ALL THAT'S FIT TO PRINT!
A PRACTICAL MANUAL FOR
HIGH SCHOOL NEWSPAPER ADVISORS

A Thesis
Presented to
the Faculty of the Caudill College of Humanities
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In Partial Fulfillment
of the Requirements for the Degree
Master of Communications

by
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Director of Thesis

Master's Committee: [Signatures]

Date: May 23, 1994
Many high school newspaper advisors and teachers are in need of additional information concerning publication of a school paper and how to incorporate writing into their classroom. Journalism is one of the opportunities for high school teachers to conform with the Kentucky Education Reform Act of 1990 regulations and, therefore, additional information on the high school newspaper is needed by teachers and administrators alike. In order to prepare a manual to meet these needs, a survey was developed and mailed to one-third of Kentucky's high schools by the author. This survey questioned what topics newspaper advisors would like more information about, specific demographics about current student newspapers, and
successful activities high schools are currently pursuing. This information, along with ideas from other advisors across the country, was compiled into a manual for high school newspaper advisors. Major topics found to be of interest to advisors included: recruiting staff members, advertising sales, writing news and feature stories, desktop publishing, grading of staff members, staff manuals, and how to advise students about careers in journalism. The manual addresses each of these topics and other topics that will aid advisors in producing quality school newspapers and encouraging other classes to participate in the publication as well. This information could be used by newspaper advisors to improve publication of the school newspaper and to improve the knowledge of administrators and other teachers concerning the journalism field and its importance in KERA.

Accepted by: 

[Signature]

Chair
All That's Fit to Print!
A Practical Manual for
High School Newspaper Advisors

Thesis and Research

The Problem

After meeting with three high school newspaper advisors and their staffs in the Spring of 1992 for a short three-hour workshop at Maysville Community College, I began to realize that there was a great need for advisors in small schools across the state of Kentucky to have some kind of resource for information about how to advise high school journalism. Later that year I visited the high school journalism class in which I had first learned about the newspaper process and talked with the advisor and students about their publication. It was a great
eye-opener for me to see the need of all concerned for more information about publishing a paper. What were careers in the field and what should the students do to prepare themselves for a future in journalism? How could they better use the meager equipment they had and what should they buy in the future? What were some sources that advisors could use which would provide up-to-date information on all these topics?

Most of the advisors I have worked with, as a student myself in junior high and senior high and since I have graduated from college, have been thrown into the job of advising the school paper through circumstances that did not require them to have great knowledge of newspaper regulations. Many advisors have been in the position several years and are now comfortable with advising, but they still need help in some areas. Some schools change advisors every two to three years so all the English teachers can take a turn with the newspaper staff. Experience level among advisors is varied and they do the best job they can with the knowledge, talent and budget that they have, but there is always room for improvement in the high school newspaper.

Kentucky has set the precedent for a new educational system with the Kentucky Education Reform Act (KERA) of
1990 that other states across the nation are watching and in some ways mimicking. This new law asks that schools do more than just teach from the book and actually allow students the kind of hands-on experience that the school newspaper affords. Therefore, school publications should be receiving a great deal more respect and acknowledgement than such publications have in the past. The school newspaper is one of the truly hands-on experiences that students can participate in at the high school level and even prior to high school. "Writing across the curriculum" is also a new requirement of the law. Teachers will be required to have portfolios of writing samples from students and students in every class will be required to submit some type of writing work. This is an excellent opportunity for newspaper advisors to get help with their news stories. Instead of every teacher requiring a term paper, the writing requirement could be a story that could be used for the student newspaper. This is a prime opportunity for the school newspaper to grow and expand to more than just a class for a few students. It could become a schoolwide project. Therefore, there are many teachers who will need some basic pointers on the newspaper and what kind of stories are acceptable as they have absolutely no background in the field.
One of the biggest foes facing every school newspaper is budget constraints. Most schools receive little money from the school administration, but yet are expected to put out a quality publication. Even under KERA and the increased desire for laboratory type work from students, administration is hesitant or unable to offer the school newspaper a bigger budget. Competition for advertising with other publications, such as the school yearbook, sports teams and other clubs is daunting to many newspaper staffs, especially in small towns where the same merchants are approached time after time for financial support. Therefore, advisors need assistance in finding innovative ways to sell advertising and money saving ways to operate the paper on the amount allotted.

There are many manuals and magazines available to advisors of the high school newspaper, but few advisors report making use of these materials, as results of a survey administered to high school newspaper advisors in the state of Kentucky for the purpose of this project show. None of the high school advisors responding use an actual textbook in their class.

High school newspaper advisors are constantly looking for ways to improve their publication, produced on a very low budget, and to better organize and instruct students in
the field of journalism in which they often have little or no background or experience. The goal of this project is to provide these advisors with another resource that they may use to generate creative and different ideas and as a basis to publish a quality school newspaper if one has never been published previously.

In order to reach this goal by providing advisors with what they themselves see as their needs, a survey was created and conducted to establish what areas of publication they deemed as important to include in the manual. The results of this survey would be used to choose which topics of the many related to this field should be included in the book and which were of little or no interest to advisors. Information about the average size of the school newspaper staff, the average size of high schools, the budget, equipment used and successful activities advisors have discovered was also included in the survey to provide background information for the manual. This information would provide a basis from which to suggest activities or options for the publication. If most school newspaper staffs consist of only 15 or fewer students, many activities and options available to bigger staffs would be impractical. If most schools are still using handwritten copy sent to a printer, it would be
impractical to explore pagination and desktop publishing in great detail. If the school newspaper does not rely on advertising for any portion of its budget, it is unnecessary to spend a great deal of time suggesting new ways to approach prospective advertisers. Therefore, all such information, gleaned from the survey conducted, was a determinant of the material to be included or excluded from the completed manual.

Due to previous work with advisors and meetings with staff members themselves, it was assumed that the survey would produce certain results, as the following:

1) It was expected that very few schools, if any, who responded would be using a textbook or only one manual which was used to teach.

2) Most advisors would have less than five years experience in working as a newspaper advisor or as a professional journalist; the majority of these less than two years.

3) Advisors most need help in the areas of Advertising, Budgeting, Equipment, Writing, Grading and Recruiting New Staff Members.

4) The majority of high school newspapers still rely at least partially on advertising revenue.

5) Most papers are printed tabloid size.
6) The majority of schools use commercial newspaper printers and are not capable of doing desktop publishing due to lack of equipment.

7) Schools generally distribute few newspapers in relation to overall school attendance, which means not every student in the school receives a copy of the newspaper.

8) School newspaper staffs most often consist of fewer than 20 people.

9) Advisors would be better served by a manual for the advisor than a textbook to be used by students.

10) In the majority of schools newspaper production is handled as a class during the day, however, there may be times when after school work is required.

Although this survey was conducted only in Kentucky schools, the results can be translated to other areas because of the similarities in high schools across the country. The work was focused in Kentucky because that is the region with which I have worked since before the project was begun. Other areas of the United States also have the same school budgetary concerns, lack of equipment, small school size, need for advertising, and lack of up-to-date information as Kentucky schools. This work is especially important to Kentucky at this time as KERA (as
mentioned previously) will be fully in effect by 1996. Laboratory classwork, such as the school newspaper, is one of the prime goals for improvement and expansion under this new Kentucky law. Therefore, this area of study should be receiving additional attention, not only in the state itself, but around the country, as other states watch the changes in Kentucky's educational programs. For this reason the focus of the work is suited well to be conducted in this state at this time and the resulting manual will be of help to advisors and teachers striving to reach the goals and expectations of the new law. Other areas of the country will also benefit from studying this information and applying it to their individual situations to improve school newspapers.

First, this paper will review the literature already available to advisors and describe the contents of this literature. A description of my reasons for writing a new manual for advisors will follow this review, containing a description of the differences between my book and the others that have been published.

Next, an explanation of the study conducted, how it was conducted, the results and conclusions that were reached and a comparison to the results expected as listed previously. Numbers of respondents and how these responses
were used to compile the manual will be described in
detail. Finally, a summary of the entire project and the
manual that resulted from this project will be produced.

Review of Literature

Search for literature and studies of similar projects
was conducted in the university libraries of Morehead State
and the University of Kentucky, as well as from personal
interviews of people in the high school journalism field.
These are the sources that are available to most advisors
on the high school level, but the time required to research
the latest information is much greater than full-time
teachers have free. However, books and articles that can
be easily accessed by most advisors were the references for
this work to allow these advisors to obtain even further
information than the final manual will offer if they so
desire. A comprehensive bibliography of books, articles,
speeches, etc. is compiled at the end of the manual, so
advisors will have some starting point if they wish to
continue further study. These are all materials that are
available locally to those within the state of Kentucky.

Researching information in this field required
approximately 200 hours of time spent at the actual facility, in addition to time waiting for materials to arrive from loaning libraries. The NOTIS system for information in libraries across the state available through the University of Kentucky was accessed as well as ERIC and the computer search system at the campus library of Morehead State University. Processing and culling through this information for that which was pertinent and usable by today's advisors took additional hours. Much of the information is outdated and not of much value to today's instructors.

The most valuable and up-to-date information is always available through journal and magazine articles, rather than manuals or books. However, researching these materials requires even more time than reading books and manuals, due to the variety of magazines and journals that must be located and read for one article that is helpful. Therefore, most advisors expressed on the survey that they would prefer to have one manual with information in a more compact form than that found in magazine and journal articles.

The search for this project began in February of 1991 and concluded during the Fall of 1993. Every day new articles and ideas are being published, but the attempt was
to actually use ideas of advisors across the country, those things they have tried that were successful and those that were not. Other advisors can learn from these examples. Many are ideas that will be profitable for high school newspaper production for many years to come.

Following is a review of the books and projects similar to this project that were reviewed to prepare this study and manual. Not all of these works were cited in the finished product or material from them used to complete the work, but all were reviewed before the study was finished.


Several topics in this book are useful to today's advisor such as how students can write their own staff manual, how to gear ads to specific products, how to do manual layout of headlines and copy, and ideas for stories and columns. However, it is written in a lengthy textbook form that makes it difficult to read through looking for the useful information. Chapter dividings leave an uncertainty as to what is contained in each section. Some of the information is outdated, such as the section on how to publish mimeograph papers.

New York University, 1963.

Although this is an outdated book in many ways, such as the publication methods described, there is some useful information for advisors. Tips for taking notes during interviews, publishing within the local paper and encouraging and building up a strong ad sales force are a few of the useful ideas, but again it is a large volume and difficult to read. It can be used as a reference book for such topics as those mentioned above which have not changed with time.


This book is written from the perspective of students who felt they must go "underground" to publish certain articles. Although the book does not contain any practical information for newspaper publication today, it is a valuable way for advisors to understand more fully how students feel when they are denied publication of certain articles.


This is a good work to open advisors' and students' eyes to the myriad of jobs available with a journalism
background besides those strictly in newspapers. It also gives very good and detailed information on what is needed to attain these jobs and gives students a goal to reach toward. This is a small book that is quick and easy to read.


This book contained little information that would be of help to beginning high school newspapers. The book is designed to aid community or larger college papers in production. It is a small work and therefore could be reviewed quickly by advisors for useful information, but does not include any start-up ideas. It is most useful for a newspaper staff that already has a paper in production. However, it does offer ideas as to how students may get internships with large newspapers.


This is one of the most useful and idea-packed manuals for advisors of high school publications. It is updated periodically and contains information on many aspects of high school newspapers and yearbooks, including actual forms which can be used for editorials, staff
applications, etc. Much of the book is delegated to yearbook needs and information. The shortcoming of the manual, though it is excellent for advisors to have and use, is that it contains only the ideas of one advisor and things that she has used in producing a newspaper and yearbook. There are many opposing views and other ideas that she does not include. Also, a good deal of the book is given to information on yearbook production and the combination of the two areas leaves much to be desired in the newspaper section. Yearbook and newspaper publications are different in many aspects, so many of the ideas do not carry over well to newspaper advising. The layout of the manual is easy to read and to locate the specific information the advisor is looking for. It is published in a spiral-bound format which allows advisors to pull out what they need and place it in a folder of their own for class.


This is a textbook/workbook for students that teaches better writing in-depth using a variety of exercises. The exercises cover everything from headlines to writing the first lead. It is an excellent source for teaching students to write effectively and well for the student.
newspaper although it is written for college use.


This book is too advanced to be of use to high school publications. The information is geared toward professional newspapers, although there are some good ideas concerning how to compete with other medias for readers.

The Student Journalist and ... Series written by many different authors, published by R. Rosen Press, Inc. in 1960's and 1970's. This is a series of approximately 15 books, each dealing with a different specific subject of student journalism such as photojournalism, interviewing, reporting, layout, reviewing the performing arts, etc. written by an expert in that specific field. Some books in the series have been updated, but this is a great deal of specific information for advisors to get through when they really need only general information about a variety of subjects that have to do with student journalism. This series may be more helpful to use during the second or third year of a student's journalism career when they are beginning to focus interest on specific areas of the field.

The only information contained in this book which may be useful to advisors is a section concerning organization of staff positions. The majority is outdated publication information or information advisors can read elsewhere, such as proofreading marks.


A comparison of these two works shows Kristof's book is sorely lacking. Robbins' book carries excellent case studies of censorship in high schools and she completed the project by interviewing high school students and advisors. Her background on the court cases leading to today's laws are in-depth, but yet not so complicated that the work is not understandable to the non-lawyer working with the high school press. The information is also the most up-to-date that was found in any solely censorship work and contained the most relevant information to advisors. High schools from around the country are included and many important court cases are discussed which would even be of interest to the students themselves.

Lain, Laurence. *Ask, the Advertising Survival Kit:*

Lain's manual is helpful to answer many questions advisors may have about the best way to sell and layout advertising, including how to survey students for the products they buy. It contains no information on other areas of journalism and is also mainly for yearbook publications, but the ideas he presents will still work for many high school staffs and the book is laid out in easy to read sections, so readers can quickly find the areas in which they are interested. Rather than just lecture about advertising, Lain presents useful activities, forms, letters, etc. to help staffs increase their advertising potential.


This is another book which is difficult to cull through for the details and information that is useful. Lyman does include a section of history facts which include the very beginning of the press, many tips for good writing and some specifics concerning layout, but the format makes this book undesirable for many advisors.

If an advisor still wants to teach and use proofreader's marks, although most today use computers that do not require such measures, this is still an excellent work to read. Proofreader's marks have barely changed since the year this book was printed and it is one of the most comprehensive proofreader's books available.


This book contains useful ideas concerning features, critical reviews, rate cards and activities to sell papers, though it is geared toward professional publications, not high school, student-published papers.


Although this book is outdated in many ways, it is included because the information on writing good articles never goes out of date and this book has some good writing tips for new reporters. It is a large volume and could not be read or used in its entirety, but advisors who want to teach writing skills may find some very useful and timeless information.


Wells, George C. and Wayde H. McCallister. Student

Both of these books are much the same. They include some good basic writing techniques and Wells also has good information about how to organize a new staff. Though both were written several years ago, good writing and staff organization has not changed.

Several magazines are also good sources of information for high school newspaper advisors. Quill and Scroll, Communication: Journalism Education Today, School Press Review, and Scholastic Journalism are valuable sources to keep advisors up on fresh, emerging ideas and to keep them informed of what other advisors and high school papers are producing. Seeing the problems others have faced and in what ways they have overcome them is practical information to be used. Quill and Scroll and School Press Review are published specifically for high school newspapers. These magazines include articles on feature writing, desktop publishing, sports interviewing, grading and editorial pages which are all written specifically for high school newspapers. Communication: Journalism Education Today also includes articles such as John Cutsinger's "Staff Manuals Essential for Publications" in the Summer 1990 edition and Mike Morse's article "Coming Soon: Technology and the Future of High School Publications" in
the Spring 1992 edition. Magazines, such as Journalism Quarterly and Scholastic Journalism contain more scholarly articles, such as Jack Dvorak's "Publications as a Predictor of College Success" in the Autumn, 1989, edition of Journalism Quarterly.

Despite all these works and the variety of information available, I found that high school advisors could still benefit from a manual to help them produce better newspapers in easier situations. The available manuals and textbooks have not met the needs of the teachers which is evident from the survey results (which will be discussed in detail later). Of those surveyed, a few said they refer to a book or manual, but none said they use these on a full-time basis. Most refer to one book for writing tips, another for advertising, another for budgeting, etc. Most said they use nothing at all. Therefore, there is obviously still a need for information to be easily accessible to these advisors. The manual I have written as a result of this project is different from those on the market already for many reasons. Following are the reasons this project was needed:

1) The principles and activities in this manual are very basic in some respects, but it is geared specifically for advisors with no experience and little journalism
background. The goal was to allow those advisors, who have never advised before or who have very little knowledge of how to begin a school newspaper, to have basic information that is often overlooked in manuals which are geared toward those who already have larger staffs in place.

2) A sharing of ideas is something in which every advisor expressed an interest in participating. This manual incorporates many actual school advisors' ideas, rather than just those of the author. Many manuals are written by former advisors and they expound on what they have found to work, but do not incorporate information from other teachers.

3) Likewise, no other authors report having conducted a survey of advisors before beginning the manual to see what information the advisors themselves still lack and would like to see included. The fact that advisors responded to the survey questions by stating that they still needed information on a variety of topics demonstrates that there is still a need for another manual.

4) Many manuals available include yearbook and newspaper information together. This manual is solely for newspaper advisors and does not include any information about yearbook publication.

5) This manual is a handbook, not to be used as a
textbook, but as a reference guide for the beginning newspaper advisor and staff specifically. Many manuals have "information overload." The text includes so much information that it is difficult for advisors to wade through the things they do not need to find the parts that would be helpful to them. Each section or chapter of this manual is short and easy for the advisor to read in one sitting, so the information they need can be accessed more quickly than in the larger manuals and books.

6) The information is up-to-date for the 1990's and is not simply a re-edition of an older book that still does not address the changing needs of advisors.

7) It is extremely difficult to find a manual that includes a section on how to advise students on careers in journalism. When I am asked to address high school journalists, careers and college issues are one of the main concerns they voice. Advisors are often simply not well enough informed to advise students who are interested in the field of journalism or to direct them into a college program. This book offers some information on careers available, even though it is limited by the sheer volume of these careers, and advice on how to prepare for college and the job market from someone who works inside the university system. Careers available that have not even been
mentioned to high school students before are brought to the attention of advisors by this manual.

Due to these reasons and the review of the works previously cited, there is definitely still a need for a manual for high school newspaper advisors. A basic groundwork of ideas, information from a variety of advisors, information on topics advisors themselves have identified a need for, up-to-date information, only that which applies to newspapers, easy to read and access topics and career and college information are all needed by advisors and are the goal of this manual.

A study of the procedures used to allow advisors to have a voice in this project and the results obtained will follow. Finally, a summary of the entire project will be included and the actual manual produced.

Procedures

In order to research the needs and situations of high school newspaper advisors, a survey of relevant questions was developed. The survey was mailed to high schools throughout the state of Kentucky, regardless of enrollment size, on two different dates. Once the surveys were
collected and the results analyzed, work on the actual manual began and incorporated many of the ideas advisors themselves had suggested. Once the manual is complete, it will be published on at least a small scale and distributed to advisors for their use.

The survey is a one page questionnaire composed of eleven questions, seven of which offer the advisor the chance to mark those answers which apply to them and four of which are open-ended questions. Of the open-ended questions, two require only a short numerical answer, while the other two require a short answer of a little more length. This format allowed for quick summary of the results when surveys were returned and easy data analysis on the majority of questions. It was reasoned that more advisors would be likely to answer a shorter survey than a lengthy questionnaire.

The survey is titled HIGH SCHOOL NEWSPAPER ADVISORS' SURVEY and was mailed to each advisor on bright canary colored paper to increase their notice of it. Along with the survey was a cover letter explaining the project and the purpose for which it would be used. (See Attachment A and B.) Each of the two mailings was accompanied by a different version of the letter which contained the same information, but was adjusted for the date.
The survey could be answered on the form provided and mailed in a standard envelope. Additional information concerning the name of the high school, the advisor and the newspaper, along with the size of the high school was requested at the top of the form for reporting purposes and also to expedite the ability to gather further information from this advisor as needed. The survey was revised after the initial mailing to correct a spelling error in question nine.

In addition to this survey, suggestions as to what to include in the manual were taken from advisors directly at one-on-one meetings and from the survey of literature currently available to advisors. Thus, it could be determined what information was already available and in which topics the literature lacked information. Of course, the best source for lack of information was the advisors themselves. Therefore, greater emphasis was placed on what information was produced by the advisors themselves on the surveys returned.

There are many variables which may have had an effect on the results of the survey. Some advisors who did not respond might have changed the results if they had. Because I did not have names of advisors at most schools, the questionnaire was sent to just the school newspaper advisor
in general. It is possible that in some schools the advisor never received the survey and therefore could not participate in the results. Another variable is that advisors who already have a manual that they are using and like were likely not to be interested in responding or receiving help from another source such as was mentioned in the letter accompanying this survey. Also, some may not have wished to respond as a stamped return envelope was not included. The timing of the mailings may not have been the best to elicit advisors' responses. The first mailing was sent June 1, 1993, which was after many of the schools had dismissed for summer break, so advisors did not receive the survey until they returned for the following year in August, if it ever reached them at all. The second mailing sent on October 21, 1993, actually received less response than the first, however. Possibly because of the dismissals and rush around the holiday season.

Another variable is the schools that were chosen. A complete mailing was not made to every school in the state, but one-third of the state's 222 schools was chosen and contacted through the mail. Therefore, a representative number results, not a complete number. Mailings were only made within the state of Kentucky, therefore, the results may not be completely representative of all states across
the country.

Survey questions were developed to support or disprove the thesis that newspaper advisors do need additional information about high school journalism. The questions center around what sources the advisors currently use and what topics they find it necessary or interesting to receive more information about. Also, it is necessary to know whether the paper is responsible for advertising income, how it is printed and in what form, how many are distributed and how many students are in the class or the after school activity. Again, seven of the eleven questions included on the survey are those which give respondents a choice to mark. Only four are open-ended questions. The original number of questions was 15, but the survey was limited and condensed to 11 questions after consideration in order to be contained on one page and ask the questions in a manner that took less time and effort on the part of the respondent.

Originally, the idea was also to send a questionnaire of similar questions to the staff members or students of the journalism class in order to get their opinions of what information was needed in the manual, but after consideration it was deemed unnecessary to survey staff members as they would not be using the manual which is only
for advisors. Finally, only one survey was mailed to advisors and was contained on one page. Subjects chosen to receive the mailing were taken randomly on a regional basis. The Kentucky Adult and Technical Education Directory 1990-91, published by the Cabinet for Workforce Development and the Kentucky Department for Adult and Technical Education divides the state of Kentucky into 15 vocational regions. The Directory lists the schools found in each of these regions, including high schools, junior high schools and elementary schools as well as technical and vocational schools. Using this Directory, a representative number of high schools was chosen from each region. Some regions are larger and contain more schools so more of the surveys were sent to that area. All schools in Vocational Region 9 were sent surveys because this is the area that I have centered my workshops and one-on-one visits. Therefore, region 9 was represented by a greater number of respondents than were other regions. This was deemed the best way to choose schools from the 222 across the state, because it was the best way to achieve a representative number from each area of the state. For example, schools from the east part of the state were chosen as well as those from the western tip. Not all schools were chosen for the survey due to
the expense of mailing to the high number of Kentucky high schools and the likelihood of poor response from many schools. One-third of the high schools, plus one, were chosen for participation. These schools were chosen randomly, not according to size of enrollment. Therefore, a representative sample of schools of all sizes were included and the results can be said to be representative of Kentucky's high school journalism programs.

The questionnaire actually used for this project is attached (Attachment A). These questionnaires were mailed on bright canary yellow paper to attract attention.

Once the surveys were returned, the answers to each of the choice questions were tabulated and percentages were figured. Answers to the open-ended questions were all included and considered in the findings.

The answers to this survey allowed topics of interest to be included in the manual and demonstrated that there is a need and desire for this type of information. The survey did have some problems and limitations. First, was the number of respondents which was only 29 percent or 22 respondents, which does not give as good a representation as larger numbers would have.

Second, some respondents misinterpreted the questions. For example, question number seven asked how many
newspapers are distributed and some advisors responded with the number of issues that are published in a semester and not the total number of newspapers distributed of each issue. Also, question number eleven was not properly worded to elicit the response desired. Explanations of how the advisor solved the problem was the desired response, but due to the wording of the question, many simply listed the areas in which they had had difficulty or had solved a problem well, but did not explain how they had done so.

In addition to number eleven, there was one other question which proved not to be useful. Number seven asked for the number of newspapers distributed and this was not used to formulate or improve the manual. Also, as previously addressed, some advisors did not understand the question and responded inappropriately.

Not enclosing a self-addressed stamped envelope was also a short-coming of the survey. More advisors would have responded if they had already had an envelope addressed and stamped. The lettering and layout of the survey also made it difficult for respondents in some ways. Some overlooked certain questions or answers because of the closeness of the questions.

After reviewing the survey results, the thesis that advisors need a manual to help with advising was upheld.
Also, the results allowed better ideas for what to include and what to cover less thoroughly in the body of the manual. This survey actually involved advisors in the process of creating the manual and thus generated better feelings toward the project than would have been had they not been in any way questioned about their needs.

Findings

Responses were received from 22 schools - a 29 percent response rate. (One of the responding schools had no newspaper and therefore was counted as a respondent, but is not included in any of the calculations, since no answers were given by that school.) Sizes of the high schools responding varied from enrollments of 1,600 to 93.

In response to the first question, 15 of the 22 (71.4 percent) reported that they used no textbook or specific reference work for advising the newspaper. Some of the references listed were Associated Press Stylebook, Mass Media and the School Newspaper, Scholastic Journalism, Journalism Today and Writing and Editing School News.

In response to the second question, six respondents,
or 28.5 percent, had less than two years experience as an advisor or professional journalist. Thirteen respondents (62 percent) had less than five years experience as shown by the following graph.

2. How many years have you worked as a newspaper advisor or a professional journalist?

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<th>1</th>
<th>0</th>
<th>5</th>
<th>1-2</th>
<th>7</th>
<th>3-5</th>
<th>8</th>
<th>more than 5</th>
</tr>
</thead>
</table>

The third question asked what topics advisors would like to have more information about and gave options from which to choose. Following are the percentages of responses for each topic included:

- Advertising: 7 marks (33 percent)
- Budgeting: 7 marks (33 percent)
- Printing: 10 marks (47.6 percent)
- Equipment: 10 marks (47.6 percent)
- Writing: 13 marks (62 percent)
- Grading: 13 marks (62 percent)
- Distribution: 4 marks (19 percent)
- Staff Manuals: 11 marks (57 percent)
Other topics listed by advisors were: Software and hardware, Desktop Publishing, Photography, and Layout.

The majority of respondents' newspapers were at least partially funded by advertising (66.6 percent) as seen in the following answers to question four.

4. Is your paper funded partly by advertising?

<table>
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<tr>
<th>No</th>
<th>Yes</th>
</tr>
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<tbody>
<tr>
<td>7</td>
<td>14</td>
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</tbody>
</table>

Tabulations of question five revealed that tabloid size papers were also in the majority as 47.6 percent (10 respondents) marked that as the form in which their paper was printed. Photocopying was second with 33.3 percent or seven responses and 14.2 percent, or three respondents, said their paper was part of the local newspaper. One school's paper is published as part of the Area School Review magazine. None were published in mimeograph or regular newspaper form.
5. In what form is your paper printed?

- 0 mimeograph
- 3 part of local newspaper
- 0 regular newspaper form
- 7 photocopy
- 2 other

Area

School Review
Local Printer

Question six figures showed that the same number of schools use commercial newspaper printers as do their own desktop paste up. Eight respondents marked each of these for 38 percent and only four (19 percent) use desktop pagination.

6. What technology is used to print your newspaper?

- 8 commercial newspaper printer
- 8 desktop paste up
- 4 desktop pagination
- 1 other

Word Perfect

Question seven revealed the number of newspapers distributed varied largely between schools depending on the enrollment size. The largest was 8,000 newspapers.
distributed by a school of 1,600 enrollment. The smallest
distribution was 30 papers in a school of 100. Thirteen of
the 22 responding schools (62 percent) distribute fewer
papers than the size of enrollment, two distribute the same
amount and two distribute more than the enrollment of the
school.

Question eight also revealed a variety of answers
about the number of students on the newspaper staff. The
responses varied from two students on staff to a maximum of
forty-one. The majority have at least ten staff member or
more - 16 respondents or 76 percent had ten or more staff
members.

Most respondents would rather have a manual for the
advisor than a textbook for students. Eighteen, or 85.7
percent said they would like to have a manual for the
advisor's use. Nine respondents, or 42.8 percent said they
would like to have a textbook for students. (The
percentages reflect that nine respondents marked that they
would like to have both a textbook for students and an
advisors' manual.) One respondent marked that neither
would be useful and two marked that they would like to have
a manual for students.
In response to question ten, some respondents marked both during class work on the newspaper and after school. The majority do have an organized class time for newspaper production - 18 respondents or 85.7 percent. Eleven respondents or 47.6 percent marked after school work as well. Two advisors responded that they had after school time only for newspaper production.

Question eleven received several different responses. The following were listed as problems for the advisor: deadlines, grading, increasing the number sold, recruiting students, small budget, how to involve the entire class and not overload certain industrious students, too many mistakes, organizing the staff, funding, getting equipment, motivating students, getting ideas for stories, poor writing, censorship, time management, poor proofreading, and keeping every student busy. No one explained how they have solved problems, which was why the question was asked. The information that was obtained from this question only
reinforced the above rating of the areas in which they would like to receive additional help. A total summation of the actual findings is presented in attachment C.

The findings produced the expected results, as listed on pages 5-6, with only three exceptions. The majority of respondents had more than two years experience, not less than two, as was predicted. All the areas expected to be of interest were, but staff manuals and printing were also on the top of the advisors' list. Tabloid size papers were in the majority, as expected, but photocopy publications were in greater number than predicted. These findings did influence the final contents of the manual. Originally, there were fifteen chapters that were to be contained in the manual according to the following list:

1. Starting from Scratch
2. Finding and Recruiting Students
3. Organization of the Staff
4. Writing Your Own Staff Manual
5. Writing News Stories
6. Sports Interviews and Writing
7. Selling Ads
8. Ad Layout
9. Editorial Pages
10. Censorship - When to Say No
11. Desktop Publishing
12. Publication and Printing
13. Distribution
14. How to Grade Your Newspaper Staff
15. Advising Students on Careers in the Field

Some of these topics, including editorial pages, censorship and advising students on careers were not included on the survey options, but are vital to any publication and areas where many advisors have less experience. One person did mention censorship as a problem when answering number eleven on the survey. Also, laws are constantly changing on the subject, so that it is difficult for advisors to keep updated.

Due to the low amount of interest in distribution, only four marked it as a topic they wanted additional information about, the chapter on distribution was combined with the chapter on publication and printing, where there was more interest noted. A section on writing features and was added to the final list because of the amount of interest demonstrated on the returned surveys.

The final list was as follows:
1. Starting from Scratch
2. Finding and Recruiting Students
3. Organizing the Staff
4. Writing a Staff Manual
5. Now, for the News
6. Writing Features
7. Sports Interviews and Writing
8. Selling Ads
9. Ad Layout
10. Editorial Pages
11. Censorship—When to Say "No"
12. Desktop Publishing
13. Publication and Distribution
14. Grading the Staff
15. Advising Students on Careers

Each question on the survey was used to shape the contents of the manual. Question number one proved that most advisors have no regular book used as a reference for advising. Responses to this question also gave additional sources that advisors are using currently. This information helped to prove the thesis.

Question two was also useful in determining at what level the manual should be written based on the years of experience advisors have had. The fact that most have had less than five years experience and almost 30 percent have had fewer than two years experience demonstrates that there is still a need for basic information, as well as more
advanced knowledge.

The basis for the topics to be covered in the manual itself were covered in questions three through six. As previously stated, topics for each chapter were determined by the percentage that responded to each topic. Determining how much technology, in what form the paper is printed and how much the paper relies on advertising also was important in determining how much of the manual should be devoted to those topics. For example, if most newspapers are published by photocopy, it would be useless to focus primarily on publishing as part of the local newspaper.

Question seven was designed to give an idea of the number of papers distributed, so ideas could be given about how to improve distribution and to determine the size of publication with which the manual should deal.

By obtaining information about how many staff members each staff usually had and what their positions were, ideas for activities could be geared toward the size of staff that the majority of newspapers have. Also the list of editing positions was helpful in the chapter about staff organization, where needed positions were listed. This information from the advisors helped to determine what positions are really needed and what positions are less
important for small staffs.

Again, question nine was used simply to reinforce the need for a manual such as the one to be produced. Seeing how many advisors would like to have a textbook for students was also useful in determining the way in which the manual was written. The majority expressed interest in a manual for the advisors or student, so this book was written in a manual format more so than in a textbook format.

Knowing whether students work on the newspaper during classtime or after school, is useful in designing many of the activities and suggestions for the newspaper staff. Also, if newspaper production is done as an after school activity, advisors would have less concern about grades and more concern about recruiting students. If the class is offered during school hours for credit, grades become very important, and though recruiting may be difficult, once students are signed up they are very likely to stay with the project for the entire year.

The last question only reinforced the need for information on certain topics, because advisors expressed that they had had difficulty in those areas. None gave examples of how they had solved particularly difficult problems which would have been very helpful to share in the

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manual, however.

Some of this information was not used directly in the manual. The number of newspapers distributed, the fact that none use a textbook in class and would rather have some form of manual, was used in an indirect way to format the work. The information about how long they had been advising newspaper staffs was used only indirectly in the language and level of the manual. The question concerning topics to be covered was the only question which was used directly, as suggestions for topics to be contained within the manual.

Again, the results of the survey proved that advisors are looking for additional sources of information and are not pleased with what is offered today, or are not aware of what is available. The manual that I developed will take the information they have requested and present it in a form in which they have expressed interest.

Conclusions

This project was designed to offer additional help to high school newspaper advisors. The project consisted of meeting with a select few advisors and seeing the need they
exhibited. This led to the formation of a survey which requested that advisors share what they saw as needed in their newspaper production classes. Ultimately, the information from this survey was used to compile a manual which could be used by these advisors as an additional source of information. The idea behind the manual was to allow advisors to share ways in which they had solved problems successfully. This approach seemed most sensible because most manuals and textbooks available focus on the writings and ideas of one person. A compilation of ideas from many different advisors would be more likely to help advisors actually do their job in a more proficient manner.

Included with this paper is a copy of the manual actually produced from this research and study. Projects of a more widespread nature, that included top advisors around the country would be a great continuation to this project. Arranging times for advisors to assemble and share ideas on a state by state basis would be helpful. An individualized manual for the schools by state would also be useful. For example, schools in Alaska have different needs and concerns, budget and administration requirements, than schools in New York.

This project has just begun to scratch the surface of the needs of high school newspaper advisors. The results
will hopefully lead more professional journalists and experienced advisors to take an interest in helping their younger counterparts and also bring to the awareness of school administrators the need for budget increases and additional assistance for the very important part of high school curriculum known as the school newspaper.
ATTACHMENTS
Attachment A
HIGH SCHOOL NEWSPAPER ADVISORS' SURVEY

Name of high school: _________________________
Name of advisor: ____________________________
Name of newspaper: _________________________
Size of high school: _________________________

1. Do you use a textbook for your newspaper staff? What books, if any, do you use as references for advising the newspaper?

2. How many years have you worked as a newspaper advisor or a professional journalist?
   ____0 ____1-2 ____3-5 ____more than 5

3. What topics pertaining to high school newspapers would you like to know more about? (Check all that apply.)
   __Advertising   __Writing   __Starting New Staff
   __Budgeting   __Grading   __Other (please explain)
   __Printing   __Distribution
   __Equipment   __Staff Manuals

4. Is your paper funded partly by advertising? __No    __Yes

5. In what form is your paper printed?
   __mimeograph   ___part of local newspaper   __tabloid size
   __regular newspaper form   __photocopy   __other

6. What technology is used to print your newspaper?
   __commercial newspaper printer   __desktop pagination
   __desktop paste up   __other

7. How many newspapers do you distribute?

8. How many students are on your staff and what are their positions?

9. Would you prefer to have (check all that apply)
   ___a textbook for students   ___a manual for the advisor
   ___none

10. Do students work on the newspaper __during classtime.
     ___after school.

11. In your experience as the advisor what situations have arisen which you could not solve or which you feel you have solved well? (For example: methods of grading, recruiting students, printing on a small budget, getting equipment, organizing the staff, etc. Please use back of survey if necessary.)
June 1, 1993

Dear Newspaper Advisor,

I am a graduate student at Morehead State University and am working to complete a thesis for my degree in communications with an emphasis in journalism. My thesis project is to write a small manual for newspaper advisors such as yourself in order to help you better organize, publish, write and distribute your school newspaper.

Enclosed is a one-page survey which asks some questions that would be very helpful to me in determining what to include in this manual for you.

If you would please take a moment to complete the survey and return it to me by June 30, I will ensure that you receive a copy of the manual when it is finished and you will be invited to a workshop at Maysville Community College this fall to discuss topics related to the school newspaper.

Your assistance is very much appreciated and I look forward to hearing about your publication. If you have any questions please call me at 564-3247.

Please mail the completed survey to:
Donna Wills
401 ½ West Second
Maysville, KY 41056

Again, thank you for your help.

Sincerely,

Donna M. Wills
November 3, 1993

Dear Newspaper Advisor,

I am a graduate student at Morehead State University and am working to complete a thesis for my degree in communications with an emphasis in journalism. My thesis project is to write a small manual for newspaper advisors such as yourself in order to help you better organize, publish, write and distribute your school newspaper.

Enclosed is a one-page survey which asks some questions that would be very helpful to me in determining what to include in this manual for you.

If you would please take a moment to complete the survey and return it to me by December 20, it would be of great help to me with this project.

Your assistance is very much appreciated and I look forward to hearing about your publication. If you have any questions please call me at 564-3247.

Please mail the completed survey to:
Donna Wills
Non-Traditional Learning Center
Maysville Community College
1755 US 68
Maysville, KY 41056

Again, thank you for your help.

Sincerely,

Donna M. Wills
RESULTS
HIGH SCHOOL NEWSPAPER ADVISORS' SURVEY

Name of high school: 22 responses of 75 mailed - 29% response rate
Conner High, West Hopkins High School, Tollesboro, Lee County High School, Boyd County High School, Taylor County High School, Bath County High School, Menifee County High, Muhlenberg South High School, Johnson Central High School, Edmonson County High School, Lewis County High School, Jessamine County High School, St. Patrick High School, Graves County High School, Bracken County High School, Deming High School, Rockcastle Co. High School, Pleasure Ridge Park

Name of advisor: ________________________
Name of newspaper: _______________________

Size of high school: 93, 100, 168, 300, 350, 400, 450, 457, 500, 650, 700, 780, 800, 1000, 1100, 1150, 1300, 1400

1. Do you use a textbook for your newspaper staff? What books, if any, do you use as references for advising the newspaper?
15 no's - Associated Press Stylebook, Mass Media and the School Newspaper, Scholastic Journalism, Journalism Today and Writing and Editing School News

2. How many years have you worked as a newspaper advisor or a professional journalist?
  10 5 1-2 7 3-5 8 more than 5

3. What topics pertaining to high school newspapers would you like to know more about? (Check all that apply.)
   7 Advertising 13 Writing 8 Starting New Staff
   7 Budgeting 13 Grading 2 Other (please explain)
   10 Printing 4 Distribution Desktop Publishing
   4 Equipment 11 Staff Manuals software and hardware
   10 Photography, layout

4. Is your paper funded partly by advertising? 7 No 14 Yes

5. In what form is your paper printed?
   0 mimeograph 3 part of local newspaper 10 tabloid size
   0 regular newspaper form 7 photocopy 2 other part of Area School Review, local printer

6. What technology is used to print your newspaper?
   8 commercial newspaper printer 4 desktop paste up
   1 other Word Perfect

7. How many newspapers do you distribute?
   30-50, 50-100, 100, 100, 100, 100, 150, 200, 200-500, 250, 400, 500, 500, 650, 1100, 1400, 8000, six issues per year, one issue per month

8. How many students are on your staff and what are their positions?
   2, 4, 5-6, 9, 14, 10-15, 12-25, 15, 15, 15-20, 16, 16, 18, 18, 18, 20, 20-30, 22, 30, 41
Attachment C (continued)

9. Would you prefer to have (check all that apply)
   【 ] a textbook for students  【 】 a manual for the advisor
   【 】 none  【 】 a manual for students

10. Do students work on the newspaper  【 】 during class time.
    【 】 after school.

11. In your experience as the advisor, what situations have arisen
    which you could not solve or which you feel you have solved well?
    (for example: methods of grading, recruiting students, printing on a
    small budget, getting equipment, organizing the staff, etc. Please
    use back of survey if necessary.
    deadlines, grading, increasing the number sold, recruiting students,
    small budget, how to involve the entire class and not overload certain
    industrious students, too many mistakes, organizing the staff, funding
    getting equipment, motivating students, getting ideas for stories,
    poor writing, censorship, time management, poor proofreading, and
    keeping every student busy
All That's Fit to Print!
A Practical Manual for High School Newspaper Advisors

Written By:
Donna M. Wills
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Chapter One
Starting from Scratch

Many high school newspaper advisors are faced with the problems of having no money, no equipment, no staff and no idea how they were chosen for the position.

Whether this is the first edition of the school's newspaper, just the advisor's first edition or the third year of production, this manual can offer some advice on how to start a publication or how to improve the newspaper and staff.

Since the term "newspaper" was born in 1670, people have been turning to the printed form of media to get everything from local gossip to world news (Lyman 15). Now over half of the high schools of the United States have newspapers, but most have little or no funding for such a project (Spears 20). Advisors often have difficulty finding time and personnel to train them in how to develop and publish the school paper.

Say the first edition is due to be published next
month. What should be done first?

The first step is to get materials together and make a plan for how to cover the news at school during the school year. Reading through this manual, maybe every page or maybe just certain topics, is a good start. Then recruit and organize a staff. Next, write the first stories, sell ads for financing, get the paper published, distribute it, grade your students and do it all again next time.

Actually, the first edition may not even be very good. But the paper can be published on time and be readable. That's the goal for right now. The newspaper will be good with time.

Organizing Notebook for Your Resources

Now to the first step of organizing all the needed information and planning how to transmit it to students. Most advisors who responded to a high school newspaper advisors' survey sent randomly to high schools throughout Kentucky reported they did not have a manual or even a textbook that was used to teach on a regular basis. Not
using one manual or book is actually a good thing. Newspaper advisors do better to pick up ideas from a lot of different sources.

One good idea for keeping all the ideas and information at the fingertips is to keep a large three-ring notebook in which teaching and useful material can be filed. As time goes by, the information in the notebook, or notebooks, can be added to or deleted (Engel 6).

Dividers with changeable plastic tabs and clippings stored in protective covers can be maintained easily in a three-ring binder. Tests, worksheets and other materials that would be copied for all the students, can be cleaned up and kept in a separate notebook ready to copy whenever needed. Plastic covers, large enough so that it will not be necessary to punch holes in the sheets, protect tests and clippings for a long time.

Suggestions for divider topics in the notebook are Advertising, Beats, Bibliography, Leads, Interviews, News, Grading, History, Editorials, Worksheets, Miscellaneous. Develop an individual system for organizing information. Even this manual can be divided into categories and kept according to the parts that are needed. Above all, advisors should collect sources and materials from everywhere possible for use in class.
Making Decisions

It is often hard to make decisions, especially when they can affect individuals and the entire school for the next year and beyond. But before the first issue is published, decisions need to be made and some will affect the entire publishing year.

Important planning decisions need to be made during the summer or during the first week of school in the fall, at the latest. First, consider the publication schedule. Look at the school calendar and determine when staff would best be able to publish. If the paper is being printed by a commercial printer or some other out-of-school source, the schedule must also be cleared with them.

The first lesson the advisor teaches the staff should concern the importance of meeting deadlines and achieving publication on time. One of the downfalls of many student publications is submitting work after the deadline is past. By setting deadlines early and ensuring that these deadlines are met throughout the year, the staff will alleviate many of the problems of producing a newspaper.

An example of a monthly publication schedule may look like this (Engel 15):
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct. 24</td>
<td>Friday</td>
<td>Distribution date-Mail</td>
</tr>
<tr>
<td>Oct. 15</td>
<td>Wednesday</td>
<td>Proof final pages and finish paste-up</td>
</tr>
<tr>
<td>Oct. 13</td>
<td>Monday</td>
<td>Ads pasted up</td>
</tr>
<tr>
<td>Oct. 10</td>
<td>Friday</td>
<td>All copy in to editors</td>
</tr>
<tr>
<td>Oct. 9</td>
<td>Thursday</td>
<td>All ad copy in</td>
</tr>
<tr>
<td>Oct. 3-9</td>
<td></td>
<td>Work on ads and copy</td>
</tr>
<tr>
<td>Oct. 1</td>
<td>Wednesday</td>
<td>Post assignments and editors should discuss with the staff what they are expecting</td>
</tr>
<tr>
<td>Sept. 30</td>
<td>Tuesday</td>
<td>Staff meeting to plan the next issue</td>
</tr>
</tbody>
</table>

Remember that between the busy schedule above, the advisor/teacher must also arrange time to introduce such topics as the history of journalism, how to write editorials and other stories, careers in journalism, and a variety of other important topics.

Before The First Issue

A lot of the work has to be done before the first issue is published. Each following issue should be easier to publish.
Many of the decisions and activities needed before the first issue is printed are included in this manual, others are covered only in a general way.

Each school's individual situation is different. What has been the school's past experience with the newspaper? Who should reporters go to for news? Who on the faculty and staff of the school is a good source and who is not? These are questions an advisor can better answer than can students.

Every newspaper should have a style book so that all copy will be uniform. Professional stylebooks, such as the Associated Press Stylebook, are easy to find. But a stylebook which includes editorial, layout, photo, headline and general staff policies should also be developed to suit each individual staff and school.

Staff members need to have the proper forms and sheets to start their jobs right away. These will include contract forms for the advertising staff and check sheets for copy preparation and can be included in a school's individual stylebook.

One of the best ways to cover school news is through a beat system. List each club, activity, section, etc. that the advisor and editors would like covered in the paper. Also, establish a schedule of how often each of
these beats should be covered and who needs to be contacted on each one. Later, assign specific reporters to each beat. More information on how to establish and use a beat system will be covered in Chapter Five.

Advisors are also responsible for making lesson plans for the class. Remember that some students may be very knowledgeable about newspapers or may have even had journalism experience previously, but there are likely to be others who have had no experience in this field at all. Topics such as the history of journalism, how to write news stories, how to interview, and law and ethics of the press should be covered in this class. The course description may even include other topics that are required for the course. If some students are "second-year" (those who have had the class before) the advisor will want to make the class more challenging for these students.

This chapter demonstrates that newspaper advisors have a huge task before them, especially if they are new to the field and even more especially if the school has never had a newspaper or has not had one recently.

Well, now is the time to start, and the first thing to do is go out and encourage students to serve on the newspaper staff. The next chapter will explain some ways to find and recruit these students.
Chapter Two
Finding and Recruiting Students

Many times high school students require a lot of encouragement before they will do anything above and beyond what they absolutely have to do. Additional writing isn't on very many students' lists of things to volunteer for at school.

So how does the advisor find the few brave, enthusiastic souls who are willing to work hard for that one class credit? The best way is to convince them that being on the high school newspaper might actually be fun (and it might).

Of sixty-six Kentucky high schools who responded to a survey about their school newspaper, all reported that the newspaper staff is handled as a class. But that doesn't mean the advisor has to settle for only those students who want to sign up at the beginning of the school year. Anyone who signs up for the newspaper should be accepted no
matter what the advisor perceives their ability (or lack of ability) to be. Some students may surprise the advisor with their ingenuity and enthusiasm if given the right amount of encouragement. Make the newspaper class "the place to be." If the newspaper class sounds exciting and special enough that it's not for just anybody, more of the better students may be fighting to get in the doors. Make it an honor, a special privilege, not just a job.

Also, don't wait for the students to come knocking on the classroom door. Get out there, make the paper visible, and go to the students with bright ideas. Here are some ideas for recruiting students:

1. Hold a picnic at lunch one day and invite anyone who's interested in writing for the paper. Expect a lot of non-serious guests.

2. Hold a contest for the best story with some nice prizes for the winners. (Food prizes are good and may even be donated by area fast-food restaurants.) This will let the advisor know who the good writers are so they can be encouraged to join the staff.

3. Ask English teachers and others to recommend
students who are good writers, talkers, or photographers, and send letters to their home and invite them to an orientation meeting.

4. Have your current staff members hold an orientation for prospective new staff members and explain the responsibilities of various staff positions. Staff members can probably be more convincing than the advisor can.

5. Have a pizza party after school one day and ask those interested to come.

6. The first news sources were balladeers who sang their news around the country. If there are any singers on the newspaper staff, have a school rally and let them sing some songs written in modern musical form concerning some of the best stories from the paper.

7. Always have colorful and innovative posters and ads up around the school for reporters, editors, ad salesman and copy setters, etc. Some themes might be:
Do You Like to Know Everything
Before Anyone Else Does?
Join the Newspaper Staff

Are You Terrible at Keeping a Secret?
So Are We, Come and Tell Everyone What You Know

Would You Like to See Your Name in Print?
So Would We

Our Best Salesperson Sold $2,000 In Ads Last Month
Come Beat That Record

Are You Nosey (Pushy)?
Boy, Do We Have a Job For You!

(Put up a collage of some of your staff members at paper parties, etc.)

We Do More Than Just Write
All of this should encourage at least a few more students to join the newspaper staff. Now, what does the advisor do once the students agree to sign up?

First of all, have them fill out a staff application form. Following is a sample, (adapted from Engel 51-52) but each advisor should personalize it to individual needs:

Staff Application Form
(Please complete and return to
Room (No.) by (Date)

Name: _______________________________________

Class: Sophomore _____ Junior ______ Senior_______

What positions are you interested in on our staff?

____________________________________________

List your schedule:

First Period________________________________

Second Period________________________________

Third Period__________________________________

Fourth Period________________________________

Fifth Period__________________________________

Sixth Period__________________________________

Seventh Period________________________________
Lunchtime_________________________

List all the extracurricular activities you have been involved in and put an asterisk (*) by the ones you are in this year.


List all the things you are involved in outside of school (church, scouts, etc.).

What is your present grade point average?____________

What grade did you earn in English last semester and what level of English are you in?______________________________

Put a check by any of the following in which you have an interest or experience.

Sports_______ Photography _______ Clubs_______
Academics______ Copywriting _______ Typing_______
Office Work____ Darkroom Work ______
Interviewing____ Sales_______
Computers______ Artwork______
Rate yourself in each of the categories below with 1 being poor and 5 being very good).

Dependability_____  Enthusiasm ______
Verbal Ability_____  Artistic Skills______
Writing Skills_____  Oral Communications____
Salesmanship______  Friendliness________
Assertiveness______  Shyness___________
Working on a Deadline____  Handling Pressure______

List two teachers at this school whom we could contact as a reference for your abilities to serve as a staff member:
________________________________________________________________________
________________________________________________________________________

In the space below or on another sheet if necessary, state specifically why you should be on our staff and what you feel you can contribute to our paper. Please write in paragraph form. Add another sheet of paper if necessary, but please be as brief as possible.
This application provides some characteristics of the staff who will work on the paper during the coming year. All recruitment should be done in the spring semester so the staff will be in place and can start quickly in the fall.

Another good idea is to have each staff member sign an agreement to abide by the rules of the newspaper and produce the work expected of them. All students should know up front what is expected of them. This is a protection for the advisor when grades are issued. If a student has signed an agreement and not lived up to it, the advisor has convincing proof to backup the grade assessment. An agreement might read as follows (Engel 53):

Sample Agreement Form

I want to be considered as a member of the (Newspaper) staff for the 19__ school year.
I realize my responsibilities will include the following minimum standards:

1. Any deadlines of the paper will be recognized and any work for the paper will be considered of prime importance with other homework and extracurricular
activities.
2. I agree to put in time to get stories, sell ads, etc. above and beyond the time spent in class.
3. I will do my best to make all my work for the paper the best it can be and agree to check all sources and do my best to be fair and accurate in all the work I do for the paper.
4. I also realize I have responsibilities in addition to writing which include selling 50 inches of advertisement by the end of this semester and laying out at least one page in each issue.

I especially understand that everything I say and write as a member of this staff is a reflection of the high school and the newspaper, and I agree to the responsibility incurred by this position.

Student's Signature _____________________________
Signature of Parent or Guardian (especially if travel off school grounds is included)__________________________

Keep up morale of the new staff by having periodic special events, such as contests with prizes for the most ads sold in one month, the story that reaps the most
letters to the editor, etc., and special lunches and parties (most teenagers love to eat). Always praise students for jobs well done (and not so well done if the true effort is there). Always be there to answer questions and give advice to the staff. Now that the students are enrolled, form them into a team that can do what is needed. Next, organize that staff into positions that make everything run smoothly.
Chapter Three
Organizing Your Staff

As stated in the last chapter, some students on the staff might not have the writing or grammar background essential for a good newspaper. Therefore, organizing the staff so that every student can use their talents most effectively is important. Each student has some sort of talent, if the advisor can encourage the individual to find that talent and then use those abilities effectively.

Some positions are essential to a newspaper of any size. Those should be filled first. After that, the remaining staff can be reorganized and some additional positions added.

It is also extremely important that each position have a job description so that prospective students will know what to expect from the class and there will be something on paper to keep them on track. This should be part of the
staff manual which will be discussed in the next chapter. These descriptions are also vital when students are graded on a point system.

Positions That Every Newspaper Should Have

Below are the positions that each high school newspaper needs and a brief example of some of the responsibilities that each position has (Engel 56-57). Before assigning positions, if the advisor is new to the school or the student is new to the advisor, ask other teachers, especially English teachers, about the student's abilities. Also, to some degree, the student should desire the position. A student may need a little prodding from the advisor to accept the responsibility, but if he or she is adamantly opposed to serving in a particular job, it is a mistake to place the student there, because he or she will not serve the newspaper to the best of his or her ability and the entire staff will suffer.

Editor-in-Chief

Supervises all other staff members
Helps set up schedule so all areas are covered
Sets deadlines (with advisor help)
Makes certain each staff member does assigned tasks
Serves on editorial board to choose ideas for
editorials
Writes some stories and editorials
Sells some advertising
Ensures deadlines are met
Oversees circulation of paper
Gives final approval on all pages
Sets example for other staff members by being busy and keeping morale up.

Managing Editor
Works with the editor-in-chief on all activities
Writes stories
Sells advertising
Oversees the advertising sales and budget of the paper
Oversees the circulation and selling subscriptions to the paper
Serves on the editorial board to choose editorial and story ideas
Occasionally writes editorials
Takes photographs
Takes over editor-in-chief responsibilities when needed

Reporter
Writes stories on his beat or on any topic (depending
on staff size and school size)

Assists in writing headlines
Types story
Helps to layout pages
Sells advertising
Serves on board to help choose editorial and story ideas
Turns in work on time
Delivers paper to subscribers
Some reporters may be assigned other special assignments, such as editorial cartoons, reviews, or photography

Section or Page Editors

These editors may also fall under the reporter category, but each will be responsible for seeing that one specific page or section is completed on time with the editor's approval

If the paper is small, those listed above may be the only positions needed. Distributing work as evenly as possible is important for a small staff, so that no one staff member is overwhelmed with responsibilities. The advisor must take a more active role as well because
editors will be spending more time writing and laying out the paper than on those staffs that have additional members to do this work.

Other Positions To Be Considered

Following are some titles and positions to be considered if the staff is larger or the advisor just desires that each student have more specific responsibilities.

Business Manager

Keeps ledger accounts and advertising and paper budget
Mails bills to advertisers and handles any complaints
Pays printer and other bills
Writes receipts
Sells some advertising

Circulation Manager

Types and organizes mailing labels
Oversees subscription sales and distribution in school
Receives and files all exchange papers (papers from other schools)
Writes some stories and sells ads as needed
Photographer
Solicits orders from page editors and others for photo needs
Sits on board to choose story and editorial ideas
Takes photos
Develops or sends pictures to be developed and makes certain they arrive by deadline
Keeps a file of used photographs and negatives
Writes captions for all pictures taken
Keeps inventory of equipment and supplies
Sizes pictures to layout
Attends all events so that no picture is missed

Advertising Manager
Supervises sale of all advertising
Supervises the layout of all ad copy
Sells ads and writes stories
Keeps record books and sends tear sheets to all advertisers with bills
Works closely with business manager
Sees that all advertisers are on the mailing list
Sits on editorial board to choose story and editorial ideas

Copy Editor
Reads all stories and uses appropriate proofreader
marks
Sets stories in columns and lengths for layout
Writes headlines
Helps with layout
Sits on board to choose ideas for paper
Writes some stories and sells some ads
Helps choose photo ideas to go with stories

Advertising Salesperson
Responsible for selling ads and keeping up relations with advertisers
Lays out and writes copy for all ads
Writes stories as needed
With advertising manager, decides where ads will be in the paper

Questionnaires can be used to determine more specific talents of staff members. Advisors may develop their own, but following are two examples:
CHECKLIST FOR SCHOOL REPORTERS (adapted from Goldberg 62)

*Do you know the names and the position titles of all school administrative personnel? ________________

*Do you know the names and the position titles of all school teachers? ________________

*Do you know the names and the position titles of all school class and school officers? ________________

Do you know where and when to contact them? ________________

Which ones do you know personally? ________________

With which ones do you feel comfortable? ________________

*Do you know your way around, comfortably and efficiently, the school library? ________________ dictionary, ________________ encyclopedia, and other standard reference works? ________________

daily or weekly newspaper? ________________

*Do you tune in radio or TV news broadcasts? ________________
read daily newspapers? _______ read current novels, essays, nonfiction? _______ watch movies other than on TV? ____________________

PERSONAL INVENTORY (adapted from Lyman 14)

<table>
<thead>
<tr>
<th>PERSONAL CHARACTERISTICS</th>
<th>POOR</th>
<th>FAIR</th>
<th>GOOD</th>
<th>EXCELLENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Intense interest in people and in what happens to them</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Ability to meet people and converse easily with them</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Ability to speak and write well</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Responsible</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Punctual</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6. Can work quickly and meet deadlines

7. Objective

8. Broad interests

9. Enjoy reading

10. Read newspapers regularly

11. Accurate

12. Initiative

13. Extensive vocabulary

14. Extra time
Any person may serve as a reporter and also act in another field. Everyone shares the responsibility for certain activities such as writing stories and selling ads. These materials should be included in the staff manual, but there are other key ingredients as the next chapter demonstrates.
Chapter Four

Writing An Individual Staff Manual

Even professional newspapers see the need to have some sort of stylebook, manual or list of rules and practices by which the paper operates. As each individual daily and weekly newspaper is studied, it can be seen that they differ in some details of their coverage. Many newspapers use the Associated Press Stylebook and Libel Manual to determine how to handle titles, abbreviations, punctuation, etc. These rules are not the same as English rules and many times individual editors and publishers will set up their own rules (Adams and Stratton 54).

The Associated Press Stylebook, if it is used for style, does not include many things that the newspaper staff will want to have in writing. As discussed in the last chapter, a good idea is to have a section concerning positions on the paper and job descriptions for each staff member. The grading policy and policy for printing
retractions of mistakes should also be included in a manual so there is a consistent standard to follow.

Style

Since one of the most important and easiest things to address is the style the newspaper will follow, that's what will be covered first. The Associated Press Stylebook is most widely accepted by newspapers, but for a high school paper some of the book's rules may be changed to fit individual preference. One of the best ideas is to have the staff divide into sections and develop a section of the style manual (with your final approval) using the Associated Press Stylebook as a guide.

For example, an entry might look as follows (Fedler 20-24):

NAMES

Students. The first time a student is mentioned in a story give his or her full name as it is customarily used: Fred Nelson, Joanne Thompson. The second and all succeeding times the student is referred to in the same story, use
only the last name. (In some feature stories, reporters may be tempted to use the person's first name. This is not appropriate. All stories must be consistent.) If a story contains the names of two students of the same last name, use the full names each time either of the students is referred to in the story.

Faculty. The first time a male teacher's name is used in a story use his full name. In other references use the last name preceded by Mr. or other appropriate title: James W. Branvold, then Mr. Branvold, Coach Ron Kress, Principal W. D. Jameson. The second time use Coach Kress (or Mr. Kress), Principal Jameson (or Mr. Jameson). Do not use Mr. with the full name of a male faculty member. For women members of the faculty, use full names preceded by Ms. or a title: Ms. Melba Barnett, Ms. Helen Harwood, Dean Erma Hardy. In subsequent references use only the title and the last name.

These rules are not set in stone, but are examples of how rules might be recorded to govern the publication and make it unique. It is a long process that takes much thought by the advisor and staff members. It could
possibly take more than one year to write an entire manual. Also, once it is completed, there may be needs for revision as different situations arise. It is also a good idea to review the manual every few years to keep up with current rules and trends in journalism.

An Associated Press Stylebook, can be ordered for a small charge by writing the Traffic Department, The Associated Press, 50 Rockefeller Plaza, New York City, NY 10020 or a United Press International Stylebook from Stylebook, United Press International, 220 East 42nd Street, New York City, NY 10017.

Staff

Most items in this category were reviewed in the last chapter. The list of job descriptions, the grading policy (discussed in Chapter 14), a flow chart of staff organization and overall rules about office use should also be included in the manual.

For example:

Closing Office. The office must be closed and locked by 6 p.m. each day. The last person out of the office is to
sign the sheet on the back of the door and list the time that he or she closed the office. All computers must be turned off. All papers and newspapers must be neatly put away (especially important if other classes use the room during the day). All windows must be closed. Lights must be off and the door locked from the inside.

Such rules are important for staff members to know and if they have read the manual which is given out at the beginning of the semester, much argument about whose responsibility such procedures are will be moot. Again, this can protect the advisor from any argument or question because everything is in writing.

Desktop Publishing

Many school newspapers are still without computers, but if the staff does have such equipment, publish some kind of simple computer manual for staffers to use. Training time can be cut to almost nothing if a very simple manual is developed so that personal one-on-one training is kept to a minimum.
Almost anyone who has ever used any kind of computer finds the manual that comes with the product is next to impossible to decipher. Plus, there are many aspects of every program that the newspaper staff will never need to use. Writing a simple manual geared specifically for the paper's needs also prevents every year's staff from "reinventing the wheel," says Donna S. Meredith in her article in the Winter 1990 School Press Review "How to Write a Desktop Publishing Manual for High School Newspapers" (28). As one staff learns the special tricks of operating the system, they can record those shortcuts for next year's staff, Meredith says. The manual should be saved on a disc so amendments can be made periodically, of course.

Staff members come with all levels of computer experience so one thing to include is simply the directions for turning on the system. Then the directions need to be made clear concerning how to type in copy and use all the accompanying modifications. This portion should be very specific and answer such questions as: Are bylines typed at the top of stories? Is "by" capitalized? Is the byline in all capitals or in boldface? Should writers skip a line under the byline?

It is also very important that every staff member
knows how to properly save his or her copy. Will everything be saved on the hard drive or will there be a disc for each edition? Where can students find the disc?

Also knowing how to move from page to page and print the finished story (if you can't do layout on the computer) is very important to know.

Mission

One of the best ways to make sure all the stories published in the paper follow the staff's and advisor's goals is to develop a mission statement or statement of purpose. Then each story can be checked against this statement to make sure the paper is pursuing its goal.

A sample mission statement:
The Avondale Acclaimer is dedicated to covering the news at Avondale High School in a timely fashion, with strict attention to truth, and to distribute this news to the high school students and faculty in a concise and attractive manner.

The most important thing to remember about the staff manual is that it should be there to make things easier. Its rules should not be set in stone, right or wrong, once
it is written. It must be constantly revised as parts of it do not work or as staff changes. The manual is not there to take up all the staff's time and make the advisor miserable. Just let the staff help make it better. Every time there is a question about style or the computer or staff matters, consult the manual first. (By the way, it should be laid out so everything is easy to find at a glance.) If the manual does not contain an answer for the problem, then determine how best to solve it and write it into the manual so next time the situation arises it will be much easier to handle.

Now that the staff is organized and the manual is in its early stages, it is time to talk about the most important aspect of the paper - the stories it will contain.
Chapter Five

Now, For the News!!

No one can tell anyone else exactly how to write a good story. A lot of what makes a good story depends on the writer's style and the reader's preferences, but there are some basic rules and suggestions that improve writing for the school newspaper. The idea that all school newspapers are full of short, dry, boring stories does not have to be true.

The most important thing behind any story is the facts. If a reporter doesn't have sufficient notes, quotes and facts, then the story is usually full of a bunch of fill-in "fluff". It's better to have a two-paragraph story full of information than a two-column story with the same amount of information and a lot of fluff. Not everyone on the staff will go on to become a journalist, but it is still important for them to learn the trade, because it can teach them a lot more than how to work on a newspaper. Interviews are often one of the short-comings of new reporters. Good interviewing takes practice and many teenagers have to overcome shyness to really be good at it.
First to be covered is what is behind the story, then information on the story itself.

**Interviewing**

Normal conversation is 120 words per minute. Fast note-takers can only write 25-50 words per minute in longhand (Yaskin 16). That is why many reporters also use tape recorders for interviews. This practice has pluses and minuses.

You must ask the subject before you record them. It is illegal to tape interviews without the source's knowledge (although many professional reporters do it occasionally) (Yaskin 16). Many interviews at professional newspapers are done over the phone and are very difficult to record. One reporter at a daily paper where the author worked had a recording device on his telephone at the office so every call he made or received was taped. As stated earlier, many professional journalists are less concerned about the rights of their sources than about getting the story they want, but for high school journalists who should be learning high ethical standards, this is not a wise move.

Even with a tape recorder, reporters must take notes.
The first interview I ever did for a "real" paper, a weekly I worked for in college, was with a new female principal at a local elementary school. I drove to the interview with my notebook and pen, and my tape recorder, but failed to realize the recorder was on pause throughout the entire interview. When I realized what had happened I was too embarrassed to call back and ask my questions again, so I just "winged it" from what I could remember. I was lucky enough that I didn't make any mistakes in misquoting, but I'm sure the story would have been better if I had all the original quotes.

Taped interviews must also be transcribed as quickly as possible after the interview is completed. Otherwise, reporters forget the look of the room, the expression on the person's face, and the other flavor that makes the story special. Tapes are, however, the best defense if questions arise about material contained in the article. No one can argue if the tape contains what the article does. Important: always remember to take extra batteries and tapes, just in case.

There was another occasion, while working for the same paper, that I left my house early one morning for an interview, was almost there, when for some reason something made me think that I had taken my pen out of my purse. I
searched frantically while driving for a chewed up pen or stub of pencil under my seat, but I had my notebook and not a single writing utensil in the whole car. I could not imagine asking the person I was interviewing for a pen to take notes. Luckily, I passed by an all-night gas station that was open and I went in and bought a two-pack of pens. From then on, I carried an extra pen and a small notepad in my glove compartment for just such an emergency. I still do.

Students need to be reminded that such accidents do happen and not to feel too badly when they make a mistake. Mistakes should be occasions to learn, not to criticize.

Very important also is to be prepared before the interview with a few questions to ask and some knowledge of the person's background. Most professional reporters are called upon to conduct interviews on the spur of the moment with no prepared questions and little time to gather background. But, high school students are training, so send them to every interview with a lengthy list of questions and as much information as possible.

Also, caution interviewers that they are still reporters and they should listen to their subject without commenting or giving an opinion to sway the one being interviewed. Reporters must be interested and show that
they care, but having a heated argument with the person being interviewed does not help the story or the paper's reputation.

Sometimes, sources will ask to read the story before it goes to print. This is not a good policy to enact because many sources may change their mind or want to make themselves come off looking quite different than they originally did. Although some feature stories may be handled in this way, it is best for the reporter to offer to read back the facts and quotes that the person gave them. By following this procedure the source is assured that the reporter has not written down an inappropriate quote or misquoted a fact. This suffices for many sources and also allows the reporter to make sure they have everything down correctly for their article.

One of the most embarrassing things I remember as a young reporter was going to an interview with my list of questions, maybe five to ten in number, and being finished with all of them before ten minutes was past. Such embarrassments will undoubtedly happen to today's students too. And student reporters will probably hate to do formal interviews (interviews that are arranged before time, not those that come up as an event happens). But interviewing is one thing that people improve with practice, I can
attest to that. So encourage them to keep trying and keep interviewing. If the first few go badly, expect that, and just encourage them to write the best story possible from the information they have, but do not, as stated earlier, require a sixteen paragraph story if the reporter only has two paragraphs of information. That is what makes many high school papers so boring.

Writing Your Best

This section is not intended to rehash all the rules such as the inverted pyramid containing the 5 W's and the h. Teach these procedures to students by picking up any good journalism book, even those written 20 years ago. What this section is intended to do is help students spice up their writing and look at things a little differently than anyone else.

Everyone looks at things differently. No two people have the same opinion about anything that they read. One person will notice one aspect, while someone else will notice another. One technique for illustrating this principle to students is to show them the following illusions (Germer 78-81):
Which way is this box facing, left or right?

Which side of the box is this hole in?

Are the sides of this square straight or curved?
How many prongs does this fork have, two or three?

All of these types of illusions make the viewer look deeper than the surface and analyze what they are seeing in some way. It is also helpful to see that everyone interprets things they see (or read) differently. That's the kind of view good reporters need to develop, not only in searching out facts, but in writing their stories.

Another idea used by Joseph A. Jungblut, and described in his October 1990 article "Good Writing Means Good Reporting: Overreport, Don't Overwrite" in Quill and Scroll, is to develop a sense of the importance of the words that reporters use in their stories (4).

Have students look at this sentence and determine what they think it means:

The green giant is over the hill.

Is the green giant old?
Is the green giant floating above the hill?  
Has the green giant traveled over the hill?

This may seem too picky to some students, but it is very important to be precise in reporting because, as has been seen, it is easy for different people to read things differently. The best way to check a reporter's work is to remember that one reader is never enough. Several people should read the article before it is printed in the paper. The editor, the copy editor (if you have one), other reporters and the advisor. If all those readers can understand the story's facts, it probably will be plain to the paper's readers. Fewer mistakes will occur with this method, but mistakes will still happen. However, if several people have read the article, the burden of the mistake is not on the shoulders of one person and the self-confidence of the writer will not suffer the blow it might otherwise.

The first sentence of the story is often the hardest to get on paper, especially when writing in the inverted pyramid style (which most news stories require). One way to make sure the lead will catch the attention of the reader is to start it with the word WOW! and continue from there. (Of course, you take the WOW! out before the story
is actually printed.) If all else fails, one might begin the story with a question, but only if nothing else seems appropriate. The writer might start with a question and then once the story is complete find a better way to begin the article. Once the story is started the rest seems to flow more smoothly.

Edmund C. Arnold, World War II war correspondent with Stars & Stripes, said that if a writer has to stop before an article is finished, stop in the middle of a sentence— that way the writer can continue the flow of the article when it is picked up again.

Each writer has a different style so it is often hard to edit writing, but following are some trouble signs to look for according to Jungblut (7):

1. Watch for names that appear in several articles. Contact different people for each story. Also, try to get at least three different sources for each article as a rule to help develop an unbiased focus.

2. Always explain the history behind an event. Although it may be familiar to staffers, many readers may not know the why behind the story.

3. Some construction problems:
Backward sentences— Attributions should read "He said..." or "....Coach Z said." When attributions are written
backwards ("...said Coach Z"), there are probably other sentences written backwards in the same article.

Cluttered sentences - As mentioned earlier, some reporters have few facts and therefore must expand the story with fluff. The readers should not have to wade through this to get information. It is nice to include more than just straight facts, but too many adjectives and quotes which would be better paraphrased are sure signs of fluff.

4. As always check for spelling, grammar and punctuation errors. It won't take long to recognize the individual problems that certain reporters have. For example, Jungblut tells of one reporter he had who would never use a comma. As the editor proofread, she would count the number of places where commas should be used in the story. Then, in red ink at the top of the article, she would draw as many commas as were needed to correct the punctuation of the article and leave a note saying, "Please find places for all of these."

5. It may help some new staffers to compose an outline of their article before they begin writing in order to eliminate all unneeded facts. Reporters shouldn't try to squeeze everything into a story. This outlining process is not fun and many reporters may balk at it. However, after getting some experience, they can outline and write
directly from their head.

6. Have reporters print out their story and let the editor read the hard copy instead of just editing on the screen. Today, there are so many computer short-cuts to punctuation and spelling checks and it is fine to run these, but they do not catch the words which are incorrectly used, poor sentence structure or questionable facts. It is also best to have the editor (and others, as discussed earlier) read the article and mark the mistakes, then let the reporter make the changes. This way both learn more about good writing. If the editor or advisor just reads and changes what is on the screen, the reporter will more than likely make the same mistakes in the next article. Besides, many schools do not have the computer to rely on at all times. And what if (horror of horrors), the power is down or the monitor goes on the blink.

What to Write About

Now that the reporters are ready to write news for the paper, what topics are they going to write about. That's another hard decision. And first-time reporters may have no idea how to go about getting the story they've been asked to write.
First, make assignment cards on 3x5 cards with the name of the story, subject, length of story and type of article expected (front page, feature, column, etc.) (Presson 54). Fill these out as meetings with the editorial staff and reporters are held. Also, consult and write down the names of sources to definitely contact, others who may be of help, any special instructions, date due, who to turn the finished story in to and in what form (typed on computer, handwritten, typed on typewriter, etc.) This may only need to be done the first few assignments because soon reporters will be able to come up with their own ideas of who to contact and how to write the story, but the assignment card gives them something to use for the first stories so they are not just going out there "cold turkey."

A sample card might look like the example on the next page:
It is also good, as often as is possible, to let the reporter choose which story he or she wants to cover out of those available. This must be closely regulated so no one is always picking the shortest or easiest topic, but it is helpful if the reporter knows someone particularly involved with this story or has some other tie to the particular issue of the story.

Cultivating freelance writers is another area where many school papers fall short. If the staff is small, one way to expand coverage and get good stories by people who are involved in the action, is to ask for freelance work. Offer pizza or free newspapers or extra credit in other classes, whatever has to be done, to entice students to
submit freelance articles. Form partnerships with other teachers (who are trying to institute writing across the curriculum in their classrooms and who sometimes have a difficult time doing so) to have their students write a story pertaining to some aspect of the class. Have a contest with only the top ten stories chosen to receive some kind of award (free meal at the local restaurant, which you can probably get donated or a free cassette single (one song) of some popular singer - these are not very expensive and can attract students more than anything.) Sometimes just seeing their name in print makes students want to participate. Even if the stories submitted aren't award-winning, with a little rewriting, issues can be covered that may not have been otherwise.

Advisors reading are probably saying, "Fine, but we sit here at our desks during fourth period journalism class and no one comes up with a single idea for a good news story." Breakdown the word news (Otto 14):

\[\text{North} \quad \text{East} \quad \text{West} \quad \text{South}\]

Because most of the news that will happen and make it into the paper will be old by the time the paper actually
comes out (if published once a month) it is very important not to just tell what happened at a club or dance or school trip. Instead write about how the club began at the school and compare what the club did in their first year of activity to what they do now. Are the number of members about the same? Are there more girls than boys, then and now? Did they do the same type of activities or has the club completely changed its mission? Is one person in this club in many other clubs? Why? What does this person hope to gain by being in all these organizations (especially if they are not active)?

Another good angle may be to examine all the schools' clubs and see which attract mostly girls and which mostly boys. Is there any club who has members that are all one gender? Why?

Cover each beat more than once a month. Stay in touch with organization presidents and teachers to stay up on current activities.

Write a series on the new KERA (Kentucky Education Reform Act) laws and what specific changes it has made in the school. How are students affected by writing across the curriculum and site-based management?

Search for community services in the area which teenagers can take advantage of and write a story. For
example, places in town that will hire workers under 16 years of age for part time work are hard to find. Such businesses could be the basis for a high school newspaper report. Also, student reporters may write about places in town that hire mostly high school students to work.

Many high schools have programs like Youth Shadowing and JTPA (Job Training Partnership Act) summer worker programs. Have contacts to make the newspaper staff aware when such programs are underway. Many of these workers are the same every summer. Ask them what they have learned and what makes them keep working. Evaluate the work done at the school over the summer.

One easy way to find stories is to have each student and faculty member fill out a profile sheet and keep it on file (Presson 88). Though a story may never be written about them, if the need arises, some background information will be on file. Such a sheet should be short and done on colored paper to catch the attention (one color for freshman, another for sophomores, another for faculty, etc.) For students and faculty, the forms can be distributed and collected in homerooms. If the staff is small, this may be a three or four day process.

Sample forms are as follow:

53
STUDENT PROFILE

Name__________________________________________

Address________________________________________

Age__________

Length of time at ______ High School. _________

Previous schools attended or places lived:

________________________________________________________________________

________________________________________________________________________

Hobbies and Interests:

________________________________________________________________________

________________________________________________________________________

Extracurricular Activities and Offices Held (Years Involved)

Ex. Science Club - Treas. (1, 2, 3)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Family Members (Star beside those also at this school.)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
FACULTY PROFILE

Name

Address

Department

Length of time teaching at [school name] High School.

Previous positions in this school system:

Previous schools taught at or places lived:

Hobbies and Interests:

Extracurricular Clubs Advised:

Family (Star by any that attend this school.)
So, now the reporting is beginning. The staff is in place, the first assignments are given. But what about some feature stories? It is guaranteed that some news stories will be boring as can be. It's only natural until the staff gets its bearings. So, pick out a few best writers and read the next chapter about fun stories for the first edition.
Chapter Six
Writing Features

There is an entirely different kind of story that many high school reporters are missing out on though the stories pass right under their noses. Most of the copy in high school newspapers is not read, according to Bobby Hawthorne, director of journalism activities for the University Interscholastic League and judge of high school newspapers around the country (29). People pick them up and scan for their name and that's about it, he says (26).

But most of the material in each high school newspaper would be perfect for use as a feature story. As mentioned in the last chapter, most papers are only published on a monthly basis or three or four times a year so a lot of the "news" in them is very old by the time it reaches the reader. The score of a game from last month or the field trip the science club took at the beginning of the month is no longer interesting.

So, find a way to add some spice. Get out the profile sheet on the science club's president and do a story on the
ant farm he's had since he was 12 with just a mention of the field trip. Or find out that an alumnus of the high school works at the museum they went to visit and do a profile of his life since school.

Not everything can work out to make such a good story, but the reporter needs to be able to do more than just repeat information everyone already knows or doesn't care about. It takes the best writers to write a really good feature.

Hawthorne gives the following example in the article "Gag Me or Make Me Laugh: Feature Writing for High School Newspapers" in the Spring 1990 edition of School Press Review (26): How many of your schools have blood drives? Many schools do or students participate in community blood drives. Do a story on one child or adult who has received blood during an operation or after an accident or due to an illness. Make it a personal story, not just a list of names of those who donated.

One newspaper in Boston tries to print the name of everyone who lives in their community at least once each year (Adams and Stratton 3). A lot of high school newspapers do the same in each edition. As mentioned earlier, many readers just pick up the paper to see if their name is there and many times it may be buried in a
list with a host of others. It is important for people to see their names in print, but a list of names is not news. "If names were news, we'd get up in the morning, pour ourselves a cup of coffee and read the phone book," Hawthorne writes.

Events, issues, individuals are interesting; they are news.

Even features need to follow a story line and be organized in the basic journalistic structure - quote, transition, quote, transition, etc., but it gives the writer a lot of free reign on where to include facts and the opportunity to add a lot of color. If a reporter is a good writer, but has a problem with too many flowery words, assign him or her to write features. There are some things that good features include according to Hawthorne (27-28):

Theme. Don't let a reporter just write to get finished. Each story should have a reason for being written, something it is trying to convey to the readers, a theme that organizes the story.

Angle. From what point of view will you tell the story? This allows the reporter to do something that he or she cannot do in straight news stories. Tell the story from an angle or point of view that is out of the ordinary. For example: Tell the science club president's art farm
story from the point of view of his mother, who is not happy about having the pests in her house and recalls well the time the farm was knocked off the shelf and broken.

Focus. Use the most important information, the most compelling quotes, the best example, the most interesting anecdotes. The worst thing to read is a story with a good idea that is full of dumb quotes. Many quotes would be better if paraphrased. Only really good quotes should be used as such and won't come by running in and asking a couple questions and running out.

Hawthorne collected the following dumb quotes from high school papers: (If the newspaper has ever used similar quotes, don't be embarrassed. I've written some nearly as bad in my own stories.)

"Calculus was very hard. You have to know what you're doing or you'll flunk every time."

"I took art because I like to draw."

On using the library: "It's the best place I know to find a book."

"Being in a club is important because you feel like you're a member of an organization."

Feature reporters should be good observers. Many times they don't even need to ask questions if they can observe and write about those observations well.
Empathy. The writer has to engage the empathy of the reader by talking about people with real stories. Make the reader feel in touch with the person they are reading about.

Interpretation. This also gives the reporter some liberty, because he or she has the opportunity to write about his or her feelings. The reporter still doesn't say something is bad or good, but has the chance to write about what was seen or heard and the way it was seen - describe scenes and report action, capture dialogue (27-28).

All of this takes a lot of time and reporters have to be given plenty of time to gather the information and write the story which is usually at least one and a half times as long as a regular news story. Never assign a story that requires a lot of time and expect it to be done by the next week.

Features should not be the only news carried by the paper. Straight news stories are still needed. Sometimes there is a fine line between news and features, but it is important to remember news stories should be based around an event that has happened or a person who has done something very recently and should follow the traditional inverted pyramid style while features do not have to center around a recent event and can be much more free in the
Following are some characteristics of award winning features as stated by Bob Chesney, advisor at Ozaukee High School in Fredonia, WI (12-15):

(1) Emotion Arousing. The story should appeal to the reader's empathy, bring a smile to their face or a tear to their eye. An example is a story of a Vietnam vet who escaped from a refugee camp during the war and whose daughter now goes to your school.

(2) Don Quixote Syndrome. These stories tell of unique, out-of-the-way experiences we would all like to have but usually don't. For example a story about a student who went bungi-jumping on Spring break.

(3) The "Days of Childhood." Your alumni files and profile sheets should provide hundreds of stories about teachers and alumni who have done and do very interesting things.

(4) The Common Becomes Unique. Take common objects around the school and magnify what is not so common about them. For example, look at the school parking lot - teachers' and students' cars. Are there any interesting junk cars out there that people are still managing to drive? Tell the story behind them.

Depending on the individual school, there are
countless feature stories to fill every edition of the paper.

However, features alone cannot do the job. Not over fifty percent of a newspaper's stories should be features and preferably fewer than that. Features should be displayed with bold headlines and larger photos than other stories. Often the picture adds much flavor to the story.

Most schools do not have darkroom facilities, so it is fine to use an instant camera and send the photos to be developed, but it is best, if the budget can support it, to request the photos in different sizes. Request to look at the negatives before printing and choose which photos to use and how big they should be. This will prevent paying for printing an entire roll of film and the special requests may not amount to much more than regular developing if only a few pictures are printed.

Color adds a lot to the paper also. If the budget can't afford four-color photos, that's okay, many bigger newspapers can't either, but if there is money for a special issue at Christmas or Spring Break, use the money for one spot color on some pages. At these times of the year, an unusual size of the paper, full of only features relating to the season, could be published. This is a good time to use spot color - when the paper is only two or four
pages, rather than the expense of the regular six- or eight-page paper. Advertise the special edition at school long before publication to build expectations among readers.

Features can make or break the paper so pay them respect and a lot of attention. Give writers plenty of time and encourage them to look for stories of interest to them. Students know better than advisors do what other students like to read about.

One of the readers' favorite sections of any newspaper is always the sports page. The next chapter gives some special hints to covering that kind of story.
Chapter Seven
Sports Interviews and Writing

When I was in high school, about the only sports we had in the newspaper were rehashes of last week's or even last month's game. Everybody already knew the score, the plays and the stars. What a bore! So what can be done to liven up those sports sections when almost every report includes something that happened a long time ago, that students have already forgotten?

The sports section should be treated no differently than any other section: rely on good interviews and good feature ideas.

Interviewing athletes is a totally different endeavor than interviewing others. Even in high school some of the athletes have big egos and reporters may feel a little intimidated to talk to these "stars." Plus, teenage athletes can say some really unfriendly things to some
other students, and reporters are no exception. The best thing to do is to send someone who has a sports background or who knows the athlete on a personal basis.

Athletes and coaches do want to tell their stories. They like publicity as much as anyone else although they may be a little more used to having the spotlight than some other students.

The key to a good sports section is the same as any other area of newswriting.

A Specific Game

If the paper does come out on a more frequent basis, or if the staff is just determined to cover the specific games the school teams play, following are some tips that may lead to a better story.

Write a story about the last game played in a sport before the paper comes out, with just a short mention of games played previously in the month. Or mention previous games as a preview for the games coming up between this edition of the paper and the next edition.

Good sports interviewing should start before the game, if covering a specific event. Then follow up with an in-depth interview as soon as the game is over.
Many high school reporters like to write out their questions and send them in written form to the coach. Coaches are busy preparing for games and doing other jobs and they are not likely to write anything down on paper (Mosier 16).

Don't send one person to interview before the game and another after. The same reporter should follow the story all the way through so that consistency is maintained.

Preferably this person will have some background in the sport they are covering: scoring, positions, penalties, etc. Before the game, the reporter may ask some questions similar to the following, according to Joel Mosier, advisor of Burges High School paper in El Paso, TX (16-17):

1. What do you believe are your team's or individual player's weaknesses and strengths?
2. What are the opponent's strengths and weaknesses?
3. What was the outcome (score) of the last game? Do you play this team on a regular basis? Who leads the opposing team?
4. Is there any change in the playing status of players due to injuries or academic ineligibility?
5. Is there a change in the starting lineup from the last game to the present game? Why? Who are the new faces in the lineup and where will they play?
6. How many returning lettermen are there on the team?

7. How many starters are returning?

Reporters should always attend the games, even if they are not reporting on that specific game because everything they see or hear there can be used in the story.

Never just give a rehash of the plays of the game. Concentrate on the reaction of players to certain situations in the game. A reporter's observations are extremely useful for the interview and follow-up after the game.

Interview players and coaches as soon as possible after the game. Ask "why" and "how" questions about specific plays, offenses, defenses. It is not wise to directly question or challenge a coach's decisions or coaching ability, especially after a loss. The reporter should also avoid the impulse to always try and make the team look good.

Use lively, action-oriented words and give statistics for substance. Use direct and paraphrased quotes from coaches and players.
Sports Features

When writing for the sports section of the paper, there are already many strikes in the writer's favor. The majority of high school students have a vast interest in the sports teams of their school so most of them will at least glance through these stories even if the stories aren't the best.

Give readers something interesting to read for a change. Following are a list of sports feature ideas that may help inspire some ideas among staff members:

1. Write a story about the coach's high school career in this sport, complete with his old photos.

2. Write a story about the school's history of arch rival schools. Has it been the same through the years or has it changed as schools move and consolidate?

3. Write a story about the people who keep the basketball court, the tennis court, the football field in good condition. Is it janitors or coaches or volunteers?

4. Follow one or two students through tryouts at the beginning of the season. Does everybody make the team or are there some who don't? What is their reaction if they don't?

5. Follow cheerleader tryouts, focusing on one
6. Ride the bus to an away game and discuss what happens on the trip before and after the game.

7. Do a feature on someone who participates in three or more school sports, many do.

8. Feature athletes in golf, tennis, soccer or other sports that often don't get the attention they deserve.

9. Go to a practice with the girls' team and compare that practice with what the boys do.

10. What is the budget for different sports and where does the money come from? Ticket sales? Concessions?

The most important thing to remember about a sports section is that it should be just that. Sports should be separated from other types of stories and rate its own page. Sports stories should not be dispersed throughout the paper. Pictures are also the heart of any good sports section. A strong action shot from a game played last month is sometimes better than a rehashed story of a forgotten game. There's only one thing people like to see in the paper more than their name, and that's their picture. The best staff photographer should be assigned to take pictures at the game. It should be someone who isn't too shy because he or she will need to be down on the
sidelines and in the middle of the action to get the best shots.

Choose one story to be the focus of your sports page and build the rest of your layout around the picture. If there is more than one page, make sure there are enough good pictures for all pages to carry the readers' interest.

Whether continuations from the front page, or jumps, are used or not, is really a decision that is up to the advisor and staff. If jumps are used, the second page should be predominantly continuations. If not, reserve at least a couple of the best stories for the second page. Don't use everything good on the first page.

Liven up the sports section and take some time to think of innovative ways to make it attractive. Sports reporting is a big draw for a majority of readers.
Chapter Eight
Selling Ads

Any student newspaper that is at least partially funded by self-made money, must realize the importance of the advertising staff. Without the advertising sales, the rest of the paper is only in the staff's mind, because they have no way of getting it published. Some school papers are restricted from selling advertisements and forced to exist on the extremely small budget offered them by administration. Although impractical to expect a school newspaper to exist solely on advertising revenue, selling ads is excellent experience for staff members. Plus, ads can be a very enticing part of the paper to some readers.

The Budget

The first thing every advertising staff needs to do is determine how much money must be raised to stay afloat. A lot of money or only a little may be required, but the extra income can either be the lifeblood of the paper or
the ability to buy some extras that the staff would like. First of all, set up a budget. Following is a sample worksheet for an advertising department trying to determine what kind of income is needed (Lain 16):

**SAMPLE BUDGET**

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Income</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>printing</strong></td>
<td><strong>school board</strong></td>
</tr>
<tr>
<td>$4500</td>
<td>$3000</td>
</tr>
<tr>
<td><strong>photography</strong></td>
<td><strong>subscriptions</strong></td>
</tr>
<tr>
<td>$250</td>
<td>$0</td>
</tr>
<tr>
<td><strong>office supplies</strong></td>
<td><strong>single copy sales</strong></td>
</tr>
<tr>
<td>$200</td>
<td>$0</td>
</tr>
<tr>
<td><strong>postage</strong></td>
<td><strong>total</strong></td>
</tr>
<tr>
<td>$50</td>
<td>$3000</td>
</tr>
<tr>
<td><strong>equipment and repair</strong></td>
<td><strong>needed from ads</strong></td>
</tr>
<tr>
<td>$500</td>
<td>$3073</td>
</tr>
<tr>
<td><strong>promotion activities</strong></td>
<td><strong>5% cushion</strong></td>
</tr>
<tr>
<td>$100</td>
<td>$154</td>
</tr>
<tr>
<td><strong>dues, trips, contests</strong></td>
<td><strong>total needed</strong></td>
</tr>
<tr>
<td>$150</td>
<td>$3227</td>
</tr>
<tr>
<td><strong>sub-total</strong></td>
<td></td>
</tr>
<tr>
<td>$5750</td>
<td></td>
</tr>
<tr>
<td><strong>5% emergency</strong></td>
<td></td>
</tr>
<tr>
<td>$287</td>
<td></td>
</tr>
<tr>
<td><strong>total</strong></td>
<td></td>
</tr>
<tr>
<td>$6037</td>
<td></td>
</tr>
</tbody>
</table>
1. total needed $3227
2. number of issues planned 12
3. amount needed per issue $269 (No. 1 divided by No. 2)
4. number of pages per issue 4
5. page depth in inches 14
6. number of columns per page (may vary by page) 5
7. number of column-inches per issue 280 (No. 4 x No. 5 x No. 6)
8. percentage of advertising desired 25% (for 4 pages, more than 20-25% is too much, for 6-8 pages 35-40% is acceptable)
9. number of column-inches of ads per issue 70 (No. 7 x No. 8)
10. amount per inch $3.84 (No. 3 divided by No. 9)
11. advertising cushion 5% $.19 (No. 10 x No. 11)
12. base rate $4.03 per inch (No. 10 + No. 12)

As seen from this formula, the more issues published and the bigger the paper, the lower the ad rate can be.
(This sample is figured on a tabloid-size paper since this is the size most high school newspapers publish.) Several special promotions can be offered and page rates may differ for special issues, as will be discussed later.

From the above information, the staff should develop
a rate card. This can be done in the form of a brochure or just a sheet of information. The rate card should include the rate per column inch and the price for the most popular size ads, such as 2(col.) x 3 inches would be $24.18 (at the above rate.) Special rates for frequently run ads and special editions can also be listed on the card.

Sample rate card:

<table>
<thead>
<tr>
<th>Advertising Rate Card</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Amber High Acclaimer</td>
<td></td>
</tr>
<tr>
<td>Rate per inch</td>
<td>$24.18</td>
</tr>
<tr>
<td>Specials:</td>
<td></td>
</tr>
<tr>
<td>Four issues at price of three</td>
<td></td>
</tr>
<tr>
<td>3&quot; x 4&quot;</td>
<td>$125</td>
</tr>
<tr>
<td>2&quot; x 2&quot;</td>
<td>$75</td>
</tr>
</tbody>
</table>

Formal contracts and billing procedures should be established. A contract should be simple to read and contain all the information the advertiser and staff needs to layout the ad (Engel 93). Following is an example of a contract:
### 1993 Advertising Contract

<table>
<thead>
<tr>
<th>Issue 1</th>
<th>Issue 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Date</td>
</tr>
<tr>
<td>Ad Size</td>
<td>Ad Size</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Issue 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
</tr>
<tr>
<td>Ad Size</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Issue 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
</tr>
<tr>
<td>Ad Size</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Issue 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
</tr>
<tr>
<td>Ad Size</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Issue 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
</tr>
<tr>
<td>Ad Size</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Issue 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
</tr>
<tr>
<td>Ad Size</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Issue 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
</tr>
<tr>
<td>Ad Size</td>
</tr>
</tbody>
</table>

---

**The newspaper staff of high school is hereby authorized by [Print Name], representing [Firm Name] at [Address], to insert the following size ad in its publication for the number of issues and the rate indicated:**

**Per column inch:**

\[
x \times \text{No. of col. inches} = \text{cost per issue}
\]

\[
x \times \text{no. of issues} = \text{accumulated total}
\]

\[
\text{specia l photo/art} + \text{accumulated total} = \text{FINAL TOTAL:}
\]

---

**[Salesperson]**

**Date**

[ ] one bill to firm

[ ] monthly payments of

[ ] paid in full
A list of guarantees should be included with the contract so the advertiser is sure of what he will be getting for his money and what his responsibilities are:

Sample Guarantees (Engel 93)

Ad copy will be in the hands of the staff two weeks in advance of publication dates.

One copy of the paper containing the advertisement will be furnished to the advertiser.

Refunds will be made if the staff or printer is responsible for an error in the printed copy, but refunds will only be made for individual insertions.

The advertiser agrees to pay the bill in full if under $100 or make monthly payments if they choose and the bill is over $100.

Copy MUST be attached or written on the back of the contract or refund will not be made in case of error in the printed ad.

____________________ (Firm representative)
____________________ (Firm name)
____________________ (Salesperson)
____________________ (Date)
Bills can be issued in any form as long as it is clear and simple to understand. A regular billing pad can be used but it is best to develop a bill with a prominent copy of the paper's name.

The ad department should be the first established and only the editor and advertising manager and advisor need to see and know about the financial needs of the paper.

Setting Up the Service

If the paper has had a difficult time soliciting ads from area businesses, don't automatically blame the staff. Many ad salespersons are sent out indiscriminately with no idea where they're going or what exactly to ask for when they get there. Most of the hard work should come before the ad sellers ever go out the door. Before staff members are sent out to pound the pavement, they need to have a plan.

One of the best ways to convince business people to advertise in the school paper is to convince them they can sell their products to the paper's readers. Merchants should be asked to advertise specific products or sales to high school students, not just general ads as in the city paper (Adams and Stratton 61). Students spend considerable money on themselves because unlike older adults they do not
yet have any bills to pay, but many teenagers have part-time jobs, cars, credit cards and other expenses these days.

How can merchants be convinced of that? One good way is to have a very good idea of what readers are willing and wanting to buy. Business, economic or statistics classes may be able to do a spending survey to help the newspaper staff. A small mimeograph brochure or another professional-looking form can then be used to present the results to merchants, with those items of particular interest highlighted. This survey could also be conducted during homerooms if the school is very small so all students could be involved. Or, target certain classes that have a representative mix of students of different ages and backgrounds. The results and surveys, handled through one of the other classes, would be good experience for those students and very little work for the newspaper staff.

Some schools may require that all surveys be approved by administrators or committees. If it is difficult to get approval or the process is too lengthy, the advisor may simply survey the students in his or her own classes and expand the results. For example, if 50 students are surveyed and the student body is 500, multiply the results
of the survey by 10 to expand findings to the whole school.

The following survey example might be helpful to the class conducting the research (Lain 40 and Engel 124). Add, delete or change questions to suit individual purposes and that of the surveying class.

Advertising Market Survey

The advertising staff of the ___________ is taking a market survey of students to determine the buying power of our student body. Advertisers, who purchase more than $3,000 in advertising each school year, will realize the importance of your spending choices. We appreciate your time in filling out this survey. You need not sign your name.

Date____ Age____ Grade:Fr___ Soph___ Jr.____ Sr.____

1. Do you get an allowance?____
   If so, how much per week? $5__ $5-10____ $10-15____
   over $15____

2. Do you have a job?____
   If so, how much do you make per week? Under $20____
$20-40  $40-$60  $60-$80  $80-100  
over $100  

3. Do you have a personal charge account? ________

4. Do you use your parents' charge cards? ________

5. Do you have a checking account? ______ a savings account? ______

6. How much per week do you save? ________

What are you saving for: Education____ Car____

Other________________________

7. Do you own a car?____ motorcycle?____
bicycle?____

typewriter?____ computer?____ stereo?____
camera?____ family VCR?______

8. If not, do you plan to purchase one of these in the near future and which one or ones?____________

9. How much do you spend per month on each of the following:
clothes ________

accessories(jewelry, belts, etc.)__________
hair care __________
cosmetics and other beauty aids__________

auto ________________
magazines ________

pets ______
music
movies
recreation
travel
gifts
school supplies
VCR rentals
books
snacks (candy bars, soft drinks, etc.)

10. How much per week do you spend on food?

11. How many times per week do you eat out? lunch

Other

12. Which places do you go most often?

McDonald's
Quick shop Pizza
Dairy Queen
Kentucky Fried Chicken Ponderosa

Other

13. Do you use the coupons you find in newspapers?

rarely sometimes usually never

14. Do you assist in making family decisions and purchases?

yes no

15. Where do you usually see ads and respond to them?

newspaper radio TV
It is best to condense this survey into one page or shorten it by asking only those questions that are pertinent to each individual newspaper so there is less printing and paper involved. Use bright colored paper to attract attention and make the survey as easy to read as possible.

The results can be tabulated in something like the following form (Engel 91 and Lain 16):

<table>
<thead>
<tr>
<th>Market Survey Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clothing purchased by students</td>
</tr>
<tr>
<td>Entertainment</td>
</tr>
<tr>
<td>Cosmetics</td>
</tr>
<tr>
<td>Car Expenses</td>
</tr>
<tr>
<td>School Supplies</td>
</tr>
<tr>
<td>Eating Out</td>
</tr>
</tbody>
</table>

Some additional facts:
Students eat out 103,792 times a year
403 students have their own cars
401 students own their own stereos
165 students have typewriters
322 students have jobs
25 students have their own charge accounts

The best way for you to reach the dollar market indicated by this survey is through advertising in the ________, the student newspaper.

In addition to students, the paper is read by parents and teachers. Copies are also available for display in your store.

Targeting

What businesses in town are going to be asked for advertising? Depending on the size of the town, there may not be a lot of options, but it might be possible to travel to towns a few miles away where students do most of their purchasing. Also, coordinate with the school yearbook so both staffs are not asking the same merchants for ads. If the newspaper staff is better prepared and ready early, the yearbook and other school groups can be "beaten to the punch" in many cases.

Make an alphabetized master list on 3 x 5 cards of all the businesses in the area and what they sell that student readers might be interested in purchasing (Wright 20). Remember it is best to discuss specific items with the advertiser and show that students at the high school do buy
this item. For example: Goody's rents tuxedos during prom season. They should advertise their rates in school papers where they will get attention from the teens who do the renting.

These cards can be alphabetized by the business name or by the product they want to sell. Divide these up geographically by address and give a set to each salesman.

Putting on a Good Appearance

Now that the advertising staff has an idea of what kind of ads they want to solicit and a list of places to cover, they are almost ready to hit the sidewalk. Make sure that the advertising staff is dressed appropriately before they go. Dress clothes are not required, but they should be clean and look well groomed.

Often it is best to call and make an appointment with the merchant, rather than to just show up and walk in (Adams and Stratton 62). The manager may be busy, out, etc. Also, the unfriendly prospects can be weeded out over the telephone and save a trip to their business.

Every advertising salesperson sent out should have the following (McKinney 5):

1. current copy of the paper
2. data on readers' expenditures (survey results)
3. data on number of papers published and circulation area
4. rate card
5. contract forms
6. portfolio of most attractive ads paper has run
7. business card or index card with name and number to leave with the advertiser (whether they buy an ad or not)

These items can be put into some kind of inexpensive, bright folder and left with the merchant so that they have the information for a later date.

Student ad salesmen should not allow merchants to treat them any differently than they would any other business partner, but likewise students must treat the merchant with as much courtesy and professionalism as they would expect a store clerk to treat them. They should have enough knowledge of the merchant and what he sells to discuss the product being sold intelligently. They should know the material they are handing him well enough to discuss it, help the person fill out the contract, be able to answer questions about size and frequency, etc.

If the merchant says, "no", don't allow salesmen to lose heart. Tell them to leave their card and perhaps
copies of the other information. Don't harass the person by calling every month for an ad, but do give them a return call at a later date to see if they have changed their mind. Make sure to service accounts just as a professional newspaper would - see that they get a copy of the paper, check to see how they liked their ad and always let them know about future specials.

Keep a file concerning each advertiser with copies of all their contracts and tear sheets of their ads (Lain 46).

To keep ads straight, the staff may want to keep a plain notebook with a log of each issues' ads. For example:

Vol. 1 Issue 1

McDonald's 2x3 $24.18 Billed - Paid

Walmart 3x6 $72.54 Billed

Total for issue $96.72 $24.18 Paid $72.54 Owed

Don't let advertisers get too far overdue on their bills. Allowing accounts to become overdue is a disservice to the staff and to the merchant. Never give free ads (Wright 43). It is important to make advertisers feel that what the paper is selling is worth paying for.
Specialties

One good way to add some extra advertising to the paper is to offer ads for special editions or special size or type ads at different rates (Engel 9).

Examples:

1. Repeat booster type ads

Ask a business to buy a standing ad which will run in all editions of the paper. Each issue will feature a student (such as athlete of the month) and say Congratulations! from the advertiser. Advertisers also like to buy these for graduating seniors at the end of the semester. These can be sold for $5 or $10 an issue and bring in around $500 for the paper if several are run each issue. Advertisers often like to buy these up front because they're cheaper and do not have to be renegotiated each issue.

2. Club feature

In the first issue, try having a club spread and ask clubs to buy small ads surrounding the spread of copy and photos to promote their club. Give them a special low rate for ads, all of which would be one size.

3. Special features

Do a spread on the way people spend their weekends,
ask local bowling alleys and fast food places to buy ads around the story similar to those above. Do a prom feature and ask restaurants and clothes rental businesses to buy ads around the story. College recruiters and armed services would like to buy ads in a special issue which features what seniors plan to do after high school.

4. Classified ads

Sell one line ads to students and teachers who want to sell, buy, or work, just like regular classifieds. These are small and take up little room. At $1 a line, the staff can generate an extra $20-$25 each issue and many students will enjoy these ads more than others.

Encourage salespeople to do better by making a big colorful chart for the wall and comparing ad sales among the staff (Arnold and Krieghbaum 15). This is not to discourage anyone and should be used as a fun activity. The leading salesperson of the issue might get some small prize or recognition from the advisor.

Now the staff is past the anxious asking period and first ads have been sold. Now what? Pleasing the advertiser is the only way to keep them coming back and
that means presenting them with a very appealing ad. That is not as hard as many staff members might think.
Chapter Nine

Ad Layout

There is no chapter in this manual devoted to general layout principles because that is a topic well-covered in many books, but one that requires a great deal of space to cover justly. Also, layout is a part of the paper that can be very individualized, depending on the staff's personal preferences. There will be some discussion later on some basic layout techniques in chapter 13.

Ad layout is quite different than the regular layout of the paper and some staff members are really intimidated by trying to layout a good advertisement. After all the trouble of selling an ad as described in the last chapter, the advertising staff doesn't want to lose an account because the advertiser doesn't like the ad design.

Don't panic over designing the perfect ad. Staff members don't have to be clever or artistic to come up with some good ideas to sell products. Here are some points
that may help (Engel 89):

1. Talk to the reader in common language. One suggestion is to put "you" in the headline. For example: Take this new stereo wherever you go.

2. Keep ad designs simple. Lots of flashy pictures and borders only confuse the message.

3. Along with number two, white space sells. One of the most eye-catching features of an ad is the white space surrounding it. The message is easier to read.

4. Ask art students or the art teacher for help to design a really special ad. Study ads in other newspapers and don't be afraid to copy good ideas to suit the paper's purpose.

5. Get an old clip art book from the local newspaper. Most newspapers have clip art they no longer use and these can be great for getting pictures of name brand or specific items. Many newspapers will part with them at no cost to the high school. If the newspaper staff has the technology to lay out ads on computer, save money to buy a software clip art package. These are relatively inexpensive and can be sized and manipulated to make great ads.
6. Live student models in ads often attract attention. Even many larger newspapers are finding that for clothes or jewelry, or any type ad, that a local child or adult model can attract additional attention. If the staff takes and develops photos, ask students to pose for advertising pictures. Merchants like this idea, as it attracts additional attention to their store and gives their merchandise a sort of "stamp of approval" from at least the students in the ad.

If a live model is used for an ad, have the model or their parents sign a release like the following (Wright 41):

"I, the undersigned, living at ____________________, do declare that I am ____ years of age, and do consent and have my parents' consent that ____________, the _____________ High School newspaper may use my name, portrait and other likenesses for advertising purposes.

Date______________
Signed________________________________________
Parent or guardian________________________________
There are some creative things that can be done with ads to attract attention. Tool lines, or small borders, around photos or ads are always a good idea. If laying out by hand, remember to always miter the corners of any tool line. That means to overlap the corners and then cut them at a 45 degree angle and remove the excess so the lines touch, but do not overlap. Overlapping can cause shadows when reproduced.

Light or medium gray screens behind the ad or sections of the ad can do much to draw attention. Ask the publisher for screens of 10, 20, or 30 percent most often because the background should not be too dark. Many times publishers will do gray screens for no additional cost, but if spot color is affordable, the extra color can be done at the same percentages.

Four-color or spot color is ideal to set off a feature or full-page ad and most commercial printers now have the ability to produce this amount of color. However, color may be costly and should not be overused to accentuate every issue. Color should be reserved for very special feature issues or two-page or full-page ads with colorful photos. Don't indiscriminately use color to jazz up the paper. Much can be done with simple black and white to create the same effect and the color should be added only
as a special, occasional touch (Engel 109).

Don't underestimate the ability of print styles and fonts to create art and accentuate columns of the regular news story or the ad (Arnold and Kriegbaum 33). Look at what different "colors" of print and different type faces can create.

Sizing of ads must be exact so as not to vary between advertisers. Bigger ads should always be on the bottom, reaching up to smaller ads. Half pyramids, double pyramids, wells (ads across bottom and up the outside column of both sides) should all be interspersed to add variety to the layout.

Unfortunately, many smaller newspapers cannot do their
own layout, but simply send everything to the printer where layout and printing is done without much input from the high school paper's staff.

In this situation, discuss with the printer one or two types of headlines or body copy that should be used. The paper's layout won't have as much variety, but there can be assurance that headlines written won't be too short or too long. For example, if the following headline is written for the front page - Student Bit by Neighbor's Dog - the size of the letters can be counted to fit the space because it will be done in 48 pt. Roman type. Maybe all headlines will be done in this type and point size. As I said, it may eliminate some of the creativity in the layout but at least it will fit.

For example: All ad copy can be done in 14 pt. Ventura. All ad headlines will be done in 36 pt. Ventura. All headlines in 48 pt. Roman and all body copy in 10 pt. Roman. All photo captions will be done in 8 pt. Roman.

Decide what type faces and sizes are to be used in the paper and then strike this agreement with the printer. It should make the printer happy because he or she will have fewer decisions and spend less time trying to make everything fit. The staff must be sure to count everything accurately so it will fit in the type that is designated.
Whatever the layout, for ads and news sections, it should reflect the staff's own preferences. Don't think the paper has to look like all the weeklies and dailies out there. Make it a unique, personal, collaborative product. There is one section of the paper, besides the ads, where students can really show their own personality and creativity. That section is covered in the next chapter.
Chapter Ten
Editorial Pages

One of the most fun and important pages of the newspaper is many times overlooked by high school newspaper advisors. Every paper, no matter its size, should have an editorial page that gives the staff and students personality and life.

Although the editorial page is fun, while being the one place for humorous columns alongside serious opinions, this page should not be treated with flashy type, color or other trendy tricks, according to Joseph A. Jungblut, advisor to The Rebel Charge at South Newton Jr. Sr. High School in Kentland, Indiana (4-8). Editorial pages should have a different look from the rest of the paper, more so than just a simple folio line, or description at the top of the page, but it should be presented seriously to the reader.

First on the editorial page are serious editorials. Editorials can take a variety of forms rather than just criticism of school policies or procedures. There are
eight types of editorials and only fine lines of distinction between some of the types. All editorials are attempts to influence the reader, but not always in a negative way. These are the categories of editorials Jungblut has developed:

Interpretation is a commentary on the significance of a recent or past news event.

Criticism is finding fault in the situation and also pointing out ways it can be improved. Many editorial writers are very good at finding fault, but never offer any solution or action to be taken.

Argument is to support a definite stand on an issue that has yet to be decided by the school administration, government, etc.

Persuasion is enlisting the reader to support a program already in place and giving logical and advantageous reasons for supporting the program or action.

Information gives additional material related to an event, but not specifically part of the event. For example, if the school is named after an individual and there is a special day to celebrate him or her, an informational editorial may be written about some aspect of this person's life not widely known and why the school was named for the
Appreciation is unfortunately not often read on any editorial page, but is very important to include if it is truly deserved.

Instruction is written about a specific interest only some readers may have, such as a new geological finding or mathematical principle just discovered.

Ideals resemble a feature story because the purpose is to entertain or contribute to general culture instead of interpret the news. Such an example may be a story about the writer's experience in another town or state (4-8).

Bad editorials of any form can do much damage to the newspaper's integrity and ability to publish. A further coverage of what should and should not be published will be included in the next chapter. Whatever is published, ensure the facts and reasoning are true and logical.

There should always be one main editorial in each issue, set apart in larger point size and maybe a different column width than the rest of the page or paper. Use strong headlines. Don't compromise headline writing for this page. An initial larger letter can create attention as can column rules or boxes, borders or screens on the page. Never jump editorials from one page to another and do not sign editorials. A consensus of the staff should be
reached before any editorial is published. Each unsigned editorial reflects the official view of the newspaper staff and, therefore, all staff members should have some input on what that view is, according to Jungblut (4-8).

If the staff seems to have a problem with writing editorials there are many other forms of copy which can be used on the editorial page and some of them can be quite fun.

Editorial Cartoons

Artwork can add a great deal of interest to the editorial page, especially if there are no hi-tech graphics in the layout. Illustrations can be simple and correspond to the topic of the main editorial or be cartoons which make their own statement.

If no one on the staff can draw or has an interest in doing so, have the staff discuss topics they would like to see drawn and ask the art teacher to have his or her class submit cartoons on the subject. The best one will be published and the student will have his or her name and work in the paper.
Personal Columns

A nice addition to any editorial page is a column devoted to the personal reflections of an individual as long as that person has something about themselves to say and can write it in an appealing way. Humor is an element totally lacking in many publications and this is a good place to include some lighter, non-serious copy. The same person does not have to write a column for each issue. Let different staff members reflect on personal issues or activities.

Letters to the Editor

It is hard to accept that a letter from a freshman complaining about gum in the water fountain will have a higher readership than the most eloquent editorial or best written front page story, but it is true. These letters should be obviously set aside as letters to the editor with a label heading of LETTERS or DEAR EDITOR. Bold type can be used on the name of the writer at the end of the letter to ensure no reader mistakes this for an official newspaper editorial.

It is bad practice to write an editor's note after the
letter unless a wrong date or other misleading fact is included. Let the reader's opinion stand alone. The writer's name is the one on the line.

Only publish letters to the editor that are signed and verify that this person is the student or official that they claim to be. A hoax letter could do much damage to the paper's reputation.

Photo Polls

It may be all well and good to talk about letters to the editor, but maybe the advisor knows, "Our newspaper hasn't had a letter to the editor in the last ten years." That could well be the case. Therefore, in order to get students' opinions outside the staff of the paper, a photo poll is just the ticket.

Questions need to be carefully worded and involve some issue important to the majority of the school's students. For example:

Would you rather have the band practice field paved for new parking or leave it as it is? Try to get more than just a yes or no answer. Always have the pollster ask, "why" if he or she only gets a short answer.

The photo poll can be tied to an editorial of the
staff on the page and set up as "our view, their view." Pictures of those who give responses can be taken on the spot, or strike an agreement with the yearbook staff to look through layout sheets from the previous year and run the mug shots from the class sections with the person's response. (This may not work for new students.) It will cut down on photo charges if at least a few pictures can be found from other sources.

Make sure it is clearly evident by the layout what quote goes with which face. Make sure every photo has an identification line of the person's name and grade level (if wanted.) If people love to see their name in print, imagine how much they like to see their face. Include faculty opinions on some questions also, using judgment as to which questions should have an even mixture of faculty/student opinions, which should be all faculty and which should be all students. Readers are as interested to know how their teachers feel about issues as they are their colleagues in many cases.

Other Options

If all of these ideas fail or seem impractical, please don't just scrap the editorial page. Publish creative
works—poems, short stories, artwork. Most staff members will enjoy writing reviews of movies, books and music that they see and listen to either favorably or unfavorably. There should be a mix of favorable and unfavorable reviews—don’t praise everything or run everything in the ground.

But despite all the fun an editorial page can be, it can also be the advisor’s hugest headache if no policies are in place. Some papers prefer to have broad policy guidelines, some prefer to have everything in writing. Much of that decision might depend on the administration’s flexibility. Include editorial policy in the staff manual once it is developed. One policy to govern the editorial page may be enough or it may be best to have a separate policy for letters to the editor. Following are some points to consider when writing such policies.

Points for Editorial Policies (Engel 82):

* The entire editorial staff (which probably includes almost every staff member) with the advisor should formulate the policy.
* The administration should approve the policy or at least see it, so later they can’t plead ignorance.
* Determine basic philosophy, such as:
  Will it be conservative or liberal?
Is the school alone the beat, or will there also be comment on community and even national situations?

*Who on the staff can write editorials? (I recommend letting everyone try their hand at it who desires to. The really poor editorials don't have to be published.)

*How many editorials will be printed per issue? Is there a length limit? (Good editorials do not have to be lengthy. The best editorials make points clearly and quickly without a lot of extra words.)

*Determine the layout of the editorial page, considering all the things discussed above - letters to the editor, cartoons, etc. Having one familiar layout for the editorial page is a good idea.

Points for Letter to the Editor Policies:

*Determine length limit.

*Require a signature which must be verified through school records to determine that it is not a falsified name.

*Will any grammatical or other changes be made to submitted letters, or will they be published exactly as submitted?
*Will you accept letters from faculty or others outside the school, from the community?
*If those criticized in letters can respond, how many responses back and forth will be allowed?
*How many letters can the same individual write in a year or semester?
*What staff members will make the final determination whether a letter should be published? Does the advisor have final say?
*Will all letters received be published unless they are libelous, seditious, etc. or will some be disregarded?
*What specific person or persons will be responsible for condensing or deleting from submitted letters?
*How will letters be collected? Will there be letter boxes throughout the school or must letters be submitted to the office?
*Make sure deadlines are publicized, even have deadlines announced over the intercom.
*Clearly state in each paper where and how to submit letters.
*At the close of the letter simply state the writer's name and any other information the staff decides to include. Do not sign letters "Sincerely," or with any other closing.
*Choose a special headline for the "Letters to the Editor" section, something that will draw readers' attention.

*Break each letter from the others with its own descriptive subhead.

*Again, do not reply with an "editor's note" at the end unless absolutely necessary.

*All letters to the editor, whether printed or not, should be in some way acknowledged by the paper. Don't discourage future great letter writers from trying again by not publishing or acknowledging their work. Also submitted letters can't be changed and published without the writer's permission. Give the following form to writers in their homeroom or leave it in an envelope for them with one of their teachers (Engel 116).

"Letter to the Editor" Acknowledgment

Date: ______________________

The staff of ______________________ has received your letter to the editor. Thank you for submitting your opinion to our paper. We want very much to hear views from
individuals and express them to our readers.

___ Your letter will be printed in the (Date) issue of our paper.

___ Your letter will be printed in a future issue of the paper when space is available.

___ Your letter will be printed if you have no objection to our editing it to meet the 250-word requirement. If you would like to see the edited letter or be involved with the editing yourself, please contact (editor's name) in room ___.

___ Your letter will not be printed because the paper feels it is bordering on libelous. If you would like to discuss this, please stop by room ___ during (hours).

___ Your letter will not be printed because:

   ___ we have received too many letters on this subject and one representative letter has been chosen.

   ___ we have already run the allotted amount of letters on this subject.

   ___ we can only publish ___ letters by the same person in one semester.

Editor's Signature

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Once policies are developed, stick to them in every situation. If a controversial situation arises, procedures will be in place to deal with it and those procedures will have been approved by the administration. It is often difficult to make judgement calls on controversial matters and what can and cannot be printed. Again, much of that depends on the openness of the school's administration and differs from school to school.

Make friends of the principal, superintendent and all other administrative officials. The better the advisor knows them, the better able he or she is to determine what administrators' reaction would be to certain issues and opinions being published. Don't stifle writers, but also don't get the paper completely wiped out of the school budget. Knowing when to publish controversial issues or not is a fine line when dealing with the student press.

Great writing is so important on the editorial page and this page is also one of the few places where students can voice their opinions and be recognized. But, there are times when the advisor has to "just say no." The next chapter contains some ideas of when that time might be and will help advisors stay on the right side of that fine line.
Chapter Eleven
Censorship - When to Say "No"

Ever since the first high school offered classes in journalism in 1912, there has been controversy over just what students should be permitted to write in their publications. The debate still rages as to whether a high school newspaper is a laboratory class, controlled by the rules of the local administration, or a publication covered by the First Amendment rights of free speech.

Studies also show that most newspaper advisors are not aware of the laws that govern student press. So many decisions flip-flopped and cases were brought in the late 1960s and 1970s that it is sometimes difficult for advisors to know what exactly is the governing rule. Today, the ruling decision is that of Hazelwood School District v. Kuhlmeier brought to the U.S. Supreme Court in 1988 and, unfortunately, due to this decision many schools have dropped any attempt to publish controversial stories because school administration does have the final word in
what can be published (Robbins 11).

The Hazelwood decision that has alarmed so many high school advisors began at small Hazelwood East High School in Missouri. The Spectrum, published by the Journalism II class eight to ten times a year in four-six page editions, was reviewed by the school's principal on May 13, 1983. The principal required that two pages of the paper be deleted. The offensive articles dealt with pregnancy and parental divorce.

Staff members did not know about the deletions until after the publication hit the stands. Upon learning about it, they immediately copied the two pages deleted and distributed them to all students in the school. They were not punished for this action, but three of the students filed suit. The question again was: is journalism a class as any other under school administrators' censorship or does it fall under First Amendment public forum?

The judgment handed down by the Supreme Court read as follows:
"Educators do not offend the First Amendment by exercising editorial control over the style and content of student speech in school-sponsored expressive activities so long as their actions are reasonably related to legitimate pedagogical concerns" (Robbins 20).
This is the decision by which high school journalism is now governed. To understand it more completely, get a copy of the case and read the entire reasoning for the judges' decision.

Many schools have reported chilling effects from the decision. To others it is not as chilling because it is the principle under which they have always existed. Smaller schools are less likely to run the more controversial issues than those in larger areas. But even the more conservative smaller schools' newspapers are having problems. One advisor in Washington state said she was constantly hounded by administrators because of stories her students published in the school paper. The stories, she said, were never questioned for accuracy and they were not about teen-age sex or abortion or birth control: they were about school finances.

The article titled "High School Confidential" by Jim Patten in the September/October 1990 issue of Columbia Journalism Review cites the above facts and story as well as the following statistics due to the Hazelwood decision (10):

Nearly 23 percent of teachers say students are less likely to report on controversial matters.

Also, 17 percent say students are less likely to write
editorials critical of school policies.

At 12 percent of the schools, teachers say prior review of their publication was never conducted by administrators before the decision.

More than 41 percent of teachers say that, with the passing of time, their students are becoming more accepting of these restrictions.

More than 42 percent believe this decision led to an increase in underground high school newspapers.

Many high school teachers are disillusioned by what they see as lukewarm support from professional press on the issue.

All is definitely not lost, as this report may make it seem. In 1988 another case was decided in favor of a school newspaper reporter who described a teacher as "a babbler" and the "worst teacher" in the school. In this case, the court found that the teacher who brought the suit had not been libeled as he claimed, but was clearly the subject of an "expression of subjective judgment by the speaker." No word is always defamatory, the court ruled. The context must be taken into consideration (Stein 19).

The most important thing for any advisor and student to realize when dealing with controversial issues is that everyone comes out ahead if an understanding can be reached
before these articles are published. This does not mean the advisor and staff must always give in 100 percent.

Such situations are the very reason it is so important for advisors and staff to report both positive and negative stories in a fair, honest, accurate and common sense approach. For the most part, administrators will respect a staff that conducts itself in a professional manner, but there is the occasional person who will not.

Present the newspapers to administration as a professional publication by submitting to them the policies as to how reporters will verify facts, policy for editorials and letters to the editor, and a list of what guidelines will be used to determine whether something should be prohibited from publication (Engel 88). For example:

1. Students cannot publish any or distribute any material which is "obscene." The definition of obscene includes work which the average person, using community standards, would find offensive; that which describes or depicts any sexual act, anything that lacks serious literary, artistic, political or scientific value.

2. Students cannot publish or distribute material which is "libelous," defined as a false and unprivileged statement about a specific individual which injures the individual's
reputation in the community. If the person is a "public figure" it must be proven the statement is false and was published with "actual malice", that the student knew it was false and published it any way. A "public figure" is one who holds an elected or public office, one who seeks the public's attention or a school employee when applied to the school paper.

3. Students cannot publish any material which will cause "a material and substantial disruption of school activities." Such things that might cause school rioting, property seizures or widespread shouting and school boycott by students.

The above may not appease every school official, but many will recognize an effort to work within the guidelines of the entire school's best interest while providing a realistic work situation for journalism students. Do not offer prior review to principals or other administrators unless they insist first. Always ask for an appeal policy in case the principal denies publication of an article. This allows for the advisor to present the case to higher authority and will appease your staff members in some cases also.

The best rule of thumb is to use common sense. If it is certain the article is going to create problems, be sure
first that all personal opinions are eliminated and all facts are doubly verified. It is the advisor's and staff's decision whether to take the article to administrators before publication if they do not require the staff to do so. Sometimes this may save the advisor's job and a lot of grief for staff members. But if the staff feels strongly enough about an issue, there is little the advisor can do to keep them from telling about it in one form or another.

Keep up personal relationships with administrators, present the staff and newspaper in a professional way, but don't squelch the free speech options of the staff. There is a time for the advisor to "just say no" if a story is hopelessly void of facts and is based on opinion or its publication will unnecessarily do harm to someone without bringing about any benefit. But there is also a time to stand up for the rights of the student press. Many times this action will lead to trouble. Following are some cases that were decided in the last 30 years concerning high school press (Engel 88-92 and Robbins 45-48):

Tinker v. Des Moines Independent Community School Districts (U.S. Supreme Court, 1969)
Secondary school students were upheld in their right to wear black armbands to school to protest America's
involvement in Vietnam. Their First Amendment rights of freedom of speech and press were upheld. "Students do not shed their constitutional rights to freedom of speech or expression at the school house gate," the decision said. This case has been used as a model for numerous student rights cases. Unfortunately, it seems to have been overturned in the Hazelwood decision.

Baker v. Downey City (California) Board of Education (1969) Students were suspended for distributing, just off school grounds, an underground paper containing profanity. The court upheld school officials on grounds that profanity upset the "educational process."

Scoville v. Joliet (Illinois) Township High School District (1970) Students were suspended for distributing an underground paper which criticized school administrators and urged students to disregard certain regulations. The students were upheld. It was decided that school officials could not prove that disruption had occurred because of the distribution.
Again, students were upheld in their right to distribute underground papers if they did not cause a disturbance.

Gambino v. Fairfax (Virginia) County School Board (1977)
Student editors were upheld in their plea to publish an article on birth control and sexual habits of students which the principal attempted to suppress. This decision was overturned by the Hazelwood decision.

Kober v. Fort Scott (Kansas) Unified School District (1977)
Advisor filed suit after being transferred to English-only after allowing students to publish an editorial critical of the school cafeteria. The advisor settled out of court when the students were given guidelines to protect their First Amendment rights by school officials.

Zurich v. Panitz (1969)
Court upheld the right of students to publish an anti-Vietnam ad.

San Diego Committee Against Registration and the Draft v.
Grossmont Union District (1986)
The school board was not allowed to prohibit an anti-draft
ad series, since it had already allowed the paper to publish advertisements about possible military careers.

There are numerous other cases in the annuls of time that can and should be discussed with journalism students. Make this a part of the opening class discussion on the history and importance of the press. Young people may not enjoy studying a bunch of old cases but they should be made aware of their rights, or the taking away of their rights.

Following are just a few of the topics that are considered unpublishable by most administrators. A few advisors may find these very valid "no's" also, although they are extremely broad (Adams and Stratton 57).

1) student expulsions or discipline
2) teacher discipline
3) performance or policies of administrators
4) critical reviews
5) articles or editorials about legalizing drugs
6) out-of-school activities of students or faculty
7) any articles dealing with sexual issues

The first known case of a student's right to freedom of expression is found in 1859 - Lander v. Seaver. An 11 year old school boy called his teacher "Old Jack Seaver" after school. (Seems pretty harmless today, right?) The
boy was whipped and in turn sued. The school master won because it was determined such actions by students could injure the school (Kristof 10).

Each advisor, likewise, has to determine how far to go with the present administration. Also determine how far as an advisor you are willing to go to stand up for beliefs. No one can tell another when to take a stand and when to back down when serious consequences may be involved. That is a personal decision based on reading of the law and personal situations. But advisors do owe students some amount of backbone to help them stand up for those issues in which they really believe. Test them. If it is controversial, tell them it should not be published. See what their reaction is. If they give in easily, it is not worth risking a job over at all. If they do not back down, decide whether to stand with them. But always let the students make the decision. Do not push them to make a stand if they do not desire to do so. The staff's decision should be the guiding force behind any First Amendment question.

Again, study the cases and make a pact as to how far to go if the need ever arises. For most of advisors it never will, but if it ever does, be prepared.
Chapter Twelve
Desktop Publishing

When trying to get students interested in joining the staff, one great enticement is the computer. Nearly every student loves to play around with the layout and type on a desktop publishing (DTP) system. There are many pluses to doing your own layout. There are also some minuses. The positive first (Duling 8-9):

+ It may not take as much money as thought.

The difficulty is convincing the principal and other funding sources that the computer is actually the least expensive alternative.

Small staffs do not have to have the latest, most advanced packages available. Talk to the current printer and see how much can be saved if the staff sets the copy and designs the pages instead of paying printer's technicians to do the work. If an 8 1/2" x 11" paper is acceptable, the copying can be done on the staff's own
printer or the school copying machine.

Also, consider leasing instead of buying equipment. If the newspaper staff has never used such equipment before, a lease is a good way to determine if this arrangement is "satisfactory" to advisor and staff, without the school being stuck with unused equipment. This also makes the dealer responsible for maintenance of the machines and newer, more advanced equipment can easily be traded for when needed. With the way technology is always advancing at such a rapid pace, the leasing option makes things easier. After some time of use, the school may be given a reasonable purchase option.

Another way to fund equipment is to join forces with other clubs or groups in the school who have funds. If those groups help with the cost of equipment, it can be used to develop fliers, brochures, advertisements, etc. for their organization. Prom invitations, graduation programs and other costly items can be produced on the equipment at much less cost.

If there are some real layout computer whizzes on the staff, hire their services out to community groups as well. Doing fliers, brochures, and other promotional pieces is a good way to make money or just get the paper's name out to the public.
A large amount and variety of equipment is not needed.

If the staff is small, one good Macintosh terminal and a laser printer are really all that is needed. Some bigger staffs might want two terminals or more, but good time management on whatever is available is all that's required. It is also a temptation to purchase a lot of software when it is not exactly what is needed. Deal with the basics first and then expand.

What is needed to get started is also not as complicated or confusing as is often thought.

The following is the DTP equipment recommended by most high school advisors and estimated costs of this equipment (Waterson 36 and Schleifer 41):

Macintosh Computer ($1,600)
Laser printer ($1,200)
PageMaker ($300) is available from Manhattan Graphics Corp., 401 Columbus Ave. Valhalla, NY 10595.
Ready, Set, Go ($195) is available from Manhattan Graphics Corp. also.

Some other software packages you might want to purchase at a later time:

MacPublisher, MacWrite, MacPaint, MacDraw ($125 each) is available from Boston Software Publishers, Inc., 1260 Boylston St., Boston, MA 02215.
Most professional newspapers and magazines today use the Quark XPress software package. The knowledge of this program is useful to future journalists, but knowledge of the other packages is more useful for most students after high school.

One way to keep up with the ever changing world of software is to have student journalists read articles in magazines that the school library or the school newspaper subscribes to, such as *MacUser*, *MacWorld*, *Personal Publishing*, *Colophon* or *MACazine*. Once the student reads the article on new software, a report can be prepared for the advisor and other staff members. This is one good way to keep records on the newest software and save the reports for ideas of additional software when the newspaper budget might finally have money to purchase again.

*Computer experience is of great benefit to staff members.*

This is a great opportunity for students to learn a skill that they can carry beyond their high school years, whether they become professional journalists or not. Many times high school computer labs and classes are so full, students do not get the benefit of the equipment as much as needed.
There are some negative aspects of DTP (Duling 8-9):

- If the thought is that using the computer is going to save time, think again.

  First of all, if the advisor is not familiar with the equipment students will have difficulty, although in some cases they may catch on faster than the advisor does. For the first two or three years, until the bugs are worked out, desktop publishing may actually take up extra time.

- Count on losing several stories and even entire issues from system bombs and blackouts.

  The best solution is to save material every five to ten minutes, but as I can attest from personal experience, most people forget to do so when they are in the midst of writing.

  Ink cartridges will be dry or something else will go wrong the day before publication. Just expect it, be prepared, and don't let the tension destroy publication. At times the advisor may dream of the old paper and pencil days and rue the day this equipment was purchased, but overall remember the work and money it saves.

  Make backups of everything on the hard disc drive and even keep an extra copy on the floppy discs that can be stored in a locked, fire proof cabinet. One day someone
will turn on the computer and it won't boot up or a disc that previously worked fine will be impossible to open. With a backup, all the hours of work won't be lost and the level or frustration and stress will be somewhat reduced.

-You will have to run interference with writers whose nerves are frazzled when the only terminal is occupied and they have to get their work done.

Time management and lots of soothing words are the only answer to this question. No matter how many terminals there are, it will seem that they are all always full.

One solution may be to have all students write out their stories longhand, have them edited and then send them to the computers. This will cut down on the time they need for typing in stories and the time the editor will have to spend in front of the screen as well. Although this is not the way professional papers run, it may be an answer for one beleaguered computer. Time limits and schedules are also important.

No great detail is given in this chapter concerning layout points. Individual software and opinion are the best guides to layout the paper. Study other papers and
read any desktop publishing textbook to learn the basic layout points and procedures. Many computer manuals can be helpful because they show all the options of layout available from the system.

Once the staff has its own desktop manual completed (from Chapter Three) and the equipment has been used for awhile, shortcuts and additional methods will be learned. Don't pull hair out during the frustrating times. Remember all the great experience and wonderful things the staff is getting and creating.

The time for printing that first issue has come. Now the DTP system has helped get that first issue on paper, or at least all the stories have been typewritten, all ads designed and photographs are ready to go to the printer.
Chapter Thirteen
Publication and Distribution

In a small town, there may not be many options as to which printer gets the school's contract. In a bigger area, or close to a more metropolitan area, there are some options. Make sure to check out each printer reasonably close and compare.

As discussed in the last chapter, copying the paper can be done on school grounds if the staff has desktop pagination capabilities. If not, a commercial printer is one option. Most weekly or daily papers could print the school newspaper.

Before checking out any printers, make a list of the things staff members and the advisor wants the printer to do. Even if it's doubtful the printer will agree, put it on the list and ask. In the end, the cheapest printer may get the job, but the advisor might get some of the options wanted too.

A sample list of requests might be the following:
1) Free delivery of the papers from the printer to the school
2) Printing and delivery no later than one week after the copy is submitted
3) Spot color on three issues throughout the year
4) Two fonts for copy print and two fonts for headlines (as discussed in Chapter Ten)
5) The printer will do all developing and printing of the negatives marked in the sizes indicated
6) Eight issues will be published throughout the school year (give the dates)
7) All deadlines are set in stone, the newspaper staff will deliver on date listed and the printer must also.
8) Payment will be made upon the delivery of each issue to the school, or payment will be made once at the beginning of each semester.
9) The paper will be published tabloid size with five columns each at 12 picas wide.

All or none of these options may be important, but whatever the case, it is always best to have a written contract with the printer so that they can't change charges or services in midstream. Also, a written contract helps better estimate costs for the year.
Setting goals for the printer also helps plan the layout, frequency and special issues of the paper at the beginning of the year so that preparation for these publications can be made. It also helps to limit type, column widths and headline fonts so that the paper takes on a familiar, consistent appearance and doesn't resemble something that the printer has just decided to throw together.

If the budget will not allow or the advisor cannot find a good printer, there are other options available. Mimeographed copies can still be made attractive, especially on a DTP system that varies fonts and styles. If still working with a typewriter and copier, increase the size of editorials and features and do news stories in smaller type. Take some time to make the paper look different than just a straight off-the-typewriter copy.

Another option many schools are choosing is to print their paper as a part of the community's weekly paper. Many weeklies are looking for something to include in their paper and would love to run school news for free. Make sure they are willing to give at least one whole page with a title the school staff can choose, so that school news will be set apart from the rest of the paper. If school news is more involved than that, negotiate to have the
paper published with the weekly paper as a tabloid insert. Whatever the form, if published with the weekly paper, be sure to advertise well to students and faculty so they know where to read the publication or offer to set up a newspaper stand at the school to sell the weekly. The weekly editor will be happy to have another opportunity to make money on his paper.

The overall goal should be to publish the newspaper eventually in tabloid form, with the school's own nameplate, but do the best for now. Having that goal will encourage harder work with ad sales and copy writing to make it a reality.

Now that the paper has arrived, in whatever printed form, how will it be distributed? Selling subscriptions or individual papers is a very time-consuming, low profit undertaking. It is difficult to convince students to spend a few dollars up front for a subscription. It is also difficult to keep accurate records of who has subscribed and where subscribers are when papers are delivered.

If copies are sold individually, it is likely that few will be sold. Usually one person will buy and about ten people will end up reading that issue and never buy one of their own.

However, if the paper is sold, here are some ideas to
help (Adams and Stratton 20-21):

1) Sell them for some even and easily computed amount, for example a year's subscription for $3.00, individual for 10 cents or a quarter

2) Sell through homerooms

3) Encourage competition between homerooms for sales - awarding a prize to the winning room.

4) Sell subscriptions to alumni or community people on a yearly basis.

5) At the beginning of the school year, hold an assembly and tell a humorous, interesting story from the first issue while giving out free papers.

6) Have only subscriptions (all money will be in at the beginning of the year so that bills won't have to be charged and the amount of income for the year will be assured).

7) Give all subscribers a card to present each time the paper is sold.

It is also a good idea to maintain an up-to-date mailing list for the newspaper; including advertisers, board members, administration, former teachers, site-based committee members, PTA chairpersons, school libraries near the community (Engel 23). In addition, set up a system of
exchanging papers with other high schools throughout the area. Schools of nearly the same enrollment and financial level are excellent sources for fresh and different ideas.

If there is a large mailing list (at least 200) the school is entitled to reduced rate mailing. Make a 3 x 5 card for each person or school scheduled to receive a copy of the paper. Arrange these in numerical order by zip code and not in alphabetical order. Divide each zip code according to the label it will require when mailed. Put each set behind a divider card, and on that card, put the dot label that is required for that package. When it is time to mail, just give each worker one set of cards and have that person type the labels, attach those labels to the papers, form the papers into a packet and attach the correct dot label.

All bulk mailing procedures, labels and permits are available from the local post office and can greatly decrease newspaper mailing costs if there is a large mailing list. A packet of specific information is available at the post office and postal employees will help train students in the proper bulk mailing procedure (Engel 23).

Well, now that the first issue of the paper is completed and mailed, the staff and advisor have a better
idea of what to do for the next issue, it is time to take a very short break and determine grades. How in the world is that done with all the other things to worry about since the school year began? Read on.
Chapter Fourteen
Grading the Staff

The average newspaper advisor has five or six classes other than the newspaper production class and getting the paper published, much less by the deadline, is a tremendous accomplishment for which advisors deserve a long round of applause. But if there ever was a class that demands individual instruction and individual grading, the newspaper class is it. The advisor is expected to assess, evaluate, motivate, inspire, and, alas, grade each individual student. If there are ten or more students on the staff, each student doing a myriad of different assignments and activities which are all essential to the publication effort, it may seem virtually impossible to find an equitable grading system. But, despite the dilemma, there are several alternatives.

Newspaper staff members are typically a grade-conscious lot and the advisor will want to let them know
right away how they will be graded. There are several different systems that can be developed to solve the problem of grading (or at least minimize it somewhat).

Before a grading system is chosen, make a mental agreement to do the following (Engel 60):  
1) experiment - Every school is different, every staff is different, even from one year to the next, so don't be afraid to try several systems to find the right one. Also, don't think only one of the systems mentioned here can be used at a time. If something is working, keep it. Maybe something in the next few pages can expedite the present grading system, make it simpler or add a new facet to it. Take parts from each system and develop one that is just right for the individual staff.  
2) change - Nothing is set in stone. If one system doesn't seem to work, then change to another, even if it is in the middle of the year. Just make sure staff members understand clearly how they are being evaluated and what their responsibilities in this evaluation process are.  
3) demand excellence, but also be understanding - The best systems combine objective and subjective evaluations. Not everything should be based on quality, because some jobs that do not demand high quality are just as important to the publishing of the paper. Human nature makes certain
styles of writing more pleasing to an individual, even the advisor, than others so it is not fair to base a student's grade solely on personal opinion of their writing.

4) allow students to take part in grading - While the advisor should still have the final say in any grading, students' self-evaluations and peer-evaluations are important as a learning process for them.

Following are some systems developed by journalism teachers around the country to evaluate their staff's performances.

Lenore Shepard has been teaching journalism for 15 years. She is currently teaching at Albermarle High School in Charlottesville, Virginia. She is one of five Master Journalism Educators in the country. Shepard described her grading process in a Fall 1991 article, "Grading The Impossible: Newspaper Production Class," in the Student Press Review (18-22).

First, she identified all the tasks that are required to produce a high school paper. As mentioned earlier, such tasks fall into two categories: "sweat labor" and quality effort. Every staff needs certain things done, such as errands run, that do not require a quality effort - the tasks are either done or they aren't. Other tasks should
be given assessment based on their quality level.

Shepard decided to work on an "Issue Grade" system. She assigned points for all tasks that merely need completion. This point system allows one to credit a student's unnoticed work - things that are difficult, if not impossible to grade. Make a list of activities that fit into this category. For example: completing a mailing as described in the last chapter (5 points), distributing papers to subscribers (4 points), working after school hours (4 points per night), following sign out procedure and turning off lights (3 points if done correctly, -3 if not done correctly), typesetting a story (5 points).

This system is called an "Issue Grade" because the student has one grade per issue of the paper and the amount of effort they contribute toward the publication of that issue is accumulated throughout the issue period. It is best to make the total issue grade for all activities during that period worth more than 100 points, but only allow up to 100 of those points to count toward a grade. This is not meant to be an opportunity for staff members to chalk up extra points to make up for poorly written stories.

"Issue Grade" forms should be tacked up to the cork board in the newspaper room for each student. It is
difficult for the advisor to know everything that goes on during a class period. For example, say a reporter misses an interview appointment. The advisor may not realize it, but the editor of the page the story was to appear on will certainly know and would like the chance to voice some frustration. Therefore, the "Issue Grade" form should be available to all staff members and have plenty of space for comments and notes about one's work.

The form also reminds students of publication responsibilities other than just their immediate story assignments. This form also helps students to see that no task is unimportant if it contributes to the publication. Surpassing story length, meeting deadlines, keeping the room clean, staying to work after school, and assisting with circulation are all important tasks for any newspaper staff member.

On the next page is a sample "Issue Grade" form and accompanying point values (19). Adjust it to fit the needs of individual staffs. Notice there are limitations in each section as to the number of points a staff member can earn for any one task. All work must also be confirmed by an editor or advisor (if so chosen) at the time it is completed.
MASTER ISSUE GRADE FORM (adapted from Shepherd 19)

Name__________________________

Date of issue__________________

Pts Story (1 pt. every inch over 10 inches)

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Copy Preparation

__ 5 pts each story/ Met deadline to editor

Story__________________________ Confirmed______

Story__________________________ Confirmed______

Story__________________________ Confirmed______

__ 5 pts each story/ Met typesetting deadline

Story__________________________ Confirmed______

Story__________________________ Confirmed______

Story__________________________ Confirmed______

__ 3 pts each headline written that is published

Headline________________________ Confirmed______

Headline________________________ Confirmed______

Headline________________________ Confirmed______

__ 5 points for each picture taken

______________________________ Confirmed______

______________________________ Confirmed______

______________________________ Confirmed______
__ 20 points each cartoon drawn

Confirmed

__ 10 points each story copyread, not your own

Confirmed

Confirmed

Confirmed

Confirmed

Staff Duties

__ 10 points Cleaned room

__ 5 points Circulation assistance Confirmed

__ 5 points fundraising activity (15 points max.)

__ 4 points late nights (20 points max.)

__ 5 points for used feature idea

__ 5 points for scoop on news feature

__ 5 points for each advertiser contacted (20 points max.)

__ 10 points every ad sold (30 points max.)

__ 10 points for perfect attendance

__ 5 points for each trip/errand (Specify date, place, must be verified by teacher)

Deduction Notes:

__ - 25 points for missed deadline

142
- 5 points per inch under the specified & assigned copy length
- 2 points failure to follow sign out procedure
- 25 points for missed interview
- 3 headline or caption not written

Total points for issue

Notes from editors and others:
Naturally, all news stories, feature stories, photographs, etc. that are submitted should be graded subjectively by the teacher. The difficulty arises when some students, because of their position on the staff, submit more or less of such work than others. Therefore, an individual grade system must be designed for each position, unless the same number of submissions will be required from each student. For example, the minimum number of stories for staff members to submit may be: one per editor-in-chief, photographer and ad salesman; two per page editor and three per reporter. Because a reporter's primary responsibility is to report, each story could be one-fifth of his or her grade (three stories, one test and quiz average and one issue grade will compose the grade). The other staff members will receive a position grade based upon their performance in the position they hold. How to do this will be discussed later.

Tests, quizzes, work sheets, etc. will also make up part of the grade for each student.

To evaluate positions simply make a list of those things expected from each editor or assistant editor or photographer and assign points to each.

For example, the following could be used to evaluate a managing editor (Engel 61):
Managing Editor's Grade Sheet

5 - exemplary
4 - good work most of the time
3 - average
2 - below average
1 - need additional help

___1. Kept track of all stories assigned.
___2. Responsible to see copy was ready for printer on deadline.
___3. Responsible for checking to see that reporters submitted copy on time.
___4. Responsible for writing headlines.
___5. Responsible for overseeing layout of each page and assuring it was on deadline.
___6. Made sure all copy was edited by at least three people.
___7. Assisted editor-in-chief with all assigned duties.
___8. Kept work area clean and neat so reporters could find copy.
___9. Assigned all stories to appropriate reporters.
___10. Made sure photographs were sent for developing.

Total score (multiply your total by 2 and this is your score for the issue)

145
Note: The score is easier to calculate if the ten most important tasks of the position are listed. Then, by multiplying the score by two the system is based on 100 points.

A similar list can be made for each person on the staff who is in a position that requires writing fewer stories than the reporters.

The subjective grading of stories' quality is up to the advisor. Study and read articles on good writing and photography if not presently confident enough to make such judgments. By having more than a subjective grade only, students have the opportunity to make better grades for the work they do.

Remember that grading systems should be reviewed and changed if they are not effective. Also, remember to make students very aware of how they are being evaluated and what changes are made along the way. Submit the grading system to parents and principals to prevent problems if any should arise. And be assured that each year changes will have to be made to the system as each class changes. This will get easier with time because it will be easier to identify the key elements that can be retained from year to year. If forms are saved on the computer, changing and
adapting them becomes relatively easy.

Also, be constantly open to suggestions from the staff as to the ways they feel they could be better evaluated. Some ideas they have will be obviously ineffective, but others may actually be a help.

Now, students all have their shining grades and some are so pleased and so happy with the whole newspaper process that they are determined to make a career of it. The advisor may be ready to pull their own hair out and wonders why anyone would want to pursue this line of work for a lifetime. What should the students be told? Maybe, the next chapter can help.
The high school newspaper is the only activity that comes with a built-in future (Arnold and Kriegbaum 2). True or not, this newspaper class has been the starting ground for many a fine reporter, editor, photographer and advertising person. Many young people are enamored at an early age with having their name in print. What can the advisor do to encourage them in the future?

The only way for anyone to get a job in the field they desire is to get experience. Make sure that students (whatever career they are interested in) keep a scrapbook of all their published articles at the paper. This is the most impressive thing any employer can see.

If one of the staff members is truly interested in the newspaper field, encourage them to work for the summer at the local weekly or daily paper. Even if teenagers cannot obtain a paid position, they can submit articles on a freelance basis to get their name in print or to learn how
a professional paper operates. Most reporters and editors would be happy to have students come spend a few days around the office. Everyone likes to talk to an interested person about what they do, and newspaper people are no different.

Contact newspapers, local and national, for intern programs for students, recommend the editors of the *Harvard Post* (31). Students can never know for sure if they want a journalism career until they actually see what kind of career it is. Professionals can talk to them about salaries, hours and the work load better than an advisor could ever express.

Another important aspect is to encourage anyone interested in the journalism field to pursue a college degree. A minimum of a Bachelor's degree is required for virtually every entry-level position at newspapers, magazines and other publications today. If students do not plan on higher education it will be even more difficult to pursue a future journalism career. Many editing positions for papers and magazines, public relations executives positions and other jobs even require a master's degree at this time.

There is much consolation for those who do not like the prospect of four years of college. Besides the fact
that there is almost no college in the country so small that it does not have a student paper, a recent study published in 1989 by Jack Dvorak in the Autumn 1989 Journalism Quarterly states that of college freshmen, those who had been on a high school publications staff earned significantly higher scores in college English courses and on the overall ACT Composite score than did those who had not been on such staffs. In 13 of 16 writing comparisons, those students on publications staffs did far better than those who were not. On ACT assessments, students who had served on writing staffs had mean scores in the 81st percentile while those not on staffs scored in the 69th (702-706).

Higher scores for staff members point to the importance and worthwhile activities that high school newspaper experience can give to students no matter what field they pursue.

The cost of a college education is dismaying to most students. Encourage them to pick up financial aid forms from counselors and to write for information to universities in which they might be interested. (Counselors should have addresses and phone numbers of most colleges and universities.) Good grades are also important for scholarships. Help students find out about
opportunities if counselors do not.

No longer are Woodward and Bernstein the typical journalists. More and more variety of positions are opening in the field due to the rise of magazines, public relations, new editing positions of all sorts, etc. However, it is important to note that students often have unrealistic expectations of salaries offered to workers in print and broadcast media. The average reporter, even today, starts at a salary of roughly $6-$10 per hour even at the bigger daily newspapers. (Few reporters just out of college are hired to write for the Washington Post or the New York Times. Larger papers hire seasoned professionals.) Following are just a few basic positions, that the class may want to talk about:

Editors

Newspaper editors can be in a variety of positions, such as specialized sections, assistant city editors, copy editors, night desk editors, etc. Magazine editors are much the same, although there are generally fewer positions and this field is often hard to break into because most magazines are in specialty fields and the editors are not professional journalists, but people who have degrees in that field. Book publishers also hire editors, but
generally a person must have been working in the business for many years. If a person wants to be any kind of editor, they must be willing to work from the bottom up. Do not expect to become an editor straight out of college (Career as an Editor 8).

Editors need strong writing skills, the ability to work well with and supervise others, and business skills since they often are responsible for more than just the publication's copy. Today editors also need strong computer skills. As mentioned, editors need to be well-rounded individuals and know about more subjects than just journalism. History, English Literature, political science, foreign language, art, science and math are just a few of the subjects they should study at some point.

Reporters

Reporters also need a well-rounded education because they will be covering a variety of topics that they must have some initial information about. In college, reporters are often encouraged to double their journalism degree with government, education, psychology, science or other degrees so that they can report on issues effectively in those areas. Reporters put in long hours, usually for little pay, and must be able to take the abuse of irate
interviewees and busied editors. Reporters must be able to talk to people in all kinds of situations. Of course, they must be able to write well, but also to write quickly when the deadline demands it.

Ad Salespersons

Degrees in marketing or advertising are available at most universities. Advertising salespersons at most newspapers and magazines work on a commission basis which means the individual is paid by the number and size of the ads sold. It is a risky business for someone who must support themselves by their income. Advertising people must have a knack for talking to others and must never be shy about asking for money. There are also opportunities in advertising design, but at most medium-sized newspapers this is also done by the person who sells the ad.

Business Managers and Publishers

Those who have some fascination with journalism, but do not wish to spend their life in the trenches as a reporter may be interested in the business side of publications. Like any profitable venture, newspapers must have accountants and other business managers to see that the paper maintains a profit. These people often work closely with the
publishers and often become publishers themselves. Publishers are responsible for the overall running of the newspaper and this is primarily the financial aspect. Those interested in this avenue should seek a degree in business and perhaps a minor in journalism or at least take several hours in newspaper publication.

Radio and TV
Radio and television careers will provide attraction for many high school students. As much as people like to see their name in print, they like to hear their voice and see their face even more. Although these careers are very attractive to young journalists, the field is very difficult to enter. TV careers are very difficult to attain unless the person is physically attractive. It is also hard to explain to young people that most TV reporters start at very small stations or behind the cameras, and few ever work their way to the top. The same is true for radio announcers (Career As An Editor 1-10).

The pay scale for beginners is not much better than that for a beginning reporter and these careers require writing skills also. Many young people think they will have no need to write if they work for radio or TV. This is not true as their first jobs will probably not be on the
air but in the background, writing copy for the announcers.

All careers today are difficult for young people just beginning. Jobs are hard to find. The best preparation a student can make is to keep a portfolio of his or her work on the high school paper, work as an intern while in high school or college during the summer, get a college degree and be prepared to start at the bottom and work his or her way up.

Too many advisors however, ignore the need students have for advisement concerning careers in journalism. Do not overlook this very important aspect of class. Newspaper production is one of the few hands-on classes students will be offered and naturally many will be interested in continuing study in the field. Take the time to have students choose a specific career in journalism and research it. Each student, no matter how big the class, can choose a different career and report to the class. Have them correspond with local and national figures in those careers. Editors of the largest dailies in the country, editorial and column writers, reporters, well-known authors, evening news show anchors, radio announcers, all are very likely to respond to students' letters. Let each student choose one "celebrity" to correspond with
during the careers section of the class and see how many get responses. It will also exercise their "nose for news" to find out how to get in touch with the "celebrity" and their writing skills to compose a letter to such a famous person.

The goal of this manual is not to solve all the problems faced by newspaper advisors. The list of problems is endless and no book in the world could comprehensively deal with each one of them. The attempt has been to give a starting point, to inspire creativity in discovering new ways to help and entice students and improve publications, to keep the advisor going and give hope during those long times when it seems easier to quit, to let the reader of this manual know there is a light at the end of the tunnel.

The advisor should be on the way to founding a successful newspaper staff. Remember to keep reading and keep trying new things with the staff. If nothing else, this manual should inspire advisors to no longer dread the bell that calls the wonderful newspaper staff into their classroom once again.
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