PUBLICATIONS GUIDELINES FOR SECONDARY SCHOOLS

by

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TABLE OF CONTENTS

TABLE OF CONTENTS--Continued

TABLE OF CONTENTS--Continued

LIST OF TABLES

ABSTRACT

Guidelines have become a necessary element in the operation of most publications. The role of the high school publication has been an area of concern and frustration to school administrators, advisors, and editors. The need for publications guidelines, therefore, is particularly important at the high school level.

This thesis examines the role of student publications, discusses the procedures used to produce them, and delves into many of the problem areas affecting these publications.

The new style of present day high school newspapers, yearbooks, and magazines is discussed in depth. Other topics considered in the thesis include the underground press; specific ways of improving the quality of the content of school publications; censorship; the legal aspects of producing school publications; an analysis of the relationship between the principal, advisor, and staff; and methods of financing school publications.

The reactions of secondary school administrators, advisors, and student editors to the material contained in the guidelines was gathered through the use of a questionnaire mailed to each of the 135 public and private secondary schools within Arizona. A summary of the results of

the questionnaire is contained in the fourteen tables included in the various chapters of the thesis. In addition, a copy of the questionnaire instrument, and a tally of the data received from each respondent is contained in Appendix A.

CHAPTER 1

INTRODUCTION

The role of the high school publication has been of growing concern to school administrators, publications advisors, and students for some time. A school publication is often the topic of a heated discussion within a school and sometimes involves members of the outside community as well.

This thesis will examine some of the areas of concern to those directly responsible for the production of school publications and topics relating to school publications that have proved to be problem areas.

The purpose of this study was to examine the role of student publications produced in secondary schools, discuss the practices and problems commonly confronting those involved in the production of these publications, and provide a set of guidelines for school administrators, publications advisors, and student staff members of newspapers, yearbooks, and other school publications.

The idea for this thesis grew out of a publications workshop conducted by the author when he was Administrative Assistant for School-Community Relations for the Phoenix Union High School District. One of the responsibilities

assigned to the community relations position was to act as a district-wide coordinator of publications produced in the district's schools. The author served as the liaison person between the school district administration, administrators at the schools, the seventeen publications advisors, and the community.

In the Summer of 1970, publications advisors met with the author to discuss problem areas facing those directly involved in the production of school publications. Topics of concern to school administrators and the community were also discussed in detail.

An attempt was made to prepare a set of guidelines and to gain official acceptance of the school administrators, publications advisors, and student editors throughout the district. The advisors and editors suggested a few minor changes, but when it came to receiving the necessary approval of school administrators, the publications guidelines project became stalled. Some administrators favored most points contained in the guidelines; others totally rejected the idea of the guidelines.

When the author began working toward the Master of Arts degree in journalism, he was encouraged by Professor Philip Mangelsdorf and Associate Professor George Ridge to continue the project as a master's degree thesis.

It was decided that the reactions of secondary school administrators, advisors, and student editors to

the material contained in the guidelines should be included within the thesis.

A questionnaire was mailed to principals of the 135 public and private secondary schools within Arizona. Questionnaires were also sent to publications advisors and student editors of the school newspaper and yearbook at each of the schools.

The results of the questionnaire and the research done over the past four years by the author were combined to produce the material contained in this thesis.

Research Material

The research material included in this thesis was gathered in several ways. Information was collected by the author while he was a publications advisor and later Director of Information for the Bethel School District in Eugene, Oregon. He also worked with publications advisors in the ten high schools within the Phoenix Union High School District, Phoenix, Arizona.

Many suggestions for these guidelines came as the result of a publications workshop held by the author and sponsored by the Phoenix Union High School District in the summer of 1970.

A research project conducted by the author, with the cooperation of the Arizona Journalism Institute, in the fall of 1971 provided reactions of a sample of

secondary school administrators, advisors, and student editors at each of the 135 secondary schools within Arizona.

The survey contained three general subject areas: (1) background information regarding the size and location of schools responding to the survey and the personnel completing the questionnaire, (2) information concerning the journalism courses offered at each of the schools, and (3) a series of fifty-two statements about school publications. Respondents were asked whether they strongly agreed, agreed, disagreed, or strongly disagreed with each statement.

Information contained in responses to the first two sections of the questionnaire will be presented in the Introduction section of this chapter. Responses to the questions in the third section of the questionnaire will be presented in the appropriate sections of the remaining chapters of the thesis.

Although the reactions of all of those responding to the survey will be included, the author will indicate his conclusions and suggestions as well. He will clearly label the material gathered through the survey whenever this material is used in the thesis.

The questionnaire gave no option for a "no opinion" response to the items presented. The author felt that since each of those persons completing the questionnaire was directly concerned with the issues involved, they

should have some degree of positive or negative feeling about the items presented.

A few respondents ignored the choices provided and either did not answer some of the questions or marked their response between the agree and disagree responses. There were, however, only 35 of these responses.

Survey Respondents

Those responding to the survey were administrators, publication advisors, and student editors (Table 1).

Table 1. Questionnaire Respondents

Respondents	Number
Administrators	42
Newspaper Advisors	27
Combination Newspaper and Yearbook Advisors	14
Yearbook Advisors	11
Newspaper Editors	36
Yearbook Editors	13

Administrators included two school superintendents, thirty-two principals, and three English Department chairmen. These administrators are assigned the primary responsibility for supervision of matters relating to school publications.

Newspaper advisors responding were charged with supervision of the school newspaper and instruction of journalism classes.

Yearbook advisors were assigned the responsibility of supervision of the production of the school yearbook. With the exception of those who serve as both newspaper and yearbook advisors, the yearbook advisors seldom teach journalism classes.

Size of Schools Responding

Schools participating in the survey ranged in size from less than 500 to over 3,000 students. Twenty-four schools indicated an enrollment under 1,000 students. The remaining 17 schools had a student body from 1,100 to 3,500 students (Table 2).

Geographic Location of Schools

Respondents were asked to indicate whether their school was nearest to one of four Arizona cities. This question was used to insure the representation of respondents from schools in urban as well as areas of smaller population. One hundred and nine respondents were

Table 2. Size of Schools Responding

Size	Number
Under 500 students	11
500 to 1,000	13
1,100 to 1,500	5
1,600 to 2,000	1
2,100 to 2,500	4
2,600 to 3,000	5
3,100 to 3,500	2

from the major population centers of Phoenix and Tucson. Twenty-seven were from northern Arizona communities near Flagstaff, and the remaining eight respondents were from the Yuma area (Table 3).

Although a questionnaire was sent to the principal newspaper advisor, yearbook advisor, newspaper editor, and yearbook editor at each of 135 Arizona high schools, no method was used to determine how many persons filled out a questionnaire at each school. The size of the school affects the number of persons assigned the responsibility of working with publications.

Table 3. City Nearest to Respondents

City	Administrators	Advisors	Editors	Total Responding
Flagstaff	7	10	10	27
Phoenix	20	25	24	69
Tucson	10	16	14	40
Yuma	4	1	3	8

Journalism Courses Offered

Journalism courses offered at the schools surveyed included both academic courses and production classes. Only about half of the schools indicated they offered a beginning or advanced course in journalism. Nearly every school surveyed published a newspaper and yearbook, but only about two-thirds of the schools offered beginning journalism courses and only 17 offered an advanced journalism class (Table 4).

Production Time for Publications

Most schools indicated the newspaper and yearbook were produced during a regular class period. However, most respondents indicated considerable additional time was spent outside the regular class period hours. The school

Table 4. Journalism Courses Offered

Course	Number
Beginning Journalism	34
Advanced Journalism	17
Newspaper Production	47
Yearbook Production	43

yearbook traditionally has been more apt to be published outside regular class hours. The survey indicated only one-third of those schools stating they produced yearbooks, did so without using some class time. Only seven schools indicated they published their newspaper during extra-curricular time (Table 5).

Table 5. When is Publication Produced?

Publication	Class Period and Extra-Curricular	Extra-Curricular Time Only
Production of School Newspaper	36	7
Production of School Yearbook	30	16

CHAPTER 2

A NEW STYLE OF HIGH SCHOOL JOURNALISM

News of the changing times for the youth of our society has been in the forefront of attention in the nation's media during recent years. We are constantly reminded of a new sub-culture that has emerged within the younger generation. Changes in attitudes, dress, hair styles, and other obvious manifestations are being noted among young people from college age all the way to the elementary school student.

Schools have often been among the last to adopt change. This resistance to change has often been blamed for much of the discontent and turmoil on many college and university campuses. Discontent and disorders have also become frequent occurrences on the high school campus as well in recent years. Students have demanded more say in the development of the curriculum, in how teachers and students are evaluated, and have asked for a high school setting more relevant to their times and interests. The move toward student activism has not only involved the inner-city schools, but also has reached out into the wealthy suburban schools.

One of the obvious trends in high schools today is the change in the interests of students. No longer are they concerned only with their classwork and a social life revolving around the Saturday night dance and other traditional school activities. The interests of today's high school student covers the entire social scene. Students have begun to participate in anti-poverty programs, work actively in political campaigns, and are demanding no-nonsense answers to the many questions they have about the perplexing world they live in today.

Students have forced teachers to change from a spoon fed curriculum approach to a learning environment in which ideas and statements of the lecture method of teaching have been largely replaced by a discussion oriented, rapidly changing setting where course content may be tailored to the issues of the day.

One of the obvious forms of communication within the high school is the school publication. The school newspaper, yearbook, quarterly, or literary magazine have been a part of the high school scene for a long time. But, in many cases, they too have been slow to change their style and content to keep up with the interests of their readers.

The future of school publications as anything but a bulletin board rests largely on their ability and willingness to be flexible enough to keep the support of the

student body. Many of the school publications have changed from the traditional activity and totally school oriented content to new ideas in content and style. Feature stories about the drug problem or a photo essay on a rock concert held in the community have found their way into many publications to replace some of the traditional material found in the slower changing school press. You can find anything from an astrology column to an anti-war editorial in many of today's school newspapers. For those publications in schools where they have failed to see the need for a re-evaluation of their function in light of the interests of the generation of today there have been often frequent incidents of unrest. In the case of publications financially supported by fees from the students, a lack of interest in content many times results in the school being forced to suspend production of the publication because of a drop in sales.

J. Edward Murray (1969), former Managing Editor of The Arizona Republic, addressed Arizona journalism advisors in Phoenix in April, 1969. He spoke on "Re-Focusing the High School Newspaper in an Age of Turmoil." Murray saw clearly what had been developing in the knotty problem area of high school publications. He told the advisors

> . . . high schools are now one of the most important arenas in the battle between youth and age, between explosive change and the status quo, between would-be revolutionaries and the Establishment (p.31).

"In my opinion, whether you like it or not, you are going to be forced to supervise the news reporting of this battle by youngsters in the high school press (p. 31)."

We shall examine some of the areas of concern in this new style of high school publication in the following chapters.

One thing has become very clear to those working close to the high school setting today--there has been and will continue to be dynamic and sometimes radical change within the school and the high school publication should become involved in this process.

The Underground Press

The underground press has been a term used to describe a variety of publications appearing on campuses and in communities throughout the nation for the past several years. Most of them are really not underground at all. They clearly identify the publisher and staff members and sell subscriptions and advertising.

Underground papers vary in circulation from the large West Coast weeklies, the Berkley Barb and Los Angeles Free Press, to local small circulation monthlies and even some mimeographed publications.

As far as most high school administrators and school board members are concerned, however, the underground press is any publication circulated on the campus or

nearby without the authorization and sanction of school officials.

Many of the underground publications are a mixture of emotional and biased writing, often utilizing obscene words to make their point. Many of the papers fall far below the standards of what is generally accepted as good journalistic style.

This is not always the case. Some of the publications considered to be underground style publications have carried some excellent feature and news stories and utilized good typography and layout.

The point is, if an underground paper survives financially and holds a readership, there must be a demand for the product. The reason for the many flourishing underground type papers on college and high school campuses, in the opinion of the author, is that in many instances the traditional school paper has remained just that--traditional. Not enough space has been devoted to the changing interests of students.

If a so-called underground paper is published in competition with the existing school newspaper, perhaps those connected with the school publication should consider the fact that they may not be appealing to a significant number of the school body. Then it is time to make some changes in content when necessary and perhaps a merger of the two publications will take place. If not, why not let

the publication circulate on campus as long as the content is not deemed legally obscene? Forbidding the distribution of a publication on the campus only results in increased interest in the paper when it is distributed across the street--legally out of the reach of the school administrators.

Divided Opinion on Cause of Growth of Underground Press

Opinions of respondents to the questionnaire were somewhat divided on the statement "probably the reason for the rapid growth of underground newspapers is the need of youths to be informed as to the issues, views, opinions, and news of their peer culture which is often not given space in the traditional school paper." Of the 43 administrators responding, 33 disagreed or strongly disagreed with the statement concerning the reason for the growth of the underground newspaper. Thirty-nine advisors responded--27 on the agree side and only 12 on the disagree side of the question.

The 38 editors responding were almost equally divided on the issue--18 were on the agree side and 17 on the disagree side of the tally. The administrators were the only group who strongly indicated a unified opinion on the question--a definitely negative one (see Table 6).

Table 6. Underground Newspaper Growth is Due to the Failure of the Traditional School Paper to Cover Issues of Concern to Teen-Agers

Respondent	Strongly Agree	Agree	Disagree	Strongly Disagree
Administrators	1	9	15	18
Advisors	4	23	10	2
Editors	4	14	15	2

Opposition to Underground Press Varied

Administrators returning questionnaires were totally opposed to the publication of an underground type newspaper by their students, even if guidance was given by a faculty advisor. Two-thirds of the advisors were opposed to an underground paper on campus, while about two-thirds of the student editors favored allowing an underground type publication on campus.

Several respondents stated that if an advisor was appointed, the paper would no longer be underground. A faculty member could be assigned to work with the students publishing the underground paper. His objective could be to seek to combine the content of both publications or at least to maintain an open line of communication between the school and the underground newspaper staff. This faculty

member might be thought of in terms of a liaison person assigned to work with the students and the school newspaper staff, advisor, and school administration.

CHAPTER 3

IMPROVING THE QUALITY OF THE CONTENT OF SCHOOL PUBLICATIONS

The quality of the content of school publications varies considerably from school to school. It is the responsibility of the advisor and the entire staff to strive to produce a top quality product. Some areas to consider when evaluating the content of a school publication follow.

Accuracy

The reader should be able to take for granted the accuracy of a publication. Although this is a rather idealistic approach, journalists should constantly strive to maintain accuracy in their work. This means that every statement in a story, every quotation, every name and date, every caption, and every sentence must be checked for verifiable facts. Accuracy means the details of a story must be correct, but it also means the general impression created by and the emphasis given to the story. Nothing must be taken for granted. When a person says his name is Smith, find out if he means Smith. Or is it Smythe, or Schmidt. When a person is referred to as Dr., check to see

if he is a doctor of medicine, a doctor of osteopathy, a veterinarian, a minister, or a professor.

Balanced News Content

The fact that a story contains accurate information does not necessarily mean that the story presents a true picture. The facts must be put together in a way that gives a fair representation of the story's total meaning. To be fair to your readers, each story must have balance. The reporter should give each fact its proper emphasis, in proper relationship to every other fact, and then establish its relative importance to the meaning of the story as a whole.

Complete news coverage does not mean reporting every aspect of the story in extreme detail; it means selecting and arranging the facts in such a way as to give a balanced view of the whole situation.

Objectivity

A writer or photographer must report an event as it occurred. It is not the objective reporter who sees an event through prejudiced eyes or as he would like to present it from his personal point of view. The facts must be reported impartially, as they occurred, and although these facts must be related by a human observer,who is not always as impersonal and detached or as all-seeing and wise as he might be, there is no excuse for a lack of objectivity.

Each of us has his own feelings and convictions, but we must not allow them to interfere with the objectivity of our reporting. Opinions should be left to the editorials or attributed quotes, letters to the editor, and other items clearly labeled as opinion. They should never find their way into the news columns. News should never be presented with any degree of slanting or shading by the reporter's words or emphasis.

The writer or photographer must present the news in a style which reflects an honest observation of the event. Only this purist approach to reporting will give the reader the confidence to rely on a particular publication as a source of accurate information on which to base his opinions.

Respondents' Comments on Balance

There was nearly complete agreement by all respondents to the questionnaire to the statement that "the fact that a story contains accurate information does not necessarily mean that the story presents a true picture." They also agreed that "the story must be a fair, balanced one." Only three administrators and two editors disagreed with the above statements.

News Stories Must be Concise and Clear

A news story must be concise, clear, and understandable. Stories which are disorganized or ambiguous

should be avoided. Material should be presented in a logical, direct, and concise manner. It should be written so clearly that there is no question as to the meaning of the article.

Painstakingly selecting the choice of words in a story allows a reporter to make his story full of life and vigor, and yet be brief and to the point.

Recency

Recency is a must in a news story. A timely tie-in should be included in the news stories in the school newspaper.

A play-by-play story of a baseball game played four weeks before the paper is published is of little interest to your readers. Most of them have already received information about the event through other means. A story concerning the upcoming game or a feature about one of the players would be more interesting than an old news story and be more likely to attract the eye of the reader.

Scope of Coverage

The high school newspaper should cover any event or issue of interest to the students and, to a lesser degree, the faculty and staff of the school. This policy should include the coverage of things of interest to teenagers happening off-campus as well as on campus.

Respondents' Reactions to Coverage Issue

Only one advisor and five administrators were opposed to a school publication including "things of interest to teen-agers happening outside the school, in the community, as well as in school."

School Publications as a Public Relations Tool

The school's newspaper should not be designed as a public relations tool, but rather as a means of information and enlightenment.

Survey Results to School Papers as a Public Relations Tool

Seven administrators and five editors felt that school publications are primarily a public relations tool. The remaining respondents did not agree.

Reviews

Authoritative critiques of concerts, movies, plays, and books should be encouraged. It should be remembered however, that the same rules of libel and fair play go for reviews as well as for straight news and feature stories and the editorial page.

The advisor must guide the staff members writing reviews by showing them examples of well-done critical reviews written by professional writers. Examples of excellent style in writing reviews can be found in several

publications including the New York Times, Washington Post, Christian Science Monitor, and the National Observer and magazines such as Saturday Review, New Yorker, Newsweek, and Time.

Feature Stories

Feature stories are an important part of the content of any newspaper. But they must be well thought out and must be done in a style that makes the story interesting enough to hold the reader's interest and at the same time covers the topic in depth.

No important news story should be left out in order to save space for a feature story. It is a good idea to have some features of varying length on hand to use from time to time when unexpected space becomes available. Good quality picture stories should be available for the same purpose.

The Editorial Page

The editorial page usually includes one or more editorials, letters to the editor, editorial art work, and columns. Editorial pages are not the place to use advertising or to fill a hole with a news story. The editorial page is the one proper place in the paper for opinion and that is all that belongs there.

I feel that editorials speak for the entire staff and should not be signed by the writer. This is not done

in the case of the commercial press. It is good policy for the editors to discuss up-coming editorials during an editors meeting so that the feeling of the entire staff is heard regarding the proposed stand to be made by the editorial writer. Then, if the writer disagrees with the majority of the staff and still wishes to write the piece, a good way to handle it is to allow him to state his views in an opinion or commentary story bearing his by-line. All opinion material on the editorial page(s) except the editorials should be signed.

Survey of Results Regarding Un-Signed Editorials

Administrators, advisors, and student editors did not agree as to whether "editorials speak for the opinion of the newspaper as a whole and therefore need not be signed by the writer." Even though editorials are not normally signed in the daily press, Table 7 indicates the mixed reactions of those answering the questionnaire concerning editorials in the high school press.

Nearly two-thirds of the administrators felt that the editorials should bear the name of the writer. Thirty-three of the 50 advisors disagreed with the administrators and said they felt editorials should not be signed. Student editors were evenly divided--26 against and 24 in favor of signed editorials.

Table 7. Editorials Should Not be Signed by the Writer

Respondent	Strongly Agree	Agree	Disagree	Strongly Disagree
Administrators	3	12	16	10
Advisors	12	21	12	5
Editors	9	17	13	11

Controversy

It is unreasonable and naive to suggest the high school press deny the existence of controversy on campus, in the community, nation, or world. It should be expected that high school journalists will become interested in issues of controversy. It is not, however, unreasonable to expect a fair and complete presentation of the issue in the school publication. Fairness is especially important as a doctrine to be learned as a high school journalist. It is perhaps the most important rule a young reporter or editor can learn.

The Right of Reply

A vigorous and fair editorial page must provide room for comment from the readers--from students, staff members, and those from the community who wish to express

their opinions on matters related to the school or reply to material printed in the high school paper.

The Newspaper and the School Bulletin

Every newspaper likes to beat the competition. In high schools the competition is often the daily school bulletin. Since what appears in the school newspaper is often from one to three weeks old, much of the information presented in the paper is already common knowledge, many times because the news was the topic of an item in the school bulletin long before the newspaper is published.

Allow big stories to break first in the school newspaper whenever possible. Such things as winners of the homecoming queen balloting, scholarship winners, and the name of the next school play should be announced in the school paper--not the daily bulletin. Advanced planning and having a good working relationship with the student government, student council, class councils, faculty, and administration can ensure that the paper gets advance notice on up-coming newsworthy items.

CHAPTER 4

CENSORSHIP AND THE HIGH SCHOOL PRESS

In nearly everyone's mind the term censorship is distasteful and smacks of totalitarianism. Today is a time of great social change. High school students are constantly reacting to this change in the world around them. They feel a need to express their reactions and interpretations of what they see and how they feel. An obvious outlet for this expression is the school publication.

J. Edward Murray (1970), former managing editor of the Arizona Republic stated "a high school advisor must not, except in rare and carefully delineated areas, 'censor' material his editors wish to print" (p. 10).

The daily press generally operates under rules which state that deletion of material considered objectionable by editors should only be done in the following areas: (1) material which is clearly obscene, (2) material which is slanderous or libelous, and (3) material which advocates illegal acts, such as an editorial urging students to riot.

I feel the rules cited above should also be applied as the rules of operation regarding high school publications.

One of the best ways to avoid a clash between the school administration, advisors, and students over

censorship is to make sure students receive adequate training in responsible journalistic practices before they are allowed to join the staff of a school publication.

The beginning journalism course should provide the prospective staff member with the knowledge of what the generally accepted standards of journalism are.

U.S. District Judge Arthur Garity, Jr. ruled in Antonnelli v. Hammond (1970) that "The state is not necessarily the unrestrained master of what it creates and fosters. Having fostered a campus newspaper, the state may not propose arbitrary restrictions on the matter to be communicated." The judge continued

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

Judge Garity's ruling would undoubtedly be applied in a similar case involving a high school publication.

Questionnaire Results Regarding Censorship

Table 8 shows the reactions from the three categories of respondents regarding censorship when asked to respond to the statement "No censorship of a high school newspaper should be exercised by the advisor or school administration unless the material is clearly obscene, libelous, or advocates illegal acts. (These are the rules

Table 8. No Censorship Should be Exercised Unless the Material is Clearly Obscene, Libelous, or Advocates an Illegal Act

Respondent	Strongly Agree	Agree	Disagree	Strongly Disagree
Administrators	3	10	13	11
Advisors	15	14	8	2
Editors	17	10	9	1

under which the regular press operates.) Of the 37 administrators responding, 24 said they disagreed or strongly disagreed with the censorship statement. The remaining 13 administrators agreed. The advisors' responses were collectively of the opposite viewpoint. Twenty-four of the 34 advisors responding agreed or strongly agreed with the statement. Only ten advisors disagreed. Twenty-seven editors were on the agree or strongly agree side of the issue, while only 10 disagreed.

Administrators, advisors, and editors were in total agreement that the advisors should furnish guidance to students regarding material that might hurt a person, is not well researched, is not factual, is highly emotional, immature in content, or in poor taste.

Prior Censorship

Administrators were about equally divided as to whether or not they should require that an administrator check the content of all school publications before they are published. Nearly all advisors disagreed with this plan.

However, ten out of the thirty-six editors responding said they felt an administrator should check the contents of a school publication prior to it being published.

All but two advisors felt that pre-publication control of the content of a school publication should be given to the advisor. Administrators were about equally divided on the issue. About two-thirds of the editors felt pre-publication control should be given to the advisor. The remaining one-third of the editors felt it should not be.

Reactions to Demands to Run or Not Run a Story

Administrators surveyed were about equally divided on whether or not the school administration should insist that a particular story be printed or withheld from publication. Most advisors and editors agreed that this was a decision that should be left to the publications staff.

Articles Critical of the School

Twenty-three administrators, advisors, and editors felt that articles critical of the school or its operation should not be printed, even if the newspaper staff feels they have researched a topic completely before the article is published. However, the majority of each group felt the articles should be published. They included 31 out of 42 administrators, 39 out of 48 advisors, and 48 out of 51 editors (Table 9).

Table 9. Articles Critical of the School or Its Operation Should not be Published

Respondent	Strongly Agree	Agree	Disagree	Strongly Disagree
Administrators	1	10	25	6
Advisors	0	9	20	19
Editors	0	3	25	23

I strongly disagree with the majority point of view. Investigative reporting techniques should apply to high school reporters as well as the commercial press. If a factual story is developed and is well documented, it should not be withheld from publication merely because it might shed "bad light" on the school.

CHAPTER 5

LEGAL RIGHTS AND RESPONSIBILITIES OF SCHOOL PUBLICATIONS

The Right to Publish

Although the newspaper enjoys the right to publish information and the freedom to comment on the entire social scene, there are certain liabilities which are also faced by the press. These include the possibilities of damage suits for the injury of the reputation of another, danger of violation of copyright, invasion of privacy, and the possibility of being cited for contempt of court.

The right to publish and the fact that a public body cannot prohibit circulation of a newspaper is illustrated by an early court case in Texas (Tex Parte Neill 1893) when the court said that a local ordinance which prohibited the sale of a newspaper was "in violation of the Bill of Rights and therefore, void." The court further stated that they were not aware of any authority which sustains the doctrine that a municipal corporation is invested with the power to declare the sale of newspapers a nuisance. The power to suppress one newspaper concedes the power to suppress all. This landmark decision stated that the citizen should have the right to speak, write, or publish his opinion on any and all subjects, subject alone

to the responsibility for the abuse of such privilege. Case law indicates that when an item is broadcast or printed, the author and publisher of such item is subject to legal suit if he has injured another within the framework of the laws affecting the press.

Who Publishes the School Publication?

Evidently the community is indirectly the creator of any school publication. In theory, the school board is at the top of the pyramid. The board delegates its authority to the superintendent of the school district. The superintendent, in turn, delegates his authority to the school principal who delegates his authority to the advisor. Many advisors will delegate part of their authority to an editor or editors.

Who is Legally Responsible for the Content of a School Publication?

Any litigation resulting from something published in a school publication will most probably name the writer or photographer, the editor, advisor, principal or other school administrator, superintendent of schools, the school board, and even the printer. This is a fact established by case law. Who eventually may end up paying damages in a case is a decision of the plaintiff. The point is that anyone involved in the production of a school publication could be held liable for its content.

Survey Results Regarding Liability

Several respondents, primarily administrators, stated they did not feel they were qualified to comment on legal issues involving the school publication. Yet they are liable for anything published on their campuses. The numerous law suits, becoming more common, indicate a definite need for all of those involved in the production of school publications to become more familiar with the laws affecting the press.

Few respondents to the survey were aware of the number of persons that may be held liable in a court case involving a defamation charge (Table 10). Only 13 administrators, 13 advisors, and 12 editors felt that all of those involved in producing student publications would be liable for something printed in a school publication. Two advisors were the only respondents indicating they felt the printer was liable for the material in a school publication he produced.

Press Law Also Applies to the High School Press

Concern for the law as it affects the printed work has been overlooked for the most part by those involved in high school journalism. The same laws which affect the large daily newspaper also affect the high school newspaper. They also affect the yearbook, literary magazine,

Table 10. Who do You Think is Legally Responsible for Something Published in a School Publication?

	Administrators	Advisors	Editors
The writer or photographer	6	17	15
The editor	5	15	24
The advisor	18	27	17
The school administration	16	15	2
The superintendent of schools	11	10	0
The school board	12	10	2
The printer	0	2	0
All of the above	13	13	12

or any other school publication. These laws protect both the journalist and the public, and it is imperative that each student reporter and advisor become familiar with them.

Society has granted the right of freedom of the press, but has also imposed well-defined obligations and limitations which will be discussed in later sections of this chapter.

The press, whether a large daily newspaper or a small high school paper, is protected against both federal and state interference. School publications enjoy the protection of the First Amendment of the United States Constitution against encroachment by the federal government, and the warranty of the Fourteenth Amendment of the Constitution against any state action which might infringe on the liberty of expression.

Questionnaire Results Concerning Laws Applying to the High School Press

Several respondents to the questionnaire did not feel that the same laws which affect the daily newspaper also affect the high school press. The information above stresses that these laws do apply to school publications. Twenty-one of the 31 administrators felt laws affecting the daily press also apply to the student press (Table 10).

Table 11. Laws Which Affect the Daily Press Also Affect the Student Press

Respondent	Strongly Agree	Agree	Disagree	Strongly Disagree
Administrators	6	15	9	1
Advisors	12	23	4	2
Editors	6	20	8	1

Advisors also agreed 35 to seven that the same laws applied, but editors were less sure of their role. Twenty-six editors strongly agreed or agreed that laws affecting the daily press also affect their student publications, but nine editors indicated they disagreed.

Administrators and advisors generally felt that concern for the laws affecting high school publications have often been overlooked by those involved in producing

high school publications. The student editors were about equally divided on the issue.

Privileged Communications of Reporters

Arizona is one of many states which have adopted a statute granting that communications between a newsman and his source of information are to be considered privileged. The information received by the reporter may be withheld if the reporter is subpoenaed to testify, without penalty of contempt of court. The Arizona law (Arizona Revised Statutes, 1956 § 2237) states as follows:

> Reporter and Informant. A Person engaged in newspaper or reportorial work, or connected with or employed with a newspaper, shall not be compelled to testify or disclose in a legal proceeding or trial or any proceeding whatever, or before any jury, inquisitorial body, or commission, or before a committee of the legislature, or elsewhere, the source of information procured or obtained by him and published in a newspaper with which he was associated or by which he is employed.

Television and radio broadcasting stations have now been included under the shield law provisions. This law has not yet been tested in a court case involving a high school publication, but several attorneys have indicated that it would most probably be held to apply to any newspaper--including the high school press.

Questionnaire Results Regarding Shield Law

Administrators, advisors, and editors agreed that a reporter should respect confidential sources of

information. Only four administrators disagreed with this policy. There was far less agreement, however, on whether or not reporters of student publications are protected by the Arizona reporter shield law cited above. Twenty-two administrators felt the law applied to the student press, but 16 administrators indicated it did not. Thirty of the advisors felt the law was applicable to the school publication and 11 did not. All but one of the 38 student editors agreed that the shield law did apply to the student press (Table 12).

Table 12. Student Reporters are Covered Under the Arizona Shield Law

Respondent	Strongly Agree	Agree	Disagree	Strongly Disagree
Administrators	4	18	10	6
Advisors	12	18	10	1
Editors	19	17	1	0

Access to Public Records

Neither the individual citizen nor a newspaper reporter has an unqualified right to demand access to papers, documents, and books of a public office, despite the fact that such records may be the property of the

public and held and filed for the benefit of the government. Such person must show an interest in the subject and establish that he has a legitimate purpose in making such an inspection (Payne v. Staunton, 1955). This is not the case in Arizona and some other states. The public does have access in Arizona according to an attorney general's opinion and Arizona Revised Statutes 39-121.

An official writing concerning an official act of a public body or public officer is regarded as a public record when the record is required by law as a record of a thing said or done in the discharge of a duty imposed by law. The requirements of a public record are that such records be accurate and durable and that they be kept in safe custody so that the information contained may be disseminated to the public concerned. Subject to certain conditions established at common law and public policy, unless otherwise by statute, public records are opened for free inspection of any citizen. However, such an inspection of the records must not be detrimental to the public interest.

Libel

Libel may be defined generally as any false statement which tends to subject a person to public contempt or ridicule, cause him to be shunned or avoided, or injure him in his business or occupation. Libel may also be defined

as printed defamation. Defamation has been defined as the taking from another's reputation. The word defamation comes from the Latin, diffamare, or 'to spread a bad report.'

Libel is published defamation and generally covers broadcasting. Slander is a spoken defamation. Libel may be in either printing or writing, or by signs, diagrams, cartoons, or photographs which tend to blacken the reputation of a living person. Unless the defamation is communicated to at least a third person, there is no act of libel.

Criminal Libel

Criminal libel includes defamations which tend to disturb the peace. Thus, it is loosely defined as a malicious or wanton publication of defamatory statements or pictures which may give rise to civil action. It is a law in most states, but seldom used.

Libel Per Se

Libel 'per se" means libel 'in or by itself.' When the defamation is evident from the article itself, or the word itself, it is called libel per se. To call a person an atheist or a communist would be normally considered libel per se. To refer to someone as an anarchist, or a traitor, could be declared libel per se. In Arizona, truth alone is held to be a defense in a civil libel suit. It is

the burden of the defendant to prove the truth of the allegation.

Intent and Libel

Intent in libel cases is immaterial. When a story is written, the publication accepts full responsibility for any error or mistake which results in injury to reputation. Defamation arising from accident or mistake remains an actionable case. Whether or not the publication intended to commit an act of libel is not the issue.

Liability in Advertisements

Both the publication and the advertiser, as well as the advertising agency, if one is responsible for developing the ad, can be sued for a libelous statement or picture that appears in an advertisement.

Liabilities in News Stories, Editorials, and Letters to the Editor

Both the publication and the person responsible for writing a news story, editorial, or letter to the editor can be sued for a libelous statement. Fair comment, however, is a defense to libel, if it is clearly opinion.

Pictured Libel

Damage to reputation may result from publication of photographs or caricatures. Pictures, cartoons, and caricatures are capable of being libelous. The publication

of a picture in connection with a defamatory story which tends to bring an innocent party into contempt and ridicule is libelous.

Effective Retraction

A correction and apology serve to mitigate damages and to establish absence of actual malice on the part of the publication. An apology and retraction following the publication of an allegedly libelous article serve to place the true situation before the readers and to establish the good faith of the publisher. In this regard, a full apology and retraction may be used to mitigate damages if it is made promptly and wholeheartedly.

The jury in such cases is entitled to give consideration to both the original article and the retraction in the determination of damages the plaintiff (injured party) has suffered. It is good practice to publish a retraction whenever an obvious and significant error is made in a story. If the paper feels it has obviously wronged another party the paper should not wait for the party to ask for a retraction. The paper should take upon itself to print a correction and retraction when significant facts are in error and the possibility of libel exists.

The correction or retraction should be displayed as near as possible in approximately the same prominence. Obviously, this could not be the case when the story

involves a banner headline on page one and the story contained only a small error in fact which required only a paragraph or two to explain. Libel and slander corrections and retractions are covered under the Arizona Revised Statutes: 12-653.01, 12-653.02, 12-653.03, 12-653.04, and 12-653.05.

Absolute Privilege

Judicial officers and members of Congress or of the legislature of any state are absolutely privileged to make false and defamatory statements in the performance of their legislative function. However, if the statements are made within local legislative units, such as city councils and school boards, a member may not enjoy absolute privilege if he is malicious or if his remarks become irrelevant to the public matter under discussion. Officers of state and municipal or other government agencies are absolutely privileged when making false and defamatory statements if they are made in the course of executive proceedings in which the officer is acting and they have some relation thereto.

Qualified Privilege

A qualified or conditional privilege arises when it is more important for the public to be informed about the privileged proceeding or event than it is for an individual to have legal redress. This most frequently occurs

in connection with reports in newspapers of judicial or legislative proceedings and in stories concerning the administration of government bodies, including local school boards. Anyone reporting these meetings enjoys a limited privilege. This privilege of telling about the occasions is said to be qualified or conditional because good faith and absence of malice are necessary elements. The qualified privilege applies only to that which happened and was said during the privileged occasion. The report need not be a verbatim account, but it must be fair and impartial.

Right of Privacy

The staff of any publication must take into consideration a person's right of privacy when publishing a story or photograph. Although there is a constitutional provision concerning privacy in the State of Arizona, in most instances a case is considered on its individual merits. Difficulty with right of privacy violations can usually be avoided by a "common sense" analysis of the material before publication. Right of privacy generally does not apply in conditions where: (1) the subject has himself published or broadcast the material or given consent; (2) the subject is in the news because of his prominence or his activities; (3) the subject is the object of legitimate public interest because of some event; (4) under

the Law of Libel, the subject's comments would be a privileged communication; and (5) the subject is a corporation or public institution.

Many persons are in themselves newsworthy. When a person becomes a public figure, he relinquishes his right of privacy, or at least, great areas of privacy. Laws concerning the right of privacy are aimed against the publicizing of private affairs with which the public has no legitimate concern, or the wrongful intrusion into private activities in such a manner as to cause mental suffering, shame, or humiliation to a person of ordinary sensibilities.

The general rule concerning the use of names, statements, or photographs about a person in any advertisement is that they may not be used without the consent of the person involved.

Fair Comment

The news media have been given the privilege of fair comment on matters of public interest. The purpose of the rule permitting fair and honest criticism is that it promotes the public good, enables the people to discern right from wrong, encourages merit, and firmly condemns and exposes wrong doings, and hence, is based on public policy. What may be fair comment is difficult to determine. It may be said that fair comment is what reasonably prudent men think would be fair under a given set of circumstances. In

other words, the problem for the jury is to determine if the comment in question would be fair in the minds of reasonable men. A publication or individual being sued for comments made about an individual and published in the publication would attempt to convince the jury that the material published was fair comment. Fair comment, to be valid and legally acceptable, must generally possess the following attributes:

1. The comment must be an intellectual appraisal or evaluation.
2. The comment must be founded upon facts, or what in the mind of a reasonable man would normally be accepted as facts.
3. The comment must be free from any sordid or corrupt motives.
4. The comment must be the result of honest opinion.
5. The comment must be free from malice.
6. The comment must be upon a subject possessing public interest.

Comment may be severe and caustic, and even indulge in bitter and intemperate denunciation so long as such criticism is based on facts or on such inferences from facts that a reasonable man would consider such criticism a fair appraisal of a given situation. The general policy of the law, however, is to make a marked distinction.

between sharp criticism that might prove annoying or embarrassing, even though founded on facts, and the assertion of acts of criminality or disgraceful conduct without any basic foundation. The newspaper, no more than the individual, cannot with impunity commit libel under the guise of fair comment.

CHAPTER 6

PRINCIPAL-ADVISOR-STAFF RELATIONSHIPS

The publications program of any school requires a close, understanding, and cooperative working relationship between the school administration, publications advisor, and his staff.

The Role of the Principal in Fostering Good Relations

The principal of the school or the administrator delegated to be responsible for school publications can help improve the working relationship he has with the publications' advisors and the staff by considering these suggestions:

1. Give the advisor complete pre-publication control over the publication.
2. Never interfere in the internal affairs of the staff.
3. Never criticize the staff or individual members about material in the paper; see the advisor first.
4. Never insist that a certain story be run or withheld from publication.

5. Be readily available to the staff as a news source --passing on background information on up-coming events and other newsworthy items.
6. Be frank with the advisor with regards to items that disturb the administrator or other staff members or students.
7. Maintain an open mind in discussions concerning school publications. Consider the opinion of the advisor as coming from a person with training and experience in his specialty.

The Advisor's Role

The advisor can show his confidence in the abilities of the school administrator by:

1. Insisting on fair coverage of even the unpopular administrative decisions.
2. Discuss with the administrator upcoming controversial material in the hope of reaching agreement on coverage of the issue before the paper is circulated on campus, or at least of lessening the shock that comes with surprise caused when the administration is not informed of controversial material before it is published.
3. Maintain an open mind in discussions with the school administration and realize that they may

have the interest of the school in mind in the same degree as you and your publications staff.

Guidance by Advisor

The advisor should furnish guidance on material that: might hurt a person, is not well-researched, not based on fact, is highly emotional or immature in content, or is in poor taste. Many of these stories can be discussed in an editor's meeting or general publications staff meeting. All other decisions regarding the day-to-day operation and content of the publication should be left to the editor and staff.

Beyond this, the advisor owes complete loyalty to his staff. He should absorb unjustified criticism directed toward the publication, and shield his reporters from unreasonable criticism from outside the staff.

The staff should realize that the advisor is, in effect, the publisher of the newspaper and accept the fact that, as is the case in the daily newspaper, he has the right to exercise the final authority on what will be printed. The advisor, after all, is held responsible for the content of his publication.

Competency of the Advisor

The school principal may wish to consider some of the following points in hiring a publications advisor:

1. Does he have at least a minor in journalism, and experience in college, high school, or professional publications work?
2. Are you hiring him primarily as a publications advisor, rather than simply trying to find someone who reluctantly accepts the advisor's job in order to be hired to teach in an area he has interest in?
3. Does the candidate really want to be an advisor?
4. Will you provide adequate released time for the advisor to be able to do a good job? Consider alloting each publications class two periods per day.
5. Will he have adequate facilities, equipment, and supplies to do the job properly?
6. Will the advisor have adequate financing for his publication?
7. Does the candidate have that special rapport necessary in working daily in close relationships with students under sometimes very stressing situations?
8. Will the new advisor work closely with the administration until the necessary confidence between both of you has been built?

Questionnaire Results Regarding Criticizing Staff Members

Reactions were mixed on whether an administrator should criticize a publication or individual staff member directly or if it would be best to discuss the matter with the advisor, who would in turn talk to the staff members (Table 13).

Table 13. Administrators Should Never Criticize Staff Members Directly--He Should Consult the Advisor First

Respondent	Strongly Agree	Agree	Disagree	Strongly Disagree
Administrators	7	22	8	1
Advisors	11	15	9	4
Editors	6	12	11	7

Twenty-nine of the 38 administrators felt they should not criticize school publication staff members directly and should work through the advisor. Twenty-six of the 39 advisors also agreed with the proposal. However, only 18 of the 36 editors agreed with the statement.

Respondents' Views on Hiring Practices

Advisors and editors overwhelmingly agreed that except in a very small school, an advisor should be hired

primarily as a publications advisor, rather than hiring a teacher for a field unrelated to publications work and then assigning the teacher as an advisor in order to get someone to fill the advisor's spot. One-third of the administrators surveyed felt this emphasis on hiring an advisor primarily as an advisor was not justified.

Questionnaire Answers on Advisor's Journalism Background

Responses varied as to whether or not a newspaper publications advisor should have a minor in college level journalism courses (Table 14). These advisors would presumably also teach journalism classes.

Table 14. Newspaper Advisors Should Have at Least a Minor in Journalism

Respondent	Strongly Agree	Agree	Disagree	Strongly Disagree
Administrators	9	24	5	1
Advisors	18	21	11	1
Editors	14	25	7	1

Administrators surveyed nearly all agreed (33 of 39 respondents) that newspaper advisors should have at least a

minor in college level journalism courses. Advisors also favored the idea with 39 of 51 respondents indicating they agreed or strongly agreed. Editors voted 39 to 8 in favor of the college journalism course work requirement for newspaper advisors.

CHAPTER 7

FINANCING SCHOOL PUBLICATIONS

The topic of most frequent concern and considered most burdensome to most publications advisors I have talked to, is the matter of financing school publications.

Yearbooks

The school yearbook normally is a self-sustaining and often profit-making venture in all schools but those located in low income areas. The combination of yearbook sales and advertising usually keeps the yearbook operating financially in the black.

Some loss of sales in recent years can be laid to the desire of many students to get away from the traditional yearbook composed of portraits, group photographs, and other primarily static posed photos. The trend in many schools is to move toward a publication that in fact is not a ledger--dutifully recording as many events occurring on campus during the year as possible and packing as many faces as you can in to as many pages as the budget will allow.

Numerous yearbooks now appear that contain a photo essay approach which relies on limited copy and powerful photo essays on a select number of topics. The emphasis

seems to be to cover as many topics or events as you can do well, without sacrificing the power of the design and impact of the larger photograph with true meaning. These essays generally now involve the more emotional, social documentary approach, as opposed to the record book of the past.

A second innovation which has proved to be of considerable success in some schools is the yearbook published in two, three, or four sections which are produced in soft cover and often included in a hard cover binder used to bring them together into a school yearbook.

Seldom are tax funds used to supplement the yearbook operation, except the advisor's salary. Therefore, in order to keep sales up, the product must change according to the demands of the consumer. Many colleges and universities across the country have ceased publication of a school yearbook and the same situation is being faced by an increasing number of high schools. Students are changing and their awareness is heightening so that the average student now realizes whether or not the content of a yearbook has meaning to him. If it doesn't, he may not buy it just because it has always been the thing to do.

Newspapers

Newspaper financing is a very complex problem. Many advisors have left their positions at a school because

of the pressure of trying to produce a worthwhile newspaper with extremely limited financial assistance.

The school newspaper is normally under the control of the journalism advisor who also teaches the beginning and advanced journalism classes. The high school newspaper should be considered as a laboratory part of the regular journalism class. Students can utilize the paper to put to use the skills learned in their journalism classes. If this theory is used by the school, there is certainly justification for allotting funds to produce the newspaper under the instructional category of the budget. This has been proven to be a legal and appropriate use of these budget funds in Arizona.

The relatively high production costs of a school newspaper, which is nearly always published by a commercial printer, makes it impossible for the paper to be a paying proposition solely on the basis of revenue received from advertising, sales of subscriptions, or sales on a per copy basis. The school district must provide some assistance to offset the cost of production. Advertising is not used at all in a few instances, but if students are to be given experience in all areas of journalism, advertising should be included, but not required to support the paper.

Classified Advertising

Some schools have allowed the use of classified advertising. If classified ads are permitted in the paper, they should be screened in the same manner the commercial press screens all advertising. A standardized form should be used for taking ads. The form should bear the content of the ad, the rate, number of insertions, and name and identification number of the student. The form should be kept on file for a few weeks after publication so that the original copy will be available in the event of a conflict over an error in the published ad.

Display Advertising

Regular display advertising should be a part of the school newspaper. Those interested in the field of advertising can gain valuable experience in contacting prospective advertisers, making up the ad, and servicing the account. It is impossible to include enough display advertising in a high school newspaper of typical size, however, that will produce revenue sufficient to completely support the paper. This approach to advertising is not sound for two reasons. First, the relatively low rates that can be charged would require the column inches of advertising space to exceed the space given to the news and feature stories and other editorial matter.

Secondly, it requires a great deal of time and experience in dealing with merchants and normally requires transportation to be furnished by a student or the advisor. In addition, when pressured for advertising, many merchants feel they are not actually gaining something from the ad and consider their advertisement merely a donation to the school paper. The advisor should train his salesmen to learn a little about advertising procedures before they call on a prospect. Many times, the local newspaper advertising staff will cooperate in training your advertising representatives. Take advantage of this service.

Political Advertising

A political advertising policy should be established for your paper. For on-campus elections, many schools limit the amount of money each candidate can spend on his campaign. The paid ad in the newspaper should be deducted from this sum. The same limitations and rates should apply to all candidates.

Since the voting age has been lowered to include eighteen-year-olds, local, state, and perhaps even national candidates may have their advertising agencies place political ads in high school papers. This is something you should be prepared to deal with. The same regulations regarding rates and space should apply to candidates for office both on and off the school campus. Each political

ad must carry the identity of the person or organization that paid for the ad.

Responses to Questionnaire on Financing of High School Publications

Nearly all respondents disagreed with the proposal that "the school newspaper should be considered as a supplementary English text, that the student be charged for a subscription, and class time be set aside for discussion of the paper on the day it is distributed on campus."

CHAPTER 8

CODE OF ETHICS FOR A HIGH SCHOOL PUBLICATION

The high school is a place for growth and maturation. Since this is so, a code of ethics should be adopted by the publications staff and advisor. The code should be appropriate to the student body and interpreted by the advisor and editors, if interpretation becomes necessary.

Today is an age of involvement of youth in the world around them. They learn to think, to evaluate, and to make decisions. The student publication often becomes the outlet for the outcomes of their investigations. Some of the best journalists are the ones who want to try their hand at belligerency, educational reform, or other topics they feel are relevant to the students they serve.

A suggested code of ethics proposed for consideration by publications advisors might include all or some of the following points:

1. Be fair; give a factual, balanced presentation.
2. Print a varied selection of opinion, from the extremes and from the middle, from the students and from the administration and faculty. Print opinion but clearly label it as such.

3. The student journalist should reveal his identity as a representative of the student press before obtaining an interview whose results he wishes to publish.
4. Publish corrections and retractions of mistakes in the next edition.
5. Defend freedom of the press by honest gathering and publication of news and by making use of the paper's right to fair comment and criticism.
6. Respect all confidential sources of information; never falsify documented information, alter, or misrepresent facts.
7. Maintain a level of professional performance and ethics.
8. Support endeavors to improve the educational system.
9. Be absolutely sure that solutions to problems are presented whenever possible, as well as presentation of the problems themselves. Be constructive. Do not leave the paper open to charges of propagandizing for selfish reasons or from personal prejudice.
10. Editorially advocate programs constructively designed to improve the academic, moral, civic, and social life of the students.
11. Develop taste and judgment in discussion of controversial issues. Subjects such as contraception,

abortion, and homosexuality, if carefully handled, are no longer too delicate for a high school paper.

12. Eliminate profanity from the content of newspapers as a matter of taste and judgment. The paper is a mass medium which rules out obscenity and vulgarity even when they are part of the news. It is not a specialized publication for a specialized audience which is the only kind that can properly print both obscenity and vulgarity. Use of obscenities in mass media tends to condone them, and thereby lowers public taste. Only in a direct quote of pivotal significance to a story should obscenity be used.

APPENDIX A

SAMPLE OF QUESTIONNAIRE USED IN SURVEY CONTAINING RESPONSES OF THOSE SURVEYED

The following questionnaire was mailed with a cover letter to principals, publications advisors, and student editors at each of the Arizona secondary schools, requesting their cooperation in completing the survey.

The data received from each category of respondents are indicated in tally form on the following questionnaire. The data were utilized in the tables used in this thesis.

	Administrators	Advisors	Editors
SECTION I.			
1. Indicate your position:			
A. High school principal	32		
B. High school assistant or associate principal	5		
C. Other school administrator			
(1) Superintendent of schools	2		
(2) English Department chairmen	3		
D. Newspaper advisor		27	
E. Yearbook advisor		14	
F. Newspaper editor			36
G. Yearbook editor			13
Total	42	41	49
2. Indicate approximate number of students attending your school:			
A. 500 or under	11	16	18
B. 500 to 1,000	13	13	8
C. 1,100 to 1,500	5	4	4
D. 1,600 to 2,000	1	3	3
E. 2,100 to 2,500	4	4	3
F. 2,600 to 3,000	5	10	12
G. 3,100 to 3,500	2	3	4
H. 3,600 to 4,000	0	0	0
I. Over 4,000	0	0	0
3. Indicate grades in your school:			
A. Grades 9-12	38	43	48
B. Grades 10-12	1	13	0
C. Other (specify grades)	3	3	3

	Administrators	Advisors	Editors
4. Indicate whether your school is nearest:			
A. Flagstaff	7	10	10
B. Phoenix	20	25	24
C. Tucson	10	16	14
D. Yuma	4	1	3
5. Indicate the journalism classes and activities offered by your school:			
A. Beginning journalism	28	34	34
B. Advanced journalism	11	17	12
C. Newspaper production	34	47	45
D. Yearbook production	34	43	42
6. Indicate whether production work for your publications is done during a regular class period or as an extra-curricular activity:			
A. Newspaper			
(1) Class period	38	36	45
(2) Extra-curricular	6	7	6
(3) Both	0	6	0
B. Yearbook			
(1) Class period	31	30	33
(2) Extra-curricular	15	16	15
(3) Both	0	3	0
7. How should school newspapers be financed?			
A. Entirely by school district budget funds	17	13	9
B. By a combination of budget funds and advertising	17	27	25
C. By a combination of budget funds, advertising and sale of the newspaper	8	9	12
D. Without the aid of any budget funds	1	1	2

	Administrators	Advisors	Editors
8. How should the school yearbook be financed?			
A. Entirely by school district budget funds	2	2	2
B. By a combination of budget funds and advertising	11	11	2
C. By a combination of budget funds, advertising, and sale of the yearbook	25	32	41
D. No budget funds	3	6	0

SECTION II--Please indicate your opinion by checking the answer which best indicates your reaction to the statement. Please reach to each question.

1. Of the following, who do you think is legally responsible in a law suit resulting from something published in a school publication?			
A. The writer (or photographer)	6	17	15
B. The editor	5	15	24
C. The advisor	18	27	17
D. The school administrator	16	15	2
E. The superintendent of schools	11	10	0
F. Members of the school board	12	10	2
G. The printers	0	2	0
H. All of the above	13	13	8
2. The school newspaper should serve as a learning experience or laboratory exercise for journalism students:			
A. Strongly agree	28	41	25
B. Agree	13	13	24
C. Disagree	0	0	1
D. Strongly disagree	0	0	0

	Administrators	Advisors	Editors
3. Staff members should include only those students enrolled in journalism classes:			
A. Strongly agree	7	13	13
B. Agree	8	15	20
C. Disagree	20	19	13
D. Strongly disagree	4	5	5
4. The school publication should serve primarily the interests of the students?			
A. Strongly agree	14	23	21
B. Agree	24	26	24
C. Disagree	3	2	5
D. Strongly disagree	1	0	0
5. The principal or delegated administrator should require that he check the content of school publications before they are printed:			
A. Strongly agree	8	2	3
B. Agree	8	3	7
C. Disagree	20	19	15
D. Strongly disagree	4	27	25
6. Major stories, such as homecoming queen finalists, names of scholarship winners, and the name of the next school play should be published first in the school newspaper, NOT in the daily bulletin:			
A. Strongly agree	6	17	11
B. Agree	18	21	21
C. Disagree	17	12	17
D. Strongly disagree	0	2	2

	Administrators	Advisors	Editors
7. The publications advisor should consult the school administration for advice before publishing controversial or questionable material:			
A. Strongly agree	26	17	4
B. Agree	17	22	23
C. Disagree	1	13	10
D. Strongly disagree	0	2	13
8. The advisor should be assigned the primary responsibility for the content of the school publication:			
A. Strongly agree	21	22	6
B. Agree	21	22	21
C. Disagree	0	6	15
D. Strongly disagree	0	3	9
9. School newspapers should contain classified advertising:			
A. Strongly agree	1	5	8
B. Agree	23	12	28
C. Disagree	15	17	11
D. Strongly disagree	3	3	4
10. School newspapers should contain commercial (display) advertising:			
A. Strongly agree	2	13	11
B. Agree	23	26	30
C. Disagree	15	8	8
D. Strongly disagree	3	3	1

	Administrators	Advisors	Editors
11. School yearbooks should contain commercial (display) advertising:			
A. Strongly agree	2	15	13
B. Agree	29	23	28
C. Disagree	7	9	3
D. Strongly disagree	3	3	3
12. A school newspaper should provide space for comment and criticism (letters to the editor, etc.):			
A. Strongly agree	15	44	41
B. Agree	27	9	11
C. Disagree	0	0	0
D. Strongly disagree	0	0	0
13. Editorials speak for the opinion of the newspaper as a whole and therefore need not be signed by the writer:			
A. Strongly agree	3	12	9
B. Agree	12	21	17
C. Disagree	16	12	13
D. Strongly disagree	10	5	11
14. If the opinion of the writer of the editorial differs from the majority of the staff, his name should appear as a byline on the article:			
A. Strongly agree	11	26	21
B. Agree	27	17	21
C. Disagree	1	6	6
D. Strongly disagree	0	4	0

	Administrators	Advisors	Editors
15. School publications should include things of interest to teen-agers happening outside the school--in the community--as well as at school. (For example, a feature on an up-coming rock concert.):			
A. Strongly agree	4	30	32
B. Agree	30	21	17
C. Disagree	3	2	1
D. Strongly disagree	2	0	1
16. The school publication is not primarily a public relations tool, but rather a means to inform and enlighten:			
A. Strongly agree	6	19	23
B. Agree	26	29	23
C. Disagree	6	2	5
D. Strongly disagree	1	0	0
17. Even though the school newspaper staff feels they have researched a topic completely, articles critical of cafeteria operations, the bookstore, or school policies should not be printed:			
A. Strongly agree	1	0	0
B. Agree	10	9	3
C. Disagree	25	20	25
D. Strongly disagree	6	19	23
18. A newspaper publications advisor should have at least a minor in college journalism courses:			
A. Strongly agree	9	18	14
B. Agree	24	21	25
C. Disagree	5	11	7
D. Strongly disagree	1	1	1

	Administrators	Advisors	Editors
19. An advisor should be hired primarily as a publications advisor as opposed to hiring a teacher for a field unrelated to publications work and then assigning them as publications advisor in order to get someone to fill the advisor's spot:			
A. Strongly agree	7	27	18
B. Agree	20	20	24
C. Disagree	13	3	4
D. Strongly disagree	1	1	2
20. A student publication <u>should</u>: (Questions 20-27 all pertain to what a school publication should do.)			
Print a balanced selection of opinion from the extremes and the middle:			
A. Strongly agree	4	15	11
B. Agree	31	34	35
C. Disagree	6	1	2
D. Strongly disagree	1	0	0
21. Print material from students, faculty, and administration:			
A. Strongly agree	6	18	16
B. Agree	31	30	29
C. Disagree	4	2	3
D. Strongly disagree	0	0	0
22. Clearly label opinion articles as opinion:			
A. Strongly agree	18	30	21
B. Agree	28	20	27
C. Disagree	0	0	2
D. Strongly disagree	0	0	0

	Administrators	Advisors	Editors
23. Make sure student reporters reveal his identity as a representative of a school publication before obtaining interview material for publication:			
A. Strongly agree	17	27	14
B. Agree	24	24	33
C. Disagree	0	0	3
D. Strongly disagree	0	0	0
24. Respect confidential sources of information:			
A. Strongly agree	14	32	31
B. Agree	21	20	18
C. Disagree	4	0	0
D. Strongly disagree	0	0	0
25. Never falsify, alter, or misrepresent facts:			
A. Strongly agree	34	45	40
B. Agree	7	7	10
C. Disagree	0	0	0
D. Strongly disagree	0	0	0
26. Be sure the solutions to problems as well as the problem itself are presented whenever possible:			
A. Strongly agree	21	32	25
B. Agree	20	18	25
C. Disagree	0	0	1
D. Strongly disagree	0	0	0
27. Eliminate four-letter words from publications as a matter of good taste:			
A. Strongly agree	31	31	20
B. Agree	8	18	22
C. Disagree	0	2	10
D. Strongly disagree	0	0	0

	Administrators	Advisors	Editors
28. Reporters of student publications are not obligated to reveal the sources of information gathered for the publication, since they are protected by a state law granting that "communications between a newsman and his source of information are considered privileged":			
A. Strongly agree	4	14	23
B. Agree	18	20	25
C. Disagree	10	15	1
D. Strongly disagree	6	3	1
29. School publications should respect the laws concerning a person's right of privacy. These laws are aimed at preventing the publication of private matters with which the public has no legitimate concern, or the wrongful intrusion into private activities in a way that causes mental suffering, shame, or humiliation:			
A. Strongly agree	24	38	30
B. Agree	13	14	18
C. Disagree	3	0	0
D. Strongly disagree	0	0	0
30. To censor material in a school publication is to deny the student his civil rights:			
A. Strongly agree	0	3	8
B. Agree	4	17	15
C. Disagree	20	20	18
D. Strongly disagree	12	8	6

	Administrators	Advisors	Editors
31. No censorship of a high school newspaper should be exercised by the advisor or school administrator unless the material is clearly obscene, libelous, or advocates an illegal act. (These are the restrictions under which the regular commercial press operates.):			
A. Strongly agree	3	15	21
B. Agree	10	21	17
C. Disagree	13	11	11
D. Strongly disagree	11	3	2
32. The school administration should: (Questions 32-39 all pertain to what the school administration should do.) Give the advisor complete pre-publication control over the school publication:			
A. Strongly agree	7	26	12
B. Agree	19	22	19
C. Disagree	13	3	10
D. Strongly disagree	1	1	9
33. Never interfere in the internal affairs of the staff:			
A. Strongly agree	4	18	21
B. Agree	11	19	16
C. Disagree	21	13	12
D. Strongly disagree	3	1	2

	Administrators	Advisors	Editors
34. Never criticize the staff or individual staff members about material in a school publication. Discuss the matter with the advisor:			
A. Strongly agree	7	13	9
B. Agree	22	20	20
C. Disagree	8	14	12
D. Strongly disagree	1	4	8
35. Never insist that a particular story be printed or withheld from publication. This is a matter for the staff and advisor to decide. (Unless story is libelous, obscene, or advocates an illegal act.):			
A. Strongly agree	3	20	25
B. Agree	18	19	20
C. Disagree	14	12	2
D. Strongly disagree	4	2	4
36. Be readily available to publications staff members as a source of information:			
A. Strongly agree	19	35	23
B. Agree	21	16	26
C. Disagree	0	0	0
D. Strongly disagree	0	0	2
37. The publications advisor should: (Questions 37-39 all pertain to what the publications advisor should do.) Insist on fair coverage of issues:			
A. Strongly agree	21	35	19
B. Agree	16	17	32
C. Disagree	0	0	1
D. Strongly disagree	0	0	0

	Administrators	Advisors	Editors
38. Discuss with the school administration upcoming controversial material planned for publication:			
A. Strongly agree	20	19	7
B. Agree	18	23	18
C. Disagree	0	10	21
D. Strongly disagree	0	0	3
39. Maintain an open mind in discussions with the administration and students:			
A. Strongly agree	17	38	27
B. Agree	18	15	24
C. Disagree	0	0	0
D. Strongly disagree	0	0	0
40. The advisor should furnish guidance to students regarding material that might hurt a person, is not well-researched, is not based on fact, is highly emotional, immature in content, or in poor taste:			
A. Strongly agree	27	45	29
B. Agree	10	7	19
C. Disagree	0	0	1
D. Strongly disagree	0	0	0
41. All other decisions affecting content of the newspaper should be left to the editor and his staff:			
A. Strongly agree	3	17	21
B. Agree	14	28	20
C. Disagree	17	8	8
D. Strongly disagree	4	0	0

	Administrators	Advisors	Editors
42. The advisor owes the staff his complete loyalty. He should absorb criticism directed toward the publication and shield reporters from unreasonable criticism:			
A. Strongly agree	4	13	8
B. Agree	18	29	21
C. Disagree	12	7	13
D. Strongly disagree	2	0	7
43. The school newspaper should be considered as a supplementary English text and students should be charged for a subscription. Class time should be set aside for reading and discussion of the paper on the day it is distributed:			
A. Strongly agree	0	5	2
B. Agree	5	9	5
C. Disagree	23	28	33
D. Strongly disagree	6	10	10
44. Probably the reason for the rapid growth of underground newspapers is the need of youths to be informed as to the views, opinions, and news of their peer culture which often is not given space in the traditional school newspaper:			
A. Strongly agree	1	7	8
B. Agree	9	29	21
C. Disagree	15	13	17
D. Strongly disagree	8	2	4

	Administrators	Advisors	Editors
45. Underground newspapers should be allowed to be published by high school students and circulated on campus and an advisor should be appointed:			
A. Strongly agree	1	0	4
B. Agree	1	12	15
C. Disagree	19	32	17
D. Strongly disagree	14	3	14
46. In the case of a civil libel suit in the State of Arizona, the publication accepts full responsibility for any error or mistake which results in injury to a person's reputation:			
A. Strongly agree	5	8	12
B. Agree	17	30	30
C. Disagree	5	10	6
D. Strongly disagree	6	5	0
47. Opinions of a writer should be left to editorials, letters to the editor, and columns. Opinion should never find its way into a story:			
A. Strongly agree	19	33	25
B. Agree	16	15	23
C. Disagree	2	2	2
D. Strongly disagree	0	1	0
48. The fact that a story contains accurate information does not necessarily mean that the story presents a true picture. The story must also be a fair, balanced one:			
A. Strongly agree	17	25	22
B. Agree	19	17	26
C. Disagree	2	1	2
D. Strongly disagree	1	0	1

	Administrators	Advisors	Editors
49. The reader should be able to take for granted the accuracy of a publication. Students should strive for this approach:			
A. Strongly agree	14	32	24
B. Agree	18	17	24
C. Disagree	6	1	3
D. Strongly disagree	1	1	0
50. Concern for the law as it affects the school publication has often been overlooked by high school journalists:			
A. Strongly agree	8	15	5
B. Agree	18	25	21
C. Disagree	8	11	18
D. Strongly disagree	0	0	1
51. The sam laws which affect the daily newspaper also affect the high school press:			
A. Strongly agree	6	15	9
B. Agree	15	28	29
C. Disagree	9	6	10
D. Strongly disagree	1	2	1
52. Laws protect both the journalist and the public. It is imperative that student journalists and their advisors and school administrators become familiar with them:			
A. Strongly agree	10	30	22
B. Agree	26	21	26
C. Disagree	0	0	2
D. Strongly disagree	0	0	0

COMMENTS SECTION--If you wish to comment regarding a particular question please indicate the number of the question and then make your comments. Feel free to comment regarding school publications in general as well as questions contained in this questionnaire.

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Arizona Revised Statutes, Annotated, 1956, Title 12, Section 2237.

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