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A study of the coorientation of high school principals, journalism teachers, and local news media representatives in selected Iowa communities

Jane Willoughby Peterson
Iowa State University

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**A study of the coorientation of high school principals,
journalism teachers, and local news media representatives in
selected Iowa communities**

Peterson, Jane Willoughby, Ph.D.

Iowa State University, 1987

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300 N. Zeeb Rd.
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A study of the coorientation of high school principals, journalism
teachers, and local news media representatives in
selected Iowa communities
by
Jane Willoughby Peterson

A Dissertation Submitted to the
Graduate Faculty in Partial Fulfillment of the
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CHAPTER I. INTRODUCTION

In the fall of 1983, several national commissions -- all of which claimed to have discovered what's ailing the nation's schools -- released reports and proposed changes for improving education in the United States. One of the recommendations of several of these recent commission reports was that partnerships should be established between elementary and secondary education and private enterprise (Task Force on Education for Economic Growth, 1983; Boyer, 1981; National Science Board Commission on Pre College Education in Mathematics, Science and Technology Education, Grades K-12, 1983; National Commission on Excellence, 1983; First in the Nation in Education, Iowa Task Force Report, 1984).

As is the case with other of the proposed changes, none of the early reports addresses just how the partnerships should be established or what role the partners will play in instruction and curriculum development. Partners in any endeavor need to have a common ground for understanding each other's goals and objectives. If a partnership is to be formed, the educators and the industry representatives need to know enough about each other and the goals of education to establish guidelines for such a partnership.

Education is in a most precarious situation at this time of

our nation's history. The National Commission on Excellence in Education (1983) is titled "A Nation at Risk" and asserts that the mediocre condition of the nation's schools is tantamount to an act of war. As a result, criticisms and proposed remedies are coming from all directions. Proposing partnerships with the private sector without establishing guidelines, could be perceived as an open invitation to industry to "put our house" in order for us.

A more recent report by the National School Volunteer Program includes the following proclamation by President Ronald Reagan:

America's future is dependent upon the health and vitality of her education system. Although thousands of businesses, industries, individuals, organizations, teachers, administrators, and government at all levels have been involved in the education of our youth, there is more work to be done. More people must become active in improving the quality of education in our Nation.

Recently, many schools have developed private sector partnerships in an effort to broaden available resources and reach out to their communities for support. The private sector has much to offer the growing national movement to improve our education system. Some of the most effective methods include helping educators identify the learning needs of our society; encouraging professional exchanges between teachers, educators, and businesses; contributing expertise, financial resources, and equipment; and providing technical assistance in school administration. In order to encourage this trend, I call upon businesses, organizations, individuals, and agencies to become involved with their local schools (A Report By The National School Volunteer Program, Inc., 1986).

Current Industry and Education Relationships

For the most part recent literature suggests that many representatives of business and industry want to be partners with education. R. F. Weaver, a manager with General Motors corporation says that "education can legitimately expect industry to help insure the high quality of its mission with financial aid where it is available, with professional expertise where it is helpful, with cooperative job opportunities, internships, and other work experience" (Holden, 1984).

Vocational education's relationship with industry is an example of how secondary education and higher education have been able to have a practical partnership. Vocational education programs have for many years maintained close ties with industry in the form of advisory committees composed of educators and members from business and industry (Glass, 1983). The advisory committee contributes to defining goals and identifying means of reaching those goals.

Science education is an example of a discipline which has had ties with business and industry in higher education and which is now experiencing industry interest on the secondary level. IBM executive Michael Roberts calls this new interest in secondary science "a tidal wave of interest by industry in the schools of America" (Holden, 1984).

Glass (1983) groups business-industrial-high school science cooperation into broad categories of personnel, equipment and materials, facilities, and employment of teachers by business and industry. The literature suggests that these categories exist in other nontechnical disciplines as well.

In 1982, a bill termed the "Apple bill" was designed to give tax breaks to business for donations of computers to public schools. The bill died in Congress. Since then, California passed its own version of the Apple bill and companies have donated money and equipment to schools, training, competitions, and summer jobs (Holden, 1984).

About three years ago, Hewlett-Packard took a leadership role in industry-school partnerships. In California, Hewlett-Packard is conducting a pilot program where it has placed \$3.2 million worth of computers and software in sixty-four high schools and sent Hewlett-Packard employees into the classroom. The employees receive job release time for tutoring in the schools (Holden, 1984).

Coalitions, commissions and networks are being formed nationwide to facilitate cooperation between business, science, and education. For example, Lockheed Corporation in Sunnyvale, California, is working on creating a network of companies to offer high school students and teachers salaried technical jobs during the summer. Robert Haight of Lockheed says that they hope to

locate 100,000 positions across the country (Holden, 1984).

Another example of current industry and school partnerships is the adopt-a-school program. The adopt-a-school program nationwide includes 35,000 partnerships with banks, newspapers, and other enterprises. In addition, more than 100 companies are contributing about 1000 employees to teach in the high schools. John Fowler of the National Science Teachers Association says that the adopt-a-school program could lead to what he terms "company schools." In fact, in some parts of the country there are new schools being funded by industry.

In a suburb of Washington, D.C., Fairfax County, there will soon be a new high school for science and technology. Fairfax County aspires to being the Silicon Valley of the East and is designing the school to attract new high-tech companies to the area. Corporate donations for the new science and technology high school are approaching \$1 million. The school's 1200 students chosen by competitive testing, will follow a college-directed curriculum, use thirteen laboratories -- including applications laboratories in communications, energy and health costing \$200,000 each.

Paul Peterson, an economist at the Brookings Institute, suggests that such trends could lead to a dual system of education.

The trends of which I speak are demographic, economic

and political. They include the ever-increasing cost of teacher quality, the conservative, tax-minded mood in Washington, the increasing percentage of minorities among the youth population, especially in the snowbelt cities, and the revivification of non-public schools.

In the next quarter of a century American education could divide into two distinctive parts: 1) an improving, expanding private sector utilizing new technologies to provide more sophisticated education to children of two-income families who, with the aid of tax credits, are able to purchase a quality, private education; and 2) a declining, increasingly minority dominated public sector for children from families of lesser income; it could more closely resemble the charity schools of the past than contemporary schools (Peterson, 1985).

Partners for Progress is the new name for the Des Moines, Iowa, adopt-a-school program. The beginnings of the Des Moines program actually can be traced to the Career Education Alliances established in the late 1960s. In the fall of 1986, Des Moines Partners for Progress had paired 50 schools with area businesses and had set up steering committees for each pair.

For example, Iowa Methodist Hospital and Meredith Transitional School have set up a program for four Meredith students who have Downs Syndrome to work in the hospital twice a week. A Des Moines Register report tells of the benefits of such an arrangement:

They gain valuable vocational experience by working on half-day shifts under the supervision of hospital employees. They gain valuable life experience by working with a variety of hospital employees, some of whom also have Downs Syndrome (The Des Moines Register, 1986).

Another Des Moines example is Communication Data Service and McKinley Elementary, where the employees from CDS are getting

personally involved. Every McKinley classroom has a CDS employee as a volunteer to work with individual students.

Hoover High School and The Des Moines Register are partners in the Partners for Progress Program. Register reporter Bob Shaw works very closely with Hoover journalism teacher Pat Ramsey and her students. Once each week Shaw advises the students on such things as newswriting and photography.

The review of recent literature reveals that the current involvement of business and industry is much more than adopt-a-school programs and includes the contribution of money, equipment, and facilities. Involvement already extends to providing personnel with certain areas and levels of expertise for tutoring, teaching and training. With the advancing and ever-changing body of knowledge in many disciplines such involvement may indeed be welcome.

Another of the categories of industry involvement proposed by Glass (1983) is the employment of teachers by business and industries. Summer and part-time employment provide the teachers with continuing education specific to their own disciplines and in many cases, the teacher is paid quite well for a summer's work. A concern with this kind of an arrangement, however, is that the higher salaries and hour-long lunches could contribute to tempting even more teachers away from the schools and into the private sector.

The Problem and Proposed Research

A review of literature finds very few journalism specific relationships with business at the secondary level. Notable exceptions are the annual Dow Jones Newspaper Fund grants for 100 inexperienced high school journalism teachers to attend summer workshop programs designed for the journalism teacher and publication adviser. In addition, Dow Jones sponsors twenty-five workshops nation wide for 400 minority students who have an interest in journalism, writing competitions for high school students, and the selection of the National High School Teacher of the Year.

Other exceptions include typesetting for scholastic publications, high school page in the community paper and the Newspaper in Education (NIE) newspaper in the classroom series. The Newspaper in Education programs began more than 20 years ago and are currently sponsored by about a third of the country's daily newspapers. These newspapers are supplying an estimated 44.6 million newspapers to 1 out of 5 schools, 1 out of 20 teachers and 1 out of 10 students (DeRoche and Skover, 1983).

The Newspaper Advertising Bureau estimates that more than \$2 million is being spent for staff time, teacher training, supplementary materials and copies of newspapers at reduced subscription prices for schools participating in the NIE program

(Newspaper Advertising Bureau, 1976). The NIE program has published as its goals to teach young people how to use a newspaper effectively as a source of continuing self-education throughout life, to develop an understanding of the role of a free press in society, and to motivate students to improve academic skills. The Newspaper Advertising Bureau's (1982) study indicates possible motivation for the establishment of the NIE program. The study confirms previous research findings that childhood exposure to newspapers fosters adult newspaper reading.

The literature contains many suggestions on the techniques and ideas for using newspapers in various content classrooms and the results of readership surveys, but the literature contains very little about the use of newspapers as an instructional tool or its influence on attitudes and achievement of students.

Twelve years ago, the Commission of Inquiry into High School Journalism (Nelson, 1974) conducted a survey of a random sample of managing editors selected from lists of U.S. daily newspapers published in Editor and Publisher. The Commission reported that some managing editors surveyed felt strongly about the potential value of high school publications and suggested that the local professional news media work more closely with the secondary school programs. However, the general climate was one of isolation of the high school media from the professional media. More recently, a result of such reports as A Nation at Risk

(National Commission, 1983) was yet another call for a return to the basics in the schools -- a call which resulted in the removal of journalism from the curriculum of many of our schools.

The summer of 1986, on the campus of the University of Oklahoma, participants in the 69th meeting of the Association for Education in Journalism and Mass Communication learned about and discussed the threats facing scholastic journalism. Beginning with the opening remarks of keynote speaker, John Seigenthaler, editor and publisher of The Tennessean and editorial director of USA Today, Nashville, concern was expressed for the future of high school journalism and members of the professional media and higher education were called to action to form alliances to save and strengthen high school journalism.

It is within this context of the Commission of Inquiry into High School Journalism's (Nelson, 1974) finding that there is a general climate of isolation of the high school media from the professional media along with the recent threats to high school journalism that the current study was undertaken. If there is to be high school journalism and news media partnerships, communication is essential to their success. If there is to be a partnership, the partners must be talking about the same thing, have a common understanding of issues and problems, and find a level of agreement as to the roles of partners in a partnership.

The purpose of this study is to investigate the extent to

which high school journalism teachers, high school principals, and newspaper editors in selected Iowa communities have a common understanding of each other and of the issues of high school journalism. To negotiate a new or expand an existing news media and secondary journalism education program partnership, it is important that the members of the proposed partnership be able to communicate their beliefs and attitudes (orientations toward) about journalism education. Communication is important for the individual partners in the proposed partnership since on the basis of communication the individuals can decide to act or not to act.

Attitudes are important to the extent that attitudes may predict a predisposition to behaviors. The point of view of the communication researcher is that the prediction of behavior depends on the "how" of information processing or on the orientation of the individual to the elements in the environment. In the case of journalism education/news media partnerships, these elements would include the value of high school journalism to the high school student, the course of study, intended learning outcomes, intended opportunities for engagement, learning opportunities provided, and the learner's actual experiences.

This study will attempt to take a closer look at the orientations of the respondent high school journalism teachers, high school principals, and media representatives. The theoretical context for the study is Chaffee and McLeod's

coorientational approach to communication. The coorientation model of communication was developed at the University of Wisconsin in the late 1960s by Steven Chaffee and Jack McLeod (1973). Communication is defined for the model as an interpersonal act that requires the participation of at least two persons. Using this definition of communication, then, Chaffee and McCleod suggest the following assumptions:

1. The unit of analysis in communication should be the social system and not the individual. A social system is made up of the participants in the communication act, including their roles, cognitions, values, and behaviors. A social system can be as small as a dyad, which involves only two persons. Larger systems are groups, organizations, and communities.

2. For communication to occur the participants should be simultaneously oriented to the same object. Communication is possible only if the participants are talking about the same thing.

3. The main variables of study should be the relationships between the orientations of the participants in the system towards the object of communication, rather than individual (or intrapersonal) variables such as attitudes or opinions. Participant orientations are their evaluations of the object. These evaluations are determined by past experiences with the object and by situational factors such as a particular attribute on which the object is being evaluated at the moment.

4. Our behavior towards an object is based not only on our private cognitions and values but also on our perceptions or estimates of the cognitions and values (or orientations) of others in the system. Thus behavior is based not only on what we think and feel about the object but also on our estimates of what others around us think and feel about the object. The influence of others in the system is an important variable in the coorientation model (Tan, 1981).

Using the coorientation model of communication, this study of high school journalism teachers, high school principals, and newspaper editors looks at the interpersonal relationship variables of agreement, congruency and accuracy. Agreement is the extent to which the high school journalism teachers, high school principals, and newspaper editors agree on such issues as the value of high school journalism to the high school student, the rights and responsibilities of high school journalists, and the role of partners in a high school journalism and media partnership. Congruency is the extent to which the high school journalism teachers, high school principals, and newspaper editors perceive that the others' orientations are similar to their own orientations. Accuracy is the extent to which the high school journalism teacher, high school principal, and newspaper editor estimates of the others' orientations actually reflect the others' orientations.

Research Questions

1. To what extent do high school journalism teachers, high school principals, and newspaper editors agree about scholastic journalism issues (agreement)?
2. To what extent are the responses of the newspaper editors toward high school journalism and its issues similar to the

newspaper editor's perceptions of the high school journalism teacher's orientation (congruency I)?

3. To what extent are the responses of the newspaper editors toward high school journalism and its issues similar to the newspaper editor's perceptions of the high school principal's orientation (congruency II)?

4. To what extent are the responses of high school journalism teachers toward high school journalism and its issues similar to the journalism teacher's perception of the high school principal's orientation (congruency III)?

5. To what extent are the responses of the high school journalism teachers toward high school journalism and its issues similar to the journalism teacher's perception of the newspaper editor's orientation (congruency IV)?

6. To what extent are the responses of the high school principals toward high school journalism and its issues similar to the high school principal's perception of the newspaper editor's orientation (congruency V)?

7. To what extent are the responses of the high school principals toward high school journalism and its issues similar to the high school principal's perception of the high school journalism teacher's orientation (congruency VI)?

8. To what extent do newspaper editors correctly perceive the high school journalism teacher's orientation toward high school

journalism (accuracy I)?

9. To what extent do newspaper editors correctly perceive the high school principal's orientation toward high school journalism (accuracy II)?

10. To what extent do high school journalism teachers correctly perceive the newspaper editor's orientation toward high school journalism (accuracy III)?

11. To what extent do high school journalism teachers correctly perceive the high school principal's orientation toward high school journalism (accuracy IV)?

12. To what extent do high school principals correctly perceive the journalism teacher's orientation toward high school journalism (accuracy V)?

13. To what extent do high school principals correctly perceive the newspaper editor's orientation toward high school journalism (accuracy VI)?

Hypotheses

The following hypotheses are derived from the preceding research questions.

1. At least two of the categories of high school journalism teachers, high school principals, and newspaper editors will have significantly different mean responses to statements on high

school journalism issues (Agreement).

2. The journalism teachers, high school principals, and newspaper editors will predict significantly different responses from their own for statements on the value of high school journalism to the high school student (Congruency).

3. The high school journalism teachers, high school principals, and newspaper editors will predict significantly different responses from their own to statements on the rights and responsibilities of student journalists (Congruency).

4. The high school journalism teachers, high school principals, and newspaper editors will predict significantly different responses from their own to statements on the roles of partners in a high school journalism and news media partnership (Congruency).

5. The high school journalism teachers, high school principals, and newspaper editors will not accurately predict each others' responses to statements on the value of high school journalism to the high school student (Accuracy).

6. The high school journalism teachers, high school principals, and newspaper editors will not accurately predict each others' responses to statements about the rights and responsibilities of high school journalists (Accuracy).

7. The high school journalism teachers, high school principals, and newspaper editors will not accurately predict each

others' responses to statements on the roles of partners in a high school journalism and news media partnership (Accuracy).

CHAPTER II. LITERATURE REVIEW

If there is to be a partnership between the schools and industry, communication is the key to the success of such a partnership. In the case of new or expanded partnerships between high school journalism programs and local news media organizations, the educators and the news representatives need to have a better understanding of how members of the other groups view high school journalism issues.

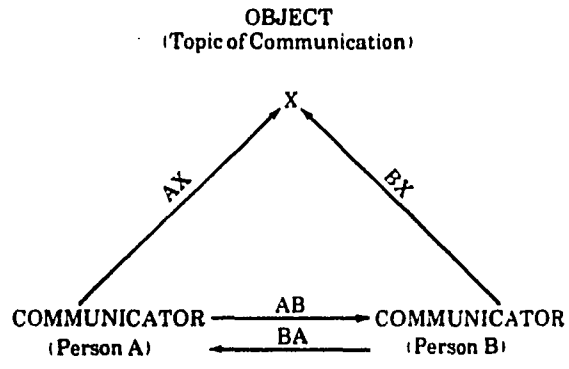
Communication researchers quite often focus on persuasion as the end result of communication. However, Tan (1981) suggests that the end result of communication could simply be a common understanding of the topic of communication or in a better understanding of how others feel about the topic. The coorientation model of communication treats understanding as the more common and more important effect of communication than persuasion.

The Coorientation Model of Communication

The Chaffee and McLeod coorientation model of communication was developed by Steven Chaffee and Jack McLeod at the University of Wisconsin in the late 1960s. The model is an extension of

Newcomb's (1953) A-B-X or social psychological model of communication. Newcomb's model of communication focuses on the relationships between participants in communication and on the object of communication. Then, the model looks at how these relationships affect and or are affected by communication. Newcomb's emphasis is not on the how of communication, but rather is on when the communication occurs and on what the effects on the participants are.

Newcomb's model assumes that in any communication there will be a minimum of two participants who will be communicating about some common topic or object. In Newcomb's model (Figure 1) A and B are people who know about X -- an object or issue. A and B also know about each other. How A relates to B, A to X, and B to X is the orientation of one to the other and can be summarized as positive or negative attitudes. Symmetry is essential to the understanding of Newcomb's model. Symmetry is defined by Newcomb as the participants in communication having a common understanding of what they are talking about (cognitive orientation) and having agreement on how they feel about it (affective orientation). Where the participants disagree, there is no symmetry. The orientations in Newcomb's system are symmetrical when A and B have a common understanding of what X is (cognitive orientation) and also when they agree on how they feel about X (affective orientation).



Source: Adapted from Newcomb, 1953.

Figure 1. A social psychological model of communication

A major part of Newcomb's model of communication is realizing that the central concept is what Newcomb calls the strain toward symmetry. People strive for symmetry in relationships especially as the liking between A and B increases. The greater the attraction between A and B, the stronger the motivation to achieve symmetry toward X. In addition, Newcomb contends that, in general, whenever possible people try to achieve symmetry because it is a more "comfortable" feeling and thus will, in most cases strain toward symmetry.

According to Newcomb, we generally achieve symmetry with communication. If we assume an initial lack of symmetry, the stronger the attraction between A and B, and the greater the intensity of their attitudes toward X, the more likely it is that communication will occur between them. The effects of increased communication on the system could be the following:

1. Arrive at an agreement with B regarding X to achieve symmetry
 - a. by changing B's orientation to agree with yours,
 - b. by changing your orientation to agree with B's,
 - c. by convincing yourself that B really agrees with you on X;
2. Changing your orientation towards B
 - a. change your attraction (or liking) for B,
 - b. change your judgment of your liking for B;
3. Tolerate the disagreement (asymmetry) without change (Tan, 1981).

The usefulness of Newcomb's model is that it not only can help

to analyze communication, it can help us to predict potential barriers to communication between individuals, the likelihood that communication will take place between participants, and the possible effects of such communication. The model was originally formulated to help explain the interaction between people in face-to-face communication but some of its principles, in particular the strain toward symmetry, has been valuable to mass communication research.

In 1965, Carter (Tan, 1981) proposed what he called a paradigm of affective relations in an orientation situation. His model provides the basis for analyzing how people assign a value to an object in the environment and so can be used to explain how Newcomb's A or B assigned value to X. Figure 2 shows Carter's (I)ndividual and (O)bject 1 and (O)bject 2 in his/her environment. The value decision for I is dependent upon two concepts -- salience and pertinence. The concept of salience is a function of I's history and experience with the object. Carter calls this salience the individual's psychological closeness with the object. The more positive or reinforcing I's experience with the object, the more salient the object becomes and therefore the object has a greater value. In figure 2, S1 is the salience of Object 1 for I and S2 is the salience of Object 2.

Carter's model also suggests that another source of value for an object is its pertinence. Carter says that the individual

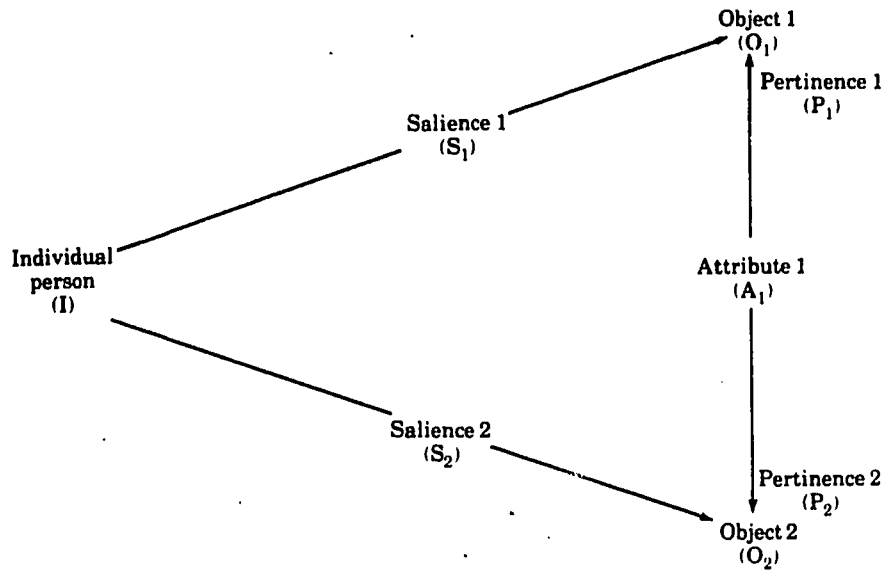


Figure 2. Carter's paradigm of affective relations

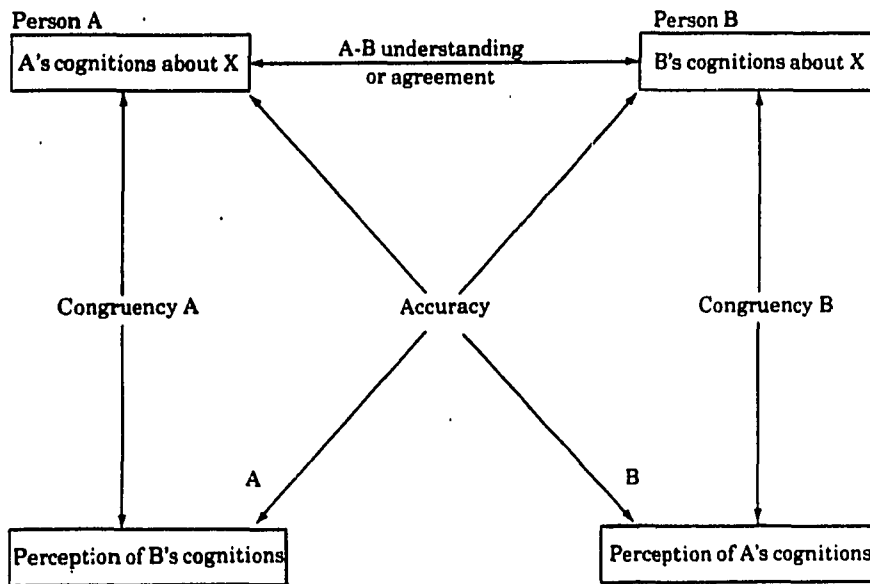
evaluates objects not only on the basis of past experiences but also on situational variables. That is, an individual often evaluates things by comparing them to other things that are currently important to him. The pertinence of any particular object is usually a function of how the object compares to another object. Carter says that the comparison is made around a particular attribute shared by the objects. The pertinence then is determined by how much of the certain attribute is shared by the object.

For example, let's assume that a high school principal is asked to evaluate two courses within a language arts program -- journalism and creative writing -- to recommend which should remain a part of the curriculum and which should not. Using the Carter model as a means for analysis, we can see that the principal's salience towards each course will be determined by responses to past experience with the courses, the teachers, past and present evaluations, and so on. As for salience, let's suppose that the student newspaper has just printed something negative about the school administration. Then, the principal could be evaluating the journalism course also on the basis of a situational variable -- the negative newspaper story. The principal's total evaluation of the courses will depend on both the previous experiences (salience) and the current, specific evaluation (pertinence). Carter's model, provides a means for

analyzing how individuals place a value on certain objects -- by the salience of the object and by the pertinence of the object.

Chaffee and McLeod then extend Newcomb's A-B-X model by taking a closer look at how A and B assign a value to X and by using Carter's model for explaining A's relationship to X and B's relationship to X. Figure 3 shows the coorientation model in which the participants in the system are people A and B who are simultaneously oriented toward the object X. Both A and B are aware of X and they can communicate about X. When A and B are presented with X the assumption is made that they will be aware of how they value X; that is, they recognize their cognitions about X based on both pertinence and salience relationships. The assumption is also made that person A has some idea of B's cognitions concerning X and that B will have some idea of A's cognitions. The boxes in the model represent the cognitions of A and B about X and also their respective perceptions of the other's cognitions toward X. The boxes are connected by arrows which are the basic variables in the model representing three kinds of relationships possible between the boxes. The relationships are congruency, agreement or understanding, and accuracy.

Congruency is defined as the degree of similarity between the individual's own cognitions and her perception of the other person's cognitions. That is, congruency is the extent to which a person perceives that the other person agrees or disagrees with



Source: Adapted from McLeod and Chaffee, 1973.

Figure 3. McLeod and Chaffee coorientation model

her about X. The higher the level of agreement, the more there is congruency. Agreement is defined as the extent to which A and B have the same salience -- in persuasive communication referred to as attitude -- evaluations of X. Understanding then means that A and B are in agreement as to what attributes are important in the evaluation of X and in agreement on the importance of each attribute. Two persons are considered to be cooriented when there is complete understanding. Accuracy is defined as the degree to which one person's estimate of the other's cognition agrees with what the other person actually thinks.

Researchers have used the coorientation model to analyze agreement, congruency, and accuracy in dyads (two individuals), families, and large groups of people. Coorientation research in dyads has had as its goal to find out how interpersonal communication affects understanding (agreement), congruency, and accuracy. One of the major findings of such research is that communication more often results in accuracy than in understanding or congruence. Wackman and Beatty (1971) conducted a study in which they paired two subjects who were identified as disagreeing on a topic and who didn't know each other. Each of the pairs was given one hour to discuss the topics. The research results show that agreement did not increase significantly, but there was a significant increase in the accuracy of how each member of the pair viewed the other.

The coorientation model has also been used to study large groups on social issues. Most of the coorientation research -- whether dyads, small groups or large -- is descriptive with measurement of each of the coorientation variables of understanding (agreement), congruency, and accuracy as its main purpose. Grunig (1972) used the coorientation model in measuring the coorientation between government agencies, interest groups concerned with low-income housing, and low-income residents in a Washington, D.C., suburb. Grunig found that the government personnel accurately predicted the cognitions of the poor regarding low-cost housing but also found that congruency and agreement were low. The interest group members, however, measured low accuracy, congruence, and agreement with the poor.

Stamm and Bowes (1972) studied the orientation of university students and townspeople to the police in Grand Forks, North Dakota. The study found that perceived congruence from the townspeople standpoint was low. That is, the townspeople ascribed a more negative orientation to the students than their own. In fact, the actual orientation of both groups to the police was not significantly different.

Ryan (1979) studied the coorientation of science writers and scientists toward science news coverage. The study found that the coorientation of the two groups studied toward science news coverage is quite similar. Study results also showed that each

group actually perceived a larger gap than existed.

The coorientation model has been used to study how various groups and organizations perceive each other's orientations towards issues, to analyze consensus in communities, and even to measure the generation gap. The coorientation model of communication appears to provide a promising model for the study of understanding, congruency, and accuracy of potential partners in a high school journalism and news media partnership.

CHAPTER III. METHODOLOGY

Measurement Instrument and Subjects

The measurement instrument is a questionnaire mailed along with return envelope and cover letter to newspaper editors, high school journalism educators/publication advisers, and high school principals in selected communities in Iowa having both a journalism education/scholastic publication program in the high school and a daily or weekly newspaper. High school journalism teacher respondents were first selected from a list of journalism teachers provided by the Iowa Department of Education. To keep the size of the population manageable and yet to provide enough information for a benchmark study, only the high school journalism teachers from six Area Education Agencies were selected for this study. The six Area Education Agencies numbered 2, 3, 5, 6, 7 and 11 were selected and represent the central/north central contiguous agencies in Iowa. Then, using the AEA directory of schools, the high school principals were identified for each of the journalism teachers in the sample selected. Finally, the newspaper editors for those same communities were identified using the Iowa Newspaper Association directory.

The questionnaire, approved by the university committee on human subjects in research, was mailed in October of 1986 and

follow-up letters were sent to nonrespondents four weeks later. The response yielded 118 of 187 for a total of 63 percent response rate. Broken down, the response for teachers was 48 of 75 for 64 percent, for principals was 43 of 64 for 67 percent, and for editors was 27 of 48 for 56 percent.

Three versions of the questionnaire were prepared. Each questionnaire had a series of demographic questions specific to their own roles (part I). Part II of the questionnaire was the same for each respondent and contained 46 statements. The statements were generated from scholastic journalism issues identified by Dvorak (1985), Click (1977), Nelson (1974) and Windhauser and Click (1972) and pretested using high school journalism teachers who were teaching or attending summer journalism workshops at Iowa State University. The statements were intended to prompt respondents to take a position on the value of high school journalism to the high school student, the rights and responsibilities of the student journalist, and the roles of partners in high school journalism partnerships. Each statement was followed by three separate five-point scales ranging from strongly agree to strongly disagree. Respondents were asked to indicate on the first scale the extent to which they agreed/disagreed with each statement. On the remaining two scales, the respondents were asked to predict how members of the other two respondent groups would respond to the statements. The

three scales were intended to yield responses on the coorientation variables of agreement, congruency and accuracy.

Statement Reliability

Before analyzing the data provided by responses to the statements in Part II of the questionnaire, the statements were clustered into the categories of value of high school journalism to the high school student, rights and responsibilities of high school journalists, and roles of partners in a high school journalism and news media partnership.

One concern in attempting to group statements into categories is how well do the statements reflect the category. In other words, how reliable is the clustering process.

The first step was to ask twelve university journalism educators to place each of the items into one of the categories of value, rights, or partnerships. This researcher decided to use any statements placed into specified categories by more than half of the twelve journalism educators. The results yielded the following statements in each of the categories. The number in parentheses indicates the number of times the statement was placed in the category by the journalism educators:

Value of High School Journalism to the High School Student

1. High school journalism provides opportunities for students to explore journalism as a career (12).
8. High school journalism provides students with leadership opportunities (12).
20. High school journalism is a significant forum for discussion within the school (8).
31. High school journalism provides students with valuable communication skills (12).
45. High school journalism provides useful training for future careers in journalism (10).

Rights and Responsibilities of High School Journalists

2. Full discussion of the First Amendment should be part of the school curriculum (8).
6. The responsibility for contents of the student publication belongs to the high school principal and not the publication adviser (11).
15. The responsibility for contents of the student publication belongs to the high school principal and not the publication adviser (11).
- 18) High school students must not publish or broadcast information which presents a clear and present danger of disruption to the school (11).
23. The student editor of the high school publication should have

the final decision in what is published in the student publication (12).

24. High school students must be permitted to exercise their First Amendment rights (12).

27. The responsibility for contents of the student publication belongs to the student staff and not the adviser (11).

35. School officials have authority over the time and place of distribution of the student publication (8).

36. The responsibility for contents of the student publication belongs to the adviser and not the student staff (10).

41. The responsibility for contents of the student publication lies with the publication adviser and not the student staff (10).

44. First Amendment rights for high school students should apply only under special conditions (12).

Roles of Partners in a High School Journalism and News Media

Partnership

3. Lack of news organization interest is a barrier to partnerships between news organizations and the high school journalism program (12).

4. News media organizations could provide high school journalism programs with funds and equipment (12).

9. Requests for a partnership between local news organizations and the high school journalism program should come from the local

news organizations (12).

10. Local news organizations should make themselves available to high school journalists as a laboratory experience (12).

12. Requests for a partnership between local news organizations and the high school journalism program should come from the journalism teacher/publication adviser (12).

14. Colleges and universities should provide media consultants to the high school journalism programs to aid in print and electronic media courses (12).

16. Local news media representatives have a responsibility to work closely with high school journalists (12).

17. Local news organization representatives should provide advice and assistance to high school journalism teachers and students (12).

22. Lack of principal interest is a barrier to partnerships between news organizations and the high school journalism program (12).

25. Local news organizations, colleges and universities should take a more active role in developing local workshops for high school journalism students and teachers (12).

26. High school journalism students could gain valuable experience working as interns for local news organizations (11).

28. Lack of student interest is a barrier to partnerships between news organizations and the high school journalism program (12).

29. College and university journalism programs have a responsibility to work closely with the high school journalism program (12).
32. Lack of publication adviser interest is a barrier to partnerships between news organizations and the high school journalism program (12).
37. Requests for a partnership between local news organizations and the high school journalism program should come from the school principal (12).
38. Visits from college and university educators would benefit high school journalism students (12).
40. Local news organizations should provide opportunities for students to publish or broadcast student-authored reports (12).
42. High school journalism students could gain valuable experience working summers for local news organizations (12).

The next step in determining how well the statements fit the chosen categories is to test the statistical reliability of the statements in each scale. Using the SPSSx program for reliability analysis, each group of statements was tested to see how well suited they were to forming the scales for value of high school journalism to the high school student, the rights and responsibilities of high school journalists, and the roles of partners in a high school journalism and news media partnership.

The reliability command in SPSSx computes the Cronbach's alpha

which is the most commonly used coefficient of reliability. The scaling procedure used in this study was to remove statements from the scale to obtain an alpha of .70 which on a scale with a high of 1.0 is considered a high alpha in social science research. Statements which correlated poorly with others were removed. Based on the reliability analysis, the following scales were formed:

Value of High School Journalism to the High School Student

The scale for value of high school journalism to the high school student includes all five of the items placed into the category by the university journalism educators. For use in statistical analysis of the statements, the responses to the statements will be summed. Each statement has a possible response range of 1 to 5, so the summative scale for value of high school journalism includes statements 1, 8, 20, 31, and 45 with a possible response range of 5 to 25 and an alpha level of .8413.

Rights and Responsibilities of the High School Journalist

The reliability analysis removed six statements and left statements 2, 24, 23, 27 and 36 to form the scale for responsibilities of the high school journalist. The scale is a summative scale with a possible response range of 5 to 25 and an alpha level of .7284.

Roles of Partners in a High School Journalism and News Media

Partnership Fourteen of the eighteen statements remained

following the reliability analysis for the scale on role of partners in a high school journalism and news media partnership. The remaining statements are 3, 4, 9, 10, 12, 14, 16, 17, 25, 26, 29, 38, 40, and 42. The summative scale has a possible range of responses of 14 to 70 with an alpha level of .7171.

Treatment of Data

This study used a one-way analysis of variance procedure available on SPSSx to analyze the level of understanding (agreement) between the groups' own responses to statements in the scales for value of high school journalism to the high school student, rights and responsibilities of the high school journalist, and roles of partners in a high school journalism and news media partnership and to test the agreement hypotheses. The one-way analysis of variance makes it possible to identify any statistical difference in the mean responses of the groups. The difference in means is tested by calculating an F value. A significant F value indicates the population means are probably unequal. All the one-way procedure determines is that there is or isn't a difference in population means. What the one-way analysis of variance does not do is identify which groups are different from each other. Therefore, to determine which population means are different from each other, a post hoc multiple comparison

procedure is used. The post hoc test used in this study is the Duncan multiple comparison procedure. The Duncan method is a moderately conservative pairwise comparison of means and is available using SPSSx.

The SPSSx t-test paired-samples procedure was used to test the congruency and accuracy hypotheses where respondents were asked to predict the responses of other respondent groups. Use of the paired-samples procedure is determined by the selection of the respondents for the study. To use the paired-samples procedure, the respondents for the sample must have been paired in some predetermined way. Beginning with the high school journalism teachers in the selected Iowa Area Education Agency districts, the selection of the high school principals and the newspaper editors was dependent upon the teachers selected for the sample population. That is, the location of the selected high school journalism teacher predetermined the selection of the principals and newspaper editors from the same communities.

The t-test was used as an inferential statistic to test the hypotheses that there is a difference in the respondent's mean responses on the scales for value of high school journalism, rights and responsibilities of the high school journalist, and roles of partners and the respondent's predicted response for other respondents.

CHAPTER IV. RESULTS AND ANALYSIS

The findings of the study are presented in two parts. First is a descriptive analysis of some characteristics of the respondents. The second part details the hypothesis testing and results.

Descriptive Analysis

Twenty-seven editors responding account for almost 23 percent of the total respondents and generally represent small newspapers -- mostly weeklies (63 percent) with from one to ten staff members (93 percent). Forty-three principals responding account for slightly more than 36 percent of the total respondents. Forty-eight teachers responding account for somewhat more than 40 percent of the respondents -- slightly more than half of whom have fewer than 15 semester hours of journalism course work and only 15 percent of whom have a degree in journalism.

Table 1. Respondents to the study by category

Category	Distribution of Respondents (N=118)	Percentage of Respondents
Teachers	48	40.6
Principals	43	36.4
Newspaper Editors	27	22.8

A number of the editors (70 percent) reported having had high school journalism experience (almost 89 percent on high school newspapers and almost 56 percent on high school yearbooks). Ninety-four percent said they considered the experience valuable (almost 39 percent said extremely valuable; 33 percent said valuable; 22 percent said fairly valuable). The percentage of high school principals reporting experience in high school journalism is close to a 50/50 split with 48.8 percent reporting experience and 51.2 percent reporting no experience. All of the principals who reported having had high school journalism experience reported that the experience was valuable (9.5 percent said extremely valuable; 14.3 percent said very valuable; 52.4 percent said valuable; 23.8 percent said fairly valuable).

Not surprisingly -- given the number of editor respondents

representing weekly newspapers -- responding editors most often reported running a high school page as part of their current relationship with the high school journalism program (70.4 percent) but a slightly lower percentage said they would want to continue to run a high school page. Sixty-four percent of the principals reported that their high school student newspaper is published as a page in the community paper and is funded by a combination of administration (65 percent) and advertising sales (58 percent). Sixty-four percent of the teacher respondents report that their high schools produce a student page in the community paper with funding coming mainly from the administration (62.5 percent) and advertising sales (64.6 percent).

Table 2. Page in the community paper percentages

Category	Currently Have Page	Would Like to Have Page
Teachers	64.6	58.3
Principals	64.1	41.5
Newspaper Editors	70.4	66.7

Somewhat less than a third of the editor respondents reported currently having high school interns (29 percent) but 48 percent reported they would like to have high school interns. Less than 10 percent of the high school principals said that the local paper currently has high school interns, while 42 percent said they would like to see high school interns at the paper. Slightly more than 21 percent of the teachers report that the local paper has high school interns, but 52 percent said they would like to see the newspapers have interns.

Table 3. High school interns at local paper percentages

Category	Currently Have Interns	Would Like to Have Interns
Teachers	21.3	52.1
Principals	9.3	41.9
Newspaper Editors	29.6	48.1

Slightly more than a quarter of the editor respondents reported that they currently provide funds or equipment to the high school journalism program and about the same percentage would

like to continue to provide funds or equipment. Less than 12 percent of the principal respondents report receiving funds or equipment from the local newspaper, but 40 percent would like to receive such support. Almost 19 percent of the teacher respondents report that the journalism program receives funds or equipment from the local newspaper, but almost 43 percent said they would welcome them.

Table 4. Funding by local paper percentages

Category	Currently Gives or Receives Funds	Would Like to Give or Receive Funds
Teachers	18.8	42.6
Principals	11.6	39.5
Newspaper Editors	25.9	25.9

Forty-eight percent of the editor respondents currently provide speakers to the high school journalism program, but almost 68 percent would like to provide speakers. Less than 12 percent of the principals report that the local newspaper provides speakers and 42 percent report that they would like to have local

newspaper speakers come into the schools. Twenty-seven percent of the teachers report that speakers from the local newspaper come to the school, but 51 percent said they would like to have speakers.

Table 5. Local media speakers percentages

Category	Currently Provides or Has Speakers	Would Like to Provide or Have Speakers
Teachers	27.1	51.1
Principals	11.6	41.9
Newspaper Editors	48.1	67.8

Only 7.4 percent of the editors said they currently sponsor contests, but more than 34 percent said they would like to sponsor contests. Seven percent of the principals reported that the local newspaper sponsors contests, but 28 percent would like to have them. Fifteen percent of the teachers report local newspaper-sponsored contests, but almost 45 percent said they would like them.

Table 6. Media-sponsored contests percentages

Category	Currently Have Media-sponsored Contests	Would Like to Have Media-sponsored contests
Teachers	14.6	44.7
Principals	7.0	28.0
Newspaper Editors	7.4	34.7

Fifteen percent of the editor respondents currently provide student scholarships, but almost 30 percent said they would like to. Only 2 percent of the principals reported that the local paper provides scholarships, but 37 percent would like to have local newspapers provide such scholarships. Twelve percent of the teachers reported that the local newspaper currently provides scholarships for high school students, while more than 42 percent said that they would like to have them.

Table 7. Media-provided scholarships percentages

Category	Currently Provides or Receives Media Scholarships	Would Like to Provide or Receive Media Scholarships
Teachers	12.5	42.6
Principals	2.3	37.2
Newspaper Editors	14.8	29.6

Hypothesis Testing

General Hypothesis 1 At least two of the categories of high school journalism teachers, high school principals, and newspaper editors will have significantly different mean responses to statements on high school journalism issues. (Agreement)

Subhypothesis 1.1 At least two of the categories of high school journalism teachers, high school principals, and newspaper editors will have significantly different mean responses to statements on the value of high school journalism to the high school student. A one-way analysis of variance on the scale for

value of high school journalism (statements 1, 8, 20, 31, and 45) found an F ratio of 7.1492 with an F probability of .0012 which is highly significant at the .05 level. Therefore, we can reject the null hypothesis that there is no difference in any of the population means and accept the research hypothesis that at least two of the means are different. To determine which populations are different, using the Duncan procedure post hoc at the .05 level, teachers (mean=23.2609) differ significantly from principals (mean=21.1628) and from editors (mean=21.8077). Principals and editors do not differ significantly from each other on the scale for value.

In other words, the principals and editors have been shown statistically to be in agreement on the value of high school journalism to the high school student. The high school teachers show a higher mean for value of high school journalism -- a finding which should not be surprising. It can be argued that the high school journalism teacher has a more personal stake in the evaluation of the high school journalism program than does either the high school principal or the newspaper editor. It is, however, interesting to note that the means for a 5-item summative scale with possible values of 5 to 25 are quite high -- 23.2609, 21.1628 and 21.8077 with variances of 1.545, 1.591 and 1.816 -- suggesting that all categories of respondents, in general, place a high value on high school journalism to the high school student.

Table 8. One-way analysis of variance on value of high school journalism

Source	Sum of Squares	Mean Squares	F Ratio	F Probability
Between Groups	101.7185	50.8592	7.1492	.0012
Within Groups	796.7685	7.1140		
Total	898.4870			

Subhypothesis 1.2 At least two of the categories of high school journalism teachers, high school principals, and newspaper editors will have significantly different mean responses to statements about the rights and responsibilities of high school journalists (statements 2, 24, 23, 27 and 36). A one-way analysis of variance on the scale for rights and responsibilities of high school journalists found an F ratio of 13.3655 and an F probability of .000 which is highly significant. Therefore, the analysis indicates that we can reject the null hypothesis that there is no difference in any of the means and accept the research hypothesis that at least two of the means are different. To determine which of the means are different, using the Duncan

procedure post hoc at the .05 level, teachers (mean=19.2340, variance=2.015) differ from principals (mean=16.1220, variance=1.544) and from editors (mean=17.2963, variance=1.96). Principals and editors do not differ significantly on the scale for rights and responsibilities.

Table 9. One-way analysis of variance on rights and responsibilities of the high school journalist

Source	Sum of Squares	Mean Squares	F Ratio	F Probability
Between Groups	216.9981	108.4990	13.4655	.0000
Within Groups	902.4454	8.0574		
Total	1119.4435			

In other words, principals and editors have been shown statistically to be in agreement on the rights and responsibilities of high school journalists. This is a finding which might appear to be unlikely -- that a practicing journalist would be more in agreement with a high school principal than with

journalism educators on First Amendment issues. However, Nelson (1974) reports that the Robert F. Kennedy Commission's inquiry into high school journalism found little evidence that professional journalists support the rights of high school journalists or that they even are aware of the legal rights of high school journalists. Only 35 percent of editors responding to the Nelson study said that First Amendment rights should apply to high school journalists.

However, even though the principal and newspaper editors in the current study have lower mean responses on the rights scale than the high school teacher, the means for the 5-item summative scale with possible values from 5 to 25 are still fairly high, suggesting that the support for high school student rights is much stronger in this study than in the Nelson study.

Subhypothesis 1.3 At least two of the categories of high school journalism teachers, high school principals, and newspaper editors will have significantly different means on responses to statements about the roles of partners in a high school journalism and news media partnership (statements 3, 4, 9, 10, 12, 14, 16, 17, 25, 26, 29, 38, 40, and 42). A one-way analysis of variance on the scale for roles of partners found an F ratio of 1.1650 and an F probability of .3159 which shows no meaningful difference in the mean responses of journalism teachers, high school principals and newspaper editors on the

scale for partnership roles. Therefore, we fail to reject the null hypothesis that there is no difference in any of the population means. In other words, high school journalism teachers, high school principals and newspaper editors have been shown statistically to be in agreement on the scale for role of partners in high school journalism and news media partnerships.

Table 10. One-way analysis of variance on roles of partners in high school journalism/media partnerships

Source	Sum of Squares	Mean Squares	F Ratio	F Probability
Between Groups	86.4360	43.2180	1.1650	.3159
Within Groups	3895.1936	37.0971		
Total	3981.6296			

General Hypothesis 2 The journalism teachers, high school principals and newspaper editors will predict significantly different responses from their own for statements on the value of

high school journalism to the high school student. (Congruency)

Subhypothesis 2.1 High school journalism teachers will predict that high school principals' responses to the statements on the value of high school journalism will be statistically different from their own responses to the statements. The hypothesis that there is a statistical difference was tested using the paired t-test on the high school journalism teachers' own responses with the teacher predicted responses for the high school principal. With a t value of 5.16 and a t probability of .000, the procedure shows that teacher's predict that principals' responses on the value scale will be statistically different from their own. The mean response on value of high school journalism for high school journalism teachers was higher at 23.2609 than that predicted by the teachers for the principals at 21.6522. The high school journalism teachers' predict that principals will not value high school journalism as highly as they do.

Subhypothesis 2.2 High school journalism teachers will predict that newspaper editors' responses to the statements on the value of high school journalism will be statistically different from their own responses to the statements. Using the paired t-test on teachers' own responses to statements on value of high school journalism with the teachers' predicted responses for the newspaper editor, found a t value of 4.15 and a highly significant t probability of .000. The procedure shows we can reject the null

hypothesis of no significant difference in the means and accept the research hypothesis that teachers predict newspaper editor responses for the scale on value of high school journalism to the high school student will be different from their own responses. The respondent high school journalism teachers, in fact, predict that the editors will have a lower mean response at 21.4444 than either their own at 25.2609 or the mean response the teachers predict for principals at 21.6522. Results for subhypotheses 2.1 and 2.2 are shown in table 11.

Subhypothesis 2.3 High school principals will predict that high school journalism teachers' responses to the statements on the value of high school journalism will be statistically different from their own responses to the statements. The paired t-test results on principals' own responses to statements on the value of high school journalism with the high school principals' predicted responses for the high school journalism teacher, show a t value of 4.02 and a highly significant t probability of .000. Therefore, we can reject the null hypothesis of no significant difference in the mean responses and accept the research hypothesis that principals predict responses for high school journalism teachers will be statistically different from their own on the scale for value of high school journalism. The principals predict a higher mean response for teachers at 22.9524 than their own mean response of 21.4444.

Table 11. The t-test on teacher value of high school journalism to the high school student with predicted value for principals and editors

Category	Mean	Standard Deviation	t Value	2-tailed Probability
Teacher	23.2609	2.389	5.16	.000
Principal	21.6522	2.759		
Teacher	23.2609	2.389	4.15	.000
Editor	21.4444	3.361		

Subhypothesis 2.4 High school principals will predict that newspaper editors' responses to the statements on the value of high school journalism will be statistically different from their own responses to the statements. The paired t-test results on principals' own responses to statements on the value of high school journalism with the principals' predicted responses for the newspaper editor, show a t value of 1.29 and a probability of .204. Therefore, we cannot reject the null hypothesis. There is no significant statistical difference in the mean responses. The principals, with a mean of 21.4444, do not predict statistically different responses for editors, with a mean of 21.2143. The results for subhypotheses 2.3 and 2.4 are shown in table 12.

Subhypothesis 2.5 Newspaper editors will predict that high school principals' responses to the statements on the value of high school journalism will be statistically different from their own responses to the statements. The paired t-test results on the newspaper editors' own responses to statements on the value of high school journalism with the newspaper editors' predicted responses for the high school principal, show a t value of 2.40 and a t probability of .024 that the means are significantly different. Therefore, we can reject the null hypothesis of no significant difference in the means and accept the research hypothesis that newspaper editors will predict principal responses to the scale on value of high school journalism will be different

Table 12. The t-test on principal value of high school journalism to the high school student with predicted value for teachers and editors

Category	Mean	Standard Deviation	t Value	2-tailed Probability
Principal	21.2143	2.533	4.02	.000
Teacher	22.9524	2.152		
Principal	21.2143	2.533	1.29	.204
Editor	20.8571	2.204		

from their own. The editors predict that principals will have a lower mean response on value at 20.1538 than their own mean response of 21.8077.

Subhypothesis 2.6 Newspaper editors will predict that high school journalism teachers' responses to the statements on the value of high school journalism will be statistically different from their own responses to the statements. The paired t-test results on the newspaper editors' own responses to statements on the value of high school journalism with the newspaper editors' predicted responses for the high school journalism teacher, show a t value of .850 and a t probability of .403. Therefore, we cannot reject the null hypothesis. There is no significant difference in the mean responses. The newspaper editors, with a mean of 21.8077, do not predict statistically different responses for high school journalism teachers, with a mean of 22.3846. The results for subhypotheses 2.5 and 2.6 are reported in table 13.

In summary, on the scale for value of high school journalism to the high school student, teachers predict that high school principals and newspaper editors will place a different and lower value on high school journalism from their own. Principals predict that high school journalism teachers will have a different and higher value of high school journalism and newspaper editors predict that principals will have a different and lower value of

Table 13. The t-test on editor value of high school journalism to the high school student with predicted value for principals and teachers

Category	Mean	Standard Deviation	t Value	2-tailed Probability
Editor	21.8077	3.299	2.40	.024
Principal	20.1538	2.412		
Editor	21.8077	3.299	.850	.403
Teacher	22.3846	1.961		

high school journalism.

However, it is very important to note that even though the means may be found to be statistically significant in most of the pairings, they still represent the highly valuable end of the value of high school journalism scale (5 to 25). In other words, though the respondents may not predict agreement, they are predicting that the other respondents will place a high value on high school journalism.

There were only two occasions where no statistical difference was predicted. Principals predicted that editors' responses would not be significantly different from their own responses and editors predicted that high school journalism teachers would not be significantly different in their evaluation of high school journalism. Though there is no literature to support such a finding, it is interesting to speculate about the reasons no difference was predicted. Perhaps principals place themselves in a management category similar to that of the newspaper editor and therefore of the same orientation toward the value of high school journalism. On the other hand, the newspaper editor may view journalism as the common denominator or orientation in predicting that high school journalism teachers would have similar responses to their own on the value of high school journalism to the high school student.

General Hypothesis 3 The high school journalism teachers,

high school principals, and newspaper editors will predict significantly different responses from their own for each other to statements on the rights and responsibilities of student journalists. (Congruency)

Subhypothesis 3.1 The high school journalism teachers will predict that high school principals' responses to the statements on the rights and responsibilities of high school journalists will be statistically different from their own responses to the statements. The paired t-test results on the high school journalism teachers' own responses to the statements on the rights of high school journalists with the high school journalism teachers' predicted responses for the high school principals, show a t value of 5.12 and a highly significant t probability of .000 that the means are significantly different. Therefore, we can reject the null hypothesis of no significant difference in the means and accept the research hypothesis that high school journalism teachers will predict principal responses to the scale on rights and responsibilities will be significantly different from their own. The high school teachers predict that principals will have a lower mean response at 15.7021 than their own at 18.3627.

Subhypothesis 3.2 The high school journalism teachers will predict that newspaper editors' responses to the statements on the rights and responsibilities of high school journalists will

be significantly different from their own responses to the statements. The paired t-test results of the high school journalism teachers' responses to the statements on rights and responsibilities with the high school journalism teachers' predicted responses for newspaper editors, show a t value of 2.51 and a highly significant probability of .000 that the means are significantly different. Therefore, we can reject the null hypothesis of no significant difference in the means and accept the research hypothesis that high school journalism teachers will predict editor responses to the scale on rights and responsibilities will be significantly different from their own. The high school teachers predict that editors will have a lower mean response at 16.8936 from their own at 18.3617. The results for subhypotheses 3.1 and 3.2 are reported in table 14.

Subhypothesis 3.3 The high school principal will predict that high school journalism teachers' responses to the statements on the rights and responsibilities of high school journalists will be significantly different from their own responses to the statements. The paired t-test results of the high school principals' responses to the statements on rights and responsibilities with the high school principals' predicted responses for high school journalism teachers, show a t value of 2.73 and a significant t probability of .009 that the means are significantly different. Therefore, we can reject the null

Table 14. The t-test on teacher responses to rights and responsibilities of student journalists with predicted responses for principals and editors

Category	Mean	Standard Deviation	t Value	2-tailed Probability
Teacher	18.3617	4.062	5.12	.000
Principal	15.7021	2.881		
Teacher	18.3617	4.062	2.51	.000
Editor	16.8936	2.680		

hypothesis of no significant difference in the means and accept the research hypothesis that high school principals will predict high school journalism teacher responses to the scale on rights and responsibilities will be significantly different from their own. The high school principals predict that teachers will have a higher mean response at 16.2500 from their own at 15.5500.

Subhypothesis 3.4 The high school principal will predict that newspaper editors' responses to the statements on the rights and responsibilities of high school journalists will be statistically different from their own responses to the statements. The paired t-test results of the high school principals' responses to the statements on rights and responsibilities with the principals' predicted responses for newspaper editors, show a t value of 3.43 with a significant t probability of .001 that the means are significantly different. Therefore, we can reject the null hypothesis of no significant difference in the means and accept the research hypothesis that high school principals will predict newspaper editor responses to the scale on rights and responsibilities will be significantly different from their own. The high school principals predict that editors will have a higher mean response at 16.7500 from their own at 15.5500. The results for subhypotheses 3.3 and 3.4 are shown in table 15.

Subhypothesis 3.5 Newspaper editors will predict that

Table 15. The t-test on principal responses to rights and responsibilities of student journalists with predicted responses for teachers and editors

Category	Mean	Standard Deviation	t Value	2-tailed Probability
Principal	15.5500	2.385	2.73	.009
Teacher	16.2500	2.499		
Principal	15.5500	2.385	3.43	.001
Editor	16.7500	2.351		

high school principals' responses to the statements on the rights and responsibilities of high school journalism will be meaningfully different from their own responses to the statements. The paired t-test results of the newspaper editors' responses to the statements on rights and responsibilities with the newspaper editors' predicted responses for high school principals, show a t value of 5.07 with a highly significant t probability of .000 that the means are significantly different. Therefore, we can reject the null hypothesis of no significant difference in the means and accept the research hypothesis that newspaper editors will predict high school principal responses to the scale on rights and responsibilities will be significantly different from their own. The newspaper editors predict that high school principals will have a lower mean response at 13.6000 from their own at 17.6800.

Subhypothesis 3.6 Newspaper editors will predict that high school journalism teachers' responses to the statements on rights and responsibilities of high school journalists will be statistically different from their own responses to the statements. The paired t-test results of the newspaper editors' responses to the statements on rights and responsibilities with the newspaper editors' predicted responses for high school teachers, show a t value of 2.89 with a significant t probability of .008 that the means are significantly different. Therefore, we

can reject the null hypothesis of no significant difference in the means and accept the research hypothesis that newspaper editors will predict high school teacher responses to the scale on rights and responsibilities will be significantly different from their own. The newspaper editors predict that high school teachers will have a lower mean response at 15.6000 from their own at 17.6800. The results for subhypotheses 3.5 and 3.6 are reported in table 16.

Respondents in all three categories predict that the others will respond differently than they do to statements on the rights and responsibilities of the high school journalist. The journalism teachers predict that high school principals and newspaper editors will place a different and lower value on rights of the high school journalist. Not surprisingly, the high school principals appear to be ascribing similar orientations to teachers and editors and predict that high school journalism teachers and newspaper editors will place a higher value on rights of the high school journalist. However, the journalism teachers and the newspaper editors appear to be seeing themselves as set apart on this scale. The journalism teachers predict that high school principals and newspaper editors will place a different and lower value on rights of the high school journalist. Likewise, the newspaper editors predict that high school principals and high school journalism teachers will place a different and lower value

Table 16. The t-test on editor responses to rights and responsibilities of student journalists with predicted value for principals and teachers

Category	Mean	Standard Deviation	t Value	2-tailed Probability
Editor	17.6800	3.848	5.07	.000
Principal	13.6000	2.327		
Editor	17.6800	3.848	2.89	.008
Teacher	15.6000	1.500		

on the rights statements.

Once again it is important to note that though the means have been found to be statistically different on the rights and responsibilities scale, they still represent a fairly high end of the rights scale (5 to 25). In other words, though the respondents are not predicting that members of the other categories will respond as they do, they are still predicting a fairly high level of support of the rights and responsibilities of high school journalists.

General Hypothesis 4 The high school journalism teachers, high school principals, and newspaper editors will predict significantly different responses from their own for each other to statements on the roles of partners in a high school journalism and news media partnership. (Congruency)

Subhypothesis 4.1 High school journalism teachers will predict that high school principals' responses to the statements on the roles of partners will be statistically different from their own responses to the statements. The paired t-test results on the high school journalism teachers' own responses to the statements on the role of partners in a partnership with the high school journalism teachers' predicted responses for the high school principal, show a t value of 2.81 and a significant t probability of .007 that the means are significantly different. Therefore, we can reject the null hypothesis of no significant

difference in the means and accept the research hypothesis that high school journalism teachers will predict principal responses to the scale on partners will be significantly different from their own. The high school teachers predict that principals will have a lower mean response at 50.9070 from their own at 53.1163.

Subhypothesis 4.2 High school teachers will predict that newspaper editors' responses to the statements on the roles of partners will be statistically different from their own responses to the statements. The paired t-test results on the high school journalism teachers' own responses to the statements on the roles of partners with the high school journalism teachers' predicted responses for the newspaper editor, show a t value of 7.970 with a highly significant t probability of .000 that the means are statistically different: Therefore, we can reject the null hypothesis of no significant difference in the means and accept the research hypothesis that high school journalism teachers will predict editor responses to the scale on partners will be significantly different from their own. The high school teachers predict that editors will have a lower mean response at 47.0238 from their own at 53.1163. The results for subhypotheses 4.1 and 4.2 are reported in table 17.

Subhypothesis 4.3 High school principals will predict that high school journalism teachers' responses to statements on the roles of partners will be statistically different from their

Table 17. The t-test on teacher responses to roles of partners in high school journalism/news media partnerships with predicted responses for principals and editors

Category	Mean	Standard Deviation	t Value	2-tailed Probability
Teacher	53.1163	6.723	2.81	.007
Principal	50.9070	6.473		
Teacher	53.1163	6.723	7.97	.000
Editor	47.0238	6.131		

own responses to the statements. The paired t-test results on the high school principals' own responses to the statements on the roles of partners with the high school principals' predicted responses for the high school journalism teacher, show a t value of 2.61 and a significant t probability of .013 that the means are statistically different. Therefore, we can reject the null hypothesis of no significant difference in the means and accept the research hypothesis that high school principals will predict teacher responses to the scale on partners will be significantly different from their own. The high school principals predict that teachers will have a higher mean response at 52.2564 from their own at 51.1282.

Subhypothesis 4.4 High school principals will predict that newspaper editors' responses to the statements on the roles of partners will be statistically different from their own responses to the statements. The paired t-test results on the high school principals' own responses to the statements on the roles of partners with the high school principals' predicted responses for editors, show a t value of 4.71 and a highly significant t probability of .000 that the means are statistically different. Therefore, we can reject the null hypothesis of no significant difference in the means and accept the research hypothesis that high school principals will predict editor responses to the scale on partners will be significantly different

from their own. The high school principals predict that teachers will have a lower mean response at 47.4103 from their own at 51.1282. The results for subhypotheses 4.3 and 4.4 are shown in table 18.

Subhypothesis 4.5 Newspaper editors will predict that high school principals' responses to the statements on the roles of partners will be statistically different from their own responses to the statements. The paired t-test results on the newspaper editors' responses to the statements on the roles of partners with the newspaper editors' predicted responses for high school principals, show a t value of .750 and a t probability of .460 indicating no statistical difference in the mean responses. Therefore, we cannot reject the null hypothesis that there is no statistical difference in the means. The newspaper editors have a mean response of 52.200 and a predicted response for the high school principals of 51.400.

Subhypothesis 4.6 Newspaper editors will predict that high school journalism teachers' responses to statements on the roles of partners will be statistically different from their own responses to the statements. The paired t-test results on the newspaper editors' responses to the statements on the roles of partners with the newspaper editors' predicted responses for high school journalism teachers, show a t value of .750 and a t probability of .461 indicating no statistical difference in the

Table 18. The t-test on principal responses to roles of partners in high school journalism/news media partnership with predicted responses for teachers and editors

Category	Mean	Standard Deviation	t Value	2-tailed Probability
Principal	51.1282	4.927	2.61	.013
Teacher	52.2564	5.077		
Principal	51.1282	4.927	4.71	.000
Editor	47.4103	4.327		

mean responses. Therefore, we cannot reject the null hypothesis that there is no statistical difference in the means. The newspaper editors have a mean response of 52.200 and predicted response for the high school journalism teachers of 53.400. The results for subhypotheses 4.5 and 4.6 are shown in table 19.

On the scale for the role of partners in high school journalism and news media partnerships, both the high school journalism teachers and the high school principals predict different and lower mean responses for newspaper editors. The journalism teachers also predict high school principals will have a different and lower mean response from their own. Principals predict that high school journalism teachers will have a different and higher mean response from their own. Interestingly, the newspaper editors do not predict a significantly different mean response for either the high school journalism teacher or the high school principal, suggesting that the newspaper editors see themselves more closely in agreement with the others than the others are predicting.

General Hypothesis 5 The high school journalism teachers, high school principals, and newspaper editors will not accurately predict each others' responses to statements on the value of high school journalism to the high school student. (Accuracy)

Subhypothesis 5.1 High school journalism teachers will not accurately predict the responses of high school principals to

Table 19. The t-test on editor responses to roles of partners in high school journalism/news media partnership with predicted responses for principals and teachers

Category	Mean	Standard Deviation	t Value	2-tailed Probability
Editor	52.200	6.677	.750	.460
Principal	51.0400	5.594		
Editor	52.200	6.677	.750	.460
Teacher	53.400	6.069		

statements on the value of high school journalism. The paired t-test results on the high school journalism teachers' predicted responses for high school principals (mean=21.6522) with the high school principals' actual responses (mean=21.2143), show a t value of 1.29 and a probability of .204 indicating that there is not a statistical difference in the means. Therefore, we cannot reject the null hypothesis that there is no difference in the means. The high school journalism teachers have been shown statistically to have accurately predicted the high school principals' responses to the value of high school journalism statements.

Subhypothesis 5.2 High school journalism teachers will not accurately predict the responses of newspaper editors to statements on the value of high school journalism. The paired t-test results on the high school journalism teachers' predicted responses for newspaper editors (mean=21.4444) with the newspaper editors' actual responses (mean=21.8077), show a t value of .430 and a t probability of .647 indicating that there is not a statistical difference in the means. Therefore, we cannot reject the null hypothesis that there is no difference in the means. The high school journalism teachers have been shown statistically to have accurately predicted the newspaper editors' response to the value of high school journalism statements. The results for subhypotheses 5.1 and 5.2 are reported in table 20.

Subhypothesis 5.3 High school principals will not

Table 20. The t-test on teacher prediction for principal and editor responses with the actual principal and editor responses for value of high school journalism to the high school student

Category	Mean	Standard Deviation	t Value	2-tailed Probability
Teacher Predicted	25.6522	2.759	1.29	.204
Principal Actual	21.2143	2.533		
Teacher Predicted	21.4444	3.361	.430	.647
Editor Actual	21.8077	3.299		

accurately predict the responses of high school journalism teachers to statements on the value of high school journalism. The paired t-test results on the high school principals' predicted responses for high school journalism teachers (mean=21.9524) with the high school journalism teachers' actual responses (mean=23.2609), show a t value of 5.16 with a highly significant t probability of .000 that the means are statistically different. Therefore, we can reject the null hypothesis of no statistical difference in the means and accept the research hypothesis that high school principals will not accurately predict the responses of high school journalism teachers to statements on the value of high school journalism. The high school principals did not accurately predict the teachers' responses, predicting a different and lower mean response from the teachers' actual mean response.

Subhypothesis 5.4 High school principals will not accurately predict the responses of newspaper editors to statements on the value of high school journalism. The paired t-test results on the high school principals' predicted responses for newspaper editors (mean=20.8571) with the newspaper editors' actual responses (mean=21.8077) show a t value of 4.91 with a highly significant t probability of .000 that the means are statistically different. Therefore, we can reject the null hypothesis of no statistical difference in the means and accept the research hypothesis that the high school principals will not

accurately predict the responses of editors to statements on the value of high school journalism. The high school principals did not accurately predict the newspaper editors' responses, predicting a different and lower mean response from the editors' actual mean response. The results for subhypotheses 5.3 and 5.4 are reported in table 21.

Subhypothesis 5.5 Newspaper editors will not accurately predict the responses of high school journalism teachers to statements on the value of high school journalism. The paired t-test results on the newspaper editors' predicted responses for high school journalism teachers (mean=22.3846) with the high school journalism teachers' actual responses (mean=23.2609), show a t value of 2.38 and a significant t probability of .024 that the means are statistically different. Therefore, we can reject the null hypothesis of no significant difference in the means and accept the research hypothesis that the newspaper editors will not accurately predict the high school journalism teachers' responses to statements on the value of high school journalism. The newspaper editors did not accurately predict the teachers' responses, predicting a different and lower mean response from the teachers' actual mean response.

Subhypothesis 5.6 Newspaper editors will not accurately predict the responses of high school principals to statements on the value of high school journalism. The paired t-

Table 21. The t-test on principal prediction for teacher and editor responses with the actual teacher and editor responses for value of high school journalism to the high school student

Category	Mean	Standard Deviation	t Value	2-tailed Probability
Principal Predicted	21.9524	2.152	5.16	.000
Teacher Actual	23.2609	2.389		
Principal Predicted	20.8571	2.204	4.91	.000
Editor Actual	21.8077	3.299		

test results on the newspaper editors' predicted responses for high school principals (mean=20.1538) with the high school principals' actual responses (mean=21.2143), show a t value of 2.38 and a significant t probability of .024 that the means are statistically different. Therefore, we can reject the null hypothesis of no significant difference in the means and accept the research hypothesis that the newspaper editors will not accurately predict the responses of high school principals to statements on the value of high school journalism. The newspaper editors did not accurately predict the principals' responses, predicting a different and lower mean response from the principals' actual response. The results for subhypotheses 5.5 and 5.6 are shown in table 22.

On the scale for the value of high school journalism to the high school student, the high school journalism teachers accurately predicted the responses of both newspaper editors and principals. However, the high school principals and the newspapers editors were not able to accurately predict the responses for either of the other groups. Though the principals and editors did not accurately predict the responses for the other groups, it is interesting to note that the predictions remained in the positive end of the scale indicating a predicted high evaluation of the value of high school journalism to the high school student.

Table 22. The t-test on editor prediction for teacher and principal responses with the actual teacher and principal responses for value of high school journalism to the high school student

Category	Mean	Standard Deviation	t Value	2-tailed Probability
Editor Predicted	22.3846	1.961	2.38	.024
Teacher Actual	23.2609	2.389		
Editor Predicted	20.1538	2.412	2.38	.024
Principal Actual	21.2143	2.533		

General Hypothesis 6 The high school journalism teachers, high school principals, and newspaper editors will not accurately predict each others' responses to statements about the rights and responsibilities of high school journalists. (Accuracy)

Subhypothesis 6.1 High school journalism teachers will not accurately predict the responses of high school principals to statements on the rights and responsibilities of high school journalists. The paired t-test results on the high school journalism teachers' predicted responses for high school principals (mean=15.7021) with the high school principals' actual responses (mean=15.5500), show a t value of 1.27 and a probability of .204 indicating that the means are not statistically different. Therefore, we cannot reject the null hypothesis of no difference in the means. The high school journalism teachers have been shown statistically to have accurately predicted the mean response of high school principals on the scale for rights and responsibilities of the high school journalist.

Subhypothesis 6.2 High school journalism teachers will not accurately predict the responses of newspaper editors to statements on the rights and responsibilities of high school journalists. The paired t-test results on the high school journalism teachers' predicted responses for editors (mean=16.8936) with the editors' actual responses (mean=17.6800), show a t value of 2.69 and a significant t value of .009 that the

means are statistically different. Therefore, we can reject the null hypothesis that there is no statistical difference in the means and accept the research hypothesis that high school journalism teachers will not accurately predict the responses of newspaper editors to statements on rights and responsibilities. The high school journalism teachers did not accurately predict the editors' responses, predicting a different and lower mean response from the editors' actual response. The results for subhypotheses 6.1 and 6.2 are shown in table 23.

Subhypothesis 6.3 High school principals will not accurately predict the responses of high school journalism teachers to statements on the rights and responsibilities of high school journalists. The paired t-test results on the high school principals' predicted responses for high school journalism teachers (mean=16.2500) with the teachers' actual responses (mean=18.3617), show a t value of 2.51 and a significant t probability of .016 that the means are statistically different. Therefore, we can reject the null hypothesis that there is no statistical difference in the means and accept the research hypothesis that high school principals will not accurately predict the responses of high school journalism teachers to statements on rights and responsibilities. The high school principals did not accurately predict the teachers' responses, predicting a different and lower mean response from the teachers' actual response.

Table 23. The t-test on teacher prediction for principal and editor responses with the actual principal and editor responses to rights and responsibilities of high school journalists

Category	Mean	Standard Deviation	t Value	2-tailed Probability
Teacher Predicted	15.7021	2.881	1.27	.204
Principal Actual	15.5500	2.385		
Teacher Predicted	16.8936	2.680	2.69	.009
Editor Actual	17.6800	2.680		

Subhypothesis 6.4 High school principals will not accurately predict the responses of newspaper editors to statements on the rights and responsibilities of high school journalists. The paired t-test results on the high school principals' predicted responses for newspaper editors (mean=16.7500) with the editors' actual responses (mean=17.6800), show a t value of 2.71 and a significant t probability of .008 that the means are statistically different. Therefore, we can reject the null hypothesis that there is no statistical difference in the means and accept the research hypothesis that high school principals will not accurately predict the responses of newspaper editors to statements on rights and responsibilities. The high school principals did not accurately predict the editors' responses, predicting a different and lower mean response from the editors' actual response. The results for subhypotheses 6.3 and 6.4 are shown in table 24.

Subhypothesis 6.5 Newspaper editors will not accurately predict the responses of high school journalism teachers to statements on the rights and responsibilities of high school journalists. The paired t-test results on the newspaper editors' predicted responses for teachers (mean=15.6000) with the teachers' actual responses (mean=18.3617), show a t value of 2.89 with a significant t probability of .008 that the means are significantly different. Therefore, we can reject the null

Table 24. The t-test on principal prediction for teacher and editor responses with the actual teacher and editor responses to rights and responsibilities of high school journalists

Category	Mean	Standard Deviation	t Value	2-tailed Probability
Principal Predicted	16.2500	2.499	2.51	.016
Teacher Actual	18.3617	4.062		
Principal Predicted	16.7500	2.351	2.71	.008
Editor Actual	17.6800	3.848		

hypothesis of no statistical difference in the means and accept the research hypothesis that newspaper editors will not accurately predict the responses of high school journalism teachers to statements on rights and responsibilities. The newspaper editors did not accurately predict the teachers' responses, predicting a different and lower mean response from the teachers' actual response.

Subhypothesis 6.6 Newspaper editors will not accurately predict the responses of high school principals to statements on the rights and responsibilities of high school journalists. The paired t-test results on the newspaper editors' predicted responses for principals (mean=13.6000) with the principals' actual responses (mean=15.500) show a t value of 3.00 with a significant t probability of .008 that the means are significantly different. Therefore, we can reject the null hypothesis of no statistical difference in the means and accept the research hypothesis that newspaper editors will not accurately predict the responses of high school principals to statements on rights and responsibilities. The newspaper editors did not accurately predict the principals' responses, predicting a different and lower mean response from the principals' actual response. The results for subhypotheses 6.5 and 6.6 are shown in table 25.

The only accurate prediction on the scale for rights and

Table 25. The t-test on editor prediction for teacher and principal responses with the actual teacher and principal responses to rights and responsibilities of high school journalists

Category	Mean	Standard Deviation	t Value	2-tailed Probability
Editor Predicted	15.600	1.500	2.89	.008
Teacher Actual	18.3617	4.062		
Editor Predicted	13.600	2.327	3.00	.008
Principal Actual	15.500	2.385		

responsibilities of high school journalists was the journalism teachers' predicted response for the high school principals. There were no other accurate predictions and, in fact, all of the inaccurate predictions made were for lower means than the actual respondent means. This finding suggests that the respondents groups may be underestimating the support for the rights and responsibilities of high school journalists.

General Hypothesis 7 The high school journalism teachers, high school principals, and newspaper editors will not accurately predict each others' responses to statements on the role of partners in a high school journalism and news media partnership.

Subhypothesis 7.1 High school journalism teachers will not accurately predict the responses of high school principals to statements on the roles of partners in a high school journalism and news media partnership. The paired t-test results on the high school journalism teachers' predicted response for principals (mean=53.1163) with the principals' actual response (mean=51.1282), show a t value of 3.00 and a significant t probability of .008 that the means are statistically different. Therefore, we can reject the null hypothesis of no statistical difference in the means and accept the research hypothesis that high school journalism teachers will not accurately predict the responses of high school principals to statements on the roles of partners in a high school journalism and news media partnership.

The high school journalism teachers did not accurately predict the responses of high school principals, predicting a different and higher mean response from the principals' actual response.

Subhypothesis 7.2 High school journalism teachers will not accurately predict the responses of newspaper editors to statements on the roles of partners in a high school journalism and news media partnership. The paired t-test results on the high school journalism teachers' predicted response for editors (mean=47.0238) with the editors' actual response (mean=52.2000), show a t value of 7.97 and a highly significant t probability of .000 that the means are statistically different. Therefore, we can reject the null hypothesis of no statistical difference in the means and accept the research hypothesis that high school journalism teachers will not accurately predict the responses of editors to statements on the roles of partners in a high school journalism and news media partnership. The high school journalism teachers did not accurately predict the responses of newspaper editors, predicting a different and lower mean response from the editors' actual response. The results for subhypotheses 7.1 and 7.2 are shown in table 26.

Subhypothesis 7.3 High school principals will not accurately predict the responses of high school journalism teachers to statements on the roles of partners in a high school journalism and news media partnership. The paired t-test results

Table 26. The t-test on teacher prediction for principal and editor responses with the actual principal and editor responses to roles of partners in high school journalism/news media partnership

Category	Mean	Standard Deviation	t Value	2-tailed Probability
Teacher Predicted	53.1163	6.723	3.00	.008
Principal Actual	51.1282	4.927		
Teacher Predicted	47.0238	6.131	7.97	.000
Editor Actual	52.200	6.677		

on the high school principals' predicted response for high school journalism teachers (mean=52.2564) with the teachers' actual response (mean=53.1163), show a t value of 2.73 and a significant t probability of .009 that the means are statistically different. Therefore, we can reject the null hypothesis of no statistical difference in the means and accept the research hypothesis that high school principals will not accurately predict the responses of high school journalism teachers to statements on the roles of partners in a high school journalism and news media partnership. The high school principals did not accurately predict the responses of high school journalism teachers, predicting a different and lower mean response from the teachers' actual responses.

Subhypothesis 7.4 High school principals will not accurately predict the responses of newspaper editors to statements on the roles of partners in a high school journalism and news media partnership. The paired t-test results on the high school principals' predicted response for newspaper editors (mean=47.4103) with the editors' actual response (mean=52.2000), show a t value of 5.07 and a highly significant t probability of .000 that the means are statistically different. Therefore, we can reject the null hypothesis of no statistical difference in the means and accept the research hypothesis that high school principals will not accurately predict the responses of newspaper

editors to statements on the roles of partners in a high school journalism and news media partnership. The high school principals did not accurately predict the responses of newspaper editors, predicting a different and lower mean response from the editors' actual responses. The results for subhypotheses 7.3 and 7.4 are shown in table 27.

Subhypothesis 7.5 Newspaper editors will not accurately predict the responses of high school journalism teachers to statements on the roles of partners in a high school journalism and news media partnership. The paired t-test results on the newspaper editors' predicted response for high school journalism teachers (mean=53.400) with the teachers' actual response (mean=53.1163), show a t value of .850 and a t probability of .403 indicating that the means are not statistically different. Therefore, we cannot reject the null hypothesis of no difference in means. The newspaper editors have been shown statistically to have accurately predicted the response of high school journalism teachers to statements on the roles of partners in a high school journalism and news media partnership.

Subhypothesis 7.6 Newspaper editors will not accurately predict the responses of high school principals to statements on the roles of partners in a high school journalism and news media partnership. The paired t-test results on the newspaper editors' predicted response for high school principals

Table 27. The t-test on principal prediction for teacher and editor responses with the actual teacher and editor responses to roles of partners in high school journalism/news media partnership

Category	Mean	Standard Deviation	t Value	2-tailed Probability
Principal Predicted	52.2564	5.077		
Teacher Actual	53.1163	6.723	2.73	.009
Principal Predicted	47.4103	4.327		
Editor Actual	52.2000	6.677	5.07	.000

(mean=51.0400) with the principals' actual response (mean=51.1282), show a t value of .460 and a t probability of .647 indicating that the means are not statistically different. Therefore, we cannot reject the null hypothesis of no statistical difference in means. The newspaper editors have been shown statistically to have accurately predicted the response of high school principals to statements on the roles of partners in a high school journalism and news media partnership. The results for subhypotheses 7.5 and 7.6 are shown in table 28.

Only the newspaper editors accurately predicted the responses of other respondents to statements in the scale for roles of partners in a high school journalism and news media partnership. There were no other accurate predictions of responses for the partners statements. It is interesting to note, however, that the range of predicted and actual responses was fairly well clustered on the scale with a low mean response of 47.0238 to a high mean response of 53.400.

Analysis Summary

For the agreement variable on the value of high school journalism to the high school student, this study predicts and finds that the high school journalism teachers are not in agreement with the newspaper editors and the high school principals. Teachers show a higher mean for value than either of

Table 28. The t-test on editor prediction for teacher and principal responses with the actual teacher and principal responses to roles of partners in high school journalism/news media partnership

Category	Mean	Standard Deviation	t Value	2-tailed Probability
Editor Predicted	53.400	5.893		
Teacher Actual	53.1163	6.723	.850	.403
Editor Predicted	51.0400	4.537		
Principal Actual	51.1282	4.927	.460	.647

the other two respondent groups. Teachers also were found to differ from editors and principals on the agreement variable for rights and responsibilities of the high school journalist.

The principals and editors were found to be in agreement on the value of high school journalism and on the rights of the high school journalist. All three respondent groups were in agreement on the roles of partners in a media and high school journalism partnership.

For the congruency variable, the hypotheses that the individual respondent groups would predict different value responses from their own for other respondents were accepted with two exceptions. The principals predicted that the editors' responses would not be different from their own and the editors predicted that the journalism teachers' responses would not be different from their own.

The hypotheses that the individual respondent groups would predict different rights responses from their own for other respondents were accepted. The teacher predicted different and lower rights responses for both the principals and the editors. The principals predicted different and higher responses for both teachers and editors. The editors predicted different and lower responses for teachers and principals.

The hypotheses that the individual respondent groups would predict different partner roles responses from their own for other

respondents were accepted with two exceptions. Editors predicted that teachers' and principals' responses would not be different from their own.

For the accuracy variable, the hypotheses that individual respondent groups would not accurately predict the value responses of other respondents were accepted with two exceptions. Teachers were able to accurately predict responses for both the principals and the editors. Principals predicted lower responses than either the teachers' or the editors' actual responses. Editors predicted lower responses than either the teachers' or the principals' responses.

The hypotheses that individual respondent groups would not accurately predict the rights responses of other respondents were accepted with one exception. Teachers were able to accurately predict the rights responses of the principals. Principals predicted lower rights responses than either the teachers' or the editors' actual responses. Editors predicted lower rights responses than either the principals' or the teachers' actual responses. Teachers predicted lower rights responses than the editors' actual responses.

The hypotheses that individual respondent groups would not accurately predict the partner roles responses of other respondents were accepted with two exceptions. Editors were able to accurately predict the partner roles responses of both teachers

and principals. Principals predicted lower responses for both editors and teachers than their actual responses. Teachers predicted lower responses for the editors and higher responses for the principals.

CHAPTER V. CONCLUSIONS

As already mentioned in Chapter I, if partnerships between our nation's schools and business and industry are desired, the educators and the industry representatives need to know enough about each other and the goals of education to establish guidelines for such a partnership. Therefore, this study was undertaken to take a closer look at some of the existing relationships and to study the orientations of selected high school journalism teachers, high school principals, and news editors toward high school journalism issues and each other.

First, the study finds that the most common current relationship in respondent communities between the news media and the high school journalism program is the publication of the student page in the community paper. More than two-thirds of the respondents report such an arrangement. Even though the high school journalism teachers and high school principals reported that they would like to receive more funds and equipment from local media representatives, the editor respondents say they are giving all they can afford.

The newspaper editors report that the second most common arrangement they currently have with the high school journalism program is providing speakers. However, they also report that

they would like to come into the schools more. The high school principals and high school journalism teachers report that they would also like to have more opportunities for media speakers, suggesting a possible opening for increased contacts and increased communication.

Also of interest is that though only about a quarter of the respondents report that the local newspaper has high school interns, twice that many say they would like to have such arrangements. Internships for high school students would not only provide an opportunity for students to gain valuable experience, they would provide for increased contacts and increased communication between the schools and the local newspaper.

This study rejects the research hypotheses that editors and principals would not be in agreement and found that editors and principals have similar orientations toward the value of high school journalism to the high school student and the rights and responsibilities of the high school journalist. In the terminology of the coorientation framework, they are in agreement -- cooriented to the same things. However, as predicted, the high school teachers have a different orientation than either the principals or the editors toward the value of high school journalism and the rights of the high school student.

This study also finds that -- contrary to the research hypotheses -- high school teachers, high school principals, and

newspaper editors are cooriented toward the roles of partners in a high school journalism and news media partnership. With the exception of the high school journalism teacher differences on the value and rights, the agreement variable has been shown to have respondents similarly oriented. Though there are differences in the respondent means of teachers, principals and editors on the statements of value and rights, the means are still on the same end of the scale. The differences exist, but are not widely spread across the scale into the low end of value and rights.

On the congruency variable, the high school teachers, high school principals, and newspaper editors do not predict responses for the others that are similar to their own. That is, in general, the respondents perceive that members of the other respondent groups will have different responses from their own to the issues of high school journalism. The exceptions in the findings are the high school principals who predicted that editors would have a similar orientation to their own on the value of high school journalism to the student and the newspaper editors who predicted that high school teachers would have a similar orientation to their own on value of high school journalism. The other exception is when the newspaper editors predict that both the teacher and the principal will have a similar orientation to their own for the role of partners in a partnership.

The findings on the accuracy variable show that high school

principals did not accurately predict responses for any of the other respondents. The newspaper editors had only one accurate prediction when they accurately predicted the responses of high school principals to statements on the roles of partners in a high school journalism and news media partnership. Teachers were accurate most often in their predictions. The teachers accurately predicted the responses of both the high school principals and the newspaper editors to statements on the value of high school journalism, and the teachers also accurately predicted the high school principals' responses to statements on the rights and responsibilities of the high school journalist.

A major premise of this study is that communication is important in any partnership -- existing or proposed. As McLeod and Chaffee (1973) posit in their coorientational approach to communication, for communication to occur the participants should be "simultaneously oriented" to the same object. They also suggest that communication is possible only if the participants are "talking about the same thing" are in agreement. The results of this study show that the principals and newspaper editors are "talking about the same thing", that is they are cooriented on the issues of value of high school journalism to the high school student, the rights and responsibilities of the high school journalist, and the roles of partners in a high school journalism and news media partnership. Therefore, within the coorientation

framework, we can predict that there should be no major barriers to communication between these groups on these issues. In addition, since the results also indicate that the high school journalism teachers are included with the high school principals and the newspaper editors in their similar orientation to the issue of the roles of partners in a high school journalism and news media partnerships, there also should be no major barriers to communication about partnerships within these groups.

As for the barriers to communication for the teachers on the value of high school journalism and the rights of the high school journalist, on the basis of the study results we can predict that there could be a barrier. The high school journalism teachers will be talking about a different and higher value. Therefore, in Newcomb's terminology there would be a strain for symmetry in communication between the respondent groups on these issues. Knowing this should be helpful to those who would hope to facilitate communication between these respondent groups on the issues studied in this research.

McLeod and Chaffee (1973) go on to say that individual behavior is not only based on our own values and orientations, but also on our perceptions of the values and orientations of others. In other words, the high school journalism teachers', high school principals', and newspaper editors' behavior in communication depends on their perceptions of the others' values and

orientations.

Once again, the study generally finds statistical differences in the way the respondents perceive each other. Those who would hope to facilitate communication between these respondent groups and who are aware that these people are not correctly perceiving each other could use such information in breaking down any barriers to communication. Also, it is important to note that though the difference and potential barriers have been identified, the responses are once again clustered in the same end of the scale. The high school teachers, high school principals, and news editors all perceive each other as giving the value of high school journalism to the student a different rating but still at the high end of the scale. They all perceive each other as fairly supportive of the rights of high school journalists and they also perceive each other to be in the same segment of the scale on the roles of partners in a high school journalism and news media partnership.

With differences and potential barriers to communication identified, communication about high school journalism and its issues can be more carefully monitored. While it is true that most coordination research findings suggest that agreement is not the most common outcome of communication about a topic (Tan, 1981), this study shows a level of agreement already between the high school principal and the newspaper editor on value and rights

but shows a difference when teachers are introduced into the mix. The most common result of communication in coorientation research studies is accuracy -- and this study shows, as predicted, that there are significant differences in congruency and accuracy. A hopeful outcome of communication between high school teachers, principals, and newspaper editors is a more accurate perception of the members of the other three respondents groups.

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I also thank my family for their love, patience, understanding and faith in me -- especially my husband who has always been here for me and gently kept me on task.

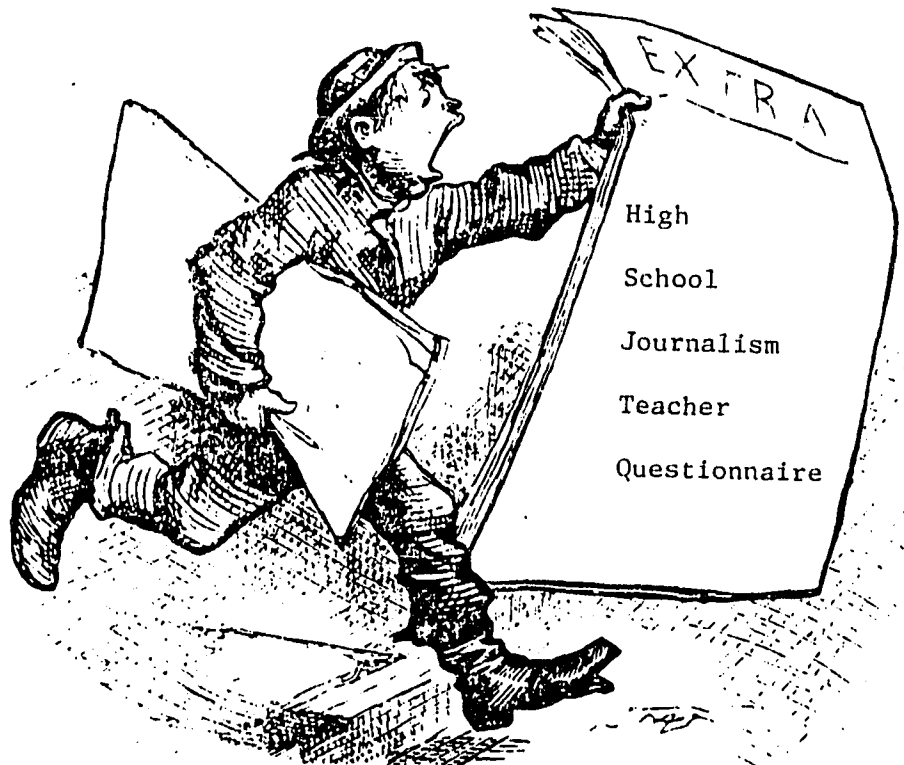
Finally, I thank the Human Subjects in Research Committee for approving the study reported here.

APPENDIX A. TEACHER QUESTIONNAIRE

Perceptions of High School

Journalism Programs in Iowa

A study conducted in cooperation
with the Departments of Journalism
and Mass Communication and Professional
Studies in Education at Iowa State University.



Questionnaire Part I

115

Please respond to the following questions.

1. Which of the following best describes the size of town or city where your school is located?

- city with a population of 100,000 or more
- smaller city with a population of between 50,000 and 100,000
- town with a population of between 10,000 and 50,000
- smaller town with a population of between 5,000 and 10,000
- community with a population of less than 5,000

2. How many students are enrolled in your school?

- 500 or less
- 501 - 999
- 1000 - 2999
- 3000 or more

3. Which of the following best fits your school with respect to journalism courses? (Please check all that apply)

- there is a journalism course, students receive academic credit
- there is a journalism course, students do not receive academic credit
- there is a journalism course, students can take the course for credit more than once
- there is no journalism course
- other, please explain _____

4. Which of the following student publications do you advise?

- newspaper
- news magazine
- yearbook
- literary magazine

5. Which of the following publications do students in your school produce?

- newspaper
 newsmagazine
 yearbook
 literary magazine

6. How often is the student newspaper or newsmagazine in your school published?

- weekly
 monthly
 other, please specify _____

7. Which of the following best describes your school newspaper?

- page or pages in the community paper
 paper distributed at school
 combination of the above

8. How are student publications funded in your school? (Check as many as apply)

- funds from school administration
 proceeds from sales and advertising
 fund-raising efforts of students
 other, please specify _____

9. If student publications are not produced as part of a journalism class, do students receive credit for working on the publication?

- yes
 no
 publications are produced as part of a journalism class

10. Which of the following best describes your school's involvement with local or area newspapers? (Please check all that apply.)

- publish a high school page in the newspaper
- high school students work as interns
- publish student articles and photos
- newspaper(s) provide college scholarships for high school students
- newspaper(s) provide funds or equipment for high school student use
- newspaper(s) provide workshops sessions or speakers for high school students
- newspaper(s) sponsor contest and give awards to high school students
- other, please specify _____

11. Which of the involvements with local or area newspapers would you like to have or continue? (Please check all that apply.)

- publish a high school page in the newspaper
- high school student work as interns
- publish student articles and photos
- newspaper(s) provide college scholarships for high school students
- newspaper(s) provide funds or equipment for high school student use
- newspaper(s) sponsor contest and give awards to high school students
- other, please specify _____

12. Which of the following best describes your journalism education? (Please check all that apply.)

- advanced degree in journalism
- bachelor's degree in journalism
- 15 or more hours in journalism
- 9 - 14 hours in journalism
- 8 or fewer hours in journalism

Please continue to Part II of the questionnaire.

Please read each of the following statements very carefully. Then under the column labeled SELF and using the scale indicated below, circle the number which is closest to the way you react to each statement. Next under the column labeled PRINCIPAL, circle the number which is closest to the way you predict your principal would respond to the statement. Finally, under the column labeled MEDIA REPRESENTATIVE, circle the number which is closest to the way you would predict an editor or news director of a local or area news media organization would respond to the statement.

In responding to each statement, please use the following scale:

Strongly Agree Agree Not Sure Disagree Strongly Disagree

-----5-----4-----3-----2-----1-----

	SELF	PRINCIPAL	MEDIA REPRESENTATIVE
1. High school journalism provides opportunities for students to explore journalism as a career.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
2. Full discussion of the First Amendment should be a part of the school curriculum.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
3. Lack of news organization interest is a barrier to partnerships between news organizations and the high school journalism program.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
4. News media organizations could provide high school journalism programs with funds and equipment.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
5. Students working on student publications should receive academic credit.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
6. The responsibility for contents of the student publication belongs to the high school principal and not the student staff.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
7. The high school yearbook is a journalistic endeavor.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
8. High school journalism provides students with leadership opportunities.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
9. Requests for a partnership between local news organizations and the high school journalism program should come from the local news organizations.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

Please continue to use the following scale:

Strongly Agree Agree Not Sure Disagree Strongly Disagree

-----5-----4-----3-----2-----1-----

	SELF	PRINCIPAL	MEDIA REPRESENTATIVE
10. Local news organizations should make themselves available to high school journalists as a laboratory experience.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
11. High school publications should be funded by the school.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
12. Requests for a partnership between local news organizations and the high school journalism program should come from the journalism teacher/publication adviser.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
13. High school publication and broadcast advisers should be certified to teach journalism.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
14. Colleges and universities should provide media consultants to the high school journalism programs to aid in print and electronic media courses.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
15. The responsibility for contents of the student publication belongs to the high school principal and not the publication adviser.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
16. Local news media representatives have a responsibility to work closely with high school journalists.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
17. Local news organization representatives should provide advice and assistance to high school journalism teachers and students.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
18. High school students must not publish or broadcast information which presents a clear and present danger of disruption of the school.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

Please continue to use the following scale:

Strongly Agree Agree Not Sure Disagree Strongly Disagree
 -----5-----4-----3-----2-----1-----

	SELF	PRINCIPAL	MEDIA REPRESENTATIVE
19. High school journalism programs should include electronic media as well as print media.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
20. High school journalism is a significant forum for discussion within the school.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
21. High school journalism education should be available for all students as an elective course.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
22. Lack of principal interest is a barrier to partnerships between news organizations and the high school journalism program.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
23. The student editor of the high school publication should have the final decision in what is published in the student publication.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
24. High school journalism students must be permitted to exercise their First Amendment Rights.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
25. Local news organizations, colleges and universities should take a more active role in developing local workshops for high school journalism students and teachers.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
26. High school journalism students could gain valuable experience working as interns for local news organizations.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
27. The responsibility for contents of the student publication belongs to the student staff and not the adviser.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

Please continue to use the following scale:

Strongly Agree Agree Not Sure Disagree Strongly Disagree
 -----5-----4-----3-----2-----1-----

	SELF	PRINCIPAL	MEDIA REPRESENTATIVE
28. Lack of student interest is a barrier to partnerships between news organizations and the high school journalism program.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
29. College and university journalism programs have a responsibility to work closely with the high school journalism program.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
30. Local news organizations should keep special vigilance to protect First Amendment rights of high school journalists.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
31. High school journalism provides students with valuable communication skills.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
32. Lack of publication adviser interest is a barrier to partnerships between news organizations and the high school journalism program.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
33. High schools should offer academic credit for high school students involved in out-of-school media programs -- including work on the local newspaper, radio or television station, etc.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
34. Student publication work should be an extra curricular activity.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
35. School officials have authority over the time and place of distribution of the student publication.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
36. The responsibility for contents of the student publication belongs to adviser and not the student staff.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
37. Requests for a partnership between local news organizations and the high school journalism program should come from the school principal.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

Please continue to use the following scale:

Strongly Agree Agree Not Sure Disagree Strongly Disagree
 -----5-----4-----3-----2-----1-----

	SELF	PRINCIPAL	MEDIA REPRESENTATIVE
38. Visits from college and university educators would benefit high school journalism students.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
39. The high school publication is a valuable public relations tool for the school.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
40. Local news organizations should provide opportunities for students to publish or broadcast student-authored reports.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
41. The responsibility for contents of the student publication lies with the publication adviser and not the principal.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
42. High school journalism educators could gain valuable experience working summers for local news organizations.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
43. Students taking high school journalism courses should receive English credit.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
44. First Amendment rights for high school students should apply only under special conditions.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
45. High school journalism provides useful training for future careers in journalism.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
46. Student publications produced on school premises are the property of the school.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

Thank you for your time in completing this questionnaire. If you would like to have a report of the results of this study, please write to Jane W. Peterson, 123C Hamilton Hall, Iowa State University, Ames, Iowa 50011.

APPENDIX B. PRINCIPAL QUESTIONNAIRE

Perceptions of High School

Journalism Programs in Iowa

A study conducted in cooperation
with the Departments of Journalism
and Mass Communication and Professional
Studies in Education at Iowa State University.



Please respond to the following questions.

1. Which of the following best describes the size of town or city where your school is located?

- city with a population of 100,000 or more
- smaller city with a population of between 50,000 and 100,000
- town with a population of between 10,000 and 50,000
- smaller town with a population of between 5,000 and 10,000
- community with a population of less than 5,000

2. How many students are enrolled in your school?

- 500 or less
- 501 - 999
- 1000 - 2999
- 3000 or more

3. Which of the following best fits your school with respect to journalism courses? (Please check all that apply)

- there is a journalism course, students receive academic credit
- there is a journalism course, students do not receive academic credit
- there is a journalism course, students can take the course for credit more than once
- other, please explain _____
- _____

4. How many years have you been a high school administrator?

- less than 5 years
- between 5 and 10 years
- more than 10 years

5. Which of the following publications do students in your school produce?

- newspaper
- newsmagazine
- yearbook
- literary magazine

6. How often is the student newspaper or newsmagazine in your school published?

- weekly
- monthly
- other, please specify _____

7. Which of the following best describes your school newspaper?

- page or pages in the community paper
- paper distributed at school
- combination of the above

8. How are student publications funded in your school? (Check as many as apply.)

- funds from school administration
- proceeds from sales and advertising
- fund-raising efforts of students
- other, please specify _____

9. Did you work on a student publication when you were in high school?

- yes, please go to question 11.
- no

10. Why didn't you work on a student publication when you were in high school? (Please check all that apply.) Please go to question 13.

- not interested
- not enough time
- other, please explain _____

11. On which of the following student publications did you work in high school?

- _____ newspaper
 _____ yearbook
 _____ literary magazine
 _____ news magazine

12. Please indicate the value of your high school student publication experience.

- _____ extremely valuable
 _____ very valuable
 _____ valuable
 _____ fairly valuable
 _____ not valuable

13. Which of the following best describes your school's involvement with local or area newspapers? (Please check all that apply.)

- _____ publish a high school page in the newspaper
 _____ high school students work as interns
 _____ publish student articles and/or photos
 _____ newspaper(s) provide college scholarships for high school students
 _____ newspaper(s) provide funds or equipment for high school student use
 _____ newspaper(s) provide workshops or speakers for high school students
 _____ newspaper(s) sponsor contest and give awards to high school students
 _____ other, please specify _____
-

14. Which of the following involvements with local or area newspapers would you like to have or continue? (Please check all that apply.)

- publish a high school page in the newspaper
- high school students work as interns
- publish student articles and/or photos
- newspaper(s) provide college scholarships for high school students
- newspaper(s) provide funds or equipment for high school student use
- newspaper(s) provide workshops or speakers for high school students
- newspaper(s) sponsor contests and give awards to high school students
- other, please specify _____
-

Please continue to Part II of the questionnaire.

Questionnaire Part II

Please read each of the following statements very carefully. Then under the column labeled SELF and using the scale indicated below, circle the number which is closest to the way you react to each statement. Next under the column labeled JOURNALISM TEACHER, circle the number which is closest to the way you predict the journalism teacher in your school would respond to the statement. Then, under the column labeled MEDIA REPRESENTATIVE, circle the number which is closest to the way you would predict an editor or news director of a local or area news media organization would respond to the statement.

In responding to each statement, please use the following scale:

Strongly Agree Agree Not Sure Disagree Strongly Disagree
 -----5-----4-----3-----2-----1-----

	SELF	JOURNALISM TEACHER	MEDIA REPRESENTATIVE
1. High school journalism provides opportunities for students to explore journalism as a career.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
2. Full discussion of the First Amendment should be a part of the school curriculum.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
3. Lack of news organization interest is a barrier to partnerships between news organizations and the high school journalism program.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
4. News media organizations could provide high school journalism programs with funds and equipment.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
5. Students working on student publications should receive academic credit.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
6. The responsibility for contents of the student publication belongs to the high school principal and not the student staff.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
7. The high school yearbook is a journalistic endeavor.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
8. High school journalism provides students with leadership opportunities.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
9. Requests for a partnership between local news organizations and the high school journalism program should come from the local news organizations.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

Please continue to use the following scale: 130

Strongly Agree Agree Not Sure Disagree Strongly Disagree

-----5-----4-----3-----2-----1-----

	SELF	JOURNALISM TEACHER	MEDIA REPRESENTATIVE
10. Local news organizations should make themselves available to high school journalists as a laboratory experience.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
11. High school publications should be funded by the school.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
12. Requests for a partnership between local news organizations and the high school journalism program should come from the journalism teacher/publication adviser.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
13. High school publication and broadcast advisers should be certified to teach journalism.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
14. Colleges and universities should provide media consultants to the high school journalism programs to aid in print and electronic media courses.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
15. The responsibility for contents of the student publication belongs to the high school principal and not the publication adviser.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
16. Local news media representatives have a responsibility to work closely with high school journalists.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
17. Local news organization representatives should provide advice and assistance to high school journalism teachers and students.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
18. High school students must not publish or broadcast information which presents a clear and present danger of disruption of the school.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

Please continue to use the following scale:

Strongly Agree Agree Not Sure Disagree Strongly Disagree

-----5-----4-----3-----2-----1-----

	SELF	JOURNALISM TEACHER	MEDIA REPRESENTATIVE
19. High school journalism programs should include electronic media as well as print media.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
20. High school journalism is a significant forum for discussion within the school.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
21. High school journalism education should be available for all students as an elective course.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
22. Lack of principal interest is a barrier to partnerships between news organizations and the high school journalism program.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
23. The student editor of the high school publication should have the final decision in what is published in the student publication.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
24. High school journalism students must be permitted to exercise their First Amendment rights.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
25. Local news organizations, colleges and universities should take a more active role in developing local workshops for high school journalism students and teachers.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
26. High school journalism students could gain valuable experience working as interns for local news organizations.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
27. The responsibility for contents of the student publication belongs to the student staff and not the adviser.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

Please continue to use the following scale:

Strongly Agree Agree Not Sure Disagree Strongly Disagree
 -----5-----4-----3-----2-----1-----

	SELF	JOURNALISM TEACHER	MEDIA REPRESENTATIVE
28. Lack of student interest is a barrier to partnerships between news organizations and the high school journalism program.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
29. College and university journalism programs have a responsibility to work closely with the high school journalism program.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
30. Local news organizations should keep special vigilance to protect First Amendment rights of high school journalists.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
31. High school journalism provides students with valuable communication skills.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
32. Lack of publication adviser interest is a barrier to partnerships between news organizations and the high school journalism program.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
33. High schools should offer academic credit for high school students involved in out-of-school media programs -- including work on the local newspaper, radio or television station, etc.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
34. Student publication work should be an extra curricular activity.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
35. School officials have authority over the time and place of distribution of the student publication.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
36. The responsibility for contents of the student publication belongs to adviser and not the student staff.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
37. Requests for a partnership between local news organizations and the high school journalism program should come from the school principal.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

Please continue to use the following scale:

Strongly Agree Agree Not Sure Disagree Strongly Disagree
 -----5-----4-----3-----2-----1-----

	SELF	JOURNALISM TEACHER	MEDIA REPRESENTATIVE
38. Visits from college and university educators would benefit high school journalism students.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
39. The high school publication is a valuable public relations tool for the school.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
40. Local news organizations should provide opportunities for students to publish or broadcast student-authored reports.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
41. The responsibility for contents of the student publication lies with the publication adviser and not the principal.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
42. High school journalism educators could gain valuable experience working summers for local news organizations.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
43. Students taking high school journalism courses should receive English credit.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
44. First Amendment rights for high school students should apply only under special conditions.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
45. High school journalism provides useful training for future careers in journalism.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
46. Student publications produced on school premises are the property of the school.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

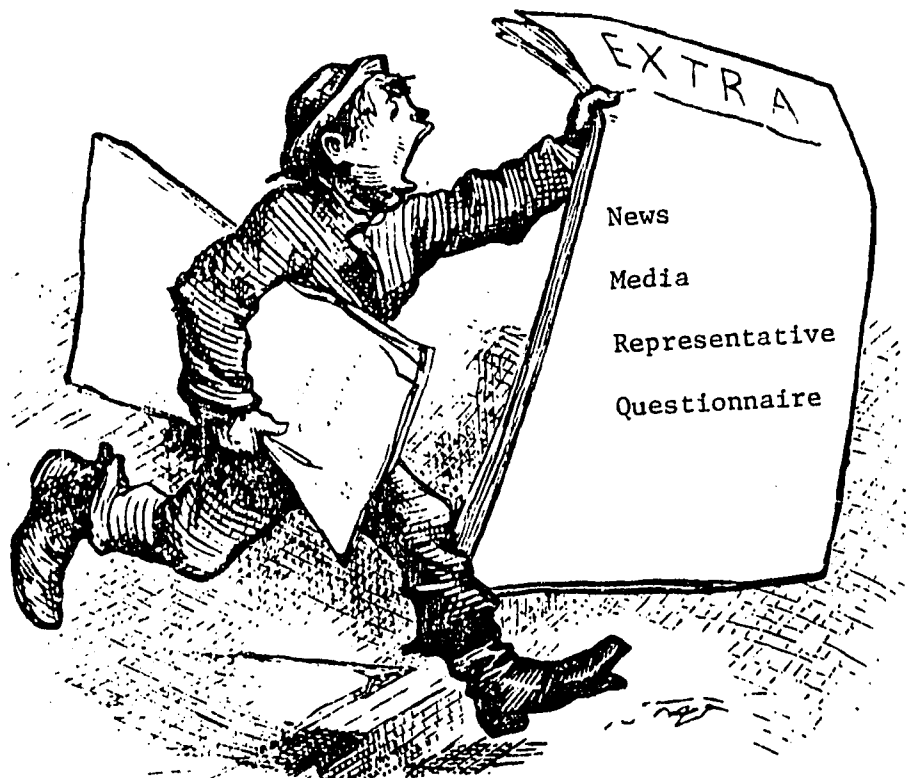
Thank you for your time in completing this questionnaire. If you would like to have a report of the results of this study, please write to Jane W. Peterson, 123C Hamilton Hall, Iowa State University, Ames, Iowa 50011.

APPENDIX C. EDITOR QUESTIONNAIRE

Perceptions of High School

Journalism Programs in Iowa

A study conducted in cooperation
with the Departments of Journalism
and Mass Communication and Professional
Studies in Education at Iowa State University.



Questionnaire Part I

136

Please respond to the following questions:

1. Which of the following best describes the size of the town or city where your newspaper is published?

- city with a population of 100,000 or more
- smaller city with a population between 50,000 and 100,000
- town with a population between 10,000 and 50,000
- smaller town with a population between 5,000 and 10,000
- community with a population of less than 5,000

2. What is the average circulation of the newspaper?

- 1 - 4,999
- 5,000 - 24,999
- 25,000 - 49,999
- 50,000 - 74,999
- 75,000 or more

3. How often do you publish your paper?

- daily
- weekly
- other, please specify _____

4. How many professional journalists are on your staff?

- 1 - 10
- 11 - 25
- 26 - 50
- more than 50

5. Which of the following applies to your organization?

- member of a newspaper chain
- independent publication

6. How many years have you worked as a professional journalist?

- 0 - 5
 6 - 10
 11 - 20
 more than 20

7. Did you work on a student publication when you were in high school?

- yes, please go to question 9
 no

8. Why didn't you work on a student publication when you were in high school?
(Please check all that apply.) Please go to question 11.

- not interested
 not enough time
 other, please explain _____

9. On which of the following student publications did you work in high school?
(Please check all that apply.)

- newspaper
 yearbook
 literary magazine
 news magazine

10. Please indicate the value of your high school student publication experience.

- extremely valuable
 very valuable
 valuable
 fairly valuable
 not valuable

11. Which of the following describes your newspaper's current involvement with the high school publications in your area. (Please check all that apply.)

- publish a high school page in your newspaper
- high school students work as interns on your newspaper
- you publish student articles and/or photos in your newspaper
- you provide college scholarships for high school students
- you provide funds or equipment for high school student use
- you provide workshop sessions or speakers for high school students
- you sponsor contests and give awards to high school students
- other, please specify _____
- _____
- _____

12. Which of the following involvements with high school publications in your area would you like to have or continue? (Please check all that apply.)

- publish a high school page in your newspaper
- high school students work as interns on your paper
- you publish student articles and/or photos
- you provide college scholarships for high school students
- you provide funds or equipment for high school student use
- you provide workshop sessions or speakers for high school students
- you sponsor contests and give awards to high school students
- other, please specify _____
- _____

Please continue to Part II of the questionnaire.

Questionnaire Part II

Please read each of the following statements very carefully. Then under the column labeled SELF and using the scale indicated below, circle the number which is closest to the way you react to each statement. Next, under the column labeled PRINCIPAL, circle the number which is closest to the way you would predict the PRINCIPAL of a public high school would respond to the statement. Then, under the column labeled JOURNALISM TEACHER, circle the number which is closest to the way you would predict a high school journalism teacher would respond to the statement.

In responding to each statement, please use the following scale:

Strongly Agree Agree Not Sure Disagree Strongly Disagree
 -----5-----4-----3-----2-----1-----

	SELF	PRINCIPAL	JOURNALISM TEACHER
1. High school journalism provides opportunities for students to explore journalism as a career.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
2. Full discussion of the First Amendment should be a part of the school curriculum.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
3. Lack of news organization interest is a barrier to partnerships between news organizations and the high school journalism program.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
4. News media organizations could provide high school journalism programs with funds and equipment.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
5. Students working on student publications should receive academic credit.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
6. The responsibility for contents of the student publication belongs to the high school principal and not the student staff.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
7. The high school yearbook is a journalistic endeavor.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
8. High school journalism provides students with leadership opportunities.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
9. Requests for a partnership between local news organizations and the high school journalism program should come from the local news organizations.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

Please continue to use the following scale: 140

Strongly Agree Agree Not Sure Disagree Strongly Disagree
 -----5-----4-----3-----2-----1-----

	SELF	PRINCIPAL	JOURNALISM TEACHER
10. Local news organizations should make themselves available to high school journalists as a laboratory experience.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
11. High school publications should be funded by the school.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
12. Requests for a partnership between local news organizations and the high school journalism program should come from the journalism teacher/publication adviser.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
13. High school publication and broadcast advisers should be certified to teach journalism.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
14. Colleges and universities should provide media consultants to the high school journalism programs to aid in print and electronic media courses.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
15. The responsibility for contents of the student publication belongs to the high school principal and not the publication adviser.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
16. Local news media representatives have a responsibility to work closely with high school journalists.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
17. Local news organization representatives should provide advice and assistance to high school journalism teachers and students.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
18. High school students must not publish or broadcast information which presents a clear and present danger of disruption of the school.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

Please continue to use the following scale:

Strongly Agree Agree Not Sure Disagree Strongly Disagree
 -----5-----4-----3-----2-----1-----

	SELF	PRINCIPAL	JOURNALISM TEACHER
19. High school journalism programs should include electronic media as well as print media.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
20. High school journalism is a significant forum for discussion within the school.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
21. High school journalism education should be available for all students as an elective course.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
22. Lack of principal interest is a barrier to partnerships between news organizations and the high school journalism program.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
23. The student editor of the high school publication should have the final decision in what is published in the student publication.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
24. High school journalism students must be permitted to exercise their First Amendment rights.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
25. Local news organizations, colleges and universities should take a more active role in developing local workshops for high school journalism students and teachers.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
26. High school journalism students could gain valuable experience working as interns for local news organizations.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
27. The responsibility for contents of the student publication belongs to the student staff and not the adviser.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

Please continue to use the following scale:

Strongly Agree Agree Not Sure Disagree Strongly Disagree
 -----5-----4-----3-----2-----1-----

	SELF	PRINCIPAL	JOURNALISM TEACHER
28. Lack of student interest is a barrier to partnerships between news organizations and the high school journalism program.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
29. College and university journalism programs have a responsibility to work closely with the high school journalism program.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
30. Local news organizations should keep special vigilance to protect First Amendment rights of high school journalists.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
31. High school journalism provides students with valuable communication skills.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
32. Lack of publication adviser interest is a barrier to partnerships between news organizations and the high school journalism program.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
33. High schools should offer academic credit for high school students involved in out-of-school media programs -- including work on the local newspaper, radio or television station, etc.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
34. Student publication work should be an extra curricular activity.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
35. School officials have authority over the time and place of distribution of the student publication.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
36. The responsibility for contents of the student publication belongs to adviser and not the student staff.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
37. Requests for a partnership between local news organizations and the high school journalism program should come from the school principal.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

Please continue to use the following scale:

Strongly Agree Agree Not Sure Disagree Strongly Disagree
 -----5-----4-----3-----2-----1-----

	SELF	PRINCIPAL	JOURNALISM TEACHER
38. Visits from college and university educators would benefit high school journalism students.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
39. The high school publication is a valuable public relations tool for the school.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
40. Local news organizations should provide opportunities for students to publish or broadcast student-authored reports.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
41. The responsibility for contents of the student publication lies with the publication adviser and not the principal.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
42. High school journalism educators could gain valuable experience working summers for local news organizations.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
43. Students taking high school journalism courses should receive English credit.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
44. First Amendment rights for high school students should apply only under special conditions.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
45. High school journalism provides useful training for future careers in journalism.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
46. Student publications produced on school premises are the property of the school.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

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