attitudes

How an administrator feels about the journalism program at his or her school is likely to affect how the program operates and the publications it produces. The administrator oversees the school's budget, the adviser's schedule, and facilities available to the staff.

John Cutsinger, an award-winning adviser, said

administrators drive out good people because they don't understand the importance of journalism education for high school students and do not provide necessary support when talented teachers train students in a professional manner. (Weaver, 1984, p. 37)

Overall, available studies have indicated that administrators looked favorably on school publications. In Oklahoma (Bennett, 1970), Texas (Crawford, 1970), and Iowa (Atwood & MacLean, 1967), such favorable feelings were reported. However, it should be noted that the Iowa report also said that a substantial minority had negative attitudes, while a study in West Virginia (Dumire, 1963) indicated less than favorable attitudes held by some administrators.

One problem with these studies is that all of them were done in the 1960s. No more recent reports are available to indicate whether principals' feelings have changed noticeably as a result of the financial and legal situations mentioned earlier.

Censorship

One area in which principals sometimes become involved with the newspaper is censorship. Although court rulings have said that

administrators can interfere with a publication's contents or distribution only in extreme circumstances, principals at times apparently try to exert more control than is legally theirs.

Corlett (1973) reported that in schools in Utah, Colorado, New Mexico, and Arizona, censorship tended "to increase proportionately with the amount of funds contributed by the school district administration" (p. 94). More recently, Shea (1981) wrote, "When that [the school's] image was not favorable and unjustified, some administrators responded by exercising censorship over future issues" (p. 112). Much earlier, a study of schools in Oklahoma reported that many principals "exert considerable control over . . . the contents of the publications" (Bennett, 1970, p. 45).

Of course, censorship is not practiced solely by administrators. Some of it is done by advisers as well. Wutka (1981) reported that, in Michigan, "Advisers did practice censorship either directly by refusing to print articles or indirectly in their selection of staff and editors" (p. 95).

Dvorak (1976) reported that several factors seem to be related to the likelihood of censorship's being practiced on a school publication by the adviser or the principal. He wrote, "Communications conditions, job satisfaction of advisers, and the length of time an adviser has worked with school newspapers seem to be key variables related to censorship" (p. 11).

Kopenhaver (1984) said that principals in Dade County, Florida, "strongly agreed that advisers should read copy prior to publication"

(p. 40). She did not say that they expected the adviser to change material that might be objectionable, although that would seem to be the implication of the statement.

Advisers' Backgrounds

It appears that more research has been done on the educational backgrounds of advisers than on any other area related to high school newspapers. A look at reports from different states over more than two decades indicates that, despite differences in time and location, most people who teach journalism, advise publications, or both, in high schools have inadequate academic preparation for such responsibilities.

Bellman (1961) wrote, "A major finding of this North Dakota Survey is that teachers and advisers lack the necessary training to adequately carry out journalistic tasks" (p. 68). Fifteen years later, Benedict, Weaver, and Altschull (1976) commented, "In many high schools, the student newspaper exists . . . often without a trained adviser" (p. 280). Other studies conducted between those two indicated lack of proper training in West Virginia (King, 1963), Southern Illinois (Hauth, 1966), and Oklahoma (Bennett, 1970).

Although those general statements make the situation sound bad, specific figures that are available make it seem even worse. In the mid-1960s, surveys conducted in South Carolina (Holland, 1967), New York (Brown, 1966), West Virginia (Dumire, 1963), and Wisconsin (Westley & Nichols, 1964) indicated that in each case fewer than 10 percent of the responding journalism teachers or advisers had journalism majors. In all but one of the studies, the number of journalism majors and minors

combined constituted less than 10 percent of the respondents.

Studies in the mid-1970s presented a picture that was only slightly more encouraging. Surveys of journalism teachers and advisers in South Carolina (Baker, 1979) and Tennessee (Landini, 1978) showed that only 3 percent and 4 percent, respectively, of the respondents had journalism majors. The percentages with journalism minors were 2 percent and 4 percent, respectively.

Things were a bit better in Wyoming, where 10 percent had journalism majors and another 10 percent had minors in journalism (Schmidt, 1975). The best preparation appeared to be in Indiana. There, in 1977, 40 percent of the respondents to a survey of journalism teachers and advisers said that they had either a major or a minor in journalism (Brooks, 1978).

The most recent study with figures comparable to those just cited was conducted in 1983 in West Virginia. It indicated that 11.4 percent of the journalism teachers and advisers there had bachelor's degrees in journalism (Weatherholt, 1983). This was a noticeable change from the 1 percent who said 20 years earlier that they had journalism majors.

Of course, it is possible that people who teach journalism or advise publications had some journalism courses but did not take enough to qualify for a major or minor. Unfortunately, still more reports indicate that many people do not fit into even that category. Surveys of journalism teachers and advisers scattered over a 16-year period indicated that those with no college journalism instruction when they began advising ranged from almost 1/3 in Indiana (Martin, 1969) to 2/3 in Utah (Gray, 1977). Reports with fractions between those two extremes

came from North Carolina (Billings, 1974), Southern Illinois (Gary, 1970), and an earlier Indiana study (Boyd, 1960).

Perhaps the one glimmer of encouragement that might be spotted in this generally bleak set of statistics is the improvement that appears to have occurred in Indiana. According to the three studies previously cited, journalism teachers and advisers with no journalistic training in college decreased from 58 percent (Boyd, 1960) to 31 percent (Martin, 1969) to 20 percent (Brooks, 1978). It remains to be seen whether this constituted a general trend or whether Indiana was an exception.

When the limited journalistic training of journalism teachers and advisers is considered, one obvious question might be, "What backgrounds do most of them have?" Limited research is available on this topic. Studies in Michigan (Gordon, 1973) and Wisconsin (Nichols, 1964) indicated that most people who teach journalism and advise publications majored in English in college. Nichols (1964) also reported that in smaller schools the situation was likely to be different. She said that there the people in charge of student publications were more likely to have business education backgrounds.

Certification

Related to the academic preparation of those who work with high school journalism is the question of certification. Just what do states require of teachers involved in these areas?

Weaver (1984) commented,

AEJMC's Secondary Education Division has frequently called for strong certification laws to protect high school students from incompetent teaching, and to help ensure that teachers will be prepared to communicate essential knowledge and skills. (p. 38)

However, states apparently have been slow to establish strong certification requirements for teaching high school journalism. Windhauser and Click (1972) wrote, ". . . high school teachers in about 60 percent of the states can qualify to teach journalism with no or a minimal number of hours in college journalism courses" (p. 43). They reported that in only 15 states was a journalism major required for a high school journalism teacher. Their report followed an earlier study (Zuegner, 1962) that said that, of 47 states responding to a survey, 17 did not require high school journalism instructors to have taken courses in journalism.

Windhauser and Click (1972) also discovered "about 30 percent of the states and D. C. do not issue certificates for high school journalism teachers" (p. 42). It would seem that the situation then had not improved much from the time when a speaker told the Association for Education in Journalism's Division of Secondary School Journalism, "The whole certification picture is rather fuzzy as far as journalism is concerned" (Brown, 1966, p. 51).

Even in states that have certification for journalism, indications are that the procedure in itself may not guarantee that teachers and advisers have adequate preparation in journalism. A recent report from Indiana (Weaver, 1984) said that 51 percent of the advisers responding said they were not licensed to teach journalism. One year earlier, a West Virginia survey (Weatherholt, 1983) showed that 40 percent of the respondents were certified to teach journalism, although about 60 percent said they felt that they were educationally or professionally prepared to teach it. Still earlier research in Wyoming (Schmidt, 1975)

indicated that only 22 percent of respondents had enough hours to be certified to teach journalism in high school.

Teachers who work with high school journalism programs seem to recognize the need for having a state certification program. In Tennessee, a state without such a program, almost 3/4 of the journalism teachers and advisers surveyed favored certification for journalism teachers (Landini, 1978). About 2/5 of the same group favored certification for those who advise publications but don't teach classes.

Journalism Classes

Related to the training and certification of teachers is the question of whether high schools should offer classes in journalism. Patricia Shea (1981), who advised high school publications that won state and national awards, wrote, "An introductory course should be completed by students to learn the mechanics of good journalism before working on the paper" (p. 114). Similarly, a study of newspaper advisers in Southern Illinois revealed that most of them wanted to expand their programs by establishing a journalism class (Gary, 1970). Shea (1981) also commented that, if such a class is offered, students should earn academic credit for it.

Research in the 1960s revealed that, in several states, relatively few high schools offered journalism classes. In Indiana, 44 percent of the schools with newspapers had no organized journalism instruction (Boyd, 1960), whereas fewer than 20 percent of the schools in North Dakota (Bellman, 1961) and Wisconsin (Nichols, 1964) had such classes. Without giving specific figures, reports from Louisiana (Adams, 1964)

and Oklahoma (Bennett, 1970) also indicated a limited number of such offerings.

As might be expected, smaller schools seem less likely than large schools to offer journalism classes. A study of small high schools in Southern Illinois (Hauth, 1966) reported that only 5 percent had journalism classes.

However, a different situation existed in Michigan in 1973. Gordon (1973) reported, "Most schools offered one or two journalism classes, and those were usually newspaper and yearbook technique and production courses" (p. 113). He found that only about 1/4 of the schools responding had no journalism classes.

A more recent survey, from West Virginia (Weatherholt, 1983), also contained figures that were more encouraging. Thirty-two percent of the advisers responding said they taught a journalism class, while 40 percent said they taught a newspaper class. Whether such figures indicate an overall improvement or whether they represent isolated situations remains to be seen.

Just what is offered in the high school journalism classes that do exist and whether it is adequate are topics that need further research. Zuegner (1962) wrote that 37 states had no course of study for such classes, and Baber (1973) referred to a "student attitude which verifies that journalism training in the classroom is not sufficient" (p. 72).

Advisers' Other Duties

Whether the adviser teaches a journalism class or does all of his or her advising outside of class, one factor that might affect the

quality of a newspaper is whether he or she has other duties at the school.

Reports from Texas (Crawford, 1970) and Indiana (Boyd, 1960; Brooks, 1978) said that approximately 1/2 of all high school newspaper advisers also advised the yearbook. The Texas report also showed that nearly 1/2 were responsible for some school publicity.

Heavy teaching loads were cited as being typical in West Virginia (Dumire, 1963) and small high schools in Southern Illinois (Hauth, 1966). In the latter case, the researcher said, "over 95 percent were academically overloaded" (p. 80).

One other study in this area said that most respondents in Wisconsin advised other activities besides publications (Gordon, 1973).

Time Outside of School Hours

If such indications of heavy loads of responsibility for advisers are accurate, then it is reasonable to assume that they would have to work beyond normal school hours in order to properly oversee the work on the newspaper. Research indicates that such is the case.

A study in West Virginia (Dumire, 1963) showed "insufficient time for publication work during the school day" (p. 36). Similar situations existed in Indiana (Boyd, 1960), Wyoming (Schmidt, 1975), and Northern Illinois (Erdmann, 1983).

Compensation

Considering the extra time that advising newspapers seems to require, a logical question would be whether the adviser receives compensation for his or her duties.

Although reports are sparse, research seems to indicate a possible trend toward more advisers' being compensated for their work. In the 1960s, fewer than half of the advisers in Indiana (Boyd, 1960), Wisconsin (Nichols, 1964), and small Southern Illinois (Hauth, 1966) schools received any additional compensation for their efforts. This condition still existed in 1970 in schools of all sizes in Southern Illinois (Gary, 1970).

However, Erdmann (1983) reported that, in 1982 in Northern Illinois, ". . . most respondents receive[d] some extra pay yearly" (p. 42). A recent study of Indiana advisers (Weaver, 1984) indicated that 59 percent received some salary supplement.

As far as amounts are concerned, the few figures available (Weaver, 1984; Westley & Nichols, 1964) showed that most supplements were \$500 per year or less, with a smaller number in the \$500-\$999 range.

Advisers' Tenure

It seems reasonable to think that if newspaper advisers have inadequate training, time-consuming responsibilities, and little or no compensation, they are not likely to stay with such work for great lengths of time. Weaver (1984) and others have referred to advisers' suffering from burnout.

Available studies indicate that such a condition does exist. The length of time spent in advising publications seems shorter than one might expect for teachers in other areas.

Boyd (1960) reported that more than 1/2 of the respondents to his survey in Indiana were in their first five years as advisers. In a

later study in that same state, Martin (1969) found that almost 1/3 of his respondents were in their first year of advising. Apparently, the situation has changed little in Indiana. Weaver (1984) reported that 66 percent of responding advisers had been advising from 1 to 5 years.

Although Indiana has had the most research on tenure, the few studies from other states contained roughly similar figures. About 3/4 of the advisers in small Southern Illinois schools had only 1 or 2 years' experience (Hauth, 1966), and a survey of 179 schools in the North Central area (Brown, 1966) showed "about one-half the advisers in the schools in [the] sample had served only three years" (p. 52). Earlier research in Wisconsin (Nichols, 1964) indicated that most advisers had had journalism duties for 2 to 10 years.

Advisers' Attendance at Workshops

One way for advisers to reduce the possibility of burnout and improve their abilities is to attend workshops. Workshops are operated for students only, for advisers only, and for both students and advisers. Most of the available literature deals with the benefits for advisers who participate in workshops.

Weaver (1984) wrote:

Adviser workshops . . . can offer advisers not only emotional renewal, but also can provide content for "retooling." Workshops are therapeutic when advisers can obtain usable skills and examine pressing problems. . . . Being able to meet with colleagues who will listen to their problems, empathize, and suggest ways to improve the quality of their work enhances advisers' attitudes toward their work. (p. 39)

Fitzpatrick (1976) expressed similar thoughts, saying, "Could there be a more realistic way for a publications adviser to understand the

problems of high school student publications workers than actually to be involved in the work?" (p. 24) He cited the practicality of a workshop with which he was involved: "The course was so practical that the final 'research' paper called for a design of a model high school journalism-publications program at each teacher's high school" (p. 22).

Of course, such workshops are helpful only if advisers attend them. Only limited research about advisers' participation in workshops is available. Nichols (1964) reported that more than 1/2 of the respondents in her study had never participated in a workshop.

Other Factors

Most of the applicable literature--and therefore most of the material presented thus far--has dealt with the person who is the adviser, journalism teacher, or both. However, other characteristics of the school situation might affect the quality of a newspaper. Available (though limited) information about them is summarized below.

Workshops appear to have value for students as they do for advisers. Fedler (1980) said that one minority summer workshop helped students when they wrote for the school paper in the following school year, and it also improved confidence.

Contests also can be helpful to improve the abilities and morale of staff members of school newspapers. Shea (1981) said, ". . . students should be encouraged to enter their publication in state and national evaluation association services" (p. 114). Pasqua (1972) found that judges in high school and junior college competition cited several ways in which having their work evaluated could help students. They included

benefiting from feedback, providing motivation, setting standards, and serving as a teaching aid.

Good facilities, such as an office or separate room for the newspaper staff's use, should help to improve the quality of the publication. In 1965, the executive director of The Newspaper Fund noted ". . . some improvements can be reported in the physical equipment for high school Journalism. New schools set aside staff rooms and photo labs" (Swensson, 1965, p. 139). However, advisers in West Virginia (Dumire, 1963) and Texas (Crawford, 1970) reported that they had inadequate facilities. More information is needed in this area.

Another area of interest, funding provided by the school, has varied, according to different authors in the 1970s. In Southern Illinois (Gary, 1970), most papers "were subsidized wholly or in part by the administration" (p. 70).

In 1973 in Utah, Colorado, New Mexico, and Arizona (Corlett, 1973) and in Texas in 1974 (Penn, 1974), about 40 percent of responding schools received some or all of their funds from the school district. In the same year, an unspecified number of schools in Michigan reported that they were supported to some extent by the school's general fund (Gordon, 1973).

Uncertainty about funding was noted by Benedict, Weaver, and Altschull (1976), who wrote that in many high schools, the newspaper exists "without a sound financial base" (p. 280).

Other topics on which research has been done seem less likely to be significantly related to the newspaper's quality.

Bellman (1961), Corlett (1973), and Gary (1970) reported on how

frequently school newspapers were published in North Dakota, the four-corners states, and Southern Illinois, respectively. Most papers seemed to be published at least once each month.

Corlett (1973) and Gary (1970) also gathered data on the printing methods used by high school newspapers. They found that offset and mimeograph were used most often.

Methods of selecting staff members have also been investigated. Boyd (1960) and Gordon (1973) found that the adviser tended to have the major influence in staff selection in most cases. On the other hand, Gary (1970) and Brown (1966) found no particular guidelines for selecting staff members.

CHAPTER III

METHODOLOGY

Research Questions and Hypotheses

This study was conducted in order to answer several research questions and to investigate whether hypotheses related to those questions were supported by the data generated by the study. The survey method was used with advisers of a random sample of high school newspapers selected from a list of newspapers entered in a national contest/critique. Those questions and hypotheses are listed below.

Q1: How will the adviser's background relate to the newspaper's rating in a national contest/critique?

H1: There will be significant ($p < .05$) differences among ratings of high school newspapers in a national contest/critique when certain elements in the adviser's background are considered. These elements are (H1a) the number of years the adviser has advised a school newspaper, (H1b) the number of high school newspaper workshops the adviser has attended, (H1c) the number of years since the adviser last attended a high school newspaper workshop, (H1d) the adviser's feelings about the situation in which he or she works, and (H1e) the number of school duties the adviser has in addition to his or her work with the newspaper. Also included are (H1f) the adviser's receiving a salary supplement for his or her work with the newspaper, (H1g) the adviser's receiving released time for his or her work with the newspaper, (H1h) the adviser's emphasis on journalism courses in college, (H1i) the

length of time since the adviser last took a journalism course, (H1j) the amount of professional journalism experience the adviser has, and (H1k) the amount of influence the adviser has in selecting the newspaper's staff.

Q2: How will the training and instruction given to the staff relate to the newspaper's rating in a national contest/critique?

H2: There will be significant ($p < .05$) differences among ratings of high school newspapers in a national contest/critique when certain elements in the training and instruction given to the staff are considered. These elements are (H2a) the percentage of a newspaper's staff attending a high school newspaper workshop within the last year, (H2b) the offering of at least one course in journalism at the school, (H2c) the average experience (total of years on staff for all staff members divided by the number of students on the staff), and (H2d) the number of scholastic publications organizations (state, regional, or national) to which the newspaper belongs.

Q3: How will the principal's approach to the newspaper relate to the newspaper's rating in a national contest/critique?

H3: There will be significant ($p < .05$) differences among ratings of high school newspapers in a national contest/critique when certain elements in the principal's approach to the newspaper are considered. These elements are (H3a) the principal's support of the newspaper as perceived by the adviser and (H3b) the principal's participation in pre-publication discussions about stories.

Q4: How will the facilities available to the newspaper relate

to the newspaper's rating in a national contest/critique?

H4: There will be significant ($p < .05$) differences among ratings of high school newspapers in a national contest/critique when certain elements in the facilities available to the newspaper are considered. These elements are (H4a) the percentage of the newspaper's budget provided by the school, (H4b) the quality of the working facilities available for newspaper use, and (H4c) the percentage of newspaper work done by the adviser and staff during school hours.

Q5: How will recognition given to staff members outside the pages of the newspaper relate to the newspaper's rating in a national contest/critique?

H5: There will be significant ($p < .05$) differences among ratings of high school newspapers in a national contest/critique when the number of types of recognition given to staff members outside the pages of the newspaper is considered.

Research Procedure

Material to form the population for this study was provided by Edmund J. Sullivan, Director of Columbia Scholastic Press Association (CSPA), which is an administrative department of Columbia University in New York City.

CSPA is one of three national organizations--the others are National Scholastic Press Association and Quill and Scroll--providing, along with other services, an opportunity for scholastic publications' advisers and staffs to have their publications evaluated according to certain standards. It began this function in the 1924-25 school year

(Hines, 1981) and has continued it every year since.

CSPA was chosen for this study because it had complete records of its high school newspaper memberships and ratings in recent years and because Sullivan was willing to share those records for the purposes of this research. Its membership (2,563 publications of all kinds in 1985-86) is the largest of the three organizations (E. J. Sullivan, personal communication, May 9, 1986).

It should be noted that one limitation to generalizations from the findings of this study is that the high school newspapers that belong to CSPA are not necessarily representative of the general population of all high school newspapers. However, the same limitation would have existed if either of the other two national organizations had been used.

Although its headquarters is in the East, CSPA has members scattered across the United States. Sullivan (1986) noted that the organization has members in all 50 states and that half of the members are west of the Appalachian Mountains. He cited figures from the 1984-85 school year that showed the five states with the most members in CSPA to be (in decreasing order) New York, New Jersey, California, Florida, and Texas. Thus, although the caution cited above should be kept in mind, it can be said that the schools composing CSPA are not clustered entirely in any one geographic area.

Selection of a population that would provide meaningful data relevant to the study required several steps of elimination of CSPA members that did not meet necessary criteria.

First, a reasonable time period was designated. The period 1981

through 1985 was selected because it included the most recent ratings available at the time this study was conducted and because it provided a long enough span that some trend might be shown by each newspaper's ratings.

Second, because this study was concerned specifically with newspapers, all other types of publications, such as yearbooks and literary magazines, were eliminated. In particular, this stage also eliminated newsmagazines and school pages in local newspapers.

Third, because this study was concerned specifically with high schools, newspapers published by other kinds of institutions, such as colleges, elementary schools, and middle schools were eliminated. However, the study was not limited to newspapers at public schools. Those at private and parochial schools were also included.

(It should be noted here that the retention or elimination of a particular publication through the preceding three steps was based on classification of the school and its publication as listed in the CSPA records. That information, in turn, was supplied by each publication's adviser on the entry form accompanying the publication that he or she sent to CSPA for evaluation.)

These three steps provided a list of high school newspapers that had been rated by CSPA at least once in the period 1981 through 1985. However, some publications were rated only 1 or 2 years of the 5, and some were entered in the early years but not in the recent ones. These conditions presented potential problems.

In the former situation, such a small number of entries might not

have provided an accurate indication of the overall quality of the newspaper for the period. In the latter case, early ratings might not have given an accurate indication of the recent quality of a publication.

Thus, two more criteria were used for selection of the population. They were that the publication had to have been rated in the 1985 evaluation (the most recent one available), and that it had to have been entered in at least 3 of the 5 years.

When these steps were completed, they produced a population of 373 publications. A sample of 189 was drawn from that group with the use of a random number table. That sample size for the population of 373 gave the study a .95 confidence interval (Krejcie & Morgan, 1970).

The population and sample had characteristics similar to those cited by Sullivan (1986) for CSPA membership as a whole. New York and New Jersey had the two highest numbers of newspapers in each group as they did in overall membership. California, Florida, and Texas were among the top seven states in terms of number of newspapers in each group, which was similar to their placement among the top five newspapers in the overall listing. Slight variation from the overall CSPA composition came in that nine states were not included in the population, 15 states were not included in the sample, and slightly less than 50 percent of each group came from west of the Appalachian Mountains.

While the population was being selected, work was also being done on the questionnaire. It was pretested by a group of advisers of high

school newspapers not among those rated by CSPA. After some modification, the questionnaire was put in its final form (Appendix 3) and was ready for mailing when the sample was drawn.

On March 26, 1986, 189 questionnaires were mailed. The mailing label bore the name of the adviser listed for the newspaper in CSPA's 1985 records. That name was followed by "or current adviser" and the name of the publication. Thus, if the newspaper had a new adviser, he or she should have received the questionnaire.

The questionnaire was in booklet format and consisted of three sheets of 8 1/2 X 11 paper folded and stapled to form a booklet with 12 pages, each measuring 5 1/2 X 8 1/2 inches. The front cover of the booklet contained the cover letter that explained the reason for the survey (Appendix 1). The back cover contained the address for the adviser's return of the booklet. The inside of the back cover contained space for the adviser to give his or her name and mailing address if he or she wished to receive a summary of the results of the study after it was completed.

First-class mail was used for both outgoing and returning questionnaires. Postage stamps, rather than metered impressions, were used for the envelopes containing the questionnaires that were mailed out. Return postage was provided by postage stamps affixed to the booklet rather than by using business reply mail. Returned questionnaires were addressed to the Communications Research Center in the College of Communications at the University of Tennessee. Each questionnaire contained a unique code number that was used to determine

who had responded for purposes of preparing a follow-up mailing.

Ninety-three responses (49.2 percent) had been received by April 14, 1986. On that date, a follow-up questionnaire was mailed to each of the 96 advisers who had not yet responded. Procedures for this mailing were identical to those used in the first mailing except that the booklet contained a different cover letter (Appendix 2).

In order to begin statistical analysis, May 7, 1986, was used as a cutoff date for inclusion of responses in the final data set. As of that date, 137 questionnaires had been returned. They constituted 72.5 percent of the sample of 189. Of those returns, four could not be used. One was from an elementary school, one was from a news magazine, one had no responses marked, and one was damaged in the mail so that only the back cover arrived. Subtracting these four from both the return total and the sample size produced an effective response rate of 71.9 percent based on an effective sample of 185.

Demographics of Respondents' Schools

Examination of the completed questionnaires shows that they came from both public and private schools with a wide range of enrollments from a number of states. Public schools accounted for 108 of the 133 usable responses. Of the remaining 25 responses, 11 were from private schools affiliated with churches, while 14 were from private schools not affiliated with churches.

Enrollments of the responding advisers' schools were fairly evenly distributed. As might be expected, the fewest responses came from the extremes of the enrollment categories. Eleven advisers said their

schools had enrollments from one through 500, and eight said their school's enrollment was 2,501 or more. Categories between those extremes had more respondents. Thirty-one listed the enrollment as 501-1,000, while 30 indicated 1,001-1,500. Thirty-two marked 1,501-2,000, and 21 checked 2,001-2,500.

Responses came from a wide geographical area. Schools represented were from 30 states and the District of Columbia. States with the most schools responding were New York, New Jersey, and Texas, with 12, 11, and 10 responses, respectively. At the other extreme, six states and the District of Columbia had only one response each.

Statistical Procedures

Statistical analysis of the data collected in this study was done using the SAS statistical package available through the facilities of the University of Tennessee's Computer Center.

Ranking

This category is the one with which each variable was studied for possible differences. Thus, some explanation of procedures used in assigning ranking is necessary to understanding of the results of the study.

CSPA's rating system. Newspapers submitted to CSPA for evaluation are rated on how well they meet criteria set forth in the organization's Newspaper Fundamentals scorebook. Major categories on which they are judged are "Content/Coverage, Writing/Editing, Design/Display, [and] Creativity" (Paschal, 1981, p. 36). The scorebook notes, "ratings

points have been established after a study of what constitutes the 'typical' publication" (Paschal, 1981, p. 36), and the association advises its judges, "Remember that the scorebooks reflect national norms. As such, they represent a consensus of what should be ideal student publications" (Columbia Scholastic Press Association, 1984, p. 14).

CSPA's judges are people who are experienced in working with the kinds of publications they judge. The Board of Judges Handbook for the organization states, "Virtually all judges are teachers in active service as advisers to student publications. A few judges are retired advisers" (Columbia Scholastic Press Association, 1984, p. 6). It indicates that a given publication is not likely to have the same judge in 2 consecutive years.

The maximum possible score for a publication is 1,000 points. According to the scorebook, "Placings in the contest are awarded on the basis of numerical scores as follows:

First Place	850-1000
Second Place	700-849
Third Place	500-699
Fourth Place	below 500" (Paschal, 1981, p. 36).

CSPA presents other awards than those listed above. Medalist is "granted to publications selected from the First Place ratings . . . [and] based on those intangible qualities evident to the judge that could be characterized as the 'personality' of the entry" (Paschal, 1981, p. 36). It also presents All-Columbian awards for excellence in

the four categories in which the newspaper is evaluated. From the winners of All-Columbian awards the organization selects the winners of "the Silver Crown Award and through it, the Gold Crown Awards--CSPA's highest honor for a student publication" (Columbia Scholastic Press Association, 1984, p. 18).

However, for purposes of this study, Medalist, All-Columbian, Silver Crown, and Gold Crown awards were not considered. Newspapers were classified initially according to the rating (First Place through Fourth Place) assigned to them on the basis of their point totals.

This was done to retain as much objectivity as possible. As was noted above, the four basic ratings are assigned according to standardized criteria, while the other awards are assigned on less quantifiable bases. Thus, although those awards are prestigious and even more to be desired by schools than a First Place rating, their inclusion would not have benefited this particular project.

Assignment of ranking for analysis. Each newspaper in the sample had from three to five ratings, depending on how many times it had been entered in CSPA's contest/critique during the period studied. Because these ratings varied, in some cases, from year to year, it was necessary to devise a method of assigning each newspaper to a category indicative of its overall rating during the period. This procedure required two steps.

First, the ratings for each newspaper were averaged. The averaging process involved adding the ratings that the newspapers received during the period and dividing the sum by the number of times the newspaper had

been entered during the period. For example, if a newspaper was entered four times and received ratings of 1, 2, 1, and 2, its average rating would have been 1.5.

Second, the newspapers had to be assigned to a manageable number of categories for use with the chi-square test. For this purpose, three categories were selected and designated good, better, and best. The category of best was used for the 76 newspapers that had averages of 1.0. Better newspapers included those 55 publications that had averages from 1.1 through 1.5. Fifty-eight newspapers, with averages higher than 1.5, went into the good category. These categories will be used throughout the rest of this report.

CHAPTER IV

STATISTICAL ANALYSIS AND RESULTS

In order to test the hypotheses proposed in this study, the chi-square test of statistical significance was used to determine whether a difference existed among rankings of newspapers in the sample when they were crosstabulated with each of the variables listed in Chapter III. This chapter will relate how each variable was handled in preparation for the statistical analysis. It will also present the results of the test in each case and indicate whether the results were statistically significant. Chapter V will present a discussion of those results.

Findings Related to Adviser's Background (H1)

Adviser's experience advising newspapers (H1a). Each respondent was asked to give the number of years, including the current year, that he or she had advised a newspaper. Responses ranged from 1 year to 33 years.

For purposes of analysis, the responses were divided into two categories--those with 9 years' experience or less and those with 10 years' experience or more. This division put 54.1 percent of the respondents into the first group and 45.9 percent into the second group.

The chi-square test showed that a significant ($p < .05$) difference existed among the rankings of newspapers according to the adviser's experience (Table 1).

Table 1
Crosstabulation of Adviser's Experience
Advising Newspapers
by Ranking

Amount of ! Experience!	Ranking			Row Total
	Best	Better	Good	
9 Years or Less	24	24	24	72
10 Years or More	38	12	11	61
Col. Tot.	62	36	35	

N = 133
 df = 2
 chi-square = 11.156
 p = .004

Number of workshops attended by adviser (H1b). Each adviser was asked the number of high school newspaper workshops that he or she had attended. Specific answers ranged from none through 50 and made up 108 of the responses. Nineteen responses were generalizations, such as "two or three each year." Six respondents left the space blank.

For purposes of analysis, responses were divided into three attendance levels--no workshops, one through nine workshops, and 10 or more workshops. These divisions allowed the more general responses to be included in the appropriate group. Thus, for example, if a person wrote "two or three each year" and listed 5 years of newspaper advising, that response was included in the highest category. These divisions put 16.5 percent of the usable responses in the lowest category, 46.5 percent in the medium category, and 37.0 percent in the highest category.

The chi-square test of significance showed that a significant ($p < .05$) difference existed among the rankings of newspapers according to the number of workshops attended by their advisers (Table 2).

Time since adviser's last workshop (H1c). Each respondent was asked the date of the last high school newspaper workshop that he or she had attended. Responses were converted into the nearest whole number of years between that date and the date the survey was mailed.

Responses showed that most (78.3 percent) of the 106 people who furnished a useable response had attended a workshop within the past year. Therefore, responses were put into one of two groups--those who

Table 2
Crosstabulation of Adviser's
Workshop Attendance
by Ranking

Workshop Attendance	Ranking			Row Total
	Best	Better	Good	
None	9	9	3	21
1 - 9	23	13	23	59
10 or More	27	13	7	47
No Response	3	1	2	6
Col. Tot.	62	36	35	

N = 133
df = 4
chi-square = 11.594
p = .021

had attended a workshop within the past year and those who had attended 2 or more years ago.

The chi-square test showed no significant ($p < .05$) difference among the rankings of newspapers according to the length of time since the adviser last attended a workshop (Table 3).

Adviser's feelings about his or her situation (H1d). No single item seemed adequate to measure the factors that might affect how an adviser might feel about the situation in which he or she works. Therefore, five different items relating to this area were used. Responses to each item were crosstabulated with rankings and subjected to a chi-square test. Analysis and results of those tests are presented below.

Given an opportunity to rate their own enthusiasm toward their work with their school's newspaper staff, the majority (71.4 percent) of advisers said that they were very enthusiastic. Almost 1/4 (23.3 percent) rated themselves somewhat enthusiastic. Only 4.5 percent said they felt slightly enthusiastic, and 0.8 percent indicated an unenthusiastic attitude.

Because the latter two categories had so few respondents, they were combined for the chi-square test. It showed no significant ($p < .05$) difference among the rankings of newspapers according to the adviser's attitude toward his or her work (Table 4).

With an item identical in structure to the one just discussed, the adviser was asked to rate the attitude of the editor-in-chief. Overall results were similar to those when advisers rated their own attitudes.

Table 3
Crosstabulation of Time Since
Adviser's Last Workshop
by Ranking

Time Elapsed	Ranking			Row Total
	Best	Better	Good	
1 Year or Less	43	18	22	83
2 Years or More	6	9	8	23
No Response	13	9	5	27
Col. Tot.	62	36	35	

N = 133
df = 2
chi-square = 5.165
p = .076

Table 4
Crosstabulation of Adviser's Attitude
Toward Work with Newspaper Staff
by Ranking

Attitude	Ranking			Row Total
	Best	Better	Good	
Unenthusiastic or Slightly Enthusiastic	5	1	1	7
Somewhat Enthusiastic	12	9	10	31
Very Enthusiastic	45	26	24	95
Column Totals	62	36	35	

N = 133
df = 4
chi-square = 2.663
p = .616

Most (66.2 percent) of the advisers considered their editors to be very enthusiastic, while 24.1 percent rated their editors somewhat enthusiastic. The categories of slightly enthusiastic and unenthusiastic were indicated by only 6.8 percent and 3.0 percent, respectively.

Again, because of the few responses in the two lowest categories, they were combined for the chi-square test. It showed no significant ($p < .05$) difference among the rankings of newspapers according to how enthusiastic the advisers perceive their editors-in-chief to be (Table 5).

The same instrument that the adviser used to rate his or her enthusiasm and that of the editor-in-chief was applied to evaluate the enthusiasm the adviser perceived the average member of the school's newspaper staff to have. It showed a lower level of enthusiasm than did the other two evaluations.

Only 23.3 percent of the advisers felt that their average staff members were very enthusiastic. The majority (53.4 percent) rated them somewhat enthusiastic. Almost 1/5 (19.5 percent) said the average staff members were slightly enthusiastic, and 3.8 percent said they were unenthusiastic.

As was done in the previous cases, the two lowest categories were combined for purposes of conducting the chi-square test. It showed no significant ($p < .05$) difference among the rankings of newspapers according to how the adviser perceives the average staff member's attitude (Table 6).

Each adviser was asked to compare his or her newspaper staff's

Table 5

Crosstabulation of Adviser's Evaluation
of Editor-in-Chief's Attitude
by Ranking

Evaluation	Ranking			Row Total
	Best	Better	Good	
Unenthusiastic or Slightly Enthusiastic	6	2	5	13
Somewhat Enthusiastic	15	11	6	32
Very Enthusiastic	41	23	24	88
Column Totals	62	36	35	

N = 133

df = 4

chi-square = 2.772

p = .597

Table 6
Crosstabulation of Adviser's Evaluation
of Average Staff Member's Attitude
by Ranking

Evaluation	Ranking			Row Total
	Best	Better	Good	
Unenthusiastic or Slightly Enthusiastic	15	6	10	31
Somewhat Enthusiastic	31	25	15	71
Very Enthusiastic	16	5	10	31
Column Totals	62	36	35	

N = 133
df = 4
chi-square = 5.669
p = .225

ability with that of other newspaper staffs in his or her state.

One adviser did not answer the question. Of those who did answer, most (70.4 percent) felt that their staffs were above average. Almost 1/4 (23.5 percent) considered their staffs to be average. Only 6.1 percent rated their staffs below average.

In contrast to the last three items studied, the chi-square test showed that the difference among rankings of newspapers is significant ($p < .05$) according to the adviser's evaluation of his or her staff's ability (Table 7).

The final area considered with regard to the adviser's feelings about his or her situation was how the adviser felt about himself or herself as a leader. With an item similar to the one used to evaluate the newspaper staff's ability, the adviser was asked to rate himself or herself as a leader in comparison with other newspaper advisers in his or her state.

One adviser did not answer. Of those responding, the majority (67.4 percent) considered their leadership to be above average. Almost 1/3 (31.8 percent) rated themselves average, and only 0.8 percent marked a below-average rating.

The chi-square test showed a significant ($p < .05$) difference among the rankings of newspapers according to the adviser's perception of his or her leadership ability (Table 8).

Of the five components of how the adviser feels about his or her situation, the chi-square test indicated non-significance for three and

Table 7
Crosstabulation of Adviser's Evaluation
of Staff's Ability
by Ranking

Evaluation!	Ranking			Row Total
	Best	Better	Good	
Average or Below!	7	12	20	39
Above Average	55	24	14	93
No Response!	0	0	1	1
Col. Tot.	62	36	35	

N = 133
df = 2
chi-square = 24.175
p = .000

NOTE: Probability is not actually zero. This figure results from the computer's rounding the probability level to the nearest thousandth.

Table 8

Crosstabulation of Adviser's Evaluation
of His or Her Leadership Ability
by Ranking

Evaluation!	Ranking			Row Total
	Best	Better	Good	
Average or Below	12	8	23	43
Above Average	50	28	11	89
No Response	0	0	1	1
Col. Tot.	62	36	35	

N = 133

df = 2

chi-square = 25.731

p = .000

NOTE: Probability is not actually zero. This figure results from the computer's rounding the probability level to the nearest thousandth.

significance for two. Significance of the element as a whole is left to the interpretation of the reader.

Adviser's non-teaching duties at school (H1e). The questionnaire included a list of seven typical non-teaching responsibilities that any high-school teacher might have. The adviser was asked to mark any of those in the list for which he or she was responsible. The list also included an eighth choice for which the adviser could list any responsibilities not otherwise included in the list.

The number of responsibilities marked was tabulated for each adviser. The tabulation showed that 18.0 percent of the advisers had no such responsibilities, 33.1 percent had one, 33.1 percent had two, and 15.8 percent had three or more.

The chi-square test was then used to determine whether any significant ($p < .05$) difference existed among the rankings of newspapers according to the number of non-teaching responsibilities held by advisers. No significance was indicated (Table 9).

Adviser's receiving a salary supplement (H1f). Each adviser was asked whether he or she received a salary supplement for advising the newspaper. Almost $3/4$ (74.4 percent) said that they received such a supplement. The other 25.6 percent said that they did not.

The chi-square test showed no significant ($p < .05$) difference in rankings among newspapers according to whether their advisers received salary supplements (Table 10).

Table 9
Crosstabulation of Adviser's
Non-Teaching Duties
by Ranking

Number of Duties	Ranking			Row Total
	Best	Better	Good	
None	14	8	2	24
One	21	10	13	44
Two	17	14	13	44
Three or More	10	4	7	21
Col. Tot.	62	36	35	

N = 133
df = 6
chi-square = 6.535
p = .366

Table 10
Crosstabulation of Whether Adviser
Receives a Supplement
by Ranking

Status	Ranking			Row	
	Best	Better	Good	Total	
Supplement	48	24	27	99	
No Supplement	14	12	8	34	
Column Totals	62	36	35		

N = 133
df = 2
chi-square = 1.567
p = .457

Adviser's receiving released time (Hlg). Advisers were asked whether they had a released period for newspaper work. Two did not answer. Of those who did supply the information, 40.5 percent said they did receive such time, and 59.5 percent said they did not.

The chi-square test showed that no significant ($p < .05$) difference existed among the rankings of newspapers according to whether their advisers received released time to work on the newspaper (Table 11).

Adviser's emphasis on journalism in college (Hlh). Each adviser was asked to indicate, in a list of five possible choices, his or her academic background in journalism at the college or university level. The largest single group (31.6 percent of the total) had no academic background in journalism, while 26.3 percent said they took a few courses but had no special emphasis. Minors were indicated by 13.5 percent, and the same percentage reported having majors in journalism. Fifteen percent said they had graduate degrees.

For purposes of analysis, the second and third groups were combined, as were the fourth and fifth groups. Those combinations produced three final groups--those with no academic background in journalism, those with a minor or less, and those with a major or a graduate degree.

The chi-square test showed that a significant ($p < .05$) difference existed among the rankings of newspapers according to the academic backgrounds in journalism of their advisers (Table 12).

Table 11
Crosstabulation of Whether Adviser
Receives a Released Period
by Ranking

Status	Ranking			Row Total
	Best	Better	Good	
Released Period	30	12	11	53
No Released Period	31	23	24	78
No Response	1	1	0	2
Col. Tot.	62	36	35	

N = 133
 df = 2
 chi-square = 3.665
 p = .160

Table 12

Crosstabulation of Adviser's Emphasis
on Journalism in College
by Ranking

Emphasis	Ranking			Row Total
	Best	Better	Good	
None	14	13	15	42
Minor or Less	21	15	17	53
Major or Graduate Degree	27	8	3	38
Col. Tot.	62	36	35	

N = 133
df = 4
chi-square = 14.763
p = .005

Time since adviser's last journalism course (H1i). Those advisers who had some background in journalism at the college level were asked to give the approximate number of years since they last took a college journalism course. Eighty-five people provided usable answers ranging from 1 year through 32 years.

For purposes of analysis, the responses were divided into three categories--5 years or fewer, 6 through 15 years, and 16 years or more. The groups constituted 35.3 percent, 38.8 percent, and 25.9 percent, respectively, of the usable responses.

The chi-square test showed no significant ($p < .05$) difference among the rankings of newspapers according to the length of time since their advisers last took journalism courses (Table 13).

Adviser's professional journalism experience (H1j). The original plan for this part of the study was to investigate any possible difference among rankings according to the varying amounts of experience in professional journalism indicated by responding advisers. However, the responses received on the open-ended item designed for this purpose made such analysis impossible.

More than 3/4 (76.7 percent) of the respondents listed no full-time professional experience. The amounts that were listed ranged from 1 year through 22 years, so that any attempt to divide those into more than one level of experience would have rendered cells in the crosstabulation too small to be useful.

In the part-time category, more than half (57.9 percent) of the respondents listed no experience. It might have been possible to make

Table 13
Crosstabulation of Time Since Last
College Journalism Course
by Ranking

Elapsed Time	Ranking			Row Total
	Best	Better	Good	
5 Years or Fewer	16	8	6	30
6 - 15 Years	20	6	7	33
16 Years or More	9	7	6	22
No Response	17	15	16	48
Col. Tot.	62	36	35	

N = 133
df = 4
chi-square = 2.366
p = .669

some divisions among the remaining 42.1 percent, but 15.0 percent listed only the jobs they had held with no indication of the length of time they had held them. Thus, the number of remaining responses, which was again 1 year through 22 years, was too small for subdivision.

Therefore, the analysis for this section became one of considering whether the respondent had any professional journalism experience--either full-time or part-time. Two people did not answer that part of the questionnaire. Of those who did answer, 48.9 percent indicated that they had some such experience, while 51.1 said they had none.

The chi-square test indicated that a significant ($p < .05$) difference existed among the rankings of newspapers according to whether the adviser had professional journalism experience (Table 14).

Adviser's influence in staff selection (H1k). Advisers were asked to choose from among seven different methods the one that best described the way their school's newspaper staff members were selected. They also had the option of writing in their own descriptions if none of those listed seemed appropriate to their situations.

Tabulation of responses to this item showed that three methods--allowing anyone to work (28.0 percent), the adviser's selecting the entire staff (33.3 percent), and the adviser's selecting the editor and working with him or her to select the entire staff (30.3 percent) accounted for more than 90 percent of all responses. Since the distinction between the latter two of the three methods above is slight, and since so few advisers specified the remaining four options, it was decided to combine the choices to form two categories based on whether

Table 14

Crosstabulation of Whether Adviser Has
Professional Journalism Experience
by Ranking

Status	Ranking			Row Total
	Best	Better	Good	
Experience	40	10	14	64
No Experience	21	25	21	67
No Response	1	1	0	2
Column Totals	62	36	35	

N = 133

df = 2

chi-square = 13.685

p = .001

the adviser had any input in selecting the staff. These categories included all of the responses except for one case in which no method was specified. Thus, 132 usable cases were available for analysis.

The process just described resulted in having 30.3 percent of the cases in the category in which the adviser had no input in staff selection and 69.7 percent of the cases in the category in which the adviser had some input. The chi-square test showed that no significant ($p < .05$) difference existed among the rankings of newspapers according to whether the adviser had input in staff selection (Table 15).

Overall results for adviser's background (H1). Eleven elements in the backgrounds of the advisers were tested to determine whether any statistically significant ($p < .05$) difference occurred when each of them was crosstabulated with the rankings of the advisers' newspapers. Four of the tests--those involving the adviser's experience with high school newspapers (H1a), the adviser's workshop attendance (H1b), the adviser's emphasis on journalism in college (H1h), and the adviser's professional journalism experience (H1j)--indicated significance. The other seven did not. It will be left to the reader to decide whether the four areas cited are sufficient to support hypothesis H1.

Perhaps it should also be noted here that one element--the adviser's feelings about his or her situation--had two of its five components show significance. Those were the adviser's evaluation of his or her staff's ability and the evaluation of his or her own leadership ability.

Table 15

Crosstabulation of Whether Adviser Has
Input in Staff Selection
by Ranking

		Ranking				Row		
Status	!	Best	!	Better	!	Good	!	Total
No Adviser	!		!		!		!	
Input	!	14	!	12	!	14	!	40
Some	!		!		!		!	
Adviser	!	48	!	23	!	21	!	92
Input	!		!		!		!	
No	!	0	!	1	!	0	!	1
Response	!		!		!		!	
Col. Tot.		62		36		35		

N = 133

df = 2

chi-square = 3.572

p = .168

Findings Related to Staff's Training (H2)

Staff's workshop attendance (H2a). Advisers were asked how many members of their school newspaper staff had attended a high school newspaper workshop within the past year. This number was divided by the number of students on the newspaper's staff to obtain the percentage of the staff that attended a workshop within the past year. These percentages were divided into three categories--none, half or less, and more than half. Of 132 usable responses, these categories contained 31.1 percent, 42.4 percent, and 26.5 percent, respectively.

The chi-square test showed no significant ($p < .05$) difference among the rankings of newspapers according to the percentage of staff members who had attended a workshop within the past year (Table 16).

School's offering of a journalism course (H2b). Advisers were asked whether their schools offered journalism courses. More than 4/5 (81.2 percent) indicated that they did, while the remaining 18.8 percent said that their schools did not offer such courses.

The chi-square test showed no significant ($p < .05$) difference among the rankings of schools according to whether they offered journalism courses (Table 17).

Average experience of staff members (H2c). Each adviser was asked to indicate the number of people on his or her staff who had, before the current year, each of the following amounts of experience working on a school newspaper: none, 1 year, 2 years, 3 years, and 4 or more years. The average experience of the staff was calculated by multiplying the

Table 16

Crosstabulation of Portion of Newspaper
Staff Attending a Workshop Within the
Last Year by Ranking

Portion of Staff	Ranking			Row Total
	Best	Better	Good	
0%	12	13	16	41
1% - 50%	31	15	10	56
51% - 100%	18	8	9	35
No Response	1	0	0	1
Col. Tot.	62	36	35	

N = 133

df = 4

chi-square = 8.329

p = .080

Table 17

Crosstabulation of Whether the School
Offers at Least One Journalism
Course by Ranking

Status	Ranking			Row Total
	Best	Better	Good	
No Course	7	8	10	25
At Least One Course	55	28	25	108
Col. Totals	62	36	35	

N = 133
 df = 2
 chi-square = 4.756
 p = .093

number listed for each category by the amount of experience represented by that category, adding those products, and dividing the resulting sum by the number of students on the staff. For example, if an adviser had a staff of 10 people and listed six with 2 years' experience and four with 1 year's experience, the average would have been $[(6 \times 2) + (4 \times 1)]/10$, which would have given an average of 1.6 years.

Because some advisers did not supply adequate information for this calculation, six entries had to be eliminated from this part of the study. The 127 remaining publications had staffs with average experience ranging from none to 2.7 years. For purposes of analysis, they were divided into four groups. Those with average experience of 1/2 year or less made up 27.6 percent of the group, while those with from 1/2 year through 1 year composed 30.7 percent. The category of more than 1 year through 1 1/2 years contained 19.7 percent, and 22.0 percent were in the group with more than 1 1/2 years' experience.

The chi-square test showed that a significant ($p < .05$) difference existed among the rankings of the newspapers according to the average experience of their staffs (Table 18).

Membership in publications organizations (H2d). The questionnaire included a list of six organizations in which a high school newspaper might hold membership. It also had a generic listing (Your state's school publications organization) and a listing of other, with a blank for specification of any organization that might have been omitted from the list. Advisers were asked to mark all organizations to which their newspaper belonged.

Table 18
Crosstabulation of Average Experience
of Staff Members
by Ranking

Average Experience	Ranking				Row Total
	Best	Better	Good		
None					
Through 1/2 Year	15	6	14		35
More Than 1/2 Year Through 1 Year	24	12	3		39
More Than 1 Year Through 1 1/2 Years	9	7	9		25
More Than 1 1/2 Years	12	9	7		28
No Response	2	2	2		6
Column Totals	62	36	35		

N = 133
df = 6
chi-square = 13.017
p = .043

Since this part of the second hypothesis dealt with the number of organizations to which the publication belonged, the total number of choices marked by each adviser was the variable studied. That total ranged from one to five.

The chi-square test showed a significant ($p < .05$) difference among the rankings of the newspapers according to the number of scholastic publications organizations of which the newspaper is a member (Table 19). It should be noted here that the number of cells with frequencies less than five means that chi-square may not be a valid test. However, the probability level is so low that it cannot easily be ignored, even in light of that warning.

Overall results for staff's training (H2). Four elements were considered in the testing of this hypothesis. Two--average experience of the staff (H2c) and membership in publications organizations (H2d)--indicated significance. The other two--staff workshop attendance (H2a) and the school's offering of at least one course in journalism (H2b)--had probability levels that approached, but did not quite reach, significance. It will be left to the reader to decide whether the results cited are sufficient to support hypothesis H2.

Findings Related to Principal's Approach (H3)

Principal's support of the newspaper (H3a). Two items were used to measure the adviser's perception of his or her principal's support. The first asked the adviser to choose one of five terms to describe the

Table 19

Crosstabulation of Newspaper's Memberships
in Scholastic Publications Organizations
by Ranking

Memberships!	Ranking			Row Total
	Best	Better	Good	
One	2	5	10	17
Two	12	12	18	42
Three	18	8	5	31
Four	17	9	1	27
Five	13	2	1	16
Col. Tot.	62	36	35	

N = 133

df = 8

chi-square = 35.743

p = .000

NOTE: Probability is not actually zero. This figure results from the computer's rounding the probability level to the nearest thousandth.

principal's attitude toward the school newspaper. The terms ranged from strongly opposed/strongly unsupportive to strongly supportive.

None of the respondents chose strongly opposed/strongly unsupportive, and only 1.5 percent chose opposed/unsupportive. Almost 1/5 (19.5 percent) considered their principals to be neutral, and slightly more than 1/3 (34.6 percent) said their principals were supportive. The largest single group (44.4 percent) rated their principals strongly supportive.

Because the group with negative ratings was too small to provide meaningful results in the statistical analysis, it was combined with the neutral group for the chi-square test. The test showed no significant ($p < .05$) difference among the rankings of newspapers according to how advisers rated their principals on the support scale (Table 20).

However, results were different when a different measure of advisers' perceptions of their principals' support was used. In this case, advisers were asked to indicate whether their principal was above average, average, or below average when his or her support of the school newspaper was compared with that of principals at other schools across the adviser's state.

Five people either left the space blank or said that they did not know. Of the 128 who did choose one of the options, only 4.7 percent felt that their principals were below average in this regard. Average ratings were reported by 28.1 percent, and the majority (67.2 percent) rated their principals above average.

In this case, the chi-square test showed a significant ($p < .05$)

Table 20

Crosstabulation of Adviser's Perception
of Principal's Attitude Toward School
Newspaper by Ranking

Attitude	Ranking			Row Total
	Best	Better	Good	
Neutral or Negative	11	6	11	28
Supportive	23	12	11	46
Strongly Supportive	28	18	13	59
Column Totals	62	36	35	

N = 133

df = 4

chi-square = 3.350

p = .501

difference among the rankings of newspapers according to how advisers felt their principals' support compared with that of other principals in their states (Table 21).

Pre-publication discussions about stories (H3b). Two items were used to measure how involved the principal was in decisions about stories that might be used in the newspaper. The first concerned discussions with the adviser; the second concerned discussions with the editor-in-chief. Each item had the same structure. Each asked how often the principal participated in such discussions, and each offered four choices of frequencies ranging from never to before every issue is published. Results of the two items were similar.

In the case of advisers, only 3.8 percent reported discussions with the principal before every issue was published, and only 0.8 percent reported such discussions before most issues were published. Almost 1/5 (18.8 percent) said they had discussions before some issues were published, but the majority (76.7 percent) said they never had such discussions.

Because the numbers in the first two categories were so small, they were combined with the third category for statistical analysis. Thus, the crosstabulation contained only two categories--those who sometimes have such discussions and those who never have such discussions. The chi-square test showed no significant ($p < .05$) difference among the rankings of newspapers according to whether the adviser participates in pre-publication discussions with the principal about stories being considered for use in the newspaper (Table 22).

Table 21

Crosstabulation of Adviser's Perception
of Principal's Support Compared with
That of Other Principals by Ranking

Support Level	Ranking			Row Total
	Best	Better	Good	
Average or Below	18	8	16	42
Above Average	44	27	15	86
No Response	0	1	4	5
Col. Tot.	62	36	35	

N = 133

df = 2

chi-square = 6.945

p = .031

Table 22

Crosstabulation of Pre-Publication
Discussions Between Principal and
Adviser by Ranking

Discussion! Occurrence!	Ranking			Row Total
	Best	Better	Good	
None	51	25	26	102
Some	11	11	9	31
Col. Tot.	62	36	35	

N = 133

df = 2

chi-square = 2.246

p = .325

As far as editors were concerned, specific figures differed slightly from those for advisers, but overall results were similar. Once again, advisers reported few cases of extensive discussion. Only 0.8 percent said that such discussions occurred before publication of most issues, and only 2.3 percent reported discussions before publication of every issue. Those having discussions before some issues were published included 22.6 percent, and the majority (74.4 percent) had no discussions with the principal.

Once again, the small number in two categories led to combining them with a third to form one category including all cases in which editors had pre-publication discussions with the principal at any time. Those who had no such discussions remained separate.

The chi-square test showed no significant ($p < .05$) difference among the rankings of newspapers according to whether their editors-in-chief had discussions with principals about stories being considered for use in the newspaper (Table 23).

Overall results for principal's approach (H3). Two elements of this hypothesis were tested, and two items were used to test each of those elements. Neither item used to test differences based on pre-publication discussions (H3b) showed significance ($p < .05$). Meanwhile, the adviser's perception of his or her principal's support of the newspaper also showed no significance, but the adviser's perception of his or her principal's support compared with that of other principals did indicate significance. It will be left to the reader to decide whether the results cited are sufficient to support hypothesis H3.

Table 23

Crosstabulation of Pre-Publication
Discussions Between Principal and
Editor-in-Chief by Ranking

Discussion! Occurrence!	Ranking			Row Total
	Best	Better	Good	
None	50	23	26	99
Some	12	13	9	34
Col. Tot.	62	36	35	

N = 133

df = 2

chi-square = 3.361

p = .186

Findings Related to Newspaper's Facilities (H4)

School's funding of newspaper (H4a). Advisers were asked to give the approximate percentage of their newspapers' budgets that came from school funds (as contrasted with funds from advertising, activity fees, and subscriptions or individual sales). Responses ranged from none to 100 percent. For purposes of analysis, responses were divided into three categories--none, half or less, and more than half. After eliminating one questionnaire in which the information was not given, these accounted for 36.4 percent, 25.7 percent, and 37.9 percent, respectively, of the remaining 132 responses.

The chi-square test showed no significant ($p < .05$) difference among the rankings of newspapers according to what part of their budgets is provided by funds from their schools (Table 24).

Working facilities for newspaper (H4b). Each adviser was asked to select one of four choices describing possible allocation of space in the school for work on the newspaper. If none was appropriate, he or she could describe the situation applicable to the school's newspaper.

Slightly more than 1/3 (34.6 percent) of the advisers said that their newspaper had a room entirely for newspaper use. Use of a room shared with at least one other publication was reported by 28.6 percent, and the same percentage said they used part of a classroom for work on the newspaper. Only 3.8 percent said they had no permanent location in which to work, and 4.5 percent described a situation that did not fit

Table 24

Crosstabulation of Portion of Newspaper's
Funds Provided by School
by Ranking

Portion	Ranking			Row Total
	Best	Better	Good	
None	24	16	8	48
Half or Less	19	7	8	34
More than Half	18	13	19	50
No Response	1	0	0	1
Col. Tot.	62	36	35	

N = 133

df = 4

chi-square = 7.556

p = .109

any of the four listed conditions but was of lower quality than use of a separate room.

The last two categories contained numbers too small for reliable chi-square tests. Since those two and the situation in which part of a classroom was used all represented a lower quality of working facility than the first two, the categories including part of a classroom, none, and other were combined for purposes of analysis into a single category.

The chi-square test showed no significant ($p < .05$) difference among rankings of newspapers according to the quality of working facilities available to them (Table 25).

Adviser's and staff's work during school hours (H4c). Two items on the questionnaire dealt with this topic. They were identical except for variations in wording so that one asked for information about the adviser and one asked about the staff members. In each case, the adviser indicated the approximate percentage of work on the newspaper done during class time. Six responses were possible. One indicated no work during class time; the others covered all possibilities from 1 percent to 100 percent in 20-percent intervals.

In the case of advisers' percentage of work, one questionnaire had no response. Of the 132 usable answers, slightly more than $1/4$ (26.3 percent) indicated no work during class time. Just over $1/5$ (21.8 percent) of the advisers said that they did between 1 percent and 20 percent of their work on the newspaper in that time. The 21-40 percent range was marked by 15.8 percent of the respondents, and the same percentage selected the 41-60 percent category. Almost as many (13.5

Table 25

Crosstabulation of Newspaper's Working
Facilities by Ranking

Type of Facility	Ranking			Row Total
	Best	Better	Good	
Room Entirely for Newspaper Use	25	11	10	46
Room Shared with Other Publication(s)	20	12	6	38
Some Other Situation	17	13	19	49
Column Totals	62	36	35	

N = 133

df = 4

chi-square = 7.696

p = .103

percent) said they did 61 percent to 80 percent of their work on the paper during class time. Only 6.0 percent marked the highest category.

The chi-square test showed no significant ($p < .05$) difference among the rankings of newspapers according to the percentage of the adviser's work on the newspaper that he or she did during class time (Table 26). It should be noted here that because of low cell frequencies in this case, chi-square may not be a valid test.

As far as staff members were concerned, respondents indicated that students, overall, did a higher percentage of their work on the paper during class time than the advisers did.

Just over 1/5 (21.8 percent) of the staff members had no work indicated during class time, and 15.8 percent were listed in the 1-20 percent range. The 21-40 percent range included 18.8 percent of the responses, while 21.8 percent fell between 41 and 60 percent.

Numbers in the two highest ranges were noticeably larger than the corresponding figures for advisers. The category of 61 percent to 80 percent was indicated by 14.3 percent of respondents, and 7.5 percent marked the highest range.

The differences in percentages had an effect when the chi-square test was used. The test showed a significant ($p < .05$) difference did exist among rankings of newspapers according to the percentage of staff members' work on the newspaper done during class time (Table 27).

Overall results for newspaper's facilities (H4). Three elements were studied for this hypothesis. The type of working facility (H4b) and the portion of funding provided by the school (H4a) showed no

Table 26

Crosstabulation of Adviser's Work on Paper
During School Hours
by Ranking

Percentage! of Work	Ranking			Row Total
	Best	Better	Good	
0%	11	9	15	35
1% - 20%	16	8	5	29
21% - 40%	15	3	3	21
41% - 60%	9	8	4	21
61% - 80%	9	4	5	18
81% - 100%	2	3	3	8
No Response	0	1	0	1
Col. Tot.	62	36	35	

N = 133
 df = 10
 chi-square = 15.046
 p = .130

Table 27

Crosstabulation of Staff Members' Work
on Newspaper during School Hours
by Ranking

Percentage! of Work	Ranking			Row Total
	Best	Better	Good	
0%	5	13	11	29
1% - 20%	14	2	5	21
21% - 40%	17	3	5	25
41% - 60%	15	9	5	29
61% - 80%	7	7	5	19
81% - 100%	4	2	4	10
Col. Tot.	62	36	35	

N = 133

df = 10

chi-square = 22.700

p = .012

significance ($p < .05$) when submitted to the chi-square test. As far as percentage of work done during class time (H4c) was concerned, results were mixed. The figures for advisers did not indicate significance, but those for students did. It will be left to the reader to decide whether the results cited are sufficient to support hypothesis H4.

Findings Related to Recognition Given to Staff Members (H5)

Advisers were presented with a list of five different types of recognition that might be given to newspaper staff members and were asked to mark all that their students received. They also had an opportunity to write in other forms that might not have been included in the printed list.

For purposes of analysis, responses to this question were combined to determine the number of different types of recognition that staff members received. No recognition of any kind was given by 10.3 percent of the respondents, while 24.1 percent gave one type. Two kinds of recognition were given by 32.3 percent, and 15.8 percent listed three kinds of recognition. The same percentage (15.8) gave four kinds of recognition. Only 1.5 percent gave five different kinds.

The chi-square test showed no significant ($p < .05$) difference among the rankings of newspapers according to the number of different kinds of recognition that their staff members received (Table 28). Thus, hypothesis H5 was rejected.

Table 28

Crosstabulation of Number of Types of
Recognition Given to Staff Members
by Ranking

Types of Recognition!	Ranking			Row Total
	Best	Better	Good	
None	6	2	6	14
One	16	8	8	32
Two	19	16	8	43
Three	7	5	9	21
Four	14	4	3	21
Five	0	1	1	2
Col. Tot.	62	36	35	

N = 133

df = 10

chi-square = 13.426

p = .201

CHAPTER V

DISCUSSION AND CONCLUSIONS

It is important to remember that, in a study such as the present one, determination of causation is not possible because temporal precedence has not been established and other possible causes of variations have not been investigated. Thus, regardless of the significance level of any differences in the study, one cannot say with certainty that change in a particular variable causes a high school newspaper to achieve higher or lower ratings.

However, the findings presented in the previous chapter indicate that some variables considered in this study produced significant differences when they were crosstabulated with rankings of high school newspapers. This chapter will present some possible explanations of those relationships.

The reader should also remember (as was indicated in Chapter III) that results and conclusions from this study should not be generalized to any larger population of high school newspapers than the sample used in this study.

Conclusions Related to Adviser's Background

Adviser's experience advising newspapers. Crosstabulation of this variable with rankings (Table 1, page 35) indicates that people who have advised newspapers 10 years or more are more likely to have newspapers in the highest ranking category than in the others. In fact, they had

more in the top category than they had in the middle and lowest categories combined. On the other hand, advisers with less experience had the same number of newspapers in each of the three ranking categories.

One possible explanation for more experienced advisers' having more highly ranked newspapers is that advisers tend to learn as they work with students and their newspapers year after year. This idea would be associated with the tradition of the teaching value of experience. The experienced adviser probably has observed certain techniques and methods that work well and continues to use them. He or she probably has also observed other techniques and methods that were not effective and has discarded them. The results of this learning process would be reflected in the students' production of a better-quality publication.

Number of workshops attended by adviser. Significance was indicated when this variable was crosstabulated with rankings and submitted to the chi-square test (Table 2, page 37). Newspapers advised by people who had attended fewer than 10 workshops were scattered across the three categories of rankings. However, the advisers who had attended 10 or more workshops had most of their newspapers in the highest ranking category. At least two explanations might account for this relationship.

First, workshops are, or at least should be, learning experiences for advisers. Although workshops vary in their offerings, they usually provide sessions in topics (such as writing, layout, and photography) that are important in the rating process. Thus, an adviser who attends

a number of these workshops should improve his or her ability to train the newspaper staff in the very elements that contest judges evaluate. Additionally, some workshops offer special sessions for advisers. Such sessions can help advisers learn how to work with staff members and how to handle various administrative functions.

Second, many advisers of traditionally successful newspapers are invited to be speakers or instructors at workshops. Thus, those advisers attend some workshops not so much because they want to improve the quality of their newspapers as because their newspapers are already excellent. It is probable that some of the 27 respondents who have top-rated papers and have attended 10 or more workshops have done so as speakers or instructors.

Overall, then, it is not possible to determine which of the two is responsible for the relationship shown in Table 2 (page 37). It is quite likely that a combination of the two is at work here.

Time since adviser's last workshop. Although the chi-square test did not show significance in this case, the probability level is close enough to significance to merit some attention.

Table 3 (page 39) shows that a substantial majority of advisers responding who had attended a workshop at some time had done so within the past year. This probably indicates an overall awareness of the need to keep up to date with recent developments in areas important to high school newspapers.

By far, the largest single cell in the table is the group of advisers who have attended a workshop within the past year and who have

newspapers in the highest ranking category. The factors at work here are probably the same two mentioned in the previous section with the addition of a timeliness factor. Those advisers who have had recent workshop attendance are likely to have newspapers that keep up with trends that judges might note. Also, those advisers with high-rated newspapers are likely to be invited to teach at workshops frequently, which would lead to recent attendance.

Although this variable did not quite show a significant level of probability in the chi-square test in this instance, it is probably worthy of additional study in the future.

Adviser's feelings about his or her situation. Five elements composed this category. Significance levels of chi-square test results were mixed. Three items dealt with the adviser's perceptions of attitudes--his or her own, that of the editor-in-chief, and that of the average staff member. In each case, the probability level was so high as to indicate no significance (Tables 4-6, pages 40, 42, and 43).

One possible explanation for this lack of significance is that attitudes and rankings of newspapers are truly unrelated. A lower-rated newspaper may have an adviser, editor, and staff members who are all very enthusiastic about their work. It may simply be that a lack of training, time, facilities, or something else prevents the newspaper from achieving the highest rating.

Another possibility is a weakness in the items used for measurement. Because a person's attitude is an intangible characteristic, measuring it is difficult. That is especially true

when, as was the case here, only one item is used to measure each person's attitude. Use of more refined measurement techniques might have produced different results in this case.

However, despite the lack of significance where attitude was concerned, highly significant results came from the measurement of the adviser's rating of his or her staff's ability (Table 7, page 45) and his or her own leadership ability (Table 8, page 46).

As far as the evaluation of the staff's ability is concerned, the largest number of advisers who rated their staffs average or below had newspapers in the lowest ranking category. On the other hand, of the advisers who rated their staffs above average, most had newspapers in the highest ranking category.

Perhaps the most obvious explanation of these results is that a staff with better ability will produce a better newspaper and thus will obtain a higher rating. However, it may also be true that the direction might be reversed. An adviser whose newspaper had consistently achieved the highest rating over a five-year period might understandably think that his or her staff was above average in ability. Thus, the rating process might serve as a confidence-builder for the adviser and staff if the ratings are high, and it might lessen confidence if the ratings are low.

Much the same can be said for the adviser's evaluation of himself or herself as a leader. Most advisers who rated themselves average or below average as leaders had newspapers in the lowest ranking category. Meanwhile, the largest number of advisers who said they were above

average leaders had newspapers in the highest ranking category.

Since the adviser tends to set the mood in which the newspaper staff works, it could easily be said that advisers who are good leaders inspire students to do their best work. That situation should then lead to the newspapers' achieving the highest ratings. On the other hand, an adviser who is not so good a leader would be less likely to inspire students, and the result might be a newspaper of lesser quality.

However, it is also possible that a rating-as-confidence-builder effect could operate here. Advisers whose newspapers consistently achieve the highest rating could understandably come to believe that they are good leaders, and those whose papers receive lower ratings could come to question their own leadership ability. Both this possibility and the one suggested in the previous paragraph need to be considered.

Adviser's non-teaching duties at school. While it might be thought that advisers who have more non-teaching duties would have newspapers with lower ratings than those who have fewer such duties because some of their energy and attention might be diverted from the newspaper, that idea was not supported by this study. In fact, when the number of duties was divided into categories of none, one, two, and three or more, advisers in each of those groups had more newspapers in the highest ranking category than in either of the other two (Table 9, page 48).

Thus, it appears that advisers who have several additional responsibilities are able to handle those and still have newspapers that achieve high ratings. This may be because they develop staffs that

take more responsibility on themselves and rely less on the advisers for direct supervision.

Adviser's receiving a salary supplement. One might think that being paid a supplement would encourage advisers to lead their staffs to produce better newspapers or that advisers whose staffs produce better papers would be rewarded with salary supplements. Apparently, such is not the case.

According to the results of this survey, payment of a supplement is not significant as far as the rankings of newspapers are concerned. While the largest number of supplement recipients advised newspapers in the highest ranking category, it is also true that the largest number of advisers who did not receive supplements had newspapers in the highest ranking category (Table 10, page 49).

This result might indicate that schools pay supplements to advisers on the basis of their performance of the duty of advising the publication, without regard for the quality of the newspaper or the rating it receives.

It is possible, of course, that results might be different if the amount of the supplement were crosstabulated with the rankings and the resulting table were subjected to a chi-square test.

Adviser's receiving released time. Results here were much like those related to payment of a salary supplement. For both those advisers receiving released time for work on the newspaper and those not receiving it, the number of publications in the highest ranking category

exceeded the number in either of the other two categories (Table 11, page 51). No significance was indicated by the chi-square test.

One thing that should be remembered with regard to this item is that some advisers do not receive released time because they teach classes in which they perform many of their advising duties. This fact might affect the significance level in this case.

Adviser's emphasis on journalism in college. The chi-square test showed significance when this item was crosstabulated with the rankings of newspapers (Table 12, page 52). Newspapers were almost equally distributed across the three ranking categories for advisers who took no journalism courses in college. Those who had a minor in journalism or who took only a few courses had slightly more newspapers in the highest ranking category than in either of the other two. However, those who had a major or a graduate degree in journalism had more than twice as many newspapers in the highest ranking category as in the two other rankings combined.

The most likely explanation for this result is that those who majored in journalism or took a graduate degree in journalism have a better background in the subject than those who took fewer journalism courses or none at all. It seems reasonable that those with stronger backgrounds in journalism would be able to better train the staffs of the newspapers they advise. That better training would be likely to result in better newspapers, which in turn would receive higher ratings.

Time since adviser's last journalism course. In contrast to the results cited in the last section, the time elapsed since the adviser last took a college journalism course did not seem to be significant in this study. Distributions across the three ranking categories are almost the same when those who took courses within the last five years are compared with those who took them 6 to 15 years ago (Table 13, page 54). Those who last took a college journalism course 16 years or more ago have fewer newspapers in the highest ranking category, but their numbers in the middle and lowest categories are about the same as those for the other two groups.

One possible explanation for this result is that those who took courses less recently have kept their knowledge up to date through attendance at workshops and perhaps other less formal methods than taking a college course. Therefore, they would be at no disadvantage when compared to their colleagues who took courses more recently.

Adviser's professional journalism experience. It might be thought that a person who has worked in some capacity as a professional journalist might bring an added dimension to his or her role as an adviser. He or she would be able to present material to the students from a practical perspective as well as from an academic viewpoint. This study's findings indicate that such may be the case.

Newspapers advised by people with no professional experience were distributed almost equally across the three categories of rankings (Table 14, page 56). However, advisers with some professional experience had more newspapers in the highest ranking category than in

the other two combined. This difference contributed to the significance indicated by the chi-square test.

A probable explanation for this result is the one mentioned above. The adviser who has actually written stories, designed pages, taken photographs, or performed other journalistic functions, is likely to be able to teach his or her students more than the adviser who has no such experience.

Adviser's influence in staff selection. Most of the advisers responding to this survey said that they had some role in selecting staff members. When their status in this regard was crosstabulated with rankings of their newspapers, those with no input had newspapers almost equally distributed across the three ranking categories, while those with some adviser input had the highest concentration in the category of the highest ranking (Table 15, page 58). However, the difference was not enough to indicate significance on the chi-square test.

Summary. It seems that some characteristics of the adviser are, indeed, worth noting in regard to the quality of the newspaper that adviser's staff produces. This study indicates that the best papers were those whose advisers had more experience, had attended more workshops, had studied more journalism in college, and had more professional experience in journalism. Those advisers also gave higher evaluations of their staffs' abilities and their own leadership abilities.

Conclusions Related to Staff's Training

Staff's workshop attendance. Crosstabulation of the portion of a staff's membership attending a workshop within the past year by the ranking of the staff's newspaper showed definite differences (Table 16, page 60). Staffs with no such attendance had their papers almost equally distributed among the three ranking groups. On the other hand, each of the two groups that had some attendance within the past year had noticeably more newspapers in the highest ranking category than in either of the other two. Although the chi-square test in this instance revealed a probability that did not quite reach the designated significance level, this variable should not be dismissed entirely. It seems worthy of further investigation.

School's offering of a journalism course. This topic is much like the last one in that the results of the chi-square test, although they did not reach the required level of significance, did indicate a trend that might justify more study. The most obvious aspect of the crosstabulation (Table 17, page 61) is that schools that offered at least one journalism course had more newspapers in the highest ranking category than in the other two categories combined. On the other hand, schools offering no journalism course had more newspapers in the lowest ranking category than in either of the other two. This variable, like the previous one, probably should not be dismissed from consideration until further study is conducted.

Average experience of staff members. Although the chi-square test indicated significance when this variable was crosstabulated by rankings, the figures are not entirely what might be suspected (Table 18, page 63). The major difference came in the group with average experience of more than 1/2 year through 1 year, where the number of newspapers in the highest ranking category exceeded the sum of the other two ranking categories. Differences in rankings were not so noticeable among the other three levels of experience.

Interpretation here is difficult. Conventional wisdom would indicate that a staff with more average experience would produce a better newspaper, which would have higher ratings. However, if that were true, then the two highest levels of experience should have had more domination in the highest ranking category than the one cited above. However, such is not the case, which indicates that average experience--by itself--does not assure a better publication.

One key factor in this situation might be the experience of students according to their positions on the staff. For example, a person with 3 years' experience who only pasted up pages would have less influence on the overall quality of the newspaper than would an editor with 3 years' experience.

Of course, one weakness of dealing with averages is that they do not reveal the individual numbers that were used to compile the averages. Perhaps use of a different instrument that would take into account the specific composition of each staff in terms of each member's experience would shed more light on this matter.

Membership in publications organizations. Of the four variables studied under this hypothesis, this one produced the most significant result when the chi-square test was applied to check for differences in rankings (Table 19, page 65). As the number of memberships increased from one to five, the cell with the most members shifted from the lowest ranking category to the highest category. As was true with some variables discussed previously, at least two possible explanations might account for this situation.

One likely reason is that newspapers' advisers and staffs benefit from such memberships. The critique of the publication that accompanies its rating provides feedback for those who work with the newspaper. The strong points are reinforced, and suggestions are made for improvement where the publication has weaknesses. More memberships would produce more critiques. More critiques would provide more feedback. More feedback should help the staff to produce a better newspaper. Besides such direct feedback, the organizations provide literature that helps students and advisers learn more about producing good publications, and they have conventions or workshops that can help in the same way.

Another explanation might be that people with good newspapers want to belong to more organizations. The desire for recognition is a human characteristic. It seems only natural that an adviser and staff with a good newspaper would want to send it to as many critique services as possible in order to achieve as much recognition as possible for the work that they did.

Summary. Results in this section indicate that newspapers that belong to more scholastic publications organizations are likely to be better newspapers than those that belong to fewer such organizations. They also indicate that average experience of the staff might affect the quality of the publication. It should also be noted that staff members' attendance at workshops and the school's offering of a journalism course should not be discarded from consideration even though they did not quite reach the designated level of significance in the chi-square test in this study.

Conclusions Related to Principal's Approach

Principal's support of the newspaper. Two items were used to measure this variable. One asked the adviser to rate the principal's level of support for the school newspaper. Those who considered their principals supportive or strongly supportive had more newspapers in the highest ranking category than in either of the other two, while those who gave lower ratings had no such dominance (Table 20, page 67). However, the differences were not great enough to be significant.

On the other hand, significant differences were evident when advisers compared their principals' support with that of other principals in their states. Advisers who rated their principals' support above average had more newspapers in the highest ranking category than in the other two ranking categories combined (Table 21, page 69). In contrast, those who rated their principals average or

below had almost as many newspapers in the lowest ranking category as they did in the highest ranking category.

Interpretation of these two findings is a bit difficult. It appears that an adviser of a top-ranked newspaper might feel that, even if his or her principal doesn't give the newspaper the support that he or she should, that support is still more than what other principals across the state give their newspapers. On the other hand, advisers with lower-ranked papers are more likely to think that their principals give less support than they should and that those principals are, at best, on a par with other principals in their support of the newspaper.

Pre-publication discussions with principal. Two items were used to measure the extent to which the principal might attempt to influence the content of the newspaper. One asked for the frequency of discussions between the adviser and the principal about stories being considered for use in the paper. The other asked for the frequency of such discussions between the principal and the editor-in-chief.

In both cases (Table 22, page 70, and Table 23, page 72) the people who had no discussions with principals before publication had more newspapers in the highest ranking category than in either of the other two ranking categories. That might indicate that principals have more confidence in advisers and staffs who produce better newspapers, and therefore they feel less concern about what stories might appear in the newspaper. However, the chi-square test for each of these tables showed no significance. Therefore, these results remain interesting but not conclusive.

Summary. Apparently, the principal's approach to the newspaper has little, if anything, to do with the quality of the publication. Advisers who felt that their principals' support was above average did have more top-rated newspapers. However, that was the only item that showed significance. The overall perception of support for the paper and the frequency of discussion about stories seemed to have nothing to do with the newspaper's ranking.

Conclusions Related to Newspaper's Facilities and Support from School

School's funding of newspaper. Crosstabulation of the portion of the newspaper's budget provided by the school by the ranking of the newspaper indicated no significance when it was subjected to the chi-square test. This was the case even though the crosstabulation showed that newspapers with less funding tended to fall more in the highest ranking category than in either of the other two ranking categories (Table 24, page 74). It appears that the funding a school provides for its newspaper has no bearing on the ranking the newspaper achieves.

Working facilities for newspaper. Virtually the same situation existed for the crosstabulation of working facilities by ranking as was the case when funding was considered. Newspapers with what could be considered better facilities (either a room entirely for newspaper use or a room shared with at least one other publication) appeared more in the highest ranking category than in the other two ranking categories combined (Table 25, page 76). Those with less desirable working conditions (such as part of a classroom or no permanent space) were

fairly evenly distributed across the three ranking categories.

However, the chi-square test revealed no significance for these differences. It seems that advisers and staffs with less desirable areas for work are able to overcome those shortcomings and still produce highly ranked newspapers.

Adviser's and staff's work during school hours. Two items were used for measurement here. Advisers estimated the percentage of their work on the newspaper that was done during class time, and they made the same kind of estimate for their staff members. An interesting finding here was that the chi-square test on the advisers' figures (Table 26, page 78) indicated no significance, while the same test on the students' figures (Table 27, page 79) indicated significance.

The students' table shows that most of the newspapers in the highest ranking category have staffs who do 1 percent through 60 percent of their work on the newspaper during class time. Much of this time may be during journalism classes. Although the offering of at least one journalism course did not turn out to be significant in this study, Table 17 (page 61) does reveal a tendency for the highest-ranked newspapers to be in schools that offer at least one journalism course. If the course is a production course, then students would be able to do part of their work on the publication during class time. Of course, if the school offers more than one journalism course, that would increase the likelihood that students could do more work during class time. Whatever the underlying factors may be, it appears that (at least up to the 60 percent level) the higher the percentage of the work done by

students during school hours, the more likely the newspaper is to win awards.

As far as advisers are concerned, their roles in journalism classes are certainly different from those of students. While students are working on the newspaper, the advisers may be working with students in small-group sessions or in one-on-one situations. While this type of activity would certainly be helpful to the newspaper in the long run, the adviser would probably consider it teaching rather than working on the newspaper, and that feeling would affect the adviser's response to the question.

Summary. Overall, the ranking of a newspaper seems to be largely unaffected by the school's support in the forms examined in this study. Top newspapers were at schools that provided an opportunity for students to work on the newspaper during class time, but the same was not true for advisers' work during class time. It also appears that newspapers achieve their rankings without regard for the funding provided by the school or the physical facilities that the school made available.

Conclusions Related to Recognition Given to Staff Members

No significant difference was indicated when the number of types of recognition given to staff members of newspapers was crosstabulated with the rankings of the newspapers.

Table 28 (page 81) showed no general trends. Where staffs received one type of recognition and four types of recognition, they had more

newspapers in the highest ranking category than in the other two ranking categories. However, where staffs received two types of recognition, almost as many newspapers were in the middle ranking category as were in the highest one. Perhaps most curious of all was that, where staffs received three types of recognition, more newspapers were in the lowest ranking category than were in either of the other two.

Although forms of recognition such as pins and certificates are nice, it seems from this study that they are not significantly related to differences in newspapers' rankings. It appears that staff members are motivated (or not motivated) regardless of the extent to which they are given formal recognition. It may be that informal recognition--such as that from the adviser, staff members, and other students--is more meaningful than most formal types of recognition.

Summary

This study used a survey of a sample of advisers of 189 high school newspapers selected at random from a population of 373 high school newspapers entered in Columbia Scholastic Press Association's contest/critique in 1985 and at least 2 other years during the period 1981 through 1984. Only one of the hypotheses in this study was fully rejected (while certain elements of other hypotheses were rejected), and enough was learned that some conclusions can be drawn.

Much of the study was devoted to characteristics of the adviser. One reason for this situation was that a large part of the literature in the field deals with the adviser. Another reason was that the author's experience in 19 years of having been involved with high school

publications in various ways led him to believe that an adviser, to a large extent, charts the path that the staff and the publication will follow. As the preceding discussion has indicated, this study found more significance in the characteristics of the adviser than in any of the other areas.

Now that the findings have been presented, some summarizing conclusions might be drawn for the benefit of anyone who might look to this study for help in improving a high school newspaper. It should be emphasized that the following are the conclusions of the author based on the findings of this study. As is true of any use of statistics, others might come to other conclusions based on the same findings.

In brief, the characteristics that seem to be most important in affecting high school newspapers' rankings are as follows:

1. the adviser's high school newspaper experience,
2. the adviser's attendance at workshops,
3. the adviser's formal education in journalism,
4. the adviser's professional experience in journalism, and
5. the newspaper's membership in high school publications

organizations.

Experience can be important to an adviser if it is used properly. An adviser can learn as he or she goes through 1 year after another, strengthening techniques that succeed and changing or eliminating those that do not succeed. The significance of experience is more than mere endurance; it results from the adviser's being a student as well as a teacher.

As a part of that learning experience, the adviser should want to attend workshops for high school publications. He or she can benefit from both the facts that are learned and the interaction with other advisers. The sharing of knowledge at such workshops can be mutually beneficial.

Formal education in journalism should be seriously considered by any adviser. College-level courses in journalism provide the kind of background that a person needs to adequately instruct students on his or her newspaper staff. Many schools of journalism offer classes at night and in the summer for advisers who want to strengthen their backgrounds in this area.

A related area for the serious adviser to consider is gaining some professional experience in journalism. Professional experience can complement the adviser's academic training in journalism. It might be obtained through summer work at a local newspaper.

For both the adviser and the staff, membership in high school publications organizations is important. Although specific benefits for members vary from one organization to another, most organizations of this type offer critique services, chances to attend workshops or conventions, and a regular newsletter or magazine with articles that can help people who are working with a high school newspaper. Such organizations exist at the national, regional, and state levels. An adviser should contact these organizations to find out what they have to offer and then enroll his or her publication in those that best suit the newspaper's needs.

In conclusion, an adviser who wants to improve his or her high school's newspaper should consider taking the following steps:

1. Learn from his or her experience.
2. Attend workshops for school publications personnel.
3. Take college journalism courses.
4. Gain professional experience in journalism.
5. Enroll in organizations for high school publications.

These steps are likely to help the adviser to work with his or her staff to produce a better quality newspaper.

CHAPTER VI

RECOMMENDATIONS FOR FURTHER RESEARCH

The world of high school publications is a field that seems ripe for research. As was indicated in the review of the literature (Chapter II), only a limited amount of research has been done in this area in recent years. The time seems right to do more investigation into this subject.

One factor that should encourage additional survey research is the response rate for the present study. When more than 70 percent of the advisers in the sample take the time and effort to complete and return a 10-page questionnaire, that response would seem to indicate that they appreciate someone's showing an interest in them and their work. In fact, several advisers wrote comments to that effect at the end of the questionnaire. That cooperative attitude is encouraging to a researcher.

Since the time and climate seem right for further research, what must be considered is the kind of research that might be pursued. This chapter will present suggestions for further research.

Continuation of Research with CSPA-Member Newspapers

This study provided some results in which significance was indicated. However, it has the weakness of being a one-shot study. Replication in the future could provide reinforcement of these findings. Regular replication over time could help to determine trends in the field of high school newspapers.

Research with Other Populations

One limitation of this project was its restriction to members of CSPA. Similar research should be conducted with schools that are not members of CSPA. It could be done with the other national organizations for high school publications, and it could also be expanded to state organizations that provide evaluations for their member publications. Any expansion of this type would increase the way in which findings could be generalized.

Investigation of Variables by Demographic Categories

It is entirely possible that significance levels for variables might differ depending on the size of the school and its location. To investigate that would require a larger sample than the one used in this study. However, the results of such an investigation would be worthwhile. It could be important to know whether a variable's significance is consistent across various demographics or whether the variable is significant in some demographics and insignificant in others.

Expansion of Survey Beyond Advisers

This research used each newspaper's adviser as respondent because the adviser is the single source most capable of providing the information sought. However, some areas covered in this research might be better investigated by contacting additional sources.

For example, questions about the principal's support of the newspaper might be addressed to the principal himself or herself.

Similarly, items about the enthusiasm of the editor-in-chief and the staff might be answered by the editor. Although use of these additional sources would complicate the survey procedure, they could shed more light on the topic by providing viewpoints other than that of the adviser alone.

Additional Topics to Include in Future Surveys

At least two items probably should be added to the present questionnaire before future research is conducted. One is an additional question about the adviser's educational background. The question should deal with whether the adviser took a college course that specifically focused on advising high school publications.

Such courses are offered by some schools of journalism. They expose the adviser to topics ranging from writing copy and designing pages to working with principals and dealing with printers. Whether a significant difference appears when rankings are crosstabulated with the adviser's taking or not taking such a course is worth investigating.

The second area was mentioned by several advisers in comments that they wrote at the end of the questionnaire. That is whether the newspaper staff does its own typesetting. The topic might have been considered improbable a few years ago. However, the advent of small, relatively inexpensive computers accompanied by high-quality laser printers and appropriate software has enabled some staffs to produce camera-ready newspaper pages to submit to their printers. Would a significant difference appear among rankings according to whether a staff has this capability? It seems worthy of investigation.

Research into Other Publications

Although this study dealt exclusively with high school newspapers, other high school publications should not be overlooked. Yearbooks are important at the high school level as well. Over the years, they have evolved from mere collections of posed photographs and snapshots into volumes in which the writing, design, and photography often show substantial journalistic achievement by their staffs.

Would the same variables that showed significant differences when crosstabulated with rankings of newspapers also show significance if they were crosstabulated with rankings of yearbooks? If not, what other variables might be indicated as significant?

A study like the present one that would focus on yearbooks could reveal valuable information. If the same variables showed significance, that could reveal some ideas about high school publications in general. If not, advisers should be aware of any differences that exist.

Similar research might also be done on high school literary magazines, although their smaller numbers would provide a much smaller sample with which to work.

Conclusion Regarding Further Research

Much knowledge awaits exploration in the field of high school publications. Discoveries in the present study merely open the door to opportunities for additional research. Advisers appear to be willing to work with those who display an interest in the field. It is up to future researchers to delve into this topic and build on what has been done thus far.

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APPENDIXES

APPENDIX 1

COVER LETTER FOR FIRST MAILING

March 27, 1986

Dear High School Newspaper Adviser:

Many high school newspapers face difficulties today. Tight school budgets have caused financial problems for some papers. Others face difficulties because administrators are concerned about possible legal action that might result from material printed in the school newspaper. Such situations can cause problems for an adviser who wants his or her staff to produce the best newspaper possible in his or her school.

You are one of a small number of people selected in a sample of advisers whose newspapers were entered in Columbia Scholastic Press Association's contest/critique service over the past five years. To ensure that the results of this study will be truly representative, it is important that your questionnaire be completed and returned within seven days of your receiving it. Your returning of this questionnaire constitutes your consent to participate in this research. Please use the enclosed stickers to seal the edges of the booklet.

You may be assured of complete confidentiality. The questionnaire has an identification number for mailing purposes only. This is so that we may check your name off of the mailing list when your questionnaire is returned. Your name will never be associated with your responses.

The results of this research, which is partially funded by Quill and Scroll Foundation, will be made available to journalism educators and school administrators. You can be among the first to receive a summary of the results if you supply the information requested at the end of the questionnaire.

I would be most happy to answer any questions you might have. Please write or call. My office number is (615) 974-6871. My home number is (615) 584-7131.

Thank you for your assistance.

Sincerely,

Eddie Blick
Project Director

APPENDIX 2

COVER LETTER FOR SECOND MAILING

April 14, 1986

Dear High School Newspaper Adviser:

On March 27, I mailed a questionnaire to you. As of this date, I have not received your response. Perhaps it was lost in the mail.

Another possibility is that you have been busy and haven't completed the questionnaire. That is certainly understandable. I was a high school teacher and publications adviser for 10 years, and I know the demands on one's time that a person in your position faces.

I think you will find that the questions in this booklet can be answered quickly. I urge you to take a few minutes now and provide some very important information. You won't even have to dig out the original questionnaire; you can use the one you are holding in your hands now.

In a time when many school newspapers face difficulties from funding, reduced extracurricular offerings, and administrators' worries about content, this survey's results should prove useful to people like you who are interested in and involved with student newspapers. However, each person who fails to respond weakens the validity of the study. You are a member of a small, select group. Your participation is vital.

Let me assure you that your responses will remain confidential. The questionnaire's number will be used only to determine who has responded and who has not. Your name will not be associated with any information you provide, even if you request that results be mailed to you.

Again, I urge you to complete the postage-paid survey now and drop the booklet in the mail after sealing it with stickers. If you have any questions, feel free to call me at (615) 974-6871 or (615) 584-7131.

Thank you for your help.

Sincerely,

Eddie Blick
Project Director

APPENDIX 3

QUESTIONNAIRE

1986 National High School Newspaper Survey

INSTRUCTIONS: Some items below require the selection of one choice from several possible responses. In such cases, please place an "X" in the box beside the appropriate response. Other items require the supplying of information. In those cases, please fill in the blank with the appropriate information. (Please ignore numbers in parentheses. They are included only to assist in the processing of responses.)

1. In your opinion, which term best describes your attitude toward your work with your school's newspaper staff? (1)

☐ Very enthusiastic (4)
☐ Somewhat enthusiastic (3)
☐ Slightly enthusiastic (2)
☐ Unenthusiastic (1)

2. In your opinion, which term best describes the attitude of the editor-in-chief toward his or her work on your school's newspaper? (2)

☐ Very enthusiastic (4)
☐ Somewhat enthusiastic (3)
☐ Slightly enthusiastic (2)
☐ Unenthusiastic (1)

3. In your opinion, which term best describes the attitude of the average member of your school's newspaper staff toward his or her work on the newspaper? (3)

☐ Very enthusiastic (4)
☐ Somewhat enthusiastic (3)
☐ Slightly enthusiastic (2)
☐ Unenthusiastic (1)

4. In your opinion, which term best describes the attitude of your school's principal toward your school's newspaper? (4)

☐ Strongly supportive (5)
☐ Supportive (4)
☐ Neutral (3)
☐ Opposed/unsupportive (2)
☐ Strongly opposed/strongly unsupportive (1)

5. In your opinion, how would you compare your principal's support of your school's newspaper with that of principals at similar schools across your state? (5)
- ☐ Above average (3)
☐ Average (2)
☐ Below average (1)
6. In your opinion, how would you compare your newspaper staff's ability with that of newspaper staffs at similar schools across your state? (6)
- ☐ Above average (3)
☐ Average (2)
☐ Below average (1)
7. In your opinion, how would you rate yourself as a leader in comparison with newspaper advisers at similar schools across your state? (7)
- ☐ Above average (3)
☐ Average (2)
☐ Below average (1)
8. How often does your principal participate in pre-publication discussions with you regarding stories being considered for use in the newspaper? (8)
- ☐ Before every issue is published (4)
☐ Before most issues are published (3)
☐ Before some issues are published (2)
☐ Never (1)
9. How often does your principal participate in pre-publication discussions with the editor-in-chief regarding stories being considered for use in the newspaper? (9)
- ☐ Before every issue is published (4)
☐ Before most issues are published (3)
☐ Before some issues are published (2)
☐ Never (1)
10. What is your school's enrollment? (10)
- ☐ 1-500 (1)
☐ 501-1000 (2)
☐ 1001-1500 (3)
☐ 1501-2000 (4)
☐ 2001-2500 (5)
☐ 2501 or more (6)

11. Which classification best describes your school? (11)

- ☐ Public (1)
 - ☐ Private, church-affiliated (2)
 - ☐ Private, not church-affiliated (3)
 - ☐ Other (please specify) (4) _____
-

12. Which publications do you currently advise? (12)

- ☐ Newspaper only (1)
 - ☐ Newspaper and yearbook only (2)
 - ☐ Newspaper and magazine only (3)
 - ☐ Newspaper, yearbook and magazine (4)
 - ☐ Other (please specify) (5) _____
-

13. Indicate the number of years (including this year) that you have advised each of the following. Mark as many as apply. (13-22)

Newspaper _____

Yearbook _____

Magazine _____

Other _____ (Please specify.) _____

14. Indicate the subject areas in which you are teaching this year. Mark as many areas as apply. (23-33)

- ☐ Art (1)
 - ☐ Business (1)
 - ☐ English (1)
 - ☐ Foreign language (1)
 - ☐ Home economics (1)
 - ☐ Journalism (1)
 - ☐ Mathematics (1)
 - ☐ Music (1)
 - ☐ Science (1)
 - ☐ Social Studies (1)
 - ☐ Other (Please specify.) (1) _____
-

15. Indicate other school responsibilities you have this year in addition to teaching and advising publications. Mark as many as apply. (34-41)

- ☐ Supervising homeroom (1)
- ☐ Supervising study hall (2)
- ☐ Supervising lunchroom (3)
- ☐ Bus duty (4)
- ☐ Sponsoring one or more clubs (5)
- ☐ Sponsoring cheerleaders (6)
- ☐ Game duties (7)
- ☐ Other (8) (Please specify.) _____

-
16. Do you receive a salary supplement for advising the newspaper? (If yes, go to 16a; if no, go to 17.) (42)

- ☐ Yes (1)
- ☐ No (2)

- 16a. What is the amount of your supplement? (43)

- ☐ \$1 - \$250 (1)
- ☐ \$251 - \$500 (2)
- ☐ \$501 - \$750 (3)
- ☐ \$751 - \$1000 (4)
- ☐ \$1001 or more (5)

17. Which of the following best describes your academic background in journalism at the college or university level? (44)

- ☐ Graduate degree (5)
- ☐ Major (4)
- ☐ Minor (3)
- ☐ Took a few courses, but no special emphasis (2)
- ☐ No academic background in journalism (1)

If your answer to number 17 was "No academic background," please skip to question 18. If you marked one of the other choices, please answer 17a through 17d.

- 17a. Approximately how many years ago did you last take a college journalism course?

_____ (45-46)

17b. Have you ever been a Newspaper Fund fellow? (47)

- ☐ Yes (1)
☐ No (2)

17c. Does your state have certification requirements for teaching journalism? (If yes, go to 17d; if no, go to 18.) (48)

- ☐ Yes (1)
☐ No (2)

17d. Are you certified to teach journalism? (49)

- ☐ Yes (1)
☐ No (2)

18. Have you had any professional journalism experience other than teaching and working with student publications? (If yes, go to 18a; if no, go to 19.) (50)

- ☐ Yes (1)
☐ No (2)

18a. Please list the type(s) of job(s) in your professional experience and the number of years you worked at each. (51-54)

Job(s) and Number of Years

Full-Time _____

Part-Time _____

19. Does your school offer journalism courses? (If yes, go to 19a and 19b; if no, go to 20.) (55)

- ☐ Yes (1)
☐ No (2)

19a. Do the students receive credit for the journalism course(s) they take? (56)

- ☐ Yes (1)
☐ No (2)

19b. List the name(s) of the course(s) your school offers. (57)

20. How frequently is your newspaper published? (58)

- ☐ Daily (1)
- ☐ Every week (2)
- ☐ Every 2 weeks (3)
- ☐ Every 3 weeks (4)
- ☐ Monthly (5)
- ☐ Every 5 weeks (6)
- ☐ Every 6 weeks (7)
- ☐ Other (Please specify.) (8) _____

21. What is your newspaper's budget for the current fiscal year? (59)

- ☐ \$1 - \$1000 (1)
- ☐ \$1001 - \$2000 (2)
- ☐ \$2001 - \$3000 (3)
- ☐ \$3001 - \$4000 (4)
- ☐ \$4001 - \$5000 (5)
- ☐ \$5001 - \$6000 (6)
- ☐ \$6001 - \$7000 (7)
- ☐ \$7001 or more (8)

22. Of this amount, give the approximate percentage that comes from each of the following sources:

Advertising _____ (60-61)

Subscriptions and individual sales _____ (62-63)

Student activity fee _____ (64-65)

School funds _____ (66-67)

Other (Please specify.) _____ (68-69)

23. Mark the response below that best describes the facilities available to you and your newspaper staff. Mark only one. (70)

- ☐ Room entirely for newspaper use (1)
 - ☐ Room shared with other publication(s) (2)
 - ☐ Part of a classroom for newspaper use (3)
 - ☐ No permanent location (4)
 - ☐ Other (Please describe.) (5) _____
-

24. Do you have a free (or released) period for newspaper work? (71)

- ☐ Yes (1)
- ☐ No (2)

25. Approximately what percent of your personal work on the newspaper is done during class time? (72)

- ☐ None (0)
- ☐ 1% - 20% (1)
- ☐ 21% - 40% (2)
- ☐ 41% - 60% (3)
- ☐ 61% - 80% (4)
- ☐ 81% - 100% (5)

26. Approximately what percent of staff members' work on the newspaper is done during class time? (73)

- ☐ None (0)
- ☐ 1% - 20% (1)
- ☐ 21% - 40% (2)
- ☐ 41% - 60% (3)
- ☐ 61% - 80% (4)
- ☐ 81% - 100% (5)

27. Mark the response below that best describes the way your school's newspaper staff members are selected. (74)

- ☐ Anyone who signs up can work. (1)
- ☐ Adviser selects entire staff. (2)
- ☐ Adviser selects editor, and adviser and editor select rest of staff. (3)
- ☐ Faculty selects entire staff. (4)
- ☐ Faculty selects editor, and adviser and editor select rest of staff. (5)
- ☐ Editorial board selects entire staff. (6)
- ☐ Editorial board selects editor, and adviser and editor select rest of staff. (7)
- ☐ Other (Please describe.) (8) _____

28. How many students are on your school's newspaper staff now?

_____ (75-76)

29. Of the students on your school's newspaper staff now, indicate the number that had each of the following amounts of experience working on a school newspaper (whether at your school or at another school) before this year.

None_____ (77-78)

One year_____ (79-80)

Two years_____ (81-82)

Three years_____ (83-84)

Four or more years_____ (85-86)

30. What kinds of recognition do members of your school's newspaper staff receive? Mark all responses that apply. (If none, go to item 31; otherwise, go to item 30a.) (87-93)

☐ Certificates (1)

☐ Banquet (1)

☐ Membership in Future Journalists of America (1)

☐ Membership in Quill and Scroll (1)

☐ Pins (1)

☐ None (1)

☐ Other (Please specify.) (1)_____

30a. Who receives the recognition referred to in question 30? (If all, go to item 31; if not all, go to item 30b.) (94)

☐ All staff members (1)

☐ Not all staff members (2)

30b. Indicate how recipients of recognition are chosen. (95)

☐ By adviser (1)

☐ By editorial board (2)

☐ By vote of staff members (3)

☐ Other (Please describe.) (4)_____

31. How many high school newspaper workshops have you attended? (If none, go to 32; otherwise, go to 31a.)

_____ (96-97)

- 31a. What was the approximate date of the last high school newspaper workshop that you attended?

_____ (98-99)

32. How many members of your school newspaper's current staff have attended a high school newspaper workshop at some time? (If none, go to 33; otherwise, go to 32a.)

_____ (100-101)

- 32a. Within the past year, how many members of your school newspaper's current staff attended a high school newspaper workshop?

_____ (102-103)

33. How many members of your school newspaper's current staff have attended a local, state, regional, or national press association convention at some time? (If none, go to 34; otherwise, go to 33a.)

_____ (104-105)

- 33a. Within the past year, how many members of your school newspaper's current staff attended a local, state, regional or national press association convention?

_____ (106-107)

34. Indicate the scholastic publications organizations of which your school's newspaper is a member. Mark all that apply. (108-115)

- [] None (1)
[] Columbia Scholastic Press Association (1)
[] National Scholastic Press Association (1)
[] Northern Interscholastic Press Association (1)
[] Quill and Scroll (1)
[] Southern Interscholastic Press Association (1)
[] Your state's school publications organization (1)
[] Other (1)
(Please specify.) _____

35. By what method is your newspaper usually printed? Mark only one.
(116)

- ☐ Letterpress (1)
- ☐ Mimeograph (2)
- ☐ Offset (3)
- ☐ Page(s) in local newspaper (4)
- ☐ Photocopier (5)
- ☐ Other (6) (Please specify.)_____

This completes the survey. Thank you for your help. Supplying the information requested for the blanks below is optional. However, if you wish to receive a summary of the results of this study, you need to provide your name and address. If you do so, your responses to the items on this questionnaire will remain confidential. Only aggregate results will be published.

Yes, I would like to receive a copy of the results of this study of high school newspapers. Please send the information to:

Name (Dr./Mr./Miss/Mrs./Ms.)_____

Address Line 1_____

Address Line 2_____

City, State, Zip Code_____

(If you have comments about this survey or about school publications in general, please feel free to put them on the previous page below question 35.)

VITA

Thomas Edward Blick, Jr. was born in Richmond, Virginia, on July 2, 1945. He attended elementary schools in Brunswick County, Virginia, and was graduated from Brunswick High School in June 1963. The following September he entered Hampden-Sydney College, which he attended until June 1964. In the fall of 1964, he transferred to the University of Richmond, and in June 1967 he received a Bachelor of Arts degree in Mathematics. In the summer of 1967 he began teaching at Brunswick Academy in Brunswick County, Virginia.

In June 1969 he joined the staff of the Brunswick Times-Gazette, and he edited that newspaper until August 1970, when he returned to Brunswick Academy to teach and advise student publications. He remained there until June 1979.

In August 1979, he enrolled in The Graduate School of The Pennsylvania State University, from which he received his Master of Arts degree in journalism in August 1980. In that same month, he became journalism instructor and yearbook adviser at Southeast Missouri State University. He held those positions until the spring of 1983.

He enrolled in The Graduate School of The University of Tennessee, Knoxville, in September 1983 and received the Doctor of Philosophy degree with a major in Communications in August 1986.

The author is a member of Kappa Tau Delta, Association for Education in Journalism and Mass Communications, and Society for Professional Journalists, Sigma Delta Chi. He is Student Publications Coordinator at Kennesaw College in Marietta, Georgia.