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“

**Our  
children  
may be only  
20% of our  
population,  
but they are  
100% of our  
future.**

”

**Richard W. Riley,  
U.S. Secretary  
of Education**

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*Scholastic Journalism  
in the*

**C** 21<sup>st</sup>  
*Century*

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**A Report on the Future of Scholastic Journalism  
from the Columbia Scholastic Press Advisers Association**

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## The 21st Century Committee Task Statement and Methodology . . . . .

The year 2000 is approaching much too quickly for most of us. Although no magical year, it certainly sets the stage for an exciting century, getting many of us to focus, or refocus, on the role of scholastic journalism within the secondary education curriculum.

With the next century in mind, the Columbia Scholastic Press Advisers Association's 21st Century Committee spent the past two years developing a blueprint, if you will, on the possible future roles of scholastic journalism. Scholastic press association directors were questioned; publication advisers from around the country were surveyed; pertinent literature related to scholastic journalism and mass communications was reviewed; relevant articles were written by individuals interested in areas of importance to scholastic journalists; and recommendations were made by 21st Century Committee members concerning what we, collectively, can do to help ensure a prosperous future for scholastic journalism.

We already have some noteworthy statistics about journalism students performing better than non-journalism students in 10 of 12 major academic areas and writing better in 17 of 20 comparisons of collegiate writing. Thanks Jack Dvorak, Larry Lain and Tom Dickson for **Journalism Kids Do Better**. Quantitative research in the book certainly escalates the stature of journalism in the secondary education setting.

We also have 12 qualified recommendations for improving high school journalism programs, including getting local news media outlets involved in supporting scholastic press efforts and getting school administrators to recognize the value of student expression. Thanks Freedom Forum for **Death By Cheeseburger** and other worthwhile

### CSPAA 21st Century Committee and special committee consultants

- Andrew J. Bosman**,  
Assistant/Northwestern University  
**Dennis Cripe**,  
Franklin College  
**Elizabeth B. Dickey**,  
University of South Carolina  
**Dr. Thomas E. Eveslage**,  
Temple University  
**Rick Hill**,  
Amarillo, Texas  
**Dr. Jack L. Hillwig**,  
Eastern Kentucky University  
**Dr. Bruce E. Konkle, 21st chair**  
University of South Carolina  
**Vance L. Kornegay**,  
University of South Carolina  
**Cheryl M. Pell**,  
Michigan State University  
**Dr. Kay D. Phillips**,  
University of North Carolina  
**Adam Clayton Powell, III**,  
The Freedom Forum  
**Mary Spracher**,  
Research assistant/South Carolina  
**Sherri Taylor**,  
Syracuse University

### 1996-1998 CSPAA Officers

- Helen F. Smith, President**  
**Shirley Yaskin, 1st Vice-President**  
**Paul Ender, 2nd Vice-President**  
**Merle Dieleman, 3rd Vice-President**  
**Martha Akers, Recording Secretary**  
**Nick Ferentinos, Past President**  
**Edmund Sullivan, CSPAA Director**,  
**CSPAA Secretary/Treasurer**

endeavors on behalf of scholastic journalism.

And we already have dozens of scholastic journalism and press law books, including **High School Journalism, Journalism Today, Law of the Student Press, The Radical Write** and **Scholastic Journalism**, assisting us teach our scholastic journalists design, photography, reporting, writing, law and ethics, and desktop publishing skills. Thanks H.L. Hall, Don Ferguson and Jim Patten, Mark Goodman, Bobby

Hawthorne, Earl English, Clarence Hach and Tom Rolnicki, and dozens of other authors of scholastic journalism materials and resources.

National scholastic press associations continue to educate scholastic journalists through newsletters, magazines and reports, including C:JET, Quill & Scroll, Report, Student Press Review and Trends. Thanks Journalism Education Association, Quill and Scroll, Student Press Law Center, Columbia Scholastic Press Association and National Scholastic Press Association.

Most of the 50 regional and state scholastic press associations also contribute thoughtful articles of interest to publication advisers and staff members on a regular basis in their monthly, bi-monthly or quarterly newsletters. Although the focus is usually on association information, many run articles that educate members about necessary skills of the scholastic journalist and publication adviser.

Support for scholastic journalism also comes from the Dow Jones Newspaper Fund through their National High School Journalism Teacher-of-the-Year program, their **Adviser Update** tabloid newspaper and their numerous publications that promote scholastic workshops and educate students about journalism and mass communication colleges and careers. Thanks to Richard Holden, his staff and the fund's directors.

On-line resources continue to assist scholastic journalists as well as more publication staffs and school districts effectively use the Internet to research teen-age issues of interest, get information off scholastic press association home pages and stay in touch with other broadcast, magazine, news-

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paper and yearbook staffers through electronic mail. Hundreds of high school newspapers are already online; yearbook companies have developed home pages; correspondence between scholastic press association directors is usually via e-mail instead of snail-mail and telephone these days.

Education organizations also may have a tremendous impact on the future of scholastic journalism. How nice to read in **Breaking Ranks**, a 1996 report of the National Association of Secondary School Principals, that "...student leadership can be seen in student publications, where editors practice analysis, critical thinking and decision-making (as) they also learn the importance of such democratic principles as open, public examination of current issues, fairness and a respect for a variety of viewpoints."

There's a lot of information available that will help us analyze, calculate, conjecture, contemplate, forecast, predict and/or speculate on the future of scholastic journalism as it impacts secondary education, higher education, general mass communications areas and scholastic journalism organizations. Consolidating the information was a task worth doing, especially if it ultimately benefits journalism teachers, publication advisers and scholastic press associations.

With those general words of overview said, the specific methodology and timeline for this multi-faceted research project included:

**1.** Contacting one of scholastic journalism's leading researchers, Dr. Jack Dvorak from Indiana University, to get his unique perspective on a few areas of concern for the future of high school journalism and to serve as a starting point for developing survey

**Overall Committee Task:**

**To examine issues that may affect the future of scholastic journalism, including trends in secondary education and in journalism programs at the collegiate level.**

questions. His six areas of concern: **A.** The role of journalism in the language arts curriculum; **B.** The training of journalism teachers/advisers; **C.** The professional media support for scholastic journalism; **D.** The support from higher education for scholastic journalism; **E.** The effects of new technology on what we do; and **F.** The role of a free press within the school, as well its importance to the educational mission of the school (April 1996);

**2.** Beginning an extensive literature search in the areas of secondary education reform, journalism programs at the collegiate level, publication design trends, the use of multimedia, the technological changes in photojournalism, emerging technologies of interest, publication writing information and general scholastic journalism resources of the 1990s (September 1996);

**3.** Developing short qualitative survey questions for scholastic press association directors and publication advisers (November 1996);

**4.** Securing qualified authors to address areas that impact scholastic journalism, including secondary education trends, journalism on the collegiate level, publication design trends, the possible use of multimedia, photojournalism's future, emerging technologies and their impact on scholastic publications and

broadcast endeavors, and the importance of writing to scholastic journalists (December 1996);

**5.** Sending surveys out to 46 state, small regional and regional-within-a-state scholastic press association directors and asking their support of the project by forwarding CSPAA's publication adviser survey to a minimum of five of their active association members (January 1997);

**6.** Inputting responses to open-ended questions on scholastic press association director and publication adviser surveys (beginning February 1997);

**7.** Sending out follow-up letters to directors who had not yet responded to the initial survey mailing (February 1997);

**8.** Preparing a preliminary summary survey report, for sessions at the Southern Interscholastic Press Association spring convention and the March 1997 Columbia Scholastic Press Association convention, to elicit critical feedback on the direction of the report (early-March 1997);

**9.** Writing an article concerning the research project for CSPAA's spring issue of **Student Press Review** (April 1997);

**10.** Continuing to update the literature search (Summer 1997);

**11.** Securing qualified authors to address a few issues of concerns to scholastic journalism, including civic journalism, yearbook copy trends and support for scholastic journalism from higher education institutions, to emphasize the point that publication advisers and staff members should stay current on emerging issues to the field (September 1997);

**12.** Writing an article concerning the research project for Quill and Scroll's October/November 1997 magazine is-

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sue (September 1997);

13. Writing and editing preliminary summary of the report for discussion at CSPAA's November board meeting (October 1997);

14. Finalizing literature searches, editing articles and designing project format (November 1997); and

15. Finalizing recommendations based on survey summaries, literature searches, articles of interest and appendix information (November 1997).

Survey research gave committee members original qualitative data concerning the issues facing scholastic journalists from the viewpoints of scholastic press association directors and interested publication advisers. Open-ended questions allowed participants to comment on their areas of concern. Purposive sampling of publication advisers allowed scholastic press association directors to select their active association members who would most readily provide beneficial feedback on the publication adviser survey.

The seven short articles that preview each literature search listing set the stage for readers about the importance of the topic to the field of scholastic journalism. Writers were selected for their knowledge base in a particular area as well as for their connections to scholastic journalism education. All were given a limited amount of space to address the topic; each could have written several more pages on their topics if not limited by the number of pages in this report.

Literature searches in eight areas gave committee members a plethora of information concerning areas of interest to scholastic journalism. More than 12,000 articles, books, reports, web sites and general resources were

**Report's Major Articles:**

- Secondary Education**
- Collegiate Journalism**
- Publication Design**
- Multimedia**
- Photojournalism**
- Emerging Technologies**
- Publication Writing**

scoured over the course of the study to give readers an educated snapshot of the pertinent information available in all eight areas. Since not all readers are online, few web pages are listed; committee members wanted most resources to be readily available to the masses if they wished to read the full text of the source. On-line researchers will quickly note that a search concerning the topic 'secondary education reform' alone generates more than 300,000 pertinent 'hits.'

The final annotated bibliographies in each area represent an overview that, hopefully, give varying perspectives on topics and allow readers to draw some of their own educated conclusions. In most cases, article and book authors are noted experts in their respective fields. Readers may wish to find additional sources by these experts to assist in their understanding of a concern or issue.

Most secondary education sources focus on general reform that is currently taking place in schools across the country. Other education issues of concern: charter schools; cultural literacy; school choice; school-based management; year-round schooling; parental involvement; and home schooling. Readers may be served best by reading Jossey-Bass books on school re-

form, noting opposing viewpoints of E. Eisner and T. Sizer and/or keep current online through several web sites, including 21st Century Teachers (21st.org), EdWeb (edweb.gsn.org), The Electronic School (electronic-school.org) and U.S. News Online (onlinenews.com).

Staying current on issues concerning journalism at the collegiate level is relatively easy: AEJMC, journalism and mass communication schools' membership organization, often runs articles on this subject in their publications. Professional trade publications, including those in advertising, broadcasting, public relations and newspapers, also cover journalism schools from the perspective of whether the schools are meeting their needs in the industry. High school journalism teachers should keep abreast of trends in journalism and mass communication studies on college and university campuses so they can better educate their students about furthering their education in one of the many related fields.

Noted publication design sources don't necessarily try to predict design trends of the future. That might not be prudent. Most of the listed ones discuss basic design elements and changes in handling publications due to emerging technology. Most also give readers excellent examples of basic and sophisticated publication designs of the late 1990s.

Multimedia sources concentrate on giving readers basic information to get them up to speed in multimedia literacy. Since some scholastic publications, such as on-line newspapers and CD-ROM yearbooks, are already moving towards multimedia platforms, readers not yet enlightened by some of the pos-

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sibilities of multimedia may appreciate this section of the report.

Digital photography is no longer a vague term to most scholastic journalists. Expense and resolution quality have slowed the move to digital cameras, but print and negative scanners have still allowed many staffs to enter the digital darkroom stage of electronic photojournalism. As prices decrease and image resolution quality increases, most scholastic publication staffers will need to become more knowledgeable about digital cameras, scanners and photo manipulation computer software programs, such as PhotoShop.

In support of the multimedia section, the emerging technologies area of this report focuses more exclusively on the use of the Internet as a research tool and as a possible site for scholastic publications. Basic information on push technology, electronic learning, designing web sites and web database development highlight the annotated bibliography section.

Publication writing sources do not try to predict the types of writing that scholastic journalists may be doing in the 21st century. Instead, annotated bibliographical listings note the solid publications and resources currently available that can strengthen writing in publications. A focus on basic grammar, punctuation and agreement may seem simplistic, but 21st Century Committee members and article contributors felt compelled to emphasize the importance of correct language usage in scholastic publications.

Many of the sources are of the 'Cliff's Notes' variety: publications that have a limited number of pages that go directly to the rules of grammar, punctuation, agreement and other word-usage concerns and problems.

**Additional Resources and Recommendations:**

**General Scholastic Journalism Resources; 18 Recommendations From the 21st Committee; 3 Articles of Interest in Report's Appendix.**

Several pages of scholastic journalism resources should assist readers as they build their own scholastic journalism libraries. The list is not complete by any means. Nor is it meant as the 'best' resources. It is simply a look at some of the general resources that broadly cover scholastic journalism, not necessarily specific skills within the field. Additional resources are available through most national scholastic press associations and related media associations, such as Dow Jones Newspaper Fund and The Freedom Forum.

The 18 recommendations concerning the future of scholastic journalism are purposely general in nature, to a degree. A national report cannot always effectively address individual state issues; the recommendations try to embrace the thinking of the participants of the surveys, the conclusions of the authors of the seven articles, the directions cultivated from the literature searches, the existing literature concerning scholastic journalism and the emerging issues of note to scholastic journalists. Although general in nature, they still directly address what needs to be done if scholastic journalism is to prosper as we enter the 21st century. Readers are asked to add their own scholastic journalism resources and perspectives to this project.

21st Century Committee Chair's Note:

The process of assessing the state of student journalism should be, and is, an ongoing one for most of us involved with scholastic journalism. We often feel the need to continue to prove our worth to administrators, school boards and teachers, but, ultimately, we must use fairly overwhelming research that shows the communication and learning processes that take place in the publishing of magazines, newsmagazines, newspapers and yearbooks is outcome-based education at its best.

Same goes for electronic journalism avenues. We need to make connections between what scholastic journalism can and does do for our students to what curriculum experts say needs to be done to enhance the teaching and learning processes taking place in our classrooms. Once these connections are made, good scholastic journalism programs should receive the praise they deserve for contributing to a student's overall quality education.

Many of us will continue to 'preach to the choir' about scholastic journalism. That's a given. However, we must start preaching to internal school curriculum decision-makers and external curriculum leaders to show them the growing research that makes a solid case for the importance of scholastic journalism in middle and high schools. Not one report will probably do it; collectively, however, the growing number of qualitative and quantitative studies, along with the quality books on scholastic journalism and the educational conferences, conventions, seminars and workshops sponsored by scholastic press associations, will continue to impact critical judgments 'outsiders' may make concerning the value of scholastic journalism.

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## Scholastic Journalism in the 21st Century . . . . .by Helen F. Smith

Turns of the century give people a chance to speculate, to reflect and even to pontificate.

Meanwhile, most of us high school publication advisers tend to focus on our efforts right here, right now with our staffs.

We want to meet the next deadline with a certain amount of journalistic balance and not too many late nights. We hope to see students grow as they acquire publications skills from interviewing to caption writing to ad design. We hope our staffs will keep the publication credible.

Will teachers in 100 years recognize these concerns and aspirations?

### •Challenging Students

We advisers greatly prize opportunities to see our students go beyond, take a risk, make a leap into maturity. How often we have marveled as we have watched the students themselves doing the teaching, asking the questions we wish we had even conceived of asking, and providing one another with the encouragement to get a job done well.

It is this type of growth that we seek to foster now and that we hope our colleagues and their students can enjoy in the next 100 years.

We have seen students operate on the assumption that most journalism amounts to a series of best guesses. We have seen students try to discern larger causes and consequences as they ask the basic news questions: How? and Why? We have seen the students go beyond mere fact gathering to put those facts into a structure for their readers, setting a direction, following the direction and supplying appropriate emphasis and supporting detail to tell their stories. It is this basic approach to research, analysis, writing and editing that we try to give our students as they

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**Helen F. Smith advises *The Newtonite*, the newspaper at Newton High School in Newtonville, Mass., and *Mirettes*, the school's French newspaper. She has edited CSPAA's *Springboard to Journalism*, *CSPA's Official Stylebook and Scholastic Newspaper Fundamentals*. She is currently editor of *Student Press Review*. She holds CSPA's Gold Key, and she's CSPAA's current president. Smith also directs the New England Scholastic Press Association, and she's the visionary for this CSPAA report.**

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enter the next millennium.

As this century ends, we advisers can find solidarity in our common purpose: to provide the best possible journalism education in our own schools and, through state, regional, national and international press associations, in schools everywhere else.

Will there be that level of solidarity in 100 years?

### •Important Questions

Among the questions that challenge us now are what high schools will be like in the next century. Who will our students be? Who should they be? How will research in learning styles allow us to improve our own teaching styles? What will it mean that we and our students have instant access to vast amounts of information through cyberspace? Which new media will have the most profound cultural, social and economic implications for high school students? What will stay the same and what will change dramatically in our curricula?

### •Education Reforms Of Note

Meanwhile, education reform is bringing further changes. Class schedules change. Class sizes expand or shrink or become irrelevant due to one-on-one or distance instruction. There is an emphasis on portfolios, on com-

munity service, on hands-on experience. What do these changes mean to students and advisers? Staffs in secondary schools have traditionally had to make time to meet the exacting and exciting demands of a part-time amateur, avocational pursuit: student publications.

Looking beyond the secondary school, what will colleges be like, and what will the practice of journalism be like in the next century?

### •21st Century Committee's Task

With these questions in mind, the Columbia Scholastic Press Advisers Association Board in 1994 agreed to create a 21st Century Committee and ask it to engage in a study. We are most grateful to Barbara Hines, the first chair of the committee, and to Bruce Konkle, the director of the study. Their committee members and the authors of the essays in this text have provided neither a prescription nor a specific set of strategies that the Association is to endorse. We never expected they would. Rather, they have challenged readers of this study to consider a range of issues of importance to daily professional life, to the future of CSPAA and CSPA, and to the long-range future of our profession.

## 1997 Scholastic Press Association Director Survey ..... CSPAA

In early 1997, surveys were sent to 46 scholastic press association directors from across the country. Of the 46, 35 were state associations, eight were regional associations within states, two were scholastic journalism departments within larger high school league organizations and one was a small regional association representing six northeastern states.

The small regional association included states that did not have individual scholastic press associations. Large regional associations, such as the Southern Interscholastic Press Association, were not included in the study since they represent most of the states that have individual state scholastic press associations. The two high school leagues were included because their activities in the scholastic journalism arena are well documented. The few existing city scholastic press associations were not included since, in every case, a state association existed and was included in the initial survey mailing.

The return rate for the study was 39.1% (18 of 46), with 22 individual states represented. The average number of years the participating associations have been in existence was 55.2. The oldest association originated in 1913; the youngest association was formed in 1979. Four directors listed no exact date for the origination of their association, saying no record of that date existed in their files. Three of the four, however, made educated guesses at the dates (1930, 1941) and decade (late 1940s). One director stated his association was just getting reorganized after many years of inactivity, and that knew of no history files concerning the organization.

The average number of years current directors have served in their capacities was 6.1, with the range from 1 year to 18 years. Eleven directors

### **Survey Says... Tenure As Director**

**Average Number of Years  
as Director: 6.1  
(Range- 1 to 18 years)**

**3 Directors are High-  
School Advisers, Not On  
a College Faculty**

### **Typical Responses What general major concern(s)/issue(s) in scholastic journalism need(s) to be addressed now as we begin plans for the 21st century?**

•**Administrative and financial support including access to technology.**

•**Staying current with technology and costs of doing so in an era of shrinking funds.**

•**The key issue is absorbing electronic media into our traditional print-based associations.**

(61%) are members of a college faculty. Three high school advisers (17%) serve as presidents of their association board, acting, in essence, as directors of the association. Two (11%) are staff members in state high school leagues, with publications as one of their major areas of responsibility. One director (5.5%) is not a college faculty mem-

ber, although the association is housed at a college's journalism school. One respondent noted his association was currently looking for a college or professional press organization to sponsor their scholastic press association.

Ten of the 18 directors (55%) reported the exact number of former directors at their association, with the average being six. Five reported that the number of past directors was unknown. Three reported that their association board of high-school advisers elects or selects a president/director for 2- or 4-year terms. All three reported not knowing the exact number of former presidents or directors for their respective associations.

Eight of the 17 respondents (47%) of the association leaders are called executive directors. Four of the 17 respondents (24%) are titled directors. Three of the 17 respondents (18%) are called presidents of the board. One of the 17 respondents (5.9%) is called the assistant director. One of the 17 respondents (5.9%) is titled executive secretary. The one participant from the inactive association noted the title will probably be president unless the association becomes part of a college's journalism and mass communication school.

Participants were also asked to respond to the following question: What percentage of your annual workload is filled by scholastic press activities?

Five of the 18 respondents (28%) checked the 0-20% range; 3 of the 18 respondents (17%) checked the 21-40% range; 3 of the 18 respondents (17%) also checked the 41-60% range; 4 of the 18 respondents (22%) checked the 61-80% range; and only 1 of the 18 respondents (5.5%) checked the 81-100% range, noting that it is her full-time job. Two of the 18 respondents (11%) said the question was not appli-

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cable to their situation since the scholastic press association workload was not part of their official duties as a high school journalism teacher or publication adviser.

Participants were also asked to respond to the question: What level of support do you have from your department or college administrators?

One of the 18 respondents (5.5%) checked Very Low; one of the 18 respondents (5.5%) checked Low; 3 of the 18 respondents (17%) checked Adequate; 7 of the 18 respondents (47%) checked High; and 4 of the 18 respondents checked Very High. Two of the 18 respondents said the question was not applicable to their situation.

Participants were also asked to respond to the following question: What level of support do you have from your colleagues or other faculty members within the department or college?

One of the 17 respondents (5.9%) checked Very Low; 1 of the 17 respondents (5.9%) checked Low; 4 of the 17 respondents (24%) checked Adequate; 8 of the 17 respondents (47%) checked High; and 1 of the 17 respondents (5.9% checked Very High. One respondent reported 'low' from a university faculty but 'high' from league employees. One respondent noted the question was not applicable.

Five open-ended questions were included in the scholastic press association director survey:

**Question 1:**  
What general major concern(s)/issue(s) in scholastic journalism need(s) to be addressed now as we begin plans for the 21st century?

**Question 1A:**  
Based on your above answer(s), what

**Survey Says...  
Percentage of Workload**

**Not Applicable- 11 %  
0-20% of time- 28 %  
21-40% of time- 17 %  
41-60% of time- 17 %  
61-80% of time- 22 %  
81-100% of time- 5.5 %**

**Typical Responses  
What general major  
concern(s)/issue(s) in  
scholastic journalism need(s)  
to be addressed now as we  
begin plans for the 21st  
century?**

- Need to provide creative ways to add to an adviser's professional experience.
- Maintaining high standards, and longevity, for publication advisers.
- How to give students the confidence and skills to take responsibility for their own expression.

could state, regional and/or national scholastic press association do to address the concern(s)/issue(s)?

**Question 2:**  
What, if any, changes need to be made by state or regional scholastic press associations in the services they offer

scholastic journalists, publication advisers and/or journalism teachers?

**Question 3:**  
What, if any, changes need to be made by national scholastic press associations in the services they offer scholastic journalists, publication advisers and/or journalism teachers?

**Question 4:**  
What five or fewer scholastic journalism resources/materials have you found to be very beneficial to you, your association and/or your association members?

**Question 1 Analysis**  
General major concerns and/or issues study respondents had concerning scholastic journalism included: technology (67%); certification/professionalism/teacher training (55%); censorship/student press law and ethics (28%); university support and appreciation of scholastic journalism efforts (28%); and general funding concerns, beyond just technology (22%).

Technology issues addressed by respondents concerned how individual publication programs could receive funding for computer hardware and software upgrades, how students and advisers can be expected to possibly keep up with the changes in software programs and how technology is overshadowing the teaching of the principles of publication writing, design and photography.

The issue of state certification for journalism was also mentioned as a concern, although most respondents noted the emphasis must be on the state level, not on the national level.

One respondent noted, however,

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that “if, in fact, (research shows us that) only 28% of all advisers are certified,” the issue of certification must be dealt with.

Another respondent noted: “(The only way to enhance) scholastic journalism (is) state by state through new certification standards, upgraded certification standards and/or a stronger adherence to existing standards.”

How? “Work with state boards of education on individual state requirements and with the universities that train the teachers,” stated another survey respondent.

In the study’s clustering analysis of issues, adviser professionalism and teacher training, along with certification, addressed the continuing high rates of turnover for publication advisers and the possibilities of distance education as a solution to training publication advisers. Certification was clustered with professionalism and training since, in essence, it deals with the enhancement of a publication adviser’s qualifications.

Student press law issues ranged from the getting advisers who are knowledgeable (about student press law) to developing student ethics and responsibilities.

Noted one respondent: “Student First Amendment rights (are important), but, in many cases, not even advisers believe in them.”

Another respondent warned of future student press freedom problems: “(We are just now seeing) some of the ramifications of the Hazelwood decision. There will, unfortunately, be a lot more in the future.”

Ethical issues, although closely related to press law concerns, addressed the broader picture of teaching students the difference between what’s legal and

**Survey Says...  
Level of Support  
From Administration**

**Not Applicable- 11 %  
Very Low- 5.5 %  
Low- 5.5 %  
Adequate- 17 %  
High- 39 %  
Very High- 22 %**

**Typical Responses  
What, if any, changes need to be made by state or regional scholastic press associations in the services they offer scholastic journalists, publication advisers and/or journalism teachers?**

- **We must expand our own content offerings and support to include the new technologies and information delivery systems.**
- **Any real change in...services depends on the relationship the director has to the college and to the association’s advisory board.**

what might be ethically right in specific situations.

One respondent stated: “(We must) give students the confidence and skills to take responsibility for their own expression” on sensitive issues.

A second survey respondent said scholastic press associations must

“work with teachers to develop model codes of ethics.”

University support and appreciation continues to be of concern to scholastic press association directors, although only two respondents addressed the issue.

One respondent said the stronger scholastic press associations tend to be those that have strong university support of journalism education at “the high school and middle school levels.”

Another stated: “State associations not currently associated with universities need to form partnerships with colleges and universities and with professional organizations (if they hope to) promote scholastic journalism (effectively).”

General funding concerns beyond just technology expenses were noted as major concerns by only four respondents (22%). These funding areas of concern included the inability of staffs to raise enough money to adequately fund publications and the costs of being involved with scholastic press associations, including travel to conferences and paying for publication critiques.

One respondent commented: “Some programs are just fighting to stay alive financially,” and funding from the administration is not going to happen in most cases.

**Question 1A Analysis**

Lobbying state legislators, working with state departments of education, gaining college-bound credits for journalism courses, developing journalism and mass communication curriculum guides, providing professional development opportunities for advisers and selling merits of individual school pub-

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lication programs were mentioned as possible solutions when addressing some of the major concerns association directors have about strengthening the future of scholastic journalism programs.

Major suggestions by respondents on how to address some of their concerns:

1. Enhance conventions by offering more hands-on and broad-based sessions;
2. De-emphasize awards and emphasize the educational values of convention sessions;
3. Emphasize critical basic language skills; and
4. Offer more new technology or new media sessions.

Concerning self promotion efforts of an association, one respondent noted that directors can't be the only ones trumpeting the values of such as organization housed within a college's journalism or mass communication program: "The membership of scholastic press associations, not the director, need to do a better public relations job with organizations and universities that help support them, including letting deans (and department chairs) know the value of the director and the scholastic press association."

Another respondent stated that the only way to address criticism against scholastic journalism programs is to "write rigorous curriculum standards for journalism to defend the course against attacks that it is less than intellectually challenging."

Another study participant believes a major paradigm shift is needed in the way scholastic journalism is promoted as a viable part of every school's curriculum: "It will certainly take a new

**Survey Says...  
Level of Support  
From Colleagues/Faculty**

**Not applicable- 12%**  
**Very Low- 5.9%**  
**Low- 5.9%**  
**Adequate- 24%**  
**High- 47%**  
**Very High- 5.9%**

**Typical Responses  
What, if any, changes need to  
be made by state or regional  
scholastic press associations  
in the services they offer  
scholastic journalists,  
publication advisers and/or  
journalism teachers?**

**•State associations must not  
rely on one or two annual  
conventions. We must hold  
more specialized workshops  
that address needs in areas of  
writing, design (etc.).**

**•Provide for greater  
instruction in the  
broadcast area and  
on the Internet.**

orientation and cause a new way of looking at what we're all about" if we ever hope to achieve the status of other courses in today's basic school curricula.

**Question 2 Analysis**  
More than half of the survey re-

spondents (55%) noted these specific changes might enhance the services of state and regional scholastic press associations:

1. Addition of a full-time assistant to serve as a more direct contact to association members;
2. A de-emphasis of awards at conventions and conferences;
3. More use of the Internet for general membership correspondence and the posting of scholastic journalism resources;
4. Offering smaller, more subject-focused workshops;
5. More release time for college faculty members to serve in their capacity as scholastic press association directors; and
6. More training in the broadcast and new media arenas.

A small percentage (11%) also strongly voiced their concern that scholastic press associations need to concentrate their efforts on training journalism teachers and publication advisers since it would have more long-range benefits than concentrating their efforts on students.

One respondent noted: "Student workshops are good, but as lots of research shows, if the adviser/teacher is fired up (about scholastic journalism), so much of the rest takes care of itself."

Another survey respondent agreed: "We can have more impact on the quality of journalism training by working with teachers who need help and who can use that training in the classroom for years to come than by concentrating on services just for students."

A third respondent addressed the training of advisers/teachers from a slightly different perspective: "Advis-

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ers want press associations for competitions and awards. However, the association must have at its core the mission to assist advisers in producing better publications.”

**Question 3 Analysis**

Study participants were also asked to address possible changes in how national scholastic press associations can better serve scholastic journalists, publication advisers and journalism teachers. By clustering answer topic areas, most fell into a general ‘pooling-of-resources’ category.

Respondents wanted to see more cooperative efforts between state and national scholastic press association directors. Suggestions included:

- 1. having scholastic press association directors meet at all national conventions (as they currently do at JEA conventions);
- 2. sharing lists of good publication judges by all association directors;
- 3. making sure all associations update publication critique/evaluation booklets/guides more frequently to keep up with subtle, but important, publication trends; and
- 4. having national scholastic press association help co-sponsor regional workshops with state associations.

Other comments of interest concerning national scholastic press associations:

“National associations need to do more to get feedback from members,” one respondent wrote. “They aren’t very customer-oriented and they should be.”

Another respondent commented on the on-going problems of publication critiques: “National organizations need to redouble their efforts to recruit

**Survey Says...  
Major Concerns**

**Technology- 67%**  
**Certification/Professionalism/Teacher Training- 55%**  
**Censorship/Press Law- 28%**  
**University Support- 28%**  
**General Funding Concerns- 22%**

**Typical Responses**  
**What, if any, changes need to be made by national scholastic press associations in the services they offer scholastic journalists, publication advisers and/or journalism teachers?**

- **Associations offer us forums for workshops, conventions and...opportunities.**
- **National associations (can’t) significantly change the face of scholastic journalism....**

**Success or failure rests almost exclusively in the hands of a qualified adviser and a supportive administration.**

and train judges and to make the results of critiquing processes speedily available.”

A third respondent wrote: “National scholastic press associations offer us the nation’s forums for workshops, conventions and educational opportunities we need. These national

groups need to work hard to keep from becoming too isolated. Beyond fall and spring conventions, I don’t hear much from (most of them).”

Lastly, one respondent stated, “Nationals: can try to keep costs as low as possible so lots of students and advisers may attend (conventions); must continue to get a good cross section of speakers (for conventions); and must put money into scholastic journalism research.”

**Question 4 Analysis**

Although the final question on the open-ended survey resulted in a wide range of resources that scholastic press association directors felt had benefited them and/or their association members, a clustering of answers showed that more than half (55%) appreciated the services and/or resources of the Journalism Education Association and the Student Press Law Center.

Noted JEA resources included: association home page; bookstore; conventions/convention programs; **C:JET**; CJE/MJE (certified/master journalism educator programs) listing (as resources for judges and speakers); and membership directory.

Noted SPLC resources: press law publications, **Report (of the Student Press)** newsletter and direct calls to SPLC offices (concerning student press law matters).

One-third (33%) of the respondents also mentioned the beneficial resources of the Association for Education in Journalism and Mass Communication (AEJMC) and the Columbia Scholastic Press Association.

AEJMC resources included the summer conventions, mid-winter meetings with other scholastic press asso-

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ciation directors and Scholastic Journalism Division newsletters. The AEJMC Scholastic Journalism Division has approximately 125 members; annually, more than 2000 journalism and mass communication professors join AEJMC and attend their annual summer convention.

CSPA resources of note included conventions, the association's home page and issues of **Student Press Review**. An on-line version of the magazine is also now on the association's web site. The association sponsors a fall conference, a spring convention, a summer workshop, and individual and publication critiques and competitions.

Slightly more than one-fifth (22%) of the respondents noted the beneficial resources *The Freedom Forum*, in Arlington, Va., has contributed to scholastic journalism, including the publishing of **Death By Cheeseburger: High School Journalism in the 1990s and Beyond**, in 1994. *Cheeseburger* provided a comprehensive and practical look at secondary education in journalism by focusing on free speech and press issues in high schools, the need for diversity in high school publications, professional newspapers' investments in high school publications, high school newspaper advisers and the financing of scholastic newspapers.

Three other resources noted by 17% of the respondents included **Journalism Kids Do Better**, *Quill* and *Scroll* and the Dow Jones Newspaper Fund.

**Journalism Kids Do Better** (Dvorak et al, 1994) was used as an excellent source by advisers for its relevant studies on how scholastic journalism students compared favorably with non-journalism students on academic areas of note, including colle-

**Survey Says...  
Needed Changes At  
State/Regional Levels**

**Stronger Promotion of  
Scholastic Journalism- 61 %  
Enhance Convention  
Sessions- 44 %  
Technology- 22 %**

**Typical Responses  
What, if any, changes need to  
be made by national  
scholastic press associations  
in the services they offer  
scholastic journalists,  
publication advisers and/or  
journalism teachers?**

- National and state directors must work together to pool resources.
- Nationals must continue to get a good cross section of speakers.
- Opportunities for new advisers to meet with experienced ones.

giate-level writing.

*Quill* and *Scroll*'s noted benefits were their newspaper and newsmagazine critiques, newspaper and yearbook individual competitions, and their bi-monthly newsmagazine, **Quill & Scroll**. The international association is housed at The University

of Iowa in Iowa City.

**Adviser Update**, a quarterly tabloid edited by George Taylor from Pennsylvania, was the response by three directors as the main resource they have found beneficial from the Dow Jones Newspaper Fund. The newspaper organization also honors scholastic newspaper advisers through their National Journalism Teacher of the Year award.

**General Conclusions**

Since technology was ranked as a major concern by 67% of the study participants, individual scholastic press directors should perform an internal audit to make sure their association is addressing funding problems for technology, student and adviser training concerns, and emerging electronic media programs.

Scholastic press association directors should also continue to strongly promote scholastic journalism efforts within their own department or college, to curriculum specialists at state departments of education and to state legislators who control the available monies that go to fund public schools and, indirectly, the programs within the schools.

Since 61% of the study participants noted promotion of scholastic journalism as a viable school curriculum offering, directors should make concerted efforts to systematize their promotional efforts to these three different, but important, entities.

More than half (55%) of the study's respondents also noted the importance for directors to change their approaches to membership services, if necessary, to strengthen their organization's goals and objectives.

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Possible changes mentioned most often:

1. Hire a full-time assistant/manager who focuses efforts directly on member concerns (since more than 60% of respondents serve dual responsibilities as directors and college faculty members, and that nearly half of those respondents spend less than 40% of their time performing scholastic press association duties);

2. Sponsor more, and smaller, workshops that offer members more extended hands-on sessions that can't be done during most one- or two-day conferences; and

3. Begin to use the Internet more frequently as a communications tool to stay in touch with members (as more and more schools and staffs go online).

Noted one respondent to suggestion 1: "Growing press associations need, at some point, to consider a scholastic press services manager to help run/oversee the organization. Part-time directors simply can't do it all."

Concerning suggestion 2, one respondent stated: "State associations must not rely on one or two annual conventions. We must hold more specialized workshops that address needs in areas of writing, design, photojournalism, computers, etc. It's time consuming, I know, but that's where the 'real' learning takes place. Forty-five minute sessions at large convention only helps to motivate; they hardly truly fully educate."

Concerning suggestion 3, one study participant noted: "(We must) provide for greater instruction (via conferences, seminars, summer workshops) in the broadcast area and on the Internet. They are critical emerging and future avenues of communications."

**Survey Says...  
Needed Changes At  
National Level**

**Pooling Resources- 47%  
(More Cooperative Efforts  
Between State and National  
Directors/Associations;  
Having State Directors Meet  
At All National Conventions)**

**Typical Responses  
List five or fewer scholastic  
journalism resources/  
materials you have found to  
be very beneficial to you,  
your association and/or your  
association members?**

- JEA convention sessions, bookstore, directory, certification program and C:JET.
- SPLC's Report, Law of the Student Press and helpful service when called.
- AEJMC's Scholastic Journalism Division.

Having more cooperative efforts between state and national scholastic press association directors was also noted as a needed change in policy by almost half (47%) of the respondents.

National press association directors should consider:

1. having state directors meet at all

national conventions;

2. corresponding with state directors on a more regular basis to exchange pertinent information concerning scholastic journalism; and

3. co-hosting, with state directors, regional workshops concerning scholastic journalism-related topics.

Scholastic press association directors should continue to educate their members about the plethora of scholastic journalism resources currently available to them. Relevant texts, research studies and web sites could be used by journalism teachers, publication advisers and scholastic journalists to enhance their knowledge of design, desktop publishing, editing, photography, writing, and other journalism and mass communication areas of interest. Listing such resources in association newsletters, in association magazines and on association home pages would be of value to members.

Based on comments by survey respondents, scholastic press association directors should also consider:

1. keeping a more complete history of their organizations during their terms as directors so a stronger history might reflect a stronger association;

2. doing follow-up surveys with former high-school students involved in their scholastic press associations as they enter colleges and universities; and

3. continue to educate their college and university administrators and colleagues concerning the direct benefits of having a scholastic press association housed at the department or college.

A more complete history of an organization gives current officers a needed background of what the asso-

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ciation has done or accomplished in the past; survey research with college students who were active scholastic journalists can give directors qualitative information on the benefits these students received from their high-school experiences as they move into higher education; educating colleagues and administrators about scholastic journalism efforts can only help to chip away at any misconceptions or negative feelings about such an organization and its worth to a j-school or mass communication program.

**Further Research**

Scholastic journalism research should continue to be an emphasis of AEJMC Scholastic Journalism Division members, all scholastic press association directors, and college and university professors interested in scholastic journalism areas of concern.

Researchers tracking issues or concerns of teens may also find valuable resources or information by studying coverage of teens in scholastic publications.

Both qualitative and quantitative research can be beneficial to the understanding of scholastic journalism's role in the school curriculum and in the overall learning processes of students.

Research of value to scholastic journalists and publication advisers should be centralized and readily available to interested parties.

Scholastic press association directors may also want to regularly survey their members to find out what new resources members believe the association should be providing. Although many directors receive valuable feedback from members on an informal basis, the association may be better served if the process was formalized

**Survey Says...  
Beneficial Resources**

- JEA- 55%**
- SPLC- 55%**
- AEJMC/Contacts With  
Other Directors- 33%**
- CSPA- 33%**
- The Freedom Forum- 22%**
- Journ. Kids Do Better- 17%**

**Typical Responses  
List five or fewer scholastic  
journalism resources/  
materials you have found to  
be very beneficial to you,  
your association and/or your  
association members?**

- CSPA's conventions, home page and magazine (SPR).**
- The Freedom Forum's Death By Cheeseburger, for giving us 12 pertinent recommendations.**
- Journalism Kids Do Better, for giving us statistical information on the benefits of scholastic journalism.**

and results of surveys were shared with college administrators and association advisory board members.

Lastly, researchers may wish to duplicate this study in a number of years to find out if the major concerns of scholastic press association directors have been significantly altered due to

the higher level of comfort publication advisers may have with new technology. Although censorship (28%), university support of scholastic journalism (28%) and general funding concerns (22%) were noted by study participants, technology concerns (67%) were mentioned by a significantly greater number, therefore making it an area that must be addressed by scholastic press association directors.

21st Century Committee Chair's note:

The inclusion of a high number of direct quotes from directors is a bit unusual for traditional survey summaries, but they are included to give readers a sense of the depth of responses from the participants.

The lower-than-expected return rate of surveys (39.1%) from scholastic press association directors may, unfortunately, be an indication of the lack of time directors can give to projects outside their own limited time commitment to their respective associations. Although it shouldn't have taken too much time to answer the questions, there might not have been enough quality time to give thoughtful responses, and therefore some surveys may have gone unanswered.

One director spent a few minutes answering the five questions but noted that he couldn't forward the one question on the Publication Adviser Survey to a minimum of five of his association members because he didn't "have time to do this." He continued: "You're asking a lot at this time of year."

And so goes frustrations of survey research, even in the fairly close-knit world of scholastic journalism!

In early 1997, survey packets were sent to 46 scholastic press association directors from across the country. Of the 46, 35 were state associations, eight were regional associations within states, two were scholastic journalism departments within larger high school leagues and one was a small regional association representing six states.

The small regional association included states that did not have individual scholastic press associations. Large regional associations, such as the Southern Interscholastic Press Association, were not included in the study since they represent most of the states that have individual state scholastic press associations. The two high school leagues were included because their activities in the scholastic journalism arena are well documented. The few existing city scholastic press associations were not included since, in every case, a state association existed.

When survey packets were sent to each of the 46 scholastic press associations, additional publication adviser surveys were included. Each director was asked to send the adviser survey to least five advisers who were active members of their association.

The purposive sampling method was chosen so scholastic press association directors could be selective about which advisers would receive the survey. The method should, theoretically, yield responses from knowledgeable advisers with more experience in advising than the 5-year average tenure of today's publication advisers.

In fact, the average number of years participating advisers in the survey had advised student publications was 10.9. The minimum number of years advising was one; the maximum number was 29. Sixteen of the 83 respondents (19.2%) had 20 or more

**Survey Says...  
Tenure As Adviser**

**Average Number of Years as  
Publication Adviser- 10.9  
(Range- 1 to 29 years);  
16 Participants Had  
Advised Publications For  
20 or More Years**

**Typical Responses  
What general major  
concern(s) in  
scholastic journalism need(s)  
to be addressed now as we  
begin plans for the 21st  
century?**

- “**Technology. Getting the message out to advisers about what is available, and how to upgrade it.**”  
--Arkansas adviser
- “**Freedom of expression, ethics, technology, the funding of programs... and advisers' roles in states with freedom of expression laws.**”  
--Colorado adviser

years of advising experience. Publication advisers from 13 out of the 42 states (31%) with at least one scholastic press association returned their surveys and were represented in the final results. Of those respondents, 63 of 75 (84%) also taught a separate journalism class besides advising a

publication. Twelve of 75 respondents (16%) did not teach a separate journalism class. Eight respondents did not indicate whether they taught a separate journalism class.

The types of publication advisers represented in the survey results included: Newspaper advisers, 28 (34%); Newspaper and Yearbook advisers, 23 (27%); Yearbook advisers, 11 (13%); Newsmagazine advisers, 6 (7%); and Magazine advisers, 5 (6%).

Three advisers each advised a magazine, a newspaper and a yearbook (3.6%) and two advisers advised the combination of a Broadcast show, a Newspaper and a Yearbook (2.4%).

Other types of publication advisers represented included: Newsletter adviser, 1 (1.2%); Newspaper and Television Newsmagazine adviser, 1 (1.2%); Newspaper and Video adviser, 1 (1.2%); Newsmagazine, Newspaper, Magazine and Video adviser, 1 (1.2%); and Magazine, Newsletter, Newspaper, Newspaper OnLine and Yearbook adviser, 1 (1.2%).

Each adviser was asked to respond to one open-ended question: What major concern(s) in scholastic journalism need(s) to be addressed now as we begin plans for the 21st century?

**Question Analysis**

More than half of the respondents (55%) noted their major concern in scholastic journalism involved technology. Areas included: training students and advisers on computer software and hardware; staff funding of software and hardware; financial support for technology from school and district administrators; and concerns involving the use of the Internet.

One-third of the respondents (33%) noted general funding concerns

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for their publications, beyond just computers, and administrative support, beyond just financial, for their journalism programs.

Almost one-third of the respondents (28%) were concerned about recruiting students, the training of students and the quality of the students they were now getting into their programs.

Less than one-fourth (24%) listed concerns about student press rights, legal responsibilities and blatant censorship by administrators.

Less than one-fifth (17%) noted concerns about journalism teacher certification, the training of advisers, adviser turnover rates and the lack of respect for advisers. The areas all concerned teachers or advisers; clustering like topics is key to bringing needed focus to qualitative studies.

**Technology**

Typical statements from respondents concerning technology included the task of training students as well as advisers as new technology emerges.

“Technology and its every-changing facets seems to be one of the key issues facing all advisers....I feel that digital photography and its role will be a major issue....It will be a major monetary issue for some staffs to afford the initial investments required of digital work, and it will also be an issue of how best to train students in yet another area within this widely-changing publications field,” stated an Iowa adviser.

Another respondent from Iowa added: “Advising student publications today is harder even than five years ago. It was one thing for ‘print heads’ to stretch to running a Mac, but things are out of hand. Digital imaging and powerful art programs have dramati-

**Survey Says...  
Types of Publications**

**Newspaper Advisers- 34%**  
**Newspaper and  
Yearbook Advisers- 27%**  
**Yearbook Advisers- 13%**  
**Newsmagazine Advisers- 7%**  
**Magazine Advisers- 6%**

**Typical Responses  
What general major  
concern(s) in  
scholastic journalism need(s)  
to be addressed now as we  
begin plans for the 21st  
century?**

- “...digital photography and its role will be a major issue....”  
--Iowa adviser
- “More recognition of the worth of journalism programs in high school. We need to address its relationship to other areas of the curriculum.”  
--Kansas adviser

cally expanded the range of responsibilities of an adviser. Have we sacrificed the heart of our work: teaching writing?”

Yet another concern from an adviser from New Mexico: “Training for advisers to incorporate broadcast” will continue to be pushed by administra-

tors because of the growing emphasis on electronic journalism.

“Perhaps the biggest problem I see facing scholastic journalism is a financial one,” said a Texas adviser. “Since most staffs are using desktop publishing, it is a financial burden to continually maintain and upgrade equipment.”

Another Texas adviser also noted her various concerns about technology: “Keeping abreast of the newest techniques and equipment available, learning to use them and finding funds to budget for these items is difficult. This applies to computer technology, the Internet and digital photography. Technology is changing so quickly and the journalism teacher in the classroom has to keep informed in so many areas that it sometimes seems impossible.”

And with the development of the Internet, advisers are questioning its use and role in scholastic journalism.

One Ohio adviser asked some pertinent questions: “How do we determine validity of on-line sources? What are the ethics of using images from the Internet?”

A Virginia publication adviser noted the prospects of the Internet: “The Internet can facilitate communication to remote areas and tie individuals with common concerns. We need to examine its possibilities.”

A Texas adviser broadened the technology concern by placing the burden of learning new technology squarely on the shoulders of advisers: “Advisers can’t joke about how they don’t know the technology. The use of computers, scanners, the Internet, zip drives, laser printers and digital photography certainly adds to our work, but in the end it teaches our students to be ready for a technology-based society

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and it allows us to produce more user-friendly publications....Teachers can't depend on the students to know the technology for them."

General Funding

General funding concerns were expressed by publication advisers, with the emphasis on the lack of funding from the school or school district.

"Publication costs keep increasing yet our district gives us zero funding despite the fact we win state educational awards and (one of) our newspaper editors (has been) the state journalist of the year," noted on Iowa adviser. "It seems administrators and school boards still fail to see the value of supporting journalism programs."

A Massachusetts adviser noted: "Money, as always, is one (of our major concerns). (We're) a small regional high school that serves two small rural communities. The building is in need of major repair, the technology needs are large and money for expansion or development of the journalism curriculum is just not a priority."

Administrative Support

Support from a school's administrators was important to at least one-third of the respondents.

One adviser from Pennsylvania stated it succinctly: "We need a commitment from our administrators to develop our journalism programs. It's that simple."

It's more than just lip-service support, said one South Carolina adviser: "Administrators (must) recognize student work and the importance of the knowledge and learning which takes place through journalism."

A North Carolina publication adviser seeks both financial and general

Survey Says... Separation of Journalism Class and Publication Class Yes- 84% No- 16% No Response From 8 Participants

Typical Responses What general major concern(s) in scholastic journalism need(s) to be addressed now as we begin plans for the 21st century? "... I'm concerned about the role of journalism in society. (We need to) re-emphasize reporting over interpretation." --Massachusetts adviser "It is the duty of 21st century journalism to impart the fire of truth and professionalism." --Michigan adviser

support from administrators: "Advisers need to be supported in their efforts and rewarded for their stamina. Administrators need to support (us as well as) understand student press rights."

Recruitment of Students

Recruiting staffers was also a con-

cern of several advisers.

One Kansas adviser stated: "(It's getting hard to) find students willing and able to give the time to publications (because of) all the other demands on their time."

Another adviser, from South Carolina, noted that recruiting good staff members is tough because "journalism classes (have) become a 'dumping ground' for scheduling conflicts, especially on block scheduling."

Training of Students

Training students to effectively produce publications or news shows was addressed by ten or more advisers, with the majority having similar concerns as these two remarks:

"Compatible schedules and adequate credit for high school journalism students is important to keeping journalism programs alive and well," noted one North Carolina adviser.

"In general decreased standards resulting from the 'glitz' that technology allows us, have weakened our traditional expectations of students in reporting, writing and content," stated one Kansas adviser. "We now go for appearance rather than substance."

Quality of Students

Although a few concerns surfaced about the quality of students entering scholastic journalism, only one respondent, from Colorado, bemoaned the level of education of his journalism students: "The lack of knowledge students have when entering journalism (is a concern). (Their) attitude (is) that this information isn't necessary."

Censorship/Press Rights

Typical responses to censorship

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and students press rights were reflected in the responses by these participants:

“My tenure as an adviser is nearing its end, (but) I will never surrender the right of high school citizens to express themselves,” said one Michigan adviser. “Freedom of expression in every other phase of life will hinge on the success or failure to impart this message to our youth.”

Noted one adviser from New Mexico: “Administrators don’t understand the role of the student press and that mistakes are (going to be) made.”

A Texas adviser had a resounding warning for readers: “Advisers and students need a better understanding of journalism law and ethics. Just glance at any issue of the Student Press Law Review and be afraid. Be very afraid. There are too many lawsuits involving student journalists.”

A fourth respondent, from South Carolina, decried the level of censorship that exists today: “Public schools, including mine, are struggling with the tyranny of fundamental minority, which has literally been allowed to dictate censorship in many schools in this nation.”

**Teacher Certification/Professionalism**

Fifteen respondents addressed the issue of journalism teacher certification/professionalism.

One typical response, this one from an Ohio adviser, stated: “(We’ve got to) find young advisers (and) get them certified.”

A South Carolina adviser stated that the “quality in the teaching and students’ learning in a scholastic journalism program depends on having an endorsement or certification in journalism from a state department of education.”

**Survey Says...  
Major Concerns**

**1. Technology- 55%**

**2. General Funding/  
Administrative Support of  
Scholastic Journalism- 33%**

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**Typical Responses  
What general major  
concern(s) in  
scholastic journalism need(s)  
to be addressed now as we  
begin plans for the 21st  
century?**

•“Media literacy education  
for all students.”  
--New Mexico adviser

•“Our most pressing need is  
in educating administrators--  
principals as well as  
curriculum specialists--  
about the value  
of journalism as a program  
with multiple benefits.”  
--North Carolina adviser

**Adviser Training**

Adviser training was also another critical concern of survey respondents.

One adviser from Colorado noted the easiest way to avoid having to spend so much effort training advisers is for administrators to simply “recruit qualified journalism instructors and publi-

cation advisers.”

Another response reflected the cooperative approach to enhancing scholastic journalism: “Whether it be the 21st century or just another decade, experienced advisers, especially those of us who have achieved some success and recognition, need to remember to mentor new advisers,” one Virginia adviser stated. “It is far too easy to become satisfied in our own success.”

**Adviser Turnover**

Adviser turnover has also been of concern to individuals involved in scholastic journalism, and pertinent comments concerning the turnover were prevalent in the adviser survey.

“I know burn-out is a problem for numerous teachers, not just those in journalism,” noted one Texas adviser. “I have always had such self-motivated students and such pleasant working environment that I haven’t encountered this. But I really live in a fantasy world, don’t I?”

**Gaining Respect**

According to one survey respondent from Kansas, the only way to gain respect for what she does in her role as a newspaper and yearbook adviser is to continue to fight for recognition within the school: “(My students and I need to have) more recognition of the worth of journalism programs in high school. We need to address its relationship to other areas of the curriculum.”

An adviser from Arkansas also addressed the issue of respect: “Most administrators do not feel that journalism, yearbook and newspaper are serious classes. Faculty and students not involved in these courses feel that they are nothing but play periods. Even

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though the classes produce outstanding products, we are still not given the respect we deserve.”

A Virginia adviser noted that respect for scholastic journalism should be only natural: “We are the best examples of out-come based education....We practice and perfect all of the skills employers cry for in the workplace: professional written and oral communication, organization and file management, critical thinking, analysis and working in teams.”

**General Conclusions**

Since more than half of the survey respondents (55%) noted technology was a major concern, publication advisers must continue to better understand the problems and develop solutions to:

- 1. financing technology; and
- 2. training themselves and their students on upgraded software, new hardware and emerging technologies.

Suggestions from respondents on financing technology included asking for support from administrators, from local media outlets and from technology companies located in the community.

Suggestions from respondents on the issue of training students and advisers included attending scholastic press association workshops, getting scholastic press associations to sponsor more technology-oriented workshops, using software tutorials more effectively and seeking out individuals in the community who have expertise in certain software programs.

Since general funding and administrative support concerns were noted by 33% of the respondents, publication advisers must:

- 1. ask for funds from the adminis-

**Survey Says...  
Major Concerns**

**3. Recruitment/Training of  
and Quality of Students- 28%**

**4. Censorship/Student  
Press Rights- 24%**

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**Typical Responses**

**What general major  
concern(s) in  
scholastic journalism need(s)  
to be addressed now as we  
begin plans for the 21st  
century?**

- “**Journalism teacher certification requirements and university support for high school teachers.**”  
--Ohio adviser
- “**We need the professional press to provide good role models... Hard Copy is (not) what journalism is all about.**”  
--Pennsylvania adviser

trative budget, especially if they are funding similar student programs/curricula areas outside of journalism;

- 2. educate colleagues and administrators about the worth of specific skills within scholastic journalism, not just about the general experiences of producing a publication;

3. involve colleagues and/or administrators on publication boards so they have an investment in the product(s);

4. continue to gain financial support from advertisers in the community; and

5. publish a journalistic publication so students, teachers, parents, administrators and others in the community will want to buy the publication (if a fee is charged).

Since recruiting and training of students, as well as the quality of students continues to be of concern for almost 30% of the survey respondents, publication advisers must:

- 1. let all students know the educational benefits of taking journalism/mass media classes and/or working on a publication staff;
- 2. train students by using the vast amount of scholastic journalism resources that are already available; and
- 3. not bemoan the perceived lack of quality of students coming on to their staffs. They must simply do their best job of educating students about producing quality publications.

Although censorship and student press rights were only addressed by about one-fourth (24%) of the respondents, publication advisers, according to a synthesis of answers from the survey, should:

- 1. include the study of student press rights and responsibilities in all beginning journalism classes so students may better understand the importance of the terms; and
- 2. use the resources of the Student Press Law Center to educate their students about legal and ethical concerns.

And lastly, publication advisers, based on survey answers, need to con-

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tinue to address journalism teacher certification and general adviser training issues, including professionalism, turnover and respect from colleagues. Most advisers addressing certification in this survey agreed it is a state-level issue. General adviser training issues, however, can be addressed at local, state and national levels by scholastic press associations through workshops, conventions and graduate courses.

Further Research

Scholastic journalism research should continue to be an emphasis of AEJMC Scholastic Journalism Division members, all scholastic press association directors, and college and university professors interested in scholastic journalism areas of concern.

Researchers tracking issues or concerns of teens may also find valuable resources or information by studying coverage of teens through school publications.

Both qualitative and quantitative research can be beneficial to the understanding of scholastic journalism's role in the school curriculum and in the overall learning processes of students.

Publication advisers may also want to regularly survey their staffers to find out what new areas of journalism and mass communication students are interested in. Although publication advisers are primarily concerned about the production of a publication or news show, they should also feel obligated to address career questions students may want answered.

Although not of particular interest to this study, cross tabulations on this survey data could have been done to give readers additional information. For instance, concerns could have been compared to states where publication

**Survey Says...  
Major Concerns**  
  
**5. Certification/  
Professionalism/General  
Adviser Training/  
Adviser Turnover/Respect-  
17%**

**Typical Responses**  
**What general major  
concern(s) in  
scholastic journalism need(s)  
to be addressed now as we  
begin plans for the 21st  
century?**

•“Recruiting good staffers.”  
--South Carolina adviser

•“Perhaps the biggest  
problem facing scholastic  
journalism is a financial one.”  
--Texas adviser

•“Students need a stronger  
introduction and stress  
of ethics.”  
--Virginia adviser

advisers were located to find out if advisers in certain areas of the country had similar concerns. Future research pertaining to publication adviser concerns might address this information if, in fact, it has any relevancy to the study's hypothesis or problem.

Gathering additional demographic

information on the publication advisers may also be critical to other scholastic journalism research. Getting a breakdown of ethnic origin, for example, might give researchers needed information when addressing one aspect of multiculturalism or diversity concerns in scholastic journalism as they relate to publication advisers.

Lastly, researchers may wish to duplicate this study in a number of years to find out if the major concerns of publication advisers have been significantly altered due to the higher level of comfort publication advisers may have with new technology. Although the areas of general funding and administrative support for scholastic journalism (33%), recruitment, training and quality of students (28%), censorship and student press rights (24%), and teacher certification, professionalism and training (17%) were noted by study participants, technology concerns were mentioned by a significantly greater number (55%) of respondents, therefore making it an area that must be addressed by publication advisers.

21st Century Committee Chair note:

The inclusion of a high number of direct quotes from publication advisers is a bit unusual for traditional survey summaries, but they are included to give readers a sense of the depth of responses to the one open-ended question.

Readers can be assured that most of the respondents are active participants in their state or regional scholastic press associations, speakers at state, regional and national scholastic press association conventions, and/or authors of or sources in noted scholastic journalism textbooks, workbooks or guidebooks.

## Secondary Education's Critical Future . . . . . by Pat S. Graff

Trends in education continue to be fast and furious, and the pace will probably not slow into the 21st century. Those in scholastic journalism need to be aware of each movement, since survival often relies on a quick understanding and response to the latest idea, wave and/or school reform. Looking towards the future is important in preserving our programs.

### • Standards Movement

As we approach the new century, numerous areas are emerging as key to activities within secondary schools. Perhaps the most pervasive is the standards movement, where schools are establishing "what students will know and be able to do," and then measuring their progress towards helping students achieve those standards. Certainly this is a reflection of the business and local community's demand to see concrete results from a student's 13 years of education.

Frankly, this movement suits scholastic journalism well\*; publications students have been product- and standards-oriented for decades. With critiques, contests and competitions, we set high expectations and regularly measure our achievement to state, regional and national norms. Our job is to continue to communicate that progress to our school communities. The school magazine, newsmagazine, newspaper, yearbook, video or CD yearbook, web page and video news program all deliver results in an easily measurable form.

### • Flexible Scheduling

Another predictable change in secondary education, which we are already seeing in many schools, includes the move to flexible scheduling and a less rigid time frame for all students. In

Pat S. Graff teaches journalism and advises publications at La Cueva High School in Albuquerque, N.M. The 1995 Dow Jones Newspaper Fund National Journalism Teacher of the Year has been an adviser for 17 years and currently advises the school's newspaper and literary magazine. She has been involved in several state and national education commissions, including helping to write *Breaking Ranks: Changing an American Institution*. She's also received JEA's Medal of Merit and NSPA's Pioneer Award.

**Breaking Ranks: Changing an American Institution**, a study on restructuring the American high school issued in 1996 by the National Association of Secondary School Principals and the Carnegie Foundation for the Advancement of Education, schools are encouraged to offer flexible scheduling, alternative sites for education, distance learning where appropriate and a year-round calendar. The eventual discarding of measuring learning based solely upon the Carnegie unit (seat time) was also discussed and noted as an area that must be changed or, at least, reconsidered.

Already we are seeing that alternative schedules, such as block scheduling, can either hurt and help a scholastic journalism program, based, in part, on how well the adviser advocates for the program as the new scheduling is implemented. (See C:JET, Fall 1997, Journalism Education Association, for further discussion of this topic.)

### • Other Trends

In addition, these secondary-school trends have the potential to have major influences on the scholastic journalism programs of the 21st century:

### • School-to-work and general career education.

Once again, a great deal of money exists for these programs through state and federal programs. Unfortunately, journalism teachers find themselves in the awkward position of labeling their courses as either academic (for NCAA, English credit) or vocational (for increased funding). Neither position seems too popular with most of our colleagues within our respective high schools.

### • Increased emphasis on global education, worldwide implications and communications, and multicultural activities.

Scholastic journalism is a natural for these activities in many ways; we should start building rationales now which fully explain why our programs meet these goals.

### • Movement towards interdisciplinary classroom units of study.

We will need to find ways to weave journalistic skills and methods into the "team" approaches being explored by several schools. This trend has become the basic building block in many middle schools nationally, often with the loss of journalism programs. We must be creative in working with our colleagues and administrators in this area.

### • Continued development and expansion of technology in the classroom.

High school journalism was on the cutting edge of desktop publishing in the mid-to-late 1980s, but we are quickly losing pace with the advent of more expensive technology. And yet, our students are often the first to encounter the Internet's vast research ca-

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## Secondary Education's Critical Future . . . . . Beneficial Resources

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pabilities and are learning quickly how to use digital photography. We need to maintain that edge for our students and programs.

- **Emphasis on quality professional development which ties directly to classroom achievement of students.**

Here we can espouse attendance at conferences, workshops and summer institutes for ourselves and our students. Especially as more states move to abolish specific certification for journalism education (this is in anticipation of the teacher shortage which we will have within the next ten years), we must advocate for strong professional training and certification for advisers whose students' work is some of the most public in the schools.

- **Sustained interest and activities in character education, with students' study of values and morals taught in the schools.**

The law and ethics portions of our journalism and mass communication curriculum, which are integral in the best programs around the country, can provide beneficial models for other disciplines.

- **Strong attacks on the efficacy and validity of public education, along with the increased threats and incidents of censorship and prior review.**

Let's be up front-- there is a very organized effort going on which is determined to abolish public education, or at least to impoverish the system, much to the detriment of many of our most needy students. Since our students are on the "front line" of this battle, we must be ever vigilant to protect their efforts and rights. One positive by-product of this continuing confronta-

**Our perspective shouldn't be to just observe the curriculum changes emerging in secondary education. We must understand those changes and work towards making sure scholastic journalism fits comfortably into the overall structure of the school of the 21st century. In journalistic terms, don't just report on it, become a participatory journalist and interact with it so it best serves the interests of journalism and mass communications fields. Act, don't react; anticipate changes and then participate in them.**

tion should be an increased dialogue between traditional antagonists: advisers, principals, school board members, students, parents. We are, after all, targets together.

- **Keep Informed**

In conclusion, even though we advisers may already be overworked and too busy, we must continue to make time to keep informed of education trends and movements within our schools. Our scholastic journalism programs will depend on it.

\*The Journalism Education Association has begun a project which will support scholastic journalism programs within the state and national standards movement. Under the guidance of past president Candace Perkins Bowen, a committee has been established to create a scholastic journalism Standards document which will align with the national standards produced by the National Council of Teachers of English and the International Reading Association.

The document will show how scholastic journalism programs help students achieve each of the 12 national standards. In addition, numerous vi-

gnettes will describe specific program elements. These vignettes will portray school newspaper, yearbook, literary magazine and broadcast programs from throughout the country and from many different grade levels, including elementary schools.

It is hoped that the document will be available in 1998. Talks are underway with NCTE to possibly co-publish the book, which could become a valuable curricular tool for publications advisers at all grade levels.

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Allen, J. & Dale, A. (1995). The school reform handbook: How to improve your schools. Washington, D.C.: U.S. Government (through ERIC).

America's public schools face a demanding call for reform. This guidebook argues that public schools are failing and that the "education establishment" has a vested interest in maintaining the status quo. The book provides guidelines for parents and citizens for making community-based changes or state reform of education. Section 1 provides an overview of school reform, models for school reform, and the myths and realities of governance, arguing that the education system is a bureaucratic industry. Three chapters in part 2 describe the organizations that represent different aspects of the schools and what concerned citizens can do to work inside or outside of unions, school districts, the state government and the federal government. Strategies practiced by the education establishment to discredit education reformers are described in chapter 9. Six chapters in part 3 present techniques for getting informed, building coalitions, publicizing the reform effort, growing the organization, approaching officials and creating a media-relations plan. Appendices contain selected national education statistics, a list of resource organizations, a glossary and lists of suggested readings and resources.

ASNE/Freedom Forum join in initiative to strengthen high school newspapers. (1996, July). American Editor, 777, p. 32.

An ASNE demonstration project is being funded by the Freedom Forum that will establish partnerships between local newspapers and high school journalism programs. The goals of the project are discussed.

Bennett, C.K. (1996, February). Schools, technology and educational leadership: A framework for change. NASSP Bulletin, 80(577), pp. 57-65.

Computers and related information technologies are forging fundamental changes in the way people communicate on personal, national and global levels. The U.S. education system is missing out on incorporating technology into classrooms, and principals need to serve as change agents.

Bennett, W.J. (1988). American education: Making it work. Washington, D.C.: U.S. Department of Education

Late-1980's vision of the state of education five years after the publishing of *A Nation at Risk*. Not a lot new, but some interesting insights from the former secretary of education.

Blue ribbon schools. (1996). Washington, D.C.: U.S. Department of Education (through ERIC).

Emphasis here is on school management and organization that must be in place for schools to achieve the blue-ribbon school awards from the U.S. Department of Education. Notes specific schools that have recently won the award, and gives reasons why they won the award.

Borman, K.M. & Greeman, N.P. (1994). Changing American education: Recapturing the past or reinventing the future? Albany, NY: SUNY Press.

A look at past curriculum changes gives the authors some thoughts on possible future changes.

Breaking ranks for high-school reform. (1996, October). The Education Digest, (62), pp. 4-9.

Condensed from "Breaking Ranks: Changing an American Institution," a report of the National Association of Secondary School Principals in partnership with the Carnegie Foundation for the Advancement of Teaching. Highlights of a report based on a two-year study by the Commission on Restructuring of the American High School are presented. This report focused on what is needed for high schools of the 21st century and contains more than 80 recommendations from practitioners involved daily in educating America's youth.

Cibulka, J.G. & Kritek, W.J. (Eds.). (1996). Coordination among schools, families and communities: Prospects for educational reform. Albany: SUNY Press.

Establishing coordination among schools, families and communities has emerged as a major policy issue in the debate over the quality of education and how the restructuring of education should be accomplished. This book explores coordination of services for children and youth between and among schools, families and community groups and agencies, as one process for dealing with the broad set of educational and social problems.

Clinchy, B.M. (1995, January). Goals 2000: The student as object. Phi Delta Kappan, (76), pp. 383-84.

Part of a special section on Goals 2000: The Educate America Act. The Goals 2000 initiative for education reform generally treats students as objects, not subjects. The initiative is apparently based on an erroneous image of students as passive receptacles of information. It seeks to impose impersonal standards from the outside, thereby disrupting connections between students and teachers and between students and their work. The education system

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should be based on care and understanding, not such inhumane standards.

Clinchy, E. (1995, January). Learning in and about the real world: Recontextualizing public schooling. *Phi Delta Kappan*, (76), pp. 400-4.

America's public schools should be reconnected to the real world. To help students survive in a violent, dangerous, and often inhumane environment and even change their environment for the better, schools should provide an education that is based on first-hand experience in the real world, that takes place largely in the real world, that enables students to reflect on the world, and that helps them develop a coherent, humane, wise and broad philosophical vision of what society is and should be about.

Clinchy, E. (1996, December). Reforming American education from the bottom to the top: Escaping academic captivity. *Phi Delta Kappan*, (78), pp. 268-70.

A special section on reforming education from the bottom up. When critical questions of any kind are asked about public education in America, the traditional practice has been to pass the buck down. By working from the bottom to the top, however, it may be possible to get a clearer and more accurate vision of what the future shape of education in U.S. schools must be if the whole system is to adequately serve the needs of American society in the 21st century.

Clinchy, E. (1995, January). Sustaining and expanding the educational conversation. *Phi Delta Kappan*, (76), pp. 352-354.

Part of a special section on Goals 2000: The Educate America Act. At first glance, the new national agenda for education may appear to be no more than a list of generally non-controversial aims. The agenda, put forward by the Clinton Administration and legislated into federal law by Congress, sets forth eight national goals. Author discusses problems presented by some of the goals.

Darling-Hammond, L. (1996, November). What matters most: A competent teacher for every child. *Phi Delta Kappan*, (78), pp. 193-200.

Part of a special section on quality teaching for the 21st century. The National Commission on Teaching and America's Future has produced a blueprint for recruiting, preparing, supporting and rewarding superb educators in All-American schools. Following two years of intense study and discussion, the commission concluded that the

reform of elementary and secondary education relies chiefly on restructuring the teaching profession.

Duffy, F.M. (1996). *Designing high-performance schools: A practical guide to organizational reengineering*. Delray Beach, FL: St. Lucie Press.

The model in this book describes how to redesign an entire school district's work system, social system and its relationships with elements of its environment by taking the reader through a step-by-step process that addresses a school's anatomy (structures), physiology (flow of information and webs of relationships) and psychology (beliefs and values). The goal: have the district become a high-performance learning organization that applies its collective knowledge to create educational services that have true value for all students and parents. Quick fixes? You'll find none here; the author guarantees the redesign model looks complex because it is complex.

Eisner, E.W. (1995, June). Standards for American schools: Help or hindrance? *Phi Delta Kappan*, (76), pp. 758-60.

Any successful effort at school reform will require a substantially deeper analysis of schools and their relationships to communities and teachers than has been undertaken to date. Discusses various reform movements over the years and argues that the preoccupation with national standards in education today distracts America from deeper, seemingly intractable problems plaguing the country's schools.

Finn, C.E. (1994, October). What to do about education. *Commentary*, (98), pp. 30-37.

The writer outlines six reforms that could radically improve America's elementary and secondary schools, which are plagued by weak academic achievement. They include a shift of power, establishment of well-defined standards, better testing of performance, diversification, school choice and better treatment of educators.

Finn, C.E. & Ravitch, D. (1996, November). Is educational reform a failure? *USA Today*, (125), pp. 22-24.

In recent months, there have been more setbacks than gains in the quest to reinvent U.S. education and build high academic standards into schooling. Goals 2000, the Clinton administration's major education reform initiative designed to promote development of state and national standards, is becoming a major battleground in the war over the federal government's role in education.

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Frazier, J. (1997). Reading, writing and justice: School reform as if democracy matters. Albany: State University of New York Press.

Critical education pedagogy places schools in the center of the survival-of-democracy movement. Traces the history of schooling and emphasizes today's reform efforts that are pro-democracy.

An action plan for improving high school journalism. (1995, February). Arlington, VA: The Freedom Forum.

This is a report containing excerpts from a roundtable discussion between professional journalists and California high school journalists and their advisers at the Freedom Forum Pacific Coast Center in Oakland, Calif. Participants brainstormed ideas for strengthening high school journalism and keeping it a vital part of United States schools. Within hours, the participants developed an "action plan" complete with recommendations.

Death by cheeseburger: High school journalism in the 1990s and beyond. (1994). Arlington, VA: The Freedom Forum.

The Freedom Forum provides a comprehensive and practical look at secondary education in journalism. The issues addressed includes free speech and press issues in high schools, the need for diversity in high school publications, newspapers' investments in high school publications, high school newspaper advisers and high school newspaper finances.

French, T. (1993). South of heaven: Welcome to high school at the end of the 20th century. New York: Doubleday.

Wander the halls of any American high school and chances are, you'll meet students very much like those who attend Florida's Largo High School. French couldn't get to know them all, of course, so we see the school through the eyes and lives of five students as they provide a provocative portrait of growing up in a time when drugs, guns, AIDS and suicide are everyday concerns. More compelling than fiction, the book opens a window on an unsettling view of a typical American high school in the 1990s.

Gagnon, P. (1995, December). What should children learn? Atlantic Monthly, pp. 65-78.

National standards have been thwarted, says Gagnon, but state-mandated academic standards and local action can yet save the schools. A discussion of school reform from the Committee of Ten's 1894 report to the 1983 A

*Nation at Risk* to today's efforts by local districts and the U.S. Department of Education. Solid historical perspectives that lead readers to reconsider the basic purposes of schools: for work, for citizenship and for private life. States "must find friends in teachers and citizens who, not overspecialized, have no ideology to press" except for the betterment of the individual's life.

Glickman, C.D. (1993). Renewing America's schools. San Francisco: Jossey-Bass.

A guide for school-based action, the book emphasizes the need for district and individual school control over curriculum if, Glickman surmises, students are to really enhance their education. Notes several specific examples where school improvement has occurred directly because of the actions of strong administrators, teachers and community leaders.

Glickman, C.D. (1998). Revolutionizing America's schools. San Francisco: Jossey-Bass.

School improvement programs are highlighted by Glickman, one of the authors who has enthusiastically addressed school reform since the late 1970s. Educational change is a must, Glickman says, if schools are to continue to serve our needs in a democratic society.

Goertz, Margaret E. (1995). Systemic reform. Volume II: case studies. Washington, D.C.: U.S. Government (through ERIC).

A relatively systemic approach to education reform emerged in the 1990s as one way of addressing policy fragmentation. This volume contains the case studies from a study that sought to: (1) expand knowledge of state approaches to systemic education reform; (2) examine district, school and teacher responses to state reform policies in a small number of reforming schools and school districts; (3) identify challenges at the state, district, school and classroom levels to reforming education; (4) examine the capacity of the educational system to support education reform; and (5) provide guidance to policymakers at all levels of the education system as they design and implement education reform policies. The volume contains case-study information on 12 reforming schools located in 6 school districts in 3 states.

Goldberger, S. & Kazis, R. (1996, April). Revitalizing high schools: What the school-to-career movement can contribute. Phi Delta Kappan, (77), pp. 547-52.

The writers address the most basic challenge in

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designing school-to-career strategy -- balancing the interests and needs of schools, employers and young people so that enough incentive exists for each party to make the required investment and commitment.

Hanushek, E.A. (1994, Fall). Making America's schools work. Brookings Review, (12), pp. 10-13.

The best way to reform America's schools is to stop budget increases and force schools to improve the efficiency with which they use their resources. Spending has increased greatly since 1960, but student performance on standardized exams has declined. The writer discusses the need to incorporate performance incentives in school reform and the possible roles of teachers, state and federal government, local school districts, businesses and parents in reform.

Harris, K. (1994). Teachers: Constructing the future. Bristol, PA: Falmer Press.

The attitudes of teachers as they discuss, and act on, possible curriculum changes are highlighted. If it's educational pedagogy you want, this is probably a good place to start.

Hernandez, D.G. (1994, April 2). State of high school journalism. Editor & Publisher, 127(14), p. 14.

According to results of a study, high school journalism teachers are often uncertified and untrained to teach the subject. Even if educators are qualified, they are hampered by a lack of resources and lack of interest from school officials.

Hirsch, E.D. (1996). The schools we need. New York: Doubleday.

Argues persuasively for a national core curriculum supplemented by subjects of local and regional significance. A national curriculum, Hirsch says, would help even the palying field for poor kids, who often don't get the educational jump-start at home that is part of the child-rearing agenda in many middle-class families. Illuminates the past five decades of school reform. Also includes an alphabetical glossary explaining the mysteries of such topics as 'culturally biased tests,' 'hands-on learning' and 'thematic learning.' The author's arguments are fueled by his passionate belief in universal high-quality education as the key to democracy.

Kerr, S.T. (Ed.). (1996). Technology & the future of schooling. Chicago: NSEE.

This volume deals with a number of central and

emerging issues relating to theory and practice in educational technology, including funding, changes in the educational environment because of technology and the integration of technology with instruction. Themes: technology is not a panacea for education; designing technology-based products for learning requires special care; and technology has social as well as cognitive effects. Other noted writers/authors within this volume: H. Segal, K. Westbrook, G. Salomon, D. Perkins, A. Lesgold, A. Margolis and J. Newsom.

Lemonick, M.D. (1992, Fall). Tomorrow's lesson: Learn or perish. Time, (140), pp. 59-60.

Part of a special section on life in the 21st century. Education in the United States is likely to undergo a dramatic change by the middle of the next century. Part of the change will be technological, with highly advanced computers giving students access to vast resources of information. In an even bigger change, the formal rigidity of education will be replaced with instruction tailored to individual students. The article offers predictions about the state of education in the 21st century.

Leonard, G.B. (1992, May). The end of school. The Atlantic, (269), p. 24.

The U.S. education system has failed to meet the challenges of the times. Education, particularly at the middle and high school levels, is not structured in a way that encourages academic excellence, and students who learn usually do so in spite of, not because of, school. If Americans are to survive as a democratic society, they will need to learn in a variety of new ways, none of which involve the current teacher-classroom format. U.S. educators must abolish the current education system and create a new type of interactive learning environment.

Lewis, A.C. (1995, June). An overview of the standards movement. Phi Delta Kappan, (76), pp. 744-50.

The idea of raising national standards for public school education has generated turmoil because of the exaggerated claims of both opponents and proponents. Neither those who say that standards will "save" public education nor those who assert that standards will nationalize the curriculum are right. The article discusses the various categories of standards being proposed, the sources of these standards, and the questions of who is to decide if a standard is good, whether teachers will be left out of the debate and whether the public will support the drive for higher standards.

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Lewis, A.C. (1997, March). Changing assessment, changing curriculum. *The Education Digest*, (62), pp. 13-17.

New approaches to student assessment are discussed. Four forces are pushing the development of student assessment: research on how students learn best challenges traditional standardized tests, almost every state has adopted or is working on new content standards, the requirement under Title I funds for students' progress to be measured annually almost guarantees that most school districts will have new assessment strategies, and standards-based reforms promote inclusion.

Lewis, A.C. (1996, January). Of rhetoric and standards. *Phi Delta Kappan*, (77), pp. 332-33.

Educational standards are of national concern, despite the rhetoric from Washington politicians to the contrary. An American Federation of Teachers survey found that all states, with the exception of Iowa, have developed or are in the process of creating new content standards, while the Council of Chief State School Officers found that nearly all state improvement proposals include newly developed standards. Disadvantages associated with the standards movement are also discussed.

Lewis, A.C. (1997, March). Staying with the standards movement. *Phi Delta Kappan*, (78), pp. 487-88.

As politicians waver in their commitment to standards-based education reforms, serious and legitimate work to transform how students learn is taking place in schools and districts nationwide. The principal issues facing these reformists are how to find the time and the expert assistance for a teaching force that is badly prepared for standards-based reform in schools, and how to match innovative assessment systems to the new standards.

Linking school and work: Roles for standards and assessment. (1996). San Francisco: Jossey-Bass.

Information here concerns the standards movement and assessing the need of such a movement in today's schools. Is it just a push towards vocational programs or is there a more academic endeavor involved? Evaluation of the movement is research-based and quite thorough.

Lipsky, D. (1997). Inclusion and school reform: Transforming America's classrooms. Baltimore, MD: Paul H. Brookes.

Mainstreaming in education does affect how teachers teach. What's it changed about the classroom? Lipsky

gives readers some food for thought.

Mosle, S. (1996, Oct. 27). The answer is national standards. *The New York Times Magazine*, pp. 44-47.

Pres. Bill Clinton and Republican presidential nominee Bob Dole made education a major issue in the 1996 presidential campaign. This is because education has moved to the top of the list of issues that concern most Americans. The candidates' oratory became so similar and so insular, however, that the debate was reduced to the single issue of choice, when the school reform that really matters is the curriculum. The writer outlines the advantages of a standard curriculum.

Paul, L. (1995, January). 10 things to fix about schools. *The Education Digest*, (60), pp. 57-60.

An article condensed from *NASSP Bulletin* (October 1994). The writer discusses 10 ways in which schools must change if education itself is truly going to change. He asserts that schools must have early childhood readiness programs, a longer teaching day in secondary schools, principals that are given the authority to manage their schools, a change in teacher training programs, a change in teacher tenure law, ways to mandate limited television access for students, incentive programs for students and teachers, business partnerships, teachers that work across the curriculum and mandatory parent involvement programs.

The progress of education reform. (1996). Denver, CO: Education Commission of the States (through ERIC).

In 1995, the Education Commission of the States released the first in a series of annual reports examining the progress of education reform. The report concluded that despite many encouraging signs of progress, American schools and students were losing ground. This 1996 report, the second in the series, summarizes data on student performance, student backgrounds and public attitudes about education; trends in state education policy; and major research findings on the effectiveness of reform. The information underscores the need for more comprehensive state efforts to evaluate reform policies.

The public purpose of education and schooling. (1997). San Francisco: Jossey-Bass.

Those educators pushing for educational change must always keep in mind the public purpose of education. Some historical perspectives that lead into some of today's reform movements.

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Quellmalz, E. (1995). School-based reform: Lessons from a national study. Washington, D.C.: U.S. Government (through ERIC).

This guidebook was designed to be used as a resource by teachers and school administrators interested in implementing school-based reforms. It provides examples of promising reform strategies and lessons learned from a national study of school-based reform. Data were obtained through a mail survey of 1,550 school districts, mail and telephone surveys of administrators at all state education agencies and case studies of reform efforts in 32 schools in five states. Second section describes the lessons learned from the case studies. The successful examples of school-based reform shared a core set of characteristics: a clear focus on creating more challenging learning experiences for all students; a school culture in which teachers worked collaboratively and had a voice in decisions that directly affected their ability to improve classroom practice; and opportunities for teachers and administrators to gain knowledge and build their professional capacity.

Ravitch, D. (1997, March 10). Education with accountability. Forbes, (159), pp. 82-83.

The charter school movement is slowly spreading throughout America. A charter school is like a public school district with only one school. It receives public funds, agrees to meet specific academic standards and accepts all students who apply. By pledging to meet certain standards, charter schools are freed from school board bureaucracy and most state mandates and regulations. However, they must pay for their autonomy with accountability.

Riley, R.W. (1994, September). Helping children to succeed. USA Today, (123), pp. 68-70.

American education today faces the challenges of educating and saving the current generation of young people and keeping pace with rapid social and economic changes. The Secretary of Education, and former governor of South Carolina, describes steps that parents and families can take to help children learn. Also frankly discusses the U.S. Department of Education's Goals 2000 reform program.

Rutherford, B. (1997). Parent and community involvement in education. Washington, D.C.: U.S. Department of Education (through ERIC).

Parent participation has been called one of the backbones of any school reform movement. Rutherford

explains why that's the case in this report from the department's Office of Educational Research and Improvement.

Schlechty, P. (1997). Inventing better schools. San Francisco: Jossey-Bass.

An action plan for educational reform begins with the restructuring of the school administration and its organization of processes, says Schlechty. Another thought-provoking book from Jossey-Bass.

Simpson, D. (1997). Educational reform. New York: Garland Publishing.

Going back to the educational principles and teachings of John Dewey is just the perspective we need. Hands-on projects, projects that have an obvious connection to every-day life and student-centered schools dominate the discussion.

Sizer, T.R. (1992, November). School reform: What's missing. World Monitor, (5), pp. 20-24.

The writer discusses the profound dissatisfaction with public education in the United States and the unprecedented central role that the issue played in the 1992 presidential campaign, remedies that have been pursued in the early 1990s, the lack of funding for school reform, the critical role that television plays in shaping culture and its potential for school education, and the need for adults to set an example for children.

Sizer, T.R. (1996). Horace's hope. New York: Houghton Mifflin.

Sizer, who focused on secondary education in two previous books, *Horace's Compromise* and *Horace's Schools*, finds the greatest promise in grass-roots reform efforts that involve active consortiums of administrators, teachers and parents. In this book, the last volume of the trilogy, he revisits what he describes as the typical high school as well as members of the Coalition of Essential Schools, a national reform group he chairs. "Ideological turbulence," says Sizer, "is a healthy development, the first step in real reform."

Sizer, T.R. (1996, January). Telling silences in education reform. The Education Digest, (61), pp. 44-47.

An article condensed from the fall 1995 issue of *Daedalus* discusses four critical details relating to school reform: the goal and standard-setting process, mass testing, the lack of attention given to the inner workings

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## Secondary Education's Critical Future . . . . . Beneficial Resources Continued from page 28

of schools and the astonishing lack of visible anger and embarrassment among politically influential Americans about the realities of going to school in America.

Smith, T. (1995). High school students ten years after 'a nation at risk'. Washington, D.C.: U.S. Department of Education (through ERIC).

Statistics comparing the 1993 high-school student achievements to the 1983 student achievements reemphasizes the declining state of public education. Longitudinal studies also noted.

Smith-Maddox, R. & Wheelock, A. (1995, November). Untracking and students' futures: Closing the gap between aspirations and expectations. Phi Delta Kappan, (77), pp. 222-228.

Ability grouping in schools and the accompanying differential distribution of expectations are vital elements in locking students out of meaningful opportunities for future success. The gap between student aspirations and school expectations is in part exacerbated by the failure of many schools to provide all students with access to guidance designed to help them work to realize their ambitions. Some innovative strategies that may help to close this gap are described.

Steinberg, L. (1996). Beyond the classroom. New York: Simon & Schuster.

School reform has failed, says Steinberg, and it's up to parents to improve schools by demanding accountability, becoming personally involved and, of course, letting their children know, at an early age, the importance of a good education to the quality of one's life.

Technology and education reform: The reality behind the promise. (1994). San Francisco: Jossey-Bass.

Educational innovations today often involve the use of educational technology-- computers, multimedia and the Internet. But it's still expensive, still time-consuming for teachers to learn and still not the overall panacea for some of the problems in American schools. Some reality checks here, but a fairly positive conclusion on what technology, if used wisely, can really do for our schools.

Technology education in the classroom. (1995). San Francisco: Jossey-Bass.

Developing curricula that gets students into the technology revolution scares a lot of teachers. But educators know it can work. Here's an assessment of why it must work, how it can work and who needs to take the

lead role in making sure educators can use it correctly.

Tewel, K.J. (1995). New schools for a new century: A leader's guide to high school reform. Delray Beach, FL: St. Lucie Press.

The criticism of the American high school has been specific. The charges are quite clear: low achievement; the impersonality of large high schools; the predominance of students as passive learners; the failure to shift from teaching as delivery of information to development of enduring intellectual skills; a basic curriculum that is fragmented; and the failure to provide learning experiences that better prepare students for transition to the work world after graduation. What will it take to address these criticisms? Tewel passes around the blame (teachers, administrators, parents and students) but ultimately leaves readers believing that the high school simply hasn't changed with the times.

Walling, D.R. (Ed.). (1995). At the threshold of the millennium. Bloomington, IN: Phi Delta Kappa Educational Foundation.

This volume of essays was written as a tribute to the ideals of Phi Delta Kappa and to the fraternity's retiring executive director, Lowell C. Rose, who led the international professional fraternity in education from 1971 to 1995. Each contributor was invited to reflect on his or her personal experiences in education and life and to speculate on what education in the 21st century might, should and can be.

Wilson, R. (1996). Reaching for a better standard. New York: Teachers College Press.

The dilemma of accountability for American schools is compared to the inspections of Great Britain schools that are regular, intense and thorough.

Wulf, S. (1997, Oct. 27). How to teach our children well. Time, 150(17), pp. 63-69.

To illustrate what makes a good school, *Time* magazine chose two middle schools and one secondary school that do succeed, despite having a majority of minority students, limited financial resources and membership in a large school system. Sidebar lessons on after-school assistance to students, use of technology, small class sizes and teacher preparation help drive home the points that these four areas are critical factors in making a school effective in its efforts to educate students.

## Studying Journalism in the 21st Century University . . . . by Thomas E. Eveslage

Is journalism education at the college level healthy and improving? That depends upon who's asked. Those who complained when journalism programs expanded from a newspaper and print focus to one embracing broadcast, advertising and public relations are likely to be disappointed with the breadth of what now is often called mass communications. Those who believe a liberal arts foundation and communication skills that prepare one for an unpredictable career shaped by technological change should be encouraged.

### • Major Growth At J Schools

The number of college journalism majors jumped from 4,500 in 1951 to about 48,000 in 1973. Journalism schools during this time were what Everette Dennis, then dean at the University of Oregon, referred to in the early 1980s as "little more than industry-oriented trade schools." But by the mid-1980s, when more than 200 Journalism and Mass Communications (JMC) programs enrolled some 85,000 majors, students were finding advertising and public relations jobs more plentiful and financially attractive. The glamour of television also took its toll, and Dean Richard Cole of the University of North Carolina said in 1985 that only about 15 percent of journalism majors were interested in newspapers.

### • The New Media

Instead of training for a job, journalism education began focusing more on educating for a career. That trend continues. The new media, shaped by changing technology, are sure to require a solid but broad undergraduate mass communications curriculum in the 21st century. Problems higher education programs encountered during this transition are likely to persist ... and may mean that only the healthiest or

**Dr. Thomas E. Eveslage is a professor of journalism and associate dean of the School of Communications and Theater at Temple University. He holds a B.S. in English from St. Cloud (MN) State University, an M.A. in journalism from the University of Minnesota and a Ph.D. in journalism from Southern Illinois University. Author of "The First Amendment, Free Speech and a Free Press," Eveslage has addressed student press issues for 25 years. He received JEA's Carl Towley Award in 1989 and CSPA's Gold Key in 1997.**

most resourceful programs will attract the good students journalism programs have had in the past.

Journalism educators for years have bemoaned the lack of financial resources to support the type of program communication industries expect...and emerging technology demands. Straddling the line between academic legitimacy as strong liberal arts programs and industry acceptance as skills-oriented professional programs, journalism units have sought a balance that too often has satisfied neither administrators nor communication professionals. Journalism educators have long complained of insufficient financial support from industry, and that theme continues.

The 1984 Oregon Report on journalism education predicted changes that likely will continue into the next century. One forecast was for a shift from industry-oriented sequence programs to more generic mass communication study, with a focus on student competence and knowledge of information gathering and verbal, visual and computer literacy.

### • Vision 200 Task Force

Journalism education's Vision 200 Task Force 10 years later said that journalism and mass communications programs should help students and media

consumers understand mass communication processes, as well as improve the "practices and performance of mass media professionals."

More than 400 colleges and universities offer JMC programs today and the total number of majors studying mass communications now numbers more than 125,000. In the more than 100 accredited programs, journalism and mass communications students must complete two-thirds of their work in liberal arts courses outside of journalism...and that mix is unlikely to change. Industry leaders who complain that too little time is devoted to professional skills still support the liberal-arts model and demand knowledgeable, well-trained employees with critical-thinking skills.

### • JMC Master's Programs

Another trend hard to ignore is the popularity of professional master's degree programs to complement an undergraduate liberal arts degree or to provide a specialty for someone with a journalism and mass communication degree. In 1995, *U.S. News & World Report* identified 171 JMC master's degree program with more than 10,000 students enrolled.

Communication technology, so much a part of our daily lives, has moved to campus, too. The JMC curriculum today already is equipping tomorrow's media consumers and practitioners. Perhaps the demands, opportunities and challenges of cyberspace will bring communication industries and JMC programs closer together. We sit on the horizon together, facing more unanswered questions than we dare imagine. The college-age generation that will have to find the answers is counting on journalism and mass communication programs, as well as higher education in general, for help.

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### • GENERAL

AEJMC Curriculum Task Force. (1996). Responding to the challenge of change. Journalism and Mass Communication Educator, 50(4), pp. 101-119.

This piece follows two years of work and summarizes the 1994 report of the Association for Education in Journalism and Mass Communications Vision 200 Task Force and its projections for journalism education at the turn of the century.

Beaman, R. & Sommersness, M.D. (1994, Spring). Back to the future: International education in public relations. Public Relations Review, 20(1), pp. 89-95.

The need for university courses emphasizing international public relations is discussed. Despite global trends underlining increased internationalization, few university courses emphasize international public relations.

Becker, L. B. & Graf, J.D. (1995). Myths & trends: What the real numbers say about journalism education. Arlington, VA.: The Freedom Forum.

This 21-page Freedom Forum report looks at JMC education over a 20-year period from the 1970s to the 1990s. Among the findings: JMC students compare well with those in other academic disciplines and the popularity of the major is leveling off despite a dramatic increase during this period.

Blanchard, R. O., & Christ, W.G. (1988, April). Professional and liberal education: An agenda for journalism and mass communication education. ACA Bulletin, 64, pp. 3-9.

In a special issue devoted to the tension between proponents of strong professional programs and colleagues who advocate broader liberal arts education. The authors here argue for programs built on common ground and shared commitments.

Carter, R.F. (1995, Winter). On the essential contribution of mass communication programs. Journalism Educator, 49(4), pp. 4-10.

Carter argues that the future of mass communications programs should depend on the educational contributions they make. If these programs develop new methods of scholarship that respect the importance of collective problem solving, mass communications could stand at the center of elementary and higher education.

Christ, W.G., & Hynes, T. (1996). Missions and purposes

of journalism and mass communications education.

This is a report from the co-chairs of the AEJMC/ASJMC Joint Committee on the Role of Journalism and Mass Communications Education. The authors define this report as a systematic compilation, analysis, and publication of mission statements from JMC programs. A survey of 419 ASJMC schools brought 247 responses, 174 from schools with mission statements. This report summarizes those statements and concludes how JMC schools are balancing professional and liberal arts preparation.

Cole, R. R. (1985, Autumn). Much better than yesterday, and still brighter tomorrow, in special journalism and mass communication education for the 21st century issue of Journalism Educator, 4(3), pp. 4-8.

This issue includes nine articles by journalism educators discussing everything from trends to educating for free expression, the liberal arts curriculum and advertising education.

Day, N. (1996, November). Reconnecting j-schools with newspapers. The American Editor.

American Society of Newspaper's Institute for Journalism Excellence, funded by a Knight Foundation grant, put 25 journalism professors into newspapers for seven weeks — including an orientation at the American Press Institute — to reconnect them to the journalistic experience. Day, one of the Institute's fellows, discusses her experience in the program. She says her experiences in the newsroom brought back the rush of reporting and that experiences in the advertising and circulation departments taught her new information about the business side of newspapers. She tells of how she expects to incorporate the experience into her classroom.

Deebler, C.D. (1995, Sept. 18). Industry looks ahead to students. Advertising Age, 66(37), p. 12.

Building the talent of future advertising professionals is the responsibility of those who love the business and want to set high standards for the next century. Discusses Interad, the International Student Advertising Competition, a "hands-on" program that gives students from around the world a chance to solve "real-life" marketing problems.

Dennis, E. E. (1986, June). Seizing a special time: The future of journalism and mass communication, in Commentaries on Journalism Education, pp. 22-25. New York: Gannett Center for Media Studies.

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Dennis, then director of the Gannett Center, discusses the implications of the Oregon Report from the University of Oregon when he was journalism dean there. The Oregon Report was the inspiration for many subsequent examinations of the journalism curriculum in the late 1980s.

Dennis, E. E. (1988, Spring). Whatever happened to Marse Robert's dream? The dilemma of American journalism education. Gannett I Center Journal, 2(2), pp. 1-22.

This overview of journalism education carries the teasing conclusion that "The story of journalism education in America is a story of good intentions, weak support, irresolution, ambiguity, and even deception and hypocrisy." But, overall, it's an upbeat piece.

Gathering storm for j-education. (undated). A special report in Presstime, journal of what then was the American Newspaper Publishers Association and now is the National Newspaper Association.

The role of JMC units on campus is discussed, and there is a short but useful item entitled "Seven Indicators of Quality in a J-School."

Gordon, J. (1996, June). Rethinking journalism education? News Photographer, 51(6), p. 6.

Journalism school graduates are the lowest paid college-educated workers and interest in journalism education is declining. A program has been developed called "Rethinking Journalism Education" that will try to integrate journalism across curriculum.

Gunaratne, S.A. & Lee, B.S. (1996, Summer). Integration of Internet resources into curriculum and instruction. Journalism & Mass Communication Educator, 51(2), pp. 32-35.

Gunaratne and Lee examine the issues associated with introducing e-mail and other Internet tools into the journalism classroom and explain how instructors can use the Internet in reporting, editing and international communication courses.

Hamilton, J.M. & Izard, R. (1996, Oct.). Bridging the gap. American Journalism Review, 18(8), pp. 16-17.

Professional journalists and journalism educators should join forces to strengthen both of their domains. Reasons why partnerships between journalists and journalism educators are beneficial to their professions are outlined.

Higher education in the information age. (1991, Spring-Summer). Special issue of the Gannett Center Journal, 5(2-3).

The 15 articles in this issue discuss a range of topics, divided into the three areas of "Me Information Factory," "Journalism in the University" and "Free Expression on Campus."

Is j-school worth it? (1996, March 18). U.S. News & World Report, pp. 98-100.

This article on the magazine's examination of graduate schools discusses the move towards and the role of professional master's-degree programs in journalism and mass communications. The article also lists the JMC schools with the best advertising, public relations print and radio/television programs as ranked by academics and by practitioners.

Jaffe, J. (1995, Spring). Observations on American media in the twentieth century. Journalism Educator, 50(1), pp. 92-99.

Although Jaffe concentrates on the past, the retired journalism professor from Long Island University also closes his article with an appeal for journalism schools to make sure their students study traditional subjects in some depth so they better comprehend civilization and are stimulated to think.

Jane Pauley task force on mass communication education. (1996, October). Tomorrow's Broadcast Journalists. Greencastle, IN: Society of Professional Journalists.

This 21-page report, with another 75 pages of support documentation, is the result of an examination of broadcast education. The report concludes with 19 recommendations for journalism educators, industry leaders and students, including a call for more and better interaction between educators and industry leaders.

John, J.A. & Tidwell, J. (1996, Summer). Links between professional education and the penalized campus press. Journalism & Mass Communication Educator, 51(2), pp. 15-24.

John and Tidwell examine the relationship between the kind of journalism education available to students who produce college newspapers and the performance of those papers.

Johnson, J.T. (1995, Fall). New education for journalists. Nieman Reports, 49(3), pp. 67-70.

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Johnson calls for a radical overhaul of college journalism programs to deal with the realities of the digital age. Some guiding principles and values for new media are outlined.

Journalism education in the next decade: 19 big questions and a host of answers. (1982).

A 40-page Continuing Studies report from the Journalism Education Committee of the Associated Press Managing Editors Association. The numerous quotes from journalists and educators in this report offer an interesting historical perspective on the changes that JMC education would experience in the 15 years that followed.

The journalist's road to success. (1996). 1996-1997 Career and Scholarship Guide. Princeton, N.J.: Dow Jones Newspaper Fund, Inc.

Lists the colleges and universities with the 104 accredited JMC programs and includes other useful support material for the move to college. One section, e.g., is entitled "The First Big Decision: Choosing the Right College."

Keller, T. (1996, Spring). Small colleges may lead the way in curriculum for the 21st century. Journalism & Mass Communication Educator, 51(1), pp. 77-81.

Communications professors must adjust their curriculums and abandon industry-oriented sequences as the 21st century approaches. Keller contends that small liberal arts colleges may be the most readily adaptable for the changing demands of educating communication scholars and practitioners for a new millennium.

Kennedy, G. (1995, July-August). Taking a hard look at journalism schools. APME Report, pp. 3, 20, 22.

The tension between professional demands and the budget restrictions of the academic community is discussed.

Medsker, B. (1996). Winds of change: Challenges confronting journalism education. Arlington, VA: The Freedom Forum.

This 181-page book by a former journalist and journalism department chair at San Francisco State University focuses on the implications of JMC shifts from professional education to mass communication education. The report concludes with recommendations for interdisciplinary study and a campus role that recognizes the liberal arts tradition without sacrificing strong strains of professionalism.

O'Donnell, M. (1995, Winter). Teaching publication design with desktop publishing. Journalism Educator, 49(4), pp. 47-56.

O'Donnell discusses how valuable a tool desktop technology is in publication design courses. He suggests ways of structuring a design course that uses desktop technology.

Otnes, C., Spooner, E. & Treise, D.M. (1993, Autumn). Advertising curriculum ideas from 'new creatives.' Journalism Educator 48(3), pp. 9-17.

Study explores the types of information and advice from "new creatives" — those recently out of school and working in the advertising field — can offer educators attempting to help students secure creative careers. Describes ideal creative courses, ideal outside coursework and methods for improving students' portfolios.

Parsons, P. F. (Ed.). (1986, Summer). Prominent educators assess journalism education's future. Journalism Educator, 41(2), pp. 4-7, 55.

Comments from Ted Peterson (University of Illinois, Campaign-Urbana), Roy Fisher (University of Missouri), Philip Meyer (University of North Carolina), Del Brinkman (University of Kansas), Everette Dennis (Gannett Center for Media Studies) give readers a summary of statements made during a panel discussion at the 1985 AEJMC convention.

Paterno, S. (1996, Aug. 31). Shift seen away from j-school roots. Editor & Publisher, 129(35), pp. 18-19.

Journalism education is moving away from being taught by working journalists and moving toward communications taught by scholars who prepare generic communicators who could be hired to serve any interests. Fewer faculty members with significant experience in journalism are being hired by colleges and universities.

Russial, J.T. (1995, Winter). Mixed messages on pagination and other new skills. Newspaper Research Journal, 16(1), pp. 60-70.

Content analysis shows that skills mentioned in *Editor & Publisher* job ads are not consistent with the Associated Press Managing Editor's agenda for journalism education. Russial discusses the discrepancy and the implications for journalism education.

Scott, S.D. (1995, Summer). The technological challenge for curriculum and instruction. Journalism & Mass

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Communication Educator, 50(2), pp. 30-40.

Technology is hurtling media and the rest of society into an uncertain future. The results of a survey conducted to determine how well journalism schools are meeting the educational needs of students in the midst of change are discussed, and the implications for journalism education are considered.

Stein, M.L. (1994, August 27). J-schools besieged, not endangered. Editor & Publisher, 127(35), pp. 11-12.

Summarizes a discussion by leaders in JMC education that acknowledges some budget and course cutbacks, but notes as well how schools are responding to the challenge.

Tantillo, S.H. (1995, February). National journalism certification: Providing qualified teachers and advisers. NASSP Bulletin, 79(568), pp. 49-55.

The Journalism Education Association has a voluntary certification program that enhances existing state requirements for journalism teachers. JEA's eight primary goals are listed.

What makes a great journalism school? (1995, May). American Journalism Review, pp. 1-8.

Deans and directors of 15 of the most respected JMC programs in the country share their ideas about the state and direction of journalism education. This report is based on a Deans' Roundtable in February 1995 at the University of Maryland.

Wilkins, D.M. (1997, Spring). Despite computers, journalism remains a human enterprise. Journalism & Mass Communication Educator, 52(1), pp. 72-78.

Wilkins is concerned that many journalism programs may be crowding out the basics so necessary in journalism education in favor of computer-aided communication skills. Discusses what he feels to be the needs of his students and how he covers those needs in addition to his program's mandate.

Yovovich, B.G. (1996, Feb. 12). J-schools in transition. Editor & Publisher, 129(7), pp. 20-22.

The convergence of media is changing how journalism schools train tomorrow's journalists. However, there is a growing sense that any really useful new curriculum will have to do a lot more than teach students a few new high-tech tricks.

### • ADVERTISING

Akst, D. (1995, Feb. 6). Time out of joint. Brandweek,

36(6), p. 30.

With "time-shifting," television viewers will be able to watch the shows they want when they want to watch them. Time-shifting will force advertisers to look at the medium in a whole new way.

Arm your company for the info-driven marketing future. (1995, Oct. 23). Advertising Age, 66(43), p. 29.

A 10-point "call to action" for companies preparing for the information-driven marketing future is presented. Marketers should begin to treat customer information as an important company asset and to invest in its development.

Bristow, C. (1995, Nov. 1). Just TIFF/IT! Folio: The Magazine for Magazine Management, 24(18), pp. 52-54.

The magazine industry's adoption of a standard for digital production is the first step towards integrating advertising into the desk-to-press work flow. However, there are still many hurdles to clear.

Conway, C., Geske, J. & Wagner, E. (1993). Computer use by art directors and implications for advertising and visual communication educators. AEJMC: Visual Communication Division.

While computer technology is revolutionizing graphic design, the extent of computer use by advertising professionals is varied. Baseline survey shows industry is in a state of transition. Also discusses hardware and software used in the advertising industry to help educators better prepare their students for advertising careers.

Crain, R. (1995, May 8). Future best doled out in the correct dose. Advertising Age, 66(19), p. 22.

Describing the future as holding radical change can make people very uncomfortable and cause them to dig in their heels to preserve what they have, notes this editorial. Advertising agencies need to be assured that their business will remain the same even as change comes.

Danzig, F. (1995, Spring). The next 50 years. Advertising Age, 66, p. 54.

Despite negative reports, there is a future for television and advertising, but television must learn to cope with many new challenges. Thoughts on the next 50 years of television advertising are offered.

Deebler, C.D. (1995, Sept. 18). Industry looks ahead to students. Advertising Age, 66(37), p. 12.

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Building the talent of future advertising professionals is the responsibility of those who love the business and want to set high standards for the next century. Discusses Interad, the International Student Advertising Competition, a "hands-on" program that gives students from around the world a chance to solve "real-life" marketing problems.

Donaton, S. (1995, March 11). Control new media. Advertising Age, 66(11), p. 1.

Edwin L. Artzt urged advertisers to seek a greater role in new media programming to enhance their marketing efforts. Artzt's views on the role of advertising agencies in the future are discussed.

Dwek, R. (1997, February). Impersonal touch. Management Today, pp. 70-71.

Direct mail has an assured future as an effective means of selling goods and services, but it could be still more assured if it avoided irrelevant targeting. Strategies for making effective use of direct mail are discussed.

Elliot, S. (1995, Dec. 20). Advertising: For interactive advertising. The New York Times, p. D7.

At a daylong conference hosted by the Advertising Club of New York and sponsored by *Newsweek* magazine, there were predictions about looming problems in the near future of interactive advertising, which enjoyed a strong year in 1995.

Emmerling, J. (1995, May 15). Riding the runaway new-media cow. Advertising Age, 66(20), p. 19.

Emmerling advises advertising agencies not to rush headlong into the wild interactive future. He predicts that by 2000, the average American will spend no more than 10 minutes a day with new media.

Freeman, L. (1995, Sept. 18). Beauty marketing. Advertising Age, 66(37), pp. 29-30.

In the 21st century, the face of beauty will be as diverse as the global population, but the biggest change will come in consumers' attitudes, shopping habits and response to beauty advertising. Predictions for the new focus for beauty in the next century are discussed.

Georgescu, P.A. (1997, April 14). Looking at the future of marketing. Advertising Age, 68(15), p. 30.

Georgescu considers the future of marketing in relation to the profound and lasting changes that are

transforming the economic landscape, focusing on five rules that govern marketers' and shops' existence. Marketing is increasing by becoming purely a business of ideas.

Gleason, M. (1995, Aug. 28). Agencies probe interactive role. Advertising Age, 66(34), p. 14.

The costs of doing business in the interactive arena are spurring advertising agencies to review their resource allocations. However, advertising agencies consider interactive expertise vital to their future.

Goodkind, D. (1995, November). Mail marketing is here to stay. Direct Marketing, 58(7), p. 51.

Mail marketing will not pass away with the advent of cyberspace. It will prosper with the better defined databases that will become available through cyberspace marketing. The future of the Postal Service is mail marketing's biggest threat, its friend and its nemesis.

Hayden, S. (1996, Nov. 11). Technology won't alter how consumers use ads. Advertising Age, 67(46), pp. A12, A32.

In the future of advertising for high-tech products, the long-running efforts of advertisers to get into the heads of consumers will continue. General advertising, direct marketing, interactive marketing and sales promotion will all need to converge in the future.

Hutheising, N. (1995, Jan. 16). The wild west of advertising. Forbes, 155(2), pp. 50-51.

Infomercials may yet have a splendid future despite the business' infestation with scam artists. The burgeoning business of infomercial companies is discussed.

Liebmann, W. (1995, April 15). 2001: A retailing odyssey: Confronting the consumer of the 21st century. Vital Speeches of the Day, 61(13), pp. 406-410.

During a speech, Liebmann, the president of WSL Marketing Inc., discusses consumer trends. The speed at which things change in the United States and around the world is so great that before one knows it, today's trends are yesterday's memory.

Madsen, H. (1996, December). Reclaim the deadzone. Wired, 4(12), pp. 206-220.

With \$5 billion in web ad sales forecast by 2000, online advertisers must find new ways to pull in consumers or miss out on the big payday. Madsen discusses how

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Internet content providers have failed to exploit the potential of advertising and what steps advertisers can take to improve their fortunes immediately.

Mandese, J. (1995, July 24). Media buying & planning: Critical intelligence hitting every desktop. Advertising Age, 66(29).

Upgraded computerized “intelligence” systems of the near future will provide data that will let advertising agencies adjust their clients’ media and creative strategies by the moment and react immediately to competitor moves.

Nisenholtz, M. (1994, July-August). The digital medium meets the advertising age. Edcom Review, pp. 27-30.

Nisenholtz discusses interactive marketing as the marketing medium changes to digital technology and looks at the effect this will have on marketers’ traditional use of television to sell products. He says power will be transferred to the hands of the consumers as they will eventually be able to “self-select” whose messages they want to hear. Advertisers will be faced with the task of reaching a much more selective audience and need to embellish ads with information, entertainment and customer service value.

Otnes, C., Spooner, E. & Treise, D.M. (1993, Autumn). Advertising curriculum ideas from ‘new creatives.’ Journalism Educator, pp. 9-17.

Study explores the types of information and advice from “new creatives” — those recently out of school and working in the advertising field — can offer educators attempting to help students secure creative careers. Describes ideal creative courses, ideal outside coursework and methods for improving students’ portfolios.

Peppers, D. & Rogers, M. (1995, March). The end of mass marketing. American Demographics Supplement, pp. 42-52.

In the interactive future, one-to-one marketing will be especially appropriate for packaged goods and other “low-involvement” consumer products now sold almost exclusively with brand advertising. Genuine one-to-one marketing is founded not just on mail, phone and fax, but also on an increasingly powerful array of individually interactive vehicles, including on-site interactivity and on-line connections.

Pollack, J. (1996, Aug. 5). New marketing spin: The public relations ‘experience.’ Advertising Age, 67(32), p.

33.

Experimental marketing is a hybrid of such established disciplines as integrated and relationship marketing and public relations; it strives to create a brand experience with consumers on a personal level. Some examples of brands going “into the streets” are discussed.

Schlosser, J. (1997, April 21). Cable and Internet, a fit for advertisers. Broadcasting & Cable, 127(17), p. 55.

In the keynote speech at the Cable Advertising Conference, Steven Dapper told the audience that the future of advertising was the Internet. Dapper says the cable industry has a great opportunity to capitalize on the Internet.

Schmidt, K.F. (1996, July). Digital ads. Print: America’s Graphic Design Magazine, 50(4), pp. 231-232.

An all-digital prepress work flow seems to be the future of the publication printing field. Computer-to-plate technology appears to offer the appropriate tool to reach the goals of advertising.

Shapiro, L. (1996, May 4). Watching the game? The future is now. The Washington Post, p. H3.

Leonard Shapiro comments on new advertising technology that involves “digital billboards” that will alter the sign so that viewers at home would see a different message than those people at the game.

Sloan, P., Wallenstein, A. & Whalen, J. (1995, May 1). Ad adjusts to new media. Advertising Age, 66(18), p. 1.

The traditional world of advertising has become involved in interactive experimentation. This report of the 1995 American Association of Advertising Agencies meeting, where concerns over the future of midsize shops were expressed, is presented.

Smith, R.W. (1995, April 1). Advertising and the interactive age: A polite wake-up call. Vital Speeches of the Day, 61(12), pp. 358-361.

The convergence of digital technologies and its impact on advertising in the information age are addressed. The new interactive capability will dramatically elevate television as a sales and marketing tool.

Turow, J. (1997). Breaking up America: Advertisers & the new media world. Chicago: University of Chicago Press.

Technological changes are changing the way advertis-

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ers do business. Segmenting markets is much easier, and advertisers are beginning to do specialty marketing that works.

Webb, W. (1995, March 11). Advertising in interactive media. *Editor & Publisher*, 128(10), pp. 32-33.

Highlights from the Interactive Advertising conference held in New York are discussed. The future of interactive marketing and interactive multimedia advertising is discussed.

#### • MAGAZINES

Atwood, B. (1994, July 2). Digital magazines make retail inroads. *Billboard*, 106(27), p. 88.

With the multimedia magazine genre continuing to grow, computer software retailers may become the electronic newsstands of the future. New entries in the emerging world of digital journalism are discussed.

Bahrenburg, D.C. (1994, Feb. 1). Face the digital future without fear. *Folio: The Magazine for Magazine Management*, 23(2), p. 22.

One person believes that publishers should face the digital future without fear because magazines will enjoy a prosperous future. The key to the future of publications is content, not technology.

Bristow, C. (1995, Nov. 1). Just TIFF/IT! *Folio: The Magazine for Magazine Management*, 24(18), pp. 52-54.

The magazine industry's adoption of a standard for digital production is the first step towards integrating advertising into the desk-to-press work flow. However, there are still many hurdles to clear.

The future is in alliances with other magazines. (1996, Sept. 15). *Folio: The Magazine for Magazine Management*, 25(13), p. 9.

John Mack Carter, president of Hearst Magazine Enterprises, believes magazines need to work with each other to succeed in emerging multimedia areas. Carter says the future is in alliances.

Harris, T. (1996). Getting on CD-ROM: Are you ready for the future? *Folio: The Magazine for Magazine Management*, 24(19), pp. 258-259.

Techno-challenged magazine publishers who would like to get on CD-ROM are advised to get familiar with CD-ROMs, learn the lingo, keep up with the industry, get educated about CD-ROMs and then go for it.

Hasek, G. (1996, Nov. 18). Webbed up and ready to roll. *Industry Week*, 245(21), pp. 94-98.

Magazine publishers are using the World Wide Web to generate new business. They are laying the groundwork for future business opportunities selling ad space on their web sites.

Hochwald, L. (1994, April 15). Six steps to an editor's success in the year 2000. *Folio: The Magazine for Magazine Management*, 23(7), pp. 36-38.

Six steps to ensure an editor's success in the year 2000 and beyond are discussed. The steps include understanding the new media culture, following media and employment law, and learning the art of number-crunching.

Langford, B. (1996, Nov. 15). Let history save you money in the future. *Folio: The Magazine for Magazine Management*, 25(17), p. 36.

Magazine publishers are faced with huge strategic and economic challenges. Langford offers some solutions for dealing with soaring costs, including incorporating previous experience into current planning.

Lasica, J.D. (1996, November). Net gain. *American Journalism Review*, 18(9), pp. 20-33.

If newspapers and magazines hope to flourish online they must engage in a two-way conversation with their audiences. A more open relationship could be good news for the future of journalism.

Russell, A.M. (1995, April 15). If this is the future, let's live in the past. *Folio: The Magazine for Magazine Management*, 24(7), p. 7.

Russell argues that *Omni's* decision to become an online publication as of May 1995 and its boast that this move is the wave of the future are misleading. A magazine that exists only in cyberspace is a lesser life form that loses the ability to move easily from the specific to the general.

Russell, A.M. (1994, Sept. 15). Pie in the information sky. *Folio: The Magazine for Magazine Management*, 23(15), p. 7.

Investing in the information superhighway means operating new business ventures. The magazine industry is discussed in an editorial relating to on-line publication and preparation for the future.

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Sentinery, R. (1996). How to get great design with desktop publishing. Folio: The Magazine for Magazine Management, 24(19), pp. 211, 214.

With the right hardware, software and editorial vision, even small magazines can get good results from desktop publishing. Desktop publishing can result in a publication that looks radically different than others.

Sheiman, B. (1995, Oct. 15). Back to the future of magazines. Folio: The Magazine for Magazine Management, 24(17), pp. 71-73.

The magazine industry should be aware that it needs to formulate its mission in terms of the market benefit, not the product or service, because as market and competitive conditions change, the product or service may find itself marginalized.

Sullivan, C. (1994, Nov. 1). Hiking toward the highway. Folio: The Magazine for Magazine Management, 23(18), pp. 61-62.

It will not be long before the magazine industry can concentrate its effort exclusively on the gathering and digitizing of information. Advice for keeping up with the future is offered.

The view from here. (1997, April 1). Folio: The Magazine for Magazine Management, 26(5), pp. 57-59.

Experts from five publishing specialties discuss what they see as the future of magazine publishing. Ronald Meyer, president of RSM Marketing Inc, says one important issue is changing from controlled to paid circulation.

#### • NEWSPAPERS

About the future. (1996, June 1). Editor & Publisher, 129(22), p. 8.

While conventional wisdom says that personal computers and the Internet will gradually replace newspapers, only a few newspaper editors have reached these conclusions. *Patriot Ledger* editor William Ketter and *Miami Herald* editor David Lawrence both feel that the newspaper will remain committed to reflecting the full community in print and pictures.

American Society of Newspaper Editors - Future of Newspapers Committee. (1994). Come the millennium: Interviews on the shape & the future. Kansas City: Andrew & McMeel.

Book features 21 interviews, each its own chapter,

conducted by editors across the country with experts representing a variety of fields. Interviewees discuss their vision for newspapers 15-20 years from now. The book also includes a preface by syndicated columnist Ellen Goodman and nine cartoons by John Blaire Moore.

Branson, C. (1996, October). Fighting to remain the bright soul of the city. The American Editor.

Newspaper executives at the American Press Institute contemplate the future and decide that no matter how information is disseminated, leadership in the newsroom and community are paramount for the successful newspaper. They conclude that leadership, clearly defined goals, honesty about financial matters and the ability to change are crucial as newspapers approach the 'next wave.'

Ciltota, R. (1996, March). Baby, you should drive this CAR. American Journalism Review.

Ciltota discusses computer-assisted reporting which is becoming an increasingly important ingredient in daily reporting. Reporters can now tap into data and produce high impact stories much faster than before. However, she says a shift in newsroom culture is needed before journalists will see computers as essential tools for getting information.

Connif, M. (1994, Nov. 19). The mass market is dead for newspapers. Editor & Publisher, 127(47), pp. 5, 44.

Concerns about the future of newspapers are discussed. For newspapers to survive into the next century, they must integrate multimedia access within their pages.

Consoli, J. (1996, June 29). Tech challenges for newspapers. Editor & Publisher, 129(26), pp. 26-27.

Newspaper Association of America senior vice president of technology Eric Wolferman presents a list of the top 10 challenges facing newspapers today.

Cook, P.S., Gomery, D. & Lichty, L.W. (Eds.). (1992). The future of news: Television, newspapers, wire services, magazines. Washington, D.C.: Woodrow Wilson Center Press.

An in-depth look at the possible future of news from leading publication editors and academic researchers in journalism and mass communications. Change is eminent, and it's already taking place in all four areas.

Criner, K. & Wilson, J. (1997, April 26). News exec wants more than cash cow. Editor & Publisher, 130(17), pp. 82-

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82.

Criner and Wilson interview Jim Shaffer, a veteran newspaper executive who is now president and CEO of Guy Gannett Communications. Shaffer discusses media strategy, data warehousing and the future of newspapers.

Feola, C.J. (1996, April). Newspapers gain with technology. *Quill*, 84(3), pp. 27-29.

As desktop publishing and other technology have cut publishing costs and increased specialty publications, newspapers have suffered. Feola examines newspapers' plan for staying in the on-line marketplace.

Giobbe, D. (1996, Aug. 3). Reflections on the industry. *Editor & Publisher*, 129(31), pp. 6-7.

Even though budget pressures and high stress are present in the newspaper industry, many editors think that the industry has a bright future. Giobbe presents the results of a poll taken in July 1996 that indicated that pressure to boost profitability by cutting costs in the newsroom and editorial departments is greater than it was five years ago.

Greenberg, P. (1996, Fall). The so-called bright future depresses me. *Masthead*, 48(3), pp. 28-29.

The coming of electronic technology to newspapers depresses Greenberg. In the future, he believes all the opinion the public reads in the editorial pages will be a carbon copy of their own opinion.

Harding, K. (1994, Nov. 5). Trends that are reshaping newspapers. *Editor & Publisher*, 127(45), pp. 22-25.

Newspaper packaging distribution center changes seem to be the most consistent, overriding trend in newspapers' planning for the future. Offices and operations are also changing. Newspapers are looking outside their industry for growth models.

Hernandez, D.G. (1996, Dec. 28). Advice for the future. *Editor & Publisher*, 129(52), pp. 9-13.

Management consultant Theodore Jay Gordon identified some forces for change in the news industry at the American Press Institute's recent seminar. The forces of change include post-industrialism, globalization of communications and the rapid growth of technology. Highlights of the seminar are discussed.

Hicks, N.M. (1995, September). Managing the future. *Quill*, 83(7), pp. 24-26.

Evolving technologies put traditional newspaper

publishers at the crossroads of survival. Advertisers, who supply about 75 percent of the revenues of newspapers, are finding more efficient ways to move products. Changes in the regulation of information technologies and services are discussed.

Kay, A.S. (1995, July-August). Pick a card. *TechNews*, 1(4).

With so many technologies to choose from, finding the right strategy can seem like fortune telling. Kay provides one attempt at defining the future. He says the technological future for newspapers will keep the traditional ink-on-paper product, but that product will take less steps to produce. The number of distribution channels for newspapers is likely to increase with new media. He also discusses the likelihood of digital production processes and pagination. These changes involve taking risks but also provide opportunities.

Kunkle, T. (1996, September). Liven up! *American Journalism Review*, 18(7), pp. 16-17.

Newspapers have a bright future if they cover local news in a more provocative, less predictable way. One suggestion is to make the metro section feel more like the sports section.

Lasica, J.D. (1996, November). Net gain. *American Journalism Review*, 18(9), pp. 20-33.

If newspapers and magazines hope to flourish online they must engage in a two-way conversation with their audiences. A more open relationship could be good news for the future of journalism.

Morton, J. (1996, January). Exploring the cyberspace future. *American Journalism Review*, 18(1), p. 60.

Many people are concerned that the use of the Internet to disseminate news stories may make newspapers obsolete. Newspapers will still be able to serve readers by gathering and analyzing information.

Peterson, R.S. (1996, Feb. 17). Multimedia possibilities. *Editor & Publisher*, 129(7), pp. 23-26.

Newspapers are beginning to experiment with multimedia services, but commitment to and enthusiasm for the technologies vary. Experts say that a clear perception of contemporary market niches is essential if newspaper publishers are to succeed in new media.

Rich, C. (1997, January-February). The thrill is alive.

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### American Journalism Review.

Despite the highly publicized frustrations, newspaper work remains an exciting and satisfying profession for many reporters and editors. Rich says studies show job satisfaction at newspapers is declining. She also says studies and articles accurately reflect today's industry problems including declining circulation, public distrust of the media, low salaries for starting journalists, corporate emphasis on the bottom line over editorial demands and the threat of the Internet. However, she emphasizes that journalists can make a difference in people's lives and that this fact continues to infuse excitement into the field.

Rieder, R. (1997, May). Betting on the future of newspapers. American Journalism Review, 19(4), p. 6.

Knight-Ridder, America's second largest newspaper company, recently purchased several major newspapers, contradicting the commonly-held theory that the future of news is in cyberspace. Newspaper journalism is still a thriving industry.

Shepard, A.C. (1996, December). Designer papers. American Journalism Review.

Experts have revolutionized the looks of American newspapers with tools such as color photographs, informational graphics and teasers. Is the look of America's newspapers now too homogenous? Designs that were once revolutionary are now considered mainstream as most have lost their element of surprise, are too similar and go overboard with color and graphics. Is there anywhere to go but online? Today's newspaper designers are actually more information designers.

Stein, M.L. (1996, Nov. 2). 'Private-label' news key to future. Editor & Publisher, 129(44), p. 14.

At a meeting of California newspaper editors, Nancy Hicks Maynard and Mort Rosenblum both said the response to digital information should be the addition of value to the news with enterprise, trend and depth reporting. Newspapers rise above the pack with deep, original "private-label" reporting that relies on more specialization than on generic feed.

Stepp, C.S. (1996, April). The new journalist. American Journalism Review.

The on-line era demands new skills and ways of viewing the newspaper profession. New kinds of journalism are emerging with a new breed of journalists and increasingly blurred lines between different multimedia. Stepp says there is now a need for creativity, expertise and

versatility across the media spectrum over attachment to one medium. He also discusses the changes influencing recruiting in the field today.

Stepp, C.S. (1996, November). The X factor. American Journalism Review.

Stepp says "Generation Xers" do want news, but they want it on their own terms. If newspapers hope to woo this generation of readers, they'll have to provide the content these readers are seeking. At this stage in the generation's life cycle, newspapers need to stop sneering at the youth culture and deliver their goods in a hip and accessible way in order to reel the readers in.

Tarleton, L. (1996, October). Pagination: It's hard, it's painful, it's worth it. The American Editor.

Tarleton, the editor of Charleston's (SC) *Post & Courier*, discusses the pros and cons of pagination and how the process is benefiting his publication. Tarleton says that changing to pagination is very difficult for those involved, but the long-term payoff of improved design and better deadlines more than offsets the hardship. He discusses the lessons learned by experimenting with pagination at the *Post & Courier* and the future benefits for newspapers who do make the transition.

Toner, M. (1997, April). New eyes in the sky. Presstime.

Technology is bringing tools once only available to those with top security clearance into the public domain. Technologies pioneered in broadcasting are finding their way into newspapers. New satellites mark a turning point, allowing coverage of the most remote corners of the globe. Technology opens the door for distinctly local stories and also enables other scoops. Success in the newspaper field now often requires expert skills. He also addresses public policy concerns of such technology.

VonKaenel, J. (1997, Jan. 11). Will the big dailies be extinct in 10 years? Editor & Publisher, 130(2), p. 56.

VonKaenel, the publisher of a chain of alternative newspapers, predicts that within the next 10 years most big daily papers will be out of business or losing so much money that they will wish they were. Newspapers are losing readers because of their inability to compete with television, radio and the Internet.

Wiley, G. (1994, Winter). A paperless news-product for a new century. Journalism Educator, 48(4), pp. 89-90.

The increasing interest in "paperless news-product,"

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or electronic newspapers, is discussed. As newspapers move from paper to electronic form, developers must make links to the previous technology so users will feel comfortable with the new form.

Yovovich, B.G. (1997, Feb. 22). Competition grows for digital journalists. Editor & Publisher, 130(8), pp. 22, 43.

Newspaper editors will have a harder fight in store for them when it comes to hiring employees in the future. Individuals with skills that are valued by newspapers are being sought by a wider variety of enterprises now.

#### • PUBLIC RELATIONS

Beaman, R. & Sommersness, M.D. (1994, Spring). Back to the future: International education in public relations. Public Relations Review, 20(1), pp. 89-95.

The need for university courses emphasizing international public relations is discussed. Despite global trends underlining increased internationalization, few university courses emphasize international public relations.

Bertrand, C.J. (1995, Winter). Commentary: The media in 2045 — Not a forecast, but a dream. Public Relations Review, 21(4), pp. 271-286.

The mass media continue to be among the most crucial elements for the public relations practitioner and among the most frustrating. Bertrand envisions a possible mass media in the year 2045 in a dream scenario.

Dilenschneider, R.L. (1996, August). Leadership in the 21st century. Public Relations Tactics, 3(8).

As specialists replace generalists, there is a growing demand for public relations expertise among corporate leaders. There is heavy demand for professionals in investor relations, media relations, and employee communications. The primary challenge in corporate communications both today and in the future is to break through the message clutter and get people's attention.

Duffy, M. (1994, Summer). Ten prescriptions for surviving and thriving in the virtual organization. Public Relations Quarterly, 39(2), pp. 28-31.

If communicators want to survive in the 21st century's virtual corporation, they will have to keep 15 items in mind. For one thing, they will have to develop a portfolio of skills and a constantly expanding personal knowledge basis.

Gaunt, P. & Ollenburger, J. (1995, Fall). Issues management revisited: A tool that deserves another look. Public

Relations Review, 21(3), pp. 199-210.

Issues management can be a valuable tool for professionals engaged in public affairs and other areas of public relations. A review of the public policy process and how issues develop is presented. Various techniques for handling issues are described and future prospects for issues management are discussed.

Grates, G.F. (1995, Fall). Are you ready to grow?: Communication strategies for managing growth in a complex and competitive marketplace. Public Relations Quarterly, 40(3), pp. 42-46.

Corporate success in the future will depend on management's recognition that communications, particularly internal communications, is a strategic tool and a critical component in the growth process. The fundamental elements of successful growth are detailed.

Grates, G.F. (1995, Spring). Restructuring the communicator's role for the future. Public Relations Quarterly, 40(1), pp. 9-11.

Tips on communicating change to employees that will convey a strong corporate culture and engender their support are offered. In order to succeed, corporate change must be a team effort.

Howard, C.M. (1995, Summer). 'Building cathedrals' — Reflections on three decades in corporate public relations and a peek at the future. Public Relations Quarterly, 40(2), pp. 5-12.

Five interrelated trends that have transformed the roles of public relations practitioners over the last 30 years are analyzed. Globalization is providing expanded opportunities for the practitioners to make unique contributions to companies and clients.

Marken, G.A. (1996, Fall). Public Relations' biggest challenge: Translation. Public Relations Quarterly, 41(3), pp. 47-48.

Public relations practitioners need to be able to translate a client company's products and/or services in application and benefit terms the market can understand. The translation of technical jargon in the public relations industry is discussed.

Ord, K. (1997, June). The fad is over — the next wave is here. Public Relations Tactics, 4(6).

Digital media are becoming a powerful tool in the world of public relations. Digital channels are no longer

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optional. Increasingly, the quality of public relations practitioners' efforts are judged by what they do online. Other digital technologies are also becoming increasingly useful and important for reaching customers and opinion makers. It should not be forgotten that use of any interactive media requires good goal-focused strategic planning.

Pizzo, C. (1995, December). What the Internet means to the future of PR. *Public Relations Tactics*, 2(12).

Interview with Jeffrey Hallett, chairman of the PresentFutures Group and founder of New Media Publishing Inc. Hallett says technology is the future of communications. Public relations practitioners will be challenged to deal with an increasingly interactive public because of the Internet. It is no longer a question of whether public relations practitioners should be using the Internet — it is now time for firms to be thinking about what services their companies can deliver via the Internet.

Pizzo, C. (1996, March). The wild, wild web. *Public Relations Tactics*, 3(3).

Public relations firms are rushing into cyberspace at a dizzying pace. Internet-related communications is fast becoming a vital public relations specialty as clients demand that agencies help them establish a presence online. Many firms are clamoring to position themselves as Internet experts. For many, the web is indeed the ripest new revenue resource since desktop publishing.

Quest for top management acceptance continues. (1994, October). *Public Relations Journal*, 50(6), pp. 27-29.

A distinguished group of past Public Relations Society of America's Gold Anvil winners responds to a series of survey questions about the future of public relations. Their remarks cover a wide range of topics, including education, technology and social services.

Stevens, A. (1996, Summer). Public relations in the year 2000. *Public Relations Quarterly*, 41(2), pp. 19-22.

Stevens looks past the clichés to show the future of the practice of public relations. He offers advice about how to be among the successful practitioners in the future.

Wright, D.K. (1995, Fall). The role of corporate public relations executives in the future of employee communications. *Public Relations Review*, 21(3), pp. 181-198.

The existence of a third major organizational role for public relations-communication executive-comprised mainly of corporate senior vice presidents of public relations and communication who report directly to the

CEOs is suggested. A comprehensive survey of senior-level public relations executives is reported.

#### • RADIO

Atwood, B. (1995, March 18). Radio's multimedia future pondered at Pollack confab. *Billboard*, 107(11), p. 76.

Radio consultant Jeff Pollack's March 1995 New Media & Music Conference is discussed. Several panels discussed the looming influence of multimedia in the broadcast industry.

Bodenchak, F. (1997, June 2). How they did, how they're likely to do. *Broadcasting & Cable*, 127(23), p. 48.

Bodenchak discusses television and radio revenue growth, factors affecting it and the outlook for future growth (part of a series).

Dickson, G. (1996, Feb. 5). Radio networks moving to digital. *Broadcasting & Cable*, 126(6), p. 64.

While broadcast television networks eye digitally compressed distribution for the future, satellite-delivered radio networks already are using it on a daily basis. Information about National Public Radio and ABC Radio Networks' use of digital broadcast technology is noted.

Elnadi, B. & Rifaat, A. (1997, February). Radio's bright future. *UNESCO Courier*, (2), pp. 10-11.

The radio age ushered in a perception of the world in global terms. It blazed the trail for television and the information superhighway. Far from being dead, radio will continue to be indispensable in delivering news and events.

Forge, S. (1996). The radio spectrum and the organization of the future. *Telecommunications Policy*, 20(1), pp. 53-75.

Changes in business processes, working patterns and cultures are making radio increasingly more valuable throughout the normal day.

Petrozello, D. (1996, Feb. 26). Radio warned about abandoning advertisers. *Broadcasting & Cable*, 126(9), p. 38.

With consolidation, a soft retail economy and the advancement of media technology expected to affect radio during the next two years, industry planners and executives say that radio sales teams must revamp their ways of doing business. Radio's standard sales techniques will not be effective in the future.

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Petrozello, D. (1995, Oct. 30). Station buys seen coming in clusters. Broadcasting & Cable, 125(44), pp. 45-48.

Petrozello reports on discussions at "Future of Radio: Acquisitions & Finance," a conference sponsored by Kagan Seminars in New York in October 1995. Panelists discussed the prospect of deregulation and the elimination of station ownership limits.

Reece, D. (1997, Feb. 22). Webcasts could be wave of the future for radio. Billboard, 109(8), pp. 1, 88.

Internet-only broadcasters, or "Webcasters," are a growing part of the music business; major players have shown their interest by investing, or purchasing controlling interest, in webcasting companies. Webcasting is unique in that there are no FCC broadcast regulations and there is a direct conduit to the consumers.

#### • TELEVISION

Akst, D. (1995, Feb. 6). Time out of joint. Brandweek, 36(6), p. 30.

With "time-shifting," television viewers will be able to watch the shows they want when they want to watch them. Time-shifting will force advertisers to look at the medium in a whole new way.

Berniker, M. (1995, May 15). Experts bullish on cable's migration to digital services. Broadcasting & Cable, 125(20), pp. 42-46.

Participants at the "Ready, Set, Go: Getting Your System Ready for the Future" National Cable Television Association panel said that the industry is gradually moving to upgrade its networks and deploy digital services as consumer demand warrants.

Berniker, M. (1995, Sept. 18). Microsoft sees 'broadcast PC' evolving soon. Broadcasting & Cable, 125(38), p. 60.

Microsoft is eager to see television technology folded into the personal computer. The company expects personal computers to be equipped with mini-digital broadcast receivers in the future, bringing broadcast and cable television to the personal computer.

Bodenchak, F. (1997, June 2). How they did, how they're likely to do. Broadcasting & Cable, 127(23), p. 48.

Bodenchak discusses television and radio revenue growth, factors affecting it and the outlook for future growth (part of a series).

Booth, S.A. (1997, May). TV's digital future. Popular Science, 250(5), p. 71.

The first HD-TV broadcasts are expected in 1998, the opening of a new era in television. The revolution will occur slowly, however, with digital broadcasts and the equipment to receive them being phased in gradually.

Brinkley, J. (1997, April 8). Computer makers challenge broadcasters over TV format. New York Times, p. D8.

At an elaborately staged news conference during the National Association of Broadcasters' annual convention, leaders of the personal computer industry proposed their vision of the future of television in April, setting them on a collision course with broadcast companies. The PC leaders spelled out their version for the technological format for the digital televisions they plan to include as standard equipment in all PCs sold in the U.S. starting in 1998.

Brunelli, R. (1995, Sept. 18). Mergers and rule changes set the stage. Brandweek, 36(35).

Network mergers, such as the one between Disney and ABC, have boosted the television networks' growth. Deregulations in the broadcasting industry and advertising gains have brought this spurt, but the industry is not without future problems.

Chance of a lifetime. (1995, Dec. 4). Broadcasting & Cable, 125(49), p. 102.

Broadcasting's future can be bright if it picks up on the miracle of the century wrought by the FCC's Advisory Committee on Advanced Television Service: digital and high-definition television.

Colman, P. (1996, July 29). Wireless flexes its muscle. Broadcasting & Cable, 126(32), pp. 53-55.

With the go-ahead given to digital broadcasting and armed with technological firepower, the wireless cable industry is on the brink of major developments. Information about the current state of the wireless cable industry and its possible future is presented.

Danzig, F. (1995, Spring). The next 50 years. Advertising Age, 66, p. 54.

Despite negative reports, there is a future for television and advertising, but television must learn to cope with many new challenges. Thoughts on the next 50 years of television advertising are offered.

Fagan, G. (1995, April 15). How the future is shaping up in TV tech. TV Guide, 43(15), pp. 22-27.

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Television is in the middle of a technology revolution, as countless companies forge ahead investing millions in new gadgetry; ultimately, the viewers may lead the charge. A look at what's new in television technology, including Digital Video Discs, High-Definition TV and television via personal computers, is presented.

Hickey, N. (1995, July). Revolution in cyberia. Columbia Journalism Review, 34(2), pp. 40-47.

Huge uncertainties abound as the startling new digital broadcast television systems begin to take shape. The FCC and Chairman Reed Hundt's role in regulating the reinvention of the television and an interview with Hundt are offered.

Jane Pauley task force on mass communication education. (1996, October). Tomorrow's Broadcast Journalists. Greencastle, IN: Society of Professional Journalists.

This 21-page report, with another 75 pages of support documentation, is the result of an examination of broadcast education. The report concludes with 19 recommendations for journalism educators, industry leaders and students, including a call for more and better interaction between educators and industry leaders.

Johnson, L. (1995, May). Television's future has a foreign accent. American Demographics, 17(5), pp. 14-16.

The television industry will have to look overseas for further expansion, since the United States market is mature. In 1993, major American studios received 35 percent of their worldwide revenues from non-U.S. markets, up from 30 percent in 1992.

Krantz, M. (1997, April 14). A tube for tomorrow. Time, 149(15), p. 69.

In early April, the FCC voted to give broadcasters free channels on which to broadcast digital versions of their current programs. The future of television is here.

Lane, R. (1997, Spring). The information age is not yet here. New Perspectives Quarterly, 14(2), pp. 19-21.

The world is still in the age of television and telephony. The integration of technology into lives and business practices has been incremental. The coming years will see a change in attitude toward learning new technologies and computing will follow the trends set by television and telephones.

Lee, B. & Lee, R.S. (1995, November). How and why

people watch TV: Implications for the future of interactive television. Journal of Advertising Research, 35(6), pp. 9-18.

How and why people watch television are examined in order to predict the future of interactive television. Interactive television is likely to be successful if it takes into account the behavior already associated with TV.

McCartney, J. (1997, June). News lite. American Journalism Review.

McCartney discusses the increasingly common phenomenon of tabloid network television news. She questions whether it is an abdication of the network news teams' agenda-setting role or a desperate plea for survival, or both. NBC seems to be the leader of the trend. The issue has touched off great debate in the television industry. Networks say they are forced to find new formulas to get and keep viewers in the face of increasing competition. Is the changing face of network news any different than the changing face of American newspapers?

McConnell, C. & West, D. (1995, Dec. 4). Dick Wiley: Delivering on digital. Broadcasting & Cable, 125(49), pp. 32-40.

In an interview, Richard E. Wiley, chairman of the FCC's Advisory Committee on Advanced Television Service, discusses the work of the committee, HDTV, digital TV, sets of the future and other related issues.

Normile, D. (1997, April). Fast forward. Popular Science, 250(4), pp. 49-51.

In an interview, Sony president Nobuyuki Idea discusses the convergence of television and computers, the future of digital imaging.

Parker, R. (1995, October). The future of 'global' television news: An economic perspective. Political Communication, 12(4), pp. 431-446.

The economic environment that will shape future efforts to deliver television news to multinational audiences in a common format is examined. The development of international, multinational and global television is also discussed.

Rosen, M. (1995, Feb. 20). The six Cs and the future of TV. Advertising Age, 66(8), p. 14.

Six factors that will determine the future of interactive television are addressed: competition, confusion, Congress, coolness, crash testing and cash.

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Smyth, J. (1996, May). As network news cuts back, technology offers other opportunities. St. Louis Journalism Review, 26(186), p. 13.

Comments made by a panel of television journalists at the annual Paul C. McRoy Television News Symposium, held April 26, 1996, at Southern Illinois University at Carbondale, are presented. Participants on the panel believed that the role of the television journalist will change with opportunities brought about by new technology.

Somerson, P. (1995, August). R.I.P. TV? PC Computing, 8(8), p. 63.

Failed attempts to sell interactive television have shown that consumers won't pay for extra buttons that let them vote on hot issues or pick different camera angles in a football game. Unabatedly, Somerson explains why the World Wide Web will displace television in the near future.

West, D. (1997, March 17). Wright on digital: Too much too soon. Broadcasting & Cable, 127(11), p. 10.

NBC chief Bob Wright discusses several issues related to the television industry today, including digital broadcasting, the V-chip and children's educational television. Wright wants to tailor digital television to what the consumer will want in the future.

Wright, B. (1995, Aug. 28). The growth and evolution of the Web. Variety Supplement, p. 6.

Wright discusses the future of the television networks. The most striking change in the future for television networks will be in how they interact with and participate in non-network television business.

#### • VISUAL COMMUNICATIONS

Conway, C., Geske, J. & Wagner, E. (1993). Computer use by art directors and implications for advertising and visual communication educators. AEJMC: Visual Communication Division.

While computer technology is revolutionizing graphic design, the extent of computer use by advertising professionals is still varied. Baseline survey shows industry is in a state of transition. Also discusses hardware and software used in the advertising industry to help educators better prepare their students for advertising careers.

Lester, P. (1995). Visual communication: Images with messages. Belmont, CA: Wadsworth Publishing Co.

One of the leaders in the field of visual communications, Lester discusses how images can tell interesting stories by themselves, with a limited number of words or in combination with in-depth articles.

Mendelson, A. & Smith, C. Z. (1996, Autumn). Visual communication education: Cause for concern or bright future? Journalism & Mass Communication Educator, 51(3), p. 66.

Authors Smith and Mendelson examine the health of the photojournalism and visual communication curricula. Results indicate that there are no strong trend toward reducing courses or programs in photography or visual communication.

Williams, M. (1997, April). Working together to improve visual journalism education. News Photographer, 52(4).

It is increasingly important for complete visual journalists to understand and appreciate all forms of visuals. Two professional organizations, the National Press Photographers' Association and the Society for Newspaper Design, have been working together to improve visual journalism education.

## Publication Design in the Next Century . . . . . by Vance L. Kornegay

Just like changes in clothing styles, publication design trends often confound us. We're repeatedly confronted with things we swear we'll never wear, but sooner or later these fads filter into the design mainstream and onto our pages. But unlike clothing styles, trends in publication design aren't introduced by predictable parades down a fashion runway. The trends are distilled rather than revealed. They mutate and evolve as they rub up against history, culture, technology and our brief attention spans.

### • Evaluate Design Trends

Fads might perplex and confuse us, but watching, interpreting and then evaluating these trends can be a valuable opportunity for design education in scholastic journalism.

Design watching can be a passive or active process. In a passive mode we simply react to design with an "I like this/I don't like that" mentality. A more active approach postpones critical judgments until we have described the elements at work in a design and made some attempt to interpret what they mean. Some people call this the DIE method of critique, an acronym for Describe, Interpret and Evaluate.

Requiring students to painstakingly describe the elements of a design forces a meticulous attention to detail that prevents them from either mindlessly embracing or summarily rejecting a particular look. It also requires them to cultivate a visual vocabulary, if you will, that deals with concepts like line, space, form, color, perspective, depth and contrast, just to name a few.

### • Adding To Design Education

Looking at the way designers are influenced by broader cultural themes can also aid design interpretation and evaluation. For example, seeing design

Vance L. Kornegay teaches courses in graphics at the College of Journalism and Mass Communications at the University of South Carolina. The associate professor has worked for Gannett News Service and the Associated Press, creating information graphics for both organizations. Prior to teaching in a college setting, he worked in the public relations office at a four-year college. Kornegay created and advises *InnerView*, the college's bi-annual magazine.

through the lens of history is one way of adding critical depth to a design critique. What's behind the designs of the retro look of the 1950s with dated black and white line drawings, cluttered layouts, photographs of white, middle-class Ozzie and Harriet types looking a little too happy? One interpretation could identify these devices as a form of design sarcasm, a caricature of a naive and simplistic era. But when used to illustrate serious subjects these same graphics can also be interpreted as expressions of design nostalgia for a better time, an era of quaintness, certainty and order.

Cultural values of class and taste can also be woven into the rhetoric of design. Examine the meaning behind the use of white space in a design. Why is it that white space communicates unspoken themes of class, elegance and refined taste? One answer might be that white space on paper is an expensive proposition. It says "The elements on this page are so valuable that I want you to look only at them, and I can afford to sacrifice printing anything else but them on this page to get your attention."

If you doubt that white space is a class-conscious proposition, compare designs of retail ads from jewelry stores in your local newspaper. Ads from the

wholesale stores will probably be crammed full of graphics and type while ads from the upscale stores will feature one or two select images surrounded by white space.

Analyzing technological influences can also provide insights into how design trends seem to swing on a pendulum which first celebrates a new technology and then turns on it and runs the other way.

For example, the font, Matrix, was a visual embrace of the computer because it is was designed to take up as little disk space as possible. The typographer who designed it gave it only straight edges and sharp angles because an angular, geometric design takes up less memory than one with rounded serifs and curved strokes. In contrast, the typeface Beowolf exploits the computer's ability to recalculate and reshape images by randomly introducing subtle changes to each character as it is typed. As a result no two characters in Beowolf ever look exactly alike. Its randomized letterforms are created by the computer, yet they are a parody of the computer's penchant for symmetry and predictability.

### • Give Design a Context

At the very least, the decision to imitate a design trend may be based on nothing more than the questions "Will it make my publication look fashionable and how hard is it to get my computer to do it?" Going a step further and mixing interpretation with imitation gives design a context. That context can help students establish a visual voice for their publications and avoid the design equivalent of mixing metaphors. Imitation can also be a sincere form of education if it prompts students to go beyond simply identifying trends as "awesome" to the more interesting questions of what the styles mean.

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Baird, R.N. et al. (1993). The graphics of communication: Methods, media and technology. New York: Harcourt Brace Jovanovich.

The sixth edition of this book reflects the tremendous changes in all aspects of printed communications that have occurred in the 1990s, including technology. The major change: an approach to design that emphasizes audience needs and interests as the basis for good design. Sample chapter headings include: Learning to see; Effective communication- by design; Principles and use of typography; Magazine design; Newspaper design; Public relations media; Television graphics; Electronic desktop publishing; and Technology's breathless march.

Beckman, R. (1995, April). Is this the right road? News Photographer, 50(4).

Monumental changes in communications are being experienced that are perhaps as important as the emergence of radio or television. Some ways to incorporate photojournalism and design in on-line publications are detailed.

Bierut, M., Drenttel, W., Heller, S. & Holland, D.K. (1994). Looking closer: Critical writings on graphic design. New York: Allsworth Press.

Various perspectives on design are highlighted. No one perspective would do when dealing with such a creative area.

Bivens, T. & Ryan, W. (1995). How to produce creative publications. Lincolnwood, IL: National Textbook Company.

Part One of the book covers writing, design, typography, layout, illustration and printing, with an emphasis on computer applications that enhance traditional design techniques. Goal of text: learning how to get the most out of desktop publishing software.

Bohle, R. (1990). Publication design for editors. Englewood Cliffs, NJ: Prentice Hall.

This book explores the process of designing publications to add meaning to content and to enhance the effectiveness of written communications. Written by the author of *From News to Newsprint: Producing a Student Newspaper*, the book shows readers how to integrate functional design and editing techniques from the start of a project rather than towards the end to improve the message they want to impart. Basic journalistic design concepts are illustrated and explained; design applications for newsletters, brochures, magazine and newspapers are

highlighted; typography and how to use it to enhance intended messages is discussed; and the use of photographs, illustrations, art, color and informational graphics is explained.

Brier, D. (1992). Great type and lettering designs. Cincinnati, OH: North Lights Books.

A well-conceived and properly executed typographic solution has power- the power to cut through the morass of messages in today's overcrowded media. Accomplishing this involves creating a fine balance between a technical understanding of typography and a strong sense of design in the translation of a concept into type. Throughout the book, readers will see works by designers who have created typographic solutions that do cut through the clutter. Seeing is believing; examples are the cornerstone of this resource.

Elam, K. (1990). Expressive typography: The words as image. New York: Van Nostrand Reinhold.

By bringing together evidence from art, design, architecture, sociology and technology, the book offers new insight into modern typography and expands the traditional definition of typography to include all means of creating written language. Text also identifies and analyzes methods that synthesize image generation with typographic design. Six chapters discuss planar, handwritten, collage, three-dimensional, iconographic and abstracted typography.

Evans, P. (1992). Graphic designer's guide to faster, better, easier design & production. Cincinnati, OH: North Lights Books.

The book gives readers quick access to all that often-needed but hard-to-remember information, including pointers on how to work with clients, type, paper, color, illustrations, photographs and logos in the production of letterheads, identify systems, brochures, newsletters and ads. Since design should be fun, notes the author, the technical information has been broken up with idea starters for different types of design and a collection of solid ideas and advice from top publication designers.

Graphic design (on a limited budget). (1995). Rockport, MA: Rockport Publishers, Inc.

The assumption that doing projects on a limited budget is easier to do is completely untrue, say the writers of this book that addresses interesting and functional ways to create high-end graphics that fit a low-end budget.

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## Publication Design in the Next Century . . . . . Beneficial Resources

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Sound familiar to a lot of scholastic journalists?

Green, C. (1993). The desktop publisher's idea book. New York: Random House Electronic Publishing.

Expert tips on designing techniques are highlighted in this book. Includes one-of-a-kind projects that give designers different ways of handling text, graphics and photographs. Also includes hard-to-find sources.

Joss, M. & Nelson, L. (1997). Graphic design tricks and techniques. Cincinnati, OH: North Light Books.

This guide shares how the designers, photographers, typographers, prepress and printing experts across the U.S. design better, faster, easier and cheaper. More than 300 tips give advice on type, scanning, layout, photography, computer graphics and multimedia.

Kress, G. & van Leeuwen, T. (1996). Reading images: The grammar of visual design. New York: Routledge.

The book examines in detail the way images depict people, places and things and combine them as a meaningful whole. The book's authors have produced a dense but comprehensive volume that scholars of visual communication should consider useful, even important, as an examination of the many ways we make meaning in visual media including photographs, paintings, cartoons, charts and scientific diagrams, films, television, folk art and even children's scrawlings. An overriding theme: information has become so vast and complex that it must be handled visually, "because the verbal is no longer adequate."

Lichty, T. (1994). Design principles for desktop publishers. Belmont, CA: Wadsworth Publishing Co.

Includes basics of graphics and design before and after desktop publishing. Not many differences: Desktop publishing has only given the editor more control over the production.

Lupton, E. & Miller, J.A. (1996). Design, writing, research: Writing on graphic design. New York: Kiosk.

Total packaging is still in, and designers and writers must work together to produce eye-pleasing packages that attract and interest readers.

Meggs, P. (1992). A history of graphic design. New York: Van Nostrand Reinhold.

Want a thoughtful perspective on the history of graphic design? Turn to Meggs' history for the most comprehensive. The author discusses two historical points

of view, synchrony and diachrony, that help steer an exploration of graphic design around many pitfalls. Synchrony is simultaneous occurrence; diachrony is a study of phenomena as they occur and change over time. Chapter titles give readers a taste of the text: The prologue to graphic design; A graphic renaissance; The industrial revolution; The modernistic era; and The information age. Pivotal individuals, including John Baskerville and El Lissitzky, are given praise for shaping the direction of graphic design in their times by inventing new typographic and symbolic forms, innovative ways to structure information in graphic space, pioneering imagery and original methodologies for signifying messages.

O'Donnell, M. (1995, Winter). Teaching publication design with desktop publishing. Journalism Educator, 49(4), pp. 47-56.

O'Donnell discusses how valuable a tool desktop technology is in publication design courses. He suggests ways of structuring a design course that effectively uses desktop technology.

Parker, R.C. (1993). Looking good in print. Chapel Hill, NC: Ventana Press.

The use of body copy, headlines, cutlines, quotes, illustrations, photographs and white space are highlighted in this guide to basic design for desktop publishing. Includes section on grid design.

Pender, K. (1996). Digital graphic design. Oxford: Focal Press.

A wealth of technique is developed in this text in a good balance of possibility and demonstration. The book includes hundreds of examples, many of which have several illustrated steps. The spirit of Pender's book explores the discovery of new technique with the potential to raise the 'end' product.

Phornirunlit, S. (Ed.). (1995). Breaking the rules in graphic design. Rockport, MA: Rockport Publishers, Inc.

Design that is extraordinarily atypical can be applied to all types of print projects. The best rule-breaking design often appears after a solution is actually achieved, set aside and the designer embarks on something totally different. Breaking design rules doesn't always mean bold, dramatic treatments, however. Big changes aren't always better. Subtle nuances often draw the eye and cause the most sensation. So notes the editor of this

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untraditional look at typography that, it is hoped, “inspires, educates, influences and amazes” the reader.

Poynor, R. (Ed.). (1996). Typography now two. New York: F & W Publications.

The ‘new’ typography can no longer be said to be especially shocking, within the design profession at least, or even particularly new. The documentary format of this book chronicles new uses of type as well as new type styles that have been developed by computer designers. To give a sense of where typography may be heading in the next few years, this book looks at postgraduate work from the Royal College of Art, Cranbrook Academy of Art and the California Institute of the Arts.

Schmidt, K.F. (1996, July). Digital ads. Print: America's Graphic Design Magazine, 50(4), pp. 231-232.

An all-digital prepress work flow seems to be the future of the publication printing field. Computer-to-plate technology appears to offer the appropriate tool to reach the goals of advertising.

Sentinery, R. (1995, Aug. 1). Your magazine's future is in print. Folio: The Magazine for Magazine Management, 24(13), p. 96.

It's important for publishers to adapt in the new-media age. However, they must remember that ink on paper still beats the cold glow of a computer monitor.

Shepard, A.C. (1996, December). Designer papers. American Journalism Review.

Experts have revolutionized the looks of American newspapers with tools such as color photographs, informational graphics and teasers. Is the look of America's newspapers now too homogenous? Designs that were once revolutionary are now considered mainstream as most have lost their element of surprise, are too similar and go overboard with color and graphics. Is there anywhere to go but online? Today's newspaper designers are actually more information designers, and that needs to be stressed more than it is.

Swann, A. (1989). How to understand and use grids. Cincinnati, OH: North Light Books.

The need for balance, structure and unity governs any form of visual imagery. In graphic design these qualities are often achieved through the careful control of measured space. And the use of grids help you control space by exploiting the dividing up of space in mathematical terms. The book demonstrates the principles of the

arrangement of elements within a grid design through lots of examples.

Wanta, W. & Gao, D. (Winter 1994). Young readers and the newspaper: Information recall and perceived enjoyment, readability and attractiveness. Journalism Quarterly, 71(4), pp. 926-936.

Studying high school students is important for two reasons, say the authors of this relevant study, because they are more diverse than college students and they reflect the U.S. adult population in education. In this study, 204 students from nine schools read and rated 20 newspaper for attractiveness, readability and enjoyment. Findings suggest editors should emphasize more design, including photos and pull quotes, and place less emphasis on writing styles if they want to attract young readers. Use large photos? Participants said ‘no’: Use more photos to give us variety. That's opposite of what most student publications staffs do in their yearbooks; maybe some rethinking of design/photography priorities are needed.

White, J. (1991). Graphic idea notebook. Rockport, MA: Rockport Publishers, Inc.

Our audience, no matter how demographically sophisticated or primitive, is busy. They have no time. Nor are they inclined to pay attention, given all the temptations that pull them this way and that. So how do we capture them? We fascinate, intrigue and visually tantalize them by making our designs visually and verbally valuable. Some relevant discussions, but, as the title implies, more of a notebook approach to educating readers about fascinating, intriguing and tantalizing graphic design elements.

Widman, J. (1994). Dynamic computer design. Cincinnati, OH: North Light Books.

This book showcases the skills of some of the graphic artists who have set the standard for electronic design. Its purpose is not so much to teach esthetic principles, as to describe methods of realizing ideas. The projects illustrate tricks and techniques that any designer can apply to his or her own work.

Williams, R. (1994). The non-designer's design book. Berkeley, CA: Peachpit Press.

Do you want to make your printed pages look better, but don't know how? Do you want to put more than one typeface on the page, but aren't sure if the combination looks right? Williams presents a simplistic, but effective, look at the basics of design.

## The Exciting Possibilities of Multimedia . . . . . by Sherri Taylor

Television was supposed to kill radio. Every new media form has been predicted to kill newspapers. All three media forms—along with a host of others—are still alive and well.

The predictions haven't escaped scholastic journalism. The prospect of video yearbooks a few years ago as replacements for print yearbooks certainly hasn't proven true. In fact, video yearbook companies have struggled.

Newer, more exciting and more visual media forms are always right around the corner. But somehow we find room to fit them in the current mix, rather than using them as replacements. Traditions die hard in most cultures.

As scholastic journalists begin to build web sites for their publications, and experiment with publishing CD-ROMS as adjuncts to their yearbooks and literary magazines, the question remains: How will the power of multimedia change what we do?

It's not an easy question. Turning to the professional press provides few answers. Everyone's struggling to define the tools. Web sites have come and gone. Some have gone because they failed to take advantage of the medium to do something different from their traditional forms. CD-ROM sales, with few exceptions, haven't really taken off.

Scholastic journalists should seize yet another opportunity to reach their audiences through multimedia resources. The opportunity isn't merely repackaging an existing publication's content and placing it on a web site. Few readers have a reason to visit or revisit a web site to read information already available to them through printed form.

Journalists will need to rethink their whole approach to reporting. Web publishing or CD-ROM publishing introduces bold new opportunities. These

**Sherri Taylor teaches graphic design in the Visual and Interactive Communications Department in the S.I. Newhouse School of Public Communications at Syracuse University. She also directs the Empire State School Press Association. A former publications adviser and journalism teacher in Texas, Taylor has been named the Texas Journalism Teacher of the Year, received a Dow Jones Newspaper Fund Special Recognition Adviser Award and holds CSPA's Gold Key.**

could include:

### • The End of Deadline Angst

No longer should student journalists be driven by publishing deadlines making reporting an occasional activity. Journalists have the chance to provide continual and instantaneous information allowing the printed publication to stay updated.

Yearbooks don't have to end with the last publishing company deadline. Staffs have an effective way to continually supplement the printed book.

### • True Multimedia Exploration

Reporting isn't limited to writing. Journalists equipped with video cameras with sound recording devices can capture sights and sounds in new and innovative ways to add dimension to the story-telling and reporting processes.

### • The End of Space Limitations

Photographers stymied by limited printed space in which to tell stories have places for developing their skills in documenting events and people with stories to tell while continually honing their technical skills.

Reporters have the same opportunities. Stories can be continually updated and new angles can be developed. Reporters can also take advantage of

their ability to explore topics in innovative and experimental ways.

### • A New Reporting Tool

The opportunity for widespread research and commentary on topics of student concern are perfect ones for many of the developing Internet interactive software programs. Publications can provide forums in which their readers can speak to them in large numbers. Encompassing the students' voices will take on new meaning.

### • Newly Defined Space

Space can be defined in innovative ways. Advertising might be removed from the printed publication and placed on the web site or CD-ROM, opening up more space in the print publications.

Album sections of yearbooks and team shots could be moved to a CD-ROM for quicker accessing. Students could not only be pictured, but could actually talk about themselves, their goals and their year's highlights on the CD-ROM.

Large group shots on CD-ROMS would answer traditional reader complaints about the printed size, and would free page space for candid photographs and other coverage. Expanded coverage of sports, school activities and events could supplement the printed publication.

Instead of fearing new media, we should be encompassing it. While computer technology often seems daunting and scary, multimedia offers exciting new ways for journalists to tell stories and to define coverage in all kinds of publications. It's going to take training, and advisers will need to stay diligent about obtaining funding to support it, but multimedia offers endless and exciting opportunities to innovative student minds.

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## The Exciting Possibilities of Multimedia . . . . . Beneficial Resources Continued from page 50

Agnew, P. (1996). Distributed multimedia: Technologies, applications and opportunities in the digital information industry. New York: ACM Press.

Digital communications. Multimedia systems. Interactive multimedia. Computer networks. All of these areas, and more, are covered in this technical look at the world of multimedia.

America's shame: How we've abandoned our children's future. (1992, September). Macworld, (9), pp. 25-26, 83-83, 218-39.

A special issue examines the use of computers in education. The United States' record of implementing personal computers in primary and secondary schools is a growing national embarrassment. Articles discuss the need for federal government to take the lead in educational technology, the need for U.S. children to acquire computer skills in order to compete in a global economy, and more.

Atwood, B. (1995, March 18). Radio's multimedia future pondered at Pollack confab. Billboard, 107(11), p. 76.

Radio consultant Jeff Pollack's March 1995 New Media & Music Conference is discussed. Several panels discussed the looming influence of multimedia in the broadcast industry.

Atwood, B. (1994, July 2). Digital magazines make retail inroads. Billboard, 106(27), p. 88.

With the multimedia magazine genre continuing to grow, computer software retailers may become the electronic newsstands of the future. New entries in the emerging world of digital journalism are discussed.

Barrie, J.M. & Presti, D.E. (1996, Oct. 18). The World Wide Web as an instructional tool. Science, (274), pp. 371-72.

The World Wide Web is a tool that is naturally and uniquely geared for the advancement of education. Harnessing the multimedia and interactive capacities of the WWW in tandem with its vast array of information is currently the preeminent challenge facing educators. Ways in which the WWW can be used for educational purposes are discussed.

Beekman, G. (1995). HyperCard 2.2 in a hurry: The fast track to multimedia. Belmont, CA: Wadsworth Publishing Co.

Although building HyperCard stacks may seem very simplistic in the high-tech world of multimedia, it

certainly is a good place for novices to begin as they start working in the field of multimedia. Beekman's book makes programming understandable for almost all ages.

Blanchard, J. (1995). Technology in middle school reading education: Opportunities to transform the classroom. Computers in the Schools, (11), pp. 79-91.

Discusses the use of multimedia, telecommunications, and word processing and desktop publishing in middle school reading education and examines three issues that affect teachers' opportunities to compete with popular culture's media: implementation, integration and impact on achievement.

Boyle, T. (1997). Design for multimedia learning. New York: Prentice Hall.

Educators may find this book very helpful as they begin experimenting with new media techniques. The book is more concerned about the process of learning via multimedia means than it is to overpower the reader with technology terms.

Carlson, R. (1996). The information superhighway: Strategic alliances in telecommunications and multimedia. New York: St. Martin's Press.

The merging fields of new media come to life as Carlson discusses the economic aspects of the Internet, telecommunications and interactive multimedia. Sometimes understanding the business applications of multimedia make it easier to appreciate the extent of its grandness.

Caruso, D. (1993, January/February). Multimedia moves beyond the filmstrip. Utne Reader, pp. 111-16.

Digital technology has made it possible to combine print, film, sound and visual images into a single medium -- usually a specially designed compact disc called a CD-ROM -- to create a new format called "interactive multimedia." This technology has been simultaneously hailed as the savior of American education and denounced as the death knell of a literate society. The growing use of multimedia carries with it a greater responsibility to promote media literacy, however. Students must be taught, and teachers must remember, that all media represent someone else's manufactured version of reality.

Connif, M. (1994, Nov. 19). The mass market is dead for newspapers. Editor & Publisher, 127(47), pp. 5, 44.

Concerns about the future of newspapers are discussed. For newspapers to survive into the next century,

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## The Exciting Possibilities of Multimedia . . . . . Beneficial Resources Continued from page 51

they must integrate multimedia access within their pages.

Dillon, P. (1995). Multimedia technology from a and z. Phoenix, AZ: Oryz Press.

Great starting point for anyone interested in multimedia. Complete alphabetical listing of terms, with easy-to-understand definitions.

Fist, S. (1996). The informatics handbook: A guide to multimedia communications and broadcasting. New York: Chapman & Hall.

Manuals written about any technical field can be confusing. Fortunately, this one isn't. Learn the terms, the systems and the strategies involved in using multimedia platforms from this complete handbook.

Halal, W.E. & Liebowitz, J. (1994, November/December). Telelearning: The multimedia revolution in education. The Futurist, (28), pp. 21-26.

Interactive multimedia will revolutionize education. Interactive multimedia combines computer hardware, software and peripheral equipment to provide a mixture of text, graphics, sound, animation, full-motion video, data and other information. Sophisticated software adapts to the student's strengths and weaknesses to create an individually tailored path of instruction. With this technology, students can receive training when and where they need it. Knowledge-based systems, distance learning, the impact of electronic trends on universities and the possible drawbacks of electronic education are discussed.

Handler, M.G. (1995). Hypermedia as a student tool. Englewood, CO: Libraries Unlimited.

A useful guide for teachers, the book is written with the beginning student in mind. Includes exercises that enlighten readers about the limitless possibilities of doing projects using hypermedia tools. Also includes basic, yet helpful, curriculum planning guides.

Hansen, B. (Ed.). (1997). The dictionary of multimedia. Chicago: Fitzroy Dearborn Publishers.

Multimedia, which may be defined as interactive digital media, is a synthesis of traditional forms of art and communications with the rapidly-evolving fields of computing and networking. This book presents and defines the 'language' that has resulted from the convergence of audio, graphic, hardware, human factors, networking, software, telecommunications and video. Appendices cover essential information for multimedia professionals, students and researchers: copyright issues;

standards organizations; DOS commands; World Wide Web; and CGI conventions.

Himmelfarb, G. (1997, February). A neo-luddite reflects on the Internet. The Education Digest, (62), pp. 50-53.

As an information-retrieval device, the Internet is an asset, but it has dubious value in education. Children who are told that they need not learn how to do basic tasks because a computer can do that for them are being grossly miseducated, and young people constantly exposed to "multimedia" and "hypermedia" replete with sound and images often become unable to concentrate on mere "texts." The writer discusses her dissatisfaction with these aspects and others of the new technology.

Hofstetter, F. (1995). Multimedia literacy. London: McGraw-Hill.

The book starts off by offering basic definitions of the components of multimedia. A plus for the novice, but oversimplification for the experienced multimedia programmer. He also addresses the future of multimedia and offers advice on how to make well-informed judgments when choosing equipment: "You have no choice other than to learn to live with the uncertainty (of new technology). Because of the fast pace of change, you have to jump in quick and get to market fast, before the technology base shifts out from under you."

Jeffcoate, J. (1995). Multimedia in practice. New York: Prentice Hall.

An in-depth look at multimedia systems, with emphasis on the technological advances and differences from system to system. Also includes a step-to-step guide of how some of the applications work.

Korolenko, M.D. (1996). Writing for multimedia: A guide and sourcebook for the digital writer. New York: Wadsworth Publishing Co.

The book details writing for entertainment, children, science fiction thrillers, documentaries and assessment programs, teaching the user to develop non-linear writing skills, instructing on a variety of techniques and describing a variety of tools and methods. Korolenko defines the technology and gives a clear understanding of the cognitive and creative tools that the writer must employ. Sample chapters: Multimedia- What It Is, Where It Comes From; The Written Word in the Digital Age; Navigation for Interactive Multimedia; and The Future of Multimedia.

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## The Exciting Possibilities of Multimedia . . . . . Beneficial Resources Continued from page 52

The learning revolution. (1994, Feb. 28). Business Week, pp. 80-86.

A cover story examines how interactive CD-ROM computer technology is reshaping education at home and in the classroom. New interactive programs that feature a mix of education and entertainment are behind a burst of home-computer purchases by baby boomer parents, creating opportunities for software companies.

Lookatch, R.F. (1995, November). Technology for teaching? The research is flawed. The Education Digest, (61), pp. 4-8.

Research has never verified that using a computer or any other technology improves learning. Close monitoring of the literature on teaching technologies since the growth of computers in classrooms in the early 1980s reveals that all studies have a basic flaw. Experimental design, crucial to scholarly research, seems to have been ignored in favor of the latest fashion in media. As a result, many multimedia researchers have neglected to control for a host of conditions that may be responsible for the observed impact on learning, a neglect that causes this Type I Error. The writer says that, in fact, there are no unique benefits from multimedia or its attributes.

Mayberry, M.T. (Ed.). (1997). Intelligent multimedia information retrieval. Cambridge, MA: The MIT Press.

Intelligent multimedia information retrieval lies at the intersection of artificial intelligence, information retrieval, human-computer interaction and multimedia computing. Its systems enable users to create, process, summarize, present, interact with and organize information within and across different media such as text, speech, graphics, imagery and video. These systems go beyond traditional hypermedia and hypertext environment to analyze and generate media, and support intelligent interaction with or via multiple media. Thought-provoking chapters grew out of the 1995 International Joint Conference on Artificial Intelligence Workshop on Intelligent Information Retrieval.

Mayberry, M.T. (Ed.). (1993). Intelligent multimedia interfaces. Cambridge, MA: The MIT Press.

This collection of original contributions reports on key advances in intelligent (knowledge-based) user interfaces that exploit multiple media--text, graphics, maps-- and multiple modalities--visual, auditory, gestural-- to facilitate human-computer interaction. Chapters are grouped into three sections that address automated presentation design, intelligent multimedia interfaces, and

architectural and theoretical issues.

McAdams, D.A. (1996). Caught in the act: A look at contemporary multimedia performance. New York: Aperture Foundation.

Although some journalists might not always appreciate the artistic side of multimedia, an understanding of multimedia in the performing arts arena adds credence to the total concept of multimedia as a combination of art, computers, telecommunications and journalism. McAdams gives readers dozens of sample works that do just that.

Morton, J. (1996, January). Exploring the cyberspace future. American Journalism Review, 18(1), p. 60.

Many people are concerned that the use of the Internet to disseminate news stories may make newspapers obsolete. Newspapers will still be able to serve readers by gathering and analyzing information.

Natale, J. (1995, December). On-line school for home learners. The Education Digest, (61), pp. 36-38.

Not all home-schooling families embrace technology, but for many technology has provided the means to help accomplish an end -- independence from public schools. Today, as well as taking classes online, home-schooled children use a wide variety of educational software and can research projects on the Internet; they and their parents are using technology to connect with home-schooling families around the world.

Nielsen, J. (1995). Multimedia and hypertext: The Internet and beyond. Boston: AP Professional.

Although still in its infancy, Nielsen and others are looking towards the future of multimedia, emphasizing the tools within the Internet to reach the broadest possible audience. Lots of food for thought about future uses of new media.

Pack, S.H. (1994, November). Teacher training is key. Byte, (19), p. 366.

The latest onslaught of high-speed multimedia computers into schools might lead to the belief that the use of computers in the classroom will soon be limited only by the imagination of the user. However, schools also need to ensure that teachers are trained on how to use the technologies offered.

Peterson, R.S. (1996, Feb. 17). Multimedia possibilities.

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## The Exciting Possibilities of Multimedia . . . . . Beneficial Resources Continued from page 53

Editor & Publisher, 129(7), pp. 23-26.

Newspapers are beginning to experiment with multimedia services, but commitment to and enthusiasm for the technologies vary. Experts say that a clear perception of contemporary market niches is essential if newspaper publishers are to succeed in new media.

Rada, R. (1995). Developing educational hypermedia. Norwood, NJ: Ablex Publishing.

All of the buzz phrases are here: computer-assisted instruction; interactive multimedia; educational technology; hypertext systems; etc. Written for the beginner, not for an expert. Emphasis is on the coordination and integration of hypermedia projects and how to reuse parts of projects for other related projects. Since time constraints are almost always present, Rada gives examples of how to construct multimedia projects that can be segmented and used over and over.

Reinhardt, A. (1995, March). New ways to learn. Byte, (20), pp. 50-72.

The potential of computer-based education and training is finally beginning to be realized as a new generation of technology is fueling a new wave of better teaching tools. The article discusses the growing education infrastructure, new ways of learning and the technologies that can facilitate them, the benefits of multimedia and mobility, ways in which computers can assist in job training, and the steps that must be taken to bring new technologies to schools and companies.

Shapiro, J. (1996). Collaborative computing: Multimedia across the network. Boston: AP Professional.

Understanding multimedia systems and computer networks, says Shapiro, are keys to being able to efficiently do collaborative projects over the Internet. Although a bit high-tech for novices in multimedia, the book gives lots of in-depth descriptions of systems.

Sorrow, B. (1997). Multimedia activities for students. Jefferson, NC: McFarland.

Just what teachers interested in getting started in multimedia need: basic definitions of terms; basic multimedia system explanations; and lots of projects to get students thinking about the vast possibilities and ideas for multimedia projects across the disciplines.

Technology for learning. (1993, Jan. 11). U.S. News & World Report, (114), pp. 58-59.

Part of a special section on reforming American

education. Educators are beginning to understand technology's potential to improve teaching and learning. Multimedia materials offer the opportunity for less teacher lecturing and more hands-on, interdisciplinary learning. Technology can improve teacher quality, and if it is introduced on a large scale, it could improve public education. Unfortunately, it will probably be expensive.

Thomson multimedia resource: Multimedia in education. (1996). Belmont, CA: Integrated Media Group.

Educational technology made simple? Well, not simple but fairly understandable. Includes system information and interactive multimedia projects tailored for use in the today's classroom and for the classroom of the future.

Van Horn, R.W. (1994, December). Automating the past or the future. Phi Delta Kappan, (76), pp. 336-37.

Educators and students should stop using current technology to merely automate teaching and learning techniques of the past. Instead, basic skills in the use of computers, video cameras, computerized instruments and tools, image scanners, video digitizers, layout and production programs, multimedia authoring tool and image manipulation programs should be taught and used in the classroom. The basic skills of the future revolve around the use of humankind's newly invented, and continuously refined, power tools.

World Book 1998 multimedia encyclopedia. IBM.

Access all of the articles from the 22-volume print versions. Use Report Wizard for research reports; try Chart Wizard to generate 3-D charts and graphs for term papers; use Timeline Wizard to enhance history assignments; and streamline searches with Highlighter. Not meant as an ad for IBM; shows scholastic journalists the power of effectively integrating text and visuals.

Zettl, H. (1995). Video producer: A video production lab. New York: Wadsworth Publishing Company.

This book/CD-ROM companion does what multimedia does best, simulates complex expensive processes, allowing students to practice with real equipment in virtual reality. Video Producer has all the classic elements of effectively designed instructions: overviews, definitions of concepts, model cases, negative examples, elaboration, chunking, practice opportunities, reviews, tests and remediation. The interactive capabilities of this CD allow it to simulate production tasks such as lighting, camera work, microphone placement and editing.

## The Future of Photojournalism . . . . . by Jack L. Hillwig

I'm often asked these days to discuss or write about the digital revolution overtaking photojournalism. People want answers to questions like the following:

**Question:** What software and hardware do we buy? Answer: Adobe Photoshop and a Power PC or Power Mac with at least 24 megs of RAM and a 300+ megabyte hard drive.

**Question:** How fast can we learn to use it? Answer: After a few weeks of dedicated practice, anyone can begin to feel comfortable using this stuff.

**Question:** Can I take pictures on a disk? Answer: Yes, but the latest electronic cameras simply allow you to connect the camera to the computer and download photos to the hard disk. By 2000 staffs will be using these cameras.

**Question:** What exactly is an electronic darkroom? Answer: Adobe Photoshop is an electronic darkroom. In fact, any software that allows you to manipulate and modify photos inside a computer is an electronic darkroom.

And, the ever-present question: how much will it all cost? Answer: More than you or your school probably wants to spend, but given educational discounts, not as much as you think.

Certainly we all know that by 2000 photography, at least the technical side, is destined to change substantially. But are the questions above really the questions we should be asking? Lately, my answer is a resounding NO.

Pictures are not just technique—not just using the camera correctly or knowing how to develop and print, or having fancy electronic equipment. Pictures are moments—emotional moments, aesthetic moments, frozen frames that can sometimes make us laugh or cry. They're moments that take the words in our stories and make those words come to life on a page.

Pictures are special moments—

**Dr. Jack L. Hillwig is a professor in the Department of Mass Communications at Eastern Kentucky University in Richmond. His teaching specialties include photojournalism, publication editing and design, and desktop publishing. Dr. Hillwig has taught state, regional and national workshops to scholastic and professional journalists for the past 20 years, including the Carolina Journalism Institute. For numerous years, Hillwig planned the College Media Advisers' convention photo sessions.**

from the goofy expression on the kid who just got a date with a girl he never expected would say yes—to the cheerleader tense with excitement over whether the game-winning shoot will be made—to the mother standing over her daughter's casket following a drunk-driving accident. A good picture is a marriage of content and technique.

A good photo must be visually interesting. It must capture a moment worth the viewer's time. It must not be boring, not be obviously posed or manipulated, not be a snapshot and not be just people shaking hands or showing awards. If not interesting, why take it, why choose it and why publish it?

That's content; now the technique.

The publishable journalistic picture must be in focus, exposed correctly, must be an example of the use of tried-and-true principles of composition, be developed and printed correctly and be the right size on the page.

The photographer should know how to hold the camera steady, and should realize that the camera shoots both vertically and horizontally. The picture probably should be a long shot (to show a whole scene) or a close-up (to show the details) and should almost always not be a medium shot. And, finally, the person who shot the picture should have some understanding of

how to look at (and maybe use) light to achieve pleasing effects.

Too many photographers and advisers today are caught saying that if they only know about and have the best computers and software, that they'll have a good publication. Not true! Not from a photo standpoint anyway.

Good photographs begin with good visual ideas, ideas that don't just say: Get a picture of Homecoming. Ideas that say what picture of homecoming to get, ideas that help the photographer think of the moments that make Homecoming special and meaningful and fun and emotional and aesthetic. It's ideas that talk about moments and angles and specific shots, not just, 'See what you can get.'

Ideas and angles for photos are a whole-staff responsibility. Then when you can afford digital cameras you can take something interesting. Photography is a visual language, and learning to speak that language means more than just learning how to use the tools. No pen or typewriter or word-processing program ever made a writer great. Sure, Adobe Photoshop is a great program. But it's just the pen. It's not the writer.

Publications need to define their overall purposes in relation to photography. What kinds of photos do we want? What kind of 'publication personality' do we want to define through our photographs? Then our publications need to print compelling stories that paint precise word pictures of their subjects and events. Then photographers need to be directed to produce photographs that portray key emotions, moments and visual qualities that can truly bring these word pictures to life.

That is what good photojournalism is, and that's what good photojournalism will be. . . in 1998 or 2000 or 3000 . . . a clear purpose. . . great photographs . . . tight editing . . . excellent design.



## The Future of Photojournalism . . . . . Beneficial Resources

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Aumann, A. (Winter 1995). Seeing the big picture: Integrated editor of the '90s. Newspaper Research Journal, 16(10), pp. 35-47.

For years, some editors have been a curse to photojournalists. To them, photographs just naturally appear from spontaneous generation. But, because of new technology, editors are now more involved in visuals. A survey of 'integrated editors' who work both with news and graphics shows that while most editors have a background in management, more than half (65 percent) now have photography and design backgrounds.

Baig, E.C. (1996, Nov. 4). Smile -- you're on candid computer. Business Week, pp. 162-63.

Part of a special section on computers. Digital photography might well turn out to be a huge success with consumers. Its growth will be driven by a number of trends, outlined here by the author.

Beckman, R. (1995, April). Is this the right road? News Photographer, 50(4).

Monumental changes in communications are being experienced that are perhaps as important as the emergence of radio or television. Some ways to incorporate photojournalism and design in on-line publications are detailed.

Busch, D. (1995). Digital photography. New York: MIS: Press.

Discussion about the future of photography for the masses. Some technical information, but also some simplistic step-by-step lists of what's out there in the world of software and hardware needed to enter the digital photography revolution.

Chapnick, H. (1994). Truth needs no ally: Inside photojournalism. Columbia: University of Missouri Press.

To better understand the future of photojournalism, it's best placed in the context of composition, not just technological advances. Chapnick does just that in relating some history of the field but also some interesting ways to tell critical visual stories.

Cyber design: Photography and computer-manipulated photography. (1995). Rockport, MA: Rockport Publishers, Inc.

Professional photojournalists, and scholastic journalists as well, must understand the technological revolution occurring in photography. Software and hardware is discussed; the ethics of manipulation is highlighted; and

the future possibilities of 'cyber photography' is considered.

Davies, A. & Fennessy, P. (1994). An introduction to electronic imaging for photographers. Newton, MA: Butterworth Heinemann.

The photojournalist of today must evolve into the photojournalist of tomorrow, and that includes a working knowledge of scanners and Photoshop. The authors stress how the photographic process had remained similar "although greatly improved" with very few changes until the introduction of Sony's Mavica video still camera. Citing this product as the genesis of digital imaging, the authors note the similarities of the digital chain- input (capture), process and output- to analog photography's exposure, development and printing. They also stress that the revolution occurring in photography is as "profound as when glass plates were replaced by acetate film," but add that "photographers still need the skills of lighting and composing."

DeBat, A. (1997, May/June). Introducing the new digital cameras. Consumers Digest, (36), pp. 75-78.

Digital photography offers many advantages over traditional photography and provides the answer for photographers who want to get rid of film forever and improve shots that did not quite work out. Purchasers of digital cameras need to have realistic expectations, however. Digital cameras should be bought for their strengths, such as the convenience of instant picture review or rapid transmission of photographs over the Internet, rather than for the quality of their pictures. The magazine's best buys in digital cameras are listed.

Digital photography. (1996, June). Petersen's Photographic Magazine, (25), pp. 23-27.

Digital imaging, which is basically the recording and manipulation of images with electronic cameras and computers, is discussed. Image-editing programs enable photographers to do everything from changing contrast and brightness to completely altering an image. Related products are reviewed.

Dvorak, J.C. (1995, December). Cheese! PC Computing, (8), p. 75.

Electronic cameras are the future of photography, despite some present limitations. The Internet has been instrumental in the growing popularity of these devices. Digital photography also uses video technology. Pros and

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cons are discussed.

Eisert, S. (1995, January). Changing job requirements affect teaching. News Photographer, 50(1).

Universities are going to have to adjust their notions of how they teach photojournalism. Instructors need to integrate visual education into existing reporting and editing classes to provide photojournalism programs with a stronger standing in the academic community and a greater vitality.

Folkers, R. (1997, May 12). Pixelated photography. U.S. News & World Report, (122), pp. 77-78.

At the moment, digital photography is less than a fixture but more than a fad. A full-featured 35mm model still costs less than the average digital camera and produces better results. The history of consumer technology suggests, however, that the prices will drop and the quality will increase.

Foss, K. (1995, August). For cyber-minded folks, what's new around the Internet. News Photographer, 50(8), pp. 16-17.

The National Press Photographers Association's World Wide Web site is an example of the organization's proactive attitude toward harnessing the world of electronic communications. Foss discusses the site and the place of photojournalism in the on-line world.

The future of photography 1997. (1997, November-December). American Photo, 8(6), pp. 47-50.

The digital revolution in photography was technologically driven. The real revolution today is creatively driven. Although photography was become wired, photographers still make pictures, not cameras- digital or otherwise. Is film dead? No, because it still offers unmatched visual quality and rich creative possibilities. The role of film in photography is certainly changing, however.

Gleick, J. (1997, May 18). Reality check. The New York Times Magazine, p. 20.

News photographers have been among the first professionals to take advantage of digital photography because of its speed, but art photography will not succumb so easily. Nevertheless, any decent photographic software allows users to transform an image with two-dimensional and three-dimensional effects. The writer reflects on whether he will trust digital photography's weightless, fungible, malleable bits over faded snapshots

when this new visual virtuosity becomes the unexpected norm.

Goldsmith, A. (1990, March). Reinventing the image. Popular Photography, (97), pp. 48-53.

Photojournalistic markets, technologies and ethics are rapidly changing. The magazine market has fragmented into a multitude of specialized publications, few of which can afford a full-time photographic staff. According to an insider, the future of serious photojournalism will be in books and exhibitions rather than magazines and newspapers. Photojournalists must also consider the implications of digital image manipulation.

Grigsby, B. (1995, December). Dealing with differences: Cut-outs & dissolves. News Photographer, 50(12), pp. 12-13.

Juxtaposition is a photojournalism method used by writers and photographers. Some challenges for shooters working in electronic and print media are discussed.

Halstead, D. (1997, July). Seeing the platypus: The future is still and motion. News Photographer, 52(7), pp. 12-17.

Halstead addresses the notion that there might be a new breed of photographer and a new set of photographic opportunities in the industry. Termed the "platypus," because it represents a previously unknown animal, Halstead investigates its existence and forecasts the future of photojournalism for the photographers who can shoot both still and video.

Hawaleshka, D. (1996, Oct. 21). Snapping it up. Maclean's, (109), p. 68.

With the global market for traditional camera sales faltering, fresh concepts in photography are catching on. Geared toward the computer literate, digital cameras range in price from \$500 to more than \$10,000 for professional models. Another innovation is the Advanced Photo System.

Hughes, J. (1996). The world's best & easiest photography book. Dallas, TX: Phillips Lane Publishing.

Although the future of digital photography is of some concern to scholastic photojournalists, photo composition must continue to be of paramount importance. The author, a professional photographer, takes complex photography concepts and makes them easy to understand. Chapters cover composition, shooting angles, lighting, lenses, films, filing prints and negatives, buying equipment and

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camera basics. Many reviewers call it a 'timesaver and quick reference book for busy people' and a 'Cliff's Notes' version of a 'more complete, yet cumbersome, photography manual.'

Joss, M. (1996, November/December). To go or not to go digital. Desktop Publishers, 8(10), pp. 27-32.

Although the discussion focuses on professional digital cameras, scholastic photojournalists interested in pursuing photography as a career will be interested in the costs, the quality and the future of photojournalism's technical revolutions. The decision to go digital in a school environment parallels the decision of going digital in the photography profession: What's it going to cost?; How do we pay for the new equipment?; and, Will our clients (or students) be satisfied with the overall quality of the images digital cameras can now produce?

Kolonia, P. (1997, April). Digital saves the day. Popular Photography, (61), pp. 30-31.

The writer explains how it is possible, using digital manipulation, to turn problem photographs into sellable shots. Topics covered include exposure tweaking, focus adjustment, damage control, composition adjustment and color enhancement.

Leslie, J. (1995, May). Digital photopros and photo(shop) realism. Wired, 3(5), pp. 108-113.

Although the digital camera is still a specialty tool, it offers news photographers the option of capturing images without film. How digital photography is changing photojournalism is discussed.

Lester, P.M. (1995, August). Changes ahead: Visual reporting vs. photography. News Photographer, 50(8), p. 15.

There are big changes afoot in photojournalism, and a lot of confusion can be seen in the field due to the shift from photojournalists to visual reporters. The switch to visual reporters has led to conflict because they are often stereotyped as reporters with their brains "knocked out." Lester says educators in the field need to stress the fundamentals of visual communication as well as actual hands-on skills.

Lester, P.M. (1995, November). Digital literacy: Visual communication and computer graphics. Computer Graphics.

Discusses use of digital images today in everything from movies, to government records, to newspaper

photographs. Explains basic elements and theories of visual images, persuasion, stereotypes and the changing media of presentation. Addresses concerns about digital imagery in fields such as journalism and education today and in the future.

Martin, D. (1996, August). Computer basics for imaging. Professional Photographer, 8, pp. 36-39.

Need a basic, non-technical explanation of CCD, a pixel, dpi, ppi, storage and other digital terms of importance to photographers? This is just that article for those with digi-phobia.

McNay, J. (1995, October). The importance of content, content, content. News Photographer, 50(10).

McNay fears that, in light of technological innovations, photojournalists' content in their work is suffering and will continue to do so. The importance of storytelling in photojournalism and the effects of recent innovations on photojournalistic content are examined.

Mendelson, A. & Smith, C.Z. (1996, Autumn). Visual communication education: Cause for concern or bright future? Journalism & Mass Communication Educator, 51(3), p. 66-73.

Authors Smith and Mendelson examine the health of the photojournalism and visual communication curricula. Results indicate no strong trend toward reducing courses or programs in photography or visual communication.

Miley, M. (Oct. 7, 1996). Photojournalism in the digital age. Macweek, 10, pp. 18-21.

Miley reports wide use of the digital technology far beyond breaking news. The author provides an overview of the available cameras, models and dealers, as well as some information about performance. An interesting graphic comparing flowcharts of standard film and digital photography in newspaper and magazine production is also included.

O'Malley, C. (1997, March). Get the digital picture. Popular Science, (250), pp. 64-68.

Digital cameras are radically redefining photography. Digital cameras use light-sensitive charge-coupled devices to capture images digitally. These images can immediately be shown on a computer monitor, a television screen, or a small liquid-crystal display (LCD) built into the camera. The writer discusses advantages of such technology.

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Port, O. (1997, July 21). A lens that tricks the light fantastic. Business Week, p. 118.

LightPath Technologies Inc. has developed a new ray-bending technology that may have a radical impact on optics and imaging. The technology, which was developed over a 15-year period by Leslie A. Danziger, promises big improvements and cost reductions in virtually any device that has a lens. Although the idea of gradient-index lenses such as LightPath's is not new, other companies' lenses seldom exceed 10 mm in diameter, whereas LightPath regularly produces lenses that measure up to 95mm across. This is more than sufficient for camera lenses, and Fuji Photo Film Co. has licensed the technology.

Port, O. (1996, April 15). Digital finds its photo op. Business Week, pp. 71-72.

Digital cameras that record images on electronic "plates" called charge-coupled devices (CCDs) are becoming a valuable new way to manipulate images as easily as text. CCDs are currently an adjunct to film, as the only digital cameras that approach the quality of film cost as much as a new car, but alternative chips may substantially reduce the price of digital cameras soon.

Richin, F. (1995, Summer). News photography in cyberspace. Nieman Reports, 49(2), pp. 50-51.

While "still" news photography will probably not appear in cyberspace, there will be an extensive use of video and other imagery to report the news. News photography in cyberspace is also discussed.

Surfin' USA. (1997, May). Photographic, 5, p. 10.

It's only natural to look for great resources concerning photography on the World Wide Web. This listing notes 50 such sites, from Adobe Consumer Products (www.adobe.com) to Phase One (www.phaseone.com) to Tocad America (www.tocad.com). You get the picture.

Sweitzer, S. (1995, October). Workshop attendees, on electronic cutting edge, use still, TV. News Photographer, 50(10), pp. 8-10.

Due to digital technological innovations in photojournalistic equipment, the distinction between television and newspaper news might become hazy. Digital still cameras that record sound and digital editing can bring newspaper articles to a subscriber with the same accessibility as television.

Veraldi, L. (1995, July). Video copyright in a world on demand. News Photographer, 50(7).

Veraldi considers how television "on demand" will affect copyright. Video journalists need to think about how they will protect their property rights when digital technology makes it easy for users to access, copy, excerpt and alter video images.

Von Hoffman, N. (1996, June). AD electronica. Architectural Digest, (53), p. 94.

Digital photography has an important place for those who are ready for it, removing the need to use film and allowing photographers to snap images whenever they want. The quality of digital photography varies with the cost of the camera, and the most costly can exceed the quality of film photography. The technology threatens to put an end to mounds of unsorted photographs, and it makes things more convenient by enabling the photographer to store snaps on a floppy disk and print them later. In addition, it opens up previously unimaginable opportunities for manipulating an image and adds to the ease of picture taking for numerous daily jobs in the world of work.

White, L. (1991, May). The wonderful world of electronic imaging: Is it the photographic future? Popular Photography, (98), pp. 22-23.

Electronic imaging, the use of electronic devices to capture and record scenes, is receiving increasing attention as a photographic alternative. The benefits of this technology include simplicity, cost, speed, manipulation, environmental compatibility and permanence.

Williams, M. (1997, April). Working together to improve visual journalism education. News Photographer, 52(4).

It is increasingly important for complete visual journalists to understand and appreciate all forms of visuals. Two professional organizations, the National Press Photographers' Association and the Society for Newspaper Design, have been working together to improve visual journalism education.

Zuckerman, J. (1997, January). Photography and the computer. Petersen's Photographic Magazine, (25), pp. 22-25.

An introduction to the digital revolution in photography. Subjects discussed include whether computer manipulation is cheating, the benefits of digital manipulation over altering images in the darkroom, the hardware and software required to manipulate photography, and the advantages and disadvantages of IBM and Macintosh computers.

## Emerging Technology and the 21st Century . . . . . by Adam Clayton Powell, III

Everything you know is wrong.

Today, that may be the best advice anyone can give about technology. Even the experts are constantly caught by surprise.

Case in point: the 1996 Telecommunications Act, which was drafted, revised and revised again based on expert advice and testimony.

But only eight months after it was passed by Congress and signed into law by President Clinton, all of the major underlying technological assumptions were out of date. That is according to someone who should know: Robert Pepper, chief of the Office of Plans and Policy at the Federal Communications Commission, which is charged with designing the regulations to enforce the new law.

So Congress and the White House, working with the multi-billion-dollar federal research establishment, and aided by detailed input from academy and industry, could not successfully forecast technology as little as a year into the future.

Perhaps most important, in 1995, bandwidth was still scarce and valuable. But by the end of 1996, changing technology was squeezing broadband high-speed Internet service into ever narrower spectrum, and some new transmitters in effect use no spectrum at all(!). So bandwidth had become plentiful and almost infinite.

For a glimpse of what this will mean for educators and publishers, consider what we have seen in recent years: The invention of desktop publishing by Aldus democratized the print world, enabling anyone with a kitchen counter and under \$1000 worth of equipment to match the work of the highest paid wordsmiths and designers working with high-end pagination systems.

We see a similar revolution right now in television, albeit below the ra-

**Adam Clayton Powell, III, is vice president of Technology and Programs at The Freedom Forum, coordinating their programs and events, and supervising programs on new media and information technologies. Powell has served as vice president of news programming at National Public Radio, a manager of network radio and television news for CBS News, and news director of all-news WINS in New York. He has appeared as a media analyst on ABC's World News Tonight, CNN, CNBC, Fox and MSNBC.**

dar screen of major media: Desktop video is becoming a reality, fueled by Avid's PC-based video editing programs that, as with desktop publishing, are placing high-end tools in the hands of millions of freelancers and hobbyists with low-end budgets. Soon the polished professional-looking television coming from dens and kitchen tables will move to into distribution, first as a trickle, then a stream, then a torrent.

And so with Internet. One of those assumptions underlying the 1996 Telecommunications Act was that remote rural areas would always be so difficult to connect to the network that, as with rural electrification and with universal telephone service, connections would require substantial subsidies and federal assistance.

That, too, is now wrong.

By late 1997, low-cost high-capacity Internet service was being extended to rural schools, community organizations and town halls in the Rocky Mountain states, more often than not by hobbyists and hackers using a new class of inexpensive digital wireless devices originally developed for the U.S. Department of Defense.

The same technology can be used to extend Internet to inner cities, or to extend Internet to every room in a

school, or to extend Internet to every pupil's home. The Internet could soon become truly ubiquitous.

What does all of this mean for school publications in the next century?

It means we have no idea where technology is going, but we can now make some very educated guesses:

We know kids understand and have embraced the Internet, even more than their parents.

We have firm evidence that children on the Internet seem to learn more quickly and easily, and even have higher test scores.

We also know a majority of the jobs in the U.S. already require use of a computer, and this will only increase with time.

And we now know extending Internet service to schools and students, even in remote areas, is practical and affordable.

This means school publications must almost certainly embrace the on-line world, both as a tool we must all learn to use and as a tool we must teach to all students.

And because students are so adept at the new media, we must be prepared to embrace the on-line world and learn much of its features and innovations FROM our students.

Of course that is the new conventional wisdom, circa late 1997, and communications technology has a habit of frequently administering large doses of humility.

So we must all remain flexible, adaptable, remember the basics (good writing and good editing will not go away). But we must remember the exclamation of the character Valentine in "Arcadia" Tom Stoppard's intricate puzzle of a play: "This is the best of times to be alive," Valentine exulted, "when everything you think you knew is wrong!"

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## Emerging Technology and the 21st Century . . . . . Beneficial Resources Continued from page 60

Adams, J. (1995, April). Focus on the future of publishing. Publish, 10(4), p. 15.

Prepress professionals are finding it difficult to keep up with prepress technology and they find that the technology creates friction between buyers and sellers, vendors and clients. There is an interest in scholastic screening and digital photography.

Baskin, C. (1997, March). Web broadcasts: The end of browsing? PC World, (15), p.15.

Although web broadcasting is a compelling idea, it does not produce the desired results in practice. The process involves content providers "pushing" personalized information via the Internet directly to users' desktops. When users connect to the web, push products work in the background to collect information in topic areas the users have chosen and automatically send it to their PCs. The users can read the information whenever they want. Unfortunately, current push products demand a lot of resources, suffer compatibility problems, overload users with information, and bypass the web's ability to use links to explore and research topics in unimaginable depth.

Bender, W. (1994/1995, Winter). Read all about it in the daily you. Communicating Business.

Digital communication technology threatens to revolutionize the gathering, processing, distributing and presentation of advertising and news. Digital channels offer the prospect of new personalized consumer services as news stories are scanned from newspapers, news agencies and radio stations then "read" to personal computers over telephone wires. Eventually modern telecommunications will lead us to the smallest news product imaginable — the personal newspaper. Future of the news industry is as much about description, observation and interpretation as it is about news.

Bortman, H. (1997, May). Future macs. MacUser, pp. 56-61.

Since a high percentage of scholastic journalists use Apple Macintosh hardware, students and advisers may be glad to know the future of Macs seem brighter than ever before. Discussion of the advantages of Power PC Platform (PPCP) are noted, including the fact that PPCP systems would run not only the Mac OS but also Windows NT and other operating systems and it would make it easier for clone makers to differentiate their products from Apple's, enabling Apple to quickly bring out innovative new models. Bottom line: Mac may restake its claim to leadership in the personal-computer market.

Bristow, C. (1995, Nov. 1). Just TIFF/IT! Folio: The Magazine for Magazine Management, 24(18), pp. 52-54.

The magazine industry's adoption of a standard for digital production is the first step towards integrating advertising into the desk-to-press work flow. However, there are still many hurdles to clear.

Brody, A. (1996). The tools that rule. Advertising Age, pp. 3, 6.

New tools are emerging to bridge the gap between desktop publishing and web design. The new generation of tools that has emerged to give designers the ability to manage their sites better is examined.

Churbuck, D.C. (1993, Feb. 15). Goodbye, Dewey decimals. Forbes, (151), pp. 204-5.

The jobs of U.S. librarians will change dramatically over the next two decades, due to the Internet computer networking system and software that controls Wide Area Information Servers, WAIS. The WAIS system and the digitization of printed resources are discussed.

Clark, J. (1996, November). Making it big. Publish, 11(11), pp. 80-86.

Clark discusses tricks to designing and producing billboard-size graphics with desktop publishing software. Less is generally more when it comes to resolution in large-format printing.

Cronk, D.J. (1997, August). Design tools for the 21st century. How: The Bottomline Design Magazine, pp. 78-83.

What's in store for CPUs, operating systems and input and output devices? Cronk takes an inside look at the technology being developed for tomorrow's design studios. The future of UNIX, laser printers, scanners and advanced graphics tablets are discussed.

Dragan, R.V. (1997, Nov. 18). Web database development tools: From the ground up. PC Magazine, 16(20), pp. 205-239.

The web keeps finding new way to be more sophisticated while still fairly user-friendly. Dragan discusses system reengineering in technical terms, but it gives novice programmers an inside look at the Microsoft Visual JacScript, Oracle Web Developer Suite, PowerBuilder Enterprise, WebObjects Enterprise, database access methods, NetDynamics, and other browsers of interest. For the techie who wants to be on the

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cutting edge.

Dinucci, D., Giuduce, M. & Stiles, L. (1997). Elements of web design. California: Peach Pit Press.

The explosion of the web, according to the authors, can be traced one event: the creation of Mosaic, the first browser that could display graphics. That's the short history part of this book. Most of the text, however, discusses the basic elements of web design that makes it easy to exchange useful information and e-mail, with or without graphics. "It became an entertainment medium," DinuCCI et al write, when the Internet could combine words and images.

Dyson, E. (1997). Release 2.0: A design for living in the digital age. New York: Broadway Books.

The book represents a serious attempt to bring a voice of reason and common sense to the frequently vociferous debates over the evolving shape of the Internet. Dyson firmly believes that for new communities to truly flourish on line, a degree of governance and regulation will be required. Discusses latest hot-button issues of anonymity, privacy and security.

Education and technology: Reflections on computing in the classrooms. (1996). San Francisco: Jossey-Bass.

Computer-assisted instruction has been around awhile but its use is changing due to the latest technological revolution in multimedia, hypermedia or new media, whichever term you prefer to use. How will it affect the classroom of the future? The education publishing gurus, Jossey-Bass, give insights into that question.

Fraser, B. (1996, November). Seeing is believing. Publish, 11(11), pp. 50-58.

Soft proofing, in which a computer monitor is used to predict the result of a printed piece and to indicate the desired outcome to the press operator, is definitely a bleeding-edge technology. Fraser discusses how to make one's proof as reliable as a matchprint.

Hannum, W. (1997, September/October). Push technology for the world wide web. On the Horizon, 5(5), pp. 8-9.

We use to have to pull information off the web. Now a new approach allows information to be 'pushed' to us. In a way, push technology is a form of automated pull with the pull performed by intelligent agent software rather than an individual. Article notes three such pull technology products: BackWeb, PointCast and Wayfarer. Push technology, notes the author, may change the way

teachers and students use the web.

Hoke, H.R. (1996, December). The digital world is coming faster than you think. Direct Marketing, 59(8), p. 4.

Hoke discusses the Paine Webber 24th Annual Media Conference, in which speakers addressed what has been happening with all types of media and how technology will affect media in the future as well as the outlook for advertising. The digital world is coming quickly and all media will embrace it whether they like it or not.

Horton, W. et al. (1996). The web design cookbook. New York: John Wiley & Sons.

Addresses on-line newsletter/magazine design that uses the tabloid model: "You display a set of headlines with enticing hints of detail that are linked to more complete treatments of the topic." Also provides information about specific elements of an on-line newsletter, including cover page graphics and articles that may be linked to supplemental information about the topic.

i-Press. (1996, November). Electronic Learning, 6(3), p. 9.

i-Press is a new web-based product from Computer Curriculum Corporation that helps students publish newspapers on the World Wide Web. The new desktop publishing product and its uses are discussed.

Kuchinskias, S. (1997, August). On the web's cutting edge. How: The Bottomline Design Magazine, pp. 72-77.

Pure HTML is taking a backseat to hot new web developments, including push, Java and VRML. This article discusses how some small, but up-and-coming businesses, use these developments to design groundbreaking work for the WWW. The future of web design: Designers must have a firm handle on the basics of design as well as on programming.

Lane, R. (1997, Spring). The information age is not yet here. New Perspectives Quarterly, 14(2), pp. 19-21.

The world is still in the age of television and telephony. The integration of technology into lives and business practices has been incremental. The coming years will see a change in attitude toward learning new technologies and computing will follow the trends set by television and telephones.

Lascia, J.D. (1997, May). When push comes to news.

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### American Journalism Review.

Lascia discusses the increasingly popular practice of “push technology” or “webcasting.” He writes of the potential to reshape the fundamentals of journalism, as television news once did, as content is delivered to Internet consumers. Internet readers are empowered to specify what content will be delivered to them and how often. Personal filters and search tools are catering to people’s niche-focused interests. Consumers are increasingly getting breaking news from an on-line source first.

Leary, M., Hale, D. & DeVigal, A. (1997). Web designer’s guide to typography. Indianapolis: Hayden Books.

As Internet web sites increase at an astonishing rate, designers need all the assistance they can get about the use of typography on this newest medium. The four parts to this book address getting started with typography, type on the web, type as image and building a bridge (from page to page within a site).

LeMay, L., Duff, J. & Mohler, J. (1996). Graphics and web design. Indianapolis: Sams.net Publishing.

The use of graphics on web pages has undergone transformations in terms of complexity, according to the LeMay, from simple colors, bullets, underlining and shading to montage graphics, buttons, logos and icons. Sophisticated graphics, including embossed looking type, 3D designs and animation, are now also prevalent. But, the authors note, the “designer (must) find a careful balance between eye-catching graphics and files that take too long to process.”

Levy, S. (1995, Feb. 27). Technomania. Newsweek, 75(9), pp. 24-29.

Why is the computer age revolution different from all other revolutions? Because of the nature of the computational beast, says Levy, in this thought-provoking article that discusses computers as decentralizing instruments, as possible threats to individual privacy, as interactive education detriments and as a step from reality into the world of virtuality.

Levy, S. (1997, Winter). The myth of the computer. Newsweek: Computers & the Family, 80(19A), p. 96.

Are computers learning panaceas? Forget it, says Levy, “the superstar of education is still the book.”

Marcus, S.J. (1996, November/December). Ask the librarian. Technology Review, (99), p. 5.

Although the World Wide Web could become the

ultimate library in the future, at present its documents are largely uncataloged and unorganized. If the web is to transcend its entertainment value and serve as a convenient tool for serious researchers, a great deal of innovation will be required. For now, librarians can help researchers find research-quality information on the Internet.

News tech: Publishing system installations. (1996, Aug. 3). Editor & Publisher 129(31), p. 26.

New publishing systems that have been installed at newspapers across the United States are discussed. Harris Publishing Systems Corporation has installed a NewsMaker editorial system at the *Plain Dealer* in Cleveland, Ohio, that consists of a copy editor workstation, wire server and Windows client browser software.

O’Donnell, M. (1995, Winter). Teaching publication design with desktop publishing. Journalism Educator, 49(4), pp. 47-56.

O’Donnell discusses how valuable a tool desktop technology is in publication design courses. He suggests ways of structuring a design course that uses desktop technology.

Pool, R. (1994, Oct. 7). Turning an info-glut into a library. Science, (266), pp. 20-22.

The National Science Foundation, together with the Advanced Research Projects Agency and NASA, has awarded \$24.4 million in grants to six university-led consortia to bring order to the on-line information explosion. The teams, which include libraries, museums, publishers, schools and communications companies, will develop systems for collecting, storing and organizing digital information of many types. They will establish digital libraries to serve the public while also acting as testbeds for further research and development.

Powell, A. (1996, April 12). Expanding cyberspace: New technology and a diverse society. Speech. Las Vegas: Broadcast Education Association convention.

The Freedom Forum’s vice president of technology and programs asserts that new media must extend to all segments of society, sooner or later, because all of us will be disproportionately richer when it is embraced by nearly everyone. Also notes two of the top career choices: computer animation and on-line content producer.

Roth, S. (1996, December). File formats for prepress.

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MacUser, 13(12), pp. 178-79.

Roth explains the differences between the image file formats EPS and TIFF with respect to a page's layout. The differences have to do with work flow, not image quality.

Schaffel, B. & Weger, C. (1995, December). All we want for business... MacUser, 11(12), p. 136.

The authors propose a few things that might better the desktop publishing industry and therefore brighten their holidays and their jobs.

Schmidt, K.F. (1996, July). Digital ads. Print: America's Graphic Design Magazine, 50(4), pp. 231-232.

An all-digital prepress work flow seems to be the future of the publication printing field. Computer-to-plate technology appears to offer the appropriate tool to reach the goals of advertising.

Sentinery, R. (1996). How to get great design with desktop publishing. Folio: The Magazine for Magazine Management, 24(19), pp. 211, 214.

With the right hardware, software and editorial vision, even small magazines can get good results from desktop publishing. Desktop publishing can result in a publication that looks radically different than other competing publications.

Sentinery, R. (1995, Aug. 1). Your magazine's future is in print. Folio: The Magazine for Magazine Management, 24(13), p. 96.

It is important for publishers to adapt to their roles in the new-media age. However, they must remember that ink on paper still beats the cold glow of a computer monitor.

Siegel, D. (1996). Creating killer web sites. Indianapolis: Hayden Books.

Siegel describes the evolution of web sites by classifying them as first, second and third generation. First-generation sites were characterized as linear; second-generation sites were characterized more for their use of more, if not necessarily sophisticated, graphics; and third-generation sites are currently characterized by being "wrought by design, not technological competence, (that) give visitors a complete experience from entry to exit." The author also provides a list of what he calls deadly sins of designing web sites.

Soberanis, P. (1996, Oct. 1). All in a day's work flow.

Folio: The Magazine for Magazine Management, 25(14), pp. 40-41.

Intrepid publishers are putting new work flow solutions to the test. Their successes and stumbling blocks are discussed.

Standards for prepress and graphic arts trades. (1996, April). Publish, 11(4), pp. 19-21.

The Graphic Arts Technical Foundation has released three books of national, voluntary skills standards for press, prepress and imaging operators. On a similar note, the Association of Graphic Communications is promoting its Desktop Publishing Certification program.

Stout, R. (1996). The world wide web complete reference. Berkeley, CA: Osborne McGraw-Hill.

The information retrieval system of today will only get better, says Stout, and his reference guide leads readers through the retrieval processes of today and possible advances in the years to come. Researchers should especially enjoy the book.

A university sets a policy to post work on the internet. (1997, July 28). New York Times, p. A 11.

In an unprecedented move among American universities, Virginia Tech is requiring its graduate students to post their master's theses and doctoral dissertations on the Internet, so scholars and the worldwide public can study them at no charge. According to officials at Virginia Tech, the requirement is a move to make the latest graduate research more accessible.

Vasques-Peterson, A. & Chow, P. (1997). Teach yourself web design in a week. Indianapolis: Sams.net Publishing.

Creating a web page has become easier, states the authors, because of the software programs that allow for more user-friendly ways to place images. Emphasizes the use of colors that significantly impact the look of a web page.

Waters, C. (1997). Universal web design. Indianapolis: New Riders Publishing.

Because readers are viewing on-screen, careful consideration must be given to the page to make it user-friendly. Waters addresses the look of pages, especially the use of multiple columns due to the advent of tables.

## Publication Writing in the Next Millennium. . . . . by Kay D. Phillips

Every person is born equipped to use a language, and everyone begins by mimicking the well-loved people who first use language to him or her.

Toddlers don't think about language; they just talk, says Patricia T. O'Conner in her currently-best-selling grammar guide, **Woe Is I**.

How does that talkative toddler become the grammar-addled student? It begins as soon as that talk must be written down. And for scholastic journalists, their teachers and their publication advisers, the writing problem grows because these journalists must not only write correctly, they must also capture and hold their readers' attentions.

### •Fear of Inhibiting Expression

From kindergarten through middle school and secondary school, fear runs roughshod among educators that to teach grammatical rules and punctuation along with writing will inhibit the writer's expression.

Arriving at such a conclusion defies logic. Sports fans can imagine the chaos if a basketball or football game were to be played with no attention to the rules.

Author O'Conner comforts grammarphobes by saying she won't bother them with grammatical terms because 'You don't need them to use English well'.

Perhaps not, but the sports analogy fits again: In a clutch situation the football coach tells his kicker, 'Go punt.' The kicker, who has never heard that term, runs out and hugs a cheerleader. Anyone who wants to perform well in a sport, a musical field, a culinary art, or a language will learn and use its terminology.

Young writers who know how to use correctly the grammar of their lan-

**Dr. Kay D. Phillips advised newspapers and yearbooks at Northern Vance High School in Henderson, N.C. for 17 years. She holds an M.A. in journalism and a Ph.D. in education from the University of North Carolina. In 1994, she was appointed director of the North Carolina Scholastic Media Association. Her dedication to the teaching of writing and editing is well documented. Phillips currently serves on the Southern Interscholastic Press Association Executive Committee.**

guage are cross-country skiers given downhill slopes, walkers given wings. They are freed by their skills in grammar and usage.

Just because a teacher doesn't mark grammatical mistakes doesn't mean those mistakes don't exist. Time magazine writer Jack White recently told a journalist at the University of North Carolina-Chapel Hill, "I just judged a contest for middle school writers. Some of the spelling and grammar was so bad I couldn't even consider what was written."

### • Teachers Must Be Taught

Part of the solution to the status quo lies with institutions of higher learning that produce the English and language arts teachers in elementary, middle and secondary schools. Those key people must be given grammar courses in preparation for their important tasks of preparing young writers to communicate skillfully and correctly.

A second step in solving the current grammatical quandary is for teachers already in positions responsible for teaching writing to prepare themselves through good, uncomplicated grammar books and through in-service grammar courses and to teach every one of their

young charges to use the language correctly.

A third step is for young writers themselves and, especially in the elementary and middle school years, their parents to insist that they receive grammar and usage training.

Research shows, though, that to reach their readers, scholastic journalists must go much further than using correct grammar.

### • ASNE Study Suggests Changes

The American Society of Newspaper Editors recently conducted a study that led their researchers to suggest several changes for writing in the coming years:

- Incorporate narrative techniques into stories, focusing on action, characters and chronology;

- Encourage storytelling in news stories, keeping traditional inverted pyramid stories short;

- For younger and less-well-educated readers, assume that the readers know nothing and explain everything in logical order;

- Teachers must test and evaluate the student writer's work, marking errors and having them corrected. They must also train writers and editors to accept and use new forms and techniques, urging them to experiment to find forms that serve the readers.

With positive attitudes and willingness to work, all students can cure their grammar problems and use narrative techniques that encourage readers to make necessary mental jumps and understand stories more completely. It isn't impossible, and it must be done if good writing is to prosper in student publications.

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Adams, P. (1998). Writing right for today's mass media. Chicago: Nelson-Hall Publishers.

The text covers what students need to learn to write successfully for the mass media. The first section includes writing news for both print and broadcast, as well as persuasive writing, advertising and public relations. The second section gives students practice in writing and language skills. The convenient, workbook format is user-friendly, and a needed area of language drills covers the use of vivid verbs, homophones, concrete words, misplaced modifiers, agreement, active voice, parallelism, acronyms, trademarks, transitions and other critical writing topics of concern.

Biago, S. (1992). Interviews that work: A practical guide for journalists. Belmont, CA: Wadsworth Publishing Co.

How do you: find the best sources?; prepare for an interview?; take effective notes?; interview specifically for print or broadcast?; handle off-the-record information?; get answers from reluctant sources?; or grapple with ethical questions? Those questions, plus more, are answered by this noted author. Lots of good interviews with known journalists, including Joel Brinkley, Sam Donaldson and Ted Koppel, concerning their interviewing techniques are also included.

Born, R. (1993). The suspended sentence: A guide for writers. Ames: Iowa State University Press.

Journalistic writing is thoroughly covered here, from news writing to feature writing to persuasive writing.

Broadbent, B. (1997, March). Writing for the '90s. Training & Development, 51(3), pp. 11-12.

Broadbent discusses tips for improving one's writing skills and overcoming writer's block and offers advice for using a personal computer to write and for using desktop publishing packages. The first step in improving one's content is to place value on it.

Brooks, B. (1997). Journalism in the information age. Boston: Allyn and Bacon.

Brooks guides readers through the use of computers in journalism and mass communication fields today. Directed primarily at reporters and editors. Includes lists of critical research and information networks.

Brooks, B. (1992). News reporting and writing. New York: St. Martin's Press.

The basics of news reporting and news writing are highlighted in the simplistic journalistic endeavor.

Excellent resource for beginning writers as they tackle new assignments.

Brooks, B. & Pinson, J. (1993). Working with words. New York: St. Martin's Press.

One of the most complete writing books available to scholastic journalists. Includes exercise book for teachers. Areas covered include: agreement; articles; clauses; compound nouns; degrees of comparison; modifiers; passive voice; tense; tone; and much, much more.

Cappon, R. (1991). Associated press guide to news writing. New York: Macmillan.

As the foreword states, the book is aimed at a select audience: those who care about precise and attractive use of the language. Chapters cover: language; news writing; leads; periods; journalese; tone; writing pitfalls; use of quotes; details; writing taboos; feature writing; and general word usage. Bottom line: News writing should be clear, concise, accurate and interesting.

Ferguson, D. (1995). Grammar gremlins. Lakewood, CO: Glenbridge.

If you're still having problems with grammar when you try to write, look towards these types of condensed grammar guides that do address the basic grammar and punctuation problems many writers have today. Ferguson addresses the standard English writing problems here, including tense, word usage and style.

Fink, C. (1992). Introduction to professional news writing. New York: Longman.

Fink addresses the inverted pyramid style of writing, language use in general and technical writing. Also discusses the efficient use of computers for reporting for the modern media.

Fox, W. (1993). Writing the news. Ames: Iowa State University Press.

Another basic news writing text that guides print journalists through leads, style, quote usage and all of the necessary elements of writing the who, what, where, when, why and how of a story.

Gibson, M. (1991). Editing in the electronic era. Ames: Iowa State University Press.

Word choices aren't always as easy as many people believe them to be, especially when the wrong word may alter the meaning of a story. Gibson takes readers through

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the copy editing processes that are necessary in both print and electronic journalism.

Graham, B. P. (1993). Magazine article writing. New York: Harcourt Brace Jovanovich.

The long-awaited second edition of this book still consists of complete step-by-step instructions for writing a magazine article without burying the reader in too much detail. Examining the specific techniques that give good writing power and grace, it still places strong emphasis on reading good writing as the best way to improve one's own work. And it insists that significant content and appropriate style are complementary: Lively content can drown in a murky style, yet a pleasing style alone cannot resuscitate a lifeless subject. Sample chapters include: What makes a magazine writer?; Good writing from good reading; The first draft; Leads and conclusions; Style and tone; and Rewriting for quality.

Hausman, C. (1992). Crafting the news for electronic media. Belmont, CA: Wadsworth Publishing Co.

Broadcast journalism takes center stage in basic text about writing, reporting and producing news for television and radio. Step-by-step formulas are given.

Hay, M. (1990). The essential feature. New York: Columbia University Press.

Feature writing, from ideas to interviewing to format. In-depth features for magazines and newspapers discussed.

Hennessy, B. (1993). Writing feature articles. Oxford: Focal.

A practical guide to writing methods. Multiple number of formats given that help ensure the readability and the marketability of your writing. Covers interviews, research, drafting, editing and submissions.

Holm, K. (Ed.) (1997). 1998 writer's market. Cincinnati, OH: Writer's Digest Books.

Although the emphasis is on the listing of 4,200 markets to sell your writing, articles in the guide also focus on the writing process, from targeting ideas to writing for on-line publications.

Hutchinson, E. (1996). Writing for mass communication. New York: Longman.

This book is based on the notion that certain basic principles are common to all effective writing. The text shows, in theory and through practical exercises, how

those basic principles of effective information gathering and writing are applied differently for the various media. Critical chapters: Developing as a writer; Features for media; Articles for magazines; The art of interviewing; Organizing the information; and Writing for media in the future.

Hunter, S. & Wallace, R. (Eds.). (1994). The place of grammar in writing instruction. Portsmouth, NH: Doynton/Cook Publishers.

This three-part book addresses the history of grammar instruction and its future importance to the English language. Is grammar given enough importance today? No, say the authors, and that's the problem. Citing that the mechanics of writing must include grammar, punctuation and syntax, the editors bring together 16 articles that discuss various aspects of grammar. One of the most relevant articles: Teaching grammar affectively: Learning to like grammar, by I. Brosnahan and J. Neuleib from Illinois State University.

Ivers, M. (1991). The random house guide to good writing. New York: Ballentine Books.

The book offers: precise guidelines on word usage, grammar and punctuation; suggestions on choosing tone and style; examples from well-known authors; and writing exercises aimed at enhancing a writer's self-confidence and knowledge of fluid, forceful and appropriate style.

Jacobi, P. (1991). The magazine article. Cincinnati, OH: Writer's Digest Books.

General magazine features, from personality to technical articles, are covered in this book that promises to tell writers how to think it, plan it and then write it successfully.

Kaye, S. (1994). Writing as a lifelong skill. Belmont, CA: Wadsworth Publishing Co.

A little bit of everything is addressed in Kaye's catch-all book. Some grammar, some punctuation, some research and interviewing suggestions. How to edit your work is also discussed. Emphasis is on better use of the English language, not just on writing for publication.

Lindemann, E. (1995). A rhetoric for writing teachers. New York: Oxford University Press.

From answering the question "Why teach writing?" to offering guidance in managing group work and responding to assignments, this text provides a compre-

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hensive introduction to the teaching of writing. Reflecting current views of writing as social interaction, the author emphasizes workshops, collaborative learning and holistic evaluation. Chapters on prewriting techniques, organizing material, paragraphing, sentence structure, words and revising describe how the teacher can guide students through composing, while sections on rhetoric, cognition and linguistics discuss theoretical principles that support classroom practices and make the teacher's performance effective.

McQuade, D. & Atwan, R. (1993). Popular writing in america. New York: Oxford University Press.

Used for nearly two decades in schools nationwide, this anthology offers provocative examples of successful, influential American writing drawn from advertising, the press, popular magazines, best sellers, classics, film and television. This edition places a new emphasis on multicultural perspectives on the media. Every selection is connected either stylistically or thematically with one or more of the other selections, encouraging students to discover how the same subject can be treated in different ways by different writers or by different media. A wide range of fiction and nonfiction gives teachers and students the variety of good writing examples they can use to enhance their own writing styles.

More than the truth. (1996). Portsmouth, NH: Heinemann.

Teaching nonfiction writing through journalism. Emphasis is on teaching writing techniques by introducing students through basic reporting. Includes teaching methodologies. Discusses news writing, feature writing and persuasive writing.

Murray, D. (1993). Read to write. Fort Worth: Harcourt Brace Jovanovich.

Good writing, says Murray, can only come after the writer has been exposed to great writing. Used in many college English and journalism writing classes.

Nelson, C. (1993). Grammar smart. New York: Villard Books.

A simplistic guide to perfect word usage, the text focuses on basic grammar problems that continue to exist in our use of the English language. Lots of examples.

Noguchi, R.P. (1991). Grammar and the teaching of writing. Urbana, IL: National Council of Teachers of English.

Grammar problems discussed in the context of how best to teach students how to alleviate them from their writing. Composition and exercises abound.

Parsigian, E.K. (1992). Mass media writing. Hillsdale, NJ: Lawrence Erlbaum Associates.

Basic mass media text that addresses news, feature, column and editorial writing. Lots of beneficial examples.

Pitts, B. et al. (1997). The process of media writing. Boston: Allyn and Bacon.

Designed to help writers write, the book covers how all media work, prewriting, writing the story, the rewriting process and the art of keen observation that professionalizes the gathering, writing and revising processes. Examples of media writing abound; different models for organizing stories are plentiful.

The Princeton Language Institute. (Ed.). (1995). 21st century guide to improving your writing. New York: Dell Publishing.

This book focuses on improving general writing skills by addressing: different types of writing; grammar and usage; punctuation, capitalization and spelling; the writing process; electronic research and computing; feedback and publication; and resources to assist writers. Why the emphasis on the importance of writing? Information compiler Zahler notes: "...communication is what opens life's doors."

Ramsey, J. E. (1994). Feature and magazine article writing. Madison, WI: WCB Brown & Benchmark.

Although the term 'genre' isn't used in journalistic writing, genres of journalistic stories exist, according to the author, and can be defined when types of features are discussed from a standpoint of the technique used to create them. Basic writing principles are covered; interviewing is discussed; descriptions of types of articles assist reader understand feature formats; and examples of good writing permeate the text.

Smith, R. & O'Connell, L. (1996). Editing today. Ames: Iowa State University Press.

The book replaced *Editing in the Electronic Era*, which helped students learn the fundamentals of journalistic editing and their applications in the contemporary newsroom. Some of the original text from that book is retained (effective style and techniques), but contemporary facts and methodologies are included here.

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## Publication Writing in the Next Millennium . . . . . Beneficial Resources Continued from page 68

The authors focus on writing (grammar and wordiness, for example) as well as editing graphics and photographs.

Sorsby, C. (1996). Grammar 101. New York: St. Martin's Press.

This compact reference guide offers advice and 101 simple and easy-to-remember rules to improve your grasp of grammar basics. Think of the guide as an updated version of Strunk and White's *Elements of Style* (1935 original copyright date/Macmillan Publishing) or Manhard's *The Goofproofer* (1985 original copyright date/Macmillan Publishing).

Sorsby, C. (1996). Writing 101. New York: St. Martin's Press.

This compact guide offers advice and 101 simple guidelines that help readers write with confidence and convey ideas with authority. Sample sections include: knowing your audience; choosing appropriate form and tone; using slang, clichés, profanity and sexist language; avoiding choppy sentences, fragments, run-on sentences; and finding your own style.

Spandel, V. & Stiggins, R.J. (1997). Creating writers: Linking writing assessment and instruction. New York: Longman.

Written for both experienced and future teachers of writing, the book highlights the assessment model that is used by thousands of teachers across the country, as in the 'writing across the curriculum' approach. Some chapter titles: Creating a vision; Assessing to learn; Getting inside student writing; Putting assessment to work in the classroom; Doing it yourself- The teacher as writer; Learning from other teachers; Communicating about student performance; and Reflecting and believing.

Stainton, E.M. (1991). The fine art of copyediting. New York: Columbia University Press.

Although writing problems are addressed, the emphasis here is on improving a story once it's written. Includes ways of reading a story to best ascertain how to begin editing it.

Stovall, J.G. (1994). Writing for the mass media. Englewood Cliffs, NJ: Prentice Hall.

While the author feels "great writing might be a gift to a chosen few," he also believes "good writing is well within the reach of the rest of us." An underlying purpose of this book is to encourage the intelligent and respectful use of the writing tools. Those basic tools that are

addressed: grammar and punctuation, active and passive voice, spelling, accuracy, clarity, brevity, journalistic style and language sensitivity. News, feature, broadcast, advertising and public relations writing formats are also discussed. Appendices include: copy-editing symbols, the media and the law, problem words and phrases, diagnostic and grammar exams, and advertising copy sheets.

Tarshis, B. (1992). Grammar for smart people. New York: Pocket Books.

A user-friendly pocket guide to speaking and writing better English. Title hints at the book's writing style and its overall theme: Using the language correctly should be a given, not an embarrassing afterthought.

Telling stories, taking risks: Journalism writing at the century's edge. (1998). Belmont, CA: Wadsworth Publishing Co.

Journalistic writing has changed over the years. More editorializing has crept into feature and in-depth news stories. Is it the wave of the future or just a passing fad? Will journalists return to their roots and separate fact from opinion? Also includes discussions of civic journalism.

Williams, J.D. (1996). Preparing to teach writing. Mahwah, NJ: Lawrence Erlbaum Associates.

Key features of this book include: chapter overviews; balanced, integrated discussion of theory and practice; historical overview of current trends and philosophies in writing; comprehensive treatment of theories, research and strategies; emphasis on the social nature of writing that goes beyond process; discussion of writing assessment; and chapter summaries that help connect theory with practice. Emphasis of book is to train writing teachers by offering detailed treatment of the theories, research and methods that shape writing studies today.

Zinnser, W. (1995). On writing well. New York: HarperCollins.

Zinnser's purpose in writing this book is not to teach good non-fiction, or good journalism, but, as he writes, "to teach good English that can be put to those uses, or to any uses." Part One deals with principles of writing: transaction, simplicity, clutter, style, the audience, words, usage and unity. Part Two deals with interviewing, leads and conclusions, business and sports writing, criticism and humor, rewriting and the organization of all types of writing. Zinnser also stresses that "to have a decent career in America, you need to be able to write a succession of clear, decent sentences." Amen!

## General Scholastic Journalism Resources To Lead Us Into the 21st Century . . . . .

Akers, M. (Ed.). (1993). Scholastic yearbook fundamentals. New York: Columbia Scholastic Press Association.

Originally written by the late C.E. Savedge, this second edition is a text for producing a superior high school yearbook. Chapters include concept, design, writing, coverage and photography.

Arnold, M. (Ed.). (1996). The full palette diversity guide (for high school journalism). Iowa City: The University of Iowa.

According to the author, the problem of the lack of diversity in our nation's newsrooms and journalism classrooms has taken on new dimensions as multiculturalism encourages students to celebrate differences. Stressing that journalists must understand diversity to do their jobs, the text includes activities that help high school journalism students better understand the cope of the multiculturalism and its importance to their ability to cover their advise and produce a scholastic publication.

ASNE/Freedom Forum join in initiative to strengthen high school newspapers. (1996, July). American Editor, p. 32.

An ASNE demonstration project is being funded by the Freedom Forum that will establish partnerships between local newspapers and high school journalism programs. The goals of the project are discussed.

Blakely, D. & Evans, C. (1991). A complete guide to yearbook journalism. Sylvania, OH: Advise Publications.

Created for both beginning and veteran yearbook advisers, the loose-bound notebook publication allows readers to create a personalized and comprehensive reference that may lead to a long-term functional

**Although there are literally thousands of articles, books, pamphlets, guides and on-line resources for scholastic journalists, this compilation includes resources of a more general nature that address the field from a broad perspective and not from a specific skills-oriented viewpoint. Other resources most surely exist; suffice it to say that these are a collection of the resources that advisers used, or could have used, in the '90s, and these are the ones that may assist us in the 21st century in scholastic journalism.**

handbook for a yearbook staff. Personal advice dominates the pages, but insights from veteran advisers, professional designers, published authors and businesspeople also provide varied perspectives.

Cutsinger, J. & Herron, M. (1996). History worth repeating. Minneapolis, MN: Jostens.

This chronology of school yearbooks offers readers a tour of the past 100 years of yearbook journalism, from scrapbooks to CD-ROM versions. Includes some of the top books over the past 20 years, some of the noted authorities in yearbook journalism and winners of CSPA's Gold Key and NSPA's Pioneer awards.

Dardenne, R. (1996). A free and responsible student press. The Poynter Papers: No. 8. St. Petersburg, FL: The Poynter Institute for Media Studies.

A two-year process of deliberations in which the role of the student press was studied and debated by an advisory group of veteran advisers of high school publications and journalism faculty members of The Poynter Institute and the University of South Florida was the structure behind this book. Content stresses how the student press: fits into the democratic and educational goals of a school;

contributes to the learning of practical skills such as writing, research, photography and business; and allows for students to learn the leadership skills of delegating, working as a team and problem-solving.

Dvorak, J., Lain, L. & Dickson, T. (1994). Journalism kids do better. Bloomington, IN: Edinfo Press (ERIC).

What does research tell us about high school journalism? That journalism kids: do better in 10 of 12 major academic areas; write better in 17 of 20 comparisons of collegiate writing; value high school journalism more highly than required English courses in fulfilling major language arts competencies; and, generally, are more involved in school co-curricular activities and community projects than the average high school student. And the facts and figures, effectively made visual and understandable, keep on coming throughout this 466-page resource that takes scientific data concerning scholastic journalism and gives readers pertinent insights into its overall strengths.

English, E., Hach C. & Rolnicki, T. (1996). Scholastic journalism. Ames, IA: Iowa State University Press.

Examples of the best student journalism can be found in nearly every chapter (so claim the authors), and they're right. This comprehensive text covers interviewing, researching, writing, designing, advertising, photojournalism, and law and ethics, and also includes an examination of the professional print and electronic press.

Ferguson, D. & Patten, J. (1994). Journalism today! Lincolnwood, IL: National Textbook Co.

Newspaper journalism today would probably be a more appropri-

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ate title for the book since it concentrates almost exclusively on scholastic paper writing, editing and design. Limited information is given on the yearbook, broadcast endeavors and student news bureaus, and a concluding chapter discusses the changing face of technology student journalists need to become familiar with if they wish to use computer tools to their benefit in publishing scholastic publications.

An action plan for improving high school journalism. (1995, February). Arlington, VA: The Freedom Forum.

This is a report containing excerpts from a roundtable discussion between professional journalists and California high school journalists and their advisers at the Freedom Forum Pacific Coast Center in Oakland, Calif. Participants brainstormed ideas for strengthening high school journalism and keeping it a vital part of United States schools. Within hours, the participants developed an “action plan” complete with recommendations.

Death by cheeseburger: High school journalism in the 1990s and beyond. (1994). Arlington, VA: The Freedom Forum.

The Freedom Forum provides a comprehensive and practical look at secondary education in journalism. The issues addressed include free speech and press issues in high schools, the need for diversity in high school publications, newspapers’ investments in high school publications, high school newspaper advisers and high school newspaper finances.

Greenman, R. (1991). The adviser’s companion. New York: Columbia Scholastic Press Association.

Although the guide is written specifically for newspaper advisers, many of the tips could also be used for magazine or yearbook advisers. Includes tips on recruiting staff members, getting students to think more professionally, dealing with reader complaints and fostering editorial leadership. Book also contains 200 story ideas, a handbook for beginning reporters and a lead-writing guide.

Hall, H.L. (1994). High school journalism. New York: Rosen Publishing.

The emphasis in this general text for secondary education journalists is to address writing, design, advertising, photography and broadcast journalism. A brief history of American journalism and a careers in journalism section also gives journalism teachers some needed information for classroom discussion.

Hall, H.L. (1994). Junior high journalism. New York: Rosen Publishing.

The 262-page book is intended to assist junior high and middle school newspaper and yearbook staffs in areas of writing, editing and designing pages. Advertising and photography areas are also addressed.

Hall, H.L. (1994). Yearbook guidebook. Minneapolis, MN: National Scholastic Press Association.

General guidebook for yearbook advisers and students that highlights advising, design, photography, staffing and writing.

Harkrider, J. (1997). Getting started in journalism. Lincolnwood, IL: National Textbook Co.

This text employs a hands-on approach to develop beginning journalism skills. More than 70 detailed assignments at the end of each of the book’s 13 chapters help sharpen the skills of student journalists. A beneficial appendix includes information about copy editing, style, editorial policies, staff organization and production plans.

Harrower, T. (1995). The newspaper designer’s handbook. Dubuque, IA: William C. Brown.

Loaded with examples, advice and design ideas for every newspaper adviser and staff member. Covers basic page layout to complex infographics. Includes coverage of grids, typography, modular design, photo illustrations and sidebars. Appendix includes answers to text questions, redesign checklist and basic glossary.

Harwood, W. & Hudnall, J. (1997). Writing and editing school news. Topeka, KS: Clark Publishing.

Although the book is oriented for newspaper journalism, many aspects of it are broadbased, covering interviewing, writing, editing, photography, law, advertising and broadcast writing. Lots of examples are beneficial; glossary covers basics journalism terms scholastic journalists should know.

Hawthorne, B. (1994). The radical write: A fresh approach to journalistic writing for students. Dallas, TX: Taylor Publishing Co.

A humorous but no-holds-barred examination of the content of student publications where the author suggests alternatives to the content cliches that dominate high school journalism. Convinced that students will not read formula stories, he gives hundreds of examples of good ‘non-formula articles’ that, he hopes, will bring about a

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## Scholastic Journalism . . . . . Beneficial Resources

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radical change in student writing, its power and its ability to speak with conviction and passion. Sample chapters: Find a reader; Find an angle; Clean it up; Forget tradition; and Get to work.

Hernandez, D.G. (1994, April 2). State of high school journalism. Editor & Publisher, 127(14), p. 14.

According to results of a study, high school journalism teachers are often uncertified and untrained to teach the subject. Even if educators are qualified, they are hampered by a lack of resources and lack of interest from school officials.

Ingelhart, L. (1993). Student publications: Legalities, governance and operation. Ames, IA: Iowa State University Press.

Legal issues should be of concern to scholastic journalists and publication advisers. Written by one of the foremost authorities of student press law, the text covers libel, prior review and student responsibility.

Kopenhaver, L.L. (1995, Winter). Censorship becomes way of life for high school journalists. Contemporary Education, (66), pp. 89-91.

Censorship has become routine for many student media operations at high schools nationwide, with First Amendment rights of student editors and staff members violated daily. After a brief history of American freedom of the press and censorship, the paper discusses responsibilities of administrators and advisors to students' free expression.

Isaacs, J. A. (1991). Secondary school journalism. Seattle, WA: Butterfly and Bear Press.

This early-'90s publication addresses the overall field of mass media, five chapters specially on newspaper journalism, brief chapters on advertising, magazines, radio and television, and a look at the possible history and future of the mass media. A 50-page school publications handbook at the back of the book gives readers dozens of writing samples.

Jungblut, J. & Johns, R. (1997). Quill & scroll newspaper and newsmagazine evaluation scorebook. Iowa City, IA: Quill & Scroll.

Addresses strengths and weaknesses of a newspaper or newsmagazine by having a staff or adviser do a self-analysis of their publication.

Kennedy, L. (1991-'92). The yearbook advisory series.

(Order through JEA Bookstore).

Five books in this series includes: *In Print*, a textbook covering most aspects of producing yearbooks; *In Print Instructional Workbook*, a collection of activities and exercises found in the teacher's guide; *In Print Teacher's Classroom Guide*, a curriculum guide that includes course objectives, unit plans, activities, exercises, supplemental handouts, quizzes and other evaluation methods; *For Example*, a collection of design and coverage examples from award-winning yearbooks; and *On Deadline*, a discussion of job descriptions, staff recruiting, selection and organization, training, production tips, advertising and book sales.

Klaiman, A. (1991). Publishing the literary magazine. Lincolnwood, IL: National Textbook Co.

The book offers readers basic and advanced techniques for magazines printed in a variety of formats. Designed to stimulate creative thinking and foster group decision-making, questions and activities throughout the text challenge magazine staffs to adapt text ideas to fit their own needs. Filled with illustrations and examples in the five chapters: General information (getting started); Publicity (getting submissions, financing the publication); Critiquing manuscripts (guidelines concerning editing, copyright issues and sensitive issues); Designing the magazine (design basics); and Producing the magazine (production information, not including desktop publishing, is highlighted).

Martinson, D.L. (1996, February). Appeals board protects student "writes." The Education Digest, (61), pp. 64-66.

One viable solution to the debate over the right of students to publish school-sponsored publications free of administration censorship is a publications policy based on a free press.

Plopper, B. (1992). The problem-solving handbook for high school journalism advisers. Iowa City, IA: Quill and Scroll Foundation.

The handbook discusses the day-by-day problems that most high school journalism advisers encounter, including staff motivation, selecting staff members, meeting censorship wisely, maximizing class scheduling and time, grading staff members, training colleagues to be allies, clarifying adviser roles and overcoming publication financial problems.

Student Press Law Center. (1994). Law of the student

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## Scholastic Journalism . . . . . Beneficial Resources

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press. Washington, D.C.: Student Press Law Center Inc.

“This book (is),” states Mark Goodman, executive director of the SPLC, “our best effort to give (readers) a better understanding of the law of the student press.” It succeeds admirably, addressing student press freedom issues, including Tinker and Hazelwood, that have had a major impact on scholastic journalism. The book also explores: the ability of minors to consent to an invasion of privacy; student freedom of expression legislation throughout the country; defamation and obscenity laws; and the overall liability for the student press.

Quick start: A guide to middle school yearbooks. (1996). Dallas, TX: Taylor Publishing Co.

This guidebook takes students step-by-step through yearbook basics- theme, layout, graphics, interviewing, headlines, copy and cropping photographs. A teacher’s guide includes objectives and exercises for each chapter.

Talking about freedom: A teacher’s guide to the first amendment. Arlington, VA: The Freedom Forum.

Since press freedoms are important to a democracy, scholastic journalists and publication advisers may find this series of eight educational print ads for teens worth a look. Dealing with issues ranging from dress codes to censorship of school newspapers and from school prayer to parental warning labels on records and CDs, the ads examine the complex interplay of competing interest that the First Amendment helps us balance. The teaching guide include copies of each ad, ready-to-use exercises, discussion guides and suggestions for interdisciplinary activities. (Available online- freedomforum.org)

Smith, H. (Ed.). (1996). CSPA stylebook. New York: Columbia Scholastic Press Association.

This 20th edition of the organization’s stylebook includes suggestions that cover the points of usage most frequently encountered in student publications. Also includes a five-page article from M. Hiestand concerning plagiarism. Copy editing symbols are noted at the end of the book.

Smith, H. (Ed.). (1997). Scholastic newspaper fundamentals. New York: Columbia Scholastic Press Association.

Monograph emphasizes coverage, writing and editing, design, hands-on production and business practices in today’s scholastic newspapers. Includes illustrations, bibliography and glossary of terms.

Smith, H. (Ed.). (1991). Springboard to journalism. New

York: Columbia Scholastic Press Advisers Association.

This edition of the book includes: information on the general operations of a scholastic newspaper; tips on research, interviewing and writing; the critical editing process; and suggestions concerning design and desktop publishing. A recommended reading book list includes many of the beneficial publications scholastic journalists used during the 1980s. A 9-page glossary of terms student journalists need to know is also included.

Vahl, R. (1991). Let’s go for great photos. Iowa City, IA: Quill & Scroll.

Topics include: photographing people, animals and scenes; center of interest; filling the viewfinder; rule of thirds; framing; leading lines; angles; and depth of field. Basic information given; includes lots of examples of student photography.

Wallace, V. & Gorham, R. (1996). School news shows: Video production with a focus. Worthington, OH: Linworth Publishing, Inc.

Broadcast journalism can, claim the authors, “help students become critical viewers who can more accurately interpret what they are seeing and hearing on the TV screen.” They then take readers through the steps involved in creating a school news show with a trained staff, a polished script and appropriate equipment. An extensive appendix includes sample exams, a complete course syllabi, a storyboard and general guidelines and considerations scholastic broadcasters should be aware as they produce shows about their school and community.

Youth guide to the first amendment. Arlington, VA: The Freedom Forum.

Includes background information about the First Amendment, summaries of key U.S. Supreme Court rulings, discussions of current controversial issues, suggestions for papers and projects, and pertinent quotes related to the First Amendment. Contents includes censorship of student publications, school prayer and warning labels. On-line accessibility through The Freedom Forum’s web site (freedomforum.org).

## Recommendations Concerning the Future of Scholastic Journalism . . . . . CSPAA

Based on the qualitative survey research, the seven articles addressing areas of concern to scholastic journalists and the information contained within more than 300 resources included within the study's parameters, the 21st Century Committee of the Columbia Scholastic Press Advisers Association recommends:

1. Scholastic press associations continue to train scholastic journalists and publication advisers/broadcast sponsors in the use of new technology related to journalism and mass communication fields.
2. Scholastic press associations offer more specialized, smaller workshops, if possible, to personalize the learning environment when training students and advisers in areas of importance to scholastic journalists.
3. State scholastic press associations, when applicable, work with their state department of education to develop or strengthen a certification program for journalism teachers at the secondary education level.
4. Scholastic press associations continue to address student press rights and responsibilities issues.
5. Scholastic press associations work cooperatively with one another to enhance the profile of scholastic journalism.
6. Publication advisers seek financial support from their administration for equipment, student and adviser training, and travel to state, regional and/or national scholastic press workshops, conferences and conventions.

Although the immediate future of scholastic journalism ultimately rests in the hands of individual journalism teachers and publication advisers at middle and secondary schools, state, regional and national efforts can, and certainly do, assist teachers and advisers as they educate scholastic journalists about photojournalism, writing, desktop publishing, emerging technologies, ethical issues, leadership skills, publication design, time and staff management, visual literacy, and so much more.

7. Publication advisers seek ways to professionalize their journalism and mass communication skills through applicable scholastic press conferences, conventions, seminars and workshops.
8. Publication advisers continue to use state, regional and national scholastic press association publications and other printed or electronic resources to enhance their knowledge base of journalism and mass communication fields.
9. Publication advisers and scholastic journalists publicize their own efforts so they may reap the benefits of having others know more about the learning environment scholastic journalism provides its participants.
10. Journalism teachers and publication advisers be aware of, as well as act on, trends in education that can, and do, affect their programs.
11. Journalism teachers and publication advisers educate themselves about the changes in journalism and mass communication programs in colleges and universities so they can structure a relevant curriculum in their own media classes as well as more aptly assist their students who wish to pursue careers in the field.

12. Journalism teachers and publication advisers teach students to give design a context that can help them establish a visual voice, not just reflect the design trends of thousands of other scholastic publications.
13. Journalism teachers and publication advisers embrace the possibilities of multimedia to give students new and exciting opportunities in emerging communication technologies.
14. Journalism teachers and publication advisers continue to train photojournalists to better understand the importance of composition, not just the changing camera and photographic production and reproduction technology.
15. Journalism teachers and publication advisers be prepared to embrace the on-line world and learn of its features and innovations from students.
16. Journalism teachers and publication advisers continue to stress the importance of good writing as the backbone of any student publication or broadcast endeavor.
17. Journalism teachers and publication advisers immerse themselves in the plethora of excellent scholastic journalism resources available to them and to their students.
18. Local, district, state, regional and national school administrators and curriculum developers better understand the value of scholastic journalism to a school's curricula and to an individual student's language competencies, critical thinking skills, organizational and time-management skills, and overall media savvy that will pay dividends throughout a productive lifetime.



## Appendix 1: Civic Journalism Includes Maestro Concept of Staff Organization

**Emerging issues in scholastic journalism need attention. Three issues, civic journalism, yearbook copy and college j-schools' support for scholastic journalism, are just three areas of concern. More surface annually, and journalism teachers and publication advisers should be attuned to the issues if they wish to act, not simply react, to the possible outcomes of an issue. Summaries of each follow in these three appendices; more information is available from scholastic journalism newsletters and magazines, including CSPA's *Student Press Review*, JEA's *Newswire* and *C:Jet*, NSPA's *Trends* and Quill & Scroll's newsmagazine, *Quill & Scroll*.**

One of the most exciting innovations to come along has been the "maestro" concept. This notion of working in groups and using the reader as the focal point to guide writing and packaging is important because it can bring a staff together by encouraging collaboration and interaction.

But maestroing promises far more than just another organizational method for getting a publication produced on time. At the core of the true maestro system is an attitude of service and community-building that has far-reaching implications for scholastic journalism.

In one sense, scholastic journalism isn't very much like the professional press it often imitates. In an effort to be "value neutral," the professional press often presents itself as detached from the public it serves. Given this attitude, professionals are often viewed as part of the problem, not part of the solution. The scholastic press has the chance to be better than that.

The more civic-minded scholastic staff of tomorrow won't settle for a cold

reflection of school news. Instead, tomorrow's staffers will make connections between their work as student journalists and the quality of life within their schools. The successful publication will be measured partly by the number of changes that have been made because the staff cared enough to make a difference.

The maestro concept is important in this new definition of scholastic journalism because it accentuates all of the best elements of our field. For instance, the maestro process tends to move the traditional facts of the inverted pyramid into display areas like headlines and subheads. By doing so, the writer is free to tell a story in the most compelling manner possible.

When the reporter is placed at the center of this process, graphic elements and photography can be organized in such a way as to unclutter the story. Presentation becomes clear and the reader is given a collection of words and pictures that allow for understanding including ways the reader might get involved in the issue being covered.

Buzz Merritt, editor of the *Wichita Eagle* and a pioneer of a movement called "public journalism," challenges journalism teachers to build a mission into beginning reporting, writing and editing classes beyond merely processing information into news stories.

"The 'H' of the traditional 'Five W's and H' needs to stand for not only how something occurred but for 'handle': ways citizens can get their hands around a problem and help devise solutions," Merritt says.

To provide such "handles" for readers, tomorrow's civic-minded journalists will be much more sensitive to community building and meeting readers' needs. That will mean new methods for developing story ideas. It will also mean staffs will listen to readers,

perhaps using focus groups to tap into concerns of high school students. It may also mean reporters will participate to some extent in their own stories as a method for gaining a better sense of fairness and accuracy.

Once the writer understands that the story is much more than simply gathering facts, the student maestro can move the story into a dynamic package that not only tells the story but advances an understanding of the story.

In addition to the normal journalistic standards, the civic journalist of tomorrow's high schools will determine the success of any given story in terms of how many readers have become involved in addressing and solving a school or community concern.

There is one more by-product to this more civic-minded student press.

Staffs who see themselves as catalyst for change in their schools are inherently more positive because the focus is on cooperation and collaboration rather than confrontation. This doesn't mean the civic-minded press will ignore controversial issues. Quite to the contrary. But part of being civic-minded is caring about the consequences of all stories.

Tomorrow's community-building journalist will be driven by three concerns: 1. They will first consider the impact of this package of stories and photos be on the school community; 2. They will weigh the impact of the package on the sources used; 3. They will assess the impact of the story on the publications program? A staff conditioned to consider community and act accordingly will build a new kind of credibility and open avenues to new allies in the quest to help schools (and students) be the best they can be.

**By Dennis Cripe, executive director, Indiana High School Press Association, Franklin College, Franklin, Ind.**

## Appendix 2: Yearbook Copy- Fiendish Trend May Be Rearing Its Ugly Head

I love science fiction. The terrible monsters; the scientist's beautiful assistant; the wonder of things to come: it all makes the tiny hairs tingle under my back collar. I especially enjoy watching the extrapolation of the 1950's sci-fi writers who saw the wonders and horrors of the first Mars colony we established way back in 1974 or the repression of George Orwell's 1984. I taught college in 1984 and I felt repressed. And I'm sure my students felt repressed.

Now, it's the later part of not just the 20th century but the end of the second millennium in the common era. It's a most auspicious time of endings and beginnings both real and symbolic. It is also a time when the science fiction that I taught in Science-Fiction Literature 341 has invaded my life.

And I'm afraid.

Science-fiction writers track trends and then extrapolate those trends into the future. I haven't taught Sci-fi Lit. for years but I have been tracking yearbook trends for the last two decades. My extrapolation of those trends in writing in yearbooks looms as ominous as Lawrence Tolbert, with a bad case of lycanthropy (werewolfery), starring up at a full moon.

First, let's review the tracks we've already laid down. Gone are the evil days of the man-made "annuals" that were artificially brought to life **without any copy!** Faded into the annals of yearbook history are the terrors of the **experiments with copy** that only listed the purposes and goals to the reader. And the **horror of boring copy** disappeared back into the black lagoon.

The new age of enlightened writing dawns in the east while the remnants of a forgotten civilization claw their way through millions of bookshelves across the devastation of the forgotten lore of the school annuals.

Now, we're really talking science fiction!

The fact not the fiction is that most school yearbook writers haunt last year's annual to "learn" the secrets of how the lost annual tribe wrote the magical hieroglyphics found on the pages of the most current edition. They know that they must sacrifice some words to fill some space or the yearbook gods will be angry and the bounty of the gold crown may elude them yet another year. Sadly, the harvest upon delivery is again barren and void of any real life.

Another alarming trend has reared its monstrous head as of late. Savvy staffers have picked up from some of the King Kongs of the publishing jungle. Quick read copy and copy/captions have been alarmingly popular in some otherwise outstanding publications. These kinds of story telling are found in magazines and popular magazine-like newspapers. They are short and appear to take the place of any story on the spread. None of them are intended to serve the same purpose of yearbook stories yet they are followed as blindly as the islanders worshiped the mighty King Kong. And, hey, let's face the truth: it's a whole lot easier to write a paragraph than to write an entire story.

So, what can the future road of writing in yearbooks look like. Is it a gleaming H.G. Wells future of technology and advancements or is it the Orwellian view of sameness, sadness and mediocrity? The answer lies in picking the good brain not the abnormal brain for the creature which we are creating. In other words our students have to be taught to think.

From that moment when life sparks in the eyes of your own little 'creatures,' they should understand the purpose for writing in a yearbook. Just

as surely as Dr. Frankenstein gathered parts of living flesh to build his creation, so must the scholastic journalist draw from life to write about life.

For stories to survive into the next millennium they must be stories and not just the same old copy from last year's annual. Tell stories! Evoke memories in those stories. For too long the student writer has given the reader everything except that which they seek when they read the yearbook: their lost youth.

For years students and advisers have lamented that students don't read the yearbook. They are correct. 'Students' don't read the yearbook: 'former' students read the yearbook when they are searching for their youth. They can only find it in pictures; pictures without souls. It is left up to the student writer to record the emotions, feelings, voices and actions of these. The more details, dialogue and depth the story contains the greater the chance for a life to be rediscovered somewhere in all those words.

But to write well a student journalist must first see well. Observation is the first order. Observation of details, sights, sounds and feelings.

I guess that's what I always loved about science fiction. The writers evoked in me an entire universe. It was populated with real characters who, in my mind, came to life.

To an extent that is what the student writer must accomplish. They must recreate for the reader the universe of their friends, their emotions, their fears, their loves, their passion, their voices, their actions and their lives. To borrow an overused phrase from numerous science fiction dramas, student writers must "delve into God's domain of creation."

By Rick Hill, Amarillo, Texas,  
former yearbook adviser  
and yearbook company representative



## Appendix 3: New ASJMC Standard Change May Affect Scholastic Journalism

Accrediting standards from ASJMC, journalism schools' accrediting body, have changed. New language says colleges "could" support scholastic journalism. It used to say "should." This could have repercussions for us in the future.

If scholastic journalism is a fertile recruiting ground for journalism schools, it apparently is neither recognized nor appreciated by some J-school faculty and staff.

Those who keep their fingers on the pulse of the scholastic press in 15 southern states say college journalism faculty offer little, if any, support to scholastic journalism organizations.

In contrast, however, most J-school deans appear to be supportive of scholastic programs, providing them with office space, equipment and supplies, and attending conferences.

A survey of scholastic press association directors in the 15-state region comprising the Southern Interscholastic Press Association gave low marks to faculty, but high marks to top administrators at college journalism schools.

On a seven-point scale with "1" being "not supportive," and "7" being "very supportive," seven of those polled gave their top people a "7", and two respondents gave them a "6". Only four deans ranked lower than "4".

Those surveyed were less generous with faculty colleagues. One respondent ranked the faculty off the bottom of the scale with a zero. Only one director gave faculty members a "7" while five rated them at "3" or lower.

The questionnaire, administered in August 1997, received a 100 percent response. The average length of service of the directors was 6.7 years. Seven directors were in a tenure track position; eight were not. Eleven associations were affiliated with universities.

The associations represent mem-

berships ranging from 15 schools to 1052 publications.

The major problems facing scholastic journalism, according to the survey, include funding, a lack of new technology, logistics, training and recruiting leaders. Others complained of low morale and apathy among advisers. Citing a need for more presence within the university, one respondent said the association was in danger of stopping all services except publication critiques.

Some services provided by the 15 scholastic press associations include:

- All 15 give awards;
- 13 give one-on-one assistance to students and advisers
- 12 publish member newsletters, run critique services and individual student competitions;
- 11 offer summer workshops, fall and/or spring conferences;
- 8 give scholarships to students and awards to advisers;

While the logical assumption often made is that high school journalism is the recruiting field for college journalists, ironically only three of those polled said their college or university does enough to support scholastic journalism. Eight answered "no" to this question. Obviously, further research is needed to track the recruiting value of scholastic journalism. Only one director collects data reflecting the number of students involved in scholastic journalism who later attend the university where the state association has its headquarters. Eight said recruiting freshmen was expected of them at their institutions; three said it is not.

What is the future of scholastic journalism? On one hand it appears bright and healthy—on the other somewhat murky.

First the good news:

Advances in technology work in favor of stronger scholastic programs just as it does for professional journalism. Respondents see the Internet offering endless possibilities. Generally, enrollment was up in summer workshops.

On the downside:

One director wrote: "With school newspapers dying in my state and scheduling snafus keeping teachers from having students under decent working conditions, scholastic journalism is in crisis in all schools in which teachers are not educated for their tasks.

"Where teachers know what journalism is all about and are willing to fight for acceptable working conditions, scholastic journalism is thriving and healthy."

"I see little progress in terms of recognition for journalism as a legitimate part of the curriculum," another wrote.

Another felt threatened by block scheduling, and one director worried about how many people will be interested in teaching high school journalism in the future.

Overall, despite feeling threatened in many quarters, most directors seem optimistic about the future of scholastic journalism. One director said, "Scholastic journalism will never enjoy the same status as math, English, history or athletics. Strong programs will always exist where talented and dedicated advisers fight like hell to survive and then thrive.

"With that in context, I think the future is exciting and rife with great possibilities, given the technological advances of the past few years. Too many of us lament the worst without fully celebrating the best."

**By Elizabeth B. Dickey, assoc. director, Southern Interscholastic Press Assoc., University of South Carolina, Columbia**

