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TRAINING OF HIGH SCHOOL PUBLICATIONS
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DEVELOPMENT OF A MODEL FOR THE SHORT-TERM TRAINING
OF HIGH SCHOOL PUBLICATIONS ADVISERS

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By
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* * * * *

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1977

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PUBLICATIONS


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FIELDS OF STUDY

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Advising student publications in America's high schools has become one of the most challenging teaching responsibilities in recent years with the development of more sophisticated journalistic and production techniques, lawsuits against school personnel over press freedom and greater state and federal regulation of school operations. Persons appointed to advise student publications, however, typically have little or no education in journalism and little or no experience working with journalistic media. Frequently the newest, least experienced teacher in the school is assigned to advise one or more of the student publications: newspaper, yearbook, magazine, handbook or others.

Numerous recent studies have reported that the vast majority of journalism teachers and advisers in the states studied have less than an undergraduate minor in journalism. Figures for four states are 63 per cent in Indiana, 86 per cent in Ohio, 97 per cent in Pennsylvania and

80 per cent in Wyoming. In the Wyoming survey, 28 per cent of the respondents had been given no choice in being assigned as a publications adviser and only 38 per cent reported prior experience with publications. The finding was not new. A 1960 study had found that 63 per cent of the first-year newspaper advisers in Indiana had not originally been hired to advise the newspaper.

The training of advisers presents a challenge to persons involved in in-service education or interested in improving journalism in high schools. Studies have recommended a minimum of a journalism minor (20 semester hours) as appropriate background for teaching or advising while also finding that as many as 61.6 per cent of the high school advisers had taken no journalism courses. Even Indiana, with the highest number of journalism majors and minors in its ranks, reported 25.2 per cent of its advisers with no journalism education. In Wyoming, 69 per cent had taken no journalism courses and 52 per cent said they did not

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3 Ibid.


6 Windhauser and Click, loc. cit.

7 Ibid.
intend to take any courses in journalism in the future.\(^8\)

Although the recent record appears to be slowly improving, the number of inadequately prepared advisers remains high. While 25 per cent of the Indiana newspaper advisers in 1972 reported having had no journalism courses, this represented a marked improvement over the 50 per cent figure of 12 years earlier. Turnover appears to be a continuing problem. Both the 1960 and 1972 studies found 50 per cent of the advisers were in their first five years of advising.\(^9\) In Wyoming the figure was 89 per cent.\(^10\)

Calls for stringent certification requirements for persons who teach journalism or advise publications and enforcement of those requirements may eventually be implemented, but in the meantime in-service education is a high priority item. Affirming that, Schmidt recommended establishment of "a week-long workshop for journalism advisers at the University of Wyoming during summer school to attract English teachers who are teaching or might be called to teach journalism."\(^11\)

**Problem Statement**

This study assessed the needs of high school publications advisers in the United States, developed principles for the training of advisers from the assessment of needs, subjected these principles to an expert jury for validation and finally constructed a model, based upon

\(^8\) Schmidt, *loc. cit.*


\(^10\) Schmidt, *loc. cit.*

these principles, for the short-term training of publications advisers.

**Importance of the Study**

Research results that have been reported over the last 16 years point to the need for short-term in-service training opportunities. The studies previously cited all found great numbers of advisers with insufficient preparation and little inclination to pursue further studies in journalism. Short-term workshops, institutes, seminars or training groups appear to be the means which could most efficiently and most effectively reach in-service advisers, both on university campuses and in locations away from campuses that are more convenient for many advisers.

This study's importance is emphasized by the consistent findings of studies in scattered geographic regions and by the tendency in research to date to mix publications-advising functions with journalism-teaching functions as if they were inseparable. Yet 20 per cent of the Indiana schools, 34 per cent of the Ohio schools and 55 per cent of the Pennsylvania schools in 1972 had publications advisers but no journalism courses for credit. In Wyoming the 1975 figure appeared to be 33 per cent.

A study addressed specifically to advising functions, needs and principles and that attempts to build a model for meeting those needs and applying those principles in a feasible educational setting should be of substantial value to advisers and educators of advisers throughout the country.

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12 Windhauser and Click, op. cit., p. 1.
13 Schmidt, op. cit., p. 3.
the United States.

Pre-service education coupled with hiring practices that require advisers to be trained or certified before assuming an advising position eventually may meet the basic needs of most schools and their publications. Recent history, however, suggests that that may take a considerable number of years. In Indiana it took 12 years to progress from 50 per cent with no college journalism courses to 25 per cent with no college journalism courses. How long it will take a state like Ohio, where 62 per cent of the advisers in 1972 had taken no college journalism courses, or Wyoming, where 69 per cent in 1975 had taken no such courses, to develop adequately trained advisers is a subject for conjecture.

Though there is little likelihood that the need for in-service education will decline substantially in the near future, many of the principles derived from this study will be applicable in other situations aimed at training publications advisers, such as pre-service degree programs offering majors in publications advising and journalism teaching, minor areas in degree programs, courses in publications advising, pre-service workshops or institutes, and development of educational media and individual study materials.

Review of the Literature

Research into high school publications advising and journalism teaching has consisted mainly of descriptive studies that used surveys to find characteristics of teachers and advisers in individual states. Most of this research has been completed for master's degree theses. In several of these studies, teaching and advising have been equated and discussed interchangeably, even though other studies have reported that
some journalism teachers do not advise publications and many advisers do not teach journalism.

Although questions asked in the surveys, populations sampled and the sampling procedures have not been uniform, the overall findings are strikingly similar across the studies.

Dumire in 1962 reported that only 2 of 209 journalism teachers and/or publications advisers in West Virginia had majored in journalism.\(^{14}\) In a survey of the 19 states in the North Central Association, McClintock found a "scarcity of competent, trained advisers" and a "high turnover of newspaper advisers."\(^{15}\) LaConto found in a 1963 survey of 50 Ohio schools that 15 (30 per cent of the schools enrolling 28.6 per cent of the students) "neither publish a school newspaper or offer journalism instruction in their curricula." He continued:

Nearly one-half of the advisers neither have taken a journalism course in college nor have attended a journalism workshop. However, the advisers from large schools are better prepared to teach journalism than the advisers from the other schools, and their staffs are chosen by standards substantially higher.\(^{16}\)

Studying yearbooks in Oregon, Sheetz found that 57 per cent of the advisers had no undergraduate hours in journalism, that 49 per cent felt need for additional training and that "photography, layout and copy


writing cause the most problems in the production of the book."

Comparing Louisiana schools with those in 10 other states, Adams summarized his findings:

Louisiana apparently lags in the number of high schools with journalism instruction. But it is inadvisable to squeeze in journalism instruction in high schools and colleges without competent, fully-trained instructors and adequate laboratory facilities for journalism students.

Journalism in Louisiana has not yet gained recognition as a separate course in many instances, and generally is misunderstood by non-journalists.

A 1960 Wisconsin study reported in 1964 found that only one-eighth of the schools offered formal journalism classes but 94 per cent had journalism activities; fewer than half the journalism teachers-advisers had taken a college course in journalism and only 7 per cent had majored or minored in journalism. Most advised other activities besides publications and most said they enjoyed their journalism duties, "but about one-fourth would not continue if given a choice." Most had been assigned to their journalism duties after joining the school system. More than half had never participated in workshops or institutes, although there "was widespread agreement that these and other in-service training were or would be beneficial for themselves and their students."

About 90 per cent of the advisers in small schools (275 or fewer

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students) in southern Illinois had been assigned their duties without volunteering, 78 per cent were in their first two years of advising and "very few advisers possessed journalism training or professional journalism experience." About 60 per cent of the "experienced" advisers expressed a need for additional advising skills, primarily in layout, writing and photography, but two-thirds of these did not regularly attend press association meetings. Their students received most of their publications training from fellow staff members.20

A study of these same schools four years later found that more than 60 per cent of the newspaper advisers had never taken a journalism course.21

In Minnesota in 1966, 57 per cent of the advisers had taken no journalism courses at the college level, although only 18 per cent of the journalism teachers had taken no courses.22 More than one-third of the newspaper advisers in South Carolina "had no previous experience in journalism."23


Yearbook advisers in the three smallest enrollment classes of five classes of Oklahoma schools were "poorly prepared for the responsibilities as advisers" and were not supervising the yearbook by choice. More than 55 per cent had taken no college courses in journalism.²⁴

A later Oklahoma study reported, "It appears that most of the journalism teachers and publications advisers have weak journalism backgrounds" and "the findings indicate that many principals seem to exert considerable control over the advisers, the contents of the publications and the publications' funds."²⁵ Sixty-nine per cent of the newspaper advisers in North Dakota had not taken an undergraduate journalism course. Some of these may have been among the 6 per cent who had taken a graduate course in journalism. Thirty-two per cent had worked on their college newspapers; 22 per cent taught journalism in their schools' curricula.²⁶

A 1973 Kentucky study with 37 respondents found only 10.8 per cent of the journalism teachers qualified by certification standards. More than 40 per cent had been appointed to the position during the school year, and only 20 per cent had volunteered for the position. Nearly three-fourths had participated in student publications as


students, but 42 per cent had never taken a journalism course.  

A survey of all journalism teachers in North Carolina found that 64 per cent had never taken a journalism course but 57 per cent favored certification requirements for journalism teachers. It also found high correlation of the adviser's journalism training and experience with his "self-rating as a journalism teacher and with the quality of journalism instruction." The study concluded that one of the primary needs of high school journalism in North Carolina was "teachers who are better qualified to teach journalism."  

Preparation of teachers-advisers in West Virginia apparently improved between Dumire's 1962 study and 1974, when McCune reported that 40 (51.9 per cent) in her survey were certified in journalism. Still, 44.1 per cent of the respondents had never taken a journalism course.  

A study of California high schools with 1,000 or more enrollment found that while 31 per cent of the journalism teachers had a journalism major or minor, 36 per cent had taken no journalism courses at all. The study's recommendations included:  

(2) These teachers should be required to attend journalism workshops and seminars and to upgrade themselves before they are  


advanced on salary scales and other promotional aspects.

(5) State school administrators must insist on hiring only those possessing minimal experience and/or professional experience in journalism.

(6) The State Department of Education, which currently is reviewing credential requirements for teachers, should devise a journalism credential which requires journalism teachers to have minimal education and/or professional journalistic experience.

Inadequate preparation of advisers appears to affect adversely the publications they advise, perhaps due to their lack of understanding and appreciation of journalistic principles. Campbell seemed to be disturbed in reporting that in seven Midwestern states teachers were unfamiliar with the latest journalism textbooks and that their reported practices suggested that they were authoritarian, practiced censorship, appointed the editor and favored government control over the mass media of communication.31 Holland had reported that newspaper advisers in South Carolina "read stories to eliminate material which might be embarrassing to the paper and/or the school."32 And Simons reported that the major finding of her nationwide survey of 300 schools was that the advisers, not the administrators, are the principal sources of censorship. Related findings indicated that this censorship results from advisers (1) possible feeling of incompetence because of lack of formal training; (2) lack of understanding of the legalities involving the press and thus a deficiency in clarifying press law and responsibility to the students;


32 Holland, loc. cit.
(3) disagreement among adviser, editor and administrator because of lack of formal guidelines, policies and/or boards of publication.33

These findings of adviser censorship are more distressing when one considers that in 1927 McKown showed an understanding of the nature or professional advising as it has developed in recent years and as courts have recently defined it. Describing the publications "sponsor" (adviser), he wrote:

His duty is not to write or rewrite. Neither is it to proofread. . . . He should help to educate the members of the staff in the various jobs that fall to them. If they cannot do them or learn to do them acceptably, he must not substitute for them. . . . The sponsor, because of his experience and better judgment, acts as counselor and adviser for the publication and not in any way as a glorified editor or manager of it.34

Gruber and Beatty emphasized that the adviser "should be a teacher who knows school publications and the mechanics of producing them efficiently."35 Frederick wrote that the adviser "should be familiar with journalism. It is educationally unsound to assign as advisor a teacher with only the ordinary layman's knowledge of publishing." He emphasized, "Special preparation of the advisor is absolutely essential to insure that all the potential values of the publications experience will be derived by those directly involved, the school, the students, and


the community as a whole."

Dean surveyed teachers, principals, metropolitan daily newspaper editors and deans of schools of journalism about components that should be included in pre-service programs for secondary school journalism teachers. He concluded that five primary "skills" to be acquired are (1) news writing, (2) editing, (3) reporting, (4) specialized writing and (5) magazine writing and editing. Six required courses were recommended, in order of importance: (1) editing, (2) news writing, (3) reporting, (4) directing high school publications, (5) methods of teaching high school journalism and (6) feature writing. Continuing on into elective courses, photojournalism ranked seventh, press law thirteenth and magazine writing and editing sixteenth. The courses do not correlate completely with the recommended skills. Dean also reported that the teachers in the survey expressed great concern over the number of unqualified advisers and journalism teachers in the high schools.

The Ball State University Center for Journalism in 1972 published a booklet of guidelines for journalism and student publications programs. It recommends that journalism be recognized as an academic area and that the principal student publications be part of the journalism instructional program "in all aspects." The guidelines emphasize that


students must determine publication content.  

Numerous books on journalistic skills are available to advisers for individual study, but printed material offering current information on advising is limited. Fry and Keilman's The All-American Adviser (1963) was of considerable help in its time. Advising Advisers by Giles (1972) is brief and focuses upon a preliminary version of the Ball State guidelines and on journalistic techniques of news, editorials, features, copy editing and advertising. The most helpful current source, although it emphasizes teaching over advising, appears to be Springboard to Journalism (1973) edited by the late Benjamin W. Allnutt. The (New) Adviser (1974) by Mario Garcia offers substantial help in its 48 pages but also recommends a form of adviser censorship on page 6.

The limited resources on publications advising coupled with the large number of inadequately prepared advisers and rapid change in the field underscore the importance of accessible in-service training experience based upon advisers' needs.

In-service education is not limited to formal or planned programs. Corey points out that the value of independent activities, such as wide reading and attending conventions, should not be underestimated in his introduction to the NSSE yearbook on in-service education. The yearbook, however, deals with planned programs, which he says are, "in the judgment of the yearbook committee, essential to adequate

38"Guidelines for Effective Student Publications and Journalism Instructional Programs" (Muncie, Ind.: Ball State University Center for Journalism, 1972), pp. 4, 9 and 14.
professional improvement of school personnel."\(^{39}\)

Besides form there is the matter of motivation. Smith, Cronin and Laurits recommend that school districts request certain teachers to take special training at district expense with time off from teaching;\(^{40}\) but Childress sees creation of a felt obligation on the part of teachers to undertake a planned, well-designed in-service program as a major area of concern in educational programming.\(^{41}\) Whether advisers will feel an obligation to seek training is a big question. Schmidt found that 78 per cent of the journalism teachers in Wyoming had fewer than the 12 hours in journalism required for state certification and that 52 per cent did not plan to take any journalism courses in the future.\(^{42}\) Boyd asked a more important question, how many had taken a journalism course after beginning their advising? Only 8 per cent had.\(^{43}\)

In the 1957 NSSE yearbook, Parker presented and discussed 12 guidelines for in-service education. Several of these have appeared subsequently in literature of adult and in-service education. Those most commonly encountered in recent publications include:

1. People work as individuals and as members of groups on problems that are significant to them.


\(^{42}\)Schmidt, loc. cit.

\(^{43}\)Boyd, op. cit., p. 41.
2. The same people who work on problems formulate goals and plan how they will work.

4. Continuous attention is given to individual and to group problem-solving processes.

6. Multiple and rich resources are made available and used.

8. Constant encouragement is present to test and to try ideas and plans in real situations.

9. Appraisal is made an integral part of in-service activities.

11. The facts of individual differences among members of each group are accepted and utilized.

Kidd, Houle and Knowles in separate writings have emphasized that the adult learner is different from the child or youth as a learner. Knowles mentions four "crucial assumptions about the characteristics of adult learners that are different from the assumptions about child learners:"

These assumptions are that, as a person matures, (1) his self-concept moves from one of being a dependent personality toward one of being a self-directing human being; (2) he accumulates a growing reservoir of experience that becomes an increasing resource for learning; (3) his readiness to learn becomes oriented increasingly to the developmental tasks of his social roles; and (4) his time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly his orientation toward learning shifts from one of subject-centeredness to one of problem-centeredness.

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All adult learners are not alike, of course. Houle describes three broad classes: goal-oriented learners, who wish to accomplish fairly clear-cut objectives; activity-oriented learners, who find meaning in the circumstances of the learning that may have connection with content or the announced purpose; and learning-oriented learners, who seek knowledge for its own sake. In developing a model for in-service education of advisers, one should recognize the distinctive nature of the adult learner.

Several modes of instruction have been found to be almost equally effective. In health care education, for example, Schoen found lecture, seminar, television, radio with slides, and programmed instruction to be nearly equal in effectiveness. A variety of modes probably should be considered in developing a training model for advisers.

No matter how excellent the design, how convenient the location or how reasonable the cost, advisers must perceive the usefulness of the experience and choose to take part in it. Weiss and Darby noted that the problem with continuing education in dentistry was that it was "an unorganized and unsystematic educational smorgasbord. The individual dentist has the task of choosing what is important and relevant to him." In medicine, Lewis and Hassanein raised the question, "How can

47. Kathryn T. Schoen, "Five Mode Study: An Experimental Study of Instructional Modes Under Controlled Conditions" (Columbus: The Ohio State University College of Medicine, 1969), p. 375.
physicians judge their need for continuing education if they are not aware of their own limitations as practitioners?". 49 Meyer noted that "there is some justification for the assumption that a physician's perceived need for continuing education may well be at variance with his real need." 50

The literature establishes a clear need for in-service education or training of high school publications advisers, and it suggests several challenges that will be faced and considerations that should be kept in mind while developing a training program for those advisers who most need it.

**Design of the Study**

Methodology in this study involved four principal steps: (1) ascertaining and assessing needs of high school publications advisers, (2) developing principles to be used in training advisers, (3) validating the principles by an expert jury and (4) constructing a model based upon these principles for the training of advisers in short-term situations.

1. **Ascertaining Needs**

To ascertain needs typical of and felt by publications advisers throughout the United States, a mail questionnaire was administered to a sample of 300 advisers selected in a two-stage process.

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Population and sample. In the first stage, 15 states, including the District of Columbia, were selected from the 51 by random means. At least one state was selected from each of the nine U.S. Census Divisions before a second was accepted from any division to assure adequate geographic representation. Because Alaska and Hawaii are not included in the nine census divisions, a tenth "unclassified" division was created to give them representation.

The investigator then reviewed the states selected to make adjustments that appeared to be appropriate to assure representativeness within each census division. One adjustment was made. Nebraska, which was judged to be highly similar to North Dakota in its high school publications programs, was removed and replaced by Iowa, still using random means to make that selection.

The percentage of secondary schools in the United States in each census division and the unclassified division was calculated to determine the number of schools in the total sample that would come from each division. In divisions where only one state had been drawn, this number also became the number of schools to be sampled in that state. For example, the Mountain census division contains 5.65 per cent of the secondary schools in the United States and only Montana was selected in that division. Of the targeted 300 schools, 5.65 per cent is 16.95 schools. So 17 Montana schools were included in the sample. In divisions where two states had been drawn, the number of schools in each state's sample was determined by that state's proportion of schools in the two states constituting the sample.

Because the objective was to reach publications advisers in a
wide variety of situations, schools were used as the sampling unit. Divisional enrollment figures suggested that many schools in some divisions would be small, but it was decided that those advisers deserved an equal chance to provide information on their needs as a basis for the training model. It also was assumed that many schools may not be heard from, either because they had no publication or no publication adviser or because the adviser felt inadequate to participate in a national survey. The risk of small response was judged worthwhile in view of giving all schools in the nation an equal opportunity at being represented in the findings.

After the sample of states had been selected and the number of schools to be contacted in each state had been determined, a systematic sample was drawn within each state to achieve that state's proportion of the 300 schools in the sample. Random selection of the states and of the starting point for the systematic sample within each state assured that every high school in the United States had an equal chance of being selected and that intellectual considerations did not intentionally or inadvertently bias the sample. The only exception was the one adjustment that was made, replacing Nebraska with Iowa. The sample total reached 303 because of rounding.

The advisers' questionnaire was administered to the newspaper adviser in one-half of the schools in each state and to the yearbook adviser in the other one-half.

**Instrumentation.** In developing the questionnaire for advisers, statements of needs were selected from the literature of school publications. Eighty-two statements were used in compiling the final list of 53
that was submitted to the respondents for ratings as to their importance. Besides the statements to be rated, an open end question permitted advisers to list needs that had not been mentioned in the 53 statements.

Three types of needs suggested by the statements, but not labelled for the advisers, are (1) journalistic skills needed by advisers, (2) advising skills the advisers need to develop journalistic skills within students and (3) advising skills not specifically journalistic in nature.

To assess advisers' needs of which advisers may be unaware, a parallel survey was administered to university professors who teach courses for high school publications advisers. A sample of 30 was considered to be sufficient, but no list of such professors exists, so 51 names were chosen from numerous sources, including personal knowledge of the investigator and files of the Secondary Education Division of the Association for Education in Journalism, to achieve the minimum 30 who actually teach such courses.

Ratings of needs were rank ordered by importance, based on the median value of the ratings of each statement. Needs suggested in the open end portion of the survey were placed in a second list for analysis. Adviser ratings were compared with those of the professors in determining the needs upon which the principles would be based.

It was predicted that, because of their extensive backgrounds in journalism, the professors would rate the needs higher than the advisers. To test the differences in rankings between the two groups where direction is predicted, the one-tailed Mann-Whitney U Test was used. In this test the scores of all items across the two groups are ranked, the ranks within each group are summed and those sums are tested for
The significance level was set at .05. Inspection of the data suggested that less prepared advisers had rated the needs differently from more prepared advisers. Analysis then was performed using scores of those two groups and of the professors. To test the differences in rankings of needs by the three groups, the Kruskal-Wallis One-way Analysis of Variance by Ranks Test was used. In this test the scores of all items across the three groups are ranked, the ranks within each group are summed and those sums are tested for disparity. The significance level was set at .05.

Results of the survey and of this phase of the study are reported in Chapter 2.

2. Developing Principles

Based on the needs perceived by the advisers and expertly assessed by the professors, a set of principles for training advisers was developed. It was estimated at the outset that the majority of these principles would apply in all training situations and that a minority would apply only to short-term training programs.

Analysis of needs reported in Chapter 2 resulted in retaining 40 of the survey's 53 needs statements in developing the principles. These were grouped into basic competencies to be developed in training situations and are reported in Chapter 3.

In addition to principles related to competencies to be developed

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52 Ibid., pp. 184-194.
in advisers, a group of statements relating to principles of the practicability of short-term training situations was developed to be submitted to the expert jury.

Another group of statements relating to a variety of instructional modes or learning activities was prepared for submission to the expert jury.

3. Validating Principles

Because analysis of the needs reported by advisers and professors could not be entirely statistical and because the principles developed from that analysis by a single investigator could be open to question, the principles were submitted to a jury of experts in student publications and publications advising for validation.

Selection criteria for jurors. Jurors were selected from among persons who had had articles or monographs dealing with student publications published within the last five years and who were, at the time of the study, (1) officers or immediate past officers of national journalistic organizations that deal with advisers or student publications or (2) members of editorial advisory boards of periodicals in the student publications field or (3) active directors of workshops or training programs for school publications advisers or (4) in charge of research projects dealing with advising or school publications. Fourteen persons were selected and approached in an attempt to receive completed rating forms from at least 10.

Periodicals checked for articles were Bulletin of the Columbia Scholastic Press Advisers Association, Communication: Journalism
Rating process. Each statement of principle for training advisers was rated by each respondent on Likert-type scales dealing with (1) importance and (2) practicality. Ratings of moderate or great importance were interpreted as validation of that principle by that respondent. The ratings by the expert jury were analyzed to determine which principles would be used in developing the model for training advisers. The minimum criterion established at the beginning of the study was that a principle must be rated of moderate or great importance by one-half of the jurors responding to be accepted as valid and to be used in developing the model.

Statements relating to conditions of practicality of the short-term training situation and pedagogical approaches or instructional modes also were analyzed to determine what ones would be used in developing the model. Statements that were rated by the panel had the same minimum criterion as the principles for training advisers. Statements that were presented to the panel for response in open end fashion were analyzed for central tendency in determining the principles that would be used in the model.

4. Developing the Model

The model for training high school publications advisers in short-term situations was constructed from the principles rated of moderate or great importance by at least one-half of the expert jury. Responses to open end questions asked the jury were analyzed and
synthesized into principles for use in the model.

The purpose of the resulting model was to present a skeletal structure of the essential competencies to be developed in advisers, conditions that would be practical and effective in a training situation and instructional modes or learning activities that would be effective in training advisers, and relationships among these.

The model was designed to give persons who plan training programs for advisers clear guidance in the priorities of a training program so they could plan specific programs appropriate to the conditions with which they are dealing in their own environments. The model purposely avoids specifying a detailed training program whose application would be restricted to one or only a few situations. Flexibility and adaptability were considered to be highly important attributes in developing the model in order to make it useful in a wide range of circumstances. Statements of principle and components of the model were developed to deal with the most important considerations and to give guidance in the most essential aspects of adviser training.

Available facilities, time, leaders, instructional resources and the characteristics of advisers enrolled in the program all affect adviser training. This model, by dealing with essentials, can be applied effectively in nearly any training situation.

The process of development was designed to take a large number of needs and distill them into a manageable set of principles which, after being validated, could be developed into a workable model that embodies the crucial or essential skills, knowledge and understandings for advisers, conditions for training advisers and instructional
approaches that can be used in training advisers.

Discussion of the model, in Chapter 4, points out the importance of each component and relationships among components, but it leaves details for application in specific situations and locations to persons who plan and execute those programs. Because of this skeletal construction that permits adaptation to specific applications, the model should be of great utility to all persons who are responsible for preparing publications advisers, especially in in-service experiences but also in pre-service programs.

Limitations of the Study

This study is limited to publications advising and the training of advisers for publications. It is not concerned with journalism teaching or developing competencies needed by teachers of high school journalism. Although some advising competencies also are teaching competencies, not all are.

The study is limited by resources selected for use and by methodology employed. The surveys provided a broad range of input but not necessarily one wholly representative of all high schools in the United States. The surveys were planned to assess typical needs perceived by advisers and professional needs perceived by professors who prepare advisers.

Definition of Terms

Most terms in this study are readily understandable to persons involved in training publications advisers. Specific definitions are given for some general terms that otherwise might be vague to the reader.
High school. In this study, any school that has a 12th grade. Some schools in the survey have grades K-12, others 11-12 and others variations in between.

In-service. During one's professional career; the opposite of pre-service.

Model. A representation of the components that are essential or necessary for an effective, workable program and the structural linkages or interrelationships among those components.

Need. A requirement, requisite, necessary ability or obligation.

Principle. An accepted standard for guiding conduct or practice, an accepted rule of action or conduct, a guide to action. A principle should not be so specific as to become outdated quickly by changing conditions; it should be long-lasting by being interpretable as conditions change. Principles are implied by needs.

Training. Education or instruction in skills or competences for a specific position or function, especially a profession, vocation or art.

Organization of the Remainder of the Study

Needs of publications advisers as perceived and rated by high school advisers and by college professors in separate surveys are reported and analyzed in Chapter 2. Principles based upon the needs assessment, selection of the expert jury and validation of principles by
the expert jury are reported and explained in Chapter 3. The process of developing the model for advisers and the model itself are contained in Chapter 4. Chapter 5 offers suggestions for using the model. Conclusions and recommendations for further research are presented in Chapter 6.
CHAPTER 2

COMPETENCY NEEDS PERCEIVED BY HIGH SCHOOL PUBLICATIONS ADVISERS
AND PROFESSORS WHO TEACH COURSES FOR ADVISERS

Two surveys were undertaken to ascertain and assess needs of high school publications advisers. One survey was conducted by mailing questionnaires to high school newspaper and yearbook advisers randomly selected from 14 states and the District of Columbia to assess competency needs as perceived by advisers. The second survey was conducted among professors who teach university courses for preparing high school publications advisers to determine their judgment of professional needs of advisers, especially to identify those of which the advisers may be unaware.

Survey of Advisers

To gauge needs typical of and felt by advisers, it was decided that a sample of advisers from all geographic regions of the United States would be sufficient, provided that all sizes and types of schools were included. Because needs are largely professional and universal in nature, a sample of 300 schools in 15 states distributed among the nine U.S. Census Divisions was deemed adequate for this study. Once the sample was drawn, it was examined to insure that private, public, urban, suburban and rural schools were included.

Sample. The sample was drawn in two stages. In the first
stage, 15 states, including the District of Columbia, were selected from
the 51 by random means. To assure adequate geographic representation,
at least one state was selected from each of the nine U.S. Census Divi-
sions before a second was accepted from any division. Because Alaska and
Hawaii are not included in the nine census divisions, a tenth "unclassi-
fied" division was created to give them representation.

The investigator then reviewed the states selected to make
adjustments that appeared to be appropriate to assure representativeness
within each census division. One adjustment was made. Nebraska, which
was judged to be highly similar to North Dakota in its high school publi-
cations programs, was removed and replaced by Iowa, still using a table
of random numbers to make that selection.

The percentage of secondary schools in the United States in each
census division and the unclassified division was calculated to determine
the number of schools in the total sample that would come from each
division. In divisions where only one state had been drawn, this number
became the number of schools to be sampled in that state. For example,
the Mountain census division contains 5.65 per cent of the secondary
schools in the United States and only Montana was selected in that
division. Of the targeted 300 schools, 5.65 per cent is 16.95 schools.
So 17 Montana schools were included in the sample. In divisions where
two states had been drawn, the number of schools in each state's sample
was determined by that state's proportion of schools in the two states
constituting the sample.

Because the objective was to reach publications advisers in a
wide variety of situations, schools were used as the sampling unit.
Divisional enrollment figures suggested that many schools in some divisions would be small, but at the outset it had been established that all advisers deserved an equal chance to provide information on their needs as a basis for the training model. It also was assumed that many schools may not be heard from, either because they have no publication or no publication adviser, or because the adviser may feel inadequate to participate in a national survey. The risk of small response had been judged worthwhile in view of giving all schools in the nation an equal opportunity at being represented in the findings.

After the sample of states had been selected and the number of schools to be contacted in each state had been determined, a systematic sample was drawn within each state to achieve that state's proportion of the 300 schools in the sample. Random selection of the states and of the starting point for the systematic sample within each state assured that every high school in the United States had an equal chance of being selected and that intellectual considerations did not intentionally or inadvertently bias the sample. The only exception was the one adjustment, replacing Nebraska with Iowa.

Because a national directory of high school publications does not exist, state school directories were obtained from state departments of public instruction and the samples were drawn from them. Where state directories were not available, Patterson's American Education (1975) was used to select the sample. The states drawn from Patterson's were Alaska, Mississippi and Washington; all others were drawn from current state directories.

The other states were the District of Columbia, Iowa, Kentucky,
Louisiana, Massachusetts, Montana, North Carolina, North Dakota, Ohio, Pennsylvania, Texas and Wisconsin.

Because schools of all sizes and types were included in the sample and because it was not known whether these schools had publications, the possibility of a low rate of return was recognized.

Instrumentation. Because of the difficulty of analyzing data obtained from open-end questions which elicit responses from recall, a set of 53 statements of adviser needs was developed to be presented to the advisers to be rated by them on a four-point scale. The statements were taken from professional literature and edited from an original list of 82 statements.

To find needs that may have been overlooked, an open-end question asking for "three difficult or typical problems" that the adviser

had encountered was placed on the instrument. Eleven questions asking for demographic data, a question asking whether advisers should be able to perform all the skills they advise students and five questions about how advisers' needs could best be met or had been met completed the body of the questionnaire. A final open-end question asked for any further comments the advisers wished to make.

The questionnaire was printed on a four-page 8 1/2 x 11 inch folder and was mailed with a cover letter and a No. 9 business reply envelope in a standard No. 10 envelope. One-half of the questionnaires were mailed to "Newspaper Adviser" and one-half to "Yearbook Adviser," except in Iowa, where the state high school press association had provided a directory that listed the names for 7 of the 24 publications advisers in that state's sample.

Response. The questionnaires were mailed from Ohio University Monday, March 8, 1976. The first reply was received Thursday, March 11. After four weeks, 65 responses had been received and a post card reminder was mailed to advisers from whom replies had not been received. A final mailing consisting of a follow-up letter, another questionnaire and another business reply envelope was mailed April 27, 1976, to all remaining advisers from whom replies had not been received. By that date, 77 replies had been received.

By June 1, 1976, 132 replies had been received, a response rate of 43.6 per cent. Only one of these was so incomplete that it had to be omitted from the tabulation and analysis of data, leaving an effective response rate of 43.2 per cent. Campbell in his 1969 survey of known
journalism programs in seven midwestern states indicated a response rate of 12.5 per cent. Returns within each state ranged from a low of 11.8 per cent in Massachusetts to 100 per cent in Alaska.

Although enrollment data were not available in all directories, analysis of school enrollment in the Montana and North Dakota samples suggested that small enrollment alone did not account for lack of response.

In Montana, 38 per cent of the schools have fewer than 100 students. The 41 per cent of the sample schools which were in that category produced 44 per cent of the responses. The 101-300 enrollment range included 40 per cent of the Montana schools, represented 35 per cent of the sample and produced 22 per cent of the responses. Enrollment data for the entire state of North Dakota were not available, but in that state's sample there were 3 schools with fewer than 100 students and 5 with 101-300 enrollment, constituting 27 and 45 per cent of the sample respectively. Returns amounted to 16 and 67 per cent respectively. Enrollment of the smallest school in the North Dakota sample was 31 and that of the largest was 546; neither replied. Enrollment of the smallest school in the Montana sample was 43; it replied.

Analysis separating out the private schools showed that 47 of 303 (15.5 per cent) in the sample were private and 13 (27.7 per cent of the 47) replied. Of the 256 public schools, 119 (46.5 per cent) replied.

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Returns from each state with percentage of response were:

<table>
<thead>
<tr>
<th>State</th>
<th>Number Mailed</th>
<th>Number Returned</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alaska</td>
<td>2</td>
<td>2</td>
<td>100.0</td>
</tr>
<tr>
<td>District of Columbia</td>
<td>5</td>
<td>4</td>
<td>80.0</td>
</tr>
<tr>
<td>Iowa</td>
<td>28</td>
<td>19</td>
<td>67.9</td>
</tr>
<tr>
<td>Kentucky</td>
<td>10</td>
<td>4</td>
<td>40.0</td>
</tr>
<tr>
<td>Louisiana</td>
<td>10</td>
<td>2</td>
<td>20.0</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>17</td>
<td>2</td>
<td>11.8</td>
</tr>
<tr>
<td>Mississippi</td>
<td>14</td>
<td>2</td>
<td>14.3</td>
</tr>
<tr>
<td>Montana</td>
<td>17</td>
<td>9</td>
<td>52.9</td>
</tr>
<tr>
<td>North Carolina</td>
<td>35</td>
<td>12</td>
<td>34.3</td>
</tr>
<tr>
<td>North Dakota</td>
<td>11</td>
<td>6</td>
<td>54.5</td>
</tr>
<tr>
<td>Ohio</td>
<td>34</td>
<td>17</td>
<td>50.0</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>38</td>
<td>14</td>
<td>36.8</td>
</tr>
<tr>
<td>Texas</td>
<td>31</td>
<td>11</td>
<td>35.5</td>
</tr>
<tr>
<td>Washington</td>
<td>30</td>
<td>18</td>
<td>60.0</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>21</td>
<td>10</td>
<td>47.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>303</strong></td>
<td><strong>132</strong></td>
<td><strong>43.6</strong></td>
</tr>
</tbody>
</table>

Schools represented in the survey ranged in enrollment from 55 students at Turner High School, Turner, Montana, \(^3\) to 3,760 students at Cardinal O'Harra High School, Springfield, Pennsylvania. Median enrollment of all schools in the survey was 750 students and mean enrollment was 871. The five smallest schools were west of the Mississippi River, \(^3\)

\(^3\) Whitewater (Montana) High School was listed as having 43 students in the state directory but did not indicate enrollment on the survey instrument.
three in Montana and one each in Texas and Mississippi. The five largest schools were in Kentucky, Ohio, Pennsylania, Texas and Wisconsin. Enrollment of schools in the survey was:

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Number of Schools</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-299</td>
<td>27</td>
<td>20.4</td>
</tr>
<tr>
<td>300-599</td>
<td>31</td>
<td>23.4</td>
</tr>
<tr>
<td>600-899</td>
<td>17</td>
<td>12.8</td>
</tr>
<tr>
<td>900-1199</td>
<td>13</td>
<td>9.8</td>
</tr>
<tr>
<td>1200-1499</td>
<td>15</td>
<td>11.3</td>
</tr>
<tr>
<td>1500-1799</td>
<td>11</td>
<td>8.3</td>
</tr>
<tr>
<td>1800-2099</td>
<td>5</td>
<td>3.7</td>
</tr>
<tr>
<td>2100-2399</td>
<td>2</td>
<td>1.5</td>
</tr>
<tr>
<td>2400 or more</td>
<td>6</td>
<td>4.5</td>
</tr>
<tr>
<td>No answer</td>
<td>6</td>
<td>4.5</td>
</tr>
<tr>
<td>Total</td>
<td>132</td>
<td>100.2</td>
</tr>
</tbody>
</table>

To determine whether the later returns differed from the earlier ones in rating the 53 needs statements, the Sign Test was used to compare the ranks of the first 66 cases against the final ranks of 131 cases. The differences were not statistically significant. Using the two-tailed test, the probability was less than .8336. This suggests a fair amount of homogeneity in the returns. Examination of the demographic and other data from the first 66 cases compared with the total 131 cases again showed that the early returns closely agreed with the final results.
Demographic Characteristics of Advisers

The median adviser was in his fourth year of advising, the mean was 5.55 years and 61.2 per cent of the advisers were in their first five years of advising, as shown in Table 1. Publications they advised were yearbooks, 64.9 per cent; newspapers, 57.3 per cent; magazines, 6.1 per cent; handbooks, 0.8 per cent; and other publications (a newsletter and a flyer), 1.5 per cent.

Nearly all (96.9 per cent) were full-time teachers, while 1.5 per cent were full-time counselors, 0.8 per cent full-time administrators and 0.8 per cent half-time in two positions. English led the teaching areas at 61.8 per cent followed by journalism, 46.6 per cent; business, 18.3 per cent; speech, 7.6 per cent; social studies, 6.9 per cent; reading, 4.6 per cent; and art, 2.3 per cent. Subjects other than those listed on the questionnaire were taught by 35.9 per cent of the advisers, no one subject by more than 6.1 per cent (mathematics). Others listed by advisers were photography, 3.8 per cent; and earth science, home economics and French, 3.05 per cent each.

Responding advisers had completed a mean of 10.6 quarter hours of college journalism courses, but the median of 0.37 quarter hours most accurately reflects the preparation of the group, as 75 advisers or 57.3 per cent had never taken a college journalism course (Table 2). Throughout the study, semester hours have been converted to quarter hours at the standard rate that one semester hour equals one and one-half quarter hours.

One-fifth (20.6 per cent) reported having taken courses "related to publications advising" and four-fifths (79.4 per cent) had not. Of
TABLE 1
YEARS OF EXPERIENCE OF ADVISERS WHO RETURNED QUESTIONNAIRES

<table>
<thead>
<tr>
<th>Years of Advising Experience</th>
<th>Number of Advisers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>30</td>
<td>22.9</td>
</tr>
<tr>
<td>2</td>
<td>15</td>
<td>11.5</td>
</tr>
<tr>
<td>3</td>
<td>14</td>
<td>10.7</td>
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<tr>
<td>4</td>
<td>12</td>
<td>9.2</td>
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<td>5</td>
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<td>6.9</td>
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<td>3</td>
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<td>9</td>
<td>2</td>
<td>1.5</td>
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<td>16</td>
<td>4</td>
<td>3.1</td>
</tr>
<tr>
<td>21</td>
<td>1</td>
<td>0.8</td>
</tr>
<tr>
<td>22</td>
<td>2</td>
<td>1.5</td>
</tr>
<tr>
<td>28</td>
<td>1</td>
<td>0.8</td>
</tr>
<tr>
<td>No answer</td>
<td>3</td>
<td>2.3</td>
</tr>
</tbody>
</table>

131 100.0
### TABLE 2

**QUARTER HOURS OF CREDIT IN COLLEGE JOURNALISM COURSES**

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Number of Advisers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>75</td>
<td>57.3</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>1.5</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>0.8</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>2.3</td>
</tr>
<tr>
<td>4</td>
<td>8</td>
<td>6.1</td>
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<td>6</td>
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<td>7</td>
<td>2</td>
<td>1.5</td>
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<td>9</td>
<td>2</td>
<td>1.5</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
<td>0.8</td>
</tr>
<tr>
<td>12</td>
<td>1</td>
<td>0.8</td>
</tr>
<tr>
<td>13</td>
<td>2</td>
<td>1.5</td>
</tr>
<tr>
<td>18</td>
<td>5</td>
<td>3.8</td>
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<tr>
<td>24</td>
<td>3</td>
<td>2.3</td>
</tr>
<tr>
<td>25</td>
<td>1</td>
<td>0.8</td>
</tr>
<tr>
<td>27</td>
<td>1</td>
<td>0.8</td>
</tr>
<tr>
<td>36</td>
<td>3</td>
<td>2.3</td>
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<tr>
<td>39</td>
<td>1</td>
<td>0.8</td>
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<tr>
<td>41</td>
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<td>0.8</td>
</tr>
<tr>
<td>50</td>
<td>1</td>
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</tr>
<tr>
<td>51</td>
<td>1</td>
<td>0.8</td>
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<tr>
<td>57</td>
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</tr>
<tr>
<td>59</td>
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</tr>
<tr>
<td>60</td>
<td>1</td>
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<td>63</td>
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<td>65</td>
<td>1</td>
<td>0.8</td>
</tr>
<tr>
<td>72</td>
<td>1</td>
<td>0.8</td>
</tr>
<tr>
<td>75</td>
<td>1</td>
<td>0.8</td>
</tr>
<tr>
<td>88</td>
<td>1</td>
<td>0.8</td>
</tr>
<tr>
<td>90</td>
<td>1</td>
<td>0.8</td>
</tr>
<tr>
<td><strong>131</strong></td>
<td><strong>100.0</strong></td>
<td></td>
</tr>
</tbody>
</table>
the 27 courses reported, 21 were in journalism methods and advising, 3 in courses outside journalism, such as school law and psychology, 2 in communications and 1 in a journalism workshop.

Advisers estimated they spent a median of 4.0 and a mean of 5.29 hours per week advising publications other than during class time.

Four-fifths (80.9 per cent) of the advisers received compensation for their advising duties, with 45.0 per cent receiving extra pay, 16.8 per cent load credit, 6.1 per cent released time, 6.9 per cent both load credit and extra pay, 3.8 per cent both released time and extra pay, 0.8 per cent both load credit and released time, and 1.5 per cent all three, extra pay, load credit and released time.

Of the 76 advisers (58 per cent) who received extra pay, the mean amount of that supplemental pay was $430.91 and the median was $399.10. The lowest amount was $75 per year and the highest was $1,440, which came from $720 for advising each the newspaper and the yearbook.

Of the 27 advisers (20.6 per cent) receiving load credit, the mean and median amounted to a reduction of one class per day, although 6 of the 27 advisers were released from two classes per day.

Of the 17 advisers (13 per cent) who received released time, the mean was 6.4 hours per week and the median was 5.3 hours per week. Three advisers were released from 10 hours per week and one was released from 15 hours per week.

Only 18.3 per cent held state certification in journalism, 80.9 per cent did not and 0.8 per cent did not answer. Since not all states offer certification in journalism, one might look at journalism credit hours completed as an indication of preparation. Although state
requirements vary widely, it is typical to require 18 to 20 quarter hours as the minimum for certification. A minor of 30 quarter hours has been recommended by college professors who prepare journalism teachers. In this survey, 30 advisers or 22.9 per cent had completed 18 or more quarter hours of journalism courses; 17 or 13.0 per cent had completed 30 or more quarter hours. These credit hours included in-service courses as well as pre-service ones.

A majority (58.8 per cent) reported having taken a workshop for publications advisers; however, it was clear that many of these were one-day conferences and meetings conducted by printing salesmen. Only 14.5 per cent had taken a workshop for academic credit.

Of the 77 advisers who reported having taken part in a workshop, 28 had attended a workshop at a state university in their state of residence, 11 had attended a workshop conducted by a newspaper or yearbook printing company, 6 had attended a workshop at a state university school of journalism outside their state of residence, 5 had attended more than one workshop conducted by a mixture of printing companies, press associations and colleges, 4 had attended a workshop at a private college that has no journalism program, 3 had attended a press organization-sponsored workshop, 2 had attended a workshop at a private university with a school of journalism, 1 had taken part in a workshop within his local school system and 17 gave insufficient information for the workshops they attended to be identified.

Although it is dangerous to construct a description of a typical adviser in this study because of the wide variation in their backgrounds, the measures of central tendency suggest that advisers in the 14 states
and the District of Columbia work in schools of about 750 enrollment, are in their fourth year of advising, advise either a newspaper or a yearbook (although there is considerable overlap here), teach English, have completed no more than 1 quarter hour of college journalism courses, have attended some in-service program which they perceived as a workshop, have not taken a course related to advising nor a workshop for credit, spend about 4 hours a week outside class time advising publications, receive some form of compensation in addition to base pay for advising and do not hold state certification in journalism.

Needs Ratings by Advisers

Advisers were asked to rate 53 statements of needs on a four-point scale (see instrument, Appendix A), indicating great importance, moderate importance, little importance or no importance. Because this Likert-type scale results in ordinal data, the median value of the rating of each statement was used to determine the rank order of the 53 statements.

Three types of needs were represented in the 53 statements:

(1) journalistic skills needed by advisers, (2) advising skills needed to develop journalistic skills within students and (3) advising skills
not specifically journalistic in nature. There were 15 Type 1 statements, 19 Type 2 and 19 Type 3. Grouping the ranks of these statements by quartiles showed that Type 3 statements were rated highest, Type 2 second highest and Type 1 lowest. This analysis, shown in Table 3, was done to give an indication of which broad type of need advisers feel is most important to them and to be used in analyzing a question on the schedule that asked whether advisers should be able to do all the things they advise their students.

The advisers rated highest a group of 10 statements about interpersonal relationships with and leadership of the staff followed by a group of two statements about advising students in editing and makeup and a group of three statements about advising students in writing straight news stories. The fourth highest group was a pair of statements on interpersonal relations with persons other than the staff, and fifth highest was a single statement about facilitating photojournalistic reporting by the staff.

In designing the study it was assumed that advisers could identify needs felt by them and typical of their situations but that professors who prepare advisers could identify needs that represent real
TABLE 3
ITEMS RATED BY ADVISERS, CLASSIFIED BY TYPE OF NEED
AND QUARTILE OF RATING

<table>
<thead>
<tr>
<th>Type 1</th>
<th>Type 2</th>
<th>Type 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Medium High</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Medium Low</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Low</td>
<td>10</td>
<td>2</td>
</tr>
</tbody>
</table>

Type 1 - Journalistic skills needed by advisers
Type 2 - Advising skills needed to develop journalistic skills within students
Type 3 - Advising skills not specifically journalistic in nature

Especially since 57.3 per cent of the advisers had never taken a journalism course, the ratings by the professors were of great importance in determining principles upon which the model would be built. In order to analyze fully and discuss the rating of each needs statement by the three groups in the two surveys without unnecessary duplication, the rankings of needs by the three groups are compared and discussed later in this chapter. Following that discussion is an analysis of data from the advisers and professors about how needs can be met.

Review of the questionnaire responses suggested that advisers with journalistic training rated the needs differently from advisers
with little or no journalistic training and somewhat similarly to professors who teach courses for advisers. Further analysis was undertaken by separating out 30 advisers who had completed 18 to 90 quarter hours of journalism course work, about the amount usually required for journalism certification, from 101 advisers who had completed 13 or fewer quarter hours of journalism, this latter group including 75 who had taken no journalism courses at all. Ratings by the entire advisers group are reported in Appendix C.

Survey of Professors

This study proposed to survey a group of 30 college professors who instruct courses for high school publications advisers. This survey attempted to find real needs of advisers that may be known by experts who deal with advisers and prospective advisers but that may not presently be felt by the advisers themselves. Therefore, this survey attempted to gather professional opinions from a variety of professors in a variety of locations, but it did not attempt to sample all professors who teach courses for advisers. The absence of a directory or mailing list of all such professors precluded drawing a random sample, which was determined not to be necessary in the framework of this study. The instructors known to be responsible for courses for advisers, or their successors in their schools and departments of journalism, were adequate for the purposes of this survey.

To provide the possibility for reaching the minimum response of 30, a list of 51 college journalism professors known to have taught a course for advisers at one time or another was compiled. The secretary
of the Secondary Education Division of the Association for Education in Journalism, John M. Butler of the University of Iowa School of Journalism, provided a list of 22 names. This investigator reviewed literature, correspondence and personal contacts with others in the field to add the remaining 29 names. The 51 professors were located at 51 universities in 25 states.

To facilitate comparison of results between the advisers and the professors, essentially the same questionnaire form was used. The inside two pages of the four-page questionnaire folder were identical. Demographic questions on page 1 were revised to elicit appropriate information about the professors, and questions on page 4 were changed to get data about problems professors believed advisers face rather than ones they had encountered as advisers. Numbers of the corresponding items on the two schedules were identical.

Questionnaires were mailed with a cover letter and a No. 9 business reply envelope in a standard No. 10 envelope, as had been the questionnaires to advisers.

Response. Questionnaires were mailed March 18, 1976, and the first reply was received March 23. A follow-up letter and questionnaire were sent April 13 to all on the list who had not answered. By May 14, 1976, 44 replies had been received from 24 states. All but three of the participating professors taught courses for advisers, giving the survey results a base of 41 professors, or 11 more than the targeted minimum. The response rate, based on 44 replies, was 86.3 per cent.
Demographic Characteristics of Professors

The vast majority of respondents (80.5 per cent or 33) were full-time faculty members. Another 9.8 per cent (4) listed more than one position, 4.9 per cent (2) were part-time faculty members, 2.4 per cent (1) was a full-time student publications director and 2.4 per cent (1) did not answer. The highest earned degree for the majority was the master's (51.2 per cent or 21), with 43.9 per cent (18) holding an earned doctorate, 2.4 (1) a specialist degree and 2.4 per cent (1) not replying to the question.

The course they teach for advisers or prospective advisers typically is a 4 quarter hour or 3 semester hour course (82.9 per cent or 34). Five, or 12.2 per cent, indicated their course is 3 quarter hours, one teaches two courses totaling 6 semester or 9 quarter hours and one did not answer.

A majority (51.2 per cent) were currently advising publications at their universities: 31.7 per cent newspapers, 19.5 per cent yearbooks, 9.8 per cent handbooks, 7.3 per cent other publications and 48.8 per cent none. Seven advised two or more publications, accounting for the overlapping figures.

Six did not answer the question about how many credit hours of journalism they had completed, but the 35 who answered reported a mean of 79.6 quarter hours and a median of 80.9 quarter hours. The lowest number reported was 18 quarter hours and the highest was 198.

Seventy-eight per cent of the professors (32) had advised publications in high school for a median 7.0 years and a mean 7.9 years. High school advising experience ranged from one year to 33 years.
Respondents had taught in college a median of 8.8 years and a mean of 11.7 years, ranging from two years to 38 years. More than three-fourths (78.0 per cent) had taken courses related to publications advising, 95.1 per cent had taught in or directed workshops for high school publications advisers and 68.3 per cent held state certification in high school journalism.

**Needs Ratings by Professors**

Professors were asked to rate the same 53 needs statements as the advisers. Their rankings of individual statements were significantly different from those of the advisers, but ranking by types was essentially similar to that of the advisers. Type 3 needs, advising skills not specifically journalistic in nature, were rated highest followed by Type 2 needs, advising skills needed to develop journalistic skills within students, then Type 1 needs, journalistic skills needed by advisers, as Table 4 indicates.

The professors rated highest a group of five statements about interpersonal relations with and leadership of the staff and a group of three statements about advising students in writing straight news stories. Very close to these was a group of three statements about interpersonal relations with persons other than the staff and a single statement about advising students in editing. The professors' high ratings were scattered more among the 10 subject groupings than the advisers' high ratings and tended slightly more toward advising skills related to developing journalistic skills within students than toward advising skills not journalistic in nature.
### TABLE 4

**ITEMS RATED BY PROFESSORS, CLASSIFIED BY TYPE OF NEED AND QUARTILE OF RATING**

<table>
<thead>
<tr>
<th></th>
<th>Type 1</th>
<th>Type 2</th>
<th>Type 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>0</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Medium High</td>
<td>2</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Medium Low</td>
<td>2</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Low</td>
<td>11</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

**Type 1 -** Journalistic skills needed by advisers  
**Type 2 -** Advising skills needed to develop journalistic skills within students  
**Type 3 -** Advising skills not specifically journalistic in nature

Because asking respondents to rate 53 statements on a four-point scale could lead to fatigue and a trailing off of discrimination toward the end, rankings of statements were reviewed for indications of a fatigue factor. The ten highest ranked items by the advisers were 3, 35, 26, 52, 53, 51, 20, 42, 27 and 41. The ten highest ranked items by the professors were 1, 3, 35, 26, 9, 46, 19, 51, 34 and 30. Both of these distributions appear to be reasonably well spread among the 53 items. Looking at the last ten items on the list, advisers rated them 30, 35, 28, 33, 51, 38, 48, 6, 4 and 5. Professors rated them 12, 29.5, 4.5, 29.5, 48, 34.5, 50, 9, 23 and 14. If fatigue was a factor, it does not appear to be systematic as far as ratings are concerned.

Comparison, analysis and discussion of needs as rated by advisers and by professors follows.
Comparison of Needs Ratings by Advisers and Professors

Analysis of ratings of the needs statements was begun by using the median value of each group's rating to rank order the statements. A comparison of the rankings between the group of advisers and the group of professors, using a one-tailed Mann-Whitney U Test based on the prediction that professors would rate needs higher than advisers, found them to be significantly different beyond the .001 level. (If the direction of difference had not been predicted and a two-tailed test had been used, the difference would have been significant beyond .002.)

Because the data are ordinal, rank order is the appropriate basis for analysis, with that rank ordering based on medians of the ratings. Nevertheless, to get an indication of the relative rating differences between the advisers and the professors, the medians for the two groups were averaged to find that the 53 needs were rated at 3.536 by the professors and 3.273 by the advisers.

Review of the data in the early analysis stage suggested that advisers with journalistic backgrounds rated needs differently from those with little or no journalistic backgrounds, so analyses were made to separate out advisers holding journalism certification and advisers who had completed 18 or more quarter hours of journalism courses. Because not all states offer journalism certification, it was decided to analyze further the group of advisers with 18 or more quarter hours of journalism in comparison with the group of 0 to 13 quarter hours. Several substantial differences were noted, so analysis proceeded using three groups: (1) 101 advisers with 0 to 13 quarter hours of journalism credit, (2) 30
advisers with 18 to 90 quarter hours of journalism credit and (3) 41 professors who teach courses for advisers.

Overall rankings by the three groups were tested by the Kruskal-Wallis One-way Analysis of Variance by Ranks Test. The groups produced rankings significantly different beyond the .001 level. Analysis of the differences among the groups therefore became an important function of the study.

Methods of analysis. As a basis for analyzing disagreement or discrepancies among the rankings by the three groups, criterion levels for four degrees of agreement were established. "Strong Agreement" was assumed if all three groups ranked the statement within five ranks either way. There were 14 statements in this group. "Agreement" was assumed if two groups ranked the statement within five ranks and the other group ranked it within 10 ranks. There were 14 statements in this group. "Disagreement" was assumed if any two groups ranked a statement 11 to 15 ranks different. There were 11 statements in this group. "Strong Disagreement" was defined as a difference in rankings between any two groups of more than 15 ranks. There were 14 statements in this group.

Ranks of statements upon which there was "strong agreement" or "agreement" could be accepted as ranked for determining principles upon which the training model would be based. However, the investigator had to analyze and make a judgment on each need for which the rankings were in "disagreement" or "strong disagreement."

To classify the rankings of the three groups to facilitate final analysis, four classification levels were established, approximating
quartiles of the 53 statements. Statements in ranks 1 through 13.25 were considered "High," 13.26 through 26.50 "Medium High," 26.51 through 39.75 "Medium Low" and 39.76 through 53 "Low." Each classification would not necessarily contain an equal number of statements because those with ranking disagreements could be assigned higher or lower classifications.

Where disagreement existed, the investigator gives a rationale for his final rating. In general, in matters of the practical advising situation, the ranking by advisers was given greater weight in making the final determination, and in matters of journalistic expertise or principles, the ranking by professors was given greater weight. In some cases where the three groups' ranks fell into three adjacent quartiles, the rank was assigned to the middle quartile, and in some cases where two of the three groups substantially agreed, their rank prevailed.

All but two of the needs statements rated above 3.000, moderate importance, by at least one group. It was therefore decided to review carefully every statement ranked in the lower quartile, or Low, for possible elimination from further use in developing principles for the short-term training situation.

To begin analysis, the investigator grouped all statements according to level of agreement and analyzed them in terms of precedent skills and ways to develop them. Statements in the Disagreement and Strong Disagreement classifications were analyzed for a final ranking as High, Medium High, Medium Low or Low. The statements then were grouped under the 10 subject headings according to journalistic or advising skill. They are reported and discussed under those 10 headings for ease of
understanding and because the needs are more logically grouped that way. However, for a graphic representation of how the statements were rated by the three groups and the resulting rank orders, see Table 5. Levels of agreement and overall or final composite ratings are presented in Table 6 along with the rankings.

**Analysis.** In the discussion below, each need is identified with its item number from the questionnaire and followed by its rank by each of the three groups, the level of agreement among the groups and the final overall rating as determined by the three groups, where agreement existed, or by the investigator, where disagreement existed. The ranks are given for the 101 "less prepared" advisers with 0 to 13 quarter hours of journalism, the 30 "more prepared" advisers with 18 to 90 quarter hours of journalism and the 41 professors who teach courses for advisers. The lead-in phrase for each statement is, "An effective secondary school student publications adviser needs:"

1. **INTERPERSONAL RELATIONS WITH THE STAFF, INCLUDING RECRUITING TRAINING AND ORGANIZING THE STAFF**

   All 13 statements in this section are classified as Type 3, advising skills not specifically journalistic in nature.

   An effective secondary school student publications adviser needs:

1. **ability to plan ahead to meet production and publication schedules.**

   Item 14 from the questionnaire was ranked 1 by less prepared advisers, 1 by more prepared advisers and 2 by professors. (Strong Agreement)

2. **ability to encourage the staff to meet deadlines and production schedules.**

   Item 46 from the questionnaire was ranked 2 by less prepared
TABLE 5
RATINGS AND RANKINGS OF NEEDS BY ADVISERS AND PROFESSORS
BY COMPOSITE QUARTILES

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Item</th>
<th>Advisers</th>
<th>Professors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ability to plan to meet production schedules</td>
<td>14</td>
<td>3.944</td>
</tr>
<tr>
<td></td>
<td>Ability to encourage staff to meet deadlines</td>
<td>46</td>
<td>3.875</td>
</tr>
<tr>
<td></td>
<td>Ability to inspire confidence within students</td>
<td>37</td>
<td>3.842</td>
</tr>
<tr>
<td></td>
<td>Ability to identify reliable students</td>
<td>65</td>
<td>3.810</td>
</tr>
<tr>
<td></td>
<td>Ability to train staff for their respective jobs</td>
<td>64</td>
<td>3.797</td>
</tr>
<tr>
<td></td>
<td>Ability to evaluate staff members</td>
<td>31</td>
<td>3.775</td>
</tr>
<tr>
<td></td>
<td>Ability to let students accept responsibility</td>
<td>62</td>
<td>3.765</td>
</tr>
<tr>
<td></td>
<td>Ability to set standards jointly with students</td>
<td>53</td>
<td>3.708</td>
</tr>
<tr>
<td></td>
<td>Ability to advise students in editing copy</td>
<td>38</td>
<td>3.686</td>
</tr>
<tr>
<td></td>
<td>Ability to advise students how to gather news</td>
<td>45</td>
<td>3.675</td>
</tr>
<tr>
<td></td>
<td>Ability to deal with teachers, principal, others</td>
<td>12</td>
<td>3.665</td>
</tr>
<tr>
<td></td>
<td>Ability to advise students in writing news</td>
<td>36</td>
<td>3.620</td>
</tr>
<tr>
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<td>Ability to assess the advising situation</td>
<td>36</td>
<td>3.575</td>
</tr>
<tr>
<td></td>
<td>Ability to advise students in makeup, layout</td>
<td>52</td>
<td>3.575</td>
</tr>
<tr>
<td></td>
<td>Knowledge or skill in production techniques</td>
<td>39</td>
<td>3.600</td>
</tr>
<tr>
<td></td>
<td>Ability to facilitate photographic coverage</td>
<td>42</td>
<td>3.583</td>
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<tr>
<td></td>
<td>Ability to advise students in financing</td>
<td>19</td>
<td>3.469</td>
</tr>
<tr>
<td></td>
<td>Ability to spot common errors in student writing</td>
<td>23</td>
<td>3.366</td>
</tr>
<tr>
<td></td>
<td>Ability to recruit wide range of talent needed</td>
<td>50</td>
<td>3.341</td>
</tr>
<tr>
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<td>Ability to advise students in writing a lead</td>
<td>41</td>
<td>3.338</td>
</tr>
<tr>
<td></td>
<td>Ability to write a straight news story</td>
<td>18</td>
<td>3.309</td>
</tr>
<tr>
<td></td>
<td>Ability to advise students in news judgment</td>
<td>30</td>
<td>3.237</td>
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<tr>
<td></td>
<td>Ability to be liaison with administration</td>
<td>57</td>
<td>3.179</td>
</tr>
<tr>
<td></td>
<td>Ability to advise students in interviewing</td>
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<td>3.151</td>
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<tr>
<td></td>
<td>To understand law to prevent censorship</td>
<td>43</td>
<td>2.929</td>
</tr>
<tr>
<td></td>
<td>Ability to organize staff and assign jobs</td>
<td>44</td>
<td>3.474</td>
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<tr>
<td></td>
<td>Ability to advise students how to write heads</td>
<td>16</td>
<td>3.367</td>
</tr>
<tr>
<td></td>
<td>Ability in financing the publication</td>
<td>24</td>
<td>3.250</td>
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<td></td>
<td>Ability in editorial writing</td>
<td>27</td>
<td>3.211</td>
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<tr>
<td></td>
<td>Ability to advise interpretive news writing</td>
<td>25</td>
<td>3.190</td>
</tr>
<tr>
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<td>Ability to advise students in writing editorials</td>
<td>56</td>
<td>3.128</td>
</tr>
<tr>
<td></td>
<td>Ability to advise in editing opinion pages</td>
<td>58</td>
<td>3.115</td>
</tr>
<tr>
<td></td>
<td>Ability to advise in advertising procedures</td>
<td>29</td>
<td>3.095</td>
</tr>
<tr>
<td></td>
<td>Ability to advise in speech coverage techniques</td>
<td>51</td>
<td>3.088</td>
</tr>
<tr>
<td></td>
<td>To understand communication law to advise on it</td>
<td>28</td>
<td>3.026</td>
</tr>
<tr>
<td></td>
<td>Ability to advise in writing opinion columns</td>
<td>60</td>
<td>3.012</td>
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<td></td>
<td>Ability to develop efficient production flow</td>
<td>22</td>
<td>2.933</td>
</tr>
<tr>
<td></td>
<td>Ability in copy fitting</td>
<td>17</td>
<td>3.337</td>
</tr>
<tr>
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<td>Ability to advise students how to write cutlines</td>
<td>13</td>
<td>3.294</td>
</tr>
<tr>
<td></td>
<td>Skill in public relations</td>
<td>34</td>
<td>3.240</td>
</tr>
<tr>
<td></td>
<td>Ability to advise in writing feature stories</td>
<td>48</td>
<td>3.143</td>
</tr>
<tr>
<td></td>
<td>Ability to write many types of feature stories</td>
<td>35</td>
<td>3.125</td>
</tr>
<tr>
<td></td>
<td>Ability to advise students in proper copy flow</td>
<td>40</td>
<td>3.086</td>
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<tr>
<td></td>
<td>Ability to scale (proportion) photographs</td>
<td>26</td>
<td>3.077</td>
</tr>
<tr>
<td></td>
<td>Ability in editing opinion pages</td>
<td>32</td>
<td>3.053</td>
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<tr>
<td></td>
<td>Ability to advise about journalism careers</td>
<td>61</td>
<td>2.674</td>
</tr>
<tr>
<td></td>
<td>To understand role of mass media in society</td>
<td>47</td>
<td>2.550</td>
</tr>
<tr>
<td></td>
<td>Skill in magazine writing and editing</td>
<td>54</td>
<td>2.386</td>
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<tr>
<td></td>
<td>Ability to take and process photographs</td>
<td>49</td>
<td>2.339</td>
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<tr>
<td></td>
<td>Knowledge of photographic darkroom techniques</td>
<td>59</td>
<td>2.250</td>
</tr>
<tr>
<td></td>
<td>Knowledge of history of American journalism</td>
<td>33</td>
<td>1.959</td>
</tr>
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*Abbreviated need statement. See text or Appendix B or C for full statements.*
### TABLE 6

**Ranks, Agreement and Overall Ratings of Needs**

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<tr>
<th>Advisers (0-13 hours)</th>
<th>Advisers (18-90 hours)</th>
<th>Professors</th>
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**SA = Strong Agreement, A = Agreement, D = Disagreement, SD = Strong Disagreement**

**Type 1** = Journalistic skills needed by advisers

**Type 2** = Advising skills needed to develop journalistic skills within students

**Type 3** = Advising skills not specifically journalistic in nature
advisers, 8 by more prepared advisers and 4.5 by professors. (Agreement)

These two needs require essentially the same skills and training. In order to meet deadlines and production schedules, the adviser should understand production techniques and preliminary steps that lead to them, have a realistic idea of schedules necessary to meet deadlines and encourage his or her students to make sure that work is completed ahead of deadlines. To develop this skill in a training situation, advisers could be led in discussion of production techniques and time required to complete them and could be asked to develop a written schedule of work for the publication(s) they advise. This discussion and activity could precede or follow development of knowledge or skill in production techniques, which were ranked 16, 23.5 and 34.5 by the three groups. Rating for both these needs: High.

3. ability to inspire confidence within the students.

Item 37 on the questionnaire was ranked 3 by less prepared advisers, 2.5 by more prepared advisers and 4.5 by professors. (Strong Agreement)

This ability probably cannot be developed in a short-term training program, but it is based upon adequacy in skills and knowledge and its development can be assisted by preparing advisers in journalistic skills and knowledge accompanied with discussion of approaches that have worked for advisers and case studies or anecdotal examples. This trait is closely related to personality and is developed over a long period of time. Rating: High.

4. ability to identify reliable students with initiative, imagination and willingness to cooperate.

Item 63 from the questionnaire was ranked 4 by less prepared
advisers, 5 by more prepared advisers and 23 by professors. (Strong Disagreement)

The disagreement between the practicing advisers and the professors who prepare advisers appears likely to stem from the practical need for advisers to identify such students that is much less real and much less important to the journalism professors, who are more inclined toward journalistic skills and principles. Because this is an important practical advising consideration, the advisers' high rating is accepted and the skill is considered to be important.

It may not be possible to develop this skill in a training situation, but instruction can deal with identifying types of behavior in journalism that represent the traits of reliability, initiative, imagination and willingness to cooperate in connection with recruiting talented students to work on the publications, ranked 23, 26 and 26. This also may be a skill that is best developed on the job over a period of years. Rating: High.

5. ability to train the staff for their respective jobs under existing conditions (class period or after-school-only meetings).

Item 64 from the questionnaire was ranked 5 by less prepared advisers, 5 by more prepared advisers and 14 by professors. (Agreement)

This is a high priority item with no simple solution. Advisers who have class periods report that they cannot both teach journalism and publish a newspaper or yearbook at the same time while those with after-school meetings report numerous conflicts and transportation problems. A training program leader and participants could exchange ideas and solutions for meeting schedule conflicts and the problem of trying to teach a staff expected at the same time to produce a publication. Experienced
advisers insist that students should be required to complete a beginning journalism course before being permitted to join a staff, but that is being done in only a tiny minority of high schools. The adviser who cannot require beginning journalism of staff members may have to utilize individual instruction and informal contacts with staff members throughout the school day as well as carefully planned and scheduled workshops before school starts or on school weekends. Rating: High.

6. **ability to evaluate staff members, especially when selecting the following year's editors.**

   Item 31 from the questionnaire was ranked 6 by less prepared advisers, 5 by more prepared advisers and 19.5 by professors. (Disagreement)

   The disagreement here appears to stem from the advisers' viewing this as an important, practical advising consideration and the professors' viewing journalistic skills as more important and, perhaps, their assuming that if journalistic skills are taught and learned, the adviser will have evaluated the students sufficiently along the way. One professor rating this need low noted that advisers should not select editors, but the adviser still must evaluate students as a participant in the committee that selects editors, as recommended by Quill and Scroll. The investigator views this need as a practical advising problem, particularly for less prepared advisers, and accepts the high ranking by the advisers.

   This skill appears to be dependent upon understanding of journalistic techniques and skills, such as news writing and editing, upon administrative skills, such as organizing to meet deadlines, and upon general leadership traits. It may not be a skill that can be developed
in a short-term training program.

In attempting to begin development of ability to evaluate staff members, a training program could present the advisers a handout listing traits that are most important for a variety of positions (e.g., editor, managing editor, news editor, feature editor, photo editor) along with examples of techniques to determine whether students possess the essential skills. Quizzes, tests and adviser observation of the student's performance on the publication's staff are example techniques. Rating: High.

7. **ability to let students accept responsibility while supervising sufficiently to avoid outright failure by students.**

   Item 62 from the questionnaire was ranked 7 by less prepared advisers, 2.5 by more prepared advisers and 9 by professors. (Agreement)

   This relates closely to the principle that an adviser should not edit or censor students' material but is rated much higher than it. To develop this ability, advisers could be led in a discussion of professional ethics as they relate to doing work for students and interfering with students' work in an attempt to determine at about what point the adviser, usually with one or more students on the staff, may intervene to prevent one or more other students from outright failure. The case study method could be used in this instance. Rating: High.

8. **ability to work with students jointly to establish standards of student work that will be expected for the publication.**

   Item 52 from the questionnaire was ranked 9 by less prepared advisers, 11 by more prepared advisers and 21 by professors. (Disagreement)

   This need stems from a recommendation by Quill and Scroll that
students should participate in the decision-making process and that advisers should not dominate or lead a publication in an authoritarian manner. The disagreement between the advisers and the professors may have its basis in advisers being more in touch with the practical need to cooperate or collaborate with students in establishing standards for publication and the professors being more authoritarian in their outlook, more on the model of the authoritarian editor in the professional media. Of course, part of the discrepancy between the two groups could stem simply from the professors placing greater importance on several journalistic skills.

The professors rated 10 journalistic-related skills higher than this one, including abilities to advise students in news gathering, news writing, writing news leads, news judgment, interviewing and editing copy for meaning, to spot pitfalls in student newspaper writing, to write news stories and to understand communication law to advise students about potentially actionable material and to advise others about student press rights. The professors rated several non-journalistic advising skills high and clearly were not opposed to those advising skills. Again it is possible that they felt that if students understood basic journalistic skills, they also would understand standards for journalistic performance and a separate effort to establish standards would be unnecessary.

Because so many advisers are not sufficiently well prepared in journalistic skills and because this appears to be a practical advising consideration, the ranking by the advisers is accepted as making this of high importance.
Quill and Scroll recommends that standards be worked out with students on the staff each year. Advisers appear to agree with that recommendation. Working out such standards can be time consuming and try an adviser's patience. In a training situation one approach that may be useful is to make available to advisers an example of a student publications staff handbook followed by discussion of ways students and the adviser can review the handbook to make changes at the beginning of each year, using the previous year's statement of policy or standards as the basis for the new year's. Rating: High.

9. ability to give advice concerning but avoid editing copy.

Item 15 from the questionnaire was ranked 12.5 by less prepared advisers, 34 by more prepared advisers and 16 by professors. (Strong Disagreement)

The less prepared advisers and the professors agree on this need, and the strong disagreement is between those two groups and the more prepared advisers. One possible explanation is that better prepared advisers may be more inclined toward correcting copy for students than advising them to make their own corrections. Less prepared advisers may be less inclined to check student work, may be unable to recognize certain journalistic errors if they see them and may feel that as long as material does not appear to be controversial or libelous, it can be published. In other words, less prepared advisers may have little interest in journalistic quality or standards while better prepared advisers may have enough interest that they are willing to intervene and correct student work. The professors probably are more interested in protecting students' First Amendment rights and in having the publications be truly
student ones rather than adviser ones. Whatever the basis of disagree-
ment, the ratings by the professors and the less prepared advisers must
be accepted, the bottom of the upper quartile for advisers and near the
top of the second quartile for the professors. Because the average of
these two groups' rankings would fall in the second quartile, an overall
rating of medium high is assigned.

Whether this ability can be developed through a training program
is a big challenge and question. The adviser's attitude toward this
practice is of tremendous importance, and an attitude cannot be changed
easily. If anything, development of this ability to give advice to stu-
dents while resisting temptation to edit their copy may be so long a
process that it can only be begun in a training program by presenting
case studies accompanied by thorough discussion and followed by simula-
tion of how to advise a student without editing or censoring his copy.
Rating: Medium High.

10. ability to assess the talents of the staff and to start where the
students are.

Item 21 from the questionnaire was ranked 14 by less prepared
advisers, 13.5 by more prepared advisers and 22 by professors. (Agree-
ment)

Students may be at different stages of journalistic development
and individualized instruction may be important in the advising situation
both because of that and because different students will be performing
different functions on the staff. The short-term training program may
not be able to develop this ability fully, but it should be able to get
development well under way. This stated need on the survey instrument
also relates closely to evaluating and grading students, a problem that tied for 16th place on the open end responses, reported by five advisers.

To assist advisers in developing ability to assess the talents of the staff and start where the students are, training leaders could present handouts of examples of dealing with the situation, focusing upon getting samples of the students' work in several areas, as writing, editing, design/layout, the first few days of the term in order to prescribe specific activities or learning experiences for each one as well as to organize and present group learning experiences that address common needs of the staff. Rating: Medium High.

11. ability to organize the staff and assign jobs with written descriptions.

Item 44 from the questionnaire was ranked 19 by less prepared advisers, 30.5 by more prepared advisers and 29.5 by professors. (Disagreement)

This is ranked in the middle of the second quartile by less prepared advisers and near the top of the third quartile by the more prepared ones and the professors. Sufficient journalistic knowledge and advising experience may reduce the necessity for written job descriptions. Novice advisers, however, may find them helpful. The disagreement here may stem from less prepared advisers finding staff organization and supervision difficult as a result of their limited training while more prepared advisers and professors see staff organization as much less important than the other items they ranked higher and may feel that staff organization is a relatively routine function.

Because the model for training advisers will assume that most
persons undertaking training will be novices with little preparation, the rating by the less prepared advisers is accepted and the overall rating is medium high.

This skill is related to another that is ranked much lower (46, 30, 34.5), ability to develop and use business-like approaches to production flow. Development of both of these can be related to working jointly with students to establish standards in that all three can be approached in the training situation by analyzing an example of a student publications staff handbook that contains written job descriptions as well as standards for publication and procedures for business-like copy flow and following this analysis by advisers developing their own sets of job descriptions for the publications they advise. Rating: Medium High.

12. ability to recruit the wide range of talents needed for the publication, business as well as editorial.

Item 50 from the questionnaire was ranked 23 by less prepared advisers, 26 by more prepared advisers and 26 by professors. (Strong Agreement)

Development of ability to recruit may be beyond the capability of a short-term training situation, but one approach that could be used is for the leader or an adviser to raise the need for recruiting and for members of the group to present several examples of recruiting systems or techniques followed by evaluative discussion among the group. Knowledge of successful techniques or systems may assist advisers in developing this ability. Rating: Medium High.
13. ability to develop and use business-like approaches to production flow (such as staff handbook with job descriptions, string books of clippings, critiqued issues, record of amount published by each student, files, list of news sources, posting typos and errors).

Item 22 from the questionnaire was ranked 46 by less prepared advisers, 30.5 by more prepared advisers and 34.5 by professors. (Strong Disagreement)

This need closely relates to the two top-ranked items and can be addressed in connection with them. The basis for disagreement is not clear. One may assume that less prepared advisers will be so deeply concerned with short-term problems that they will not organize production flow for long-term efficiency. One may assume that such items as staff handbooks, string books, critiqued issues and the like are so common among experienced and well trained advisers that they are not rated high by professors and more prepared advisers yet are so uncommon among less prepared advisers that they are rated in the lowest quartile.

This need is emphasized in much of the literature, yet it can be viewed as a subsection of the top two needs, ability to plan ahead to meet production and publication schedules and ability to encourage the staff to meet deadlines and production schedules. As such, techniques for a formal system of copy flow and staff records can be presented and discussed at the same time the student publications staff handbook is analyzed and discussed in regard to job descriptions and establishing standards for student work. Forms used in production flow can be presented to the group if not already contained in the staff handbook.

Rating: Medium Low.
2. NEWS JUDGMENT, NEWS GATHERING AND NEWS WRITING

Seven of the nine statements in this group are Type 2, advising skills needed to develop journalistic skills within students; one is Type 1 and one is Type 3.

Skill in advising students in journalistic concepts and skills should be based upon knowledge of and skill in journalism, and a training program should deal primarily with journalistic content. However, advising techniques can be presented, discussed and analyzed, and a laboratory publication produced as part of the training program can provide trainees a role model of an adviser. Simulation of advising situations can supplement the laboratory publication or replace it, where necessary. In programs where students are present, a number of advisers could practice advising by working with students, and in a program during the school year, they could practice on their students and report back at later sessions for suggestions from the group and professional advice from the training program leaders. Case studies and problem-solving sessions also could be useful in developing advising skill. Journalistic skills upon which advising skills are based are discussed below.

1. ability to advise students how to gather news as reporters.

Item 12 from the questionnaire was ranked 11 by less prepared advisers, 11 by more prepared advisers and 1 by professors. (Agreement) (Type 2)
This ability ties in with news judgment, interviewing and posing pertinent questions and can be part of an instructional component with them. To develop ability to advise students how to gather news as reporters, to judge what news is and seek it out, to interview and pose questions effectively, a training program could instruct participants in determinants of news, techniques of news gathering (reporting) and techniques of interviewing followed by a simulated news interview, during which participants could add their own questions and after which they would write the news story. Rating: High.

2. **ability to advise students in writing straight news stories.**

Item 20 from the questionnaire was ranked 15 by less prepared advisers, 17 by more prepared advisers and 4.5 by professors. (Disagreement) (Type 2)

The reason for the discrepancy here between advisers' and professors' ratings is not clear. Professors tended to rate journalistic skills higher than did advisers. Although one may surmise that the less prepared advisers could be expected to rate a basic journalistic function low, one cannot explain away the rating of the more prepared
advisers the same way. The more prepared advisers rated only one journalistic skill higher than this one, and that was the preceding one. All other needs rated higher were non-journalistic advising skills. Perhaps this suggests an advisers' bias toward practical advising needs within the local school that are not necessarily journalistic as opposed to the professors', more balanced approach toward an intermingling of journalistic and non-journalistic skills among the high ranks.

Straight news writing is the basis of nearly all journalism forms used in student publications. Because of the importance of this skill, the rating by the professors is accepted.

Ability to advise students in writing straight news stories can be developed in a training program for advisers by analyzing examples of good news stories followed by practice writing news stories and having them evaluated by the program leader or leaders. Rating: High.

3. ability to advise students in writing a strong news story lead.

Item 41 from the questionnaire was ranked 24 by less prepared advisers, 17 by more prepared advisers and 9 by professors. (Disagreement) (Type 2)

Related to advising students in writing news stories, this skill can be developed as part of that skill's development by adding to the news writing component discussion and analysis of numerous examples of effective and ineffective news story leads and reasons for their effectiveness or ineffectiveness.

The basis for disagreement is not clear here, although the less prepared advisers rated this skill lower than the better prepared ones. Leads are parts of stories, although some instructors emphasize leads
more than the remainder of stories. It is possible that the less prepared advisers do not know what a lead is, although it seems unwise to accept that as a reason for the lower rating. Because this is an essential journalistic skill, the professors' rating is accepted.

Rating: High.

4. **ability to advise students in effective interviewing and posing of pertinent questions.**

   Item 55 from the questionnaire was ranked 34 by less prepared advisers, 23.5 by more prepared advisers and 12 by professors. (Strong Disagreement) (Type 2)

   This essential technique frequently is poorly taught in even the best schools of journalism and it is not surprising that it is not rated higher by advisers, many of whom probably do not know correct interviewing technique themselves. The professors place the skill in the highest quartile, suggesting that they believe it is basic. The more prepared advisers placed it in the second quartile, suggesting medium importance, and the less prepared advisers, who may not know interviewing technique or understand its importance, rated it substantially below the other two groups. This is a basic skill and the professors' high rating is accepted, for their rating on basic journalistic techniques or skills takes precedence.

   Interviewing skill cannot be developed easily, but it can be demonstrated. Advisers could be given a brief presentation on the techniques of interviewing followed by a simulated news interview, after which the advisers would write the story of that interview and have that story evaluated by a training program leader. This also fits in with
developing ability to advise students to write news stories and news story leads. Rating: High.

5. ability to spot common pitfalls in student newspaper writing.

   Item 23 from the questionnaire was ranked 22 by less prepared advisers, 21 by more prepared advisers and 15 by professors. (Agreement) (Type 3)

   This skill should be developed as part of the editing component, in which advisers would correct and improve news stories. This skill specifically could be developed as a follow-up to the editing instruction and practice by presenting advisers with one or more documents that contain common errors and having advisers mark them as if they were correcting students' papers, a form of simulation. Rating: Medium High.

6. ability to write a straight news story.

   Item 18 from the questionnaire was ranked 26 by less prepared advisers, 17 by more prepared advisers and 17.5 by professors. (Agreement) (Type 1)

   This skill almost is necessarily precedent to advising students in straight news story writing and strong news lead writing. More prepared advisers ranked it the same as advising students in news writing (No. 2 above), but both less prepared advisers and professors rated it lower.

   Ability to write a straight news story probably can best be developed by analyzing examples of good news stories followed by practice writing news stories for which the facts are developed orally by advisers interviewing a "news source" in a simulation. An acceptable alternative, especially in the beginning stages, would be to use a fact sheet
from which the advisers would write the story. Rating: Medium High.

7. **ability to advise students in news judgment, including determinants of news.**

   Item 30 from the questionnaire was ranked 30 by less prepared advisers, 17 by more prepared advisers and 7 by professors. (Disagreement) (Type 2)

   News judgment usually is considered an important skill to be developed in university schools of journalism. In this case, less prepared advisers rated the skill much lower than the more prepared advisers, suggesting a lack of understanding or lack of confidence in news judgment by those advisers.

   Specific attention needs to be paid to news judgment, but a great deal about news judgment can be developed in connection with news writing, lead writing and interviewing. In addition to developing news judgment as part of news gathering skill, advisers can review and discuss both real and hypothetical news examples to arrive at an understanding of news determinants and an ability to judge news.

   The three groups' ratings were in the top three quartiles. In this case an average of those three is accepted as the overall rating: Medium High.

8. **ability to advise students in proper techniques for covering, reporting and writing news stories of speeches.**

   Item 51 from the questionnaire was ranked 40 by less prepared advisers, 41 by more prepared advisers and 24.5 by professors. (Strong Disagreement) (Type 2)

   Authors of journalism texts point out that the bulk of local news comes from speeches and meetings and that the techniques for
covering speeches are therefore basic to any reporter's repertoire. Advisers in schools don't seem to see it that way, perhaps for two reasons. One is that they do not have as many important or informative speeches to cover as the professional press and that they may not see the extension of speech reporting techniques to meetings and other events based on the spoken word. Further, they may not sense the news value of speeches and meetings and may not encourage students to cover them. Adding "and meetings" after "speeches" in the need statement might have resulted in a higher rating by advisers, who may have been downrating only speech coverage techniques. Nevertheless, the techniques are basic and the medium high rating by the professors is accepted for this journalistic skill.

In this case, ability to advise students in proper techniques for covering, reporting and writing news stories of speeches could be developed by presenting techniques used in reporting speeches and meetings followed by analysis of two or three stories. If time is available, speech and meeting reporting could be further developed by having advisers cover and report a speech or meeting that takes place as part of the training program. Rating: Medium High.

9. ability to advise students in writing interpretive news stories.

Item 25 from the questionnaire was ranked 32 by less prepared advisers, 40 by more prepared advisers and 37 by professors. (Agreement) (Type 2)
Although interpretive news stories have become more important in the daily press, in magazines and on television in recent years, advisers and professors alike rated them in the third quartile or lower. Development of ability in interpretive news stories probably is beyond the scope of most short-term training programs and might therefore be a low priority concern, other than to point out numerous sources from which advisers could read interpretive news and learn about its techniques over a period of time after the training program.

Because of the apparent practical limitations of developing such a complex topic and its medium low rating, it seems appropriate to introduce this topic and refer participants to resources about it in any advising training program other than one devoted solely to interpretive news writing. Rating: Medium Low.

3. INTERPERSONAL RELATIONS WITH PERSONS OTHER THAN THE PUBLICATIONS STAFF

Three Type 3 needs, advising ability not specifically journalistic in nature, are included in this group, all rated high by at least one group in the surveys.

1. ability to deal with other teachers, the principal, the board of education, parents, suppliers and other persons.

Item 45 from the questionnaire was ranked 12.5 by less prepared advisers, 8 by more prepared advisers and 9 by professors. (Strong Agreement)

All three groups rated this need high. Any teacher should possess this ability, but it is especially important for a publications
adviser to have this ability because of the visibility and importance of the publication.

An adviser is more likely to cope successfully with the advising situation if he or she is a competent journalist and adviser of journalistic concepts and techniques to students. Ability to deal with these important other persons is most effectively based upon a sound journalistic background. If this ability is as important as basic journalistic ability, and it is rated in the highest quartile, it should be developed in conjunction with journalistic ability.

One way to develop ability to deal with other teachers, the principal, the board of education, parents, suppliers and other persons is the case study method. Typical situations and techniques for meeting them could be presented and drawn out by the training program leader. In addition, simulation of typical situations could be effective.

Rating: High.

2. ability to assess the advising situation, including attitudes of the principal and other administrators.

Item 36 from the questionnaire was ranked 18 by less prepared advisers, 13.5 by more prepared advisers and 12 by professors. (Agreement)

The advising situation and administrators' attitudes should be assessed before the adviser accepts the advising position. The fact that many advisers are thrust into the position, however, does not lessen the importance of this skill, but that fact may limit the options of the adviser who is using the skill. This assessment goes with and often precedes dealing with others, discussed above.
A list of questions for which the adviser should seek answers in assessing the attitudes of the principal and other administrators as well as the advising situation as a whole could be presented to advisers. Discussion should follow if time can be made available, and advisers could add their personal experiences as part of the discussion. Effective assessment techniques should be drawn out and emphasized. Rating: High.

3. ability to function as liaison with the administration for an understanding of the ethics and responsibilities of a free student press.

Item 57 from the questionnaire was ranked 33 by less prepared advisers, 17 by more prepared advisers and 4.5 by professors. (Strong Disagreement)

Ranks of the three groups are especially interesting. Professors rate this need among the highest. More prepared advisers place it in the second quartile, and it falls in the third quartile for less prepared advisers. Practical as well as philosophical considerations probably are important in the ratings. Professors, even if advising college publications, are removed from the practical advising situation within the high school and from contact with its constituent parents and supporters. Also, they are dealing with more mature students and in nearly every case with students who are majoring in journalism at their respective institutions.

The more prepared advisers have indicated a willingness to edit copy for students, if only indirectly, in rating the "ability to give advice concerning but avoiding editing copy" 34 among 53 needs. However, they may have sufficiently good relations with their administrations
that they do not rate their ability to deal with administrators as high as might be expected. Extending this possibility to the less prepared advisers, they may have rated the skill this low because they get along so well with their administrators, or because they keep the students "in line" sufficiently that they don't have problems with administrators, or because they do not understand the ethics and responsibilities of a free student press and therefore do not feel it important to deal with them, particularly in a liaison role with the administration. These possibilities are speculative, and it may be more beneficial to make a judgment about the importance of this skill and to suggest how it could be developed.

This skill, while not specifically journalistic, is based upon knowledge and understanding of journalism and the rating by professors and better trained advisers should be accepted. Because priorities for training must be ordered and several journalistic understandings are precedent to this one, the rating established here is medium high. (This could be viewed as an average of the three groups' ratings or as accepting the better trained advisers' rating. Some persons planning training programs may want to accept the professors' high rating. In the overall context of the 53 needs, medium high appears to be an appropriate rating for this skill.)

Ability to function as liaison with the administration for an understanding of the ethics and responsibilities of a free student press requires an understanding of both the law and the ethics of the student press. This could be developed by presenting and discussing both the law and the ethics of the student press, including the students' rights to
express themselves without adult censorship, whether letters to the editor should be signed, whether editorials should be signed, whether news sources may remain anonymous, whether material published elsewhere should be used as news tips or as rewrite material or verbatim as published, and other professional practices such as the two-source rule, staff members not being news sources, reporters not reporting events in which they are involved as participants and the advisers' not writing or editing material for the publication. Rating: Medium High.

4. PRODUCTION TECHNIQUES

All three needs in this classification are Type 1, journalistic skills of the adviser. One was rated high enough to be important in developing principles upon which the training model is based and the other two were rated low and probably are not important in developing principles or planning a training model.

1. knowledge or skill in the production techniques of the publications he or she advises.

Item 39 from the questionnaire was ranked 16 by less prepared advisers, 23.5 by more prepared advisers and 34.5 by professors. (Disagreement)

Production is a practical problem and a consideration of high importance for an adviser who has little or no background in journalism. Gathering news and writing it and taking photographs come first, but almost second to these is production. In most basic journalism courses, production is handled as part of news writing, photojournalism, editing and so on. So it is not surprising that advisers with limited preparation rate production skills higher than advisers with better preparation
and that both groups of advisers rate it substantially higher than professors who teach advisers.

Offset printing and the expense of printing make knowledge of production techniques almost mandatory for newspaper advisers, and more yearbooks each year set their own type and paste up their own pages. This skill must be rated at least medium high, as the advisers have rated it.

Full development of this skill is time consuming, but essential techniques and knowledge can be presented efficiently and effectively with a moderate amount of hands-on experience. Advisers could be presented visual information (slides, film or charts) about production techniques followed by hands-on experience and practice operating available typesetting machines, working with acetate headline type and pasting up a newspaper page or a two-page yearbook spread. If typesetting machines are not available, information about moderate and low priced models can be presented to the advisers, and they can paste up pages or spreads from bogus type and acetate headline type. Rating: Medium High.

2. ability in copy fitting.

Item 17 from the questionnaire was ranked 25 by less prepared advisers, 44 by more prepared advisers and 42.5 by professors. (Strong Disagreement)

This essential skill can be learned quickly as part of the editing or production techniques component of a training program. It also can be self-taught through handouts and programmed instruction. Two of the three groups rated it in the lowest quartile. The less prepared
advisers rated it in the second quartile. Because of the ease with which it can be dealt and the relatively low rating, it was decided to eliminate this specific need from further consideration in developing principles or the model. Rating: Low.

3. ability to scale (proportion) pictures.

Item 26 from the questionnaire was ranked 42 by less prepared advisers, 49 by more prepared advisers and 39 by professors. (Agreement) This necessary skill also can be learned rapidly as part of the editing or production techniques component. Both adviser groups rated it in the lowest quartile and the professors rated it at the bottom of the third quartile. Because of its natural inclusion in editing or production techniques, it was decided to eliminate this need from further consideration in developing principles or the model. Rating: Low.

5. PHOTOJOURNALISM

Three needs in photography or photojournalism were rated by the survey respondents. One is Type 2, advising skill to develop journalistic ability within students; the other two are Type 1, journalistic skills needed by advisers.

1. ability to encourage and facilitate adequate photographic coverage of people and events for the publications he or she advises.

Item 42 from the questionnaire was ranked 17 by less prepared advisers, 23.5 by more prepared advisers and 29.5 by professors. (Disagreement) (Type 2)

The disagreement here was between the less prepared advisers and the professors. Perhaps this suggests that less prepared advisers see photojournalistic coverage for their publications as a greater problem.
than do better prepared advisers and professors. It also is possible that advisers who have completed 18 to 90 quarter hours of journalism courses have picked up techniques for facilitating photojournalistic coverage even if they have not taken photojournalism courses. Editing courses, for example, usually deal with assigning and editing pictures as well as displaying them on the page.

Even though the spread between the two distant groups was sufficient to fall into the "disagreement" classification, the ranks by all three groups fell into the second, or medium high, quartile.

Although this is not rated in the top quartile, today's publications need good photographs as much as they need good writing, and an adviser should have a system to facilitate photographic coverage.

Systems for encouraging and facilitating adequate photographic coverage of people and events for the publications can be presented in handouts showing flow charts or organizational structures that have worked for other advisers followed by discussion among advisers of problems that are bound to occur and solutions or partial solutions for them, directed by the training leader. Further, quality in publications photography could be encouraged among advisers by showing them examples, both in printed publications and by projected slides, of excellent journalistic photos accompanied by techniques for obtaining those photos. Rating: Medium High.

2. ability to take photographs and process them in the darkroom.

Item 49 from the questionnaire was ranked 51 by less prepared advisers, 51 by more prepared advisers and 49 by professors. (Strong Agreement) (Type 1)
All three groups closely agreed that the adviser does not have to be able to do darkroom work and to take photographs. The median score for less prepared advisers (2.339) approximated "little importance," while the medians for better trained advisers (3.050) and professors (3.087) approximated "moderate importance." The rating near the bottom of 53 needs and the much higher rating of facilitating photographic coverage resulted in a decision to eliminate this need from further consideration in developing principles or the training model. Rating: Low.

3. knowledge of photographic darkroom techniques.

Item 59 from the questionnaire was ranked 52 by less prepared advisers, 50 by more prepared advisers and 48 by professors. (Strong Agreement) (Type 1)

This knowledge component was one step removed from the preceding one in which the knowledge was to be applied as a skill in the darkroom. It was equally low rated by the three groups and for this reason also was eliminated from further consideration. Rating: Low.

6. law that applies to student publications

Two needs statements were rated, one a Type 1 or journalistic skill needed by the adviser and one a Type 3 or advising skill not specifically journalistic in nature, although in this case based on understanding of journalistic information.

1. to understand communication law and recent court decisions in order to advise students about potentially actionable material.

Item 28 from the questionnaire was ranked 44 by less prepared advisers, 34 by more prepared advisers and 17.5 by professors. (Strong
Disagreement) (Type 1)

Ratings by the three groups fell into three quartiles, the second, third and fourth. The less prepared advisers were the least concerned about law. The more prepared advisers rated it 10 ranks higher, but still 16.5 ranks lower than the professors. Advisers may view the possibility of litigation as being very remote or unlikely, and they would be correct in that assumption. They may view the topic as one of little practical importance to them when compared with production, writing, photography and other considerations. Professors, on the other hand, probably feel that all advisers should understand basic law that applies to publications and to help transmit some understanding and appreciation of it to their students.

Even though most student publications will not be involved in litigation, it is important for advisers to know and understand basic journalism law and the rating by professors is accepted here. This need is closely related to the following need, and both are discussed further below. Rating: Medium High.

2. to understand communication law in order to prevent censorship of the publication and to support freedom to publish.

Item 43 from the questionnaire was ranked 47 by less prepared advisers, 23.5 by more prepared advisers and 19.5 by professors. (Strong Disagreement) (Type 3)

Ratings were spread for this one about the same as for the preceding one. The more prepared advisers ranked this item higher by 7.5 ranks than the preceding item and the other two groups ranked it slightly lower. In this case, of course, the advisers are dealing with
persons not on the staff.

Since the professors already had ranked the preceding need high, it is not unusual that they would rank this one about the same. The less prepared advisers also gave similar ratings to the two, which were separated by 14 intervening items on the survey schedule. It is only conjecture that the more prepared advisers rated this item 11.5 ranks higher because of the crucial word "censorship," and perhaps because the need is stated to suggest that knowledge of law can help to forestall censorship. Whatever the reason, the result is that two groups rated the need in the second quartile while the other group placed it in the lowest quartile again. Rating: Medium High.

A training program could present summaries of court opinions of recent cases in matters of freedom to publish, libel, right of privacy, copyright and obscenity followed by discussion of the cases and of typical problems so that advisers would be able to advise students of potentially actionable material and to support freedom to publish by advising others against attempting censorship. Simulation of typical situations could be used following discussion of the court cases and legal principles.*

*It should be noted that advisers should not practice law without a license, but they should be equipped to deal with situations upon which legal principles impinge. Advisers report that their school systems do not make legal counsel available to them and that they would be reluctant to seek access to the school's legal counsel if the need arose. The business model of having counsel available when needed does not seem to apply in the high school situation.
7. EDITING TECHNIQUES, INCLUDING HEADLINE WRITING AND PUBLICATION DESIGN

One Type 1 and five Type 2 needs were included under this heading.

1. ability to advise students in editing copy for meaning, interest, accuracy, length, correctness and conciseness.

Item 38 from the questionnaire was ranked 10 by less prepared advisers, 8 by more prepared advisers and 12 by professors. (Strong Agreement) (Type 2)

This basic skill was rated high by all three groups. It is generally believed that knowledge and understanding of news judgment and news writing must precede development of editing skill, although that is not necessarily the case. Development of the skill to edit and to advise others to edit is time consuming and may not be possible in a short-term training program. Several techniques could be employed in developing editing skill. Advisers could analyze numerous examples of stories that have been edited for meaning, interest, accuracy, correctness, conciseness and length and follow this analytic discussion with laboratory practice editing sample news stories and writing headlines for them. Direct presentation of common errors and tips for spotting errors and problems and correcting them could precede or be incorporated into analysis of examples. Demonstration by editing copy on an overhead projector could facilitate learning of processes by advisers. Rating: High.

2. ability to advise students in effective makeup and layout or design.

Item 52 from the questionnaire was ranked 8 by less prepared advisers, 27.5 by more prepared advisers and 29.5 by professors.
(Strong Disagreement) (Type 2)

Appearance is important but not precedent over basic news writing, editing and photography, nor over essential advising needs. The high rating by less prepared advisers may relate to their frustration at dealing with makeup or layout and having to learn it alone and on the job. Makeup, which usually is part of a standard basic editing course, was rated in the third quartile by the more prepared advisers and the professors, both of whom were likely to have learned to deal with makeup in their journalism courses.

The high rating by less prepared advisers, toward whom the model will be aimed, could persuade one to rate this need high. But this need relates to a basic journalistic consideration or skill and the rating of the other two groups must be carefully weighed. The judgment is that, although makeup is a popular topic among advisers, it is not as important as other essential skills and understandings and the rating of the more prepared advisers and professors is accepted: Medium Low.

Ability to advise students in effective makeup and layout or design can be developed as part of the editing skill of placing stories and other elements on the page or spread for most effective presentation and to convey the relative importance or interest of each story or element as determined by the editor or staff member in charge. Styles of makeup or layout can be presented in slides and examples can be posted on bulletin boards or made available by other means for study. Advisers can paste up a complete layout, a newspaper page or yearbook spread, for practice in both layout and production techniques. Rating: Medium Low.
3. **ability to advise students how to write journalistically correct headlines for news, features and other types of stories and for editorials.**

Item 16 from the questionnaire was ranked 21 by less prepared advisers, 38 by more prepared advisers and 29.5 by professors. (Strong Disagreement) (Type 2)

The intent here was to group together headlines for all types of journalistic writing, but respondents may have objected to grouping feature stories and editorials with news stories. It had been assumed that the rating for this skill would be higher and closer to the rating for editing copy. It seems unusual that the less trained advisers rate this skill highest and the more trained advisers rate it lowest with the professors in between.

Another consideration here could be that some advisers do not believe that headlines need to be "journalistically correct" and rated this skill lower than would be expected.

The needs of less prepared advisers should fully be taken into consideration. Their ranking is in the second quartile and that of the other two groups is in the third quartile. Since the ranking is near the midpoint of the 53 items, an average of the three ratings is accepted and it is rated as medium low.

**Ability to write headlines and to advise students how to write journalistically correct headlines for news, feature and other types of stories and for editorials** can be developed by presenting advisers with handouts of rules for headline writing and of sample headlines, accompanying that with discussion and following it by practice in writing headlines for example stories or stories the advisers have written.
Rating: Medium Low.

4. **ability to advise students in editing opinion pages.**

Item 58 from the questionnaire was ranked 38 by less prepared advisers, 27.5 by more prepared advisers and 29.5 by professors. (Disagreement) (Type 2)

This is closely related to ability in editing opinion pages, which was ranked low by all three groups (43, 39 and 42.5). Rankings on this one showed disagreement of the less prepared advisers with the other two groups, who rated the skill higher and within two ranks of each other.

Yearbooks, of course, do not have editorial pages, and this may account for a ranking in the third quartile. It is only conjecture, but papers advised by persons with little background in journalism may be less likely to have opinion pages and, if they have opinion pages, be less likely to use the full range of techniques, such as cartoons, columns, letters to the editor and other opinion pieces in addition to editorials on those pages. In other words, this page may not exist or may be valued as much less important by these advisers. In this case, the ranking by professors and better prepared advisers should be accepted. All three groups' rankings are in the third or medium low quartile, so the overall rating is Medium Low.

Ability to advise students in editing opinion pages could be developed by projecting slides of effective and ineffective student newspaper opinion pages and discussing the reasons for their effectiveness or ineffectiveness among the group followed by analysis and discussion of samples of opinion writing (columns, letters to the editor, ...
editorials) and how they should be edited for publication.

5. **ability to advise students in proper copy flow, using assignment sheets and copy schedules.**

   Item 40 from the questionnaire was ranked 41 by less prepared advisers, 36.5 by more prepared advisers and 46 by professors. (Agreement) (Type 2)

   All three groups ranked this skill low. It is inherent as a component of meeting deadlines and production schedules, and because it would be dealt with in that broader need and because of its low ranking, it was eliminated from further use in developing principles or the model. Rating: Low.

6. **ability in editing opinion pages.**

   Item 32 from the questionnaire was ranked 43 by less prepared advisers, 39 by more prepared advisers and 42.5 by professors. (Strong Agreement) (Type 1)

   This basic journalistic skill of the adviser is closely related to the skill of advising students in editing opinion pages, which was rated medium low. The three groups strongly agreed in their rankings of this skill in the lowest quartile. Because of this plus the probability that a short-term training program for advisers could not develop sufficient opinion page editing skill in advisers, this need was eliminated from further consideration in developing principles and the model. Rating: Low.

8. **FINANCE AND ADVERTISING**

   Two Type 2 and one Type 3 needs were included under this heading. All three were rated sufficiently high to be kept under consideration in
developing the principles and the model.

1. **ability to advise students in successful financing of the publication to maintain solvency or fiscal stability** (including circulation, advertising, budgeting, billing and collecting).

   Item 19 from the questionnaire was ranked 20 by less prepared advisers, 20 by more prepared advisers and 24.5 by professors. (Strong Agreement) (Type 2)

   All three groups ranked this skill in the second or medium high quartile. It is possible that the rankings would have been higher if advisers whose publications are substantially or fully subsidized had not been included. Circulation and advertising are major problems among many publications which must be fully self-supporting. Rating: Medium High.

   In developing ability to advise students in successful financing of the publication, advisers could exchange money raising ideas and ideas for controlling expenses. They should be presented additional financial methods that have been successful for other advisers by the training program leader, using a seminar approach.

2. **ability in financing the publication, including budgeting, selling subscriptions and copies, invoicing, collecting accounts receivable and controlling expenses.**

   Item 24 from the questionnaire was ranked 28 by less prepared advisers, 11 by more prepared advisers and 34.5 by professors. (Strong Disagreement) (Type 3)

   This need is stated to refer to the adviser's ability in financing rather than in advising students about financing. It was ranked lower than the ability to advise about financing by two groups but was ranked higher by the more prepared advisers. No reason for this
disagreement is obvious. The more prepared advisers may be more successful at financing and may sense the importance of their presence in maintaining financial stability. The less prepared advisers may be less successful in financing, may be more laissez faire in their approach to financial matters of their publications or may represent a higher proportion of subsidized publications. The college professors, who rated the need lower than either of the advisers' groups, may be biased toward journalistic skills or away from financial expertise. Journalism professors logically can be expected to lean more toward writing and editing skills than toward business and financial skills.

One ranking falls into the highest quartile and two fall into the medium low quartile. Accepting the rankings in the medium low quartile, the overall rating is Medium Low, which gives the preponderance of weight to the less prepared advisers and the college professors. The less prepared advisers are the main focus of the model, and the college professors were included in the study to assess needs of a professional nature. The relative agreement of these two groups on rating this need suggests that their rating should be accepted.

The abilities stated in this need could be dealt with by presenting advisers with one or two example systems for financing, in written or slide presentations, and by giving them lists of ways to raise money and sell subscriptions and copies. Instruction in invoicing, collecting accounts receivable and controlling expenses can be developed through an exchange of ideas and information by the advisers themselves, added to by the training program leader. Rating: Medium Low.
3. ability to advise students in selling advertising, servicing advertising accounts, writing effective advertising copy and making effective advertising layouts.

Item 29 from the questionnaire was ranked 39 by less prepared advisers, 34 by more prepared advisers and 38 by professors. (Strong Agreement) (Type 2)

This need was stated specifically to reflect only advertising concerns of the publication. It was ranked at the bottom of the medium low quartile by two groups and only slightly higher by the third. The overall rating is, therefore, Medium Low.

Skill for advising students in advertising can be gained through simulation of the complete chain of events from preparation for the sales call through the call and on to writing the ad copy, designing the ad, illustrating it and writing headlines for it in a laboratory situation. A handout of principles of advertising and a brief discussion should precede the simulation and laboratory experience.

9. WRITING, OTHER THAN NEWS

Four Type 2 and two Type 1 needs were grouped into this general writing classification. Four of the six were ranked in the upper three quartiles and were retained for developing principles and the model. All four of these were rated in the medium low (third) quartile.

1. ability to advise students in writing editorials.

Item 56 from the questionnaire was ranked 36 by less prepared advisers, 32 by more prepared advisers and 29.5 by professors. (Agreement) (Type 2)

All three groups agreed that this need ranks in the medium low
quartile and two of the three groups ranked it higher than the ability to write editorials. Rating: Medium Low.

Ability to advise students in writing editorials can be developed by analyzing outstanding editorials that have been published in student newspapers. Editorial writing style, structure, organization and techniques all can be presented as part of such a discussion. Relative low priority of this need probably will lead to limited time being allocated for it in the short-term training situation, but if time is available, advisers could develop ideas and topics for editorials that would be appropriate in their school newspapers.

2. ability in editorial writing.

Item 27 from the questionnaire was ranked 31 by less prepared advisers, 36.5 by more prepared advisers and 45 by professors. (Disagreement) (Type 1)

The two advisers' groups agreed, but the professors ranked this skill much lower, in the lowest quartile. The reason for the professors' low ranking is not clear, unless they felt that one can advise about editorial writing (which they ranked 29.5) without being able to write editorials (which they ranked 45). If the editorial page is to be well written and edited, and if it is to be an effective part of the school newspaper, the advisers must be able to advise students about editorial writing.

The two advisers' groups ranked this need in the medium low quartile and the professors ranked it in the low quartile. The rating by advisers is accepted because this is an important skill to those who are not familiar with it and because the ability to advise students about
editorial writing was ranked of about the same importance. Rating: Medium Low.

This skill probably cannot be sufficiently developed in a short-term training program. After studying editorial writing style, structure, organization and techniques in No. 1 above, advisers could write one or two editorials to be evaluated by training leaders.

3. ability to advise students how to write picture captions or cutlines.

Item 13 from the questionnaire was ranked 27 by less prepared advisers, 46 by more prepared advisers and 40 by professors. (Strong Disagreement) (Type 2)

The basis for disagreement here is not clear. Less prepared advisers may not understand the importance of captions or cutlines nor be able to write them or advise about them. One adviser volunteered on the instrument that captions usually are clever and insult people in the pictures and therefore should be omitted. But it was the less prepared advisers who ranked this need substantially higher than the more prepared advisers and the professors. More prepared advisers and professors may feel that captions are routine or they may not understand the distinctiveness of this writing form and the difficulty in developing it. Most captions that are published could be improved.

The training program model is aimed at less prepared and unprepared advisers, and in this instance the rating by those advisers is accepted. They rated it at the top of the medium low quartile while the other two groups placed it in the low quartile. Rating: Medium Low.

Caption or cutline writing is a distinct form of writing different from all others that have been mentioned and almost requires a
special kind of talent or training.

Ability to advise students how to write picture captions or outlines can be developed by (a) giving advisers a handout about the function and importance of captions along with basic rules for writing them, (b) exposing advisers to a number of pictures without captions and asking what questions they have about the pictures that are not answered by the pictures, (c) exposing them to a number of examples of properly captioned pictures and (d) having them write captions for three pictures posted in the training program meeting room.

4. **ability to advise students in writing and editing of opinion columns.**

Item 60 from the questionnaire was ranked 45 by less prepared advisers, 29 by more prepared advisers and 34.5 by professors. (Strong Disagreement) (Type 2)

Opinion columns are one of the least important types of content in student publications. The less prepared advisers may either sense this low importance or not be familiar with opinion columns in school newspapers in placing this need in the middle of the bottom quartile. More prepared advisers and professors probably are more familiar with opinion columns and view them as a worthwhile expression of student opinion in the paper, especially if they are well written and edited. These two groups' rankings were near the middle of the medium low quartile.

Even though opinion columns are considered to be of low priority, the professional judgment of the professors is accepted here. Advisers
should be familiar with opinion columns and should understand how to advise students in writing and editing them in order to deal effectively with them when students propose or attempt them. Ranking: Medium Low.

Ability to advise students in writing and editing opinion columns probably cannot be developed adequately in a short-term training program that attends primarily to the most essential skills. However, advisers can become aware of characteristics, purposes and functions of effective columns and become acquainted with the techniques of writing columns through a handout containing that information and sample columns followed by a presentation by the training leader and discussion among the advisers participating in the program.

5. ability to advise students in writing many types of feature stories.

Item 48 from the questionnaire was ranked 35 by less prepared advisers, 43 by more prepared advisers and 41 by professors. (Agreement) (Type 2)

Student newspaper guidebooks for years have stressed the importance of publishing a variety of features, and this need was included to see if respondents accepted that premise. Apparently they have not. The less prepared advisers ranked the need in the medium low quartile and the other two groups placed it in the low quartile.

Features are important in newspapers and are gaining in importance in contemporary yearbooks. But relatively, other needs are more important. The low rating by the two groups is accepted and the need is eliminated from further consideration in developing principles or the model. Rating: Low.

Feature writing takes a great deal of time to develop and
probably cannot be achieved in a short-term program. There is some movement toward making feature stories be interpretive news stories, and a training program may emphasize that trend. That does not simplify the development of feature writing or interpretive news writing ability.

Ability to advise students in writing many types of feature stories can be developed in adviser training by presenting advisers with examples of good feature stories followed by discussion and analysis of both the writing and the idea or news peg of each story. Ideas for feature and interpretive news stories can be presented effectively by showing advisers slides of pages upon which they appear and by briefly discussing the idea or main feature of each story.

6. ability to write many types of feature stories.

Item 35 from the questionnaire was ranked 37 by less prepared advisers, 47 by more prepared advisers and 47 by professors. (Agreement) (Type 1)

As in the ability to advise about feature stories, the less prepared advisers ranked this need in the medium low quartile and the other two groups placed it in the low quartile. Because development of this skill requires a great deal of time and probably cannot be achieved in the short-term situation, ability to advise students about feature writing should be developed as much as possible and actual writing by advisers should be attempted only on an optional basis during a short-term program. In some instances it may be appropriate to devote an entire training program to feature and interpretive news writing, especially if the participating advisers have completed instruction or training in the needs that were rated of greater importance in the
surveys.

As in the preceding need, the low rating of the two groups is accepted and the overall rating is Low.

This need was eliminated from further consideration in developing principles or the model. [Features later were reinstated as part of the model after results of the expert jury's validation had been analyzed.]

10. GENERAL AND MISCELLANEOUS NEEDS

Five needs that were considered to be relatively unimportant in advising and relatively unrelated to student publications per se were included in the survey to see if respondents tended to agree with the investigator's perceptions of their importance. All five needs are Type 1 and were ranked in the low quartile by all groups with one exception, skill in public relations, which was ranked in the medium low quartile by the less prepared advisers. The overall rating for each of the five was Low, and all five were discarded from further consideration in developing principles or the model. Because of their irrelevance to advising and their low ratings, they are discussed only briefly here.

1. skill in public relations.

Item 34 from the questionnaire was ranked 29 by less prepared advisers, 42 by more prepared advisers and 51 by professors. (Disagreement)

The investigator believes that the higher rating by the less prepared advisers probably can be attributed to their misunderstanding of public relations. Several respondents noted that the adviser must "get along with the principal" or "must be able to deal with irate teachers."
Those who made comments did not indicate understanding of the broad implications of public relations nor techniques common to public relations. Public relations is not a clearly understood function or concept, and the varying popular beliefs about public relations probably affected the ratings by the respondents. Whatever the reason, two of the three groups ranked it low and it was eliminated from further use in the study.

2. **ability to advise students in regard to journalism careers.**

Item 61 from the questionnaire was ranked 48 by less prepared advisers, 45 by more prepared advisers and 50 by professors. (Strong Agreement)

Most student publications staff members will not go on to careers in journalism, and ability to advise on careers certainly is not central to effective advising of a student publication. All three groups strongly agreed on this point in placing it near the bottom of the low quartile. It was eliminated from further consideration in the study.

3. **to understand the role of the mass media in American society.**

Item 47 from the questionnaire was ranked 49 by less prepared advisers, 48 by more prepared advisers and 44 by professors. (Strong Agreement)

It is important for an adviser to understand the role of the mass media in society, but relatively not so important as other more crucial concerns and skills in advising. Again all three groups strongly agreed and the need was eliminated from further use in the study.

4. **skill in magazine writing and editing.**

Item 54 from the questionnaire was ranked 50 by less prepared advisers, 53 by more prepared advisers and 53 by professors. (Strong
This is a broad skill or range of skills usually developed over a series of two to four courses in journalism schools and could not be sufficiently developed in a short-term training program. It is not essential to advising publications, although one investigator rated it fifth among five "primary skills to be acquired" by prospective high school journalism teachers.4 Skill in magazine writing and editing certainly could be helpful to advisers of yearbooks, magazines and newspapers, but its relative importance among the 53 needs clearly is low. This need was last in two groups' rankings and next to last in the other's. It was eliminated from further use.

5. knowledge and understanding of the history of American journalism.

Item 33 from the questionnaire was ranked 53 by less prepared advisers, 52 by more prepared advisers and 52 by professors. (Strong Agreement)

Knowledge, understanding and appreciation of the history of American journalism are highly desirable in publications advisers, but other needs are relatively much more important to them. The three groups agreed in placing this need next to last or last. It was not used in developing principles or the model.

Advisers as competent journalists. It can be assumed that advisers and professors believe that advisers should be able to perform

---

all the skills they advise and develop in students, yet educators frequently advise students by referring them to other persons more expert in the particular skill or area of knowledge in which the student is interested.

To get an indication of how advisers and professors feel about journalistic competence of advisers, 16 items were placed on the survey instrument. Fifteen related to seven areas of competence, eight asking ratings of ability to advise in these areas and seven asking for ratings of the ability to perform the journalistic function. The sixteenth asked directly, "Do you believe an adviser should be able to perform the skills he or she advises students? For example, should an adviser be able to write an interpretive news story as well as to advise students in writing one?" Respondents overwhelmingly said yes to this question, advisers should be able to perform the skills they advise: 85.5 per cent of the advisers and 95.1 per cent of the professors.

In six of the seven skills rated, the ability to advise was rated higher than the ability to perform the skill. The skills and their rankings by the three groups, advisers with 0-13 hours in journalism, advisers with 18-90 hours in journalism, and professors, were:

<table>
<thead>
<tr>
<th>Ability to Advise</th>
<th>Ability to Perform</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet deadlines</td>
<td>2-8-4.5 (High)</td>
</tr>
<tr>
<td>News writing</td>
<td>15-17-4.5 (High)</td>
</tr>
<tr>
<td>Photography</td>
<td>17-22.5-29.5 (Medium High)</td>
</tr>
<tr>
<td>Editing opinion pages</td>
<td>38-27.5-29.5 (Medium Low)</td>
</tr>
<tr>
<td>Financing</td>
<td>20-20-24.5 (Medium High)</td>
</tr>
<tr>
<td>Editorial writing</td>
<td>36-32-29.5 (Medium Low)</td>
</tr>
<tr>
<td>Feature writing</td>
<td>35-43-41 (Low)</td>
</tr>
</tbody>
</table>
The ratings are reasonably close in each instance, except for photography, where the difference amounts to about two quartiles. Noticeable differences are evident in the rankings for news writing, particularly among the least prepared advisers; editing opinion pages; and financing. The rankings suggest an understanding that a person can advise something in which he is not expert coupled with a belief that ability in the skill is only slightly less important than the ability to advise that skill.

Needs from free answer responses. In an attempt to identify needs that had not been presented to advisers for rating, an open end question invited respondents to "list three difficult or typical problems you have encountered as a publications adviser." Nearly all the problems listed matched or were closely related to needs that had been stated on the instrument. Table 7 presents the responses to this question, to which 129 advisers gave 356 answers, a mean of 2.76 answers per respondent.

Finances were mentioned most, followed by deadlines and organizing to meet them, recruiting, identifying and training staff members, photography and photographers, and lack of time to advise properly. Time was not presented as a need to be rated. Adviser training could not produce sufficient time, although training that increases advising efficiency indirectly could provide more time but perhaps not sufficient time for advising.

The list of 18 items from the open end responses provides items that should be attended to in adviser training programs. No single item was mentioned by more than 34.9 per cent of the respondents. Only three
TABLE 7
NEEDS IDENTIFIED FROM PROBLEMS LISTED BY ADVISERS

<table>
<thead>
<tr>
<th>Rank</th>
<th>Need or Problem</th>
<th>Mentions</th>
<th>Pct.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Finances (raising money, generating income, budgeting, controlling expenses)</td>
<td>45</td>
<td>34.9</td>
</tr>
<tr>
<td>2</td>
<td>Deadlines and organizing to meet them</td>
<td>39</td>
<td>30.2</td>
</tr>
<tr>
<td>3</td>
<td>Recruiting, identifying and training staff members</td>
<td>37</td>
<td>28.7</td>
</tr>
<tr>
<td>4</td>
<td>Photography and photographers</td>
<td>26</td>
<td>20.2</td>
</tr>
<tr>
<td>5</td>
<td>Lack of time, personally or with students, to advise properly (Students not in class long enough or not available for after-school staff meetings; adviser hasn't time available)</td>
<td>22</td>
<td>17.1</td>
</tr>
<tr>
<td>6.5</td>
<td>Staff cooperation and even distribution of work among staff; staff organization</td>
<td>17</td>
<td>13.2</td>
</tr>
<tr>
<td>6.5</td>
<td>Writing problems among students: copy, captions, news, etc.</td>
<td>17</td>
<td>13.2</td>
</tr>
<tr>
<td>8.5</td>
<td>Maintaining staff interest throughout the year</td>
<td>13</td>
<td>10.1</td>
</tr>
<tr>
<td>8.5</td>
<td>Stale news, lack of news to report, training students to understand what news is and to get it</td>
<td>13</td>
<td>10.1</td>
</tr>
<tr>
<td>10</td>
<td>Lack of administrative support for publications or adviser</td>
<td>12</td>
<td>9.3</td>
</tr>
<tr>
<td>11</td>
<td>Layout and design</td>
<td>8</td>
<td>6.2</td>
</tr>
<tr>
<td>12</td>
<td>Inadequate adviser training</td>
<td>7</td>
<td>5.4</td>
</tr>
<tr>
<td>13.5</td>
<td>Censorship</td>
<td>6</td>
<td>4.7</td>
</tr>
<tr>
<td>13.5</td>
<td>Student body disinterest in publications</td>
<td>6</td>
<td>4.7</td>
</tr>
<tr>
<td>16</td>
<td>Inadequate facilities and/or equipment</td>
<td>5</td>
<td>3.9</td>
</tr>
<tr>
<td>16</td>
<td>Grading and evaluating student work</td>
<td>5</td>
<td>3.9</td>
</tr>
<tr>
<td>16</td>
<td>Getting students to accept responsibility with freedom</td>
<td>5</td>
<td>3.9</td>
</tr>
<tr>
<td>18</td>
<td>Cooperation from other teachers within the school</td>
<td>4</td>
<td>3.1</td>
</tr>
<tr>
<td></td>
<td>Others with three or fewer mentions each</td>
<td>69</td>
<td>3.1</td>
</tr>
<tr>
<td></td>
<td>No answer</td>
<td>2</td>
<td>2.8</td>
</tr>
</tbody>
</table>

Pct. is based on 129 respondents.
items were mentioned by more than one-fourth of the respondents. Rather than set a numerical criterion for acceptance of these needs, the investigator decided whether the need had been rated and included in the study. The top four items had been included: finances, deadlines, recruiting and photography.

Items that had not been rated were:

Maintaining staff interest through the year (10.1 per cent)
Student body disinterest in publications (4.7 per cent)
Inadequate facilities and/or equipment (3.9 per cent)
Grading and evaluating student work (3.9 per cent)

All 14 other items were considered to have been included among the 53 needs statements that had been rated by the survey respondents.

Professors were asked a similar question, "List three difficult or typical problems publications advisers encounter." Most of the items they mentioned also had been included (See Table 8). Finances were first in their list. Lack of administrative support, tenth among advisers, tied for third among professors with insufficient time and compensation for advising, which was fifth on the advisers' list. Censorship, tied for thirteenth among advisers, was ranked fifth by professors. Other than facilities and equipment, which was ranked low by both groups, the professors added no new needs to the list to be considered. Several problems mentioned by only a single professor were insightful and could be of interest to in-service program planners:

The feeling of being alone; facing the many problems an adviser faces without the apparent support of anyone else.

Being overwhelmed by the job and having to spend so much time learning the job while doing it that there's no time for enrichment.
TABLE 8

NEEDS IDENTIFIED FROM PROBLEMS LISTED BY PROFESSORS

<table>
<thead>
<tr>
<th>Rank</th>
<th>Need or Problem</th>
<th>Mentions</th>
<th>Pct.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Financial support</td>
<td>19</td>
<td>48.7</td>
</tr>
<tr>
<td>2</td>
<td>Administrative support and understanding</td>
<td>11</td>
<td>28.2</td>
</tr>
<tr>
<td>3.5</td>
<td>Inadequate professional training and experience</td>
<td>9</td>
<td>23.1</td>
</tr>
<tr>
<td>3.5</td>
<td>Insufficient time and compensation for advising</td>
<td>9</td>
<td>23.1</td>
</tr>
<tr>
<td>5</td>
<td>Censorship</td>
<td>8</td>
<td>20.5</td>
</tr>
<tr>
<td>6</td>
<td>Inexperienced staff and inadequate training time</td>
<td>7</td>
<td>17.9</td>
</tr>
<tr>
<td>8</td>
<td>Lack of student interest and desire by staff</td>
<td>4</td>
<td>10.3</td>
</tr>
<tr>
<td>8</td>
<td>Scholastic press freedom and responsibility</td>
<td>4</td>
<td>10.3</td>
</tr>
<tr>
<td>8</td>
<td>Photography</td>
<td>4</td>
<td>10.3</td>
</tr>
<tr>
<td>11.5</td>
<td>Ability to earn colleague understanding, support</td>
<td>3</td>
<td>7.7</td>
</tr>
<tr>
<td>11.5</td>
<td>Recruiting staff</td>
<td>3</td>
<td>7.7</td>
</tr>
<tr>
<td>11.5</td>
<td>Lack of time for students to meet during school day</td>
<td>3</td>
<td>7.7</td>
</tr>
<tr>
<td>11.5</td>
<td>Tendency to write, edit and perform other key tasks</td>
<td>3</td>
<td>7.7</td>
</tr>
<tr>
<td></td>
<td>rather than to advise</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.5</td>
<td>Lack of importance of deadlines and meeting them</td>
<td>2</td>
<td>5.1</td>
</tr>
<tr>
<td>15.5</td>
<td>Organizing all facets of production</td>
<td>2</td>
<td>5.1</td>
</tr>
<tr>
<td>15.5</td>
<td>Insufficient ability to cope with administrations</td>
<td>2</td>
<td>5.1</td>
</tr>
<tr>
<td></td>
<td>and their entrenched ideas about values of publications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.5</td>
<td>Lack of adequate facilities</td>
<td>2</td>
<td>5.1</td>
</tr>
</tbody>
</table>

Items mentioned only once each

No answer

Pct. is based on 39 respondents
Differentiating between an educational and a commercial scholastic journalism experience.

Getting the public to accept the definition of an adequate publication.

Educating administrators and school boards to school press functions, freedoms, purposes and values.

Board of Education funding sufficient to put the newspaper in the hands of every student instead of only those buying subscriptions.

Training students in investigative reporting and writing that is meaningful while obtaining administrative acceptance of publication of such work.

Getting students to understand and accept the adversary role of the press on the one hand and the social responsibilities on the other—the delicate balance.

Most of these single comments point toward the importance of training for the adviser who will have strength to deal with problems with little support from others, who will keep from being overwhelmed by the job, who will function as liaison with administrators and the school board and who will attempt to explain and earn acceptance for the distinct nature of a student publication. Social responsibility and the adversary role of the press may be beyond the scope of basic in-service training programs for advisers, but they could receive attention after basic essentials have been dealt with.

Responses to the open end question confirmed that obtaining financial support or raising funds is perceived as a significant need by both advisers and professors. Lack of time to advise properly also was ranked high by both groups (3.5 by professors and 5 by advisers). Other than these two examples of agreement, rankings by the two groups were dissimilar. Despite their low rankings by advisers (8.5, 13.5, 16 and 16),
the four items that had not been rated were deemed worthy of attention in developing a model for a training program. Only one of these also had been added by professors, ranked 15.5.

**Meeting advisers' needs.** Both advisers and professors were asked about ways of meeting advisers' needs. One question asked the best way for a person with little or no pre-service preparation to undertake in-service preparation to become an effective adviser. Another asked the respondents to rank in order five sources that had been most helpful to them in their experience as advisers, and a third asked for an open end response to how an advisers' needs can best be met to prepare him or her for advising and the problems advisers typically face.

For persons with little or no pre-service preparation, both the advisers and professors highly ranked on-campus residential summer publications workshops and in-service courses at a university that teaches journalism. Nine options were offered, and respondents were asked to rank them in order. The rankings and median scores for the nine items, with 9 being the highest possible score and 1 the lowest, were:

<table>
<thead>
<tr>
<th>When a person with little or no pre-service preparation becomes an adviser, what are the best ways for that person to undertake in-service preparation to become an effective adviser?</th>
<th>Advisers Rank Median</th>
<th>Professors Rank Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in an on-campus residential summer publications workshop</td>
<td>1 7.667</td>
<td>2 8.406</td>
</tr>
<tr>
<td>Take an in-service course at a university that teaches journalism</td>
<td>2 7.148</td>
<td>1 8.458</td>
</tr>
<tr>
<td>Visit local newspapers and printers for information and advice</td>
<td>3 5.154</td>
<td>7 3.800</td>
</tr>
<tr>
<td>Activity</td>
<td>Advisers Rank</td>
<td>Advisers Median</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>---------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Read a pamphlet or book on publications advising</td>
<td>4</td>
<td>4.850</td>
</tr>
<tr>
<td>Seek an in-service course or workshop within the local school system</td>
<td>5</td>
<td>4.714</td>
</tr>
<tr>
<td>Participate in state scholastic press association conventions</td>
<td>6</td>
<td>3.529</td>
</tr>
<tr>
<td>Take a correspondence course in advising from a university that offers one</td>
<td>7</td>
<td>2.917</td>
</tr>
<tr>
<td>Participate in national scholastic press conventions</td>
<td>8</td>
<td>1.913</td>
</tr>
<tr>
<td>Take an in-service course in education at a university</td>
<td>9</td>
<td>1.253</td>
</tr>
</tbody>
</table>

There was a big drop between the second and third ranked items in both groups. Advisers recommended consulting with local newspapers and printers and using books and pamphlets more highly than did professors, who recommended participation in state scholastic press association conventions and national scholastic press conventions, both of which could be more costly than the advisers' third and fourth ranked items. An in-service course or workshop in the local school system was ranked fifth by both groups, tying in the professors' group with pamphlets and books on publications advising.

Correspondence courses in advising and in-service courses in education were rated low by both groups.

A follow-up question asked if the highest ranked item was readily available in the respondent's locality. Of the 131 advisers, 56.6 per cent said it was, 27.5 per cent said it was not and the remaining 16.0 per cent did not answer. Availability obviously was higher in the university communities where the professors were, with 73.2 per cent
answering yes, 14.6 per cent answering no and 12.2 per cent not answering.

To get at ways to meet advisers' needs another way, respondents were asked to rank in order five types of sources "that have been most helpful to you in your experience as an adviser." They could add a sixth item, "other," and list what it had been.

Advisers ranked persons, workshops and books or magazines as their top three sources. Professors ranked courses, persons and workshops as their top three sources. Courses were ranked fourth by the advisers. This may reflect the fact that most advisers had taken no courses in advising while most professors had, and all professors in the study teach courses in advising.

In both groups, "other" was ranked last. Complete results were:

<table>
<thead>
<tr>
<th>Rank in order of importance the sources that have been most helpful to you in your experience as an adviser</th>
<th>Advisers Rank</th>
<th>Advisers Median</th>
<th>Professors Rank</th>
<th>Professors Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persons ...........................................................................</td>
<td>1</td>
<td>5.117</td>
<td>2</td>
<td>4.333</td>
</tr>
<tr>
<td>Workshops ......................................................................</td>
<td>2</td>
<td>4.217</td>
<td>3</td>
<td>4.071</td>
</tr>
<tr>
<td>Books or magazines ................................................................</td>
<td>3</td>
<td>3.911</td>
<td>5</td>
<td>2.500</td>
</tr>
<tr>
<td>Courses .........................................................................</td>
<td>4</td>
<td>2.593</td>
<td>1</td>
<td>4.722</td>
</tr>
<tr>
<td>Organizations ................................................................</td>
<td>5</td>
<td>1.671</td>
<td>4</td>
<td>3.056</td>
</tr>
<tr>
<td>Other ...........................................................................</td>
<td>6</td>
<td>1.212</td>
<td>6</td>
<td>1.113</td>
</tr>
</tbody>
</table>

These results are closely compatible with the previous ones that recommended how advisers could become better prepared to advise. Persons (experienced advisers, professors, other resource people), workshops and courses all rate high. Books or magazines also are among the highly
rated sources by advisers. Professors rank organizations higher than do advisers, probably because they are more likely to be involved in them than the advisers. Some of the persons found to be helpful were active in or officers of organizations but were rated high for their service as persons rather than as representatives of their organizations.

Because of their relatively high median scores, the most important or most helpful of these sources appear to be persons, workshops and, in the professors' opinion, courses, and in the advisers' opinion, books or magazines.

As follow-up to this question, respondents were asked to "list specific names for the first two items" above. Because of the wide geographical distribution of the two surveys, specific names were not always easy to code, particularly of persons or workshops available only in one region or state. But many respondents gave identifying information about names and the investigator recognized nationally known names, permitting reasonably thorough coding of responses.

The advisers' survey yielded 224 responses to this question from 116 advisers, or a mean of 1.9 for each of the 116 who answered. In the professors' survey, 33 of 41 responded with 90 items, a mean of 2.7 per person among the 33 answering the question. Table 9 presents the data from the advisers' survey and Table 10 presents those from the professors.

The differences between the two groups' backgrounds again is evident. The professors, who have many credit hours of journalism, rank professors and educators, other experienced advisers, workshops and a journalism major at the top of their list. Advisers overwhelmingly
<table>
<thead>
<tr>
<th>Rank</th>
<th>Item</th>
<th>Mentions</th>
<th>Pct.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yearbook printing company representative</td>
<td>37</td>
<td>31.9</td>
</tr>
<tr>
<td>2</td>
<td>Books</td>
<td>22</td>
<td>19.0</td>
</tr>
<tr>
<td>3</td>
<td>University or college workshops</td>
<td>20</td>
<td>17.2</td>
</tr>
<tr>
<td>4</td>
<td>Local newspaper editor, publisher or editorial staff member</td>
<td>14</td>
<td>12.1</td>
</tr>
<tr>
<td>5</td>
<td>Unidentifiable individual, name not recognizable</td>
<td>13</td>
<td>11.2</td>
</tr>
<tr>
<td>6.5</td>
<td>Predecessor adviser</td>
<td>12</td>
<td>10.3</td>
</tr>
<tr>
<td>6.5</td>
<td>Periodicals</td>
<td>12</td>
<td>10.3</td>
</tr>
<tr>
<td>8.5</td>
<td>Professors</td>
<td>9</td>
<td>7.7</td>
</tr>
<tr>
<td>8.5</td>
<td>Other advisers</td>
<td>9</td>
<td>7.7</td>
</tr>
<tr>
<td>10.5</td>
<td>Directors or officers of school press associations</td>
<td>6</td>
<td>5.2</td>
</tr>
<tr>
<td>10.5</td>
<td>Yearbook printing company workshops</td>
<td>6</td>
<td>5.2</td>
</tr>
<tr>
<td>12</td>
<td>University courses in advising publications and teaching high school journalism</td>
<td>5</td>
<td>4.3</td>
</tr>
<tr>
<td>14</td>
<td>University journalism courses</td>
<td>4</td>
<td>3.4</td>
</tr>
<tr>
<td>14</td>
<td>State, regional or local school press associations</td>
<td>4</td>
<td>3.4</td>
</tr>
<tr>
<td>14</td>
<td>Photographer or photo studio personnel</td>
<td>4</td>
<td>3.4</td>
</tr>
<tr>
<td>16</td>
<td>Newspaper Fund</td>
<td>3</td>
<td>2.6</td>
</tr>
<tr>
<td></td>
<td>6 items each mentioned twice</td>
<td>12</td>
<td>1.7</td>
</tr>
<tr>
<td></td>
<td>32 items each mentioned once</td>
<td>32</td>
<td>0.9</td>
</tr>
</tbody>
</table>

Pct. is based on 116 respondents.
### TABLE 10

**SOURCES OF ASSISTANCE LISTED BY PROFESSORS**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Item</th>
<th>Mentions</th>
<th>Pct.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5</td>
<td>Professors and educators</td>
<td>9</td>
<td>27.3</td>
</tr>
<tr>
<td>1.5</td>
<td>Other experienced advisers</td>
<td>9</td>
<td>27.3</td>
</tr>
<tr>
<td>3</td>
<td>Workshops</td>
<td>6</td>
<td>18.2</td>
</tr>
<tr>
<td>4</td>
<td>Journalism major</td>
<td>5</td>
<td>15.1</td>
</tr>
<tr>
<td>6.5</td>
<td>Newswriting or reporting course</td>
<td>4</td>
<td>12.1</td>
</tr>
<tr>
<td>6.5</td>
<td>Columbia Scholastic Press Association</td>
<td>4</td>
<td>12.1</td>
</tr>
<tr>
<td>6.5</td>
<td>National Scholastic Press Association</td>
<td>4</td>
<td>12.1</td>
</tr>
<tr>
<td>6.5</td>
<td>Newspaper Fund Fellowship or Seminar</td>
<td>4</td>
<td>12.1</td>
</tr>
<tr>
<td>10</td>
<td>Course in advising student publications</td>
<td>3</td>
<td>9.1</td>
</tr>
<tr>
<td>10</td>
<td>Scholastic Editor (magazine)</td>
<td>3</td>
<td>9.1</td>
</tr>
<tr>
<td>10</td>
<td>College Press Review (magazine)</td>
<td>3</td>
<td>9.1</td>
</tr>
<tr>
<td>16</td>
<td>Books and articles</td>
<td>2</td>
<td>6.1</td>
</tr>
<tr>
<td>16</td>
<td>Columbia Scholastic Press Advisers Association</td>
<td>2</td>
<td>6.1</td>
</tr>
<tr>
<td>16</td>
<td>Editing course</td>
<td>2</td>
<td>6.1</td>
</tr>
<tr>
<td>16</td>
<td>Journalism Education Association</td>
<td>2</td>
<td>6.1</td>
</tr>
<tr>
<td>16</td>
<td>Photolith (magazine)</td>
<td>2</td>
<td>6.1</td>
</tr>
<tr>
<td>16</td>
<td>Quill and Scroll</td>
<td>2</td>
<td>6.1</td>
</tr>
<tr>
<td>16</td>
<td>Scholastic Journalism (test)</td>
<td>2</td>
<td>6.1</td>
</tr>
<tr>
<td>16</td>
<td>School Press Review (magazine)</td>
<td>2</td>
<td>6.1</td>
</tr>
<tr>
<td>16</td>
<td>State school press association</td>
<td>2</td>
<td>6.1</td>
</tr>
<tr>
<td></td>
<td>Items mentioned once</td>
<td>20</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Pct. is based on 33 respondents.
rank the yearbook printing company sales representative at the top of their list, followed by books, university or college workshops and local newspaper editor, publisher or editorial staff member. The 13 unidentifiable individuals listed by advisers could add to the first and fourth ranked items or to the list of predecessor advisers, professors, other advisers or photographers. The distribution of these 13 probably would not significantly alter the rankings presented, unless by some unusual coincidence most or all of the 13 fell into a single classification other than yearbook printing company representatives.

Since the model will be of an in-service nature, the advisers' responses to this question suggest important considerations. Their seven top-ranked items appear to be most readily available locally and most reasonable in cost, both in time and money.

The professors' responses generally are readily available and reasonable in cost also. Three of their top eight ranked items suggest their pre-service training: professors and educators, journalism major and newswriting or reporting course. The other five of the top eight appear to be readily available, as are most of the others on the list except possibly the two courses, one in advising, tied for tenth, and one in editing, tied for sixteenth.

From these two groups we see that university or college workshops are ranked high, third in each group, and could be used as an in-service training experience. Training program directors and planners also should be aware of opportunities for reaching advisers through yearbook printing company representatives, books, newspaper editorial personnel and other advisers. Training programs may not be developed for these
specific groups, but program directors may consider means of keeping
these groups informed and may contribute to books for advisers.

The last in this series of questions asked an open end question,
"Briefly, how do you believe an adviser's needs can best be met to pre­
pare him or her for advising and the problems advisers typically face?"
Advisers overwhelmingly ranked workshops first, followed by courses and
experience working on a publication as an editor or staff member. Their
next three items are not usually considered in pre-service or in-service
program planning but could be useful in schools where they can be imple­
mented: talk with predecessor adviser or other adviser, serve an
apprenticeship of one to six years and gain experience on the job.

Professors lumped courses and workshops together and ranked them
first. They then recommended what appears to be pre-service training,
strong background in journalism or a journalism major or minor. Third
was work on publications or an internship. A methods course or course
in advising was fourth. Again, workshops are ranked high, as are
courses. These forms of in-service training apparently could be very
effective. Table 11 presents the advisers' responses to this question
and Table 12 presents the professors' responses.

The final question on the survey instrument was included to let
respondents add anything they felt like saying and was not intended to
be coded or analyzed. The broad closing question was, "Please give any
further comments or observations you would like to make about advising,
advising problems, solutions to advising problems or anything else
related to advising publications." Some responses duplicated comments
### TABLE 11
WAYS TO MEET ADVISERS' NEEDS
LISTED BY ADVISERS

<table>
<thead>
<tr>
<th>Rank</th>
<th>Item</th>
<th>Mentions</th>
<th>Pct.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Workshops</td>
<td>45</td>
<td>39.5</td>
</tr>
<tr>
<td>2</td>
<td>Courses</td>
<td>24</td>
<td>21.0</td>
</tr>
<tr>
<td>3</td>
<td>Experience on a publication</td>
<td>17</td>
<td>14.9</td>
</tr>
<tr>
<td>4</td>
<td>Talk with predecessor adviser or other adviser</td>
<td>12</td>
<td>10.5</td>
</tr>
<tr>
<td>5.5</td>
<td>Apprenticeship: have new adviser be assistant one to six years</td>
<td>10</td>
<td>8.8</td>
</tr>
<tr>
<td>5.5</td>
<td>Experience and identifying problems on the job</td>
<td>10</td>
<td>8.8</td>
</tr>
<tr>
<td>7</td>
<td>Books or texts</td>
<td>7</td>
<td>6.1</td>
</tr>
<tr>
<td>8</td>
<td>Work closely with printer's representative</td>
<td>5</td>
<td>4.4</td>
</tr>
<tr>
<td>9</td>
<td>Go to journalism school (journalism major)</td>
<td>3</td>
<td>2.6</td>
</tr>
<tr>
<td>12.5</td>
<td>Association memberships</td>
<td>2</td>
<td>1.7</td>
</tr>
<tr>
<td>12.5</td>
<td>Released time to advise</td>
<td>2</td>
<td>1.7</td>
</tr>
<tr>
<td>12.5</td>
<td>Employ someone with journalistic background</td>
<td>2</td>
<td>1.7</td>
</tr>
<tr>
<td>12.5</td>
<td>Trial and error after adviser has gained a storehouse of practical knowledge</td>
<td>2</td>
<td>1.7</td>
</tr>
<tr>
<td>12.5</td>
<td>Have administration learn that advising is time consuming and hard work and allow teacher some time off</td>
<td>2</td>
<td>1.7</td>
</tr>
<tr>
<td>12.5</td>
<td>Support from principal and freedom to operate</td>
<td>2</td>
<td>1.7</td>
</tr>
</tbody>
</table>

**Items mentioned only once**

| 31 |

**Total mentions**

176

Pct. is based on 114 respondents.
### TABLE 12
WAYS TO MEET ADVISERS' NEEDS
LISTED BY PROFESSORS

<table>
<thead>
<tr>
<th>Rank</th>
<th>Item</th>
<th>Mentions</th>
<th>Pct.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Courses and workshops, less than a journalism minor</td>
<td>17</td>
<td>45.9</td>
</tr>
<tr>
<td>2</td>
<td>&quot;Strong&quot; background in journalism or journalism major or minor</td>
<td>14</td>
<td>37.8</td>
</tr>
<tr>
<td>3</td>
<td>Work on publications or an internship</td>
<td>9</td>
<td>24.3</td>
</tr>
<tr>
<td>4</td>
<td>Methods course or course in advising</td>
<td>6</td>
<td>16.2</td>
</tr>
<tr>
<td>5.5</td>
<td>Student teaching</td>
<td>4</td>
<td>10.8</td>
</tr>
<tr>
<td>5.5</td>
<td>Consultation or contact with other advisers</td>
<td>4</td>
<td>10.8</td>
</tr>
<tr>
<td>7.5</td>
<td>Certification</td>
<td>3</td>
<td>8.1</td>
</tr>
<tr>
<td>7.5</td>
<td>Participate in organizations</td>
<td>3</td>
<td>8.1</td>
</tr>
<tr>
<td>9.5</td>
<td>Practical experience</td>
<td>3</td>
<td>8.1</td>
</tr>
<tr>
<td>9.5</td>
<td>Gain confidence through instruction then get moral and financial support of the school administration</td>
<td>1</td>
<td>2.7</td>
</tr>
</tbody>
</table>

Total mentions 62

Pct. is based on 37 respondents.
and data already collected from previous items. Perhaps some advisers and professors felt that repetition would emphasize points they previously had made. Although this question was intended primarily as an outlet for frustrations respondents may have felt from answering the lengthy questionnaire and less as a means of gathering information that may have been overlooked in the preceding 71 items, a few responses were notable. More than half the advisers (70 of 131, 53.4 per cent) did not answer, although three-fourths of the professors (31 or 41, 75.6 per cent) did respond.

Selected Advisers' Responses:

Get qualified, interested persons to be advisers. This is an important part of education and it takes a dedicated person to do the best jobs for the students. (Washington)

I highly recommend sending editors and photographers to summer workshops at state universities—EXCELLENT! (Iowa)

Local universities and newspapers should take more interest, offering workshops at convenient times, offering seminars for advisers to come together to discuss problems. (Pennsylvania)

School publications are so essential to any school, yet never seem to receive enough support from other students and budgets of the School Committees. (Massachusetts)

Emphasize that it should be as student-centered as possible—that the yearbook is mainly for students—and an "adviser's book" is often the worst thing that can happen. (Washington)

University personnel are sometimes "out of touch" with high school attitudes and situations—seek to raise high school journalism to same "level" as college and daily newspaper without regard for unique nature of adolescent. (Ohio)

It's a great job, constant hassle, and you are always in the fire if you are doing your job. (Iowa)

(1) I'm confident of my knowledge of yearbook publication. (2) I have my staff very carefully organized; I believe organization is the key to a successful year. (3) I hold a workshop
(here) for area schools. (4) I have 29 students on my staff; we meet as a class. (5) We sell $5,600 annually in advertisements --IN A TOWN WITH A POPULATION OF 1,500! (6) Pride, desire and determination characterize the staff. (North Carolina)

More advisers should be qualified--both B.A. in journalism and work experience on a newspaper writing news stories, etc. (Montana)

To some extent, the general decline of academic standards has affected journalism students. In journalism they have to produce; they can often get high marks in other courses without producing anything. (Ohio)

The position of adviser needs to be clearly defined within each situation so that the adviser, staff and school administration understand what can be expected from that person. (Pennsylvania)

Journalism and especially photography are still second-class citizens in the public school system. A 20th century education should include an effort toward maturing a relationship between our students and the media--both as a form of consumer education and as an outline of potential creativity. (Texas)

The position is too often foisted on an unsuspecting new teacher, not a qualified or even interested teacher. Too often "anybody" can advise a publication. Journalism takes second place. (Louisiana)

These are my needs: An effective ad campaign and fund raising. A programmed course of study to handle those students not actively engaged in the layout of the paper. Inexpensive local workshops to aid adviser and students. (Kentucky)

For a beginning adviser, he needs experience in the field or a good course in all aspects of journalism. (Mississippi)

An adviser's and staff's best friend is the high school principal. We happen to have one of the greatest, . . . He has given us not only support, but encouragement and a sense of pride. (Texas)

Be an adviser. Don't do the work for them. (Iowa)

I have been "stuck" with this since my first year of teaching, first because second year typing students had to publish these (yearbook and magazine) and this info followed me on my credentials. Each year I've begged to be replaced but no luck. Had I known from the first year that this was going to happen, I would have exerted myself but to this day I am not a bit
interested and have luckily chosen good students—they know my feelings and we have struggled all these years and my principal says our efforts are second to none in the area!! I feel any adviser should have some journalism courses. I have so many commitments in the business field I don't have time to add more. I guess I am very negligent but I will have to retire from teaching in order to get rid of my job!!! (Washington) (Adviser for 22 years in a school of 1150)

Keeping advisers from leaving the area because of extreme difficulties and little encouragement from others seems to be a major concern. Administration needs to consider journalism as a field which helps to fulfill students' needs as well as offering a service to the school. (Alaska)

In a school my size, we have no qualified journalism teacher, so tradition gives this job to the business teacher. This is common in AA schools in Texas. Perhaps schools should require business education teachers to take some journalism! (Texas) (School enrollment 450)

Students will respond positively if you show them care. Praise them when they do well or improve even slightly. Help them to develop pride in their accomplishments and help them until it hurts. Challenge them to improve upon their last accomplishment. Fuss, cuss and love. When they encounter obstacles and objections from students or administration, reinforce them with journalistic theories (free press, Libertarian, etc.) for expression and stand up for what you teach—and them also. Stive for "excellence" in finished product. Find a printer who can fill the requirements of your publication best. Most of all, stimulate your students' interest by teaching the importance of the media in a modern society and its influence on that society and the meaning of a free press. (North Carolina)

Selected Professors' Responses:

Have an open mind, study, and continue to be enthusiastic about learning. It's a great opportunity to work with youth eager to do something (instead of having to do something—the classroom attitude). (Indiana)

Although college journalism course work and experience are ideal, much of the success in advising deals with the adviser's ability to be an organizer, a diplomat, a motivater, and a psychologist. Much of this ability comes through experience (as in any profession). (Missouri)
It seems to me that the solutions to advising problems rest mainly outside our field. Namely, achieving some support of a free student press from school administrators, school boards, and community. Without this, the adviser has no reason for optimism. (Missouri)

There is no one answer. It requires constant efforts to improve, re-educate oneself, updating, interaction, etc. (Texas)

Require and enforce certification requirements in journalism the same as for English, math, etc. Give adviser TIME during school day to work with students on publications in addition to class time for teaching journalism. Provide separate facilities so students and teacher will have access at any time. Reduce financial burden. Encourage teacher and student participation in journalism organizations, workshops, seminars, etc. (West Virginia)

The main problem is convincing most advisers to attend summer workshops. They complain about all they don't know at fall conferences but won't take the effort to do anything about it. Most who do attend a workshop come away rejuvenated and excited about advising—the problem is getting them there. (Wisconsin)

The adviser must establish a rapport with his staff. He must create a confidence and a climate of mutual respect. He must, above all, trust, which follows training. In my (40) years of advising I have experienced only one or two such violations, so the percentages of plusses proves my point, I feel. (North Carolina)

Certification for advising would solve many problems. (Illinois)

Summary

Two surveys, one of high school publications advisers and one of college professors who teach courses for high school advisers, were conducted to assess the needs of high school publications advisers. Both surveys rated most highly a group of 19 advising skills not specifically journalistic in nature followed by a group of 19 advising skills needed to develop journalistic skills within students and, third, a group of 15 journalistic skills needed by advisers. In answer to a straightforward
question, however, both survey groups overwhelmingly said that "an adviser should be able to perform the skills he or she advises students" (85.5 per cent of the advisers and 95.1 per cent of the professors).

The advisers rated highest 10 needs relating to interpersonal relations with and leadership of the staff, and the professors rated 5 of these highest in their survey. The professors rated second a group of 3 statements about advising the writing of straight news stories and the advisers rated that group third.

Although there were overall similarities in ratings of types of statements, there were substantial differences in ratings of individual needs statements between the two groups. Further, obvious differences in responses between less prepared advisers and more prepared advisers led to analyzing advisers' responses by two groupings, one with 0 to 13 quarter hours of journalism courses and another with 18 or more quarter hours of journalism courses.

Based on analysis of ratings of 53 needs statements by the three groups, 40 needs were retained for use in developing principles upon which the model for training advisers is based and 13 were eliminated from further consideration.

A series of open end questions in the survey added four needs that had not been included in the 53 statements for consideration in developing the model and indicated that workshops are the most highly regarded means for in-service training of advisers. A final open end question yielded many comments, some of which added insight and some of which were tangential or irrelevant to the study.
CHAPTER 3

PRINCIPLES FOR TRAINING ADVISERS

Principles for advising publications and for training publications advisers were implied by the needs statements rated by respondents in the two surveys. The abilities and understandings rated as needs also imply proper activities of effective advisers and competencies in which advisers should be trained. The ratings suggest the relative importance of the needs and their implied principles.

In addition to principles for advising and for training advisers, an effective model requires principles of the practicality of the training situation and suggested appropriate learning activities for training advisers. These were drawn from suggestions from other studies, conventionally accepted instructional techniques and personal, professional experience.

All were rated or validated by a panel of experts in high school student publications.

Development of Principles

Development of the three types of principles that apply to the training situation is discussed separately. The principles relating to competencies to be developed and the learning activities for training advisers were developed from the ratings of the needs statements. The
principles of practicality of the training situation and the suggested learning activities were developed from survey results, suggestions from other studies, conventional instructional techniques and the investigator's experience.

**Derivation of principles relating to competencies to be developed.** Principles relating to competencies to be developed within advisers were derived by analyzing the needs ratings, as discussed in Chapter 2, and organizing the statements into groups of closely related concepts that could be expressed in a summarizing statement of principle.

Forty specific needs statements were grouped to form 11 statements of principles to be presented to the jury of experts for validation. The number of needs statements within each principle ranged from one to nine. The relative rankings and ratings of the individual needs statements were taken into account in ordering the principles from most important to least important. The principles were presented in that order of importance to respondents on the expert jury. These principles relating to competencies are presented below.

**Principles Relating to Competencies to be Developed**

1. Advisers should be trained in interpersonal relations with the publication's staff, including providing leadership and reflecting mutual respect as carried on in recruiting, training, organizing and supervising the staff.

   Competencies under this principle include ability to (a) plan ahead to meet production and publication schedules, (b) encourage the staff to meet deadlines and production schedules, (c) inspire confidence
within the students, (d) train the staff for their respective jobs under existing conditions, class period or after-school only sessions, (e) work with students to jointly establish standards of student work that will be expected for the publication, (f) organize the staff and assign jobs with clear descriptions, (g) recruit the wide range of talents needed for the publication, business as well as editorial, and (h) develop and use business-like approaches to production flow.

2. **Advisers should be trained to evaluate student abilities.**

Competencies under this principle include ability to (a) identify students with initiative, imagination and willingness to cooperate, (b) evaluate existing and prospective staff members and (c) assess the talents of the staff and start training where the students are.

3. **Advisers should be trained to help students implement journalistic principles without violating the First Amendment rights of the students.**

Competencies under this principle include ability to (a) encourage students to accept responsibility with only enough supervision to avoid outright failure and (b) advise concerning but avoid writing or editing copy.

4. **Advisers should be trained to advise students in news judgment, news gathering and news writing.**

Competencies under this principle include ability to (a) advise students how to gather news as reporters, (b) advise students in writing straight news stories, (c) advise students in writing strong news story leads, (d) advise students in effective interviewing and posing of pertinent questions, (e) spot common pitfalls in student journalistic writing, (f) write a straight news story, (g) advise students in news judgment,
including determinants of news, (h) advise students in writing interpretative news stories and (i) advise students in proper techniques for covering, reporting and writing news stories of speeches and meetings.

5. Advisers should be trained in interpersonal relations with persons other than the publication's staff members.

Competencies under this principle include ability to (a) deal with other teachers, the principal, the board of education, parents, suppliers and other persons, (b) assess the advising situation, including attitudes of the principal and other administrators, and (c) function as liaison with the administration for an understanding of the ethics and responsibilities of a free student press.

6. Advisers should be trained in production techniques of the publications they advise.

7. Advisers should be trained to encourage and facilitate photojournalistic reporting by staff members of the publications they advise.

8. Advisers should be trained in basic law that applies to student publications.

Competencies under this principle include ability to (a) advise students about potentially actionable material and (b) advise those who would infringe upon student press freedom about basic student rights.

9. Advisers should be trained to advise students in editing techniques, including headline writing and publications makeup or layout.

Competencies under this principle include ability to (a) advise students in editing copy for meaning, interest, accuracy, length, correctness and conciseness, (b) advise students in effective makeup and layout or design, (c) advise students how to write journalistically correct headlines for news, feature or other types of stories and for
editorials and (d) advise students in editing opinion pages.

10. **Advisers should be trained to advise students in finance of and advertising for student publications.**

    Competencies under this principle include ability to (a) advise students in successful financing of the publication to maintain solvency or fiscal stability, (b) finance the publication, including budgeting, selling subscriptions or copies, invoicing, collecting accounts receivable and controlling expenses and (c) advise students in selling advertising, servicing advertising accounts, writing effective advertising copy and making effective advertising layouts.

11. **Advisers should be trained to advise students in writing, other than news, for student publications.**

    Competencies under this principle include ability to (a) write editorials, (b) advise students how to write picture cutlines or captions, (c) advise students how to write editorials and (d) advise students how to write and edit opinion columns.

**Principles of practicality of the training situation.** Development of principles of practicality of the training situation involved a combination of presenting the expert jury with open end questions about the length of training plus a number of statements to be rated. These latter concerned types of programs that would be effective and practical, activities that should be attempted in a training situation and principles to be followed in planning and organizing a training situation. These are presented in detail along with the expert jury's ratings of them later in this chapter.

**Learning activities for training advisers.** Based on the
discussion of possible learning activities and instructional techniques in Chapter 2 and generally accepted learning activities and combinations of them, 14 suggested learning activities and several competencies they could help to develop were submitted to the expert jury for rating. These also are presented in detail along with their ratings later in this chapter.

Selection of an Expert Jury To Validate the Principles

In order to base the training model on valid principles, a jury of experts in student publications and publications advising was selected to rate the statements of principles and to suggest appropriate training duration.

Selection of the expert jury was approached systematically by first determining who had written all the articles dealing with student publications and advising in seven professional journals during the five years 1971-1975. Following this, other characteristics of the most widely published authors were analyzed in an attempt to assure representation of different organizations and geographical areas on the jury.

As stated in Chapter 1, inclusion on the jury was dependent upon having had articles or monographs published during the five years and being, at the time of the study, (1) an officer or immediate past officer of a national journalistic organization that deals with advisers or student publications or (2) a member of an editorial advisory board of a periodical in the student publications field or (3) an active director of a workshop or training program for school publications advisers or (4) in charge of research projects dealing with advising or school publications.
Periodicals analyzed were Bulletin of the Columbia Scholastic Press Advisers Association, Communication: Journalism Education Today, Journalism Educator, Quill and Scroll, Photolith, Scholastic Editor and The School Press Review.

Articles not directly related to scholastic print media were not included. Examples of these are ones dealing with instructional television, television careers, personality sketches of famous journalists, historical pieces and how to teach courses in media use or consumerism. Rather than deal with fractions or give extra weight to senior authors of co-authored articles, the investigator credited each co-author with an article. This may have skewed the results, but examination of them suggests that it did not significantly affect them.

During the five-year period, 358 persons wrote or were co-authors of articles in the seven periodicals. Of these 358 persons, 263 had one article published in one periodical, 31 each wrote two articles for one periodical, 17 had one article published in each of two periodicals and 17 wrote three to six articles that all were published in a single periodical. The remaining 30 are listed in Table 13.

Breadth of publication was considered more important than number of articles published in selecting this jury, so persons who had been most widely published among the seven periodicals were given the most serious consideration by calculating a "breadth score" by multiplying the number of articles by the number of periodicals in which they were published.

A number of the published authors had participated in the advisers' or professors' survey and had provided demographic information and had become somewhat familiar with the study or that aspect of it. Final
TABLE 13
MOST WIDELY PUBLISHED AUTHORS IN PERIODICALS
RELATED TO THE HIGH SCHOOL STUDENT PRESS, 1971-1975

<table>
<thead>
<tr>
<th>Author</th>
<th>Articles</th>
<th>Periodicals</th>
<th>Breadth Index</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wayne Brasler</td>
<td>10</td>
<td>5</td>
<td>50</td>
<td>(4)</td>
</tr>
<tr>
<td>J. W. Click</td>
<td>10</td>
<td>5</td>
<td>50</td>
<td>(2)(4)(6)</td>
</tr>
<tr>
<td>Rod Vahl</td>
<td>10</td>
<td>4</td>
<td>40</td>
<td>(4)</td>
</tr>
<tr>
<td>Charles E. SAVEDGE</td>
<td>9</td>
<td>4</td>
<td>36</td>
<td>(1)(4)(5)</td>
</tr>
<tr>
<td>Laurence R. Campbell</td>
<td>8</td>
<td>4</td>
<td>32</td>
<td>(1)(4)(6)</td>
</tr>
<tr>
<td>Bill Ward</td>
<td>30</td>
<td>1</td>
<td>30</td>
<td>(1)(3)(4)</td>
</tr>
<tr>
<td>H. Stephen Carlson</td>
<td>25</td>
<td>1</td>
<td>25</td>
<td>(4)</td>
</tr>
<tr>
<td>Molly Wiseman</td>
<td>7</td>
<td>3</td>
<td>21</td>
<td>(1)(4)(5)</td>
</tr>
<tr>
<td>Edmund C. Arnold</td>
<td>10</td>
<td>2</td>
<td>20</td>
<td>(3)(4)</td>
</tr>
<tr>
<td>Wilfred Myers</td>
<td>6</td>
<td>3</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>John T. Donnelly</td>
<td>6</td>
<td>3</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>John W. Windhauser</td>
<td>4</td>
<td>4</td>
<td>16</td>
<td>(6)</td>
</tr>
<tr>
<td>William F. Dean</td>
<td>5</td>
<td>3</td>
<td>15</td>
<td>(6)</td>
</tr>
<tr>
<td>Richard P. Johns</td>
<td>4</td>
<td>3</td>
<td>12</td>
<td>(5)</td>
</tr>
<tr>
<td>Mary Benedict</td>
<td>4</td>
<td>3</td>
<td>12</td>
<td>(4)</td>
</tr>
<tr>
<td>Mary Ruth Kahl</td>
<td>4</td>
<td>3</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Michael Wiener</td>
<td>4</td>
<td>3</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>John A. Boyd</td>
<td>5</td>
<td>2</td>
<td>10</td>
<td>(6)</td>
</tr>
<tr>
<td>Elaine H. Pritchett</td>
<td>5</td>
<td>2</td>
<td>10</td>
<td>(3)</td>
</tr>
<tr>
<td>John R. Beale</td>
<td>5</td>
<td>2</td>
<td>10</td>
<td>(4)</td>
</tr>
<tr>
<td>N. S. Patterson</td>
<td>10</td>
<td>1</td>
<td>10</td>
<td>(5)</td>
</tr>
<tr>
<td>Kathy Stout</td>
<td>10</td>
<td>1</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Randy Stano</td>
<td>3</td>
<td>3</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Ruth Rockefeller</td>
<td>4</td>
<td>2</td>
<td>8</td>
<td>(5)</td>
</tr>
<tr>
<td>Carl G. Miller</td>
<td>4</td>
<td>2</td>
<td>8</td>
<td>(3)(4)</td>
</tr>
<tr>
<td>James Crook</td>
<td>3</td>
<td>2</td>
<td>6</td>
<td>(5)</td>
</tr>
<tr>
<td>Nancy Green</td>
<td>3</td>
<td>2</td>
<td>6</td>
<td>(5)</td>
</tr>
<tr>
<td>Leslie R. Howell</td>
<td>3</td>
<td>2</td>
<td>6</td>
<td>(5)</td>
</tr>
<tr>
<td>Ben Van Zante</td>
<td>3</td>
<td>2</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Marjorie Wilson</td>
<td>3</td>
<td>2</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Max R. Haddick</td>
<td></td>
<td></td>
<td></td>
<td>(2)(4)(5)(6)</td>
</tr>
<tr>
<td>Louis E. Ingelhart</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>(1)(5)(6)</td>
</tr>
</tbody>
</table>

NOTES: (1) Monograph author, (2) Director of workshop for advisers, (3) Textbook author, (4) Editorial board member, (5) Officer or immediate past officer of association dealing with high school publications or advising, (6) Researcher in advising or student publications.
selection of the jurors was based on other activities by the published authors, which are indicated in the notes to Table 13. Editorial board membership, one of these activities considered in jury selection, is listed in Table 14.

In order to assure a minimum of 10 participants and to give broad representation to the jury, 14 persons were selected for the panel. These persons, their identifying qualifications and further information about them were:

Wayne Brasler, publications adviser, University of Chicago High School; editorial board member of *Scholastic Editor* and *Photolith*; recipient of the highest award of Columbia Scholastic Press Association (Gold Key); adviser of a newspaper that has won top national awards, including the Pacemaker of the American Newspaper Publishers Association.

Rod Vahl, journalism teacher and adviser, Central High School, Davenport, Iowa; editorial board member, *Quill and Scroll*; teacher in student journalism workshops in two or more states.

Charles E. Savedge, immediate past president of Columbia Scholastic Press Advisers Association; adviser of yearbook at Augusta Military Academy (Virginia), three times rated among the 10 best in the nation; teacher in student workshops in seven or more states annual and in adviser workshops; monograph author: *Yearbook Fundamentals, Basic Publication Fundamentals: Newspapers—Newsmagazines* and *Yearbook Publication Fundamentals*; editorial board member of *Scholastic Editor* and *Photolith*.

Dr. Laurence R. Campbell, director of Quill and Scroll Studies (research in school publications and scholastic journalism); retired department head at Florida State University (three departments:
<table>
<thead>
<tr>
<th>Name</th>
<th>Scholastic Editor</th>
<th>Photolith &amp; Scroll</th>
<th>Quill</th>
<th>Communication: Jour. Ed. Today</th>
</tr>
</thead>
<tbody>
<tr>
<td>J. W. Click</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Wayne Brasler</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charles E. Savedge</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>Laurence R. Campbell</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Max R. Haddick</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Ira L. Baker</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Glenn Hanson</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Dario Politella</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Alyce Sheetz</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Bill Ward</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>John R. Beale</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Judie Gustafson</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>N. S. Patterson</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reba Reading</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>William O. Seymour</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Claude Summerlin</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Jan Wiseman</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
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<tr>
<td>Molly Wiseman</td>
<td></td>
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<td></td>
<td>X</td>
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<tr>
<td>Edmund C. Arnold</td>
<td></td>
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<td></td>
<td>X</td>
</tr>
<tr>
<td>Mary Benedict</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Joseph C. Carter</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
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<tr>
<td>Carl G. Miller</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Rod Vahl</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
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<tr>
<td>Robert Goraliski</td>
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<td></td>
<td>X</td>
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<tr>
<td>Ruth Marie Griggs</td>
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<td></td>
<td>X</td>
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<tr>
<td>Clarence Hach</td>
<td></td>
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<td></td>
<td>X</td>
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<tr>
<td>Harvey Jacobs</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Robert Jones</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Sam Feldman</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>George Gallup</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Robert P. Knight</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Wally Wikoff</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Paul Swenson</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Ross Tucker</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Benjamin W. Allnutt*</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ronald Phillips*</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

*Deceased, 1976

Editorial boards or boards of contributing or advisory editors listed in the final issue published in 1975.


Bill Ward, professor of mass communications and director of journalism, Southern Illinois University at Edwardsville; author of 12 books in the Student Journalist series (Richards Rosen Press); monograph author: Newspapering and Writing in Journalism; editorial board member of Scholastic Editor.

Molly Wiseman, president, Journalism Education Association; publications adviser and journalism teacher, DeKalb (Illinois) High School; monograph author: Creative Communications: Teaching Mass Media; editorial board member of Photolith.

William F. Dean, director of student publications, Texas Tech University; researcher (Ed.D. dissertation) in high school journalism; former high school publications adviser and journalism teacher.

Richard P. Johns, executive director, Quill and Scroll Society; editor of Quill and Scroll; former executive director of Iowa High School Press Association; former director of workshops for advisers and students; former high school publications adviser and journalism teacher.

Mary Benedict, assistant professor of journalism and director of the High School Journalism Institute, Indiana University; former high
school publications adviser and journalism teacher; editorial board member of *Quill and Scroll*; teacher of course for prospective publications advisers.

Dr. John A. Boyd, professor of journalism and yearbook adviser, Indiana State University; executive director, National Council of College Publications Advisers; researcher (Ed.D. dissertation) in high school newspapers and journalism programs; teacher of course for prospective publications advisers; former high school publications adviser and journalism teacher.

Elaine H. Pritchett, former publications adviser, Memorial High School, Houston, Texas; national High School Journalism Teacher of the Year, 1970; author of *The Student Journalist and the Newsmagazine Format*; teacher in high school journalism workshops for students in three or more states; publications adviser, North Harris County College.

Ruth Rockefeller, president, Columbia Scholastic Press Advisers Association; publications adviser, Willits (California) High School.

Dr. Max R. Haddick, director of journalism, The Interscholastic League of Texas, University of Texas at Austin; former director of workshops; editorial board member of *Photolith and Communication: Journalism Education Today*; researcher (Ph.D. dissertation) in school newspapers.

Dr. Louis E. Ingelhart, chairman, Journalism Department, Ball State University, Muncie, Indiana; immediate past head, Secondary Education Division of the Association for Education in Journalism; monograph author: *Guidelines for Effective Student Publications and Journalism Instructional Programs* and *The College and University Campus Student Press*; head of program that has graduated large numbers of advisers and
certificated high school journalism teachers over the last 15 years.

These 14 jurors are clustered into seven states, three each in Illinois, Indiana and Texas, two in Iowa and one each in California, Florida and Virginia. Eight represent college-based programs and six represent high school programs. At least six of the eight college persons were high school publications advisers before entering college work; information was not available on the other two.

Validation of Principles by the Expert Jury

Instrumentation. The statements to be rated by and the questions to be asked of the expert jury were prepared in a five-page, 8½ x 11 inch questionnaire. A sixth page was added, blank except for the heading, "Comments about any aspect of this study," and two lines at the bottom of the page telling where to return the questionnaire.

The questionnaire consisted of three sections. The first section contained the 11 statements of principles relating to competencies to be developed. Each of these was to be rated for both importance and practicality on a four-point Likert-type scale: great, moderate, little, no importance; very, moderately, slightly practical or impractical.

The second section dealt with principles of the practicality of the training situation and contained 19 items. The first five asked about the recommended length of the training situation and whether the length could be shortened to make the program more accessible to advisers who could most benefit from it. The sixth item asked for ratings of effectiveness and practicality of four types of training programs.
Items 7 and 8 asked about enrollment sizes, and the ninth item asked for ratings of 14 learning activities, "since not all can be offered in a typical training situation." Items 10 through 19 stated 10 principles for guiding the planning and operation of training programs and were to be rated on a four-point Likert-type scale as to importance.

The third section states 14 combinations of learning activities and example competencies which they can help develop. Their importance was to be rated on a four-point Likert-type scale. (See Appendix G for the instrument.)

At the outset of the study a minimum criterion had been set that a principle to be used in developing the model must be rated of moderate or great importance by one-half of the jurors responding. Ratings of moderate or great importance were to be interpreted as validation of that principle by that respondent.

Response. Instruments, cover letters and business reply envelopes were mailed from Ohio University on October 4, 1976, to the 14 members of the expert jury. The first reply was received October 12 and the fourteenth November 23. Individualized follow-up letters (see Appendix H) were mailed to persons who had not responded by October 18. Dates responses were received were:

<table>
<thead>
<tr>
<th>Date</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 12</td>
<td>2</td>
</tr>
<tr>
<td>October 13</td>
<td>3</td>
</tr>
<tr>
<td>October 14</td>
<td>4</td>
</tr>
<tr>
<td>October 18</td>
<td>1</td>
</tr>
<tr>
<td>October 26</td>
<td>1</td>
</tr>
</tbody>
</table>
Principles relating to competencies to be developed. All 11 principles in this section were validated and all were rated at least moderately practical. The 11 principles had been presented to the jury in their order of importance, as inferred from the needs assessment survey. The expert jurors, however, rearranged the rankings with their ratings. The order in which the principles were presented and the jury's rankings follow:

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Importance Ranking</th>
<th>Practicality Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>3</td>
<td>3.5</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>1.5</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>8</td>
<td>3.5</td>
<td>5</td>
</tr>
<tr>
<td>9</td>
<td>1.5</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>11</td>
<td>10</td>
<td>3</td>
</tr>
</tbody>
</table>

The expert jury ratings may suggest a bias toward journalistic techniques and principles and away from some immediate and practical concerns advisers, particularly those who are less prepared, view as greatly important. In that respect, the expert jury tends to agree with
the professors in the needs assessment survey. An inference here may be that in spite of novice and untrained adviser's concerns, advisers should first learn basic journalistic precepts and techniques and then learn the less journalistic and nonjournalistic advising skills.

The principles and the competencies under them were reported earlier in this chapter. The principles and their ratings as to importance and practicality are presented here in rank order of the expert jury's rating of their importance. The median of all ratings is presented as the score for importance and practicality, with 4.000 the highest possible score and 1.000 the lowest possible. The number before each statement is its rank by importance. Rank by practicality is presented after the practicality score.

1.5 (tie). Advisers should be trained to advise students in news judgment, news gathering and news writing. Importance: 4.000 (unanimous agreement of great importance). Practicality: 4.000 (unanimous agreement of very practical); rank 1.

1.5 (tie). Advisers should be trained to advise students in editing techniques, including headline writing and publications makeup or layout. Importance: 4.000 (unanimous agreement of great importance). Practicality: 3.909; rank 2.

3.5 (tie). Advisers should be trained in basic law that applies to student publications. Importance: 3.917. Practicality: 3.722; rank 5 (tie).

3.5 (tie). Advisers should be trained to help students implement journalistic principles without violating the First Amendment rights of the students. Importance: 3.917. Practicality: 3.250;
5. Advisers should be trained in interpersonal relations with persons other than the publication's staff members. Importance: 3.864. Practicality: 3.357; rank 7.


7 (tie). Advisers should be trained to advise students in finance of and advertising for student publications. Importance: 3.800. Practicality: 3.722; rank 5 (tie).

7 (tie). Advisers should be trained in interpersonal relations with the publication's staff, including providing leadership and reflecting mutual respect as carried on in recruiting, training, organizing and supervising the staff. Importance: 3.800. Practicality: 3.333; rank 8.

9. Advisers should be trained to encourage and facilitate photojournalistic reporting by staff members of the publications they advise. Importance: 3.778. Practicality: 3.188; rank 10.

10. Advisers should be trained to advise students in writing, other than news, for student publications. Importance: 3.722. Practicality: 3.800; rank 3.


The jury's rankings are accepted for purposes of developing the training model. The jurors represent practical experience in advising high school publications, leadership in the school press field and
backgrounds that are heterogeneous. Some of the jurors began advising with no pre-service preparation. Their viewpoint may be different from the less prepared advisers in the needs assessment survey partly because they undertook to prepare themselves well and to become leaders in their field.

**Principles of practicality of the training situation.** A variety of items was presented to the jury in this section to develop information about length, enrollment and effectiveness of training programs, advice about learning activities to be included in a training program and guidelines for planning and organizing training programs.

Using medians as the appropriate measure of central tendency, analysis showed that the jury recommended that under the best possible conditions, about 41.5 hours of group activity (instruction) should be involved in a training program for advisers, not including individual study and practice outside of group meetings.

The jury agreed that the number of hours of group activity or instruction in a training program for advisers should be fewer than recommended only if deemed necessary to increase its accessibility to advisers who can most benefit from it. Rating the statement, 3 strongly agreed, 5 agreed, 4 disagreed, 1 strongly disagreed and 1 did not answer.

If the training program is presented as a residential workshop, it should last 12 to 15 days, according to the jury. Six indicated that option, with 5 indicating shorter durations and 3 longer ones. The responses were 2-4 days, 1; 5-6 days, 3; 8-10 days, 1; 12-15 days, 6; 18-20 days, 1; more than 20 days, 2.
If the training program is presented as an in-service course after school or on weekends, the jury recommends 15 sessions each of about two hours' duration (126 minutes).

As a mini-course in summer session or inter-session, a Saturday program on a main or branch campus or a half-time (morning only or afternoon only) program in summer session, the panel recommended 12 sessions of about three hours (179 minutes) each.

The jury rated four suggested types of training situations for effectiveness and practicality on a scale of 1 to 4. The median scores and ranks were:

<table>
<thead>
<tr>
<th>Training Situation</th>
<th>Effectiveness</th>
<th>Practicality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residential workshop were advisers can interact with each other in the living situation outside group sessions</td>
<td>3.722</td>
<td>1</td>
</tr>
<tr>
<td>Regular college course taken evenings or during the summer</td>
<td>3.045</td>
<td>2</td>
</tr>
<tr>
<td>Commuter workshop that is easily accessible to participants</td>
<td>2.900</td>
<td>3</td>
</tr>
<tr>
<td>In-service program in a local school district led by personnel qualified in publications advising</td>
<td>2.357</td>
<td>4</td>
</tr>
</tbody>
</table>

Enrollment in a training program for advisers should be about 15 for greatest effectiveness, according to the jury, but there was agreement that enrollment need not be limited if there are sufficient leaders and resources. Six strongly agreed, 5 agreed, 1 disagreed, none strongly disagreed and 1 did not answer.

Fourteen activities that advisers should have an opportunity to perform or practice in a training situation were presented for rating on a scale from 1 to 4, assuming that not all can be offered in a typical
training situation. The ranks and median scores were:

1. News gathering (4.000; unanimous agreement)
2. News writing (3.962)
4. Interviewing (3.800)
4. Headline writing (3.800)
4. Layout/design/makeup (3.800)
6. Feature writing (3.778)
7. Interpretive news writing (3.500)
8. Editorial writing (3.400)
9. Photography (3.357)
10. Caption/cutline writing (2.900)
11. Paste-up of camera ready copy (2.833)
12. Column writing (2.100)
13. Operating typesetting machines (1.700)
14. Using video display terminals (1.500)

The first five items are typical in workshops and other training programs and could be implemented with ease in most instances. Feature writing and interpretive news writing are both difficult to teach in a short-term program because of their complexity and their requirement of a great deal of time for an adviser to carry out a good feature or interpretive news writing assignment. Editorial writing, caption/cutline writing and paste-up of camera ready copy can be practiced without much difficulty in most training situations, although editorials require reporting as much as do news stories. Photography usually is not practiced unless the adviser is enrolled in a photography course or workshop. The earlier needs assessment survey concluded that advisers need not be
photographers but need to encourage and facilitate photojournalistic reporting. That skill can be developed without practicing photography, although it would be excellent for advisers to be able to do photography as well. Column writing, operating typesetting machines and using video display terminals are rated low enough that they need not be considered seriously in training programs. VDTs, however, may become very important very soon.

Ten statements of principles that can help plan and organize or operate the training program were rated by the jury. There were three tied pairs among the 10. The principles, in rank order, and median scores or ratings of their importance are presented below:

**Training Situation Principles**

1.5 (tie). A training program for advisers should be of adequate duration to deal with essential needs of the participating advisers. (4.000; unanimous agreement)

1.5 (tie). Training programs for advisers should be led by persons who are in touch with and understand advisers' practical problems. (Some professors and advisers may not.) (4.000; unanimous agreement)

3. An effective training program must deal with needs felt by advisers as well as professional needs of which the advisers may be unaware. (3.917)

4. The meeting place for the training program should be large enough to allow for variety of activity: breaking into small groups, reading available materials, typing exercises and projects, and performing writing, editing and other journalistic functions. (3.800)
5.5 (tie). A training program for advisers should provide knowledge of resources and encouragement for advisers to pursue individual study in areas of their needs after the training program has concluded. (3.722)

5.5 (tie). In terms of time commitment required, nearness to home and cost involved, a training program should be easily accessible to advisers who can benefit from it. (3.722)

7. A variety of effective instructional techniques should be employed in order to facilitate learning in the most efficient, effective and practical manner. (3.625)

8.5 (tie). A variety of learning resources should be made available to allow for advisers' individual differences and learning preferences. (3.250)

8.5 (tie). Auxiliary or support facilities and services, such as library, copy service and book store, should be available to participants in a training program. (3.250)

10. A variety of resource persons with varied backgrounds and areas of expertise should be used to present and lead different portions of the training program. (2.833)

All 10 statements were rated as valid by the criteria established at the outset of the study. The ratings place the greatest importance on advisers and advisers' concerns and the least importance on resources, support facilities and instructional techniques. Both the validation of all 10 principles and the rank order according to the rating by the jury are acceptable in building the training model. All 10 principles should be considered in planning training programs in approximately the order
in which they have been ranked by the expert jury.

**Learning activities for training advisers.** Based upon the discussion of potentially effective learning approaches in Chapter 2 and upon generally accepted or conventional methods of instruction, 14 suggested learning activities and combinations of learning activities were presented to the jury for rating as to importance on the same four-point Likert-type scale that was used throughout the instrument. After each description of the learning activity or combination, jurors were given a list of competencies for which development could be begun by using that technique or combination. One juror said he viewed these learning activities as helpful more than as important. Overall, it can be accepted that the higher the rating, the more acceptable the technique or activity is to the expert jury. In rank order, the activities are given below:

**Learning Activity Preferences**

1. Discussion followed by laboratory practice. (3.962)
   
   Competencies for which development can be begun in this way include news gathering as reporters, interviewing, editing and writing news stories.

2.5 (tie). Straight presentations of talks, demonstrations, film, tape, slides, etc. followed by practice in the skill presented. (3.800)

   Competencies for which development can be begun in this way include knowledge of and skill in production techniques, techniques for covering, reporting and writing news stories, planning production
schedules based on knowledge of production techniques, knowledge of and skill in makeup and layout, ability in editing and ability to interview and pose pertinent questions.

2.5 (tie). Coverage of a real event. (3.800)

A competency for which development can be begun in this way is writing a story about a public speech or an actual news event.

4. Combination of straight presentation, slides, discussion and practice in the skill presented. (3.722)

A competency for which development can be begun in this way is writing picture cutlines or captions.

6 (tie). Simulation. (3.500)

Competencies for which development can be begun in this way include interviewing, makeup and layout skill, interpersonal relations, pasting up camera ready copy, selling advertising, writing advertising copy, staff selection, working with the principal and negotiating a printing contract.

6 (tie). Problem inventory of issues involved and possible problems or consequences stemming from them. (3.500)

A competency for which development can be begun in this way is ability to encourage students to accept responsibility with only enough supervision to avoid outright failure.

6 (tie). Individual study materials or packets. (3.500)

Competencies for which development can be begun in this way include news judgment, production techniques, understanding of legal decisions and production planning.

8. Seminar approach that involves skillfully led discussion
that draws out problems and leads to possible solutions. (3.357)

Competencies for which development can be begun in this way include ways to encourage the staff to meet deadlines and production schedules, to identify reliable and talented students for staff positions, to recruit students with talents needed on the editorial and business staffs and to train staff members for their respective jobs.

9. Handouts accompanied by discussion and followed by practice in the competency being presented. (3.286)

Competencies for which development can be begun in this way include spotting common pitfalls in student journalistic writing, writing a news story from a fact sheet and writing journalistically correct headlines.

10. Examples presented orally or through handouts followed by discussion. (3.250)

Competencies for which development can be begun in this way include ability to evaluate staff members, ability to organize the staff and assign jobs with clear descriptions, ability to encourage and facilitate adequate photographic coverage for the publications, ability in financing the publications and ability to assess the attitudes of the principal and other administrators and the overall advising situation.

11.5 (tie). The case study method involving oral or written description of a practical situation followed by discussion. (3.167)

Competencies for which development can be begun in this way include ability to deal with other teachers, the principal, the board of education, parents, suppliers and other persons; ability to give advice to students but to avoid writing or editing their copy; ability to
assess the talents of the staff and start where the students are when training them; and ability to deal with legal principles and decisions.

11.5 (tie) Slides or charts accompanied by analysis and discussion. (3.167)

Competencies for which development can be begun in this way include encouraging quality in publications photography, designing effective page and spread layouts, editing effective opinion pages and generating numerous ideas for feature and interpretive news stories.

13. Discussion with high school students followed by a critique. (3.071)

A competence for which development can be begun in this way is ability to work jointly with students to establish standards of student work that will be expected for the publication.

14. Advisers' exchange of their own experiences with their students. (3.000)

A competency for which development can be begun in this way is developing within students skill in interviewing and the posing of pertinent questions.

All 14 suggested learning activities were rated as valid by the criteria established at the outset of the study.

The expert jury ratings may suggest a bias toward traditional journalism teaching methods, especially laboratory practice. Clearly the jurors favor practice by trainees over discussion among them.

The order of presentation of the learning activities apparently had no systematic effect upon the jurors' ratings of them. The order of presentation and ranks were:
Selected comments. Members of the expert jury were asked to add "comments about any aspect of this study." Some were terse and personal; others were extensive. Only two jurors did not comment. Comments of seven jurors added emphasis or insight into aspects of the study.

Juror A sketched a background for his ratings and further comments by describing his view of the journalism teacher-adviser:

I view the teacher as:

1) A professional who teaches—is qualified to teach—journalism, mass media and courses for which her major prepares her—usually English. Increasingly such teachers will need to prepare themselves in nonprint media and photography too.

2) A professional who is the adviser of print media—newspapers, newsmagazines, yearbooks, literary publications and who also may become involved in radio, television and film projects.

3) A professional who may sponsor a student news bureau or who in a few instances may have public relations tasks to perform for the administration.

Speaking to the principle of helping students implement journalistic principles without violating First Amendment rights of students, he added:
Consider defining the role of adviser as teacher-adviser-expediter who is capable of performing any task he or she assigns to students, but virtually never performs these essential tasks.

He and other jurors stated preference for a qualified or trained adviser, presumably by pre-service training. Juror A wrote:

Since the 1930s I have advocated that all publications advisers qualify themselves by taking about 18 semester hours of appropriate journalism courses at an institution with a qualified teacher and the necessary resources.

Herein by necessity we concede that it may be practical to conclude that somehow some advisers may take one course--and no more. Hence, I might prefer one situation more than another. Those on the scene must settle for what is feasible. The problem cannot be solved by the equivalent of a swine flu shot.

Juror F, agreeing, made only this comment:

I discovered some questions a bit difficult to respond to--simply because I do not believe in "short or mini courses"--and feel teachers in journalism should fully prepare themselves--but I am an idealist.

Reflecting the reality of the typical high school publications advising situation and the challenge of working with untrained advisers, Juror C commented:

First, I think it is good to recognize that many teachers are assigned to teach high school journalism with little or no training, and no prior intent to teach it. They are floundering and generally quite scared. They are often eager for any training they can get, particularly if they feel that they are going to have to continue teaching journalism.

They often have no idea at all of the skills or knowledge needed to be a success in the field. This lack of knowledge may make them erratic, confused or belligerent. It is not easy to help all of them.

I have found, through long years of working with these teachers, that the best thing I can do is to give them as much hands on experience as I can. You and I know that a news story is a simple form of writing. We have worked with it so long that it is almost second nature with us to arrange facts properly and present them in brief order of descending importance. It is not all that simple to these teachers.

They need to write many news stories and have their work critiqued by competent journalists. I have found no way of teaching that quite equals this. The critique and rewrite system does work with most of them.
The same is true of all other forms of journalistic writing—features, editorials, cutlines, etc. They seem never to gain any confidence in their own ability to do, or in their ability to teach until they have been successful in writing.

Too many of the journalism workshops, seminars, in-service training sessions, etc., are deadly. No matter how great the teacher, it seems that the teachers never really learn without actually doing. This is so basic that it almost seems unnecessary to mention it.

Juror D, who advises high school publications, also discussed the challenge of working with untrained advisers:

I think workshops can only be the start of making excellent advisers. A lot of people who supervise workshops shoot too far. I think the best you can do is to hope to help new advisers keep from drowning, to help them get organized, to help them bravely face dictatorial administrators, to prepare them to organize the work of their students without doing it for them. Beyond that, it really is up to the individual to go beyond an adequate job to doing an exceptional one. I don't think a workshop can ever impart that ability, though some try.

The best gift a workshop can give is the tools to face each new day with courage, to organize work sufficiently enough to get publications out in adequate quality and to keep on top of students without weighing them down or taking away the authority that belongs to them.

Commenting on interpersonal relations with the staff, Juror A added:

A discussion of interpersonal relations properly may encompass problems of racism and sexism in developing a staff that represents the school, including ethnic minorities, students from low income groups.

The adviser who handpicks his staff assembles a comfortable clique, but he or she is not implementing the basic educational purposes. Situations in boarding schools, parochial schools, Indian schools, etc. require an adviser who is perceptive, compassionate, competent.

Juror E commented on the same skill this way:

One of the most difficult things to teach is "interpersonal relations" in all their ramifications. It is admittedly important to have competencies in this area, but it is something that must depend on the adviser's personality and ability to relate to others and also on experience. It would probably be useful to show a trainee some examples of staff organization, for example, but to go further than that would be a waste of time.
(In nearly 20 years of advising, I rarely organize a staff the same way twice in succession; it always depends on the characteristics and abilities of the members.)

Very similar to the two preceding jurors' comments were those of Juror C, who wrote:

It is important that teachers have these competencies [in interpersonal relations], but they are attained more through teacher personality and initiative than through any training program. It is most difficult, if not impossible, to train a person to inspire confidence. It can be attempted, but the inspiration of confidence is more a matter of the patterns already established in the teacher's life and manner than something that can be taught.

Evaluation of student abilities had been described as including ability to identify students with initiative, imagination and willingness to cooperate and to assess talents of the staff and start training where the students are. Juror A added to these:

Also to perceive different life styles, different value patterns, different motivations. Hence, the adviser must be interested in the total student and understand him as a unique person of potential worth.

Also commenting on evaluation of student abilities, Juror C said:

Identification of initiative, imagination and willingness is, of course, valuable, but of far more importance is the talent for inspiring initiative, imagination and willingness among students.

Two jurors who commented on the First Amendment and student rights appeared to have different perspectives. Juror A wrote:

Emphasis on the First Amendment is imperative. I would like to relate this instruction with readings on the law of the press. Say It Safely plus one of several booklets would be a minimum. I always have taken the position that censorship never is necessary or desirable where the adviser is competent and concerned. I believe the school is a community of learners. Where it is not, the adults--teachers, parents, etc.--are to blame. As you know, I disapprove of authoritarian staff policies.

Juror C, however, added a proviso to his support of the First
Amendment:

First Amendment rights are very important and easily taught. Of far more importance now is the teaching of those rights along with the teaching of responsibility. The First Amendment rights are now being interpreted very widely. A careless approach can do extreme damage.

About training advisers to advise students in news judgment, news gathering and news writing, Juror C said, "This is your most important question. If students gain confidence and pride in their ability to do good work, many problems never arise." And commenting on advising students in editing techniques, Juror C said, "This is of utmost importance."

"I hope we agree that gathering data, verifying it, interpreting it are needed in opinion writing—which includes much more than editorials," wrote Juror A in connection with advising students in editorial writing. He also said that with regard to writing, other than news, this section seems to ignore the magnitude of that writing. Such writing includes:

1) Writing titles, headlines, captions, cutlines
2) Not only editorials and opinion columns but also reviews of art and entertainment, pro and con forums or symposiums, polls and surveys, letters to the editor.
3) Features--how-to-do-it, historical, geographical, personal, expository.
4) Creative writing for newspapers and literary magazines

Titles and headlines had been included under editing techniques, where they traditionally are taught in journalism schools, and captions and cutlines had been mentioned specifically in the question he was commenting upon. The "editorial page" implies the other types of opinion writing he mentioned in his No. 2. Features had been removed from further consideration as a result of the analysis of the needs assessment survey, but it became clear from the expert jury's ratings and comments
that features should be restored to the model. Creative writing usually is nonjournalistic and represents such a minute portion of journalistic publications that it need not be considered seriously in planning training programs for advisers.

Juror A also felt that "virtually all of the study appears to be relevant for the newspaper adviser and the newsmagazine adviser." He continued:

To meet the needs of the yearbook adviser and the literary magazine adviser too, it seems to me that some additional aspects would have to be added.

The choices open are:
1) Deliberately limit programs to advisers of news media.
2) Deliberately expand content to encompass needs of yearbook advisers as presented in books by McGiffin, Arnold, Patterson
3) Deliberately include specific consideration of literary magazines—though this may be limited.

In the practical situation, of course, a given public may consist wholly of one kind of adviser. Then the institution offering the course may custom-build a specific course for a specific situation. Hence, it is desirable to be flexible yet somewhat comprehensive.

His comment may stem from his strong background in newspapers and newsmagazines and a lesser familiarity with contemporary yearbooks, which send reporters to interview news sources and which include interpretive reports in their coverage of the year, much as newspapers do. The contemporary yearbook is more journalistic than its counterparts of just a few years ago, and the journalistic concerns discussed in the competencies to be developed in advisers apply to yearbooks just as they do to news publications, with the exception of opinion writing. The variety of magazines causes some of these competencies to be less applicable, but journalistic background should be an advantage for any adviser, including one who advises a literary or creative arts magazine.
As for forms or types of training programs, three jurors had specific comments. Juror A said:

I like the workshop situation in which advisers concentrate on publications only, but I question whether teaching is effective [and] if tired teachers late in the afternoon or even Saturday morning will get much out of the course if they simply listen to lectures and perform a few perfunctory tasks.

Juror E commented:

It seems to me that the short-course workshop (5 or 6 days) is probably the most efficient means of imparting instruction and I have talked with advisers who consider a summer residency workshop to have been the difference between success and failure. For the bewildered young teacher, however, who can't wait till next summer, the commuting workshop, whether it be a weekend, a weekly session or whatever, would certainly be a professional lifesaver. My experience with on-campus in-service training in other fields has been extremely unsatisfactory and I should think it would be for journalism also.

The ideal solution may be beyond the financial ability of some advisers, according to Juror G, who said:

I feel the Newspaper Fund type of live-in workshop is the ideal learning experience for advisers, because such a situation offers excellent instruction, concentration of activity to encourage undivided attention to the project, and the time for interaction with other advisers. Without Fund supplement, however, such workshops would be too costly for most advisers.

She also commented on the possibility of in-service training within a single school district:

In-service programs for journalism need large districts (at least 4 high schools) to yield enough teachers for a class. In large cities the transportation after school can eat up time and energy to the detriment of the program. Saturdays or summer (or "January term") are better times. With only one journalism teacher per building, in-service for this discipline is not "practical," but is often more "needed" than in many other areas.

"Adviser workshops have immeasurable value in preparing newcomers to the field," said Juror D in commenting on what these training programs should include rather than what form they should take. He
Over my 13 years as an adviser, I've found that most people want from these workshops specific advice and experience to help them survive in their individual situations. They want to learn and do—they don't want to be lectured at or be given general rules. Most of all, I think, they want sympathy to the peculiar problems they are facing in their schools, not broad pronouncements about what they should be doing.

Juror C, who earlier had acknowledged the importance of appraisal more strongly than any other respondent, strongly supported laboratory practice of skills being learned, as did all jurors. Of the workshops he had planned, he commented, "None of mine have accomplished all I had planned for. It always seemed that there came a time when learning ceased and the teacher-students became hypnotized with the lectures, demonstrations, etc., and ceased to progress." In future workshops, he said, "I want to have as little lecture/demonstration as I can, and as much laboratory and practical experience as I can jam into the time."

Juror A echoed his belief in laboratory practice:

It's imperative that the advisers participate a lot, that they experience the challenge. Yes, I would like to see them cover a speech, a game, a problem. I would like to be sure that they can use copy symbols, observe the style sheet, prepare copy in the correct form, write a cutline. I also would like to have them discuss "situations."

He also felt that the activities mentioned to be performed or practiced in the training situation excluded other important journalistic concerns:

I note the emphasis on how-to-do-it details. I wish we also were determined to have a similar emphasis on ethics, the First Amendment and the morality of staff organization.

Both the basics and the practice of them were emphasized by two other jurors. Juror C said, "Teaching and practicing writing are the name of the game. Without ability to write well the student journalist's
time is wasted." And Juror E wrote:

For anyone totally untrained, the basics are the most important and the most practical to teach--newswriting, headline writing, etc. It is also extremely important for the untrained adviser to know something about the method of production with which he will be expected to work. He/she can also be exposed to the latest developments in legalities related to the First Amendment.

The jurors had given a wide range of amounts of time they deemed ideal for short-term training programs, from a low of 15 hours to a high of 160 hours with a median of 41 hours. Regarding the difficulty of recommending an ideal duration for training, Juror C said, "It takes time, but who knows exactly how much. Depends on the efficiency and talent of those conducting the training sessions as well as the knowledge and skills the teachers already have."

One variable that cannot always be anticipated when planning a program is the nature of the advisers themselves and, beyond that, how those advisers will interact as a group. Juror B's total comment dealt with six variables, four of which referred to the adviser-participants:

So much depends upon
1) Desire of adviser to learn to excel
2) The knowledge/ability of professor to teach advising of publications
3) Changing needs yearly in both yearbook and magazine and newspaper advising.
4) Ability of advisers to learn
5) Cooperation of advisers with universities; i.e. too many do not want to spend money, time, effort to learn advising.
6) Ability to take criticism.

The personality of the leader or leaders of training programs for advisers is an important variable, as noted in No. 4 above. Juror C wrote:

The nature of a teacher of teachers is the key to most of the questions. A Colonel Charles Savedge can teach more in one hour than some can teach in a lifetime. There is a drastic shortage
of teachers of his talent. All answers have to be based on the assumption of a mythical average of teachers of teachers.

An unqualified teacher who lacks sincere intense interest can never be trained to be an outstanding teacher or publications adviser. A totally untrained teacher who has the intense interest and energy can absorb training at a rate that always amazes me. Some of our best teachers had no formal training in journalism prior to being drafted to teach journalism and advise student publications.

Concluding his lengthy comments by discussing advisers and the building of confidence within their students, Juror C wrote:

I think the best teachers are those most confident in their own skills and knowledge. The better they are at all forms of journalistic work, the better they can teach. Our problem is that we must strive to give the teachers that competence that makes them competent, believable teachers.

Enthusiasm, pride, creativity, imagination and energy often flow from a common source. The student who is permitted to make serious blunders in print will not be able to unleash the full flow of his talent. He will meet the scorn of indifference of his agemates, and will not bloom.

The student who does good work, no matter how many times he had to rewrite it to make it good, will recognize the quality of his product. He will be more confident with each success. The more successes we can bring to a student, the easier he is to teach and the more he will learn.

The adviser is the principal ingredient in his or her own training and success, according to those who commented on advisers. For example, Juror D said:

I'd like to say a few words about what makes great advisers. I don't think it's workshops, or a background in journalism or even native intelligence. I don't think it requires having brilliant students, or working in an outstanding school district, or having beautiful facilities and a lot of money to spend. All those assets help, but they aren't necessary.

In my experiences the great advisers are people who rely on inner resources. They march to their own tune. They have a highly personal vision of journalism, of student publications in particular, of which a high school education should offer. They are sometimes eccentric and almost never fit the model of the dignified teacher. They are almost always involved in a close, personal relationship with their students that, while maintaining the teacher-student distance resulting from separate identities, deals on a distinctly human level. They have perfected the knack
of directing and supervising closely without seeming to. They know every word and photo going in every issue or edition of their publications and they have often had a hand in guiding their students in handling content in certain ways, yet they also are careful to let the students do the actual work and have the final say in publications policy and content.

In a similar vein but on a slightly different aspect of advising, Juror A summed up his extensive comments by saying:

Somehow we would like to motivate teachers as advisers so that the apathy of too many teenagers will not be reinforced by the indifference of too many frustrated adults suddenly thrust into the role of being advisers.

Principles To Be Used in Developing the Model

All principles, statements and suggested learning activities presented to the expert jury were validated by that group and were used in developing the model. All those have been presented and discussed previously in this chapter. The principles and learning activities are presented here in rank order of importance as a convenient reference and summary.

Principles Relating to Competencies To Be Developed

<table>
<thead>
<tr>
<th>Rank</th>
<th>Principle</th>
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<tr>
<td>1.5.</td>
<td>to advise students in news judgment, news gathering and news writing.</td>
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<tr>
<td>1.5.</td>
<td>to advise students in editing techniques, including headline writing and publications makeup or layout.</td>
</tr>
<tr>
<td>3.5.</td>
<td>in basic law that applies to student publications.</td>
</tr>
<tr>
<td>3.5.</td>
<td>to help students implement journalistic principles without violating the First Amendment rights of students.</td>
</tr>
<tr>
<td>5.</td>
<td>in interpersonal relations with persons other than the publication's staff members.</td>
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Rank | Principle
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7. | in production techniques of the publications they advise.
7. | to advise students in finance of and advertising for student publications.
7. | in interpersonal relations with the publication's staff, including providing leadership and reflecting mutual respect as carried on in recruiting, training, organizing and supervising the staff.
9. | to encourage and facilitate photojournalistic reporting by staff members of the publications they advise.
10. | to advise students in writing, other than news, for student publications.
11. | to evaluate student abilities.

Training Situation Principles

1.5. A training program for advisers should be of adequate duration to deal with essential needs of the participating advisers.

1.5. Training programs for advisers should be led by persons who are in touch with and understand advisers' practical problems. (Some professors and advisers may not.)

3. An effective training program must deal with needs felt by advisers as well as professional needs of which the advisers may be unaware.

4. The meeting place for the training program should be large enough to allow for variety of activity: breaking into small groups, reading available materials, typing exercises and projects, and performing writing, editing and other journalistic functions.

5.5. A training program for advisers should provide knowledge of resources and encouragement for advisers to pursue individual study in areas of their needs after the training program has concluded.

5.5. In terms of time commitment required, nearness to home and cost involved, a training program should be easily accessible to advisers who can benefit from it.

7. A variety of effective instructional techniques should be employed in order to facilitate learning in the most efficient, effective and practical manner.

8.5. A variety of learning resources should be made available to allow for advisers' individual differences and learning preferences.
Rank Principle

8.5. Auxiliary or support facilities and services, such as library, copy service and book store, should be available to participants in a training program.

10. A variety of resource persons with varied backgrounds and areas of expertise should be used to present and lead different portions of the training program.

Learning Activity Preferences

1. Discussion followed by laboratory practice.

2.5. Straight presentations of talks, demonstrations, film, tape, slides, etc. followed by practice in the skill presented.

2.5. Coverage of a real event.

4. Combination of straight presentation, slides, demonstration and practice in the skill presented.


6. Problem inventory of issues involved and possible problems or consequences stemming from them.

6. Individual study materials or packets.

8. Seminar approach that involves skillfully led discussion that draws out problems and leads to possible solutions.

9. Handouts accompanied by discussion and followed by practice in the competency being presented.

10. Examples presented orally or through handouts followed by discussion.

11.5. The case study method involving oral or written description of a practical situation followed by discussion.

11.5. Slides or charts accompanied by analysis and discussion.

13. Discussion with high school students followed by a critique.

14. Advisers' exchange of their own experiences with their students.
CHAPTER 4

THE MODEL

The assessment of needs and the evaluation of principles yielded clear advice about how priorities should be ordered in building a model for training high school publications advisers.

The Process of Developing the Model

In a broad sense, development of the model began with the attempt to identify needs that could be rated by advisers and professors who teach advisers and continued through development of principles and validation of them by the expert jury. Much of the grouping of related statements under competencies logically carried over into the model itself because the statements or principles referred to the expert jury had been framed specifically to fit into the model.

Rating of the principles by the expert jury indicated their order of importance, in effect setting priorities for components of the model.

The final steps of developing the model presented in this chapter consisted primarily of ordering components of a training situation into logical and practical groupings and sequences. As indicated in the instrument referred to the expert jury, analysis of training situations had suggested three major areas of consideration: content to be taught
to develop competencies needed by advisers, learning activities that are appropriate in teaching that content and developing those competencies, and considerations or principles that relate to the practicality of the training situation. Since the first two go together so closely, it was decided to present the model with two major areas: (1) content to be learned to develop necessary competencies, with suggested learning activities and some comment about the perceived effectiveness or importance of those learning activities, and (2) practical considerations about the training situation itself.

Priorities for these two areas largely followed recommendations of the expert jury, although discrepancies between those recommendations and the ratings of needs by less prepared advisers were considered in developing the final form of the model.

As suggested in the definition in Chapter 1, the model is not a paradigm or specific program that a program director could follow in specific detail to carry out an advisers' training program. It is a representation of the components deemed most necessary to be used in training programs for advisers and a discussion of relationships among components of the model. It is intended to be highly flexible, so that it can be adapted to numerous training situations under widely varied circumstances. It does suggest principles to guide program designers in meeting advisers' needs in a practical manner, but it does not attempt to tell those program designers how to meet any one adviser's needs or any single group of advisers' needs. As needs of advisers and conditions of the training situation vary, program designers should take note and vary their programs. However, in almost any case, the
principles remain the same.

The model, therefore, was derived through analysis of the principles rated by the expert jury in the context of the needs ratings by the two groups of advisers and the group of professors.

The Model for Training Advisers

This model is a verbal model that presents and discusses the components of short-term training programs for high school publications advisers. Although pre-service training is most preferred by professors who teach courses to prepare advisers and by many advisers themselves, experience shows that the vast majority of high school publications advisers in the United States were not prepared by pre-service training to be advisers and that the situation is not likely to change dramatically in the foreseeable future. This model, then, assumes that the people to be trained will be practicing advisers with little or no pre-service preparation or persons who have learned that they will be advisers the succeeding year and who also have little or no pre-service preparation.

Many components of this model could be applied in the pre-service training situation in a broader curriculum that involves several courses in journalism. Program designers are, of course, free to use the model in that way if it suits their needs or situations.

One other assumption that will apply in most training situations is that participating advisers will bring heterogeneous backgrounds to the program. With rare exceptions where enrollment is restricted to advisers who meet specific criteria, training programs are likely to
have both experienced and inexperienced advisers; trained, untrained and partially trained advisers; and advisers with a wide range of needs and abilities. Even workshops designed for persons with no journalistic training and fewer than five years of advising experience have admitted veteran, well-prepared advisers. Heterogeneous backgrounds are almost inevitable. Therefore, a problem inventory or skills inventory at the beginning of the program most likely would help to begin the program in the most effective and productive manner.

Although this is a verbal model and the discussion is important to it, a schematic representation of the model is given on page 164 as an outline or simplified form. This may be helpful in piecing the entire model together by giving the reader an overview. Some suggestions for applying the model are presented later in this chapter.

**Content and learning activities.** The instructional components or content to be learned to develop competencies and the learning activities used to develop those competencies are the heart of the model, and these are presented first in their order of importance. There are 11 of these components. Each is discussed in terms of specific competencies and learning activities to develop those competencies.

In general the panel of experts, the advisers and the professors consulted in this study believe that advisers should be able to perform the competencies they are trying to develop within their students and that ability in these is necessary before one can develop them in other persons. Although this is not necessarily wholly true, it generally applies. Throughout the model, therefore, an assumption is made that an
MODEL FOR SHORT-TERM TRAINING OF HIGH SCHOOL PUBLICATIONS ADVISERS

INSTRUCTIONAL COMPONENTS (CONTENT)

1. News Judgment, News Gathering, News Writing
   a. Nature of news; judgment
   b. News gathering (reporting)
   c. News writing
   d. Interviewing techniques
2. Editing and Design
   a. Copy editing (copyreading)
   b. Headline writing
   c. Makeup, layout, design
   d. Editing opinion pages
   e. Titles, subheads, blurbs
3. Professional Practices
   a. Adviser does not write, edit
   b. Supervision sufficient only to avoid outright failure
   c. Protecting news sources
   d. Unidentified sources
   e. Anonymous letters to editor
   f. Two-source rule
   g. Staff not sources
   h. Reporters not involved in events they cover
   i. Use of published material as news tips, rewrite copy
   j. Reporter not his own source
4. Law of Student Publications
   a. First Amendment
   b. Student press and rights decisions
   c. Libel
   d. Privacy
   e. Copyright
5. Relations with Persons Not on Staff
   a. Teachers, administrators, board
   b. Parents, patrons, suppliers
   c. Liaison with administration
   d. Student body disinterest
   e. Negotiating supply contracts
   f. Assuring equipment, facilities
6. Production Techniques
   a. Composition methods
   b. Pasteup
   c. Copy fitting
   d. Photo scaling
7. Business and Finance
   a. Budgeting
   b. Promotion
   c. Raising funds
   d. Record keeping
8. Advertising
   a. Advertising principles
   b. Advertising design
   c. Advertising copy writing
   d. Servicing advertising accounts
9. Relations with Staff
   a. Recruiting
   b. Training
   c. Organizing
   d. Supervising
   e. Setting standards
   f. Evaluating student abilities
10. Photojournalism
    a. Facilitating adequate coverage
    b. Editing & cropping photos
11. Writing, Other than News
    a. Editorials
    b. Cutlines or captions
    c. Opinion pieces and columns
    d. Features

PRACTICAL CONSIDERATIONS (CONDITIONS)

1. Adequate Duration
   a. To deal with essential needs of participating advisers
2. Leadership
   a. Persons in touch with advisers' practical problems
   b. Variety of resource persons with varied backgrounds and areas of expertise
3. Needs
   a. Deals with felt as well as real, professional needs
4. Facilities
   a. Meeting place large enough to allow for variety of activity
   b. Support facilities, e.g., library, copy service, book store
5. Accessible in terms of
   a. Time-commitment
   b. Nearness
   c. Cost
6. Instructional Techniques
   a. Varied to facilitate maximum learning
   b. Selected to encourage and facilitate future individual learning
7. Resources
   a. Variety to allow for individual differences and preferences
8. Form
   a. Most appropriate for circumstances, recognizing relative effectiveness
9. Enrollment
   a. Properly apportioned in relation to leaders and resources
adviser should become skilled in the competency he or she will develop in students in addition to developing the ability to advise students in that competency. Consequently, the specific abilities or competencies are discussed with the understanding that advisers would develop both skill in them and skill in advising students in them.

Throughout this model the suggested learning activities do not exhaust the possibilities but are only selected examples, drawn largely from the list rated by the expert jury.

1. NEWS JUDGMENT, NEWS GATHERING AND NEWS WRITING

Abilities or competencies to be developed in this component include (a) news gathering (reporting), (b) writing news stories, (c) writing news story leads, (d) interviewing technique, (e) news judgment, (f) covering speeches and meetings and (g) writing interpretive news stories.

As has been discussed earlier, writing interpretive news stories (g) probably cannot be developed in a short-term training situation and should be broken out as a separate unit, be omitted from the training program or be introduced along with sources that advisers can use to study this area of journalism individually after the training program has concluded.

This component is clearly the most important one in training advisers but was not the most highly rated group of needs by the advisers themselves. The investigator's experience in workshops for advisers has been that participating advisers are more interested in techniques or devices that will help them solve problems in staff organization or production flow and that they tend to resist discussions of and practice
in news writing. Advisers rated these organization and production needs highest, followed by news judgment, news gathering and news writing.

A training program must deal with the advisers' felt needs if it is to be successful and if advisers are to feel comfortable about the training experience, but training program personnel may succeed in persuading advisers that becoming competent in basic journalistic skills and in advising students in those skills can substantially help to solve problems of disorganization and failure to meet deadlines. Another approach also may be useful, such as encouraging advisers to work on techniques or devices to solve the problems they see as most important while also becoming competent in basic journalistic skills. Whatever approach is selected, if a problem inventory and adviser discussion are used to determine some or all of the content of the training program, advisers may resist beginning the program with something as basic as news judgment, news gathering and news writing, even though this group of skills is likely to be their most pronounced need.

Appropriate learning activities for the skills in news judgment, news gathering and news writing include:

(a) News gathering or reporting: discussion followed by laboratory practice, ranked first by the expert jury.

(b) Writing news stories: discussion followed by laboratory practice, ranked first, and handouts accompanied by discussion and followed by practice in news writing, ranked ninth.

(c) Writing news story leads: the same techniques used for
writing news stories plus straight presentations of talks, demonstrations, film, tape, slides, etc. followed by practice in the skill presented, tied for second in the expert jury's rankings.

(d) Interviewing technique: straight presentations of talks, demonstrations, film, tape, slides, etc. followed by practice in interviewing, tied for second; simulation of a news interview, tied for sixth; discussion followed by laboratory practice, ranked first; or advisers' exchange of their own experiences with their students, ranked fourteenth.

(e) News judgment: individual study materials or packets, tied for sixth, and straight presentations of talks, demonstrations, film, tape, slides, etc. followed by practice in news judgment, tied for second.

(f) Covering speeches and meetings: straight presentations followed by practice in covering a speech or a meeting, tied for second, and coverage of a real event (speech or meeting), also tied for second.

(g) Writing interpretive news stories: slides or charts accompanied by analysis and discussion, tied for eleventh, can be used to introduce examples of interpretive news writing and topics covered in interpretive news stories. Handouts accompanied by discussion and followed by practice in interpretive news writing can be used, although adequate development of this competency would require a great deal of time, in nearly every case more than would be available in a short-term training program. This learning activity was ranked ninth. Similarly, discussion followed by laboratory practice could be used, ranked first.

Along with developing news writing ability and news editing ability, advisers most likely would develop ability to spot common
pitfalls in student journalistic writing. This skill is more logically linked with editing and is included in that component below.

2. EDITING TECHNIQUES, INCLUDING HEADLINE WRITING AND MAKEUP OR LAYOUT

Abilities or competencies to be developed in this component include (a) editing copy for meaning, interest, accuracy, length, correctness and conciseness, (b) effective makeup, layout and design, (c) writing journalistically correct headlines for news, feature and other types of news stories and for editorials and (d) editing opinion pages.

Editing is a broad set of skills usually learned in the news context but applicable across all forms of publications. Broadly speaking, makeup, layout or design is a subsection or skill within editing, although it is often studied separately.

Again advisers in a training situation may not immediately see a practical application for knowing editing techniques, and it may require skilled leadership to channel their energies and attention in that direction. Most advisers who enter a training program are likely to be less than adequately qualified in editing techniques, and training programs should devote sufficient attention and instruction to them.

Appropriate learning activities for developing skills in editing, headline writing and makeup or design include:

(a) Editing copy: discussion followed by laboratory practice, ranked first; straight presentations followed by practice in editing, tied for second; and handouts of stories to be edited accompanied by discussion and followed by practice in editing those stories, ranked ninth.

(b) Effective makeup, layout or design: straight presentations
including demonstrations or slides of layouts followed by practice in makeup or layout, tied for second; combination of straight presentation, slides, discussion and practice in makeup or layout, ranked fourth; simulation by pasting up dummy pages, tied for sixth; and slides or charts accompanied by analysis and discussion, tied for eleventh among 14 learning activities rated.

(c) Headline writing: handouts of stories to have heads written for them accompanied by discussion and followed by practice in headline writing, ranked ninth. Examples of effective headlines also could be presented, followed by discussion, ranked tenth. Straight presentation followed by practice, tied for second, also could be effective.

(d) Editing opinion pages: slides or charts of example opinion pages accompanied by analysis and discussion, tied for eleventh. One reason this method is suggested is that in a short-term training program there is unlikely to be adequate time to develop this skill, and this method can be used to introduce its most important characteristics, techniques and considerations in a limited amount of time.

The act of editing copy in the laboratory situation, presented under (a) above, should also help to develop the ability to spot common pitfalls in student journalistic writing. This is particularly true because grading papers and spotting pitfalls or errors are so similar, if not identical, to copyreading someone else's writing. To develop this specific ability more fully, training program leaders can distribute sample student papers to participating advisers for them to correct or evaluate. This exercise also can be used in connection with developing ability to evaluate student abilities, which was ranked last among
advising skills by the expert jury and which is presented as the sixth item in Component 9, Relations with Staff Members.

3. PROFESSIONAL PRACTICES

This component deals with the competencies that tied for third in the expert jury's ratings, those that relate to advisers helping students implement journalistic principles without violating First Amendment rights of the students. In addition, one juror stressed the need for training in professional ethics and practices, and the investigator had planned a component on these even though the lists of these in the needs and principles rating instruments had not been extensive.

Competencies, abilities or attitudes to be developed within the professional practices component include (a) giving advice but avoiding writing or editing copy for students or student publications, (b) encouraging students to accept responsibility for their publications by providing only enough supervision to avoid outright failure and (c) being knowledgeable in and helping students understand practices of professional journalism, some of which are not unanimously agreed upon by professional journalists. Examples of these include confidences and protecting news sources, using news from unidentified sources, publishing anonymous letters to the editor, the two-source rule, the staff not being sources for news stories, reporters not covering events in which they are involved, appropriate use of material published elsewhere as news tips or rewrite copy, and reporters not being their own news sources. Other concerns contained in the "Statement of Principles" of the American Society of Newspaper Editors or the "Code of Ethics" of the Society of Professional Journalists, Sigma Delta Chi, can be introduced as
deemed appropriate by advisers and training leaders. Several of these, such as gifts and junkets, pose little problem in high school publications.

Potentially effective learning activities for developing skill in and understanding of professional practices include:

(a) Giving advice but avoiding writing or editing copy: case study method involving oral or written descriptions of practical situations followed by discussion, tied for eleventh; examples presented orally or through handouts followed by discussion, ranked tenth; seminar approach that involves skillfully led discussion that draws out problems and leads to possible solutions, ranked eighth; discussion with high school students followed by a critique, ranked thirteenth; and simulation of situations in which advising is of great importance and the tendency to edit copy for students likely would be great, tied for sixth.

(b) Encouraging students to accept responsibility with only enough supervision to avoid outright failure: problem inventory of issues involved and possible problems or consequences stemming from them, tied for sixth; and all of the techniques listed for (a) above. Both topics could be developed simultaneously as long as sufficient attention was given to both.

(c) Practices of professional journalism: straight presentations could be useful here, although it would be difficult to follow them with practice in the competencies or professional tenets presented. [No ranking is given throughout this chapter where the activity has been modified from the specific one referred to the expert jury for rating.]

The seminar approach, ranked eighth; the case study method, tied
for eleventh; and simulation of situations in which these professional practices apply, tied for sixth, all could be useful.

4. LAW OF STUDENT PUBLICATIONS

The dramatic increase in litigation involving schools and student publications since Tinker [1969] has elevated law from a topic of casual conversation to one of substantial importance among advisers. Advisers should know and understand basic law that applies to student rights and student publications so they can (a) advise students about potentially actionable material that they have under consideration for publication and (b) advise persons who would infringe upon student press freedom about basic student rights. These two competencies can be developed simultaneously and involve understanding of the First Amendment to the Constitution of the United States, recent court decisions regarding student rights and student press rights, libel, privacy and copyright.

Obscenity often is a popular legal topic, but its likelihood in a student publication is so remote that it should not rate high. More likely an adviser will think something is obscene when by legal definition it is not. Briefing in the state law on obscenity, if it meets the United States Supreme Court guidelines, might be useful but not a time-consuming consideration.

A useful method in developing ability to deal with legal principles and decisions and to understand and advise about basic student press law is the case study method, tied for eleventh among the 14 learning activities considered by the expert jury. Other methods that could be useful include individual study materials or packets, such as case decisions by the U.S. Supreme Court or Ashley's *Say It Safely* or
Trager's Student Press Rights, tied for sixth; straight presentations on legal principles and cases; problem inventory of issues involved and possible problems or consequences stemming from them, tied for sixth; examples presented orally or through handouts followed by discussion, ranked tenth; advisers' exchange of their own experiences with legal problems or potential legal problems with their students, ranked fourteenth; or simulation of real or hypothetical situations containing legal implications, tied for sixth.

Advisers cannot be expected to become legal scholars nor to be sophisticated in their understanding of press law, but they can be expected to grasp basic principles and to seek competent legal advice whenever they have situations they believe could develop into legal problems or litigation. Some of this advice is available without cost from professional organizations and their legal staffs or law centers, such as the Student Press Law Center in Washington, D.C.

5. RELATIONS WITH PERSONS OTHER THAN STAFF MEMBERS

The most pressing and immediate problems consist of dealing with the staff and getting the publications completed on time. But if any publication or adviser is to become truly successful, relationships with persons not on the staff must be pursued and cultivated with initiative taken by the adviser. Some of these persons are within the school or affiliated with it; others are outside the school but interested in it.

At least six general competencies or areas of concern come under this component: (a) dealing with other teachers, the principal, the board of education, parents, suppliers and other persons, (b) assessing the advising situation, including the attitudes of the principal and
other administrators, (c) functioning as liaison with the administration for an understanding of the ethics and responsibilities of a free student press, (d) dealing with student body disinterest in publications, (e) assuring adequate facilities and equipment, most likely through administrative support, and (f) negotiating contracts or buying printing, photographic services, supplies and equipment.

A basic learning activity that is useful in developing all six of these is simulation of situations involving these contacts, tied for sixth in the expert jury's ratings. Three other useful techniques are examples presented orally or through handouts followed by discussion, ranked tenth; case studies, tied for eleventh; and advisers' exchange of their own experiences.

6. PRODUCTION TECHNIQUES

Production refers to the mechanics of getting the publication printed and commonly includes copy fitting, photo scaling, composition (typesetting), pasteup or lockup and other processes preliminary to printing, such as making offset negatives. Practices vary among schools according to their printing methods and sources. Basic to all situations are copy fitting and photo scaling. Whether other production activities are undertaken by the publication's staff depends upon the method of printing and how much of the work the staff has agreed to perform. With offset newspapers and magazines as well as some yearbooks, composition and pasteup by the staff are common.

How far a training program goes into production techniques may depend upon a problem inventory of the participating advisers and the availability of materials and equipment for them to use. Copy (type)
fitting and photo scaling can be taught in any situation, preferably by using examples of typewritten and edited copy and real photographs. But if these materials are not available, copy fitting technique can be presented through verbal examples and photo scaling can be introduced by re-editing and scaling pictures from newspapers, magazines, yearbooks or by verbal examples. Copy fitting and photo scaling can be introduced in very short periods of time, but almost inevitably someone in a training group will have difficulty understanding the concepts or working out the simple mathematics involved. Many valuable hours can be used if an attempt is made to equip every adviser with complete copy fitting and photo scaling expertise. In the meantime, some advisers will have mastered the skills in 30 minutes to an hour. Brief straight presentation to the group followed by answering advisers' questions and practice of the skills is recommended. This technique tied for second in the jury's ratings. Follow-up can be handled with individual study materials, tied for sixth, and a small group conference or help session when group instruction time is not scheduled, not rated by the jury.

Typesetting machines change so frequently that it is unlikely that a training program could obtain machines like all those available to the participating advisers in their schools or communities. Broad classifications of composition, however, can be introduced with selected examples. Impact or strike-on composition and example machines can be shown, demonstrated or at least presented in pictures or manufacturers' literature. The same can be done with photocomposition machines, both body and display sizes. Linecasting should be mentioned for those who may still be buying hot metal composition from their printers.
If composing machines are available, advisers should be given introductory hands-on experience along with advice about how to control waste materials and time by their students, who may become so fascinated with the machines that they use valuable production time and supplies for personal amusement. Advisers, too, can become so interested that they prefer to spend time on the machines rather than solve more important advising and publications problems.

Introduction to composition can be made by straight presentations of talks, demonstrations, film, tape, slides, etc. followed by practice in composing, tied for second. Another method for presenting composition methods is combination of straight presentation, slides, discussion and practice in composing, ranked fourth.

Pasteup or preparation of mechanicals is common to offset newspapers and magazines and can be introduced through a straight presentation of a talk and demonstration followed by practice in pasteup, tied for second. If actual composition is not available, bogus type can be used to simulate a page or spread for a publication, following a talk and demonstration. Simulation was tied for sixth in the jury's ratings. Similarly, advisers could be provided individual study materials or packets to do simulated or actual pasteups outside of scheduled group instruction, also tied for sixth.

As suggested earlier, the line between the staff's production activities and the printer's production activities is not clear because of varied situations. Generally though, making negatives and the succeeding steps come under the printer's production activities and need not be dealt with in training programs for advisers. Those advisers who
become sufficiently interested in production may consider enrolling in an advanced graphics, typography or printing course.

7. BUSINESS AND FINANCE

Financing a publication adequately can be one of the biggest challenges to a novice adviser. And if raising enough money is not challenge enough, many advisers are unaware of cost-saving techniques and sources of supply that can help them manage their budgets more effectively. Therefore, the techniques of raising funds and managing them are of great importance to advisers.

Quill and Scroll and numerous educators, championed by Dr. Laurence R. Campbell, advocate sharing as much financial responsibility as possible with students on the business staff. Depending upon school or state regulations, students should do the selling and fund raising, keep books, send out invoices and collect money due the publication.

The adviser should be able to advise students in the successful financing of the publication to maintain solvency or fiscal stability, including (a) budgeting, (b) promotion, (c) selling subscriptions or copies, (d) invoicing, (e) collecting accounts receivable, (f) controlling expenses and (g) raising funds through auxiliary projects.

Each item should receive proper attention in the training situation. Because of the interrelatedness of many of these items, they need not and perhaps can not be presented or learned singly. Also because of the similarity among these items, learning activities can be essentially the same for all seven. Among these are:

Examples presented orally or through handouts followed by discussion, ranked tenth.
Advisers' exchange of their own experiences with their students, because of the wide variety of financial situations among student publications, particularly if the discussion is guided skillfully to avoid excessive waste of time. This technique ranked fourteenth, or last, among the jury's ratings at 3.000, or moderately important.

Individual study materials or packets dealing with specific problems advisers face, also because of the wide variety of situations and problems advisers may encounter. This learning activity was tied for sixth in the ratings.

Simulations of situations in promotion and selling subscriptions or copies, also tied for sixth in the ratings. However, this technique's use appears to be more limited here than in developing advertising skills, for example.

8. ADVERTISING

Although some publications do not sell advertising and their advisers may be reluctant to spend time learning about it, a case can be made for understanding advertising in the event it becomes necessary for adequate income, for knowing something about it when students seek information about advertising principles, practices or careers, or if the adviser moves to a school where advertising is sold.

The four major areas of advertising are (a) advertising principles, (b) advertising design, (c) advertising copy writing and (d) servicing advertising accounts.

The barest essentials of advertising principles for student publications can be presented in a limited amount of time by a straight presentation, such as a talk, demonstration, film, tape, slides, etc.,
followed by discussion and practice in generating advertising ideas for potential advertisers and their products and services. This activity was tied for second. The case study method, tied for eleventh, could be used, although it may take more time than can be made available in a short-term training situation.

Whether design should precede copy writing and vice versa can be decided by individual program planners. In either event, advisers should undertake some practice in both, and both advertising design and advertising copy writing can be developed through straight presentations followed by practice, tied for second; examples presented through handouts followed by discussion, ranked tenth; simulation of the complete chain of events from generating advertising ideas, selling the ad to the client and designing and writing the ad, tied for sixth; and advisers' exchange of their own experiences with their students in selling, designing and writing advertising, ranked fourteenth.

Servicing advertising accounts, apparently one of the most neglected facets of student journalism according to responses to the advisers' and professors' surveys, can be presented by straight presentations; simulations, tied for sixth; case studies, tied for eleventh; and advisers' exchange of their own experiences with their students, ranked fourteenth.

9. RELATIONS WITH STAFF MEMBERS

This is one of the broadest ranging groups of skills and abilities, but these skills are related and development of competence in one can help develop competence in others. This area is the heart of advising, providing leadership while reflecting mutual respect in carrying
out the advising process with the students.

Abilities in this component include (a) planning ahead to meet production and publication schedules, (b) encouraging the staff to meet deadlines and production schedules, (c) training the staff for their respective jobs, (d) working with students to jointly establish standards of student work that will be expected for the publication, (e) organizing the staff and assigning jobs with clear descriptions, (f) recruiting the wide range of talent needed for the publication, business as well as editorial, (g) developing and implementing business-like approaches to production flow, (h) maintaining staff interest throughout the year and (i) evaluating student abilities.

Potentially effective learning activities for the skills in interpersonal relations with staff members include:

(a) Planning ahead to meet production and publication schedules: straight presentations followed by practice, tied for second, and individual study materials or packets, tied for sixth. This skill builds upon knowledge of production techniques and is closely related to it.

(b) Encouraging the staff to meet deadlines and production schedules: seminar approach that involves skillfully led discussion that draws out problems and leads to possible solutions, ranked eighth; examples presented orally or through handouts followed by discussion, ranked tenth; discussion with high school students followed by a critique, ranked thirteenth; and advisers' exchange of their own experiences with their own students, ranked fourteenth. As mentioned in Chapter 2, a sample publications staff handbook can be a vehicle to present information about practical advising situations, such as guidance for
students to meet deadlines, and can help advisers to focus upon ways to face the situation in their own schools, even if they must revise the handbook to fit their own situations.

(c) Training the staff for their respective jobs: Here again situations will vary considerably among advisers participating in most training programs and the seminar approach, ranked eighth, can be useful, as can the advisers' exchange of their experiences, ranked fourteenth. Articles or case descriptions about how other advisers have met their situations could be useful in individual study materials or packets, tied for sixth.

(d) Working with students to jointly establish standards of student work that will be expected for the publication: discussion with high school students followed by a critique, ranked thirteenth; and advisers' exchange of their experiences, ranked fourteenth. If a group of high school students can be made available only once during a training program, this may be the most productive topic for them to address in their discussion. Questions from advisers could get them to respond to other situations, however, such as how to encourage students to meet deadlines and production schedules, giving advice but avoid writing or editing copy, encouraging students to accept responsibility with only enough supervision to avoid outright failure, ways to recruit students for the publication's staff and aspects of evaluating and grading students.

(e) Organizing the staff and assigning jobs with clear descriptions: examples presented orally or through handouts followed by discussion, ranked tenth. Again an example student publications staff
handbook could expedite introduction to this area, and advisers could revise an example organization chart and set of job descriptions to fit their own situations.

(f) Recruiting the wide range of talent needed for the publication: straight presentation; examples followed by discussion, ranked tenth; slides or charts accompanied by analysis and discussion, tied for eleventh; and advisers' exchange of their own experiences, fourteenth. A discussion with high school students, ranked thirteenth, also could devote some attention to recruiting.

(g) Developing and implementing business-like approaches to production flow: seminar approach, eighth, and examples followed by discussion, tenth.

(h) Maintaining staff interest throughout the year: advisers' exchange of their own experiences with their students, fourteenth; straight presentation; examples followed by discussion, tenth.

(i) Evaluating student abilities: simulation of interpersonal and paper evaluation situations, tied for sixth; problem inventory of issues involved and possible problems or consequences stemming from them, tied for sixth; seminar approach, eighth; handouts of student papers accompanied by discussion and followed by practice in grading student work, ninth; examples followed by discussion, tenth; case study, tied for eleventh; discussion with high school students followed by a critique, thirteenth; and advisers' exchange of their experiences, fourteenth.

Evaluation of student abilities, which was ranked last by the expert jury, could be a separate component. Evaluation is inherent in
recruiting, organizing, assigning jobs and participating in the process of selecting editors, and it can fit logically into this component.
Evaluation could be dealt with under (e) and (f) above. The specific evaluation needs that were referred to advisers and professors for rating were ability to identify students with initiative, imagination and willingness to cooperate, to evaluate existing and prospective staff members and to assess the talents of the staff and start training where the students are. In addition, free answer responses suggested that evaluating and grading student work should receive attention.

In all nine items listed within this component, a straight presentation could be an effective learning activity.

10. PHOTOJOURNALISM

Advisers need to be able to encourage and facilitate photojournalistic reporting by staff members of the publications they advise, to encourage high quality in publications photography and to advise in proper editing or cropping techniques for photos.

Examples followed by discussion, ranked tenth; case studies, tied for eleventh; and straight presentations could be used to develop abilities to encourage photojournalistic reporting and high quality in publications photography. In addition, slides of published photos accompanied by analysis and discussion, tied for eleventh, can be used to encourage high quality in publications photography. Editing or cropping of photos was included under editing skills and is mentioned again here because of its importance to photojournalism.
11. WRITING, OTHER THAN NEWS

Although news writing and news editing are basic to all journalism, other kinds of writing are important in publications. Newspapers need opinion and feature pieces, and yearbooks are publishing more interpretive news and feature articles. The kinds of writing included under this component are (a) editorials, (b) picture cutlines or captions, (c) opinion pieces and columns and (d) feature stories.

Applicable to all these kinds of writing are discussion followed by laboratory practice, ranked first; straight presentations followed by practice in the kind of writing being presented, tied for second; handouts accompanied by discussion and followed by practice in the kind of writing being presented, ninth; and examples followed by discussion, tenth.

Slides of effective or imaginative examples of writing that have been published can be shown, accompanied by analysis and discussion, to give advisers numerous ideas for topics or subjects as well as graphic and writing approaches. This activity tied for eleventh. In developing picture caption or cutline writing ability, a combination of straight presentations, slides, discussion and practice in writing cutlines or captions can be employed, ranked fourth.

As activities to be included in a typical training situation, feature writing was rated far above column writing by the expert jury, 3.778 or great importance to 2.100 or little importance. Opinion columns were not specified, and whether the jury was reacting to columns in general, feature columns, gossip columns or opinion columns is not known. The column itself clearly is rated low, but that does not necessarily
mean that opinion writing also is rated low.

It is obvious that a short-term training program may be able to introduce all these components but could not develop adequate skill or expertise in each one. The problem of limited time is further emphasized when one considers that colleges and universities typically offer at least two news writing courses, one news editing course, two feature and magazine writing courses, an editorial writing course, a reviewing course and graphics courses. Taken to the extreme, these components add up to more than an undergraduate or graduate major in journalism, particularly when the business, finance and interpersonal relations portions are considered. The most efficient use of time should be made in a short-term training situation without ridiculously abbreviating treatment of any single component. In some cases it would be better to omit certain components than to do educational disservice to them and to advisers attempting to improve their preparation for their positions. This will be discussed further in the section on applications of the model.

**Practicality of the training situation.** Besides the content or skills to be learned and the activities to be used in instructing them, training program designers should consider practical aspects of the training situation. Nine of these were indicated in outline form on the chart on page 164. The ideal situation for training seldom if ever exists, and frequently some conditions of the training situation cannot be controlled by the program designer or director. Also frequently the condition desired in one area must be sacrificed to gain a better condition in another area, resulting in trade-offs or compromises.
The practical considerations or conditions of the training situation were presented in Chapter 3 as "Principles of the Practicality of the Training Situation." They are discussed here again in somewhat different fashion, emphasizing guidelines that may apply to typical as well as ideal situations.

1. DURATION

The expert jury unanimously rated as very important the principle that a training program should be of adequate duration to deal with essential needs of the participating advisers.

The jury suggested an ideal median of 41.5 hours of instruction, which was only five hours more than its suggested 36 hours for a mini-course in summer session or on Saturdays and 10 hours more than the 31.5 hours suggested for an in-service course after school or on weekends.

For a residential workshop the jury recommended 12 to 15 days. It was not asked to indicate the amount of instruction during those days. Assuming three hours a day of instruction would yield 36 to 45 hours, or about the jury's ideal. Additional daily instruction, of course, would increase the time and exceed the ideal median.

It should be pointed out that although the jury recommended 15 sessions of two hours each for an in-service course, it later rated the expected effectiveness and practicality of an in-service program in a local school district below 2.500 or near a "little effectiveness" and "little practicality" rating. The effectiveness rating was 2.357 and the practicality rating was 2.313.

The jury also agreed that instruction in a training program for advisers could be reduced if deemed necessary to increase its
accessibility to advisers who can most benefit from it. Although a shorter program may not be able to cover the full range of topics that has been suggested, a complete program that is inaccessible to advisers and therefore not attended by them can do no good for them. This is seen as one of the major compromises or trade-offs that must be considered in planning training programs.

2. LEADERSHIP

(a) Tied for first among the practical considerations was the need for qualified leaders who are in touch with and understand advisers' practical problems, followed by a note that some professors and advisers may not be so qualified. All of the jurors rated this as very important.

Leadership easily can become a program weakness. The person who plans the program often selects himself or herself to direct or teach the program, and if he or she is not in touch with advisers' practical problems, the training program can suffer significantly from this weakness in leadership. This weakness can be remedied if other resource persons are brought in to present portions of the training program, answer questions and deal with advisers' problems.

In other instances a journalism professor or experienced adviser in an excellent situation is thrust into the teaching role and has difficulty in dealing with problems that seem remote from his or her experience.

(b) Although not strictly leadership, closely related to it is the use of a variety of resource persons who have varied backgrounds and areas of expertise to present and lead different portions of the program possibly to strengthen the program. This practical consideration was
ranked tenth among the 10 presented to the jury, but its 2.833 rating places it as moderately important.

Some renaissance advisers exist, but typically an adviser expert in writing, editing and design will be somewhat deficient in finance and advertising, and an adviser expert in raising money and selling ads will be somewhat weak in writing, editing and design. And some advisers are excellent at supervising staffs while others are not. A variety of resource persons, within financial limitations of the program's ability to bring them in, can capitalize on the strengths of these people while minimizing the weaknesses.

3. NEEDS

An effective training program must deal with needs felt by advisers as well as professional needs of which the advisers may be unaware. The jury rated this the third most important of the 10 principles with a 3.917 median score, with 12 jury members rating it very important and the other 2 rating it moderately important.

The considerations involved here have been mentioned in the discussion of the first two content components of the model, because professors and jurors rated basic journalistic needs higher than advisers rated them. The relationship of professional needs to the needs that were rated higher by advisers should be made clear to participants in a training program. Competence in journalistic skills could substantially help to meet the needs advisers rate high, especially the one they rated highest, ability to plan ahead to meet production and publication schedules.
4. FACILITIES

(a) The meeting place should be large enough to allow for variety of activity, such as breaking into small groups, reading available materials, typing exercises and projects, and performing writing, editing and other journalistic functions. The jury rated this 3.800, fourth among the 10 items, with 10 jurors rating it very important and the remaining 4 rating it moderately important.

Further discussion probably is not needed here. Program designers typically are acutely aware of meeting facility needs and limitations. Some summer programs can capitalize on lower enrollments on a campus to use facilities that would not normally be available during the remainder of the year. Some evening or weekend programs may face drastic limitations in facilities, as may extension programs offered in available space in public school buildings or motor inns. When the program is being planned, this fourth-ranked item should receive very high priority in considerations.

(b) Auxiliary or support facilities, such as library, copy service and book store, are important and should be available to participants in a training program. This consideration tied for eighth among the jury's ratings at 3.250, with 8 rating it moderately important, 5 rating it very important and 1 rating it slightly important.

The jury's rating appears to be appropriate and realistic. In many instances, such support facilities will be unavailable or remotely available. For example, if a program is offered at a highway motor inn for commuting convenience of participants, copy service may be available but library and book store probably would not be available. Compensation
for this limitation can be made by minimizing the need for copying, such as by making more handouts available or by offering to send participants copies later for a few and by making some materials available for sale, such as reference or text books that they might find valuable and want to purchase. These compensating activities add to administrative complexity of a training program but can be highly desirable additions that help to make the program more effective.

Other considerations clearly take priority over auxiliary or support facilities, yet consideration of them is of moderate importance.

5. ACCESSIBILITY

A training program should be easily accessible in terms of (a) time commitment, (b) nearness to home and (c) cost to advisers who can benefit from it.

The jury rated this 3.722, or very important, tied for fifth among the 10 items in this group. Training program designers over a period of time become aware of numerous reasons advisers offer for not attending programs they perceive as too expensive, too time consuming or too far from home as well as conflicting with vacation, school, family or other obligations. Different types of programs apparently appeal to different types of persons. Some advisers thoroughly enjoy summer residential workshops on university campuses and will spend one to three weeks, or more, attending them. Other advisers see their family, community or other commitments as preventing them from taking more than two or three days of their time. Many want to avoid the expense of room and meals on a campus or at a motor inn. Some gravitate toward a weekly two- or three-hour session that spans 12 to 15
weeks, as long as it is within easy commuting distance of their homes.

Perhaps another note on accessibility should be mentioned. From the surveys it was clear that many advisers perceive one-day conventions and meetings as "workshops" and believe that a day or so every year or two at a local, regional or state high school press day is sufficient activity to become a better prepared adviser and to keep in touch with the field. Valuable as many of these one-day and weekend meetings may be, they tend to be unsequenced, presented to large numbers of people in single sessions and most importantly seldom permit practice in the concepts or skills presented.

It would be inappropriate to attempt to discontinue high school press days or conventions or to reduce their accessibility, but some attempt appears to be needed to persuade advisers that more effective training opportunities are available at little more investment in time, money or distance from home. Of course, those training opportunities must be designed and offered in connection with the attempt at such persuasion.

Lastly, advisers may recognize the limitations of the meetings they attend but rationalize that they need not participate in more rewarding or more effective programs because of the additional commitment required. The persuasive effort, therefore, may require changing attitudes or overcoming rationalizations, which usually is more difficult than persuading someone who holds no attitude or opinion on a subject.
6. INSTRUCTIONAL TECHNIQUES

(a) A variety of effective instructional techniques should be employed in order to facilitate learning in the most efficient, effective and practical manner.

The jury's 3.625 rating of this condition signifies it is very important and ranks it seventh among the 10 items rated. The jurors' ratings were 8 very important, 5 moderately important and 1 slightly important.

A variety of instructional techniques cannot be taken for granted. Each teacher seems to have a favorite technique or learning activity and to overuse it or use it to the exclusion of others. If a variety of techniques is to be assured, that must be built into the program design and should be based upon the resource materials and persons who will be involved in instructing the workshop as well as the content to be included and the participants who will be involved and their needs. A variety of learning activities should not be selected independently from the several other considerations involved in planning the total program.

Numerous learning activities have been discussed in both Chapter 2 and preceding sections of this chapter. Pat answers or recommendations are neither available nor appropriate, although the jury's ratings of 14 learning activities have been reported to provide guidance to planners.

(b) Since not all skills, techniques and information can be learned in a short-term training program, advisers in such a training program should receive knowledge of resources and encouragement to pursue individual study in areas of their needs after the program has concluded.
The expert jury ranked this consideration in a tie for fifth with a 3.722 median score; 9 rated it very important and 5 rated it moderately important.

Often taken for granted in training programs in which numerous books, articles and other resources are mentioned, it does not necessarily follow that an adviser will follow with individual study after the conclusion of the training program. Ways of equipping advisers for further individual study and encouraging them should receive full consideration from program planners when they are designing training programs. Many persons who participate in group training programs may not be inclined toward extensive or perhaps even adequate individual or independent study. Influences that can motivate advisers in that direction should be exerted upon the advisers.

7. RESOURCES

A variety of learning resources should be made available to allow for advisers' individual differences and learning preferences.

The jury rated this consideration or principle 3.250, tied for eighth, with 4 rating it very important, 8 moderately important and 1 slightly important.

In brief, a training program should provide the finest resources available within reasonable financial constraints. These include books, films, tapes, slide presentations, laboratory exercises, individual study packets, equipment for writing and editing and pasting up, student publications handbooks and forms from schools with successful publications programs, publications--both good and poor--for advisers to review, handouts, bibliographies and resource lists, and so on. Some of
these no doubt will not be used and others will be used until they are worn, but a wide range of resources should be available to help advisers meet their individual needs and to attack specific problems they have in their schools.

In addition to materials available for reference, type books, literature from equipment manufacturers, information from The Newspaper Fund, Student Press Law Center, Columbia Scholastic Press Advisers Association, Journalism Education Association, Quill and Scroll and other available free materials should be distributed to participating advisers.

8. FORM

Form of the training program may be dictated by other factors, such as tradition, available facilities, available dates or days, times and places chosen leaders or instructors are available, and so on. The jury was not asked to validate a principle relating to form, but it was asked to rate four forms of training programs and those ratings give helpful guidance to program designers.

The residential workshop was rated the most effective (3.722 on a 4-point scale) and the second most practical (3.083). The time and financial commitments usually required for a residential workshop have been discussed, as has its failure to attract the vast majority of advisers who most need it. It may well be the most effective, but some form that can be helpful to larger numbers of advisers needs to be presented from time to time better to prepare them for their advising duties.

The regular college course taken evenings or during the summer session was rated the most practical (3.222) and the second most effective (3.045). The most practical rating received only 4 top scores of 4
and 9 second-highest scores of 3 with one juror not rating its practicality. Therefore, the most practical form of training among those rated was perceived as moderately practical.

One of the weaknesses of a course is that advisers may be tired and therefore less attentive and enthusiastic if it meets after a school day or early Saturday. Also they may not adequately prepare themselves between meetings, especially if they are engaged in full-time teaching.

Rated third in both effectiveness and practicality and in the moderate range on both effectiveness and practicality was the commuter workshop that is easily accessible to participants. This may be away from a campus or school system, but not necessarily. Ease of accessibility probably first means nearness of location and ease of reaching it with minimum time, expense and psychological frustration. Further, ease of accessibility can mean a moderate or low fee and a moderate or small investment in time, such as two or three days instead of a longer duration usually required in a residential workshop on a college campus. Commuter workshops can, of course, take place on college campuses, at motor hotels on Interstate highways, at conveniently accessible school buildings or at almost any place meetings can be conducted.

The commuter workshop's rating was 2.900 for effectiveness, with 1 rating it 4, 10 rating it 3 and 3 rating it 2, and 3.000 for practicality, with 4 rating it 4, 5 rating it 3, 4 rating it 2 and 1 not rating.

In-service programs in a local school district led by personnel qualified in publications advising were rated as slightly effective and slightly practical at 2.357 for effectiveness with 1 rating it 4, 5
rating it 3, 7 rating it 2 and 1 rating it 1, and 2.313 for practicality, with 2 rating it 4, 3 rating it 3, 8 rating it 2 and 1 not rating. The relatively low rating may make program designers reluctant to offer inservice programs in local school districts, but when one considers the vast number of advisers who are unprepared for their positions, even a program of modest effectiveness and practicality should be considered if it can reach some of those advisers. It would be imperative that qualified personnel conduct the program and that the meeting time be carefully selected for maximum alertness and interest among participating advisers.

9. ENROLLMENT

The jury recommended an enrollment of about 15 advisers in a training program but also agreed that enrollment need not be limited if there are sufficient leaders and resources. Whether one should interpret the advice to be that there should be one leader for every 15 advisers is not clear but seems reasonable.

Interest among advisers, population density of advisers in the area where the workshop is offered, fees and dates will affect the enrollment from the advisers' viewpoint. Income and how it is budgeted and available facilities will affect the number of leaders who can be made available and the resources for the training program.

Using the jury for guidance, planners could attempt to build program budgets and fees around a 15:1 ratio of advisers to instructors while providing adequate training materials and facilities. If one assumes that this approximates an ideal situation, he or she also may note that the highest enrollment a juror suggested was 20 (6 indicated
that possibility, 4 as the specific number and 2 as the top figure in a range of 15 to 20). Therefore, a planner may consider 20 as the number at which the practical maximum is approached per instructor or leader.

Some instructors can handle large numbers of advisers with great facility, making each believe he or she is receiving personal attention. Other instructors work more slowly, have greater difficulty relating to large groups and seem aloof when confronted with large groups. A planner should carefully consider the abilities of the program's instructors when determining enrollment levels.

Considerations that apply to the practicality of the training situation that have been discussed here do not exhaust all considerations but do address the most important ones. Simple answers are not available when one orders priorities in planning a training program. Most of the considerations are interrelated with others and affect them. If more money is spent on a wider variety of instructors, less money will be available for resource materials. If fees are kept low to encourage attendance, instruction and resource material may be barely adequate. If ideal facilities are secured, the dates may be most inconvenient to interested advisers or the instructors desired may not be available at that time.

The list of considerations suggests that program planners should carefully consider the conditions of training program practicality each time they plan a program and consciously avoid merely repeating a preceding program because it seemed to work. It also may suggest that different advisers may be attracted to a program if conditions are changed, such as offering a program in a new location or at a different date or
for a different duration. One implication of the surveys in this study is that more training programs are needed to serve more of the majority of advisers who are inadequately prepared for their tasks.

Summary

The model is a representation of the components deemed most necessary in training programs for advisers and a discussion of relationships among components of the model. It is not a paradigm or exact program that can be followed in specific detail in training advisers but rather a highly flexible guide that can be adapted to numerous training situations under varied circumstances. The model suggests principles to guide program designers in meeting advisers' needs in a practical manner, but it does not attempt to give specific advice about how to meet any one adviser's needs or any single group of advisers' needs. The three major areas within the model are (1) instructional components to develop competencies needed by advisers, (2) learning activities appropriate for developing those competencies and (3) principles that relate to the practicality of the training situation.
CHAPTER 5

SUGGESTIONS FOR USING THE MODEL

Of utmost importance is an understanding that the model is a guide to components and their priorities in planning training programs. It is not a packaged instructional program that can be followed step by step in every training situation. Because of this, it could be best to close the study with the presentation of the model so readers could devise their own uses for it, applying it to their own situations, without further distractions. However, some discussion of possible ways of using the model may be helpful if readers do not focus on possible uses to the exclusion of the model itself.

The instructional components were presented in their order of importance, as rated by the expert jury, and that order of priorities should be helpful in approaching training program design. In any training program, analysis of the participating advisers' skills and needs should be used in deciding the emphasis to be placed on components and their skills. A problem inventory discussion is one good approach to deciding what will be covered. Another approach is to have advisers complete an inventory form that elicits facts about their training and their beliefs about their most pressing needs.

The conditions of the practicality of the training situation and their interrelated nature have been presented to give guidance in the
most important considerations and to suggest an order of priority if one condition has to take precedence over another. Because of the number of variables involved, program design or planning requires a good background, an understanding of all the factors involved and, preferably, experience in planning and directing training programs.

Learning activities and the expert jury's ratings of them have been presented. The most highly rated activity will not necessarily be the most effective one in every situation. Some activities are limited in use to a few topics, and that may be one reason they were rated lower than activities of wider usefulness. Some activities may be presented or used more expertly by one instructor than another. And the jury's ratings may include a bias among the jurors that distorts the usefulness or importance of some activities. The ranks are given, though, as another guide for the program designer to consider when selecting the activity he or she believes will be most effective in the portion of the program being designed. Finally, even though 14 typical, basic learning activities were rated by the jury, they are not the only activities available. Program designers are free to use other instructional techniques that offer promise of effectiveness or efficiency.

Because of the varied conditions that could apply to any training situation, the discussion of each suggestion is limited and general.

**Residential workshops.** One obvious advantage of a residential workshop is that the participants are together or in close proximity during time when formal or scheduled instructional sessions are not meeting. Interaction among these participants is almost inevitable and can substantially reinforce workshop teaching and learning. They may
live in the same residence and have lounges or living areas where they naturally gather to learn informally from each other. Frequently, if not typically, a residential workshop is the only activity the participants are engaged in, and they therefore are not diverted from the business of advising by other courses, teaching obligations or other commitments. This is a distinct advantage at the time of the workshop, but it may disappear rapidly once the workshop ends and those other obligations become much more pressing and real.

Varied time durations of workshops and emphases directors want to place on the instructional components make a number of approaches possible. Because residential workshops usually are concentrated, having participating advisers in session from four to six or seven hours a day, extensive time to complete assignments or projects between instructional sessions is not generally available and laboratory or work time must be designed into the workshop.

A three-week (15-day) workshop meeting five hours a day may be able to cover all 11 instructional components in its 75 hours of instruction, beginning development of advisers' skills in some and merely introducing them to content in other components. A workshop of this duration also could make use of a larger number of instructional techniques or learning activities as well as more resources and a wider variety of instructors with expertise in different areas of journalism and advising.

A one-week (5 to 6 day) workshop may concentrate attention upon the skills and knowledge areas most needed by the majority of its participants and attend to some of the less needed areas through individual study materials and methods. A workshop like this probably would provide direct instruction about six hours a day and provide resources and
auxiliary or support facilities the remainder of each day for advisers to work on projects, individual study and assigned or suggested exercises. Advisers also could get together informally in small groups to compare experiences and ideas and, in effect, teach one another more about advising. By necessity, a one-week workshop should be intensive. Time for socializing should be available, especially at the beginning of the program. Free time and recreational facilities are important for releasing tension and excess energy, but learning resources and facilities should be available about 16 hours a day for maximum productivity by each adviser at his or her peak hours.

Especially as the amount of time is limited, a workshop could become topical, such as one week on news writing and editing, one week on business, finance and advertising or one week on law, ethics and interpersonal relations. A problem with this approach is that advisers already have limited their availability to workshops and tend to want the full treatment when they attend. Further, many appear to feel that news writing is simple and beneath them. They could be expected to select themselves out of a workshop devoted solely to news writing and editing. In other words it may be better overall to attempt more than is reasonably possible and reach advisers with that program than to offer programs they avoid. Few workshop directors can afford to test narrow workshop topics in the educational market place because they have to generate income to support their budgets.

One of the outstanding advantages of a residential workshop is that the advisers are living together and, in many workshops, are taking their meals together. Being together throughout most of the day, they begin to exchange ideas, experiences, reactions to the workshop. They
begin to help each other, frequently making instruction more effective and occasionally lightening the load of the workshop instructors. Care should be exercised in capitalizing on this natural phenomenon in residential workshops; overplanning can reduce or negate its effectiveness. An instructor's trying to schedule lunch with different advisers on different days may not work, for example, because it extends the formality of the workshop schedule further than advisers care to have it extended. A more casual, less obtrusive approach, though, may work excellently.

Advisers may benefit from a social gathering the first night or even at the first session. Participants in workshops have commented that cliques form rapidly and that a social get-together first is one way to get people more broadly acquainted and to minimize narrowness of the inevitable cliques. As the workshop progresses, a special meal, buffet or banquet can be a pleasant break from study and work. A speaker, if scheduled, should also be a break and preferably be entertaining or inspiring. The difficulty of finding really good speakers for such occasions encourages workshop directors to dispense with the speaker in favor of a more enjoyable occasion.

In an intensive or concentrated program, a variety of activities and techniques is imperative. If the group met only once every two or three days, it probably could adjust to a limited range of instructional techniques. But if it meets four to six hours a day, activities should be varied to avoid monotony and to permit discussion as well as listening, movement as well as sitting, going to a different building or room for a different session and teaching by different instructors. Variety alone may seem good, but it should not be used only for its own sake.
Variety should be introduced to present each instructional component in
the potentially most effective way, based on evaluation of the partici­
pants in the program and the considerations of the practicality of the
training situation.

Residential workshops that meet for instruction five hours a day
offer about 25 hours of instruction in one week, 50 hours in two weeks
and 75 hours in three weeks. In a three-week workshop, four hours a day
of instruction with more unscheduled time to complete assignments prob­
ably would be more effective. About 60 hours of instruction would be
offered in such a workshop, about 50 per cent more than the recommended
median ideal 41.5 hours.

College courses. A wide range of forms is available in college
courses, although typically they could be expected to extend for a
quarter, semester or summer term meeting once to five times a week for
one to four hours each meeting.

If the students are residential students, the course could be
similar to a residential workshop, except that it probably would extend
over a longer time span and would not be the only course or obligation
the students have. A course could attract commuting students who would
be widely dispersed between meetings.

In a typical course that meets two or three times per week for
one or two hours, instruction can take advantage of the intervening time
between sessions to have participants complete outside assignments and
undertake more extensive reading and use of auxiliary or collateral
resources than is usually possible in a residential workshop.
If the course is offered as an evening or Saturday course, it may meet only once a week for three to four hours and may compete with a full-time teaching and advising position plus family or civic obligations, all of which effectively reduce the amount of time participants are likely to spend on reading and assignments between sessions. The longer meeting time would increase the importance of using a variety of teaching techniques and learning activities, much as it does in the intensive residential workshop. An evening or Saturday course may be offered at a branch campus or extension location, which could decrease auxiliary or support facilities. Such a location may be more conveniently located to utilize resource persons or field experiences than could be made available on the central or main campus.

One advantage is that the course is likely to approximate the ideal time suggested by the expert jury. A four-quarter-hour course would meet about 40 hours and a three-semester-hour course would meet about 45 hours. However, if the jury's recommendation is taken to mean 60-minute hours rather than 50-minute hours, the 40 hours shrink to 33.3 clock hours and the 45 hours become 37.5 clock hours. In total actual instruction time, the course closely approximates a one-week residential workshop.

One disadvantage of a course is that if the meetings last only 50 minutes each, an excessive amount of time may be taken during the term to open and close sessions, and laboratory practice of many skills may be made difficult because most journalistic skills are assumed to require one and one-half to two hours of time per laboratory meeting. Another disadvantage can be that if required to fit the convenience of a
university calendar, the course's flexibility may be reduced and possibly the range of instructional techniques and resources it can use.

A course can be designed similar to a workshop, following priorities suggested in the model. Extra time between sessions allows for more careful modification or adjustment of the program as it continues through the term. And if the course is offered on a campus with a well-equipped and well-staffed school of journalism, it may be able to take advantage of both the facilities and the expertise of journalism professors at times during the term. Those could be very helpful, especially since courses usually are staffed by a single professor while workshops tend to be staffed with multiple instructors.

A course is not necessarily more effective or less effective than any other form, but different. It should be designed to take advantage of as many helpful resources as possible and to minimize weaknesses and disadvantages.

Commuter workshops. Courses can, in effect, be commuter workshops if they are designed as workshops and attract commuters as participants. Distinctive features of a commuter workshop are the dispersal of the participants at the end of each session and the time spent commuting that cannot be spent in other activity. Also implied is that commuters may have other obligations that limit the amount of work they can complete between instructional sessions.

A commuter workshop may be offered in an extension location, such as a motor inn on an Interstate highway for maximum convenience in commuting. It can be concentrated into two and one-half or three days
to increase its accessibility in terms of time commitment.

In each application of the model, the director must consider the time available between sessions when determining what assignments will be made, when they will be done and how they can best be handled. The jury highly rated laboratory practice, and a substantial amount should be built into any form of training program. Residential and commuter workshops can be expected to require more laboratory time or even unsupervised time at the workshop site to work on assignments than a course because there is less time available between scheduled instructional sessions and participants are less likely to have sufficient time available.

If a commuter workshop were concentrated into two and one-half or three days, it might offer 16 to 20 hours of direct instruction. Because this is substantially less than the amount recommended and all the instructional components could not be covered in that time, the designer or director should be selective in what components are taught. The workshop could focus upon advising to the exclusion of writing, editing, production techniques and advertising, especially if participants have some journalistic background or can be expected to obtain some later. The workshop could cover the journalistic aspects: writing, editing, professional practices, law, advertising, photojournalism.

A workshop this short could touch upon all 11 components, but only briefly. Laboratory practice probably would have to be omitted for the most part with overnight assignments filling the gap as best possible. Emphasis could be modified. For example, the barest basics of setting up a photography system and encouraging adequate
photojournalistic coverage can be presented in one hour to one and one-half hours. Covering all 11 instructional components in so short a time, however, is not recommended.

In a very short commuter workshop of 16 to 20 hours of instruction, it would be most advisable to be selective in the number of components covered, attempting to cover them well. However, the possibility of covering a great deal of material succinctly and efficiently should not be discarded. Perhaps there is someone or some group who can do that well.

Design of individual components for specific workshops or training programs will require careful consideration of all factors, because as conditions and forms change, so will the components change in their forms, methods of presentation, assignments and amount of time devoted to them.

The idea of the commuter workshop, regardless of its specific form or duration of time, is to bring in advisers from a number of schools in an area with reasonable population density to assure enough enrollment for a successful program. Depending upon the intervening time between sessions and the places the advisers come from, a variety of individual projects might be undertaken and shared as part of the workshop experience. Advisers, given sufficient time, should be able to develop presentations that they can make to the group. This would not be possible in workshops of a week or less duration, but it would be possible in workshops extending over a longer term.
Series of workshops. Assuming that the ideal short-term training situation would approximate 41.5 hours of direct group instruction, perhaps spread over a 12 to 15 day residential workshop on a university campus with sufficient intervening time for group interaction, individual study, assignments and projects, and time for reflection on the experience, the further a program moves from the ideal, the less thorough and perhaps less effective it is likely to be. At the same time, if one considers the apparently small number of advisers who enroll in existing residential workshops each year and the large majority who appear to need additional training, the sacrifice in thoroughness may be worthwhile to reach additional advisers with some training.

In these training programs with less instruction time, it would be advisable to be selective rather than merely less thorough or more brief. A series of workshops could be designed to include all components of the model. The series might start with a workshop that covers production techniques, relations with staff members, relations with others and professional practices. Such a workshop skips the top two rated components and gets to the heart of concerns indicated by advisers in the needs assessment survey. In promoting such a workshop, brochures and flyers would need more interesting titles than "relations with staff members" to appeal to prospective participants, but copy could lay out the items to be covered and how skill in those can help to make advising more efficient. In such a workshop an attempt could be made to emphasize the importance of the remaining components and to persuade advisers to enroll in follow-up workshops.

Depending upon conditions and objectives set in the context of
them, one follow-up workshop could go into news and news writing, editing and design, and law with another follow-up workshop completing the model with business and finance, advertising, photojournalism and writing other than news. As a practical matter in this last workshop, one might begin with writing so that it could build upon news writing ability developed previously and to give advisers more time to develop these styles of writing over the course of the workshop.

If a series of workshops is offered, one can expect some advisers to take the first workshop and no more while other advisers will apply for the second and third ones without having taken the first one or two. In some cases these advisers may have equivalent preparation.

As has been mentioned, the further one moves from the ideal form of training, the more one may question whether the program is achieving sufficient results to make it worthwhile. Those who stick with the ideal or their conception of it may contribute to preparing a very small cadre of reasonably well trained advisers while maintaining the majority of poorly trained and untrained advisers. Those who are willing to bring help to advisers who need it may fall far short of complete or even adequate training of participating advisers, but they may bring substantial help to them, and through them to their students, as a result.

Lest the picture seem too favorable, one also should note that once some advisers learn what advising entails, they will want to have nothing more to do with it. Perhaps that, too, is a service if it helps some advisers to leave the scene in favor of better prepared or more interested ones. Some of those uninterested ones, though, will continue advising in their former modes, hoping that no one else in the
school knows that the job could be done better.

Very short term workshops can be more selective than has been described. An entire workshop could legitimately be spent on news and news writing. A workshop could cover news writing, editing and design. A workshop could take up professional practices and law. When one becomes selective, one may address the most pressing needs of potential enrollees or the topics most likely to generate sufficient enrollment to support a workshop effort. However, if one decides not to be selective, it is recommended that the priorities established in the model be followed as clear guidelines in designing the program.

A variety of forms for a series of workshops is available. Program designers have wide latitude in establishing the conditions of a workshop in a series. A series could take the form of an evening or Saturday morning workshop over a number of weeks, say four to 10 per workshop. Or it could be a concentrated commuter workshop over two to four days for each workshop. One workshop may be offered in each season of the year over a year or more, or one may be offered each summer over three or four summers or each fall or spring. Whatever the form, there are bound to be drop outs and drop ins, and the longer the period covered, such as three or four summers, the more pronounced this problem is likely to be.

In planning any series of workshops or training programs, one also should consider the fact that advisers remain in the position about five years. As advisers become better trained, this turnover rate may decline, but it is likely to take a long time. Indiana, where certification has existed for more than 10 years, still has about the same
average length of advising tenure as states with no certification and large numbers of untrained advisers. A series of workshops that spans three or four years might be attempting to train advisers who are on the verge of leaving advising.

Another possibility that may hold promise is to offer a number of different workshop opportunities in repeated patterns over a number of years, not necessarily rigidly sequenced or in the same order year after year. This near random order of presentation would concede at the outset that the same persons will not be enrolled throughout the series, but it would assume that some persons who drop out will re-enter at a later time. This less-than-ideal approach, in terms of the jury's recommendations, could over the long term approach a thorough or ideal training situation with a number of participating advisers, perhaps even a majority.

A single workshop or program offering about 41.5 hours of instruction may approximate the ideal, but the effectiveness of any educational program tends to diminish rapidly after the program ends. A series of workshops taken over a period of months or years could reinforce prior learning and achieve greater overall effectiveness than the shorter but more intensive program. As has been made clear so often, there is no single or simple answer when one balances one or more of the conditions of the practicality of the training situation against others. Different combinations probably can yield equally effective results.

A series need not consist only of workshops. Series of courses, non-credit seminars, in-service programs and the like also could be offered.
**District in-service programs.** Rated the least effective and least practical of the four forms of training that were rated and typically facing great problems in staffing, access, conflicting obligations and the like, the district in-service training program may be a very low priority training possibility.

If a district has enough advisers to support an in-service training program for them, it may be well advised to proceed with one. The advisers likely will have heterogeneous backgrounds, with one or more probably being qualified to instruct the program. Whether that is advisable is a decision that should be very carefully made. Considering natural rivalries that may exist among schools within a district, different budget and instruction patterns within schools and other factors, advisers may feel much more comfortable with an outside instructor or group of instructors, and some of the better prepared advisers may be interested in participating in a program led by outside instructors.

There are so many possible forms of in-service programs that they all cannot be discussed. Different districts have varied approaches to in-service training, and some states permit districts to give teachers a specified maximum time or number of days off with pay for district in-service education each year. In some instances a program for publications advisers may fit into these requirements.

There probably is no reason why a district program cannot be as successful as any other program for training advisers, provided that leadership, instructors and other conditions are equivalent to the other programs. Even with small numbers of enrolless, say 5 or 6, a district in-service program could be effective, although its cost may be
considered prohibitive for that size enrollment by the district administration.

Even if a full-scale training program is not feasible within a district, its publications advisers could meet regularly to work on problems of mutual concern. "Regularly" could be as frequently as once a month to once a semester. Districts too small to support meetings or in-service training programs can look to other opportunities in their regions or states.

Other possibilities. Training programs require leadership and direction. Perhaps because of that, most training programs are offered by university schools of journalism, and most of these are residential summer workshops. A district that is serious about better advising, better publications and in-service education could design and present a training program, as could scholastic press associations. The latter tend to concentrate on conventions whose sessions are not sequenced, and with multiple sessions during each time period from which advisers may select what to attend or miss. Leadership generally does not help place advisers in sessions that will be most helpful to them or tailor sessions to their needs.

Seminars, conferences and other training programs led by adviser organizations are possible forms of short-term training. A few of these have been attempted in recent years, principally over the Thanksgiving holidays. National, regional and state organizations could attempt these, but there should be adequate direction and quality control of the program to keep it from becoming another convention or bull session.
A weekend program attacking one problem of advisers or one content component or part of one content component of the model is another possibility. Such brief programs sacrifice thoroughness away from the ideal, but they may be worthwhile if they reach additional advisers who need training. Such a short program should have a clear objective and not attempt to do everything for all advisers.

Most forms of training programs have been suggested if not discussed. Most involve combinations of these meeting and location factors: after-school, Saturdays, weekdays in summer; one evening or morning or afternoon a week for any number of weeks or all day for any number of days; on a campus, in a school building or at an extension location.

Any worthwhile training program for advisers requires a clear focus, expert direction that continues throughout the program with continual program review to adjust as the program continues, qualified instructors, preferably two or more, and adequate resources, preferably including some that participants can take with them and promptly use.

Numerous variables affect training programs. Publications and advising are more important to some schools than to others. Generally, where there is little interest in or support of publications, advisers cannot be expected to be very much interested in training programs. Some individual advisers are intensely interested in their students, the publications and personal improvement. They are likely to seek training programs even if they do not receive support from their schools and if they have to travel to other states to get their training. Economics affect training programs. When teachers are traveling to Europe or other places, their travels frequently conflict with available training.
programs. Summer or weekend employment can be a factor. A program
designer or director should analyze the variables that can affect train­
ing programs in attempting to reach the maximum number of advisers and
to assure success of the program.

One of the continuing challenges will be to reach advisers who
can benefit from training. Although some people feel that teachers will
be attracted to good in-service training programs, there always seems to
be a majority of teachers in any field who consistently choose not to
participate in available programs. And there seems to be a consistent
minority, a minute one, who will participate in almost any program.
Another group becomes involved when the credit will contribute to a step
increase on the salary schedule or when participation is required as a
condition of continued employment in a school system. Those idealists
who feel that nothing short of complete preparation is adequate help to
keep the majority of advisers ill prepared, at least indirectly. Other
persons who feel that any gathering of advisers deserves credit, whether
anything is accomplished or not, also contribute to continued poor prepa­
ration and inadequate advising. Reaching more and more advisers with
training programs is important and worthy, but it should be with effec­
tive, carefully planned and controlled programs that are most likely to
benefit advisers and in turn benefit their students and schools.
CHAPTER 6

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Advising high school student publications has become a challenging teaching responsibility, but teachers who advise these publications typically have little or no pre-service preparation. Short-term training therefore is needed to reach these persons with essential information and to help them begin development of necessary skills.

Summary

A model for short-term training of advisers was developed by (1) ascertaining needs of advisers through two surveys, (2) developing principles for training advisers, (3) validating those principles by submitting them to an expert jury and (4) constructing a model from the validated principles.

In ascertaining and assessing the needs of advisers, 131 advisers in 14 states and the District of Columbia and 41 professors who teach courses for advisers responded to separate surveys. Advisers' responses were analyzed in two groups, those with 18 or more quarter hours of journalism and those with 13 or fewer hours. Although 46.6 per cent of the advisers in the survey teach journalism, only 18.3 per cent hold certification in it and only 22.9 per cent have completed more than 13 quarter hours of college journalism courses.
Fifty-three statements of professional needs selected from the literature were rated by the professors and the two groups of advisers. Overall rankings by these three groups were significantly different beyond the .001 level according to the Kruskal-Wallis One-way Analysis of Variance by Ranks Test. Differences in rankings by the three groups were analyzed and 25 statements that were classified in the "disagreement" and "strong disagreement" categories were further analyzed for determination of an overall rating to be used in developing principles to be submitted to the expert jury. Forty of the 53 statements were accepted for developing principles.

The expert jury was chosen from persons who had been most widely published in scholastic journalism periodicals during 1971-1975 and who also were active in additional ways in the student publications field. The principles deal with three major aspects of adviser training: (1) competencies to be developed, (2) learning activities for developing competencies and (3) practical aspects of the training situation. All principles referred to the expert jury were validated by the jury according to criteria established at the outset of the study.

The model is based upon the principles validated by the jury. It deals with 11 areas of competency: (1) news judgment, news gathering and news writing, (2) editing and design, (3) professional practices, (4) law of student publications, (5) relations with persons not on the staff, (6) production techniques, (7) business and finance, (8) advertising, (9) relations with the staff, (10) photojournalism and (11) writing, other than news. Learning activities useful in developing the competencies include (1) discussion followed by laboratory practice, (2) straight
presentations followed by practice in the skill presented, (3) coverage of a real event, (4) combination of straight presentation, slides, discussion and practice in the skill presented, (5) simulation, (6) problem inventory of issues involved and possible problems or consequences stemming from them, (7) individual study materials or packets, (8) seminar approach, (9) handouts accompanied by discussion and followed by practice in the competency being presented, (10) examples followed by discussion, (11) case study method, (12) slides or charts accompanied by analysis and discussion, (13) discussion with high school students followed by critique and (14) advisers' exchange of their own experiences with their students.

Practical considerations or conditions of training dealt with in the model are (1) adequate duration to deal with essential needs of participating advisers, (2) leadership in touch with advisers' practical problems, (3) program dealing with needs felt by advisers as well as professional needs of which they may be unaware, (4) adequate facilities, (5) accessibility in terms of distance, time and cost, (6) use of a variety of effective learning activities and use of activities that encourage and facilitate future individual learning in areas of advisers' needs, (7) use of a variety of learning resources to allow for individual differences and learning preferences, (8) use of a training program form most appropriate for the circumstances and (9) enrollment properly apportioned to leaders and resources, on the order of 15 advisers per instructor.
Conclusions

This study yielded insights into the nature of advisers and the training of advisers that previously had not been systematically researched. Most studies have been descriptive, dealing with qualifications of advisers rather than advisers' needs and how they could be met. Other studies have been more global, prescribing "courses" persons should take to become adequately prepared advisers. By breaking principal advising concerns and activities into 53 needs statements to be rated by respondents, it was possible to deal with specifics that can be attacked individually in a variety of ways and that are easier to understand than "courses." The contrasts in rankings by more prepared advisers, less prepared advisers and professors who teach courses for advisers also provided insights that helped to develop the model.

Several conclusions can be inferred from the two needs assessment surveys, the ratings by the expert jury and the development of the model.

1. A large number of publications advisers, probably a majority, is inadequately prepared for advising student publications.

2. Training of advisers is possible in a reasonable amount of time and should be made more widely available. The expert jury suggested an ideal training duration of about 41.5 contact hours of group instruction. A program approaching that amount of time can be packaged into an academic quarter or a 6 to 8 day full-time program.
3. Advisers rate certain advising activities, primarily related to staff organization and producing the publication on time, substantially higher than professors who teach advisers. Those professors rate certain activities, primarily in advising students about basic journalistic skills and functioning as liaison with the administration, substantially higher than advisers. These differences should be considered when beginning training programs for less prepared advisers, as discussed under Component 1 of the instructional considerations portion of the model.

4. Journalistic skills are most important and can contribute to solving other problems or needs advisers rate as more important, as mentioned in No. 3. Both professors and the expert jury rated journalistic skills higher than skills in interpersonal relations and organizing. The model accepts those ratings as valid in preference to the advisers' ratings.

5. Because of advisers' different backgrounds, advising situations and perceptions, any training program should be based in part on an analysis of characteristics of participating advisers.

6. To reach more advisers with training they need, varied forms of training programs should be offered, including some that are substantially short of the expert jury's perceived ideal in terms of instruction time and facilities. Sacrificing attempts to achieve the "ideal" in training in order to reach a larger number of advisers who have little or no preparation is accepted as a worthwhile compromise.

7. Advisers organizations should attempt to offer additional training programs or to undertake cooperative arrangements with
universities to offer additional training programs.

8. Learning activities in training programs for advisers should involve practice of the skills or concepts being learned. The expert jury rated most highly techniques that involved practice by participants.

9. Writing and editing are the basis of good publications and a good educational experience for students working on publications, and advisers should be trained in them. Professors rated these high as needs, and the expert jury rated them highest as principles.

Implications

1. Data from the study, as expected, imply that many more training programs are needed to reach the large number of advisers who appear to be inadequately prepared for their advising duties. Both the strategies for diffusion of information and training among advisers and the means of encouraging organizations and universities to present more training programs appear to be important if additional programs are to be offered successfully.

2. At the same time, as more training programs for advisers are being encouraged, it is important that they be carefully planned for maximum effectiveness.

3. It also appears that more attention should be given to different forms of training programs than those most commonly offered. Very short programs and extension programs in well-populated areas appear to be possibilities that could be developed further.

4. Also implied is a need to assess reasons administrators appoint unqualified teachers to publications advising positions and to deal with adviser and administrator training from that viewpoint.
5. If additional training programs are to reach advisers who need them, those programs must appeal to the advisers who can benefit from them. Those programs require adequate funding. To make the programs more attractive to advisers, lower fees or scholarship grants provided by outside funding would be desirable. The Newspaper Fund has provided limited financial support of advisers workshops and of advisers professional course work for several years. Broader financial support of many more programs is needed, however.

6. advisers' organizations, which already are using their modest resources about as well as possible, could seek funding for training from foundations or government agencies. They also could design training programs and instructional materials for them. Training, however, cannot be permitted to divert them from their principal activities, serving advisers' professional needs. Typically these organizations' members are the best trained, most professional and most highly motivated advisers.

Recommendations for Further Research

The findings of this study and the resulting model point toward further useful research.

1. A workshop designed on this model should be evaluated for its impact upon its adviser-participants. Evaluation of one or a number of workshops based on this model could lead to validation, refinement or further development of the model or its components.

2. A group of untrained advisers should be trained in a program based on this model, followed by an evaluation to determine if following the training program they rate the needs statements closer to the
professors' rankings or further from them.

3. The finding that only 14.5 per cent of the advisers in the survey had taken a workshop for credit although 87 per cent had fewer than the recommended 30 quarter hours of credit in journalism and 77.1 per cent had fewer than 14 quarter hours of credit in journalism courses suggests that research should be undertaken to assess what motivates some advisers to seek training opportunities and what prevents others from taking training in advising.

4. Research into reasons school administrators appoint unqualified persons to be publications advisers is recommended. Also, considering the advisers who had no choice in their advising assignments, assessment and analysis of school administrators' beliefs about publications advising and the role of student publications in their high schools is suggested. Findings of these studies could lead to ways to relate information or training about school publications and training needs of advisers to the needs of school administrators.

5. The principle that advisers should not edit their students' material was rated low in this study by the more prepared advisers, which paralleled Campbell's 1969 finding of apparent lack of support for teaching and permitting practice of the First Amendment. Further research into the extent of acceptance of student First Amendment rights by advisers and the reasons for their attitudes is recommended.

6. Instructional materials useful in implementing the model could be developed, based on research. Most instructional materials currently available are based on personal experience rather than research findings or testing.
7. Books and magazines were rated third as sources of assistance for advisers, behind persons and workshops. Research into materials available and materials needed in book and periodical form could lead to more effective materials being made available to advisers in those forms.

**Effectiveness of Research Process**

Methodology used in this study was effective in reaching the objective of a skeletal, flexible model for use in guiding development of short-term training programs for high school publications advisers. The needs assessment surveys yielded valuable data that were used in developing principles. The 131 advisers who responded represented all geographical areas of the United States, and comparison of the first 66 replies with the total of 131 showed no statistically significant differences between the early replies and the late replies, according to the Sign Test. This suggested a reasonable level of homogeneity among the respondents.

In the survey instrument, a smaller number of needs statements than the 53 used probably could have yielded equally valuable data. One group of skills contained 13 needs statements on the instrument but only 9 in the model while two other groups contained three statements, reduced to one in the model. More careful selection could have reduced the number to 40 or 45. Questions could have been added seeking reasons that advisers had or had not sought adviser training, asking whether their schools encouraged training by paying for it or giving salary increments, and attempting to determine what inducements might be effective in attracting advisers to training programs.
Validation of principles by the expert jury was very helpful, although selection of the jury was time consuming, especially in the content analysis that determined the most widely published authors. Authors of high school journalism texts probably should have been included whether or not they had been published in periodicals. A few potential jurors were overlooked because this was not considered.

Although the model very closely follows the expert jury's rankings of the principles, a final validation of the model by the expert jury might have been useful in case there were discrepancies between ratings of principles and ratings of components of the model.

The research process employed in this study overall served well the intended purpose, the giving of reliable guidance for the training of high school publications advisers.

**Epilogue**

High school publications advisers perceive a need to develop competencies that would help them become more effective in their positions, which is encouraging. Although only a very small minority have sought training, if effective and appealing training programs were designed and made available to them, larger numbers probably would take advantage of those programs. This process would provide a range of benefits, including better instruction for the high school students who work on publications, better publications for the students in those schools and perhaps a decreased rate of adviser turnover because more knowledgeable and more confident advisers might keep their positions longer. The task now is to design the training programs and make them conveniently available to advisers.
APPENDIX A

LETTER OF TRANSMITTAL AND
ADVISERS QUESTIONNAIRE
Dear Adviser:

Each year many persons with little preparation or experience become advisers to high school newspapers, yearbooks, magazines, handbooks or other publications. Occasionally someone writes a piece about what advisers need to know, but so far as I can tell, no one has asked advisers in a systematic way what they need to know, what skills they should possess or what kinds of problems they should be prepared to face.

Your thoughts and opinions about this are very important because several minutes of your time spent completing the enclosed questionnaire can provide essential information about advisers' problems and needs. It is important for you to complete the survey form because you are one of a small sample drawn from ten geographic regions of the United States.

The survey asks some questions about your background and experience, then goes on to ask about problems you have faced, needs you believe advisers (particularly new advisers) have, and how you believe these problems can best be faced and these needs can best be met. You may be able to complete the survey in 20 minutes or it may take you an hour. The result in either case will be valuable insight into important aspects of publications advising.

A brief summary of the results of this survey will be sent to all those who complete and return this form. Your cooperation is greatly appreciated as a contribution toward the improvement of publications advising. A reply envelope is enclosed for your convenience. If you have questions about the study, I'll be happy to try to answer them for you.

Sincerely,

J. K. Click

Associate Professor
of Journalism

Enclosures: 2
NEEDS OF PUBLICATIONS ADVISERS

J. W. Click / School of Journalism / Ohio University / Athens, Ohio

Name ____________________________________________

School Address_________________________ City___________ State_________ Zip________

1. School enrollment ______ 2. Years as adviser to high school publications, including this year______


______________________________ Other______________________________

4. Check full-time position: __Teacher __Counselor __Administrator __Other________________________

5. Check areas you teach: __English __Social studies __Journalism __Speech __Business

Art __Reading __Other______________________________

6. Credit hours in college journalism: ___ semester hours or ___ quarter hours

7. Have you taken courses related to publications advising? ________________ Yes__ No

If YES, what? _____________________________________________________________

8. Approximate hours per week outside of class spent advising publications: ______ hours

9. Do you receive ___load credit, ___released time or ___extra compensation for advising? (Check which)

If so, how much released time? ______ hours per week, OR $______ per year, OR
load credit of ____________________________________________

10. Have you participated in one or more workshops for publications advisers? __________ Yes__ No

If YES, where? __________________________________________________________

If YES, was it (were any) for academic credit? ________________ Yes__ No

11. Do you hold state certification in journalism? ________________ Yes__ No

AN EFFECTIVE SECONDARY SCHOOL STUDENT PUBLICATIONS ADVISER NEEDS

G = Great importance, M = Moderate importance, L = Little importance and N = No importance

IMPORTANCE

Great Moderate Little

12. ability to advise students how to gather news as reporters.

G M L N

13. ability to advise students how to write picture captions or cutlines.

G M L N

14. ability to plan ahead to meet production and publication schedules.

G M L N

15. ability to give advice concerning but avoid editing copy.

G M L N

16. ability to advise students how to write journalistically correct headlines for news, feature and other types of stories and for editorials.

G M L N

17. ability in copy fitting.  

G M L N
AN EFFECTIVE SECONDARY SCHOOL STUDENT PUBLICATIONS ADVISER NEEDS

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18. ability to write a straight news story.

19. ability to advise students in successful financing of the publication to maintain solvency or fiscal stability (including circulation, advertising, budgeting, billing and collecting).

20. ability to advise students in writing straight news stories.

21. ability to assess talents of the staff and to start where the students are.

22. ability to develop and use business-like approaches to production flow (such as staff handbook with job descriptions, string books of clippings, critiqued issues, record of amount published by each student, files, list of news sources, posting typos and errors).

23. ability to spot common pitfalls in student newspaper writing.

24. ability in financing the publication, including budgeting, selling subscriptions and copies, invoicing, collecting accounts receivable and controlling expenses.

25. ability to advise students in writing interpretive news stories.

26. ability to scale (proportion) photographs.

27. ability in editorial writing.

28. to understand communication law and recent court decisions in order to advise students about potentially actionable material.

29. ability to advise students in selling advertising, servicing advertising accounts, writing effective advertising copy and making effective advertising layouts.

30. ability to advise students in news judgment, including determinants of news.

31. ability to evaluate staff members, especially in selecting the following year's editors.

32. ability in editing opinion pages.

33. knowledge and understanding of the history of American journalism.

34. skill in public relations.

35. ability to write many types of feature stories.

36. ability to assess the advising situation, including attitudes of the principal and other administrators.

37. ability to inspire confidence within students.

38. ability to advise students in editing copy for meaning, interest, accuracy, length, correctness and conciseness.

39. knowledge or skill in the production techniques of the publications he or she advises.

40. ability to advise students in proper copy flow, using assignment sheets and copy schedules.

41. ability to advise students in writing a strong news story lead.

42. ability to encourage and facilitate adequate photographic coverage of people and events for the publications he or she advises.
AN EFFECTIVE SECONDARY SCHOOL STUDENT PUBLICATIONS ADVISER NEEDS

G M L N 43. to understand communication law in order to prevent censorship of the publication and to support freedom to publish.

G M L N 44. ability to organize the staff and assign jobs with written descriptions.

G M L N 45. ability to deal with other teachers, the principal, the board of education, parents, suppliers and other persons.

G M L N 46. ability to encourage the staff to meet deadlines and production schedules.

G M L N 47. to understand the role of the mass media in American society.

G M L N 48. ability to advise students in writing many types of feature stories.

G M L N 49. ability to take photographs and process them in a darkroom.

G M L N 50. ability to recruit the wide range of talents needed for the publication, business as well as editorial.

G M L N 51. ability to advise students in proper techniques for covering, reporting and writing news stories of speeches.

G M L N 52. ability to advise students in effective makeup and layout or design.

G M L N 53. ability to work with students jointly to establish standards of student work that will be expected for publication.

G M L N 54. skill in magazine writing and editing.

G M L N 55. ability to advise students in effective interviewing and posing of pertinent questions.

G M L N 56. ability to advise students in writing editorials.

G M L N 57. ability to function as liaison with the administration for an understanding of the ethics and responsibilities of a free student press.

G M L N 58. ability to advise students in editing opinion pages.

G M L N 59. knowledge of photographic darkroom techniques.

G M L N 60. ability to advise students in writing and editing opinion columns.

G M L N 61. ability to advise students in regard to journalism careers.

G M L N 62. ability to let students accept responsibility while supervising sufficiently to avoid outright failure by students.

G M L N 63. ability to identify reliable students with initiative, imagination and willingness to cooperate.

G M L N 64. ability to train the staff for their respective jobs under existing conditions (class period or after-school-only sessions).

65. Do you believe that an adviser should be able to perform the skills he or she advises students? For example, should an adviser be able to write an interpretive news story as well as to advise students in writing one? . . . . . . . . . . . . . Yes  No
66. List three difficult or typical problems you have encountered as a publications adviser.
1) __________________________________________________________
2) __________________________________________________________
3) __________________________________________________________

67. When a person with little or no pre-service preparation becomes an adviser, what are the best ways for that person to undertake in-service preparation to become an effective adviser? Rank in order, first as 1, second as 2 and so on.

- Participate in state scholastic press association conventions.
- Take an in-service course at a university that teaches journalism.
- Take an in-service course in education at a university.
- Participate in an on-campus residential summer publications workshop.
- Read a pamphlet or book on publications advising.
- Visit local newspapers and printers for information and advice.
- Take a correspondence course in advising from a university that offers one.
- Seek an in-service course or workshop within the local school system.
- Participate in national scholastic press conventions.

68. Is the first option you recommended in #67 above readily available in your locality? Yes ___ No ___

69. Rank in order of importance the sources that have been most helpful to you in your experience as an adviser:

- Persons
- Courses
- Workshops
- Books or magazines
- Organizations
- Other ___________________________

70. Please list specific names for the first two items in #69 above (names of persons, magazines, etc.).

71. Briefly, how do you believe an adviser's needs can best be met to prepare him or her for advising and the problems advisers typically face?

72. Please give any further comments or observations you would like to make about advising, advising problems, solutions to advising problems or anything else related to advising publications.

Please return this form in the enclosed business reply envelope to
Prof. J. W. Click, School of Journalism, Ohio University, Athens, Ohio 45701.
APPENDIX B

FOLLOW-UP MAILINGS

IN ADVISERS SURVEY
Dear Adviser:

Your answers to the questionnaire on advising I recently sent you can benefit all of us who advise publications. My records indicate I haven't received a reply from you, and I very much want to include your response in the results of the study.

You can answer the questions in about 15 minutes. I hope you will complete and return the form very soon.

J. W. Click / School of Journalism
Ohio University / Athens, Ohio 45701
April 27, 1976

Newspaper Adviser
Bardstown High School
400 North Fifth Street
Bardstown, Kentucky 40004

Dear Adviser:

About 15 minutes of your time spent completing the enclosed questionnaire will provide extremely important data that will be used to develop principles for the training of publications advisers as well as a model embodying those principles. On the chance that you misplaced or did not receive the questionnaire sent you earlier, this is a duplicate.

Your thoughts and ideas on the items in this questionnaire are tremendously important if the principles and model are to be based on the realities of the high school advising situation. I know that you are terribly busy, and I greatly appreciate the time and effort you will invest in this survey. The result could be something that will help all of us in publications advising.

Professors at more than 30 universities have given their views and have said that this is an important project. It's also part of the research for my Ph.D. dissertation at Ohio State University. Good as input from other professors may be, the really important input is that of high school advisers who are on the firing line.

A brief summary of the results will be sent to everyone who participates in the survey. I very much want you to be among them.

Sincerely,

J. W. Click
Associate Professor
of Journalism

Enclosures: 2
APPENDIX C

RATINGS AND RANKINGS OF NEEDS

BY ENTIRE ADVISERS GROUP
### RATINGS AND RANKINGS OF NEEDS BY ENTIRE ADVISERS' GROUP

**n = 131**

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<tr>
<th>Rank</th>
<th>Median</th>
<th>Statement of Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3.954</td>
<td>ability to plan ahead to meet production and publication schedules.</td>
</tr>
<tr>
<td>2</td>
<td>3.881</td>
<td>ability to encourage the staff to meet deadlines and production schedules.</td>
</tr>
<tr>
<td>3</td>
<td>3.869</td>
<td>ability to inspire confidence within students.</td>
</tr>
<tr>
<td>4</td>
<td>3.840</td>
<td>ability to identify reliable students with initiative, imagination and willingness to cooperate.</td>
</tr>
<tr>
<td>5</td>
<td>3.832</td>
<td>ability to train the staff for their respective jobs under existing conditions (class period or after-school-only sessions).</td>
</tr>
<tr>
<td>6</td>
<td>3.817</td>
<td>ability to let students accept responsibility while supervising sufficiently to avoid outright failure by students.</td>
</tr>
<tr>
<td>7</td>
<td>3.816</td>
<td>ability to evaluate staff members, especially in selecting the following year's editors.</td>
</tr>
<tr>
<td>8</td>
<td>3.756</td>
<td>ability to work with students jointly to establish standards of student work that will be expected for the publication</td>
</tr>
<tr>
<td>9</td>
<td>3.750</td>
<td>ability to advise students in editing copy for meaning, interest, accuracy, length, correctness and conciseness.</td>
</tr>
<tr>
<td>10.5</td>
<td>3.747</td>
<td>ability to advise students in effective makeup and layout or design.</td>
</tr>
<tr>
<td>10.5</td>
<td>3.747</td>
<td>ability to advise students how to gather news as reporters.</td>
</tr>
<tr>
<td>12</td>
<td>3.731</td>
<td>ability to deal with other teachers, the principal, the board of education, parents, suppliers and other persons.</td>
</tr>
<tr>
<td>13</td>
<td>3.711</td>
<td>ability to assess talents of the staff and to start where the students are.</td>
</tr>
<tr>
<td>14</td>
<td>3.678</td>
<td>ability to advise students in writing straight news stories.</td>
</tr>
<tr>
<td>15</td>
<td>3.662</td>
<td>ability to give advice concerning but avoid editing copy.</td>
</tr>
<tr>
<td>16</td>
<td>3.658</td>
<td>ability to assess the advising situation, including attitudes of the principal and other administrators.</td>
</tr>
<tr>
<td>17</td>
<td>3.640</td>
<td>knowledge or skill in the production techniques of the publications he or she advises.</td>
</tr>
<tr>
<td>18</td>
<td>3.628</td>
<td>ability to encourage and facilitate adequate photographic coverage of people and events for the publications he or she advises.</td>
</tr>
<tr>
<td>19</td>
<td>3.571</td>
<td>ability to advise students in successful financing of the publication to maintain solvency or fiscal stability (including circulation, advertising, budgeting, billing and collecting).</td>
</tr>
<tr>
<td>20</td>
<td>3.530</td>
<td>ability to organize the staff and assign jobs with written descriptions.</td>
</tr>
<tr>
<td>21</td>
<td>3.524</td>
<td>ability to advise students in writing a strong news story lead.</td>
</tr>
<tr>
<td>Rank</td>
<td>Median</td>
<td>Statement of Need</td>
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<tr>
<td>------</td>
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</tr>
<tr>
<td>22</td>
<td>3.504</td>
<td>ability to spot common pitfalls in student newspaper writing.</td>
</tr>
<tr>
<td>23</td>
<td>3.488</td>
<td>ability in finance, publication, including budgeting, selling subscriptions and copies, invoicing, collecting accounts receivable and controlling expenses.</td>
</tr>
<tr>
<td>24</td>
<td>3.463</td>
<td>ability to write a straight news story.</td>
</tr>
<tr>
<td>25</td>
<td>3.450</td>
<td>ability to recruit the wide range of talents needed for the publication, business as well as editorial.</td>
</tr>
<tr>
<td>26</td>
<td>3.435</td>
<td>ability to advise students in news judgment, including determinants of news.</td>
</tr>
<tr>
<td>27</td>
<td>3.405</td>
<td>ability to advise students how to write journalistically correct headlines for news, feature and other types of stories and for editorials.</td>
</tr>
<tr>
<td>28</td>
<td>3.367</td>
<td>ability to function as liaison with the administration for an understanding of the ethics and responsibilities of a free student press.</td>
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<tr>
<td>29</td>
<td>3.321</td>
<td>ability in copy fitting.</td>
</tr>
<tr>
<td>30</td>
<td>3.311</td>
<td>ability to advise students in effective interviewing and posing of pertinent questions.</td>
</tr>
<tr>
<td>31</td>
<td>3.310</td>
<td>ability in editorial writing.</td>
</tr>
<tr>
<td>32</td>
<td>3.279</td>
<td>ability to advise students how to write picture captions or outlines.</td>
</tr>
<tr>
<td>33</td>
<td>3.276</td>
<td>ability to advise students in editing opinion pages.</td>
</tr>
<tr>
<td>34</td>
<td>3.266</td>
<td>skill in public relations.</td>
</tr>
<tr>
<td>35</td>
<td>3.260</td>
<td>ability to advise students in writing editorials.</td>
</tr>
<tr>
<td>36</td>
<td>3.241</td>
<td>ability to advise students in writing interpretive news stories.</td>
</tr>
<tr>
<td>37</td>
<td>3.217</td>
<td>ability to advise students in selling advertising, servicing advertising accounts, writing effective advertising copy and making effective advertising layouts.</td>
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<tr>
<td>38</td>
<td>3.180</td>
<td>ability to advise students in writing and editing opinion columns.</td>
</tr>
<tr>
<td>39</td>
<td>3.176</td>
<td>ability to advise students in writing many types of feature stories.</td>
</tr>
<tr>
<td>40</td>
<td>3.174</td>
<td>ability to advise students in proper copy flow, using assignment sheets and copy schedules.</td>
</tr>
<tr>
<td>41</td>
<td>3.167</td>
<td>to understand communication law and recent court decisions in order to advise students about potentially actionable material.</td>
</tr>
<tr>
<td>42</td>
<td>3.159</td>
<td>ability to develop and use business-like approaches to production flow (such as staff handbook with job descriptions, string books of clippings, critiqued issues, record of amount published by each student, files, list of news sources, posting typos and errors).</td>
</tr>
<tr>
<td>43</td>
<td>3.151</td>
<td>ability to write many types of feature stories.</td>
</tr>
<tr>
<td>44</td>
<td>3.143</td>
<td>ability to advise students in proper techniques for covering, reporting and writing news stories of speeches.</td>
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<tr>
<td>45</td>
<td>3.127</td>
<td>ability in editing opinion pages.</td>
</tr>
<tr>
<td>46</td>
<td>3.103</td>
<td>to understand communication law in order to prevent censorship of the publication and to support freedom to publish.</td>
</tr>
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<td>Median</td>
<td>Statement of Need</td>
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<tr>
<td>47</td>
<td>3.078</td>
<td>ability to scale (proportion) photographs.</td>
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<tr>
<td>48</td>
<td>2.857</td>
<td>ability to advise students in regard to journalism careers.</td>
</tr>
<tr>
<td>49</td>
<td>2.711</td>
<td>to understand the role of the mass media in American society.</td>
</tr>
<tr>
<td>50</td>
<td>2.514</td>
<td>ability to take photographs and process them in a darkroom.</td>
</tr>
<tr>
<td>51</td>
<td>2.425</td>
<td>knowledge of photographic darkroom techniques.</td>
</tr>
<tr>
<td>52</td>
<td>2.415</td>
<td>skill in magazine writing and editing.</td>
</tr>
<tr>
<td>53</td>
<td>2.181</td>
<td>knowledge and understanding of the history of American journalism.</td>
</tr>
</tbody>
</table>
APPENDIX D

LETTER OF TRANSMITTAL AND

PROFESSORS QUESTIONNAIRE
March 18, 1976

Professor Samuel N. Feldman
Journalism Department
California State University, Northridge
Northridge, California 91324

Dear Professor Feldman:

Each year many persons with little preparation or experience become advisers to high school newspapers, yearbooks, magazines, handbooks and other publications. Occasionally someone writes a piece about what advisers need to know, but so far as I can tell, no one has gathered empirical data in a systematic way about what advisers need to know, what skills they should possess or what kinds of problems they should be prepared to face.

As a person who works with advisers and prospective advisers, your thoughts and opinions about this are very important. The enclosed questionnaire asks you about needs you believe advisers (particularly new advisers) have, problems advisers encounter and how you believe these needs can best be met and these problems can best be faced.

Data from this survey will be used to develop principles that apply to the preparation of advisers with a view toward improving that preparation.

Because of the relatively small number of persons involved in preparing advisers, your participation in this survey is very important. A brief summary of the survey results will be sent to all who complete and return this form. Your cooperation is greatly appreciated as a contribution toward improved insights into needs of publications advisers.

Sincerely,

J. W. Click
Associate Professor
of Journalism

Enclosures: 2
NEEDS OF PUBLICATIONS ADVISERS

J. W. Click / School of Journalism / Ohio University / Athens, Ohio

Name________________________________University__________________________

University Address__________________City________________State____Zip______

1. Do you teach a course for prospective high school publications advisers? ....... Yes  No
   If YES, course title:____________________________________Credit hours qtr.__

2. What are the texts for this course?

3. Check full-time position: __Faculty member __Student publications director __Administrator
   List your position title: _________________________________________________

4. Highest earned degree: __Bachelor's __Master's __Specialist __Doctor's

   __Other______________________________  None

6. Credit hours in college journalism: _____ semester hours or _____ quarter hours

7. How many years were you an adviser to high school publications? ______ years

8. How many years have you been a college teacher, including this year? _____ years
   If YES, what?

9. Have you taken courses related to publications advising? .................  Yes  No
   If YES, what?

10. Have you taught in or directed workshops for high school publications advisers? .... Yes  No
    If YES, where?

11. Do you hold state certification in high school journalism? ..............  Yes  No

DIRECTIONS: In order to be an effective publications adviser, a teacher needs or requires certain knowledge, skills and understandings. Several statements relating to those are listed below. Will you please rate each according to its importance to an effective publications adviser on the four-point scale that is indicated by circling the appropriate letter to the left of the statement. G = Great importance, M = Moderate importance, L = Little importance, N = No importance

**IMPORTANCE**

Great Moderate Little

G M L N 12. ability to advise students how to gather news as reporters.
G M L N 13. ability to advise students how to write picture captions or cutlines.
G M L N 14. ability to plan ahead to meet production and publication schedules.
G M L N 15. ability to give advice concerning but avoid editing copy.
G M L N 16. ability to advise students how to write journalistically correct headlines for news, feature and other types of stories and for editorials.
G M L N 17. ability in copy fitting.
IMPORTANCE

G = Great importance, M = Moderate importance, L = Little importance, N = No importance

AN EFFECTIVE SECONDARY SCHOOL STUDENT PUBLICATIONS ADVISER NEEDS

G M L N 18. ability to write a straight news story.

G M L N 19. ability to advise students in successful financing of the publication to maintain solvency or fiscal stability (including circulation, advertising, budgeting, billing and collecting).

G M L N 20. ability to advise students in writing straight news stories.

G M L N 21. ability to assess talents of the staff and to start where the students are.

G M L N 22. ability to develop and use business-like approaches to production flow (such as staff handbook with job descriptions, string books of clippings, critiqued issues, record of amount published by each student, files, list of news sources, posting typos and errors).

G M L N 23. ability to spot common pitfalls in student newspaper writing.

G M L N 24. ability in financing the publication, including budgeting, selling subscriptions and copies, invoicing, collecting accounts receivable and controlling expenses.

G M L N 25. ability to advise students in writing interpretive news stories.

G M L N 26. ability to scale (proportion) photographs.

G M L N 27. ability in editorial writing.

G M L N 28. to understand communication law and recent court decisions in order to advise students about potentially actionable material.

G M L N 29. ability to advise students in selling advertising, servicing advertising accounts, writing effective advertising copy and making effective advertising layouts.

G M L N 30. ability to advise students in news judgment, including determinants of news.

G M L N 31. ability to evaluate staff members, especially in selecting the following year's editors.

G M L N 32. ability in editing opinion pages.

G M L N 33. knowledge and understanding of the history of American journalism.

G M L N 34. skill in public relations.

G M L N 35. ability to write many types of feature stories.

G M L N 36. ability to assess the advising situation, including attitudes of the principal and other administrators.

G M L N 37. ability to inspire confidence within students.

G M L N 38. ability to advise students in editing copy for meaning, interest, accuracy, length, correctness and conciseness.

G M L N 39. knowledge or skill in the production techniques of the publications he or she advises.

G M L N 40. ability to advise students in proper copy flow, using assignment sheets and copy schedules.

G M L N 41. ability to advise students in writing a strong news story lead.

G M L N 42. ability to encourage and facilitate adequate photographic coverage of people and events for the publications he or she advises.
AN EFFECTIVE SECONDARY SCHOOL STUDENT PUBLICATIONS ADVISER NEEDS

43. to understand communication law in order to prevent censorship of the publication and to support freedom to publish.

44. ability to organize the staff and assign jobs with written descriptions.

45. ability to deal with other teachers, the principal, the board of education, parents, suppliers and other persons.

46. ability to encourage the staff to meet deadlines and production schedules.

47. to understand the role of the mass media in American society.

48. ability to advise students in writing many types of feature stories.

49. ability to take photographs and process them in a darkroom.

50. ability to recruit the wide range of talents needed for the publication, business as well as editorial.

51. ability to advise students in proper techniques for covering, reporting and writing news stories of speeches.

52. ability to advise students in effective makeup and layout design.

53. ability to work with students jointly to establish standards of student work that will be expected for publication.

54. skill in magazine writing and editing.

55. ability to advise students in effective interviewing and posing of pertinent questions.

56. ability to advise students in writing editorials.

57. ability to function as liaison with the administration for an understanding of the ethics and responsibilities of a free student press.

58. ability to advise students in editing opinion pages.

59. knowledge of photographic darkroom techniques.

60. ability to advise students in writing and editing opinion columns.

61. ability to advise students in regard to journalism careers.

62. ability to let students accept responsibility while supervising sufficiently to avoid outright failure by students.

63. ability to identify reliable students with initiative, imagination and willingness to cooperate.

64. ability to train the staff for their respective jobs under existing conditions (class period or after-school-only sessions).

65. Do you believe that an adviser should be able to perform the skills he or she advises students? For example, should an adviser be able to write an interpretive news story as well as to advise students in writing one? Yes No
66. List three difficult or typical problems publications advisers encounter.

1) ________________________________________________________________

2) ________________________________________________________________

3) ________________________________________________________________

67. When a person with little or no pre-service preparation becomes an adviser, what are the best ways for that person to undertake in-service preparation to become an effective adviser? Rank in order, first as 1, second as 2 and so on.

- Participate in state scholastic press association conventions.
- Take an in-service course at a university that teaches journalism.
- Participate in an on-campus residential summer publications workshop.
- Read a pamphlet or book on publications advising.
- Visit local newspapers and printers for information and advice.
- Take a correspondence course in advising from a university that offers one.
- Seek an in-service course or workshop within the local school system.
- Participate in national scholastic press conventions.

68. Is the first option you recommended in 67 above readily available to most advisers? Yes  No

69. Rank in order of importance the sources that have been most helpful to you in your experience as an adviser:

- Persons
- Courses
- Workshops
- Books or magazines
- Organizations
- Other

70. Please list specific names for the first two items in 69 above (names of persons, magazines, etc.).

71. Briefly, how do you believe an adviser's needs can best be met to prepare him or her for advising and the problems advisers typically face?

72. Please give any further comments or observations you would like to make about advising, advising problems, solutions to advising problems or anything else related to advising publications.

Please return this form in the enclosed business reply envelope to
Prof. J. W. Click, School of Journalism, Ohio University, Athens, Ohio 45701.
APPENDIX E

FOLLOW-UP MAILING

IN PROFESSORS SURVEY
April 13, 1976

Professor Samuel N. Feldman  
Journalism Department  
California State University, Northridge  
Northridge, California 91324  

Dear Professor Feldman:

Would you please take about 15 minutes to answer the enclosed questionnaire about high school publications advising?

If someone else teaches the course for advisers in your department, will you please pass this along to him or her. If no course is taught, will you please mark that on the form and return it to me.

I want to wrap up this survey soon and I very much want to include a response from Cal State-Northridge in the results.

Sincerely,

Bill Click  
J. W. Click
APPENDIX F

LETTER OF TRANSMITTAL AND
EXPERT JURY INSTRUMENT
October 4, 1976

Dr. Laurence R. Campbell
2103 East Randolph Circle
Tallahassee, Florida 32303

Dear Dr. Campbell:

Each year numerous high school teachers become publications advisers with little or no pre-service training. Although most of us in the field prefer that schools employ only qualified advisers, that has not taken place and does not appear likely to become typical practice in the foreseeable future.

One of the challenges facing universities, professional organizations and other agencies that offer in-service training is to provide programs that appeal to advisers who need them and that deal with real professional needs.

Toward that end, as part of my dissertation research at Ohio State, I have undertaken development of a model for training high school publications advisers. The model will be based on principles that have been developed from surveys of advisers and college professors who teach courses for advisers after those principles have been rated by a panel of experts.

Because of your research, published work and other leadership activities in scholastic journalism, you have been chosen as one of the 14 members of the expert panel to rate the principles and assist in developing others. Because the panel is select and small, it is extremely important that each member reply.

I hope you will complete and return the enclosed rating form very soon. I welcome your comments and will be happy to answer your questions. A report will be issued at the conclusion of the study.

Sincerely,

J. W. Click
Associate Professor of Journalism

Enclosures: 2
PRINCIPLES FOR TRAINING HIGH SCHOOL PUBLICATIONS ADVISERS IN SHORT-TERM TRAINING SITUATIONS

DIRECTIONS: Several statements relating to principles for training high school publications advisers are presented below. Many of these apply to training advisers in any situation, others only to the short-term situation. The major concern here is for training the typical adviser who has been appointed without sufficient pre-service preparation. Please indicate your rating or advice about each statement in the manner requested at the beginning of each section.

A. PRINCIPLES RELATING TO COMPETENCIES TO BE DEVELOPED

Each of the 11 statements of principles in this section is to be rated in two ways. First, indicate your rating of the statement's importance. Second, rate the practicality of the principle, meaning the extent to which it can be implemented, taught or learned in a training situation. You are rating only the principle, not the examples listed under it. Throughout, “advise” includes teaching in the advising situation.

1. Advisers should be trained in interpersonal relations with the publication’s staff, including providing leadership and reflecting mutual respect as carried on in recruiting, training, organizing and supervising the staff.

   Competencies under this principle include ability to:
   a. plan ahead to meet production and publication schedules.
   b. encourage the staff to meet deadlines and production schedules.
   c. inspire confidence within the students.
   d. train the staff for their respective jobs under existing conditions, class period or after-school-only sessions.
   e. work with students to jointly establish standards of student work that will be expected for the publication.
   f. organize the staff and assign jobs with clear descriptions.
   g. recruit the wide range of talents needed for the publication, business as well as editorial.
   h. develop and use business-like approaches to production flow.

   Great Importance  Moderate Importance  Little Importance  No Importance
   Very practical  Moderately practical  Slightly practical  Impractical

2. Advisers should be trained to evaluate student abilities.

   Competencies under this principle include ability to:
   a. identify students with initiative, imagination and willingness to cooperate.
   b. evaluate existing and prospective staff members.
   c. assess the talents of the staff and start training where the students are.

   Great Importance  Moderate Importance  Little Importance  No Importance
   Very practical  Moderately practical  Slightly practical  Impractical

3. Advisers should be trained to help students implement journalistic principles without violating the First Amendment rights of the students.

   Competencies under this principle include ability to:
   a. encourage students to accept responsibility with only enough supervision to avoid outright failure.
   b. advise concerning but avoid writing or editing copy.

   Great Importance  Moderate Importance  Little Importance  No Importance
   Very practical  Moderately practical  Slightly practical  Impractical

4. Advisers should be trained to advise students in news judgment, news gathering and news writing.

   Competencies under this principle include ability to:
   a. advise students how to gather news as reporters.
   b. advise students in writing straight news stories.
   c. advise students in writing strong news story leads.
   d. advise students in effective interviewing and posing of pertinent questions.
   e. spot common pitfalls in student journalistic writing.
   f. write a straight news story.
   g. advise students in news judgment, including determinants of news.
   h. advise students in writing interpretive news stories.
   i. advise students in proper techniques for covering, reporting and writing news stories of speeches and meetings.

   Great Importance  Moderate Importance  Little Importance  No Importance
   Very practical  Moderately practical  Slightly practical  Impractical
5. Advisers should be trained in interpersonal relations with persons other than the publication's staff members.

- Competencies under this principle include ability to:
  a. deal with other teachers, the principal, the board of education, parents, suppliers and other persons.
  b. assess the advising situation, including attitudes of the principal and other administrators.
  c. function as liaison with the administration for an understanding of the ethics and responsibilities of a free student press.

<table>
<thead>
<tr>
<th align="center">Great Importance</th>
<th align="center">Moderate Importance</th>
<th align="center">Little Importance</th>
<th align="center">No Importance</th>
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<tbody>
<tr>
<td align="center">Very practical</td>
<td align="center">Moderately practical</td>
<td align="center">Slightly practical</td>
<td align="center">Impractical</td>
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6. Advisers should be trained in production techniques of the publications they advise.

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<tr>
<th align="center">Great Importance</th>
<th align="center">Moderate Importance</th>
<th align="center">Little Importance</th>
<th align="center">No Importance</th>
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</thead>
<tbody>
<tr>
<td align="center">Very practical</td>
<td align="center">Moderately practical</td>
<td align="center">Slightly practical</td>
<td align="center">Impractical</td>
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</table>

7. Advisers should be trained to encourage and facilitate photojournalistic reporting by staff members of the publications they advise.

<table>
<thead>
<tr>
<th align="center">Great Importance</th>
<th align="center">Moderate Importance</th>
<th align="center">Little Importance</th>
<th align="center">No Importance</th>
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<tbody>
<tr>
<td align="center">Very practical</td>
<td align="center">Moderately practical</td>
<td align="center">Slightly practical</td>
<td align="center">Impractical</td>
</tr>
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</table>

8. Advisers should be trained in basic law that applies to student publications.

- Competencies under this principle include ability to:
  a. advise students about potentially actionable material.
  b. advise those who would infringe upon student press freedom about basic student rights.

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<thead>
<tr>
<th align="center">Great Importance</th>
<th align="center">Moderate Importance</th>
<th align="center">Little Importance</th>
<th align="center">No Importance</th>
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</thead>
<tbody>
<tr>
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<td align="center">Moderately practical</td>
<td align="center">Slightly practical</td>
<td align="center">Impractical</td>
</tr>
</tbody>
</table>

9. Advisers should be trained to advise students in editing techniques, including headline writing and publications makeup or layout.

- Competencies under this principle include ability to:
  a. advise students in editing copy for meaning, interest, accuracy, length, correctness and conciseness.
  b. advise students in effective makeup and layout or design.
  c. advise students how to write journalistically correct headlines for news, feature or other types of stories and for editorials.
  d. advise students in editing opinion pages.

<table>
<thead>
<tr>
<th align="center">Great Importance</th>
<th align="center">Moderate Importance</th>
<th align="center">Little Importance</th>
<th align="center">No Importance</th>
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<tbody>
<tr>
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<td align="center">Moderately practical</td>
<td align="center">Slightly practical</td>
<td align="center">Impractical</td>
</tr>
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</table>

10. Advisers should be trained to advise students in finance of and advertising for student publications.

- Competencies under this principle include ability to:
  a. advise students in successful financing of the publication to maintain solvency or fiscal stability.
  b. finance the publication, including budgeting, selling subscriptions or copies, invoicing, collecting accounts receivable and controlling expenses.
  c. advise students in advertising, serving advertising accounts, writing effective advertising copy and making effective advertising layouts.

<table>
<thead>
<tr>
<th align="center">Great Importance</th>
<th align="center">Moderate Importance</th>
<th align="center">Little Importance</th>
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<td align="center">Slightly practical</td>
<td align="center">Impractical</td>
</tr>
</tbody>
</table>

11. Advisers should be trained to advise students in writing, other than news, for student publications.

- Competencies under this principle include ability to:
  a. write editorials.
  b. advise students how to write picture outlines or captions.
  c. advise students how to write editorials.
  d. advise students how to write and edit opinion columns.

<table>
<thead>
<tr>
<th align="center">Great Importance</th>
<th align="center">Moderate Importance</th>
<th align="center">Little Importance</th>
<th align="center">No Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td align="center">Very practical</td>
<td align="center">Moderately practical</td>
<td align="center">Slightly practical</td>
<td align="center">Impractical</td>
</tr>
</tbody>
</table>
B. PRINCIPLES OF PRACTICALITY OF THE TRAINING SITUATION

The following statements relate to the conditions of the training situation. Please indicate your evaluation of each statement by checking the phrase that most closely represents your judgment or by completing the statement as you believe it should read.

1. Under the best possible conditions, about ______ hours of group activity (instruction) should be involved in a training program for advisers, not including individual study and practice outside the group meetings.
   Strongly agree  Agree  Disagree  Strongly disagree

2. In general, the number of hours of group activity or instruction in a training program for advisers should be fewer than listed above only if deemed necessary to increase its accessibility to advisers who can most benefit from it.
   Strongly agree  Agree  Disagree  Strongly disagree

3. If the training program is presented as a residential workshop, how long should the program last? 2-4 days  5-6 days  6-10 days  12-15 days  18-20 days  More than 20 days

4. If the training program is presented as an in-service course after school or on weekends, how many sessions should there be and of what duration?
   ______ sessions, each of ______ minutes' duration

5. If the training program is presented as a mini-course in summer session or inter-session, a Saturday program on a main or branch campus or a half-time (morning only or afternoon only) program in summer session, how much instructional time should there be?
   ______ sessions of ______ minutes each, or about ______ total hours

6. Rate the following four types of training situations as to effectiveness and practicality on a scale of A (great) to 1 (little).
   Effectiveness  Practicality
   a. residential workshop where advisers can interact with each other in the living situation outside group sessions. 4 3 2 1  4 3 2 1
   b. commuter workshop that is easily accessible to participants 4 3 2 1  4 3 2 1
   c. regular college course taken evenings or during the summer 4 3 2 1  4 3 2 1
   d. in-service program in a local school district led by personnel qualified in publications advising 4 3 2 1  4 3 2 1

7. For greatest effectiveness, a training program for advisers should have an enrollment of about ______ advisers.

8. Enrollment in advisers' training programs need not be limited if there are sufficient leaders and resources.
   Strongly agree  Agree  Disagree  Strongly disagree

9. Since not all can be offered in a typical training situation, rate the importance of these activities that advisers should have an opportunity to perform or practice in a training situation on a scale of 4 (high) to 1 (low) importance to suggest priorities to program planners.
   4 3 2 1 Interviewing  4 3 2 1 Interpretive news writing
   4 3 2 1 News gathering  4 3 2 1 Layout/design/makeup
   4 3 2 1 News writing  4 3 2 1 Paste-up of camera ready copy
   4 3 2 1 Headline writing  4 3 2 1 Operating typesetting machines
   4 3 2 1 Photography  4 3 2 1 Using video display terminals (VDTs)
   4 3 2 1 Column writing  4 3 2 1 Feature writing
   4 3 2 1 Caption/cutline writing  4 3 2 1 Editorial writing

10. In terms of time commitment required, nearness to home and cost involved, a training program should be easily accessible to advisers who can benefit from it.
    Very important  Moderately important  Slightly important  Unimportant

11. A training program for advisers should be of adequate duration to deal with essential needs of the participating advisers.
    Very important  Moderately important  Slightly important  Unimportant
12. A training program for advisers should provide knowledge of resources and encouragement for advisers to pursue individual study in areas of their needs after the training program has concluded.

Very important Moderately important Slightly important Unimportant

13. Training programs for advisers should be led by persons who are in touch with and understand advisers’ practical problems. (Some professors and advisers may not.)

Very important Moderately important Slightly important Unimportant

14. A variety of resource persons with varied backgrounds and areas of expertise should be used to present and lead different portions of the training program.

Very important Moderately important Slightly important Unimportant

15. A variety of learning resources should be made available to allow for advisers’ individual differences and learning preferences.

Very important Moderately important Slightly important Unimportant

16. The meeting place for the training program should be large enough to allow for variety of activity; breaking into small groups, reading available materials, typing exercises and projects, and performing writing, editing and other journalistic functions.

Very important Moderately important Slightly important Unimportant

17. A variety of effective instructional techniques should be employed in order to facilitate learning in the most efficient, effective and practical manner.

Very important Moderately important Slightly important Unimportant

18. An effective training program must deal with needs felt by advisers as well as professional needs of which the advisers may be unaware.

Very important Moderately important Slightly important Unimportant

19. Auxiliary or support facilities and services, such as library, copy service and book store, should be available to participants in a training program.

Very important Moderately important Slightly important Unimportant

C. LEARNING ACTIVITIES FOR TRAINING ADVISERS

The following statements relate to teaching approaches or instructional modes that could be employed in a training program for advisers. Some examples of their application are given. Please rate the importance of each statement in the space provided. You are rating the statement, not the examples given.

1. SEMINAR APPROACH that involves skillfully led discussion that draws out problems and leads to possible solutions

Competencies for which development can be begun in this way include ways to encourage the staff to meet deadlines, production schedules, to identify reliable and talented students for staff positions, to recruit students with talents needed on the editorial and business staffs, and to train staff members for their respective jobs.

Very important Moderately important Slightly important Unimportant

2. STRAIGHT PRESENTATIONS OF TALKS, DEMONSTRATIONS, FILM, TAPE, SLIDES, ETC. FOLLOWED BY PRACTICE IN THE SKILL PRESENTED

Competencies for which development can be begun in this way include knowledge of and skill in production techniques, techniques for covering, reporting and writing news stories, planning production schedules based on knowledge of production techniques, knowledge of and skill in makeup and layout, ability in editing and ability to interview and pose pertinent questions.

Very important Moderately important Slightly important Unimportant

3. EXAMPLES presented orally or through handouts FOLLOWED BY DISCUSSION

Competencies for which development can be begun in this way include ability to evaluate staff members, ability to organize the staff and assign jobs with clear descriptions, ability to encourage and facilitate adequate photographic coverage for the publications, ability in financing the publications and ability to assess the attitudes of the principal and other administrators and the overall advising situation.

Very important Moderately important Slightly important Unimportant
4. THE CASE STUDY METHOD involving oral or written description of a practical situation followed by discussion

Competencies for which development can be begun in this way include ability to deal with other teachers, the principal, the board of education, parents, suppliers and other persons; ability to give advice to students but to avoid writing or editing their copy; ability to assess the talents of the staff and start where the students are when training them; and ability to deal with legal principles and decisions.

Very important ___  Moderately important ___  Slightly important ___  Unimportant ___

5. DISCUSSION WITH HIGH SCHOOL STUDENTS FOLLOWED BY A CRITIQUE

A competency for which development can be begun in this way is ability to work jointly with students to establish standards of student work that will be expected for the publication.

Very important ___  Moderately important ___  Slightly important ___  Unimportant ___

6. HANDOUTS ACCOMPANIED BY DISCUSSION AND FOLLOWED BY PRACTICE IN THE COMPETENCY BEING PRESENTED

Competencies for which development can be begun in this way include spotting common pitfalls in student journalistic writing, writing a news story from a fact sheet and writing journalistically correct headlines.

Very important ___  Moderately important ___  Slightly important ___  Unimportant ___

7. DISCUSSION FOLLOWED BY LABORATORY PRACTICE

Competencies for which development can be begun in this way include gathering news as reporters, interviewing, editing and writing news stories.

Very important ___  Moderately important ___  Slightly important ___  Unimportant ___

8. SIMULATION

Competencies for which development can be begun in this way include interviewing, makeup and layout skill, interpersonal relations, pasting up camera-ready copy, selling advertising, writing advertising copy, staff selection, working with the principal, and negotiating a printing contract.

Very important ___  Moderately important ___  Slightly important ___  Unimportant ___

9. SLIDES OR CHARTS ACCOMPANIED BY ANALYSIS AND DISCUSSION

Competencies for which development can be begun in this way include encouraging quality in publications photography, designing effective page and spread layouts, editing effective opinion pages and generating numerous ideas for feature and interpretive news stories.

Very important ___  Moderately important ___  Slightly important ___  Unimportant ___

10. COMBINATION OF STRAIGHT PRESENTATION, SLIDES, DISCUSSION AND PRACTICE IN THE SKILL PRESENTED

A competency for which development can be begun in this way is writing picture outlines or captions.

Very important ___  Moderately important ___  Slightly important ___  Unimportant ___

11. COVERAGE OF A REAL EVENT

A competency for which development can be begun in this way is writing a story about a public speech or an actual news event.

Very important ___  Moderately important ___  Slightly important ___  Unimportant ___

12. PROBLEM INVENTORY OF ISSUES INVOLVED AND POSSIBLE PROBLEMS OR CONSEQUENCES STEMMING FROM THEM

A competency for which development can be begun in this way is ability to encourage students to accept responsibility with only enough supervision to avoid outright failure.

Very important ___  Moderately important ___  Slightly important ___  Unimportant ___

13. ADVISERS' EXCHANGE OF THEIR OWN EXPERIENCES WITH THEIR STUDENTS

A competency for which development can be begun in this way is developing within students skill in interviewing and the posing of pertinent questions.

Very important ___  Moderately important ___  Slightly important ___  Unimportant ___

14. INDIVIDUAL STUDY MATERIALS OR PACKETS

Competencies for which development can be begun in this way include news judgment, production techniques, understanding of legal decisions, and production planning.

Very important ___  Moderately important ___  Slightly important ___  Unimportant ___
COMMENTS ABOUT ANY ASPECT OF THIS STUDY:

Please return this completed form to Prof. J. W. Click.
School of Journalism, Ohio University, Athens, Ohio 45701.
APPENDIX G

FOLLOW-UP MAILING

TO EXPERT JURY
October 20, 1976

Professor Mary Benedict  
School of Journalism  
Indiana University  
Bloomington, Indiana 47401

Dear Mary:

I know you're tremendously busy, but I'd greatly appreciate your taking several minutes to complete the enclosed rating form to help wrap up this study in the near future. I hope the study may shed additional light on an important area of journalism education.

Response so far has been excellent. I'd like to include your reply in the overall results and I hope you'll be able to get your ratings and thoughts in the mail to me within the next few days.

Sincerely,

J. W. Click

Enclosures: 2
SELECTED BIBLIOGRAPHY
SELECTED BIBLIOGRAPHY

A. BOOKS


B. PERIODICALS


UW [University of Wyoming] Journalism Report, Volume 1, Number 1 (Summer 1975).

C. DISSERTATIONS, THeses AND MONOGRAPHS


"Guidelines for Effective Student Publications and Journalism Instructional Programs." Muncie, Ind.: Ball State University Center for Journalism, 1972.


D. PAPERS AND REPORTS


Schoen, Kathryn T. "Five Mode Study: An Experimental Study of Instructional Modes Under Controlled Conditions." Columbus: The Ohio State University College of Medicine, 1969.