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ABSTRACT

Advising high school publications is a difficult task that makes it necessary to ascertain the needs and perceptions of high school journalism teachers and advisers. In an attempt to identify problems faced by high school journalism advisers in Arkansas and to determine what would prevent these advisers from using just one of the common aids available to them, the university-sponsored workshop, a study surveyed the opinions of journalism advisers. Subjects, 94 high school journalism advisers (76% in schools of less than 700 students), responded to a questionnaire about problems relating to student publications and the possibility of attending journalism workshops. Their responses indicated that their major problems concerned students' poor newswriting skills; lack of money and resources; photography; lack of time; inability to meet deadlines; students' lack of motivation and commitment; and students' lack of layout and design skills. Schedule conflicts, as well as lack of money, time, and administrative approval, were identified as the reasons most likely to prevent them from taking their students to journalism workshops. Results show that a need for traditional "skills" workshops for high school journalism students still exists, but that there also is a need for workshops which will help advisers solve time and money problems, as well as difficulties involving student commitment and motivation. (Six tables of data 13 notes are included, and one appendix is attached.) (MS)

The Usefulness of University-Sponsored Workshops as Aids for High School Journalism Advisers in A Rural State: A Descriptive Analysis

by

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The Usefulness of University-Sponsored Workshops as Aids for High School Journalism Advisers in A Rural State: A Descriptive Analysis

It is common knowledge that, for a variety of reasons, advising high school publications is a difficult task. For example, it is well documented that problems stem from lack of experience,[1] teacher burnout,[2] and administrative authoritarianism.[3] Of course, high school journalism advisers are not unique in their "line-of-duty" suffering, and the literature is filled with reports of research that has investigated problems in other teaching areas.[4]

While individuals and groups in every teaching field try to help each other cope with short-term and long-term problems, professional journalism teachers are particularly involved in aiding their high school colleagues through workshops,[5] publications,[6] and guidance gleaned from personal experience.[7] If this assistance is targeting the major problems faced by journalism advisers, and if those advisers are taking advantage of it, one might reasonably assume that advising high school publications is less difficult than it was 25-30 years ago, before educators had begun intensive efforts to study the advising process and to suggest ways to improve it or assist it.[8]

Although some research (most of which is unpublished) has measured the needs and perceptions of high school journalism teachers and advisers,[9] few studies have concurrently assessed the specific problems these educators face and their abilities to use the assistance that is offered to them.[10]

Theoretically, if advisers' major problems are ones that cannot be substantially helped by accompanying their students to traditional

"skills" workshops (i.e., those designed to improve student abilities in areas such as writing, editing, photography, and design), then workshop directors may need to revise workshop content. Similarly, if advisers cannot take advantage of such workshops, then the entire workshop concept may also need revision.

The current study attempted to identify problems faced by high school journalism advisers in Arkansas and to determine what would prevent these advisers from using just one of the common aids available to them: a university-sponsored workshop. Journalism workshops in this financially troubled rural state draw many participants from substantial distances, and they come from small high schools that have small budgets.

Thus, in this state, when advisers decide upon what may be the only annual trip on which to send their journalism students, it is particularly important for them to know the trip is worthwhile. Concommitantly, it is particularly important for workshop directors to know whether the training they offer is meeting adviser needs and whether a large percentage of the target audience is able to attend.

Description of the Statewide Teaching Environment

According to the 1980 U.S. Census, only 10 cities in Arkansas had populations over 25,000 and only 15 states had a smaller population density (people per square mile). In 1983, U.S. Department of Agriculture statistics showed that the state ranked 17th in terms of land area devoted to farming (approximately 48 percent). These figures help to explain why many of the state's high schools are relatively small.

There are 344 public secondary schools in Arkansas, and 183 of

them (over half) have less than 300 students. As Table 1 shows, in the United States, only about 25 percent of the public high schools are this small. Only 77 high schools in Arkansas (about 22 percent) have more than 500 students, as compared to 57 percent of the high schools nationwide. In the past decade, Arkansas' per capita spending for students in grades K-12, as well as its teacher salaries, consistently ranked 45th or lower among the 50 states.

Table 1

Percentage Distribution of High Schools in Relation to School Size[11]

School Size	Arkansas	United States
0-99	7.5	8.7
100-299	45.6	18.7
300-499	24.4	15.5
500-699	10.0	15.4
700-999	5.8	16.8
1000-1499	5.5	14.6
1500-1999	.6	6.5
above 1999	0.3	4.0

Beginning with the 1987-88 school year, Arkansas' public high schools were required to offer a journalism course at least every two years, as part of the language arts program. Teachers with bachelors of science in education are certified to teach journalism after completing at least 24 post-secondary hours of journalism coursework.

Teachers who are certified to teach English may be endorsed to teach journalism after they complete six hours of unspecified journalism coursework. If an accredited school district allows a

teacher to teach journalism without either certification or an endorsement, the district technically must rectify the situation within 12 months or face loss of accreditation.

Although it has not been fully documented, during the 1987-88 school year, some Arkansas school districts allowed teachers without journalism training to teach journalism courses. Additionally, in most school districts, most journalism teachers also advise student publications. In some districts, however, particularly when the student publication is a yearbook, some publication advisers do not teach journalism.[12]

Method

In August and September of 1987, after the 1987-88 school year had begun, surveys were mailed to journalism advisers at the 247 public high schools identified by the 1986-87 edition of the Arkansas Activities Association Directory as producing a student publication. Private schools, whose journalism programs made up a small fraction of the listings, were excluded from the study because comparative educational statistics for such institutions are relatively unavailable. A cover letter requested that the surveys be completed and returned by October 7. A copy of the survey is included as an appendix to this paper. Due to budgetary constraints, no stamped, self-addressed return envelope was provided for the respondents. The surveys asked advisers to provide the following information:

1. Identify their two biggest continuing problems relating to student publications.

2. Specify which day of the week and what time of day would be best for their students to travel to the University of Central Arkansas (a geograpically central location) to attend journalism workshops.
3. Indicate what would prevent their students from attending such workshops.
4. Indicate whether their students could attend workshops in their own geographic area, and specify what day of the week and time of day would be best for those workshops.

The surveys also asked advisers to indicate how many years they had taught journalism, how many years they had advised a student publication, and the sizes of their schools. Additional spaces were provided for school names and adviser names.

At the end of October, a minimum of seven weeks after the first set of surveys had been mailed, a cover letter and a second copy of the survey were mailed to each adviser who had not responded to the first mailing. The last response to this mailing was received on January 14, 1988.

In a spot-check for accuracy of information that respondents provided about school size, it was noted that some advisers had included grades K-12 in their totals; in Arkansas, some high school publications serve more than the high school population. Because the intent of the study, however, was to examine problems associated with high school journalism, all responses concerning school size were verified and, if necessary, adjusted in accordance with data provided by the Arkansas Department of Education.

Results

From the 247 schools that were sent surveys, 94 (38 percent) responded. Due to a "crossing in the mail," one school sent duplicate responses. Fifty-one advisers responded to the first mailing and 44 (including the one duplicate) responded to tne second mailing. Of the 94 different surveys that were returned, one was not completed. A note attached to it said journalism had never been taught at the school, and that the business department, which had traditionally supervised the publication program, was lacking funds to produce a newspaper this year.

Approximately 76 percent of the completed surveys came from advisers teaching in schools with less than 700 students. Table 2 provides two comparative distributions in relation to school size: schools from which responses were received and schools producing student publications.

Table 2

Percentage Distributions of Survey Responses and Public High Schools Producing Student Publications, in Relation to School Size

School Size	Responses	Schools Producing Publications
0-99	1.1	4.0
100-299	34.4	39.7
300-499	26.9	29.6
500-699	15.1	9.7
700-999	10.8	8.1
1000-1499	10.8	7.7
1500-1999	1.1	0.8
above 1999	0.0	0.4

It is evident from Table 2 that percentages of responses closely correspond to percentages of schools producing student publications.

Responses to the survey item asking advisers to identify their two biggest continuing student publications problems are summarized below in Table 3.

Table 3

Advisers' top 10 student publications problems

Problem	No. of Advisers Responding
Poor newswriting skills	26
Lack of funding/lack of resources	20
Poor photo skills (good pictures/processing)	15
Lack of time/time management	14
Inability to meet deadlines	12
Lack of student commitment and motivation	10
Poor layout and design skills	10
Poor English skills	7
Printing-related problems	5
Lack of student originality	5

The table indicates that 26 of the 93 advisers mentioned students' poor newswriting skills. In second place was lack of funding and/or lack of resources (materials and equipment) that resulted from lack of funding, which was cited by 20 of the respondents. The third most frequently mentioned problem concerned photography, as noted by 15 advisers. Fourteen respondents mentioned lack of time and/or time management problems, and 12 respondents said meeting deadlines was a major problem.

In descending order, the next most frequently mentioned problems included lack of student commitment and motivation (10), students' lack of layout and design skills (10), students' lack of English skills (7), problems involving printing (5), and problems concerning student originality (5).

Lack of a laboratory period to produce the publication, troubles with teaching writing, and lack of staff members each received mention by four advisers. Three advisers said year-to-year turnover was a big problem, while staff organization and poor advertising sales were noted by two advisers. Fifteen miscellaneous problems received one mention each.

Twenty-eight advisers noted only one problem, accounting for the discrepancy between actual (158) and expected (186) responses.

Responses to the item asking what would prevent their students from traveling to the University of Central Arkansas campus to attend journalism workshops are summarized below in Table 4.

Table 4

Reasons students could not attend UCA journalism workshops

Reason Mentioned	No. of Advisers Responding
Schedule conflicts	22
Lack of money	21
Travel time/distance involved	19
Lack of administrative approval	11
Difficulty arranging transportation	4
Publication deadlines	2
Lack of interest	1
Lack of student cooperation	1

As is evident from the table, 22 advisers listed schedule conflicts, 21 said lack of money, 19 mentioned either travel time or distance involved, and 11 said lack of administrative approval was a problem.

Four respondents said transportation could be a problem, two said publication deadlines might keep them away, and one each mentioned lack of interest and lack of student cooperation. Twelve advisers either left this item blank or indicated there would be no problem in attending such workshops.

Of the 74 advisers who specified the best day of the week and time of day to attend a workshop at UCA, 59 said that a mid-week morning would be optimal, 12 said that Saturday before 5 p.m. would be best, and three chose a Monday or Friday afternoon.

All but five of the 93 advisers said their students could attend workshops in their region. Although the survey asked for a yes or no response, two advisers said maybe and one said probably. Of the two who said no, one indicated that other commitments would interfere with such workshops. The other gave no reason.

Eighty-three respondents provided choices for the best day and time for a regional workshop. Once again, a mid-week morning received the most support, being mentioned by 61 advisers. Eight said during the day on a Saturday was the best, six chose a mid-week afternoon, five chose either a Monday or Friday morning, and three desired either a Monday or Friday afternoon.

To analyze the responses concerning teaching and advising experience, modes and arithmetic means for each category were calculated in relation to school size. Originally, school size delineations corresponded with those commonly found in U.S.

Department of Education statistical reports: under 100 students, 100-299 students, 300-499 students, 500-699 students, 700-999 students, 1,000-1,499 students, 1,500-1,999 students, and 2,000 or more students. The categories at the extremes, however, were collapsed because advisers from only one high school with less than 100 students and one high school with more than 1,500 students responded to the survey. The numbers of students in these two high schools were 68 and 1,534, respectively. A summary of these data may be found below in Tables 5 and 6.

Table 5

Journalism Teaching Experience in Relation to School Size

School Size	Responses	Years Taught ($\bar{X}$)	Years Taught (Mode)
0-299	33	1.73	1(13)*
300-499	25	2.80	1(5)
500-699	14	4.07	0(4)
700-999	10	5.30	3(3)
1000-1999	11	5.09	3(2)

*Figures in parentheses indicate the number of respondents listing the modal number as their years of experience.

Table 6

Publication Advising Experience In Relation to School Size

School Size	Responses	Years Advised ($\bar{X}$)	Years Advised (Mode)
0-299	33	2.79	1(9)*
300-499	23**	3.61	0(4)
500-699	14	5.14	***
700-999	10	6.90	***
1000-1999	11	5.91	3(3)

*Figures in parentheses indicate the number of respondents listing the modal number as their years of experience.

**Two respondents did not provide this information.

***These sets of responses had three or more modes.

Overall, the data reveal that respondents working in smaller schools have approximately 2-3 years less teaching experience and 2-4 years less advising experience, on average, than respondents working in larger schools.

Discussion

Before discussing the survey response content, two points need to be made concerning the number and origins of the completed surveys. First, the 93 usable surveys that were returned represent nearly 38 percent of the entire population of public high school journalism advisers in Arkansas, as best as could be identified, rather than 38 percent of a sample of the entire population. This distinction is significant because although the response rate may seem low, seldom does one find research that involves an entire population. One also might consider this a good response rate in light of the fact that no stamped, return envelopes were included in the mailings.

Second, it should be remembered from Table 2 that in relation to school size, survey response percentages closely corresponded with percentages of schools producing student publications. This means that in general, survey responses are quite representative of the population being studied. Schools in the three categories covering school sizes of 500-1999 students had proportionately higher response percentages than the smaller schools, and perhaps this is because more schools in these categories have begun offering journalism classes to supplement their publication programs.

Schools of this size, without a complete journalism program in place, can sometimes better afford to hire experienced journalism

teachers than can smaller schools. By virtue of their experience, such teachers may have discovered the usefulness of workshops and, therefore, may have more interest in them and more interest in surveys relating to them.

Concerning responses to the item asking advisers to identify their two biggest continuing problems relating to student problems, it is instructive to note that three of the six most frequently mentioned problems are generally not addressed in traditional "skills enhancement" sessions offered by college and university journalism workshop programs. These problems included lack of funding and/or lack of physical resources (materials and equipment), lack of time and/or time management problems, and lack of student commitment and motivation.

Conversely, three of the top six problems did involve student skills that are addressed at traditional workshops, although the fifth biggest problem, meeting deadlines, is related to time management problems.

These results imply that there certainly is a place in the world for traditional "skills" workshops, but also that there is a need for workshops dealing with funding, time, and motivation. In fact, sessions that raise student motivation might lead to student interest in developing skills, which would help to alleviate other problems. Occasionally, those directing high school journalism workshops might also want to include sessions that address printing problems and lack of student originality, both of which received some mention.

In a rural state that spends relatively little on education, it is not surprising that so many advisers named money and time as their biggest problems. With minimal budgets, many must produce

publications as a part of non-laboratory journalism classes or as extra-curricular activities. Many advisers could benefit from workshops that offer tips on increasing revenues and decreasing costs, as well as workshops that instruct advisers on time-saving techniques which could be applied to planning and production.

Assuming that the workshops which are offered do meet the needs of their intended audiences, it is useful to identify reasons why advisers would not bring their students to such workshops and the optimal time to hold such workshops. Responses to the survey items that addressed these questions showed that schedule conflicts, lack of money, and the distance or travel time involved would be reasons for not attending a University of Central Arkansas workshop, and that advisers overwhelmingly preferred to have it on a mid-week morning. These results are not surprising, but they do confirm the need for workshop directors to be sensitive to their audiences' needs.

Although these responses were generated by advisers in a rural state, it would not be unreasonable to expect that advisers in other states would have similar concerns. While most workshop directors do not expect to draw significant portions of their audiences from distant cities, they definitely must at least look at cost factors and schedule conflicts. Many school districts cannot afford to pay costly registration fees for extra-curricular activities, and many students who attend workshops may have afternoon obligations (work or after-school activities) they could not meet if they attended an afternoon program.

It also was not surprising that nearly all of the respondents said their students could attend regional workshops, and that a mid-week morning was again the overwhelming choice for the time when

such workshops should be held. It stands to reason that if travel time is decreased, schedule conflicts also decrease, as less total time away from school is required.

The idea of regional workshops is not new, and previous research has shown that such workshops are preferred by journalism advisers.[13] Results from the current study, coupled with other findings, make it imperative for those who schedule high school journalism workshops to consider ways of bringing this training to the audience. One way to do this is to offer workshops as a part of established organizational programs. For example, when local or regional high school press associations have annual conventions, journalism professors should offer their services to conduct relevant training. Also, local education cooperatives often sponsor day-long programs for teachers, and these meetings provide opportunities for journalism professors to lead workshops for journalism advisers.

One other way to meet the needs of advisers who cannot attend workshops is to establish a classroom visitation program, wherein professionals address journalism classes and consult with journalism advisers. If time and money considerations prevent carrying out such a program at schools that are not nearby, a correspondence program, in which student publications are critiqued and problem-solving advice is provided, may be pursued.

In the final area that was investigated as a part of this study, responses to survey items seeking information about teaching and advising experience showed that advisers at schools with less than 500 students had, on the average, less journalism teaching experience and less publication advising experience than their colleagues at schools with more than 500 students.

These results were not surprising for two reasons: in Arkansas, teachers in smaller school districts generally are paid less than teachers in larger districts, so experienced teachers often move to better-paying districts; and smaller schools are less likely to have had long-standing journalism programs, so the opportunity to teach journalism or advise a newspaper may not have been available for any significant amount of time.

Support for the latter reason is provided by the raw data concerning years taught and years advised. As the modal information in Tables 5 and 6 shows, 13 of the 33 respondents from the smallest schools said they had taught journalism for one year, and nine said they had advised a publication for one year. The raw data show that seven others in this category indicated they had no journalism teaching experience and no publication advising experience. Thus, nearly two-thirds of these advisers had less than two years of journalism teaching and advising experience.

Conversely, raw data from advisers working in schools with over 700 students show that only six of 21 respondents said they had less than two years of journalism teaching experience, and only two indicated they had less than two years of advising experience. Only one other person from these schools indicated less than three years of advising experience.

In relation to experience, it was surprising that the survey response percentages of advisers with less experience were lower than corresponding percentages of advisers with more experience (see Table 2). Because one would expect less-experienced advisers to be highly interested in finding ways to help themselves with their problems, one also would expect this group to be very interested in

workshops and in surveys about workshops; however, as mentioned above, the more-experienced advisers may have responded in greater proportions because they may have discovered the value of workshops, at least more so than have their less-experienced colleagues.

Raw data provided by advisers from mid-sized schools (300-699 students) show that 10 of 39 advisers had less than two years of journalism teaching experience, and seven of 37 advisers had less than two years of advising experience.

Summary and Conclusion

This study of high school journalism attempted to identify problems faced by student publication advisers in Arkansas and to determine what would prevent these advisers from accompanying their students to a university-sponsored journalism workshop to help alleviate those problems.

At the beginning of the school year, surveys inquiring about adviser problems, abilities to attend journalism workshops, teaching experience, and advising experience were mailed to publication advisers at public high schools throughout the state. Thirty-eight percent of the surveys were returned.

In their responses, advisers indicated that their major problems concerned students' poor newswriting skills; lack of money and resources; photography; lack of time; inability to meet deadlines; students' lack of motivation and commitment; and students' lack of layout and design skills.

Schedule conflicts, as well as lack of money, time, and administrative approval, were identified as the reasons most likely to prevent them from taking their students to journalism workshops

held in a central location. Most respondents said they and their students could attend regional workshops, and that a mid-week morning would be the best day and time to schedule either a centrally located workshop or a regional workshop.

An analysis of respondents' journalism teaching and publication advising experience showed that those working in smaller schools had approximately 2-3 years less teaching experience and 2-4 years less advising experience, on average, than those working in larger schools.

The results of this study indicate that a need for traditional "skills" workshops for high school journalism students still exists, but that there also is a need for workshops which will help advisers solve time and money problems, as well as problems involving student commitment and motivation. Additionally, when lack of time, money, and administrative approval are significant deterrents to workshop attendance, those who direct such workshops should consider other means to meet the needs of advisers who cannot participate.

Appendix

Survey of Arkansas High School Publication Advisers

1. As a journalism adviser, the two biggest continuing problems I have, relating to student publications, are the following:

   _____ _____

2. What day of the week and time of day (including weekends) would be best for your students to travel to Conway to attend high school journalism workshops?

   _____ day of week _____ time of day

3. What would prevent you and your students from traveling to Conway to attend such workshops?

   _____

4. Could you and your students attend workshops in your area?

   ____ yes ____ no

5. What day of the week and time of day would be best for such regional workshops?

   _____ day of week _____ time of day

6. For how many years have you taught journalism? _____

   For how many years have you advised a student publication? _____

7. What is the enrollment of your school?

   ___under 100 ___100-299 ___300-499 ___500-699 ___700-999

   ___1000-1499 ___1500-1999 ___2000 or more

Your School _____ Your Name _____

Endnotes

[1]There are many accounts of first-year experiences, from advisers without journalism training. See, for example, Michael Moore and Kristin Kohlmann, "Learning More Than We Ever Wanted to Know About High School Journalism," English Journal (January 1986), pp. 56-9; David R. Osborn, "Confessions of A High School Newspaper Advisor," English Journal (October 1984), pp. 64-66; J. Vogel Helgeson, "Newspaper Adviser: Year One," English Journal (December 1980), pp. 44-45.

[2]E. Joseph Broussard and John M. Butler, "A Case Study of Stress and Burnout: The Newspaper Adviser," a paper presented in 1986 to the Secondary Education Division, at the AEJMC national convention in Norman, Oklahoma; Marilyn A. Weaver, "Burnout Plagues Press Advisers in High Schools," Journalism Educator (Spring 1984), pp. 37-39.

[3]For nearly a decade, the Student Press Law Center in Washington, D.C., has published the Student Press Law Center Report, which has documented numerous struggles that advisers have had with their administrations. The topic also has found its way into less esoteric publications. See, for example, Nat Hentoff, "The Principals of Censorship," The Progressive (May 1984), pp. 30-32.

[4]M.B. Culp et al., "Problems of English Teachers as Perceived by Teachers and Principals: A Survey," English Education (Fall 1984), pp. 53-58; Jerry Rottier, William Kelley, and William K. Tomhave, "Teacher Burnout -- Small and Rural School Style," Education (Fall 1983), 72-79.

[5]It is very common for college and university journalism programs throughout the country to sponsor workshops for high school journalists, either as outreach programs or in connection with local, state, or regional high school press organizations.

[6]For two of the most recent publications produced as aids for high school journalism teachers and advisers, see, Thomas Eveslage, The First Amendment: Free Speech & A Free Press -- A Curriculum Guide For High School Teachers (Philadelphia: Thomas Eveslage, 1985); The Journalism Education Association Commission, High School Journalism Confronts Critical Deadline: A Report (Blue Springs, Mo.: Journalism Education Association, 1987).

[7]Lillian Lodge Kopenhaver, "Guidelines Help Press Advisers in High Schools," Journalism Educator (Summer 1984), pp. 40-42; Patricia A. Shea, "The School Newspaper: A Challenge or Aggravation?" NASSP Bulletin (October 1981), pp. 111-14; Beverly Haley, "Who? Me? Sponsor the School Newspaper?" The Clearing House (September 1981), pp. 29-31.

[8]Some of the earliest studies surfaced in the late 1960s. See, for example, David L. Bennett, "The Status of Scholastic Journalism in Oklahoma," an unpublished M.A. thesis at the University of Oklahoma, 1969; Robert Owen Gary, "A Comprehensive Study of High

School Journalism in Southern Illinois High Schools," an unpublished M.A. thesis at Southern Illinois University, 1969. For one very early study in this area, before intensive efforts began, see, John H. Knowles, "A Study of Courses in Methods of Teaching Secondary School Journalism with A Proposed Ideal Methods Course," an unpublished Ph.D. dissertation at the University of Kansas, 1956.

[9]J. William Click and Lillian Lodge Kopenhaver, "Principals' and Newspaper Advisers' Attitudes Toward Freedom of the Student Press in the United States," a paper presented in 1986 to the Secondary Education Division at the AEJMC national convention in Norman, Oklahoma. Doug D. Whittle, "A Needs Assessment of Continuing Education in Journalism for the Secondary Teacher/Adviser in Iowa," an unpublished M.S. thesis at Iowa State University, 1983; George T. Arnold, Jr., An Examination of the Status, Function, and Perceived Needs of Journalism Education in the High Schools of West Virginia," an unpublished Ph.D. dissertation at Ohio State University, 1980; John William Click, "Development of A Model for the Short-Term Training of High School Publications Advisers," an unpublished Ph.D. dissertation at Ohio State University, 1977; John W. Windhauser and J.W. Click, "High School Journalism Courses, Teachers and Perceived Professional Needs in Indiana, Ohio and Pennsylvania," an unpublished paper presented in 1972 at the AEJ national convention in Carbondale, Illinois.

[10]For one that has done so, see, Sharon Hartin Iorio and R. Brooks Garner, "A Needs Assessment of High School Journalism Teacher-Advisers Concerning Types of University Programs Most Beneficial to Scholastic Journalism Education," a paper presented in 1987 to the Secondary Education Division, at the AEJMC national convention in San Antonio, Texas.

[11]Figures for schools in Arkansas were hand calculated for this project by the Arkansas Department of Education's Administrative Services office, in February 1988. The nationwide figures are from 1984, as prepared by the United States Department of Education and as published in the 1987 Statistical Abstract of the United States, p. 124.

[12]Information in this paragraph was provided by Arkansas Journalism Advisers Asscciation President Doris Rutherford, in a conversation on February 14, 1988.

[13]Iorio and Garner, op. cit.