>>INSIDE: A SIMPLE PLAN FOR RECRUITING, TRAINING AND RETAINING • SURVIVING THE GAME

REVIEW

THE FLAGSHIP PUBLICATION OF COLLEGE MEDIA ADVISERS, INC. • SPRING 2007 • VOL. 44 NO. 4

Plain Brown Wrapper Edition WARNING. THE FOLLOWING ISSUE OF COLLEGE MEDIA REVIEW IS INTENDED FOR MATURE AUDIENCES AND MAY BE TOO INTENSE FOR NOVICE ADVISERS. NUDITY, CRUDE LANGUAGE AND EXPLICIT SEXUAL SITUATIONS ARE CONTAINED WITHIN THE FOLLOWING PAGES.

THE EXPLOSION OF SEXUAL EXPRESSION AND EXPERIMENTATION IN THE CONTEMPORARY CAMPUS MEDIA

Sex and Bill Neville. For the faint of heart, rest assured that's not the title of a new reality show. But it is what's been on my mind as the spring's issue of CMR takes form.

Let me address them separately. Bob Schieffer writes in one of his memoirs that when he reported live that President Clinton had admitted to having oral sex with Monica Lewinsky, he described it as "sex of a kind" because he couldn't imagine his mother hearing him utter the other phrase verbatim in public. Many of today's student journalists, whether or not they subscribe to most of the ideals admired by Schieffer, don't have that hang-up. Matters of sex, it would seem, are still on the minds of our youth, which ought not surprise to any of us who remember our own.

Not only are our students talking about sex (and presumably practicing what they preach), but now they've got the gall to write about it. And they're writing not just candidly about sex its ownself but about concerns that many administrators and advisers either didn't have to face or were unaware of -- AIDS, STDs, just to grab your attention— but to which attention must be paid.. As Daniel Reimold of Ohio University points out in this issue of CMR, sex columns are the most popular reads in many of the papers that offer them. Can you really be surprised?

When a Daily Skiff editor a few semesters ago introduced a sex column based on the "Dear Abby" format, I quickly discovered that today's advice columns leave Abby eating their dust. But I also found that most of the columns were written about as tastefully as those, well, kinds of things can be. When her column about a particularly provocative "sex of a kind" prompted a query from a high-ranking administrator, the columnist assured me she wrote about what she heard talked about. That sounded a lot like what newspapers do, and the administrator later seemed to agree.

Was I distressed the next semester when the new editor did not pick up the column? Frankly, no. But if the student journalists are willing to take the heat, and they and their readers can learn more about an increasingly complicated world (and we a bit more than them than we did), it's worth it, even if the phone does ring a bit more often.)

Bill Neville's phone rang quite a bit in his 20-something years as the media coordinator at Georgia Southern University. When I advised the newspaper there, he'd pass them along to me, but he never passed the buck. Once, several hundred students marched on the newspaper office to demand the firing of an editor who criticized Black History month activities without getting his facts straight. Another time the provost summoned Bill, the editor, the editor-elect, and a vice president to harangue one and all over the headline nuances between "probe" and "investigate" (I can't make this up). Bill's calls to my faculty office would come in dry form: "Robert, I wouldn't want you to miss out on this opportunity." Bill did things the old-fashioned way at his alma mater: he gave advice—when students asked, and sometimes when they didn't. He gave them responsibility with the expectation that they'd act responsibly, and he provided them the best opportunities to see what they could make of themselves. He even talked me into advising the newspaper, for which on most days I'm still obliged.

Those ancient ways don't always play so well today, and Bill retired earlier this year. And, make what you will of this, on a Tuesday.

Some fine student journalists have come through the newspaper there and gone on to bigger stages – some newspaper executives and a slew of community newspaper editors, an Associated Press reporter, a PR guy for the biggest name in NASCAR, even Kelley Callaway, who's succeeding Bill as CMR's new managing editor and at Georgia Southern. But the newspaper's mission wasn't to train journalists for the professional world. Bill's greatest legacy will be that he fostered a place of learning where, as with the best college newsrooms, students who sought those responsibilities and thrived on them found a place they found hard in leaving. 'Nuff said.

Mary Ann Pearson, an adviser and faculty member at California Baptist University, also knows the importance of providing an environment where students can invest in their program and make it flourish. And she knows first-hand how hard that can be when starting from near scratch with the slimmest of resources. Her story and first-hand points of view elsewhere on these pages provide insight and tips that can benefit advisers who are trying to turn their programs around.

> Robert Bohler Editor



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college media **REVIEW**

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4. CARNAL KNOWLEDGE

Sex columns in college newspapers have long been a headache for many advisers, but love them or hate them, they're not going away.

Daniel Reimold

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When it looks like all hope is lost, here's a simple guide for recruiting, training, and retaining a staff.

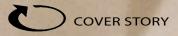
Mary Ann Pearson

16. SURVIVING THE GAME.

A review of Rachel Kanigel's new essential guide to working on a student newspaper.

Dr. John Tisdale





The Explosion of Sexual Expression and Experimentation in the Contemporary Campus Media

By Daniel Reimold

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and periodes an

niversity of Southern Mississippi President Shelby Thames was up in arms about sex. Late last September Thames sent an open letter of disgust to the school newspaper, The Student Printz, outlining his anger at the paper's decision to publish "Pillow Talk," a regular sex column written by a student.

"I vigorously oppose the printing of the 'Pillow Talk'...and characterize the content as offensive to the quality and respectability of our student body and institution,"

he wrote in a letter to the editor run on the paper's opinion page.

"This article was not, in any way, representative of the high caliber of our student body or our institution overall."

Since its debut on September 7, 2006, under the headline "College is a time to experiment," the weekly column penned by student writer Glory Fink has addressed issues involving foreplay, safe sex, including food in sexual activities, the need for awareness about the spread of STDs, and the eternal question "Do love and sex belong together?"

"Experimentation is a common part of the college experience," Fink wrote at the start of her first column. "As college students, we experiment with exactly how many classes we can miss before it affects our grades... We experiment with our budgets and with exactly how many different ways we can make ramen noodles into a meal...The bedroom should also be part of your college experimentation, and continue to be so long after your college days are over." The newspaper's decision to sexually experiment with its traditional editorial content has caused an unparalleled campus-wide rift, prompting debates between university students and employees and demands by Steve Crampton, the chief counsel of Mississippi's Center for Law & Policy, for the government to intervene. "We need to take our concerns to the State Legislature," Crampton announced in mid-September 2006. "The long and short of it is, it's not good for the university, however much they [Student Printz staffers] may enjoy being the little rebels of the moment."

In a larger sense, the vigorous opposition of Thames, Crampton, and others toward student journalists' public pillow talk is the latest backlash in a long line of negative reactions from administrators, legislators, parents, university donors, and alumni over the modern-day student » penchant for examining sex in print. Sexually-related content and the student newspapers and magazines publishing it have sparked the most contentious, influential, and far-reaching legal, administrative, religious, health, and generational debates on college and university campuses within the past decade. And the debate has challenged thinking about the freedom and responsibility of the student press, the proper place in the world of higher education for the discussion of sexual matters, and the possible positive and negative consequences of the latter for student journalism as a whole. In the end, within the college media landscape, no recent issue or trend has achieved more nationwide publicity and controversy than the explosion of sexual expression and experimentation.

SEX'S RISE TO MUST-READ STATUS

Sex and health columns began with a single student publication in 1997 in a Q&A feature in The Daily Californian at the University of California-Berkeley called "Sex on Tuesday," which still runs as the newspaper's most popular feature. Since then sex and health columns have expanded to more than 200 campus newspapers and magazines nationwide, according to the Associated Collegiate Press. Campus sex magazines also are now beginning to grow in number, more than seven years after a publication titled Squirm debuted at Vassar College, a liberal arts school in Poughkeepsie, NY.

And like at the Berkeley campus, many of the columns have become the most well-read and debated portions of the publications in which they appear, registering the highest number of Web site hits and letters to the editor. In certain cases, the columns have single-handedly, and dramatically, upped newspapers' circulation numbers and Web traffic. For example, beginning in fall 2001 "Sex and the (Elm) City," a column written by Yale University student Natalie Krinsky for the Yale Daily News, received between 200,000 and 500,000 hits each week, at one point existing as the tenth most-Googled page on the Internet and registering more than ten times the normal Web traffic for all other Daily News content. A similar mustread status has characterized past and current columns run in a variety of other student newspapers, from The Stanford Daily and The Daily Kansan to The Columbia Spectator and The Muhlenberg Weekly.

From a more personal angle, the popularity of the columns and magazines has significantly changed the lives of many involved in their creation, including leading some current and former students to receive national press attention, make television appearances, and receive cold calls from literary agents. In 2002, for example, former Daily Kansan sex columnist Meghan Bainum was invited to pose for a special spread in Playboy Magazine, while in 2003 former Tufts Daily News columnist Amber **>**







THE TOP-10

MOST FAMOUS COLLEGE NEWSPAPER SEX COLUMNISTS

1) Natalie Krinsky, "Sex and the Elm City," The Yale Daily News, Yale University, 2001-2004. Famed and controversial Ivy Leaguer whose "Spit or Swallow?" style sex pontifications earned her enormous media attention and led to a much-hyped novel "Chloe Does Yale" and current film-adaptation aspirations.

2) Yvonne Fulbright, "Sexpert Tells All," The Washington Square News, New York University, 2001-2005. A noted sexologist, identified as a sexual and reproductive health expert by the U.S. Secretary of Health, she authored The Hot Guide to Safer Sex, while schooling NYU's undergrads on the ins-and-outs of healthy and wise sexual attitudes and undertakings.

3) Meghan Bainum, The Daily Kansan, Kansas University, 2001-2002. Straightforward and occasionally shocking former Jayhawk who went from Kansas to a Playboy Magazine spread in part thanks to columns that were debated and cheered for with a passion normally only reserved for KU basketball.

4) Julia Allison (formerly Julia Baugher), "Sex on the Hilltop," The Hoya, Georgetown University, 2002-2003. Quick with a quip and an insightful glimpse into the D.C. student dating and sex scene, this writing wunderkind spun her undergrad column into professional gold, with current freelance work at Cosmopolitan and CO-ED Magazine and a sex and relationships column for AM New York.

5) Jessica Beaton, "Orgasmic Chemistry," The Johns-Hopkins News-Letter, Johns Hopkins University, 2003-2005. Became Baltimore's go-to girl on in-the-now social and sexual mores before gaining national attention and offers to write for a host of publications, including CosmoGIRL!.

6) Roxy Sass, "Roxy Sass," The Stanford Daily, Stanford University, 1999-present.the persona of a hip, sarcastic, no-holds-barred undergrad assumedby a number of women, and an occasional man, since its inception. As the most popular columnist in the paper, Roxy is known to the Cardinal faithful as always straight-to-the-point and at times controversial.

7) Anna Schleelein, "Sex and the Univer-city," The Heights, Boston College, 2002-2003. Fearless and very funny Bostonian who wrote truthful treatises on the crazy dating and sex scene at BC and tackled taboo topics at the Catholic school such as condom usage and birth control.

8) Miriam Datskovsky, "Sexplorations," The Columbia Daily Spectator, Columbia University, 2004-present. A hip and edgy human rights major who brings a sense of political urgency to her well-written NYC-based columns on gender roles, sexuality and surviving the madness that is Manhattan dating.

9) Amber Madison, "Between the Sheets," The Tufts Daily, Tufts University, 2002-2004. A wittily wonderful columnist whose sexual candor earned kudos, controversy, and media acclaim, including an appearance in MTV's feature film The Real Cancun and the publication of her first book, Hooking Up: A Girl's All-Out Guide to Sex and Sexuality.

10) Laura Lambert, "Sex on Tuesday," The Daily Californian, University of California-Berkeley, 1997. Famed as the first columnist of her kind at a U.S. college newspaper, she built upon her sexual health knowledge specifically to kick off the Berkeley institution of "Sex on Tuesday" and currently works as a writer and editor in the editorial services department of the Planned Parenthood Federation of America.

Madison was selected by MTV to appear in the feature film "The Real Cancun" due to her sex column work. And Krinsky, Madison, former Washington Square News sex columnist Yvonne Fulbright (New York University), and current Boink Magazine editor Alecia Oleyourryk (Boston University) have built upon the experience and celebrity generated by their columns and magazine work and published books or signed book deals with U.S. publishers.

CATALYSTS OF CONTROVERSY

The columnists and magazine editors also have faced pockets of controversy in their academic and personal lives. Print and televised news reports, for example, have at times portrayed the students involved as sexually promiscuous or hungry for the celebrity spotlight. The sexually-related content they produce also has served in many cases as the impetus for widespread community, parental, faculty, student, and school donor and alumni distaste. Administrative action into the funding, freedom, and distribution of the publications printing sexually explicit fare also has been threatened or taken in the past. In late 2002, for example, Illinois state Sen. Dick Klemm publicly condemned the publishing of a sex column titled "Love Monkey" in The Tartan, the student newspaper at McHenry County College. At around the same time, administrators at New York's Wagner College removed all copies of the student newspaper, The Wagnerian, and threatened to fire the newspaper adviser after a sex column was published titled, "Orgasms: do you fake it?" And in 2005, the Arizona state legislature added and approved a footnote to the annual budget withdrawing state funding for university student newspapers, partly in response to a February 2004 sex column published in The Lumberjack, Northern Arizona University's student newspaper, that began, "On Valentine's Day, nothing says 'I love you' like oral sex."

Current and former student writers and editors at school newspapers and campus sex magazines nationwide describe many other instances of intimidation and censorship coming from the university student body, professoriate, administration, and alumni community, often carried out in private via "Not for Publication" e-mails and off-the-record phone calls.







"What makes me nervous is when peers provide misinformation, which I have seen happen. Students need to be educated about what they're talking about, and I don't mean just traditional, formal education, like having a master's degree in public health, but you do need to be trained and develop a critical perspective...because there are real implications for the information you put out there.

director of Columbia University's Alice! Health Promotion Program

SERVICE OR SENSATIONALISM?

On a national level, criticism has focused on the potentially harmful ramifications of college-age students with little or no related professional training or academic experience offering advice and insight on matters of sex and health.

"I very much like the idea of peers asking each other questions and the idea of well-educated, trained peers providing answers," said Melissa Kenzig, director of Columbia University's Alice! Health Promotion Program, which operates a popular sex-and-health Q&A Web site for students nationwide. "What makes me nervous is when peers provide misinformation, which I have seen happen. Students need to be educated about what they're talking about and I don't mean just traditional, formal education, like having a master's degree in public health, but you do need to be trained and develop a critical perspective...because there are real implications for the information you put out there. My personal take is that journalists hold a powerful position in our society and with power comes responsibility."

In response to the criticism, the students involved with the campus newspaper and magazine content, and their supporters, point to a number of positives present in their mediated sexual expression. First, students and health experts cite an overwhelming need for sex and health information of any kind to be made available for student perusal, pointing to studies and personal experiences in which current collegians have shown dangerous levels of ignorance related to safe sexual activity. In this respect, in terms of social distance and the private nature of the topic, students are viewed as being more likely to turn to advice offered by a peer instead of an outside expert and to seek such advice through the anonymous avenue of newspaper or magazine readership rather than face-to-face interpersonal communication.

"The reason I think these columns are valuable is that young people's questions and concerns about sex and love and relationships often go so far beyond the medical," said Sarah Brown, director of the National Center to Prevent Teen Pregnancy. "This is not just a conversation about body parts...The questions are more sort of attitudinal and behavioral, things like, 'How should I feel about hooking up with three different guys in one weekend?' or 'I'm a girl and I accidentally had sex with a girl last night and now I'm just like out of my mind.' And I think with some legitimacy students are saying that the notion you're going to get this all figured out with somebody who's 47 is off the mark."

SEX AND JOURNALISM: THE NEW FRONTIER?

In addition, apart from the sexual subject matter specifically, some consider the student journalists' refusals to bow to outside pressure and to continue running the content to be akin to a modern-day protest march and an important reminder about the lead role campus publications have long taken in addressing divisive issues and topics of student concern.

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Melissa Kenzig

For more than a century, the campus media have been among the most frequent catalysts of controversy at colleges and universities nationwide, with the student newspaper specifically oft-cited as the entity with the greatest power to awaken a debate, raise an issue, and weary an administration. As a 1949 Editor & Publisher article blithely stated, "It can raise more hell on a college campus than spiked punch at the dean's reception for freshmen women." Since the midto-late 1940s specifically, when factors such as the bombing of Hiroshima, the launching of Sputnik, and the GI Bill embedded a new spirit of independence and social awareness in the collegiate student body, the free student press have embraced controversy not simply as a corollary of their efforts, but as their very lifeblood. "There is, in short, a great ferment brewing and bubbling on some campuses," former student media researcher and Columbia University journalism professor Melvin Mencher noted in 1965, "where good newspapers are taking the lead in ferreting out issues and commenting on them."

For more than four decades, starting in the 1950s, the frequent ferment perpetrated by the campus press was mostly political in nature. For instance, student news media coverage of the emerging civil rights movement during the sixties, and specifically the anti-segregationist stances taken by many Southern student newspapers, led to organized protests, cross burnings on the front lawns of houses occupied by several student editors; the Alabama state legislature even threatened to cut funding for Auburn University in 1961 unless it fired the school newspaper's editor in chief. During the same period and in the years that followed, the student press similarly tested the waters by debating issues surrounding the Vietnam War, birth control, abortion, and parity in collegiate sports.

In modern times, with incidents as varied as the AIDS epidemic, the rise in STDs, STIs, the Clinton-Lewinsky scandal, and HBO's "Sex and the City" bringing issues once considered private into the public and political arenas, student media rebelliousness has similarly kept in step and advanced the discussion. In addition, with sexually-related courses and programs devoted to sexual health popping up at colleges nationwide with greater frequency, the increased and explicit sexual expression by students and experimentation by the campus media is seen in some ways as the, dare we say "climax"?, of the campus sexual revolution. As the author of a column in the premiere issue of Boink, a sex magazine started by Boston University students, related in May 2005, "This is kind of our protest to say that we're in charge of our sexuality, [sic]we can do what we want to do."

Daniel Reimold is a Scripps Howard Teaching Fellow and mass communication doctoral candidate in the E.W. Scripps School of Journalism at Ohio University. He also serves as the adviser for Speakeasy Magazine, a daily-updated news and culture Webzine created and maintained by Scripps students.





A Sample of Sexual Expression on College Campuses

"I had plunged head first into an entirely new world of sexile, ridiculous alcohol consumption, no parents, pre-gaming, postgaming, during-the-game-gaming, and doing more work on less sleep than I had ever before in my life. It's a unique world that can only be found here, where...it's possible, if not probable, to not know if you're dating someone, or conversely spend every night with someone monogamously when neither one of you 'wants a boyfriend/girlfriend.'I don't pretend to understand it; it's sex and the university."

Anna Scheelein, "Sex and the Univer-city," October 8, 2002, The Heights, Boston College

"Surprise, surprise to the guys who think they're the exception to the rule. She's faking it. That's right. It's not hard. All we have to do is throw in an 'ooh' and a couple of 'aahs,' gyrate the hips and you guys think you're the Jedi Master."

> Beth Van Dyke, "The Wednesday Hump," Oct. 9, 2002, The Daily Nexus, UC- Santa Barbara

"Perhaps a purple, waterproof dildo that suctions to the shower wall wasn't exactly what Susan B. Anthony had in mind as a tool for female empowerment. But, hey, whatever works, right?"

> Marisa Picker, April 4, 2006, The Diamondback, University of Maryland

"Why is it that women always get to write the sex column? ... From Yale to Oregon State, the craze and popularity of campus sex columns is running rampant, but the genre is female-dominated...But [men] do know a lot about sex. From age 10, when we catch our first glimpse from a friend's uncle's Playboy that was found under a bed, men become addicted to sex and everything about it...Porn isn't there just to get us excited. Porn exists as educational videos for us to hone our skills."

> Paul Shugar, April 3, 2003, The Post, Ohio University

"The only true drawback I can foresee to engaging in phone sex...is call-waiting. How annoying would it be to have some poor telemarketing sap call up right before you're about to come? Unless, of course, you're into that."

> Laura Lambert, "Sex on Tuesday," April 29, 1997, The Daily Californian, UC- Berkeley

"Women know within the first five minutes of meeting a man whether they are going to hook up with him or not. But... women don't want the guy to know he'll be hooking up until he's actually doing it...Post-hookup is when guys tend to get ambiguous. It's their payback. Do they want to hook up again? Dunno. Do they want to date? Dunno. Are they straight? Dunno. Name? Dunno."

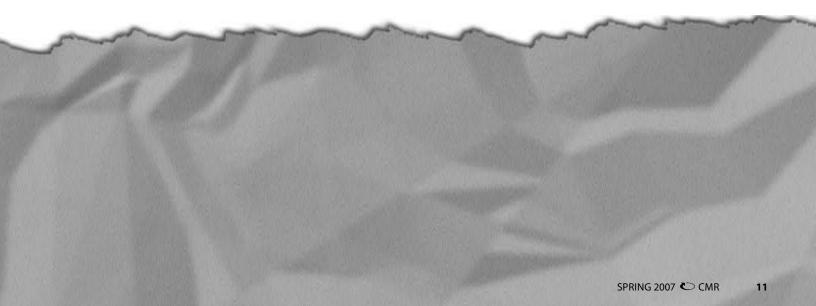
> Natalie Krinsky, "Sex and the (Elm) City," Nov. 1, 2002, The Yale Daily News, Yale University

"While a good cheese is easier to find than good oral sex, we don't deserve to eat good cheese if we can't appreciate it...If anyone out there has more oral sex than cheese, you'd better be lactose-intolerant, or I hate you."

Sara Franklin, "Oh My!: Sex Straight Up," November 8, 2005, The Tufts Daily, Tufts University

"If nothing else, college is an opportunity to find your voice– to discover what motivates you, enrages you or pleases you– and then to learn how to best broadcast your new voice via debate, discourse or essays. Fortunately, your sexual voice follows the same model. As a complement to orgasm, sexual vocalization is just like screaming on a roller coaster– it adds excitement and enhances the experience."

Christina Liciaga, "In the Nude," April 7, 2005, The Muhlenberg Weekly, Muhlenberg College



1 NEWSPAPER. 3 Students.

A simple plan for recruiting, training and retaining

By Mary Ann Pearson

arefully climbing the three flights of stairs, I moved slowly, trying not to over do it. My right side was sore; my gall bladder had been removed in a laparoscopic surgery and the healing process was not complete. When I accepted this position and left my tenured public school post, to join California Baptist University, I did not expect this, but when I suddenly experienced side pain, the doctor said it was important to take the gall bladder out. The procedure left me in a weakened condition and the ninety degree weather was not helping.

The third floor rooms were stifling and had a stale odor. A small refrigerator was in the corner of the first room, it had a neon orange sticker on it, advertising a local radio station. A Mac computer and four unopened digital recorders sat on an over-sized desk; they looked fresh and shiny in a room furnished with old chairs, file cabinets and newspapers. The room next store looked like a book store, with cardboard boxes of books every where. The shelves held yearbooks dating back to 1954.

The final room was my new office, it was dusty and disorganized. I plopped into my chair and I wondered what I had gotten myself into. The class list said there was not one person registered for advanced yearbook; there were a handful of students signed up for the beginning yearbook class and five or six students enrolled in both advanced and beginning newspaper classes. Two students were promised editor positions, by the previous adviser. Upon meeting with them, tales of trouble and doom flowed from their lips. They were negative about the experience they had with my predecessor, and they did not have much hope for the journalism program. They said they were very disappointed with many aspects of the program and did not see how we could put out a paper, with so few students. I assured them that my plans for recruiting would succeed in building a staff and things would change. I faced struggles that are common to new advisers.

The field of journalism has changed dramatically over the last twenty years and the struggles experienced by professional journalists have trickled down to college programs, resulting in a higher turnover rate in media advisers. College level programs have been forced to reframe and redefine journalism. In "The Crisis is Not in Here," a 2002 essay on New York University's Zoned for Debate web forum, James Traub discussed the crisis in journalism education.

"If the journalism school and journalism in gener-

al—needs radical change, the university has obviously put together the wrong group of people. But does it? What is the comparable crisis in journalism? Is it the increasing marginalization of the daily newspaper, the low regard in which the press is held, the substitution for entertainment for news in television? Each of these is a serious problem, but I'm not sure they require a radical re-thinking of journalistic education."*

Journalism education at the university level is evolving and must face the changes in the overall industry



as well as changes in the world of high school education. High school journalism teachers are mandated to comply with the standards put in place by the "No Child Left Behind" legislation. This legislation places the focus on strict academic achievement measured by a standardized test.

The arts, as well as journalism, are not a priority in this time of extreme accountability.

"High school [journalism] programs are indeed diminishing. Some schools are shutting down all campus media because it is just too expensive and tricky politically. The same mind set that shuts down art programs exists. There is no bang for the buck that bean counters can see. Another way high school programs diminish themselves is by aligning themselves to old models of journalism. The future is convergent and high schools that are on the cutting-edge know that and invest money to make it happen. But, the landscape is turning into the haves and have not's, and this has profound implications for the future of journalism post-secondary education in this country," said Michael Longinow, Journalism adviser at Biola University.

High school programs feed into college programs and the diminishing effect is experienced at both levels. New advisers are plentiful. The College Media Advisers 2006 directory included an addendum which listed 49 new advisers. Every year new advisers attend training sessions offered by CMA and other organizations. Many advisers of smaller university programs walk into programs that are in trouble. They spend a few days learning about recruiting, managing a staff and organizational leadership, then many of them return to empty dusty rooms and negative students.

Many smaller university journalism programs are located in a basement or a third floor room of an older building. Rooms resembling closets are designated as work rooms for the newspaper and yearbook classes. Staff members are interviewing, writing and designing. These activities require an inspirational setting. Yet, many new advisers find themselves in a cluttered, out-dated, musty smelling room.

New advisers who face these challenges may feel overwhelmed. They walk into chaos, and face deadlines, right away. An open adviser's position can mean a struggling program exists, and in this case, recruiting becomes a top priority. Students are crucial to the success of any program. Yet, no one tells new advisers how to go about recruiting these students. Successful businesses and sports teams value recruiters and invest time and resources into recruiting efforts. Traditionally, journalists have not placed a high value on motivational training or sales skills. Ironically, these skills are exactly what a journalism adviser needs to build a program.



The three skills needed to revitalize a struggling program are: recruiting, training and retaining skills. Successful organizations require a steady flow of new team members. These team members must be trained properly to ensure excellent work. Retaining valuable seasoned students allows newer students to benefit from peer training and provides an excellent example for new staff members. Seasoned students can see that operations run smoothly so advisers can concentrate on recruiting.

STEPS TO SUCCESSFUL RECRUITING

- 1. Create an atmosphere that is fun and creative. Evaluate the room and create a plan to design a work area that is functional, bright and cheerful. Purchasing posters, fabric and accessories to organize and enhance the work environment will pay off handsomely. Students will enjoy spending time in the room and new recruits will be drawn to it. University art professors hold artwork for students after it has been graded. When the work is not picked up, many times they are forced to throw the paintings away. Hanging excellent student artwork, whether it be paintings or enlargements of yearbook or newspaper pictures really brightens a room and provides a creative atmosphere on a budget. Inexpensive plastic drawers and storage bins work well to store hi-lighters, reporters note pads and recorders. Keep the room organized, so that staff members can find what the need quickly.
- 2. Evaluate your team and invite them to go out for lunch or coffee. Use this opportunity to assess their strengths and weaknesses and to find out who they know that would be an asset to the team.
- 3. Create a notebook on the computer or a hard copy to keep track of recruit leads. Write down all phone calls, and keep track of meetings and correspondence. Record what works and what does not and use the information as a resource when you meet the students personally. This list can be converted into a database for mailing recruiting materials. Keep in touch. Make phone calls; send letters and emails to them. Students are impressed by advisers who take an interest in them. Following up on students works.

- 4. Advertise in high school newspapers. Investing in advertising pays off. Find a talented student and ask them to design an advertisement for your journalism program. Make contact with local high school yearbook and newspaper instructors to obtain advertising rate sheets and to set appointments to speak to their journalism classes.
- 5. Visit high school newspaper and yearbook classes and present a power point presentation showing pictures of your wonderful work room and happy staff members. Bring a student with you, so they can speak to the students and make a connection. Encourage the journalism students to attend any college and offer materials which explain your university's enrollment policies and scholarship programs. Have the students fill out interest cards and add them to your recruitment data base.
- 6. Have an open house or invite the teachers to schedule a field trip to your school. Seeing is believing, and when the students make a connection with your staff members and feel comfortable in your work environment, they begin to picture themselves as part of your team. Following-up with them lets them know you want them, and it is a technique that works.
- 7. Explore all possible sources for recruits:
 - a. Art and graphic design students
 - b. English majors
 - c. Photography buffs
 - d. Music and theater students
 - e. Clubs and churches
 - f. My Space and Face book users—(They are great designers.)

TRAINING

Invite new recruits to a summer session to have lunch and participate in an orientation workshop. Give them a yearbook survival kit and a training manual. Take lots of pictures at this event and use them to create decorative recruiting bulletin boards so that students can see what it is like to be involved in journalism. Students need to learn how to become great journalists. Academic classes provide the basics, but actually working on the publications allows students to experience journalism. Attending conferences which feature experts in the field allows students to learn from professionals and provides an excellent opportunity for collaboration. Networking with local businesses and newspapers will help to establish excellent internships so that your students can learn to work in a professional atmosphere. Local newspapers, public relation firms, photography offices and small businesses value the work done by students who can write and design attractive side bars and story packages. The skills offered by the students are helpful to the businesses and the opportunity to intern for credit is helpful experience for the student. This opportunity can lead to an actual job and is a practical way to break in to the job market.

FEATURE

RETAINING

It is crucial to focus on retaining students. Creating and maintaining a fun and relaxed work environment where students can come to do their homework, visit with other students and talk to you is key. A feeling of safety and comfort provides the perfect atmosphere in which creativity thrives.

The journalism work rooms should be a home away from home. A candy or snack bowl filled with treats and a small refrigerator stocked with cold water or soft drinks attract students to come to the workrooms and stay a while. Encourage students to take ownership of the rooms. Allow them to help decorate. Their paintings and photographs can be part of the décor. They take ownership when their work is displayed on the walls of the work rooms.

Schedule weekly work nights and provide food. Listen to music while you work, have holiday parties and annual award dinners. Laugh and cry with your students. Provide excellent guest speakers to educate and motivate students. Raise funds to attend as many conferences as possible. The bonding that takes place while traveling together carries you through the difficult times throughout the year. Talk to your students and listen. Motivate and advise them. They will stick with you and they will recruit for you.

The changes in the field of journalism are real; but journalism is changing not disappearing. Those who can bend with the winds of change and modify their views will thrive.



Mary Ann Pearson is the adviser for The Banner newspaper and The Angeles yearbook at California Baptist University in Riverside, Ca., where the journalism staff has grown from two to 47 students in two years. She has been a public school teacher, a freelance journalist, a public relations practitioner. She is an E.D.D candidate at La Sierra University in Riverside.

By Dr. John Tisdale

SURVIVING

THE GAME

Rachele Kanigel's new book is essential reading for anyone involved with student newspapers

The word "survival" in the title of a book on student newspapers is quite appropriate for various reasons. Overzealous and obstinate administrators, under-funded budgets, overworked and underpaid students, and the shrinking pool of students who are passionate about the nuts and bolts of reporting the news have all converged to create a survival mentality at many student newspapers.

Conversely, I can't remember a more exciting time in my life than when I edited my student newspaper at Lamar University. No one really ever told us the mechanics of producing the newspaper. We learned the same way as reporters and editors learn at newspapers. We watch others and try to repeat the process.

We published twice each week—Wednesdays and Fridays—and I always reveled in the fact that we—us—actually produced this thing labeled a newspaper. And when I later advised a daily, I never could figure out how we managed to produce four issues per week and every student continue to make passing grades.

Now, we finally have a manual for the student newspaper, and I use the term manual in only the most laudatory sense.

Rachele Kanigel's book is absolutely, and without question, essential reading for students, staff, and faculty associated with that product labeled a newspaper.

Chapters cover writing, reporting, editing, design, legal and ethical issues and advertising. There's even a chapter on how to start a newspaper. Another chapter covers recruiting and training, which I believe may be the most important chapter in the book. When more students are tripping over one another in the rush to major in public relations and to avoid the newsroom completely, advisors and editors need to know how and where to find staff.

Each chapter includes "tips from the pros" as well as a "checklist" of questions to be covered. Also included are web addresses for further information and "question & answer" interviews with former college newspaper editors and journalists in the field.

An important part of this manual, if I can call it such, is that it also includes blank application and performance evaluation sheets. Kanigel even includes a staff copyright policy agreement sheet. Other documents that new advisers and editors can use include a beat report sheet and a newspaper readership survey.

In other words, Kanigel has covered it all—and in less than 200 pages. With 18 chapters, well, you can do the math, or about 10 pages per chapter. That's not much, but the "to read" and "to click" lists guide advisers and students to more information. This book, er, manual, is not a slick narrative. It's more of a designer's nightmare because of the overwhelming volume of numbered lists and Q&A entries. It's also replete with full-page photographs of student newspapers. It's busy, to say the least.

Most manualsare packed with illustrations and bulleted lists. Kanigel's contribution is no exception, but that fact does not make this "how-to" manual any less valuable.

This book is aimed at the college student journalist market, but its value is applicable to high school teachers and editors. Some journalism departments have classes for students who are education majors and plan to teach journalism on the secondary level. This book should be required for that class.

The only down side to "The Student Newspaper Survival Guide" is the binding. Unlike the Associated Press Stylebook's spiral binding, the publisher chose the more traditional route of paper and glue. Kanigel's manual deserves spiral binding because it will be heavily used. Maybe Blackwell will consider the change for another edition.

Kanigel has produced a highly useable book that fills a void in the market. I just wish it had come along more than two decades ago when my own journey into the student newspaper world began.

Dr. John Tisdale is an associate professor of journalism at Texas Christian University, where he teaches news media writing and media history. He taught journalism and was a newspaper adviser at Lamar University and Baylor University before joining the TCU faculty, and he has worked as a reporter or copy editor at daily newspapers in Texas and Mississippi.

Newspaper Survival Guide

Rachele Kanigel



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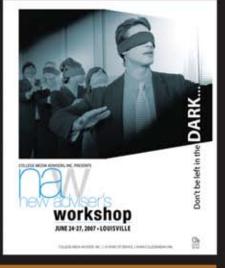
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College Media Review is the flagship journal of College Media Advisers, Inc. It is the leading academic journal on advising collegiate media, both print and electronic. It is an all-encompassing journal that serves collegiate media advisers.

MISSION

- It educates and informs advisers on how to teach, advise, and produce collegiate media.
- Its refereed section quantifies trends, documents theories, identifies characteristics, and disseminates research and information for and about collegiate media and advising.
- Its non-refereed section offers essential information on all facets of collegiate media advising - teaching, training, recruiting, diversifying, motivating, and challenging students to media excellence.

GUIDELINES

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- Style: Text follows Chicago style. Use single space after periods. For citations, use parenthetical references in text to author, year, and page number. Include at the end of the article a complete reference in the reference list, in alphabetical order by author's name, and following Chicago style.
- Art: Black-and-white and/or color photography or graphics may be submitted in digital format. Art files (particularly charts and graphs) may be imbedded in the text of an article for placement but should be submitted as additional stand-alone files. Please provide credit/copyright information for all art submitted.

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