

# SCHOLASTIC SOURCE

September 2001

## Poynter bound in 2002

By **John Hudnall**, Division Vice Head  
University of Kansas

It's only September, but it's time to start thinking ahead to the annual AEJMC Scholastic Journalism Division's Mid-Winter Meeting at the Poynter Institute for Media Studies in St. Petersburg, Fla., Jan. 11-12, 2002.

In August at the Washington D.C. AEJMC Convention, Scholastic Journalism Division members offered suggestions for the January program at Poynter. Here's what is on the drawing board at this time. Once again, the Friday opening will begin with an optional tour of a media outlet in the area. That evening there will be a reception at Poynter followed by the business meeting.

Saturday sessions are listed to the right.

In addition to panels there will be a guest speaker in the morning session and, we hope, a session of refereed paper presentations.

Reservations may be made at the Hilton St. Petersburg by calling (727) 894-5000. The Hilton is offering a special rate since we're meeting at the Poynter Institute. Be sure to mention that you are with AEJMC Scholastic Journalism Division meeting at the Poynter in order to obtain the special rate.

Further information on the meeting will be published in the November Scholastic Source. The panels to the right are in the working stages. Any division member who would like to contribute by serving on one of these should contact John Hudnall, [kspa@ukans.edu](mailto:kspa@ukans.edu) or (785) 864-7625.

Please see registration form on page 3.

### SATURDAY SESSIONS JAN. 12, 2002

#### Creating a Foundation

Beth Dickey, South Carolina, moderator; Judy Richman, Blake HS, Tampa; Tom Morris, Pro-Vise Management, Tampa; Dick Johns, Iowa

#### Concerns Over Convergence

Laura Schaub, Oklahoma, moderator; Jack Dvorak, Indiana

#### Principals and their Principles

Linda Puntney, Kansas State, moderator; Terry Sollazzo, Wharton HS, Tampa; Area administrators

#### Twenty-Minute Outtakes

Dave Adams, Indiana; Dennis Cripe, Indiana; Bruce Konkle, South Carolina

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## SJD wins top teaching award

By **Candace Perkins Bowen**  
Kent State

Scholastic Journalism Division earned the top award from the AEJMC Committee on Teaching Standards for 2000-2001.

The award is based on the division's annual report the

head files in June with supplemental information in September.

The committee, in its brief report issued at the August convention, wrote: "Division is high energy and highly effective in serving the major issues in the profession."

The committee cited no weakness, though mentioned finding more ways to reach high school teachers, "which is only to suggest spreading the good word is always something that can be expanded upon."

Please see **TOP AWARD**, page 3

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## Dodd takes over as head of division

As I step into the role of chair for the division, I want to thank everyone who is taking on leadership duties in the division by serving as an officer or chair.

Our officer/chair list shows we've got some folks continuing in their positions, and we have some new folks picking up responsibilities.

And there's always the opportunity for helping with a project, panel, etc. So please let me or the appropriate officer/chair know if you'd like to be more involved.

John Hudnall, vice head, is working on the program for our mid-winter meeting at the Poynter Institute, Jan. 11-12, 2002. Be sure to put those dates on your calendar and join us. Use the registration form in this newsletter to register. Call the Hilton to make your hotel reservations. Remember the registration deadline is Dec. 3.

Cheryl Pell, newsletter editor and secretary, plans to run a special feature in each issue, addressing a teaching or research topic. In some cases you could use the feature in your scholastic press association newsletter. Just be sure to give the writer and the division

appropriate acknowledgement. And if you have a topic you'd like to write about for the feature, contact Cheryl.

Judy Robinson is our Web strategist and will be helping us develop an online presence. The Web site can include some of our newsletter articles and other information we'd like to share online. If you have material for the Web site, e-mail it to Judy. The URL is <http://grove.ufl.edu/~sjdaeime>.

A special thanks to Candy Perkins Bowen for her leadership as the previous chair of the division. Under her guidance the division added a Student Paper Competition Award, added a new teach-in workshop to our Washington convention activities, and won AEJMC's Teaching Award. I appreciate her advice and coaching as I've been trying to learn the policies and strategies of working within AEJMC's organizational framework to provide opportunities for our division's members.

Even as Candy is finishing the final report on the Washington convention, it's time for John and me to prepare proposals for sessions for the convention next summer in Miami. Several

of you have made suggestions to me. If you'd like me to propose the sessions we've discussed, be sure to e-mail me the tentative information about the session—title of session, brief description, potential panelists, and the other divisions that would be interested in co-sponsoring the session.

Congratulations to those who received special recognition at the Washington convention. Marilyn Weaver was our Honors Lecturer. Jack Dvorak was selected the division's Journalism Educator of the Year. Jack and Kay Phillips received the Laurence Campbell Award for having the division's top research paper of the year. Graduate students Cyndi Verell Soter, North Carolina-Chapel Hill, and Laurie Ann Lattimore, Alabama, were the top student paper winners in the division's newly established graduate student paper competition. Doris Giago received the Robert Knight Multicultural Award from our division.

Hope everyone is off to a good school year. I look forward to us having an even more interesting and productive year due to our involvement in the Scholastic Journalism Division.



**JULIE DODD** is a professor in the College of Journalism and Communications at the University of Florida. She teaches the college's introductory writing course, with about 300 students and 15 writing labs each semester. She also teaches two graduate courses—Seminar in Mass Communication Teaching and Sports Media. She was the college's Teacher of the Year in 1996 and twice has received a TIP Award for outstanding teaching. She serves on the boards of the Journalism Education Association and Quill and Scroll International. For 11 years she was the executive director of the Florida Scholastic Press Association, one of the largest state scholastic press associations in the country. She also has been the director of the Kentucky High School Press Association.

## ■ Join us

### AEJMC Scholastic Journalism Division Mid-Winter Meeting

Friday, Jan. 11–Sunday, Jan. 12, 2002



Name \_\_\_\_\_

School/Business/University \_\_\_\_\_

School Address \_\_\_\_\_

City

State

ZIP

School Phone (      ) \_\_\_\_\_

E-mail address \_\_\_\_\_

Check one: \_\_\_\_\_ \$75 registration fee for Scholastic Journalism Division member

\_\_\_\_\_ \$40 special registration fee for a graduate students

Mail your check payable to: AEJMC Scholastic Journalism Division

Mail your check and this registration form to:

**John Hudnall, 200 Stauffer-Flint Hall, University of Kansas, Lawrence, KS 66045.**

Please be sure to send your check by Monday, Dec. 3. ■ Hotel information on page 1.

### TOP AWARD, cont. from page 1

In addition, the committee said the journalism standards initiative, the CARE packages for new scholastic press association directors and following up on committee suggestions last year (putting more about teaching in the division newsletter) were outstanding.

Finally, the committee added, "Scholastic stepped forward to sponsor a session on assessment (the

Teaching Committee is appreciative!)."

The report from the Standing Committee on Research was also positive. The division's general outlook was "good," with awards for research as outstanding activities for the year.

The committee did, however, caution about a high acceptance rate for papers. "Seek a way to add research

activity to mid-winter meeting," the committee also recommended.

Although the Standing Committee on Professional Freedom and Responsibility said the Scholastic Division is "to be commended for outstanding work with the Student Press Law Center and for public service related to helping develop national standards for secondary school teachers," it

was critical of one area.

"The absence of any explicit theme-related programming by the scholastic media division (sic) this year is a concern," the report said. Since the theme was 'bringing in the outs' and inclusivity, the supplemental report will note the teach-in and area high school journalism teachers who attended because of this.

**Call for Papers****Postmark  
deadline is  
Nov. 1, 2001**

To see a list of papers presented in Washington, D.C. at the AEJMC Scholastic Journalism Division sessions, please turn to page 10.

**The Scholastic Journalism Division of the Association for Education in Journalism and Mass Communication invites submission of original research papers to be considered for presentation at its mid-winter meeting, January 11–12, 2002, in St. Petersburg, Fla.**

Faculty and student papers that involve any area of mass communication research that can be applied to scholastic journalism will be considered. Both faculty and student papers accepted will be eligible for top paper awards to be presented at the AEJMC Convention in August.

Some possible paper topics include:

- legal issues of the student press
- ethical issues of the student press
- administrative relationships: school and community support for high school journalism education
- journalism and mass communication in language arts
- preparation, certification and credentialing of publication advisers and journalism educators in secondary school
- multicultural and diversity issues in student journalism
- content or production of high school publications or other youth media
- the role of college journalism education in secondary education
- historical perspectives of secondary school journalism education
- the role of high school press associations and other media organizations
- recruiting and retaining journalism students
- attracting young people to journalism careers
- educational issues applicable to scholastic journalism

Please submit four (4) copies of your paper double-spaced in either typed or computer-printed form. Style should follow either the Publication Manual of the American Psychological Association or the Chicago Manual of Style. The name, title (or student status), and affiliation of all authors, and the name, address, e-mail address and telephone number of the principal author should appear on the cover sheet of only one copy. Please do not include names of authors on the cover sheets of the other copies or on any other page because papers will be blind-judged. Attach a separate sheet with an abstract of no more than 75 words to each copy. At least one author will be expected to attend the meeting to present the paper.

**Postmark deadline is Nov. 1, 2001**

Copies of the paper plus one abstract should be mailed to  
 Prof. Tom Dickson  
 Department of Media, Journalism & Film  
 Southwest Missouri State University  
 901 S. National Ave.  
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 Email: TomDickson@smsu.edu

# First teach-in proves successful

“A half-day workshop for high school teachers seemed like a great idea,” said Scholastic Journalism Division head Candace Perkins Bowen.

And it turned out to be such a great idea, it’s now going to be a permanent and longer one.

At its business meeting in Washington, D.C., the Division voted to adopt the “teach-in” as a regular pre-convention session.

This past year, the Committee on Diversity in High School Journalism, set up by past AEJMC president

Lillian Lodge Kopenhaver, co-sponsored the five-hour workshop with the Scholastic Journalism Division. Perkins Bowen and Linda Puntney, Kansas State, developed the curriculum and moderated.

With the help of Barbara Hines at Howard University, Perkins Bowen invited high school teachers from the D.C. area to spend from 1–5:30 p.m., Saturday, Aug. 4, at the convention hotel, learning more about journalism.

Presenters included Dorothy Gilliam, Washington Post; Steve Geimann,

Bloomberg News; Robin Sawyer, High School Journalism Teacher of the Year; Laurie Lattimore, Alabama; H.L. Hall and John Bowen, Journalism Education Association.

Following the training was a reception, which included officers of AEJMC. In 2002, the “teach-in” will grow into a day-long workshop.

“The enthusiasm from those who attended was so contagious we agreed with their suggestion to increase the time allotted, said Puntney, session moderator for Miami.

## Presenters at the first teach-in

**Dorothy Gilliam,**  
Washington Post

**Steve Getmann,**  
Bloomberg News

**Robin Sawyer,**  
Dow Jones High School  
Journalism Teacher of  
the Year

**Laurie Lattimore,**  
Alabama

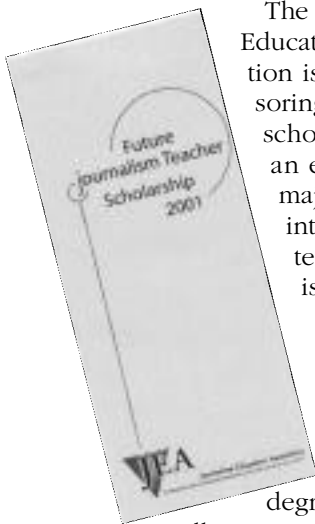
**H.L. Hall and  
John Bowen,**  
Journalism Education  
Association

“Next summer, we plan to add important topics like convergence and the future of scholastic journalism plus more diversity,”

Kopenhaver has agreed to help Puntney find interested teachers in the Miami area. Journalism Education Association Multicultural Commission representatives Norma Kneese and Joe Nations are also helping to organize the workshop.

AEJMC executive director Jennifer McGill will again put together resource books for all participants.

## If you know a future journalism teacher, read on



The Journalism Education Association is again sponsoring a \$1,000 scholarship for an education major who intends to teach journalism.

Each recipient must be an upper-division or master’s degree student in a college program designed

to prepare him or her for teaching journalism at the secondary-school level.

Applications are due to JEA Headquarters by Oct. 15, 2001. These must also include a 250-word essay explaining why the applicant wants to teach high school journalism, two letters of recommendation, preferably from those who have firsthand knowledge of the applicant’s work with student journalists and a college transcript showing academic standing.

Last year’s recipient, Brian Hayes, was a Ball State University master’s degree candidate who left a successful career in the newspaper industry because he wanted to become a

teacher. Hayes, who earned a bachelor’s degree in journalism with a graphics option from Ball State in 1996, left a successful career as a designer to return to campus and study to become a teacher. His earlier experiences with Ball State junior high press day convinced him this was what he should be doing.

Hayes accepted a journalism position at Lawrence North High School in Indianapolis.

This year’s award will be announced at the JEA/NSPA convention in Boston Nov. 8–11. For application forms or more information, contact Candace Perkins Bowen at [cbowen@kent.edu](mailto:cbowen@kent.edu) or (330) 672-2572.

## Member News

**Where's your name?**

If you're an SJD member, take a few minutes to e-mail Cheryl Pell at [pell@msu.edu](mailto:pell@msu.edu).

We want to know your news and what you're doing.

**Dave Adams** at Indiana was asked to become a Fulbright Senior Specialist from mid-May to mid-June in Lusaka, Zambia. This was the first such grant awarded under the new Fulbright program that seeks short-term commitments of two to six weeks.

Adams' main mission was to visit the country's media and higher education mass communication programs and to organize workshops for Zambian journalists on election campaign issues and coverage. Zambia is scheduled to have its third national elections in late 2001. Zambia became an independent country in 1964. Most journalists are civil servants and work for government-owned media. Self-censorship and risk of offending one's "boss" and members of the ruling party are major obstacles to finding and publishing the truth.

Adams left for Africa May 11 and returned June 15. He plans to share some of his experiences in Zambia at our mid-winter meeting in January.

**Laura Schaub** from Oklahoma taught workshops all over the U.S. this summer . . . from Truckee, California, near Lake Tahoe to New York.

Schaub also worked with Rebecca Castillo at CSPA and Alice Klement, a former AP editor, on a book, "Magazine Fundamentals," which should be out soon.

It's four-color, 180 pages, and filled with lots of ideas for teachers and students who work on all types of magazines.

Schaub served as the image editor or art director and also wrote parts of several chapters. Castillo was the production editor and Klement was the "words editor."

**One workshop wrap-up: Iowa has mixed results**

By **Vanessa Shelton**  
Iowa

Summer workshops news from the University of Iowa is mixed. We completed a third consecutive Summer Journalism Academy for elementary school children in Davenport, Iowa.

The program is hosted at Central High School and coordinated by journalism adviser Deb Buttleman Malcolm. Members of her high school journalism staffs serve as instructional assistants to the third through seventh graders.

Each year, we've expanded the program to include another grade level. Last year, we added sixth grade and this year we added seventh; this makes it possible for the older students to continue in the academy. The plan is to bridge them to high school, when they can join the school journalism staffs, take journalism classes and attend University of Iowa Summer Journalism Workshops. Ultimately, we're hoping to interest some of the students in pursuing journalism in college and as a career. This

is an effort to cultivate diverse journalists.

Each year, students of color have comprised 50 percent of the enrollment. Particularly gratifying this year was the development of the third-year students. The quality of their stories, photos, layouts and video productions reflected their experience. One of the challenges we'll face next year, in addition to securing funding in the weakening economy, is determining the most effective schedule. We tried a one-week all day schedule this summer, which gave the students longer blocks of time to work on projects, provided a more convenient schedule for parents and was more economical. The down-side is the long days are a bit challenging for high school students unaccustomed to working with young children.

The High School Journalism Workshops were well attended this summer with 148 students in the newspaper, yearbook, broadcast, photography, web site design and desktop publish-

Please see IOWA, page 16

# SJD members honored at AEJMC in Washington

Several Scholastic Journalism Division members were recognized for their significant contributions to scholastic journalism at the 2001 AEJMC Convention in Washington, D.C.

Jack Dvorak, Indiana University professor and noted researcher, received the Scholastic Journalism Division's 2001 Journalism Educator of the Year award.

A graduate of St. Mary's College, Dvorak started his teaching career at LaSalle High School in 1966 in Cedar Rapids, Iowa.

He earned his Ph.D. at the University of Missouri in 1975.

He served on the faculties of Northeast Missouri State University and the University of Iowa.

Dvorak joined the faculty at Indiana the fall of 1986, where he teaches a variety of courses, including Supervision of School Publications.

Co-author of "Journalism Kids Do Better," Dvorak, in his research, proved that high school journalism students scored higher on college entrance exams and made better grades in college than students

who had not taken journalism courses.

"Jack has been such a role model and mentor for so many of us in scholastic journalism," Julie Dodd wrote in her nomination of Jack.

"His summer workshops are great teaching and learning settings. I've taught at IU for 10 summers and find him to be an outstanding administrator. The whole program is so organized and the courses for students and teachers keep up with current trends.

"In his own classroom, he's an outstanding teacher. He was one of the first to try out distance learning for journalism educators," Dodd wrote.

"Jack was on the first JEA Certification Commission and with his background on testing, he played the main role in developing the certification exams – setting national standards for journalism educators."

Dvorak is a teacher at heart.

"My goal has been to teach and to treat students as if they were my own sons and daughters — and to look upon my colleagues with great respect as mutual

shared in this trust," Dvorak said.

Candace Perkins Bowen, one of his nominators said, "That kind and supportive attitude is what makes Jack so special."

Marilyn Weaver was selected to give the prestigious 2001 Honors Lecture at the convention. Her topic was Politics, Technology and the Profession. A copy of her speech begins on page 11 in this issue.

Weaver has been the chair of the Department of Journalism at Ball State University since 1996. She started teaching at Ball State in 1977.

Throughout her journalism career, Weaver has won a multitude of awards, including the JEA Carl Towley award, NSPA Pioneer award, a CSPA Gold Key and the AEJMC 2000 Educator of the Year award.

Kay Phillips and Jack Dvorak received the Laurence R. Campbell award for the outstanding research paper entered for the Washington D.C. convention. The paper was titled Job Satisfaction of High School Journalism Educators.



Photo by Julie Dodd

**Marilyn Weaver, Ball State University, and Jack Dvorak, Indiana, were honored for their outstanding contributions to scholastic journalism. Weaver presented the Honors Lecture and Dvorak was the division's Journalism Educator of the Year.**



Photo by Julie Dodd

**SJD Head Candace Perkins Bowen presented Kay Phillips, recently retired from the University of North Carolina, and Jack Dvorak, Indiana, with the Laurence R. Campbell Research Award for their research, Job Satisfaction of High School Journalism Educators.**

Phillips recently retired from the University of North Carolina where she taught and was director of the North Carolina Scholastic Media Association.

Doris J. Giago, pro-

fessor at South Dakota State University, and director of the South Dakota High School Press Association, was winner of

**Please see SJD MEMBERS, page 16**

## Scholastic Journalism Division

## 2001 Papers Presented in Washington, D.C.

■ **Protecting Student Press Freedoms: An Analysis of Statutory Protection for Student Publications in the Post-Hazelwood Years\*** By Cyndi Verell Soter, North Carolina-Chapel Hill

The paper looks at how existing state press freedom laws address the public forum doctrine, what the press freedom statutes require in the way of written policies, and what types of speech they protect and prohibit. She found that only one statute specifically identifies a student publication as a public forum, and all statutes but one require written policies for student publications. No state statute protects specific categories of speech, but all prohibit certain types of unacceptable expression.

■ **Quest for Freedom: Student Press Rights Under the First Amendment\*\*** By Laurie Ann Lattimore, Alabama

The paper is a qualitative examination of state legislative means to restore student press rights in the post-Hazelwood era. It also provides a historical analysis of previous court cases related to student press freedom.

■ **Are High School and College Students Really Different? A Legal Analysis of Their First Amendment Rights in the Wake of Kincaid v. Gibson** By Gregory C. Lisby, Georgia State

This paper examines the legal rights of minors and analyzes the scope of their First Amendment rights based upon the U.S.

Supreme Court's rulings in two cases: *Tinker v. Des Moines Independent Community School District* (1969) and *Hazelwood School District v. Kuhlmeier* (1988). The author responds to the question posed by Justice Byron White in *Hazelwood* concerning whether it applies to the college press in light of the 2001 Sixth Circuit Court of Appeals ruling in *Kincaid v. Gibson*.

■ **Job Satisfaction of High School Journalism Educators\*\*** By Jack Dvorak, Indiana, and Kay D. Phillips, North Carolina

A national random sample of 669 respondents showed that journalism educators are generally satisfied with their jobs – more so than teachers in other disciplines. Multiple regression analysis using Herzberg's motivation-hygiene theory as a foundation revealed that a mix of intrinsic and extrinsic satisfiers were best predictors of teacher job satisfaction. The leading predictor was morale of the faculty.

■ **Journalism and Mass Communication Educators' Career Choices: When and Why They Entered College Teaching** By Lyle D. Olson, South Dakota State

The study found that 55 percent of journalism and mass communication educators first considered college teaching while in college or within five year afterward, and another 40 percent did not consider it until more than five years after college. Two important factors in their career decisions included a personal influence such as a mentor and media experience, particu-

larly student publications. The author concluded that the findings fit Holland's theory of career development and other literature.

■ **Introducing High School Journalism Students to Newspaper Racial Stereotypes** By Don Sneed, Florida International, Roger Van Ommeren, Mississippi University for Women, and Elizabeth B. Sneed, Boyd Anderson High School, Lauderdale Lakes, FL

The paper shows how journalism educators use their research findings to teach high school journalism students about the way newspapers use and misuse racial stereotypes, thus introducing the high school journalists to an important concept and to Walter Lippmann and his book *Public Opinion*.

■ **The Effects of Motivation and Anxiety on Students' Use of Instructor Comments**

By Eric M. Wiltse, Wyoming

This causal-comparative study examines whether different levels of self-efficacy and writing apprehension affect how students use instructor comments to revise first drafts. Results indicated students with high self-efficacy, low writing apprehension and high writing goals use comments on both content and mechanics more than do students with low self-efficacy, high writing apprehension and low goals.

■ **Confidence and Competence in Grammar: College Media Writing Students' Self-Efficacy and Performance in Grammar**

By Kimberly L. Bissell, Alabama, and Steve J. Collins, Texas-Arlington

Two surveys of students in an introductory writing course sought to identify variables that predicted grammar ability. Women performed better than men at the beginning of the semester, but the gap later narrowed. Self-efficacy and high school grade point average predicted grammar ability at the end of the semester. However, there were no significant differences between students with and without high school journalism experience.

■ **Reaching All Students: Journalism Education and Gender Bias** By Kimberly Wilmot-Weidman, Wisconsin-Stout

This study examined how the topic of gender bias is addressed in newswriting courses by looking at classroom instruction and textbooks. It found that many textbooks did not cover the topic at all, and most of those that did only devoted a few paragraphs to the topic. Some instructors reported they regularly included lessons on sexism, but others expected college freshmen to have this knowledge before entering the classroom.

**Discussants:** Eleanor Novek, Monmouth; Bruce Plopper, Arkansas-Little Rock; Mark Paxton, Southwest Missouri State  
**Moderators:** Tom Dickson, Southwest Missouri State; Julie Dodd, Florida; Sharon Iorio, Wichita State

\* Top Paper, Student Competition

\*\* Top Paper, Open Competition, Laurence R. Campbell Award

## My Turn



## Be cool: Write an article for Scholastic Source

Starting next issue you'll see a new department in the Source. "My Turn" will feature an article written by an SJD member—maybe you.

As educators, we are always trying out new ideas, either in our own classrooms or when working with high school students at workshops or conferences.

Why not let the rest of us in on some of those ideas? Press association directors could print these articles in their own association newsletters. This is a terrific way for our division to reach out to high school journalism teachers, which is part of our mission.

Lots of topics would make for good articles. Photo imag-

ing? Getting students to coach each other in their writing? Minority recruitment strategies? It's up to you!

Mark Herron, a new SJD member, will write the first article about hot design trends. Thanks, Mark! Who's next?!

Contact me, please, at [pell@msu.edu](mailto:pell@msu.edu).

—cheryl pell

## Scholastic Journalism Division

## August 6, 2001 ■ Board Meeting Minutes ■ Washington, D.C./AEJMC Convention

**Attendees:** David Adams, Candace Perkins Bowen, John Bowen, Tom Dickson, Julie Dodd, Jack Dvorak, Tom Eveslage, H.L. Hall, Mary Arnold Hemlinger, Barbara Hines, John Hudnall, Dick Johns, Bruce Konkle, Kim Lauffer, Lyle Olson, Bruce Plopper, Linda Puntney, Robin Sawyer, Vanessa Shelton, James Tidwell, Linda Waller and Marilyn Weaver.

Candace Perkins Bowen, division head, opened the meeting at 8:03 p.m. She first introduced some special guests, including Robin Sawyer, Dow Jones Newspaper Fund Journalism Teacher of the Year. Then she introduced Jack Dvorak and awarded him a plaque as the division's Journalism Educator of the Year. She also noted that Dvorak was a co-recipient (along with Kay Phillips, North Carolina) of this year's Campbell Research Award.

It was then moved by Mary Arnold Hemlinger and seconded by Vanessa Shelton to approve the minutes of the January 2001 business meeting (from St. Petersburg, Fla.). Motion passed.

Perkins Bowen then introduced the new division officers: Julie Dodd (Florida), as head; John Hudnall (Kansas), as vice head; and Cheryl Pell (Michigan State), as secretary/newsletter editor.

**Financial Report:** The division has \$3,420.31 in its general account and \$3,588.77 in the Campbell Research Award Fund. These were updated figures (8/5/01) since the handout was printed. Reasons for more money in the account than at this time last year: 1. Continued support from Poynter Institute for mid-winter meeting; and 2. A few more new members. Jack Dvorak questioned why the division's \$1,000 donation to SPLC was not on the budget handout, and Candace noted that it was sent but after budget sheet was printed.

**Division Head's Report:** Candace Perkins Bowen said the chip session for next summer's convention seminar slots will be held Nov. 30–Dec. 1 in Dallas. Ongoing discussion of whether to put all papers online continues. Perkins Bowen also reminded division members to try to attend the

remaining three scholastic press sessions during the convention.

**Vice Head's Report:** Julie Dodd noted her excitement for taking over as head of the division. She then noted the dates of the next mid-winter meeting (Jan. 11-12, 2002 at the Poynter Institute in St. Petersburg, Fla.). Dodd then brought John Hudnall up to the front with her so they could discuss possible topics for mid-winter and summer convention topics for division members. Suggestions included: Redesign seminar; Creation of foundations; 20-minute updates about people's roles with scholastic press; Convention planning; Convergence (related to scholastic press); Outreach programs to high schools; Evaluating programs and looking for gaps; Assessment exchange; Youth Editorial Alliance; Building relationships with administrators (public relations packages or plans); Principal guide usage (Dick Johns); ASJMC- Educating journalism deans/chairs about what we do; Scholastic journalism support centers; and School-to-Work programs (West Va. example); and What's keeping students out of high school journalism programs.

Perkins Bowen then gave attendees feedback she's received from the annual report. Number one concern focused on the division not having any convention theme-related programs. Discussion followed.

#### Secretary/Newsletter Editor

**Report:** Bruce E. Konkle reported that newsletters were sent out in March and June. He noted the June issue highlighted division history and, hopefully, will keep everyone cognizant of the importance of our accomplishments since 1965. He also noted two other newsletters were produced in September and December 2000 prior to the mid-winter meeting in St. Petersburg. A reprint of Lillian Lodge Kopenhaver's honors paper was also included in the September 2000 mailing.

#### Committee Reports

■ **Research and Paper Competition:** Tom Dickson noted that eight papers were selected for this convention's research seminars. Two student papers were also selected.

■ **Teaching Standards:** Candace for

Laura Schaub. The deadline for nominations for this year's Journalism Educator of the Year Award was Apr. 1.

■ **Professional Freedom and Responsibility:** David Adams summarized several areas of interest, including the Kincaid v. Gibson case, the Supreme Court/Oklahoma case (students grading papers), the Canton, Ohio middle school case (student punished for creating an internet site), the support this division should give Dean Cole at North Carolina to get the NCSMA position funded and First Amendment Giving Fund. Adams moved, and Marilyn Weaver seconded, a motion to once again donate \$1,000 to SPLC from the division's budget. Motion passed.

■ **Knight Multicultural Recruitment Award:** Mary Arnold Hemlinger stated the deadline for nominations was Apr. 1. and would remain so next year. She also thanked Lyle Olson for nominating this year's recipient, Doris J. Giago, from South Dakota State University.

■ **Special Projects:** Dick Johns thanked members who sent letters of support for him to try to save the Journalism Education curriculum at Iowa. He also noted the new Principal's Guide is slated for a fall publication date. It's going through final editing stages now and should be mass mailed to school administrators no later than October. He then handed out pens marking Quill and Scroll's 75th anniversary and noted a commemoration of the anniversary will be part of JEA's Boston convention in November.

■ **Membership:** Linda Puntney updated members about membership numbers (81) and the new division brochure (coming soon).

■ **Division Archives:** Marilyn Weaver requested that the archives be moved to South Carolina so Bruce Konkle could continue to update them. Bruce agreed to house the materials.

■ **Technology/Internet:** No report.

■ **Commission on Status of Minorities:** No report.

■ **Commission on the Status of**

Women: No report.

#### Old Business

**A.** Joint committee on national standards with JEA: Perkins Bowen said she would welcome feedback from members to help define national standards.

**B.** Student research award: Perkins Bowen noted the two student research paper presenters were awarded \$300 (first place) and \$200 (second place). Julie Dodd moved, and Dick Johns seconded, that the division continue to fund three student paper competition awards (for \$300, \$200 and \$100). Motion passed.

**C.** Perkins Bowen made another plea for all members who direct scholastic press organizations to send her or Cheryl Pell 'care package' materials for new scholastic press directors.

#### New Business

**A.** Suggestions for sessions for mid-winter and next summer's convention: Already addressed earlier in the meeting.

**B.** Research flier update: on hold for now.

**C.** Teach-in in Miami (for AEJMC convention 2002): Perkins Bowen explained what was done this summer and suggested the division adopt the teach-ins as an ongoing project. Linda Puntney moved, and Marilyn Weaver seconded, that the division adopt the teach-in project. Motion passed. Suggestions for next year's teach-in included making it a full day (instead of 1/2 day), providing lunch and adding more law and ethics topics.

**D.** Future Journalism Teacher Scholarship: Perkins Bowen highlighted the brochure promoting the program.

**E.** Bruce Plopper suggested the division consider having lifetime memberships. Some members noted that's an AEJMC question. Tom Dickson then suggested the division change its name to the Journalism Education Division. Discussion followed. Dickson then moved the head set up a committee to study the renaming of the division. No second.

The meeting adjourned at 9:30 p.m.

Respectfully submitted,

Bruce E. Konkle,  
University of South Carolina

# Recent events impact members, students

By Julie Dodd, Division Head  
Florida

Without a doubt, Sept. 11 will be one of the days each of us will always remember. At this time, it's hard to imagine all the effects and repercussions of that one day's events.

I'm reflecting on this event and our division's members.

Many have personal connections to the tragic events through our family, friends and students.

Laura Schaub shared her first person experience: "Just wanted to let you know that my son, Kent, is a stockbroker in NYC. He worked on the 29th floor of #2 WTC. Thank God he escaped before the plane hit that building."

In an e-mail Tom Eveslage wrote of his Temple students and the impact of the tragedy on them. "With our proximity to New York, there are a lot of Temple students and personnel with family and friends who are missing. That includes several students in each of my classes. Everyone's feeling the loss, of course."

I received an e-mail and photos from a former student who is doing an internship this semester with SportTICKET in NYC. The view from her apartment in Queens was

of the World Trade Center.

I'm sure many of you have stories of family, friends or students who were directly affected by the terrorist attacks.

The tragedy provides teachable opportunities for us as media instructors.

News coverage can be used in our media classes to discuss writing and design and discuss media ethics and responsibility.

■ An archive of 150 screen captures of media coverage for Sept. 11 and 12:

<http://www.interactivepublishing.net/september>

■ The Poynter Institute (<http://poynter.org>) has a number of excellent teaching resources, including PDF files of newspaper front pages and discussions on ethical issues regarding the coverage.

But as instructors we must find the balance between using the events to help students analyze the media and incorporating content (stories and images) into our classes that are so disturbing that students can't focus on the concepts for the horror of the events.

Scholastic journalism workshops and conventions can help students deal with the tragedy.

Many of the division members this fall will be

organizing and conducting workshops and conventions for high school journalism students and teachers. Scholastic media will be playing an important role in helping high school and middle school students deal with this tragedy and the after effects.

Sessions can be held to discuss how to cover some of the issues that will be of concern to students:

■ Covering the on-going developments of the terrorist attacks to provide students with information;

■ Presenting information about the possible terrorists without misrepresenting countries or ethnic/religious groups—which can be even more important if representatives of those countries or groups are part of the school population or community;

■ Reporting on the possible reinstatement of the draft;

■ Coping with the trauma of event.

Wishing you a purposeful semester where you may be providing students with a better foundation for dealing with this national tragedy and/or providing a learning environment that enables students to continue learning without being overwhelmed by the trauma of the terrorist acts.



## Honors Lecture

Scholastic Journalism Division  
Association for Education in Journalism and Mass Communication  
By Marilyn Weaver, Professor Ball State University ■ August 6, 2001

# Politics, Technology and the Profession

### Marilyn Weaver

was selected to give the prestigious 2001 Honors Lecture at the convention. Her topic was Politics, Technology and the Profession. A copy of her speech is enclosed with this September Scholastic Source newsletter. Weaver has been the chair of the Department of Journalism at Ball State University since 1996. She started teaching at Ball State in 1977. Throughout her journalism career, Weaver has won a multitude of awards, including the JEA Carl Towley award, NSPA Pioneer award, a CSPA Gold Key and the AEJMC 2000 Educator of the Year award.

### Introduction

When I first began working in scholastic journalism, I never imagined that I would have the many special opportunities that I have had. I have been blessed to have been surrounded by so many capable colleagues in the profession—persons committed to protecting freedom of the press, inspired by challenges which often appeared insurmountable, devoted to motivating youth to aspire to the journalism profession, and ever mindful of the responsibility for modeling exemplary performance.

This opportunity to share remarks with colleagues to whom I owe so much and for whom I hold great respect is one of the highlights of my career. It is truly an honor to be able to present the Honors Lecture.

While there are many persons who have influenced my career and have been supportive of my efforts, one stands out above all. Dr. Louis Engelhart has served

as a long-time mentor and a model to which I have aspired to emulate in most ways. As a student, then as a public school journalism teacher, and later as a university faculty member, I came to realize what dedication to the ideals of a Free Press, particularly for high school and university students, really meant. His advocacy has been a guiding light for many of us in this room, and I thank him for inspiring us with those same ideals.

As I searched for a topic to share with you, I was guided by the desire to focus on issues of substance, interest, timeliness, and meaning. Three recent developments shaped my search: (1) the political struggle in Indiana to maintain a journalism teaching license, (2) dramatic, rapid changes in technology, and (3) a convergence of concerns between scholastic journalists and industry journalists. As a result, I wish to share some brief remarks about “Politics, Technology and the Pro-

fession.”

### Politics

Within the past couple of years, I have become much more aware of the power of politics. As most of you know, for most of my career in higher education I have been deeply concerned about the preparation of scholastic journalists. Workshops organized on campus have served as one way to be supportive. More importantly, I have studied journalism licensing issues and have explored what might be done to strengthen the preparation of future journalism teachers.

Over the years, I have taken pride in what I—and many of you as well—have considered fairly rigorous licensing expectations for the Indiana journalism license. Despite efforts to stay informed of impending changes in the licensure framework in Indiana, I never expected, nor was I prepared, for what has transpired in the past few years.

In 1993 the Indiana Professional Standards Board (IPSB) was established and was authorized as an independent board created by the legislature to oversee education licensing. A number of significant changes were made in the development of what is now called the 2000 Licensing Framework.

One dramatic change was that courses and credit hours would no longer be the focal point for reviewing programs for acceptance. Rather, standards-based licensing programs would be required, with an emphasis on knowledge, dispositions, and performance. Theoretically, it is possible to have no courses and no hours and a set of experiences and activities that students complete that specifically provide evidence that they meet the standards in their licensure area.

At the same time they were making those changes, IPSB decided to reduce the

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number of licenses. With approximately 122 different licenses, which included minors and endorsements as well as majors, the number of licenses was reduced to 17. As I speak, a few others are being considered for acceptance. As a basis for making the decision about what licenses to have or not to have, the National Teacher Board Certification Standards were used.

As a result, IPSB made the decision that speech communication and journalism become a part of language arts. This change, albeit incredibly critical to our profession, went largely unnoticed by those of us who have taken pride in staying informed and advocating for a strong licensing program in journalism.

Only within the past two years did we recognize the political situation. Without action, there would be no separate journalism education license.

Through the Standards Committee of the IPSB, an academic area may appeal a decision regarding licensing. This avenue was taken. With the cooperation and assistance of the Indiana High School Press Association and Indiana University we

began a process for reinstating the license through the appeal process.

The process for considering an appeal consists of a proposal being written to address seven criteria. The criteria include, in part, whether or not there are standards, the level of support from school administrators and other professionals, and the need or demand for the license.

Thereafter, the Standards Committee then makes a recommendation to the IPSB Executive Committee, which in turn makes a recommendation to the full board. After its review of the journalism proposal, the Standards Committee recommended to the Executive Committee that journalism not be granted a separate license. During the deliberations, the Executive Committee asked whether or not the journalism educators had been informed of strengths and weaknesses of the proposal so that they might respond to the weaknesses before the Standards Committee made its decision. When the Executive Committee learned that no opportunity for submitting a rejoinder to address the Committee's concerns was provided, the Committee was

asked to allow time for a rejoinder to be prepared.

A few months later the rejoinder was submitted to the Standards Committee. It was discussed at the meeting. The Standards Committee changed its earlier recommendation and indicated that it believed journalism should have a separate license. Subsequently, both the Executive Committee and the full board voted unanimously for a separate journalism license.

Indiana is only one of the many states that was in danger of losing its license. Unfortunately, too many states never enjoyed a separate license or had minimal requirements. The situation in Indiana made me acutely aware that we must become more political as a profession to create a better educational system and protect the rights of students. If a state with one of the highest standards suddenly was without a license or was simply appended to language arts, what would that mean for other states? In fact, one of our strongest arguments was that Indiana had often been looked to as a model for journalism education and that action should not be taken that might

negatively impact other states.

In a Quill and Scroll article, Bruce Konkle pointed out the need for journalism certification. He wrote: "In a majority of states, journalism certification is 'on the state education department books,' so to speak, but not adhered to as closely as, for example, hiring regulations for math, science or English teachers. A few states are 'watering down' requirements, and a few national scholastic journalism associations are looking closely at these trends. Ultimately, as Inter-scholastic League Press's Bobby Hawthorne thoughtfully stresses, 'Success or failure of journalism programs rests almost exclusively in the hands of a qualified adviser and a supportive administration. In the absence of these two factors, state and national scholastic press associations are absolutely powerless to affect the quality of publication in a particular school. If the environment is right, then we can assist in making the newspaper or year-book more journalistic.'" I suggest that the first step to creating this environment be through enforced certification of teachers.

Many of you here tonight have been strong advocates for licensure or a free student press in your states. But I think we all must do more. We must be more aware of all education issues in our states and nation. I learned how easily what I took for granted—that the state of Indiana valued journalism education and was committed to ensuring teachers were prepared to teach in our field—was not guaranteed. Becoming more politically in touch and active is essential today to maintain what so many of our leaders fought for before us. We owe it to them and to our students.

While politics plays a critical role in our future, the evolution of technology plays an equally powerful influence, if not more so.

Think about the technological revolutions just within the last century. Like many other generations entering a world of transition, with forces of change impelling them in uncharted directions, they were about to confront a world profoundly altered by the technologies of electricity, the telephone, and the motor vehicle.

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## Technology

Technology today, in different forms, remains a source for dramatic and rapid change. Technology will continue to advance at an exponential pace—especially in communication—in ways we cannot anticipate. As James Duderstadt of the University of Michigan put it, “if computing power continues to increase at its present pace, the \$1,000 laptop computer in 20 years will have the power of the human brain. It will, however, be so tiny as to be almost invisible, and it will be connected to a vast global communications network to billions of other computers. By the late twenty-first century, we may succeed in developing machine intelligence at levels comparable to or exceeding that of human intelligence.”

Technologies today are becoming smaller, faster, more mobile, less costly, and gaining broader acceptance. This trend is likely to continue for the short term.

Wireless technology illustrates this point. Lightweight, handheld devices are becoming increasingly sophisticated and powerful. It is a significant growth area. Ovum, a research

firm, recently estimated that the number of wireless users in the United States alone would double from 89 million in 2000 to about 191 million by 2004 and that there would be nearly 1 billion wireless Internet users world-wide by 2006.

Distribution of information in a wireless environment provides for faster, more complete newsgathering. It enables users to reach significantly more readers anywhere in the world where there is access.

While it is costly, it is much less costly than running fiber and is portable—easily moved from one location to another. Where students are required to purchase a computer for use or provided a computer through a lease or loan program, the costs are dramatically favorable for wireless technology.

With wireless access, the traditional notion of the computer classroom is abandoned. With portable laptops and a wireless connection, any classroom can be mobilized into a computer classroom in short order. Such possibilities empower teachers to flexibly design classrooms based on instructional needs.

Technological advances offer great promise and must not be ignored. Konkle, in a study reported in *Quill and Scroll*, found that technology was the highest-ranking concern identified by scholastic press association directors. Yet how we use technologies is critical. It makes sense, as best we can, to reflect industry expectations for journalism workers, to simulate professional work roles, and to model work environments in our secondary and higher education programs.

Researchers have discussed a critical dilemma that we face. Thompson and Craig wrote “that the cost of new technology has favored an ‘industrial’ approach to desktop publishing, where unskilled workers such as secretaries can replace designers and typesetters, because ‘smart’ machines do the design work for them.”

Griffin described a tendency to believe that “communications tasks can be accomplished similarly, or most effectively, through the application of the right technology.” At least for the foreseeable future—approximately the next 20 years, we must be careful as to how we use technology. There is a mature,

rich, and defensible separation between design as a concept as opposed to a skill afforded by computer technology. I like the portrayal made by Mario Garcia, when he said, “The subject [newspaper design] can be taught under a palm tree.” His “view was that good design is taught through concepts and theories rather than computer skills.” The point here is that whether it is design, research, writing or other journalism skills, computers remain a valuable tool but not a replacement for human ingenuity and problem solving. But, as educators we must learn to harness technology to deliver the best educational products to schools.

## The Profession

I am optimistic in our hope to meet the challenges and potential of both political and technological change. The optimism comes from a new-found coalition between scholastic journalism and industry professionals—one committed to working together to improve scholastic journalism and working together for the changes required. After years of educators wishing they had the support of professionals and professionals talking about the needs of their industry and how the universities

need to recruit a more diverse and talented pool of journalists, we are now witnessing a united front that could see positive results.

When the Knight Foundation gave the American Society of Newspaper Editors generous grant specifically to improve scholastic journalism, the spirits of scholastic journalism educators everywhere were raised. Finally, we learned that the industry is willing to give the resources that can make a difference with educators as partners.

ASNE started by listening and learning from many of the members of this group as well as professionals. After hearing our needs, ASNE decided on a three-step approach for the first phase. They created a web page that is an excellent resource for schools across the country to seek advice to problems and to find resources.

Then, ASNE funded six two-week workshops for 210 teachers who wanted to become journalism teachers or to upgrade their journalism and publication knowledge. Teachers covered topics from attracting a diverse staff to coverage and

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content to design. And, they also learned about the important issues professionals face.

The last phase of the program was funding partnerships between professional newspapers with schools to improved scholastic journalism. This year 27 daily newspapers partnered with 31 schools. The newspapers were involved in helping train staff members and teachers. Many of the papers printed the school papers as well.

While this development is most promising, there are many more issues to be addressed. In particular, we must find ways, along with our professional colleagues, to stress the importance of the First Amendment particularly with younger students. In the recent survey conducted by The First Amendment Center, 29 percent of Americans “strongly agree,” and 10 percent “mildly agree” that the First Amendment goes too far in the rights it guarantees. Think about that. Thirty-nine percent or more than one-third of Americans believe that the First Amendment provides too much freedom. This figure is twice as many as those who expressed that opinion five years

ago. At that rate could we see legislation to abolish freedom of the press some day? We must work together to make students responsible and responsive journalists and to value their freedoms.

If we don't give school journalists a free press, how will they understand the values of the First Amendment in their future?

We must also work with our professional colleagues to find ways to address the need for a more diverse journalism work force. While much talk has focused on increasing the number and the roles of persons of color and of women, there is little evidence that significant strides have been made. In fact, in one recent report it was noted that in the last five years there has been a 20 percent decline in women journalists in the media around the world. In the United States those figures have been fairly stable with approximately 44 percent of the work force at newspapers being women.

Persons of color have declined slightly in recent years, and even more disturbing is a 1999 survey conducted by the Free-

dom Forum that reports that “more than half of the journalists of color at U.S. dailies expect to leave the newspaper business.” If secondary schools and institutions of higher education do not aggressively work to attract and train more diverse students, the industry and ultimately our society and culture will suffer.

To this point, I have tried to emphasize how critical I believe political activism, appropriate uses of advanced technologies, and professional coalitions are critical to our future. I wish to close my remarks in two ways. First, I wish to follow up on an e-mail I sent in June to many of you in which I asked you to share your dreams for scholastic journalism. Finally, I want to outline what I believe can be done to enhance the status of scholastic journalism in the future.

When I asked for dreams, I was surprised that some responses included remarks that I had thought were only mine. The request to dream caused a few people to reflect on what we are currently doing and realized that it is much the same as what we were doing 30 years

ago. Certainly I came to realize that two years ago when I stepped down from directing Journalism Days. I simply didn't feel I had one more way to package the day in a meaningful way to high school students. Evidently others in our field had similar experiences.

But, to the dreams of the future. Some of the dreams included:

- Getting students to read

- Recruiting good students with strong journalism backgrounds

- Using better public relations techniques to promote our programs

- Involving our university colleagues more in our programs

- Gaining state certification

- Increasing use of on-line publication

- Building stronger alliances between scholastic journalism organizations and the professional organizations

- Improving the image of scholastic journalism, especially with administrators

- Establishing national standards

- Networking more high schools and middle schools in collaborative projects

- Increasing a better relationship with university faculty and secondary schools

I was so particularly struck by the dreams of Ed Mullins, chair of the Department of Journalism at Alabama, that I'd like to share his response with you in its entirety.

Ed wrote: “My dream of high school journalism and mass communication is a dream of acquiring the recognition that scholastic journalism deserves.

“—Recognition by educators, parents and students that journalism and mass communication is a discipline essential and central to effective internal and external communication, to the practice of the democratic arts, to the making of community. The discipline is not just for the paper and year-book staff. It's for the whole school.

“—Recognition that the practice of journalism is the essence of solving problems and thinking critically. Here are just a few examples: finding the right sources, sifting

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and sorting to come up with the nut graph, finding the facts and seeing the relationships essential to making an editorial work, looking, waiting and triangulating to discover a photo's center of interest, experimenting to find a layout's rhythm. These and other processes of journalism challenge a person mentally, physically and socially to synthesize and create works that resonate with an audience. Journalism and mass communication is the ultimate application of the liberal arts and sciences.

“—Recognition that the First Amendment is THE central concept of the Bill of Rights and a free society. That it is risky business to entrust such a powerful freedom to teenagers is a given, but when we do we are helping to ensure the next generation of freedom.

“Finally I dream of support —material and personal—for scholastic media. This support must come in the form of funds and emotional support from the top down

and the bottom up. Those of us in positions to promote the values of scholastic journalism must speak up, prove our assertions and then put our bodies and our words to work to gain the recognition this important work deserves.

“The real mystery is why these values are not obvious on their face and why we have to make our case year after year. We must accept the responsibility and produce the unbiased research to bolster our case.”

Thank you, Ed, for your thoughtful remarks. And thank you to all of you who took time to share your thoughts.

This leads to a couple of last comments. I reflected on the years of research and lectures presented at meetings like this and others. There is a part of me that feels I have offered nothing that others have not said before me. I suspect this is very true. And, it's obviously disappointing when I began my remarks by

talking about how I wanted to offer substantive, interesting, timely, and meaningful remarks. In some ways, I feel that I have failed in this regard. And, this is my one opportunity to make the Honors Lecture.

Nonetheless, I feel it is important to underscore what I believe is most important to remember in regard to technological change:

We must carefully balance the glamour and possibilities of advancing technology, while respecting the human dimensions of thinking, feeling, and performing as journalism educators.

More importantly, in regard to politics and the profession:

It is my sincere hope that we are at a point where we are ready to act passionately and aggressively on what we believe is right. We must enlist our professional colleagues in a nationwide movement to work politically in all states to elevate requirements for

future journalism educators. I, and my colleagues in Indiana, must be ever vigilant to protect what we have. We have learned our lesson. And, if we, as a group believe that rigorous licensing requirements are necessary in all states, then we must make that our ultimate goal.

Thank you again for this opportunity. I will always treasure the opportunity to address a group of colleagues and friends that I so much love and respect.

### Endnotes

Freedom Forum, “Most journalists of color at U.S. dailies expect to leave the newspaper business,” [www.freedomforum.org/professional/retention\\_survey/release](http://www.freedomforum.org/professional/retention_survey/release).

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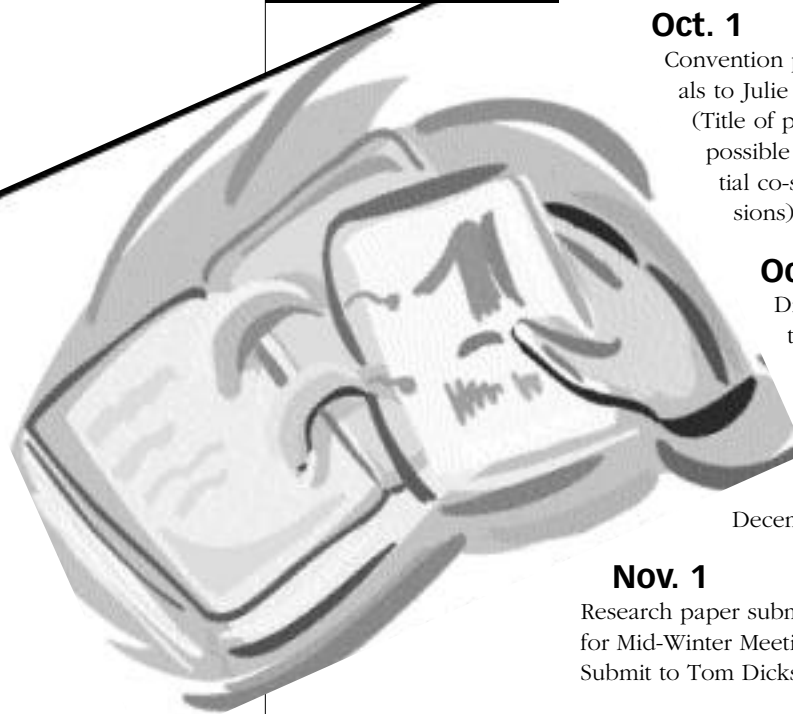
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O'Donnell, Michael, *Journalism Educator*, Winter 1995, v49n4; 47-56 (Garcia reference)

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**SJD Calendar**



**Oct. 1**

Convention program proposals to Julie Dodd via e-mail (Title of panel, description, possible panelists, potential co-sponsoring divisions)

**Oct. 15**

Division proposals to AEJMC

**Nov. 1**

SJD newsletter copy to Cheryl Pell for December issue

**Nov. 1**

Research paper submission deadline for Mid-Winter Meeting  
Submit to Tom Dickson

**Nov. 30–Dec. 1**

Council of Division meeting, Dallas: Julie Dodd and John Hudnall

**Dec. 3**

Deadline for mid-winter registration to John Hudnall. Deadline for hotel registration at special rate. Call the Hilton St. Petersburg (727) 894-5000.

**Jan. 11-12**

Midwinter Meeting  
Poynter Institute, St. Petersburg, Fla.  
Please submit nominations for Honors Lecturer to Julie Dodd via e-mail prior to the meeting

**Feb. 1**

SJD newsletter copy to Cheryl Pell for March issue

**March 15**

Convention program copy to AEJMC

**April 1**

Journalism Educator of the Year nomination deadline to Laura Schaub; Knight Multicultural Award nomination deadline to Mary Arnold Hemlinger; Research paper submission deadline to Tom Dickson

**May 1**

SJD newsletter copy to Cheryl Pell for June issue

**Aug. 7-10**

AEJMC Convention  
Miami Beach

**SJD MEMBERS, cont. from page 7**

the 2001 Robert P. Knight Multicultural Recruitment Award, conferred by the division.

Giago is the 14th winner

of the annual award established to honor a person or organization for contributions to the recruitment and retention of minority stu-

dents in high school journalism.

The honor, established in 1987 as the Minority Recruitment Award, was

renamed in 1992 in honor of the late Robert P. Knight, long-time journalism educator at the University of Missouri-Columbia.

**IOWA, cont. from page 6**

ing workshops. Last year we had a decline to 116 in 2000. We had an excellent group of teachers and students.

The Teacher Workshops, which are offered for graduate credit, had a disappointing attendance. The

University is putting more pressure on us to have at least six student in a workshop class. Two classes—Web Site Design (in its second summer) and Advanced Photoshop just made the minimum. We canceled two workshops

because of a lack of enrollment—Yearbook Advising and Teaching Journalistic Reporting and Writing. On a brighter note, the Newspaper Advising workshop taught by Dick Johns had a healthy enrollment and included a number of new

advisers looking for guidance. This is always heartening in that it gives us an opportunity to introduce them to the resources available to assist them, including Quill and Scroll, JEA and the Iowa High School Press Association.