

DOCUMENT RESUME

ED 193 697

CS 205 975

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 TITLE The Outstanding Yearbooks Revisited: A Description and Comparison of Programs and Advisers of All American High School Yearbooks in 1969 and 1979.  
 PUB DATE Aug 80  
 NOTE 20p.: Paper presented at the Annual Meeting of the Association for Education in Journalism (63rd, Boston, MA, August 9-13, 1980).

EDRS PRICE MF01/PC01 Plus Postage.  
 DESCRIPTORS Comparative Analysis; Faculty Advisers; \*Journalism Education; \*Media Research; Production Techniques; Program Budgeting; \*Program Content; \*Program Design; School Publications; Secondary Education; Student Publications; \*Success; Teacher Attitudes; \*Yearbooks

ABSTRACT

Data from similar questionnaires were used to compare the high school yearbook programs that produced All-American ratings in the 1969 and 1979 National Scholastic Press Association competitions. Responses for the two survey periods suggested that many aspects of the programs' successful yearbooks have remained unchanged during the past decade, although there have been some significant changes. Highlights of the results of the comparative analysis were as follows: (1) The 1979 yearbooks had more pages, cost more, sold to a smaller percentage of school enrollment, and had more difficult financing problems (depending on advertising revenue and extracurricular fundraising) than the 1969 yearbooks. (2) The number of schools offering beginning journalism courses did not change significantly from 1969 to 1979. (3) A greater percentage of yearbook staff members attended summer workshops in 1979, with staffs receiving more specific help on their own yearbooks at these summer workshops. The two survey periods reflected little change in the characteristics of students working on the yearbooks. In 1979, fewer yearbook advisers had complete control over staff selection. Photography remained the greatest problem area in yearbook production. Female teachers were more likely to advise yearbooks than were males in both time periods. A larger percentage of 1979 advisers held masters degrees, and more than a third had at least an undergraduate degree in journalism. (RI)

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**THE OUTSTANDING YEARBOOKS REVISITED:  
A DESCRIPTION AND COMPARISON OF PROGRAMS AND ADVISERS  
OF ALL AMERICAN HIGH SCHOOL YEARBOOKS IN 1969 AND 1979**

by

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TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC)."

Presented to the Secondary Education Division  
Association for Education in Journalism  
Annual Convention, Boston, Mass., August 1980

**The Outstanding Yearbooks Revisited:**  
A description and comparison of programs and advisers  
of All American high school yearbooks in 1969 and 1979

The purpose of this study is to describe the high school yearbook programs which produced All American ratings in the 1979 National Scholastic Press Association critical service. No attempt is made to analyze the produce itself; instead, the people and conditions involved in the production of the books are described. In addition, this paper compares the production circumstances of 1979 All American yearbooks with those for books which won the coveted rating a decade earlier.<sup>1</sup>

Since the status of journalism in American high schools is not so clearly defined as that of some other areas of the curriculum, and since the position of the student yearbook is even less clearly defined, this study is an effort to determine what patterns of similarity exist in those programs which produce outstanding books.

**METHOD**

Data for this study was gathered through a mail questionnaire directed to teachers who supervised the All American yearbooks. As a data base for the 1979 portion of this study, the 43 yearbooks which won All American ratings in the NSPA fall and spring critical services were surveyed. The 1969 study had included only the spring critical service, but 110 yearbooks had attained the top rating for that period.

In the intervening years, NSPA altered its scoring system so that fewer All American designations are made. Now a book must receive "marks of distinction" in at least four of the five judging categories to be eligible for the top rating. Previously, a total point system was used to determine the All American awards.

In the 1969 study, 110 questionnaires were mailed and 91 (83 percent) were returned. Of the 43 questionnaires mailed in 1979, 27 (63 percent) were returned. NSPA does not distinguish between public and private high schools, and no attempt is made to make such a distinction in this study. However, almost all of the data comes from public schools.

#### FINDINGS

The School Journalism Program. Sixty-three percent of the All American books included in the 1979 study were produced in schools which had a beginning journalism course as part of the school curriculum. This reflected virtually no change from the situation of a decade ago when 62 percent of the respondents reported such a course.

However, the number of schools which granted academic credit for yearbook work increased dramatically since 1969. Advisers from 93 percent of the schools responding to the 1979 study reported that students received academic credit for their yearbook work, and 76 percent of these said that the same amount of credit was given for yearbook as for more traditional high school courses, such as English and history. In 1969, only 58 percent of the respondents reported academic credit for yearbook work, with 65 percent of these saying that the yearbook credit was equal to that for traditional courses. Students could receive academic credit for more than one year of yearbook work in most of the schools (84 percent in 1979).

Most schools which allowed time for yearbook work during the school day provided no more than one period (70 percent in 1979), a figure which changed

little during the past decade. A few schools allowed two periods per day for yearbook work (15 percent in both 1969 and 1979). Advisers from both time periods reported that even where time was provided during the school day, much of the yearbook production was completed as an extracurricular activity before and after school hours, at night, on weekends, and during summer months.

The Yearbook Staff. The adviser of All American yearbooks today seems to have less control over selection of the yearbook staff than did advisers of a decade ago. In the 1969 study, 75 percent of the respondents reported that adviser approval was necessary for staff membership, but in the 1979 data, only 33 percent said the adviser approved all staffers. An additional 33 percent of the 1979 respondents reported that adviser approval was combined with other screening devices in staff selection. Such devices included publications committee approval, successful completion of a beginning journalism course, and recommendations from English teachers.

As a decade ago, today's adviser appeared to have a strong voice in selecting the yearbook editor-in-chief, and 56 percent of the 1979 advisers reported final approval of the top editor. In 1969, 69 percent of the respondents said that the adviser chose the editor-in-chief. Several schools in both years noted that the top editor was chosen by the adviser after consideration of recommendations from a publications committee and the yearbook staff as a whole. Only one school in both time periods had a yearbook editor-in-chief selected by popular vote of the student body.

In the opinion of their advisers, students who work on All American yearbooks rank "well above average" scholastically. Approximately 80 percent of the responding advisers in both 1969 and 1979 had high praise for the scholastic abilities of their staff members.

Less than one-fifth of the yearbook staffs at both time periods were made up "almost exclusively" of school leaders. Forty-four percent of the 1979 advisers and 33 percent of those in 1969 reported that a "slight majority of the staff" was composed of school leaders.

A majority of staff members on All American yearbooks received some kind of tangible personal reward for serving on the staff (approximately 70 percent in both time periods). Pins and certificates of merit were the most common awards reported. Out-of-town trips to journalism conferences, workshops, or to yearbook publishing houses were other popular rewards for staff members. Several advisers reported staff parties, banquets, or picnics as rewards for staff members. Many students qualified for Quill and Scroll membership by virtue of their yearbook work. One adviser said staffers were rewarded and motivated by a TGIF (Thank God It's Finished) dinner. Several mentioned major all-school assemblies to recognize and honor the yearbook staff.

Approximately one-half of the respondents in both time periods said that all staff members received awards for yearbook participation, with the top awards being reserved for top editors. About one-third of the advisers said only top editors received any kind of personal award. About 10 percent of the respondents said only seniors were eligible for the awards.

Summer Workshops. Attendance at summer workshops was high for staff members of All American yearbooks in 1969, and an even greater percentage of staffs attended in 1979. Attendance was mandatory for the top editors at 33 percent of the 1979 All American yearbooks, whereas in 1969, 21 percent of the responding advisers said such attendance was required. Eleven percent in 1979 reported that attendance was not mandatory, but that the entire staff usually

attended. Another 44 percent in 1979 said that at least part of their staff attended although attendance was not required. Only 11 percent in 1979, as compared with 22 percent in 1969, said none of their staff attends summer yearbook workshops.

One-third of the respondents in 1979, as compared with 23 percent in 1969, reported that each student paid his or her own workshop expenses. About one-fifth in each year said that expenses were paid from yearbook funds. An equal proportion reported that expenses were shared by individual students and yearbook funds. Another one-fifth of the 1979 respondents said workshop expenses were paid by other methods, including special fund-raising projects and advertising sales commissions.

A greater percentage of advisers in 1979 (50 percent) than in 1969 (32 percent) reported that students received specific help on their own books during these summer workshops. One-third of the 1979 advisers said summer workshops provided their students with general knowledge about yearbook production but with little specific help on their own books. Several respondents volunteered the information that yearbook summer workshops across the country varied widely in quality and that their students gained much more from some than they did from others.

Despite increasing travel costs, nearly one-half of the advisers in 1979 said their staff members attended a workshop located more than 200 miles from home. In 1969, only 19 percent attended a workshop that far away. Twenty-nine percent in 1979 and 22 percent in 1969 reported attending a workshop located from 50 to 100 miles from home.

Financing the Yearbook. Like most other aspects of American life, yearbook programs in 1979 faced greater financial problems than in the past.

1979 All American yearbooks were larger in terms of number of pages and thus were more costly to produce. Yet, a smaller percentage of the student body bought these books than in past years.

The award-winning books in the 1979 judging were larger than their counterparts of a decade earlier. Forty-eight percent of the books in the 1979 survey had from 250 to 299 pages, whereas in 1969, almost half of the books (41 percent) had fewer than 200 pages. However, a smaller percentage of students in the total school enrollment bought yearbooks in 1979 than ten years ago. In the 1969 study, 37 percent of the respondents reported that the book sold to more than 90 percent of the student body, and no school reported yearbook sales of less than 50 percent of enrollment. In 1979, total sales figures had dropped; only 23 percent reported selling books to at least 90 percent of the student body and eight percent had sales as low as the 40-49 percent range.

The greater number of pages in today's All American books may be explained by several factors. First, more 1979 advisers (67 percent) reported that the yearbooks at their schools covered four grades. In the 1969 study only 40 percent of the books included coverage of freshmen. In addition, today's books included an expanded definition of "student life" and were more likely to devote pages to a wide range of off-campus activities of interest to students. A third explanation for the larger number of pages was the fact that more schools in the 1979 survey reported selling advertising to finance their yearbooks.

It's more difficult to explain declining sales for All American yearbooks, and the decline in sales should not be over emphasized. Sales for All American books were still high, with 58 percent of the 1979 respondents



reporting sales to at least 80 percent of the student body, but fewer All American books today could boast of sales at the 90 percent level.

Some of the same factors which may have contributed to more pages in the yearbook might also have compounded sales problems. Perhaps fewer freshmen than upperclassmen were integrated into the total school situation and motivated to purchase a book. Perhaps, too, the fact that student life in 1979 exceeded the boundaries of the campus to a greater extent than a decade ago contributed to lower identification with and loyalty to school activities. School was simply no longer the center of life for many of today's high school students, and they may have felt no compulsion to buy a book chronicling school activities. Perhaps too, the economy--a factor which has taken many students away from extracurricular school activities and into the marketplace--became for some students a barrier to purchasing a yearbook.

Individual copies of the All American yearbook in 1979 cost considerably more than they did a decade ago, and fewer schools in the 1979 survey offered an activity fee package including the yearbook at reduced rates. In the 1969 survey of All American books, 24 percent could be purchased at reduced rates through a student activity fee plan, but by 1979, only 19 percent reported the availability of such a plan.

In 1969, no All American book was reported to be priced higher than \$8, and the majority of the books were priced in the \$5 to \$7 range. In 1979, the average fixed price for All American yearbooks was \$11.27. Several schools reported a sliding scale, dependent on when the book was purchased or, in the case of one school, on the amount of advertising the yearbook purchaser had sold. Where a fixed price existed, the high reported in 1979 was \$15 and the low was \$7. In those schools where the yearbook was part of a student

activity package, the minimum received by the yearbook was \$1 and the maximum was \$10.

More All American yearbook staffs sold advertising to finance production costs than did ten years ago. In 1969, 77 percent of the survey respondents reported that advertising was a method used to finance the book; by 1979 that figure had risen to 81 percent. No book in 1979 was financed by advertising sales alone, as shown in Table 1.

TABLE 1

METHOD OF FINANCING BOOK (1979)	% RESPONDENTS
School district alone	4
Yearbook sales alone	7
Book sales + fund-raising activities	7
Book sales + advertising	41
Sales + fund-raising + advertising	41

Not only did more staffs sell advertising in 1979, but apparently they found it harder to sell than did their predecessors. Forty percent of the advisers in 1979 said that advertising was either "very difficult" or "difficult" to sell. In the 1969 survey 32 percent had placed advertising in the "very difficult" or "difficult" to sell categories. Advisers in 1979 who reported problems selling advertising varied widely on their reasons for these difficulties. Several said that merchants did not recognize the value of yearbook advertising and that the economy led businessmen to want a more immediate return on their advertising dollars than a school yearbook could provide. Two advisers listed transportation as a problem for students trying to sell advertising. Only one adviser reported that competition from other school yearbooks made advertising difficult to sell. The latter reason was a departure from the 1969 survey, where it was listed as the Number 1 problem in selling yearbook advertising.

Only two schools in 1979 reported that the book was financed solely through sales of individual copies. One of those schools sold copies to 94 percent of the total school enrollment, and the other sold 84 percent of the student body.

Extracurricular fund-raising activities were still an important source of revenue for All American yearbooks. In both 1969 and 1979, fund-raising projects were reported by 48 percent of the respondents. Sponsorship of dances and sales of baked goods and candy were the most common projects, with sales of old yearbook pictures also ranking high on the list. Several schools reported funds from special student activities such as skating parties, variety shows, jog-a-thons, and concerts. But selling various items was the most popular fund-raising activity. In addition to baked goods and candy, these items included athletic programs, T-shirts, memo pads, buttons, and bumper stickers.

Photography. Since yearbooks are primarily picture books, it was not surprising that All American advisers listed photography as the Number 1 problem area in yearbook production. This was the situation in both the 1969 and 1979 surveys.

Results from the 1979 questionnaire suggest that more schools have darkroom facilities today than they did ten years ago. Eighty-nine percent of the 1979 respondents said their schools had a darkroom, whereas in 1969, 67 percent of the All American books had darkrooms at school. 1979 All American staffs relied less on professional photographers. Seventy percent of the 1979 advisers reported that, except for class portraits, fewer than 10 percent of the pictures in their yearbooks were produced by professionals. The corresponding figure in the 1969 study was 46 percent.

Fewer All American yearbooks in 1979 shared their student photographers with the school newspaper or other student publications. In 1969, 63 percent of the advisers of All American books said their photographers also served other school publications, but in 1979, this figure had shrunk to 48 percent. The number of yearbook staff photographers for the All American books included in the current survey ranged from a low of 2 to a high of 30. When these two extremes were discarded, the average number of photographers for each book was 6.3.

Thirty-seven percent of the schools included in the 1979 survey offered a photography course as part of the regular school curriculum. This was a dramatic increase from a decade ago when only 9 percent of the schools reported such a course. Advisers today relied less upon older staff photographers to teach their skills to younger staff members, but this was still an important method of training new yearbook photographers. Where no photo course was offered, advisers used a combination of methods to teach photography skills, including summer workshops and instruction by the adviser or older staff photographers. Only one school in the 1979 survey reported that yearbook photographers were taught by a local professional.

Other Yearbook Competition. Eighty-one percent of the advisers in 1979 and 78 percent in 1969 said their yearbooks were judged by other national rating services in addition to NSPA. Thus, advisers of outstanding books seemed to recognize the value of multiple critiques. Twice as many All American books in 1979 (58 percent) than a decade ago entered competition at the state level. This may be indicative of a greater number of state level contests today.

The School Administration. As in the earlier survey, a high percentage (74 percent) of advisers in 1979 characterized their school principals as

being "very understanding and cooperative" toward the work of the yearbook staff. Only 11 percent of the 1979 respondents gave their principals low marks in this regard.

Eighty-five percent in 1979 and 87 percent in 1969 said their principals viewed the yearbook as an important aspect of the total school situation, and 70 percent in 1979 and 80 percent in 1969 reported that their principals indicated special pride in the All American rating.

Problem Areas in Yearbook Production. Advisers in both 1979 and 1969 rated photography as the Number 1 problem area in yearbook production. This area far outpaced the Number 2 problem: getting good staff members. In the earlier survey, advisers listed a lack of staff meeting time during the school day as the third most difficult production area. Apparently, advisers in 1979 have solved that problem as only two mentioned it.

Thirty percent of the 1979 advisers ranked "getting good staff members" among problem areas. In addition, a third of the advisers listed a staff-related problem in the "miscellaneous" category of the checklist. Several mentioned that staffers are torn between yearbook work and competing activities such as part time jobs. Several noted that inflation has forced more students to choose paying jobs rather than yearbook staff positions.

Advertising sales and yearbook sales tied for the third most frequently mentioned production problem areas, but no adviser listed advertising as the Number 1 problem. Seven percent said yearbook sales were the Number 1 problem. The fifth most frequently ranked problem was "cooperation from other teachers." Twenty-five percent of the advisers responding ranked this area. Table 2 shows the ranking of problem areas in 1979 and 1969 according to frequency of mentions and the 1979 ranking of each individual area.

TABLE 2  
YEARBOOK PRODUCTION PROBLEM AREAS

<u>Rank in Frequency of Mention</u>		<u>Problem Area</u>	<u>1979 Rank (rounded percentages)</u>		
1979	1969		#1	#2	#3
1	1	Photography	41	21	13
2	2	Getting good staff	15	13	4
3 (tie)	8	Yearbook sales	7	8	13
	5 (tie)	Advertising sales	0	17	13
5	5 (tie)	Cooperation from other teachers	4	8	13
6	5 (tie)	Classroom space	4	0	17
7 (tie)	4	Financing yearbook	7	4	4
	9 (tie)	Equipment	0	8	9
9	3	Time during school day	7	0	0
	9 (tie)	School administration	0	0	9
11	11	Printer	0	4	0
		Miscellaneous*	<u>15</u>	<u>17</u>	<u>4</u>
			100%	100%	99%

The Yearbook Adviser. A composite portrait of the advisers who participated in the 1979 survey would show a female in her thirties with 15 years teaching experience, including about 10 years as yearbook adviser. She would have a master's degree and an undergraduate major in some teaching area other than journalism and would have no professional journalistic experience other than advising school publications. She would believe that she worked "much longer" hours than the average teacher at her school.

Females advised 63 percent of the All American books in both the 1969 and 1979 studies. But 1979 advisers were more highly educated, as 41 percent had completed master's degrees as opposed to 30 percent with master's in 1969. One third of the 1979 advisers had credit hours beyond the master's.

\*The "miscellaneous" category included staff motivation, part-time jobs, long hours, hard work, coordinating photography studio and staff, deadlines in general, and color deadlines in particular.

Advisers became younger during the past ten years. The 30 to 39 age group was the most common among 1979 advisers (41 percent); 15 percent were in each of the 40 to 49 and 50 to 59 categories, and 11 percent were more than 60 years old. In the 1969 survey, the 40 to 49 age group was most common (32 percent), and 26 percent of the advisers were in the 30 to 39 range.

The average number of years teaching experience in the 1979 study was 15, and the average number of years as yearbook adviser was 9.8. Advisers had been at their present schools for an average of 8.1 years.

Advisers of All American yearbooks in 1979 were more likely to have undergraduate majors in journalism (30 percent) than were their counterparts of 10 years ago (10 percent). English was the most common major for 1969 advisers with 34 percent. In 1979, 26 percent of the respondents listed English as an undergraduate major and 54 percent listed it as a minor.

Other than journalism courses, the majority (63 percent) of the yearbook advisers in the 1979 study taught one other course as part of their regular workload. One third taught two courses in addition to advising the yearbook. A respondent from a private school taught five courses.

While this study aimed to describe the circumstances surrounding production of NSPA All American yearbooks rather than to compare them to high school yearbook situations in general, a note about the journalism backgrounds and tenure of advisers for these All American yearbooks is in order. Respondents in both time periods of the present survey reported much more formal training in journalism than have high school publications advisers in general. Thirty-eight percent of the 1979 advisers for these All American yearbooks reported at least a journalism minor (30 percent had undergraduate majors in journalism). In comparison, a 1976 study of a systematic sample of 300 newspaper and yearbook advisers in 14 states

and the District of Columbia revealed that 57.3 percent of those advisers had never had a journalism course, and only 13 percent had as much as a journalism minor. Only 18.3 percent qualified for state certification in journalism.<sup>3</sup> A 1972 study of newspaper advisers reported less than a journalism minor by 63 percent of the advisers in Indiana, 86 percent in Ohio, and 97 percent in Pennsylvania.<sup>4</sup> Other studies in various states during the 1960s and 1970s reported similar figures.<sup>5</sup> In years of advising experience, respondents in this study of 1979 All American yearbooks had more than twice as many years (9.8) as the average reported in a 1976 survey of publications advisers (4 years average).<sup>6</sup>

Where time during the school day is not allowed for yearbook work, one third of the advisers reported, that they received extra pay as compensation for their yearbook work. In addition, several reported that they received both extra pay and released time for yearbook advising.

Eighty-one percent of the 1979 advisers and 65 percent of the 1969 advisers had previously sponsored All American yearbooks.

The questionnaire item on the 1979 survey which drew the greatest agreement among respondents was one which asked them to rate the amount of time they work in comparison to the "average" classroom teacher at their school. Ninety-three percent of the advisers answered that they worked "much longer hours" than the average teacher, and the remaining six percent said they worked "slightly longer" hours.

Advisers were given an opportunity at the end of the questionnaire to make comments about their work with the yearbook, and the comments in the 1979 survey seemed, on the whole, to be less negative than those in the earlier survey. However, advisers continue to feel that they put forth more time and effort on the yearbook than most of their colleagues and



their school administrators realize. Wrote one adviser in 1979: "The greatest problem is one of morale; colleagues don't appreciate or understand efforts I make on behalf of the book. Staff morale also suffers since other students also lack understanding of staff work. There's one reason why workshops and ratings are important. It's the only way the staff gets the recognition and appreciation it really deserves."

Another adviser in the latest survey wrote: "The administration feels that a yearbook is important but is not very supportive of a quality yearbook. Since 1978, we have entered a period of serious apathy and ennui on the part of the students which makes all jobs more difficult."

Another yearbook sponsor commented that the administration at her school was interested only in athletics. She continued: "My efforts are not appreciated; my students are hassled...Anything we are able to accomplish is in spite of the administration."

A teacher with 19 years of experience as a yearbook adviser, including sponsorship of 11 All American books, wrote: "The problem with 'yearbooking' is the most advisers have the class thrown at them with no preparation in graphics, zero understanding of the offset process, and many times have to work with students who think the class an easy A. No wonder tenure is often a year or so. Fortunately, I stuck with it....But, frankly, it was hell the first couple of years, and it continues to be a pressure job, even though I love it!"

After six years of advising, another wrote: "Perhaps I'm a fool, but I enjoy my work. I guess that's why I don't detest all the time it involves."

### SUMMARY

In 1969 advisers of All American high school yearbooks were surveyed by a mail questionnaire concerning the yearbook programs at their schools. The survey was repeated in 1979. Responses for the two survey periods suggest that many aspects of the programs producing All American yearbooks have remained unchanged during the past decade, but there have been some significant changes.

All American yearbooks in 1979 were somewhat larger in terms of the number of pages, but they sold to a smaller percentage of the total school enrollments. The later staffs faced tougher problems financing their book, and more schools sought advertising revenue to bolster the yearbook fund. However, a greater percentage of advisers reported in 1979 that yearbook advertising was difficult to sell to local merchants. Extracurricular fundraising activities remained a financial necessity for approximately half of the All American books. By 1979 the average per copy price was more than \$11, making All American yearbooks approximately twice as costly as a decade ago.

The number of schools offering a beginning journalism course did not change significantly from 1969 to 1979, but more schools granted academic credit for yearbook staff work in 1979. The amount of time scheduled for yearbook production during the school day continued to be one period at most schools.

Despite a tight economy, a greater percentage of yearbook staff members attended summer workshops in 1979. About one-third of the respondents reported that top editors were required to attend a workshop, and more advisers noted that staffs received specific help on their own yearbooks at these summer workshops.

The two survey periods reflected little change in the characteristics of students who work on All American yearbooks. They continue to rank well above average scholastically, and more than half of the staff members are considered school leaders. Fewer advisers in 1979 had complete control over staff selection, but nearly all schools continued to screen potential staff members.

Photography remained the Number 1 problem area in yearbook production. However, more advisers in 1979 reported that their schools were equipped with darkrooms and that a photography course was being offered as part of the school curriculum. Also, a smaller percentage of professionally produced photographs were being used in 1979 yearbooks than in earlier ones.

A large percentage of books during both time periods used multiple national critique services, and more books were participating in competition at the state level in 1979.

While a few advisers in 1969 and 1979 indicated a lack of support for the yearbook program from school administrators, a large percentage of advisers in both 1969 and 1979 reported that their principals were understanding and cooperative toward the yearbook.

Female teachers were more likely to advise yearbooks than were males in both time periods. By 1979 a larger percentage of the advisers held master's degrees, and more than a third had at least an undergraduate minor in journalism. This was a large increase over the number of advisers with formal journalism training in 1969, but as compared with high school publications advisers in general, advisers of All American yearbooks during both survey periods were more likely to have completed college journalism courses. This fact may be the key to the success of the yearbook programs which these advisers conduct.

## NOTES

<sup>1</sup>Dorothy Bowlos, "All American Yearbook Conditions Surveyed," Scholastic Editor Graphics Communications, December 1969, p. 4-7.

<sup>2</sup>The five judging categories are copy, photography, display, coverage, and concept.

<sup>3</sup>J.W. Click, "A Model for Short-term Training of High School Publications Advisers," paper presented to the Association for Education in Journalism, Madison, Wisconsin, 1977, p. 3.

<sup>4</sup>John W. Windhauser and J.W. Click, "High School Journalism Courses, Teachers and Perceived Professional Needs in Indiana, Ohio and Pennsylvania," paper presented to the Association for Education in Journalism, Carbondale, Illinois, 1972, p. 8.

<sup>5</sup>See Alyce R. Sheetz, "A Profile of the Oregon High School Yearbook, Its Adviser and Staff" (M.S. thesis, University of Oregon, Eugene, 1963), reported in Journalism Abstracts, 2:128-129 (1964); Suzanne Y. Nichols, "Journalism Instruction and Activity in Wisconsin Public High Schools" (M.S. thesis, University of Wisconsin Madison, 1964), reported in Journalism Abstracts, 2:114 (1964); George P. Pearson, "A Study of Journalism Activities in Minnesota Public High Schools with Special Reference to Influences Bearing upon the Work of Journalism Teachers and Advisers" (M.A. thesis, University of Minnesota, Minneapolis, 1966), reported in Journalism Abstracts, 5:143 (1967); Robert O. Gary, "A Comprehensive Study of High School Journalism in Southern Illinois High Schools" (M.A. thesis, Southern Illinois University, Carbondale, n.d.), reported in Journalism Abstracts 8:69-70 (1970); William H. Billings, "High School Journalism in North Carolina: A Survey of Teachers, Programs, and Instructional Needs" (M.A.J. thesis, West Virginia University, Morgantown, 1974), pp. 23-24; David C. Henley, "A Study of the Educational and Professional Backgrounds of Journalism Teachers in California Public High Schools" (Ph.D. dissertation, United State International University, San Diego, 1974), reported in Journalism Abstracts, 12:17-18 (1974).

<sup>6</sup>Windhauser and Click, op. cit.