

# SCHOLASTIC Source

OCTOBER 2011

## St. Petersburg on the horizon

### Division members will again migrate to Florida in January

Calvin Hall  
VICE HEAD, APPALACHIAN STATE

David Bulla  
HEAD, ZAYED

The Scholastic Journalism Division will hold its annual Midwinter Meeting at Poynter Institute in St. Petersburg, Fla., on Jan. 6-7, 2012.

The SJD conference will kick off at noon on Friday, Jan. 6.

Two of the themes this year will be: (1) utilizing social media and new technology in the scholastic and collegiate classroom; and (2) teaching ethics applied to digital journalism.

Among the presenters will be Julie Dodd and Judy Robinson of the University of Florida; Candace Perkins Bowen of Kent State University; Cheryl Pell of Michigan State University; and members of the Poynter faculty.

A business meeting will be held at the end of the Friday session, and lunch will be served at Poynter on Saturday, Jan. 7.

The research paper competition deadline for the Midwinter Meeting is Nov. 7. If your paper is chosen, please plan to attend or send a substitute. For further information about the research competition, please contact George Daniels at the University of Alabama (gdaniels@ua.edu).

The conference hotel will be the Hilton in downtown St. Petersburg.



St. Petersburg, Fla., will serve as the setting for the division's Midwinter Meeting.

There is a Starbucks inside the Hilton and plenty of excellent restaurants nearby. The conference price for single rooms will be \$104 per night, plus taxes. The rates for doubles will be \$119, plus taxes.

The group will go out for dinner together in St. Petersburg on Saturday evening. Typically, a seafood restaurant is chosen for this occasion. We will also have our annual state gift-sharing contest,

on Friday night. You are requested to bring a gift that is uniquely from your state. You will then exchange that gift for another in a game that comes at the conclusion of Friday's business meeting.

Make your plans now for the SJD Midwinter Meeting. See the registration form on p. 9. For more information about the Midwinter Meeting, email Calvin L. Hall at hallcl@appstate.edu.

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SJD WEBSITE:  
aejmc.net/scholastic

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## Where do we go from here?

As I write this final column as Scholastic Journalism Division Head, this question crosses my mind. Transitions and landmark occasions, such as anniversaries, seem to evoke this arguably clichéd question. In this case, I'm sure the question is simply on my mind lately in part because I've been thinking about it as executive director of Quill and Scroll International Honorary Society for High School Journalists. The Quill and Scroll Board of Trustees is embarking on future planning at its upcoming meeting.

This year, Quill and Scroll is celebrating 85 years of encouraging high school journalists to excel academically and journalistically. It's a prime time to take a look at the past, assess the present and envision the future, especially in light of the climate for scholastic journalism.

A great deal has changed in scholastic journalism during Quill and Scroll's existence. Just in the past decade, the ways in which high school journalists disseminate their news has dramatically changed. Mirroring the professional news media, students are producing online news websites, posting blogs, updating Facebook pages, and streaming video, while tweeting. They are producing yearbooks with Web-based design

Vanessa Shelton  
Iowa

DIVISION HEAD

programs and including multimedia add-ons. It's an exciting time in journalism as we explore the best ways to tell stories.

It's also a time of great challenge. Economic pressures abound as schools weigh tough financial decisions, such as whether newspapers are affordable, or journalism teachers are expendable. Student staffs are scrambling for advertising revenue amidst recession-weary businesses.

Trying to put things in perspective, it occurs to me: They say history repeats itself. I suspect there's some truth to that.

Certainly, since Quill and Scroll was founded in 1926 by pollster George Gallup and a group of high school journalism advisers, there have been economic downturns (the Great Depression comes to mind) and several industry-shaking developments in news media (the advent of television news, computers, offset printers, fax machines, and digital cameras).

At the same time,

some aspects of journalistic practice have remained constant. The core principles of newsgathering and writing stand firm. The intrinsic value of teaching new generations of high school students to execute those practices remains. We in the Scholastic Journalism Division know that students benefit from learning and practicing journalism in high school, or earlier, whether the students go on to journalism careers or not.

Among the benefits, we know the students gain leadership skills, enhance communication abilities, sharpen critical thinking, learn to act ethically and legally, and are more informed as citizens.

This scholastic journalism landscape will surely be surveyed as the Quill and Scroll trustees chart future paths of the organization.

AEJMC is celebrating a milestone next year – its 100<sup>th</sup> Anniversary. It will be officially observed at the Chicago conference in August. It seems AEJMC is at a place where the question is asked: Where do we go from here?

Although our division is a relative newcomer, established in 1965-66 as the Secondary Education Division, it's a good time to take stock. Not that we haven't through the years during our conferences and meetings.

Answers to that broad

question regarding future directions sometimes come in increments during our conference sessions. For instance, at the conference in St. Louis we strived to provide pertinent training to journalism teachers and to find ways to protect them from administrative backlash to distasteful student content. We asked for and shared the latest innovations in outreach programs to scholastic journalism, and efforts to revive journalism programs in urban high schools.

We're framing questions to provide answers to problems facing scholastic journalism education. We'll continue to do so and more in January at the Midwinter Meeting, and again next summer in Chicago. That remains a constant. What also remains constant is that the questions will change to reflect the developments of the day. Change is constant.

Change in our division leadership also is constant. My two-year term as division head has come to an end, and David Bulla's begins. Bulla and new division vice head Calvin Hall are poised to navigate us through the coming years. Along with George Daniels, who will continue as research chair with the assistance of Adam Maksl, Bulla and Hall will guide us as we frame those

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## MY TURN

# Newsroom diversity is imperative

## Educators have role in recruiting journalists of color

Queenie Byars  
NORTH CAROLINA — CHAPEL HILL

Something alarming is happening in too many newsrooms throughout the nation—faces of diversity are disappearing. The American Society of News Editors (ASNE) most recent survey revealed that only 5,300 minority journalists are now working in newsrooms. This represents a decrease of 200 African-American, Latino, Native-American and Asian-American journalists; the third year in a row their numbers have declined. What is more disturbing is that newsroom jobs, after three years of marked losses, actually increased last year.

Some online organizations refused to disclose how many people of color work for them when ASNE added online-only newspapers to its annual survey. In our line of business we should all find this lack of transparency troubling.

The upheaval in modern-day journalism is well-documented. A down economy, fewer readers, and the flight of advertising dollars from print publications to online and social

media continue to thwart efforts by traditional news organizations to find a successful business model.

While publishers and editors fight to keep newsroom budgets from being further decimated, what can educators do to nurture and promote diversity in journalism and mass communication? One of the most important things we can do is to help identify, recruit and encourage talented students from underrepresented populations to pursue careers in journalism.

In a time when both public and private university budgets are under siege, schools of journalism must find ways to help increase the supply of minority journalists. A one-shoe-fits-all approach to recruiting minority students won't work. Nonetheless, every school has a stake in ensuring diversity.

The momentum has been slow. In 1978, ASNE first set a goal of having the percentage of minorities working in newsrooms nationwide equal to the percentage of minorities in the nation's population by 2000. Since then, ASNE has extended the deadline to 2025.

Journalism education workshops, such as UNC-Chapel Hill's Chuck Stone Program for Education and Diversity in Journalism, help bridge the gap between high school and college journalism. They prove that educators can have a positive impact on recruiting diversity.

This year marked the fifth anniversary of the Chuck Stone Program, which was inspired by Professor Emeritus Charles "Chuck" Stone, the legendary journalist and decorated Tuskegee Airman. His life-long commitment to increase the voices of diversity in all areas of mass communication permeates the workshop named after him. The program has grown into a multiple-platform storytelling workshop for highly competitive and talented young journalists, many from underrepresented populations.

It is also a centerpiece in the J-School's effort to recruit undergraduate students of diversity while they are still in high school.

Students in the 2011 workshop, held from July 10–16, represented the full spectrum of inclusiveness including ethnic, racial, sexual orientation, religion, disability and socio-economic diversity. The workshop comprised more than 72



Queenie Byars teaches public relations courses and serves as the diversity coordinator for the School of Journalism and Mass Communication at UNC-Chapel Hill. She has a background in public affairs in the federal government, public relations consulting and is the director of the Chuck Stone Program for Education and Diversity in Journalism.



Participants in the 2011 Chuck Stone Program for Education and Diversity in Journalism stand at the Old Well, the iconic University of North Carolina structure.

## My Turn

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hours of classroom time including interviews, discussion sessions, lectures, guest speaker panels, story meetings, writing and editing sessions. Students also produced a workshop blog and received T.V. studio orientation and training.

A special diversity presentation by filmmaker Andre Lee was the highlight of the workshop. The presentation included a screening of *The Prep School Negro*, a documentary film that tells the story of how minority students adapt and gain acceptance within the dominant culture of one of the top prep schools in Philadelphia.

More than 60 volunteer guest speakers, professors and instructors have taught in the Chuck Stone Program these five years. Many return each summer to participate in the workshops as role models and mentors. These volunteers, several of whom are J-School professors, provide the teaching nucleus of the program. They lecture on various topics such as news and feature writing, photography, T.V. reporting, media law and ethics, and social media. Their one-on-one mentoring is a hallmark of the workshop.

By the numbers, the summer workshop is a resounding success. Every Chuck Stone student has gone on to attend college. Sixty-eight (68) high school students have participated in the program since 2007. One-third (23) of these students applied and were accepted to Carolina. Four alumni of the program are among this fall's freshman class at UNC, one of them as a Morehead-Cain Scholar. The Morehead-Cain is one of the nation's most comprehensive and prestigious scholarship programs.

The Chuck Stone Program relies on the financial support of donors along with in-kind support from the J-School in the form of computer labs, IT and server support, software,



digital cameras, T.V. studio access and associated supplies. But the key to the recruiting success of the program is the word-of-mouth advertising about how participants feel about it. The excitement and value that students express about the program is uniform.

"I learned so many things about journalism and communication that I know I will be able to use throughout life," a high school student from Southlake, Texas, said. "Learning about diversity and the struggles and triumphs of Chuck Stone made me realize that even though I am just a girl from a small Texas town, I too can make a difference."

A student from Winston-Salem, N.C., added: "Being exposed to such an incredible selection of speakers and activities made me view journalism in a new light. I doubt there is another program in the nation that can so easily make a person love a field or a university."

The Chuck Stone Program is not unique in recruiting diversity or outreach. The Diversity Sports Media Institute at Indiana University-Purdue University Indianapolis, for example, also helps recruit and train minority high school journalists. Dow Jones News Fund has for decades funded other such programs across the country. More initiatives like these are needed. News organizations can also do more by funding and sponsoring university diversity workshops for aspiring

young journalists.

According to the most recent U.S. Census, racial minorities now comprise about 36 percent of the population and their birth rates continue to drive overall population growth. In short, we are becoming a nation of minorities, as newsrooms grow less diverse. If this trend continues it could further hurt the financial bottom line of news organizations.

In a study published two years ago in *American Sociological Review*, sociologist Cedric Herring of the University of Illinois wrote, "Companies reporting the highest levels of racial diversity brought in nearly 15 times more sales revenue on average than those with the lowest levels of diversity." In short, nurturing and promoting diversity is more than a feel-good initiative—it's imperative to competing in today's market place.

As legislators and administrators struggle to find scarce dollars for education, schools of journalism and news organizations should not allow diversity programs to fall off the radar. As educators we must redouble our efforts and commit to helping reverse this trend. If we are successful, it could revive journalism as a profession that embraces all voices by reflecting the diversity of the population on which it reports.



## ST. LOUIS MEMORIES



CLOCKWISE FROM TOP LEFT: Calvin Hall and Joseph Selden pose for a photo during the Minorities and Communication Division/Scholastic Journalism Division luncheon. Seldon, a Penn State administrator, received the Robert P. Knight Multicultural Recruitment Award. ■ Logan Aimone, executive director of the National Scholastic Press Association, presents during the pre-conference Teach-In. ■ Teresa White, director of the Indiana High School Journalism Institute, presents during the Teach-In. ■ Félix Gutiérrez, a professor in USC's Annenberg School for Communication and Journalism, delivers the keynote address during the MAC/SJD luncheon.

## Head Lines

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questions anew to get us where we need to go.

It's been my honor and privilege to serve the division the past four years as both vice head, and, most recently, as head. I've learned a great deal during that time, and enjoyed working closely with our members

and others in AEJMC, such as the incomparable Evonne Whitmore, who recently passed, as she lead the Council of Divisions. My heartfelt appreciation goes to all who have joined me in doing the division's work. I especially thank Candace Perkins Bowen for helping me prepare to lead, David Bulla for his work as vice head, George Daniels for his tireless efforts to bolster our research endeavors, Peter Bobkowski for his expert editorship, and all of

the other officers for their seamless commitment to their responsibilities. They made my role that much more enjoyable.

Now, I look forward to continuing our division's work, but in a different role, as WE join with Bulla, Hall and Daniels to address those standing and emerging issues in scholastic journalism.

That's where we know, for sure, we are going from here.

## HONORS LECTURE

# Bringing together perceptions and realities of journalism education

Linda Puntney  
KANSAS STATE

Thank you for the opportunity to present the Honors Lecture. I am both honored and humbled.

There are so many who have given so much to this division over the last 20 years. Mary Arnold, Julie Dodd, Candy Bowen, John Hudnall, Monica Hill, Vanessa Shelton and all the other heads of the division created a vision for the group and followed that vision with action. Of all the good things the division does, establishing and maintaining the pre-convention Teach-In makes me most proud. It's our outreach; our chance to make a difference for high school teachers who are not part of our group and a project that brings our reason for being to life. It took vision to develop the Teach-In concept and hard work to keep it going in city after city and year after year.

After working on the Journalism Education Association archives for nearly a year, I have a new appreciation for Bruce Konkle's dedication of maintaining the division's archives. If you have anything he needs you should give it to him. His is a thankless but oh-so-important job.

Special words of appreciation go to Dick Johns who served as our social chair for so many years and offered a voice of wisdom and class whenever he spoke. I'm glad he's here tonight because I hope he'll organize a place for us to go after the business meeting tonight. And thanks to Sally Renaud for so many things journalistic but especially for the life lesson that there are other colors for my wardrobe than purple.

Jack Dvorak, thank you for your "Journalism Kids Do Better" research that gives substance to



Vanessa Shelton presents Linda Puntney with a commemorative Honors Lecturer plaque.

what we already thought we knew. Finally, thanks to Martin Puntney, my husband, who supports me in so many ways and has for so many years.

You know, perception and reality are almost always very different viewpoints.

When I first joined this group some 20 years ago, I faced the experience with fear and trepidation — you were a force to be reckoned with. My perception was that I would never be accepted by this austere body. But today, I count you among my friends and as part of my professional family. We've shared job-related frustrations, challenges of our children, great personal losses and genuine concerns about our profession — where it is and where it is going. We've shared the excitement of new jobs and promotions, the births of children and grandchildren, pride in research that is done well, and we've worked together on projects that make a difference.

We've supported each other when we lost some of the greats of our profession — Robert Knight, Louis Englehart, David Adams and Jackie Engle. We, and our profession, are better because of their contributions and efforts.

We've exchanged gifts at the midwinter meeting and for the most part we've been nice about it except when we fight over chocolate or fine wine.

We've shared our knowledge with each other and together we have learned from amazing instructors at the Poynter Institute.

Austere body to be reckoned with? That perception was way wrong. The reality is that this group is welcoming and encouraging and one of the most positive experiences of my professional life. Thank you.

The perception of some may be that our division is small and not as important as many of the others, but the reality says this division is the

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## Honors Lecture

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most important because its focus is on the future of the media and those who will control it.

We have made strides in being recognized by AEJMC. Working with the ASJMC committee on scholastic journalism we were able to establish guidelines and provide information on how to develop relationships between high school journalists and college programs. The Teach-In brings positive recognition and is seen as innovative, successful and worthwhile.

Some folks might perceive my 42-year career in collegiate and scholastic media as one to be envied, but the reality is that it is a career that has been blessed. Blessed with amazing students on every level from junior high to Big 12, supportive administrators, colleagues and professionals who have made a difference in the quality of educational experiences I could make available to my students. But not every journalism educator or publications adviser has been that blessed. Working with the Journalism Education Association has allowed me to give back to the profession by providing programs, workshops and materials designed to help those who are not as fortunate as I have been. The perception that high school journalism teachers are alone and have to do it all themselves just isn't true. The reality is that organizations like JEA and this division are constantly working to make lives easier and scholastic media better.

There's a perception that with all of the social media out there we are

better connected than at any other time in the history of man. And we should be, but the reality is we've forgotten how to communicate. In staff rooms I have visited students sit beside each other but isolated by the earbuds that block out most human communication and they find it's easier to conduct interview by text, Facebook or email than to meet face to face with their source. Somehow, the personal connection is simply lost.



Linda Puntney and Dick Johns pose for an Honors Lecture photo.

The perception is that technology has made publication production more efficient but on the CMA listserv today there's a nostalgic cry for the days of paste up when the staff worked together in the production room and celebrated when the publication was finally put to bed.

We may perceive that young teachers today just don't have the same fire in the belly of decades past. That they aren't as dedicated as they once were. But the reality for many young teachers includes annual pink slips, re-assignments, after-school programs, testing, purchasing supplies for the classroom with their own money ... It's hard to stay fired up if you are not certain you'll have a job next year even though you've

invested so much time and money in the job this year.

The perception by some was that No Child Left Behind would save public education and put everyone on a more level playing field, but nearly a decade later the reality is that it may have dealt the single most damaging blow ever to public education. Learning and positive educational experiences just should not take a back seat to the test.

There's a perception that the Internet is killing newspaper reporting but a Stanford University study shows that the number of newspapers have been on the decline for decades. Since the peak of newspaper numbers in 1913 the decline was affected by World War II when newsroom staffs were depleted as staff members were in the war. In 1920 with the onset of radio, the last days of newspapers was again predicted and in the '50s television was the harbinger of newspaper doom. Some of the greatest moments of the newspaper industry happened after those events.

In the 21st Century we face new challenges. Craig Newmarket knocked the foundation out from under the classified advertising market when he introduced Craig's List. Blogger Evan Williams gave news dissemination yet another challenge and Mark Zuckerberg's Facebook changed the way we share information forever. Jack Dorsey taught us to condense the news to 140 characters when he gave us Twitter and the multitude of newspaper mergers in the last 10 years has reduced the number of choices and sources for the media consumer.

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## Honors Lecture

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My perception says things change and we adapt - in journalism and in education.

Social media, reduced staff size and fewer publications all mean that citizen journalism is a reality today. If every citizen is to be a journalist then this division and its focus becomes all important. Our focus is education. Our programs should be

teaching every citizen the reporting skills they need to provide video and photographs to complement and add to the professional journalist's report. Today, teaching reporting skills and journalism ethics to everyone is king.

It's all about perceptions and realities and bringing the two closer together. We are key in making that happen because communication is the beginning of understanding and that's what we're all about. It's time we embrace the evolution by speaking out that we are the most

prepared, the most qualified to give skills to the citizen journalists.

There has always been a perception that journalism, and teaching for that matter, is for those who can't "do." Some even say that journalism is sitting on the sidelines of life. The reality is that journalism education has given us the best seat in the house where we can teach and adapt and lead the evolution for a new kind of journalism with better trained citizen journalists.

## CALL FOR PAPERS

The Scholastic Journalism Division of AEJMC is accepting submissions of research papers for its 2012 Midwinter Meeting in St. Petersburg, Fla. The division is seeking academic papers on any aspect of scholastic journalism, the college media or journalism education applicable to those areas. Papers should be submitted with 12-point Times New Roman type, and double-spaced. All submissions should be sent electronically via e-mail attachment to **ScholasticJNResearch@gmail.com** by **Wednesday, November 7, 2011 at 12 a.m. PDT**. Only Microsoft Word or PDF file will be accepted.

Those papers selected by peer review will be presented during the Midwinter Meeting Jan. 7, 2012, at the Poynter Institute.

Faculty and student papers that involve any area of mass communication research that can be applied to scholastic journalism will be considered. Possible paper topics include:

- legal issues of the student press
- ethical issues of the student press
- administrative relationships: journalism education school and community support for high school journalism education
- journalism and mass communication in language arts
- preparation, certification and credentialing of publication advisers and journalism educators in secondary school
- multicultural and diversity issues in secondary school journalism

- content or production of high school publications
- the role of college journalism education in secondary education
- historical perspectives of secondary school/high school journalism education
- the role of high school press associations and other media organizations
- recruiting and retaining journalism students
- educational issues applicable to scholastic journalism

Your double-spaced paper should follow either the Publication Manual of the American Psychological Association or the Chicago Manual of Style. In the BODY OF THE E-MAIL to ScholasticJNResearch@gmail.com, please provide the following CONTACT INFORMATION: name, title (or student status), and affiliation of all authors, and the name, address, e-mail address and telephone number of the principal author. Please do not include names of authors or other identifying information on any page of the attached research paper. Electronic files will be sent DIRECTLY to reviewers to be blind-reviewed. After the cover page of the paper (WITH TITLE and Running HEAD ONLY), include an abstract of no more than 75 words. At least one author of each paper accepted will be expected to attend the AEJMC Scholastic Journalism Midwinter Meeting to present the paper. For more information, please contact the Scholastic Journalism Research Chair George Daniels at (205) 348-8618 or gdaniels@ua.edu



# Midwinter Meeting Registration Form

**Jan. 6-7, 2012, Poynter Institute**

Name: \_\_\_\_\_

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

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

School Phone: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Home Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_

Home E-mail Address: \_\_\_\_\_

Check one:

\_\_\_\_\_ \$75 registration fee for Scholastic Journalism Division members

\_\_\_\_\_ \$40 special registration fee for graduate students, first-time attendees and current high school journalism teachers

Make your check payable to: AEJMC Scholastic Journalism Division

Mail your check and  
this registration form to: Calvin Hall  
Department of Communication  
ASU Box 32039  
Boone, NC 28608-2039

Mail check and form by **Saturday, Dec. 10.**

A group dinner will cap off the activities on Saturday evening.

I plan to attend.

I can drive my car/my rental car as part of the carpool to dinner Saturday evening.