

ASJMC

INSIGHTS

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In 1973 a master's thesis completed at Oklahoma State University used co-orientation analysis to investigate the functions of the high school press as viewed by three publics in the high school social system. Although limited to a sample drawn from Arkansas and Oklahoma, results indicated that journalism teachers, student publication staff members and the general student population viewed the student publications as “pre-professional” training rather than a public relations tool or a laboratory experience.

Although a number of years have elapsed since the study, the results are as problematic in 1999 as in 1973 because they highlight the importance of experienced, certified teachers working with young student journalists.

This issue of *Insights* focuses on the state of journalism education at the college level. It reports national trends in teacher certification, changes found in the preparation of scholastic journalism teachers, programs that can be employed by mass communication programs to strengthen scholastic journalism in local service regions, and the need for cooperative efforts with local media companies.

manuscripts on experiential learning should be submitted to

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PARTNERSHIPS

Times are changing. Campuses are changing.
The industries we serve are changing.

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Chair of the Department of Journalism
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AS WE FACE THE NEW MILLENNIUM, ONE THING NEVER CHANGES: administrators will continue to face challenges that will help to shape their institution's identity. Among those is the unit's recognition of and participation in scholastic journalism and experiential learning programs. For 109 accredited programs, that participation becomes even more important as one of the indicators used by the Accrediting Council on Education in Journalism and Mass Communication to assess units.¹ Other colleges and universities use them as part of their public service mission; still others rely on them for recruitment.

Scholastic journalism remains a vital part of American education since its start in 1912 in Salina, Kansas, the real beginning of secondary school journalism teaching as distinguished from journalism as merely the preparation and publication of periodicals.² As Jack Dvorak of Indiana University reports in this issue of *Insights*, 96.9 percent of U.S. public and private high schools had some type of journalism class or media outlet.

Tom Eveslage's survey conducted a decade ago for the ASJMC High Schools Committee reported that 50 percent of the responding member schools took their liaison work with high school journalists seriously with dozens of activities, from workshops to scholarships, forging a natural link with scholastic journalism.³

Despite extensive studies by academicians and industry organizations showing the importance of scholastic journalism, the number of journalism education programs offered at colleges and universities is dwindling, with fewer than 90 programs offering training for teachers. As Marilyn Weaver of Ball State reports, the sudden change in teacher education requirements has caught many administrators by surprise.

Charles Overby, chairman and CEO of the Freedom Forum, believes that now more than ever, media professionals hold the key to preserving and strengthening journalism education. In a presentation to journalism educators attending a seminar at the Freedom Forum Pacific Coast Center, he urged the forging of new ties between journalism educators and industry professionals.

He warned that if the situation didn't improve, "[journalism educators] are going to be the 21st century equivalent of Latin teachers. Most Latin teachers can explain why they are needed, but that's the point - they must spend their time trying to justify their existence."⁴

He also said that "Journalism education is criticized by those in the academy who see it as unimportant and those in the news profession who see it as irrelevant. This disrespect is compounded by the low esteem that journalism educators have for the news media in general and for newspapers in particular. And to make matters worse, many within the news business have developed a self-loathing for their own profession."⁵

John Seigenthaler of the Freedom Forum's First Amendment Center at Vanderbilt University addressed the Scholastic Journalism Division of AEJMC at a 1993 mid-winter meeting and mentioned a "change inside journalism education...a gradual but perceptible change where students are looking away from 'journalism' and to advertising, public relations and television."⁶

Betty Medsger, former chair at San Francisco State University in her major study of

journalism education, said that 29 percent of educators surveyed for her study said the existence of their units had been threatened within the last 10 years. Twenty-two percent said that their units had been merged in that same time with other campus units within the last 10 years.⁷

Times are changing. Campuses are changing. The industries we serve are changing. At my own campus, Howard University, a reorganization went into effect in 1998 that consolidated 18 colleges and schools into 11. While our School of Communications remained unscathed during the mergers, we are engaged in a curriculum review in anticipation of a new facility to be built early in the 21st century.

Many long-time administrators have watched the pendulum swing as journalism education has been transformed and reinvented. Colleges and universities are facing partnerships with media conglomerates the shape and size that do not compare to anything they have seen or known before. It is crucial for journalism schools and administrators to forge new partnerships that will extend to the high schools and mutually benefit both groups.

As Overby told the journalism educators, distrust and disrespect for the media have grown, even by the very people who teach journalism. That's a sobering thought. The same people who have worked in the profession are often the front lines of contact with high school students and their publications adviser. Many also work as coordinators for experiential learning or service learning components.

Technology has pushed education and the industry in unexpected directions. If you would have told me five years ago that schools would be publishing CD-ROM's and interactive yearbooks, I wouldn't have believed it. This

technological revolution has forced us to think and to partner differently. Those partnerships may be with other divisions within the university

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or with businesses that are still emerging. Who can predict tomorrow's developments?

I've been heartened by the recent work of the Newspaper Association of America that matches schools and newspapers to help establish or revitalize high school newspapers. Their newest program looks to the business side of the industry, and is supporting scholastic advertising workshops at college campuses. Another partnership: ASJMC and the John S. and James L. Knight Foundation Newspapers-in-Residence program is bringing schools together with newspapers for a specific project or concept. Now in its third cycle, it is changing people's perceptions.

More needs to be done to generate and solidify partnerships. Educators and professionals must work together to strengthen journalism training at the high school and college level. And they can't overlook the community colleges.

One of my functions as an administrator involves establishing travel budgets for faculty to attend professional meetings. Many universities are facing severe constraints that often prohibit their faculty from attending industry conventions, workshops and seminars. But some, like the Broadcast Educators Association, the Public Relations Society of America and the American Advertising Federation, realize the value of educator participation and offer reduced convention registration rates for college faculty at prices they (or their universities) can afford. For BEA it is \$90; for PRSA it's \$150; for AAF it's no charge if the educator is willing to help out at the convention. BEA's fee also provides one-day complimentary attendance at the companion National Association of Broadcasters convention and trade show, a mammoth show where partnerships are encouraged and nurtured. BEA also holds its convention in a city that features affordable hotel costs and good airline service.

It seems to me that those organizations have made a tangible commitment to education. Go down the list of newspaper related associations, however, and the list diminishes. The American Society of Newspaper Editors,

Society of News Design and Associated Press Managing Editors all charge more than \$350 for educators to attend their conventions. And that's just for registration.

To get educators and professionals working together, we've got to make it possible for them to convene with high school teachers and students, too. Professional organizations need to reassess their strategic plans and look to the future. They need to consider providing courtesy registrations to high school and college advisers in the city where their group's workshop or convention is being held. We need to open lines of communication. Right now, when faculty and industry need to be communicating, major news organizations are pricing educators out. When they price them out, they cut off a valuable line of communication.

Often this lack of support sends an unspoken message to educators. And I don't think it's a message that professionals want to send. It tends to be the news associations sending that message to high school and college campuses. If we are to make any progress, I think that message needs to change. Newspapers and their professional associations often have foundations or departments within the corporation that provide assistance to community organizations. What better assistance than to an educator who can make a contact, who can forge a new alliance and bring reality to a world where it's often missing?

Carolyn Bronstein, a doctoral student at Wisconsin-Madison, and her professor, Stephen Vaughn, recently published a monograph on the late Willard G. Bleyer, one of the fathers of journalism education who truly believed in the civic nature of journalism. They wrote:

When Willard G. Bleyer looked at the state of American journalism, he was troubled. During the past four decades, the news media had been transformed by 'remarkable' advances in technology, and the world had entered into nothing less than a 'second industrial revolution.' It was an age of monopolistic capitalism, he believed, and it posed dangers for representative government. The news – the food necessary for nourishing a healthy public opinion – had become polluted, if not poisoned.

Nowhere was this disturbing state of affairs more evident than in the modern newspaper. Bleyer observed that the monopolistic tendency evident everywhere in the business world had changed newspapers for the worse. The number of daily papers had declined steadily during the previous decade, leaving many cities with only one paper, while others had but two, both controlled by the same owner. The newspaper business had come to resemble other large chain industries, such as grocery stores, pharmacies or even shoe stores. As for content, much of what passed for news was trivial and sensationalistic. Most appalling, journalists did not seem to know better.⁸

Sound familiar? However, Willard Bleyer died in 1934.

Bleyer worked as a high school English teacher in Milwaukee, then went back to the University of Wisconsin to earn a Ph.D. He wrote for many of Wisconsin's newspapers, and earned the respect of news professionals and academicians. Bleyer served as the president of the two organizations that would become AEJMC and ASJMC, as well as the Council on Research for Journalism.

He had passion for journalism and passion for education. And he knew the importance of partnerships.

While I don't agree with Charles Overby that journalism educators are like Latin teachers, I do believe that we must continuously educate to strengthen our democracy and the industries that we serve.

Journalism is a topic at the secondary level that often doesn't get the exposure that many other disciplines receive. When students enter a four-year institution, they've experienced many of the traditional liberal arts courses. But they don't quite know what journalism is and may not have had a journalism class or been able to work on a school publication.

We've got to strengthen those opportunities. We've got to encourage industry organizations to become active partners at reaching students at the high school (and some would say middle school) to prepare them for careers, for life experiences and enhanced educational opportunities. It's a win-win situation for all.

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¹ *Journalism and Mass Communications Accreditation* (Kansas: ACEJMC, August 1998) p. 57.

² Alan Scott. "Some Information Regarding High School Journalism," *School Activities* (March 1960) p. 203.

³ Thomas Eveslage. "Strategies for Nurturing Journalism Students: A Survey of ASJMC Schools," *ASJMC Insights* (Summer 1991).

⁴ Charles Overby, speech to participants in the Journalism Educators Leadership Institute, Freedom Forum Pacific Coast Center (June 1998).

⁵ Overby (June 1998).

⁶ John Seigenthaler was the keynote speaker for the mid-winter meeting held in Nashville that year.

⁷ Betty Medsger. *Winds of Change: Challenges Confronting Journalism Education* (The Freedom Forum, 1996).

⁸ Carolyn Bronstein and Stephen Vaughn, *Journalism Monographs* (AEJMC, 1998).

STATUS

of high school journalism

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MORE THAN 5,000 HIGH SCHOOL STUDENTS AND TEACHERS attended a national journalism convention in Washington, D.C., last November. Similarly good attendance has been registered during the past decade for biannual conventions of the National Scholastic Press Association and the Journalism Education Association - and other national, regional and state high school press associations. Signs that high school journalism is in good shape? A recent national longitudinal study would indicate that it is.

While the numbers indicate overall strength in U.S. high school journalism programs, a couple of findings have implications for the colleges and universities that offer teacher-education programs, headquarters for press associations, and personnel who direct high school journalism outreach activities.

Like collegiate journalism education, secondary school journalism is uniquely a 20th-century phenomenon. In fact, some of the oldest high school press associations trace their roots to establishment of journalism schools and departments themselves. Support for these scholastic organizations came from schools willing to provide office space and people to keep them afloat.

So, as this century ends, we surveyed the nation's high schools. Where possible, we compared data in a similar survey with those gathered in 1991 for a better look at the last decade. As of spring 1998, 96.9 percent of U.S. public and private high schools (n=669) had some type of journalistic class or media outlet. In 1991, the percentage was 94.6 (n=834).

J-MAJORS AND CERTIFICATION

However, only 15 percent of all high school journalism educators have some type of degree in journalism. While this shows a nice growth from the 7.8 percent we found in 1991, it points out the need for greater availability and encouragement of present and future journalism educators to prepare themselves well.

Further, 26.2 percent of these educators actually hold any type of state certification to teach journalism. In 1991, 28.2 percent held certification. Some states do not certify teachers in journalism at all; others have minimal requirements. Thus, it is conceivable that several of the 26.2 percent of educators in this study who hold state certification credentials might have one or two journalism courses, accompanied by a teaching major in some other related field, like English, and qualify for state certification in journalism.

Many high school journalism educators (40.2 percent) first become

involved with journalism after they've been certified in and actually teaching other subjects. Only about 23 percent had given any thought to journalism education before or during high school, and another 16 percent had given it any thought during college. However, 81 percent of these same educators had decided on careers in teaching either during high school or college.

To their credit, journalism educators go back to school in direct proportion to the time they remain in media education. They take summer workshop courses, distance education classes, summer school courses and other credit and non-credit experiences. About three times as many first-year teachers are not certified compared with those who are. By the time teachers reach 4-8 years of experience, this trend neutralizes, and we find a 50-50 split among those having certification and those who don't.

A major implication for college and university teacher-education programs: If all U.S. high schools that now offer credit were suddenly to require that certified people actually teach the journalism courses, there

would be an enormous teacher shortage. College journalism education programs would be filled to capacity with at least 10,000 new J-teachers-to-be. If all U.S. high schools offering any type of news media experiences, whether for credit or not, were to seek qualified journalism educators for the next school year, college J-programs would have to graduate more than 15,000 people immediately.

Despite the apparent anomalies involving the lack of formal journalism education training and certification, high school journalism programs and outlets are apparently thriving in the nation's schools.

NEWS MEDIA IN SCHOOLS

All four news media areas have grown a bit in the past decade, while literary magazines, often sponsored by English departments, have slipped a bit (from 37.8 percent in 1991 to 34.5 percent in 1998).

Yearbook publishing remains strong, with 95.3 percent of the nation's schools involved in what amounts to an annual magazine.

Newspapers are published in nearly 80 percent of the country's high schools, and when combined with news magazines (5.1 percent), some type of print publication comes out at least monthly in nearly 85 percent of the nation's schools. This compares with about 83 percent in the 1991 study.

High school journalism programs and outlets are apparently thriving in the nation's schools.

One major growth area, as might be expected, is in radio or television news production. In part because of the growth of Channel One in many high schools, which brought television technology to both classrooms and school production areas, we find that electronic media have nearly doubled since 1991 (12.7 percent in 1991 compared with 22.2 in 1998).

We note anecdotally that some schools with TV equipment have forsaken the dreaded “morning announcements” by the principal on the public address system in favor of student-produced morning news that includes video clips of interviews, games, concerts and other student- and school-related news.

Average lab size for all media operations is 30.6 students, down just a bit from 34.6 in 1991.

In 1991, 89 percent of all the media labs included computers for student use. In 1998, the percent was 98.5. Also, the following percentages of journalism students are using computers for these functions in 1998; e-mail, 24.5 percent; World Wide Web searches, 44.8 percent; pagination programs for design, 83 percent; and spreadsheet programs, 31.7 percent.

JOURNALISM CREDIT

In all areas examined, we noted growth in journalism credit opportunities in the nation's high schools.

Nearly 67 percent of the schools offer basic or beginning journalism as

There appears to have been some slight reduction in the amount of freedom students enjoy on publications, but three-fourths of the nation's high school journalism educators perceive that they continue to enjoy general autonomy in their roles as advisers.

a credit course that lasts at least one semester. More than 30 percent offer an advanced journalistic course, which is up from about 25 percent in 1991.

As might be expected from the high percentage of schools that publish a yearbook, a solid number – more than 56 percent – offer credit in a yearbook class or lab. Newspaper lab or class credits are available in about 42 percent of the schools, a solid increase from the 17 percent that offered non-print credit in 1991.

Nearly 90 percent offer some type of credit for media experiences or classes in journalism. In 1991, 86.5 percent offered such credits.

HAZELWOOD EFFECTS

Since the only U.S. Supreme Court decision involving high school newspapers was handed down in 1988, there appears to have been some slight reduction in the amount of freedom students enjoy on those publications; however, the most notable trend among secondary

school educators seems to be that larger numbers than ever don't know about the case or its implications.

Tiny percentages in both 1991 and 1998 have indicated “more freedom” following the decision, which allowed school officials to more easily censor school-sponsored publications that prior to 1988. In 1998, 15.5 percent report that they now have “less freedom” (compared with 11.6 percent in 1991); nearly 60 percent report “no change” in 1998 (compared with almost 74 percent in 1991); and nearly 24 percent in 1998 have “no opinion” or “don't know” (compared with about 14 percent in 1991). Clearly the latter finding points out the lack of formal journalism study among many of today's high school journalism educators.

Another barometer of freedom – or lack thereof – came in the form of this question on both surveys: “How much freedom do your school administrators usually allow those who advise student publications?” In the latest survey, 78.6 percent observed a great deal or almost complete free-

dom, whereas in 1991 that percentage was 84 percent. About 16 percent indicated “none or little” freedom in 1991 while more than 21 percent in 1998 found this to be the case.

So while there's some slippage in this important area of advising freedom, the good news is that more than three-fourths of the nation's high school journalism educators perceive that they continue to enjoy general autonomy in their roles as advisers.

METHOD

Complete results of this several-page survey will soon be available at the following web address:

<[www.journalism.indiana.edu/
workshops/](http://www.journalism.indiana.edu/workshops/)

High School Journalism Institute>

All 22,785 secondary schools that included at least grades 10-12 and were listed in Patterson's *American Education 1997* were potential sources.

Computers at *Quill* and *Scroll* headquarters, at the University of Iowa, randomly selected nearly 2,000 schools for the study. A seven-page survey was addressed to the journalism educator. A postage-paid, self-addressed envelope was included in each, and after an initial mailing in February 1998, a follow-up to non-respondents was mailed in April 1998.

Altogether, 669 school personnel returned the survey for a response rate of almost 34 percent. By contrast, in 1991 when the same basic survey, cover letter and mailing procedures were used, we received 834 surveys for a return of nearly 44 percent. This comparison is disturbing – and perhaps is a result of a society with increasing degrees of information overload, unwelcome phone solicitors and other intrusions on people's time.

However, we are confident in the survey's general validity. For example, several demographic findings were very similar to those gathered in 1991.

Also, with 669 respondents, the maximum sampling error for a random sample of this size is 3.7 percentage points at the 95-percent confidence level. Tolerances in sampling error were smaller than that as responses moved away from the 50th percentile.

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THREAT or OPPORTUNITY ?

the impact of
national teacher education reform
on journalism education

DR. MARILYN WEAVER
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BALL STATE UNIVERSITY

REFORM IN TEACHER EDUCATION has spread so rapidly across the country that it has caught some university journalism program leaders by surprise. No longer are journalism secondary education professors intent on meeting traditional, prescriptive certification requirements listing courses and credits. Today, they are forced to measure and defend what future journalism teachers know (knowledge), are able to do (performance), and their attitudes toward teaching (dispositions).

These dramatic changes have resulted from the influences of the Interstate New Teacher Assessment and Support Consortium (INTASC), National Board for Professional Teaching Standards (NBPTS), National Council for Accreditation of Teacher Education (NCATE), and the National Commission on Teaching & America's Future (NCTAF) and state governments.

**the
Commission
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Founded in 1987 as a consortium of state education agencies, higher education institutions, and national educational organizations dedicated to reforming teacher education, INTASC works most closely with state education agencies responsible for initial licensing and professional development. In 1990, INTASC began developing "model core standards" that serve as a foundation for all teaching, regardless of grade level or content taught, and drive its reform efforts.¹

In 1987 NBPTS was also founded to create standards, but for *advanced certification* for accomplished teachers, similar to what certifying agencies do in law, medicine and other professions. To obtain Board Certification, teachers who have taught for at least three years must successfully complete a two-part assessment. One part involves the creation of a portfolio illustrating classroom teaching. The other involves completion of assessment center exercises that measure applicants' ability to effectively use professional judgment, skills and abilities across the age range and topics of their certificate field.²

Of all of these groups, NCATE has the longest history in attempting to influence high standards in teacher education. Established in 1954, NCATE is acknowledged by the U.S. Department of Education and by the Council on Higher Education Accreditation as the only accreditation body for national accreditation of teacher education.

On its 30-member executive board, NCATE brings together representatives from teacher educator, teacher, policymaker, subject-specific, child-centered, technology and administrator organizations. A few examples include the Association of Colleges for Teacher Education (AACTE), National Education Association (NEA), Council of Chief State School Officers

(CSSO), National Council of Teachers of English (NCTE), and NBPTS. Student and public representatives are included as well.

Of the approximately 1,200 institutions preparing teachers nationwide, as of January 1999, NCATE has 500 accredited institutions and approximately 70 candidates. Forty-four states have formed partnerships with NCATE. Partnerships take one of three forms: (1) use of NCATE unit standards and NCATE-approved curriculum guidelines; (2) use of NCATE unit standards and NCATE-approved state programs standards; or (3) use of NCATE unit standards and a performance-based state licensing system. The last partnership framework links performance-based assessment for teaching licensing with national accreditation. This last framework represents the direction that NCATE is headed in its revision of standards in what is called "NCATE 2000."³

In the widely publicized 1996 NCTAF report, *What Matters Most: Teaching for America's Future*, the need for more rigorous preparation of teachers and higher standards was underscored. It was noted that nearly half of newly hired teachers could not meet licensing standards in their field and one in five high school teachers had less than a minor in his or her main assignment field.

As a result of its study, the Commission identified the first priority as "reaching agreement on what teachers should know and be able to do in order to help students succeed." It specifically commended the combined efforts of INTASC, NTBTS and NCATE "to set standards for teacher education, beginning teacher licensing, and advanced certification outline a continuum of teacher development throughout the career. These standards offer the most powerful tools we have for reaching and rejuvenating the soul of the profession."⁴

As a result of its study, the Commission created a network of 12 states to develop a common agenda for examining the correlation between enhancing student achievement and a systemic commitment to sustained teacher development. These pilot states have embarked on an effort to bring standards together in a more articulated way.

While these groups attempt to influence adoption of certain standards, who has authority for determining what standards are used for teacher licensing is the prerogative of state legislatures. Legislatures in 15 states have empowered independent professional standards boards at this time. There are about 15 more boards that are advisory in nature to other entities such as the state board or state superintendent of education.

Indiana serves as an illustration. The Indiana Professional Standards Board (IPSB) was established in 1992 as an autonomous board and has integrated INTASC principles into its 13 content areas and four developmental levels (Early Childhood, ages 3-8; Middle Childhood, ages 7-12; Early Adolescence, ages 11-15; and Adolescence & Young Adulthood, ages 14-18+). This effort has led to a reduction in the number of licenses from over 130 to less than 30.⁵

During this period of standards development, IPSB has invited discussion and debate through broad-based working committees and public hearings. Interested educators, public officials and citizens have been able to share their visions of a licensure framework. As a result of these hearings and the work of IPSB committees, this past June the IPSB Licensure Committee issued a *Draft Framework for Initial Licensure of Professional Educators in the State of Indiana*.⁶ A final draft was presented for Board adoption in June 1999.

It is explicitly noted in this document that the foundation for teacher licensing in Indiana is based on INTASC core principles and NBPTS certification areas. Within the list of 12 content areas, there is no mention of journalism as a content area for licensure. While journalism has not been addressed, it could be a “strand” within the Language Arts or it could be a set of standards that would stand alone.

Journalism educators in Indiana, who have traditionally taken pride in having credit hour requirements among the highest in the nation for preparing journalism teachers, realized that the changes in standards might result in a diminished set of expectations in the form of a “journalism strand” within the Language Arts content standards. An implication of this change would be that students preparing to be journalism teachers would need to meet Language Arts standards as well as requirements in a “journalism strand.” In a public hearing, Dennis Cripe, executive director of the Indiana High School Press Association, shared reasons why prospective journalism teachers should be reviewed under a separate standard.⁷

In response to concerns expressed by journalism educators and representatives from a few other content areas, IPSB has created a Standards Review Cycle Committee to create a process, establish criteria and timelines to address unresolved issues like journalism. Subsequently, Indiana journalism educators are developing standards to be presented during the coming year for consideration.

Similar stories are being reported across the country. John Hudnall, executive director of the Kansas Scholastic Press Association, has been dealing with the assessment aspects of performance-based standards for three years. The current move to performance outcomes is

changes in standards might result in a diminished set of expectations in the form of a “journalism strand” within the Language Arts content standards.

currently on hold for more review. "According to Hudnall, the Kansas education board never consulted with any scholastic journalism groups and as a result, of the 12 performance outcomes in language arts, only four even remotely touched upon journalism."⁸

While the impact on journalism teacher preparation programs is yet to be determined, clearly, change will be tied to some form of performance-based standards where it may be possible to be licensed to teach, without requiring completion of a degree. Measurement of prospective teachers' knowledge, performance and dispositions will require alternative and multiple ways for them to demonstrate competence. Theoretically, it might be possible for highly talented journalism students to show extensive competence through portfolio assessment (videos, written products, graphic designs, lesson plans, reflective journals, traditional tests, and other sources of infor-

mation) and not need to participate in selected content areas of the traditional journalism education curriculum.

Journalism educators must become vigilant, politically active, and engaged in the process of standards development leading to new licensure frameworks in their respective states. We find ourselves where we are as a result of comfort in the past, some naivete, a lack of awareness in the serious and direct impact on our field that national reform in teacher education has already had, and, in part, a failure to take serious our responsibility to provide proactive leadership for the future of scholastic journalism. Opportunity lies before us. We must work now to assure that every state has a set of rigorous, stand alone standards, assuring the preparation of only the most competent scholastic journalism teachers possible.

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1 URL: <<http://www.ccsso.org/index.html>>.

2 URL: <<http://www.nbpts.org>>.

3 URL: <<http://www.ncate.org>>.

4 *What Matters Most: Teaching for America's Future*.
New York: National Commission on Teaching & America's Future
(September 1996) p. 19. URL: <<http://www.bc.columbia.edu/-teachcomm>>.

5 Draft Framework.

6 URL: <<http://www.ai.org/psb/index.htm>>.

7 Dennis Cripe. "New Licensing System," *IHSPA Press Review*
(February/March 1999, Vol. IV, No. 3)
p. 1.

8 Ibid.

SIPA • SCSPA • SCSBA

MODEL

scholastic journalism programs
with headquarters in a J-College

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IN THE LAST TWO ACCREDITATION REPORTS, scholastic journalism at the University of South Carolina College of Journalism and Mass Communications has been listed as one of the College's strengths. Accreditation team member Steve Geimann from *Communications Daily* suggested during his visit in November that USC probably has the strongest scholastic journalism program in the nation.

The College is home to the Southern Interscholastic Press Association (SIPA), the South Carolina Scholastic Press Association (SCSPA) and the South Carolina Broadcasters Association (SCSBA).

Under the direction of faculty members with tenure, these scholastic organizations attract more than 3,000 middle and high school students to campus each year for five or more different conferences.

The Carolina Journalism Institute (CJI), under the direction of a full-time staff member in the College, attracts another 250 students and teachers to campus for a week-long summer workshop. The CJI, sponsored by SIPA, is an intensive five-day regional workshop devoted to helping students and advisers enhance their knowledge of editing, writing, designing and production techniques for newspapers, yearbooks, magazines and broadcasting productions. CJI classes are taught by nationally recognized publications advisers and professors. Last year two of the faculty included the 1998 winners of the Dow Jones National Journalism Teacher of the Year and the JEA National Yearbook Adviser of the Year.

Teachers may earn three hours of graduate credit for attending CJI classes and completing a project under the direction of a faculty member. The College also offers a video-based course, Publications Advising, through distance education during the school year.

Each fall and spring the SCSPA has conferences with about 50 sessions. Sessions are taught by out-of-state speakers, professional journalists, College faculty and publication advisers from South Carolina.

Each spring SIPA holds its annual convention. Attendants at the 1998 convention included large delegations from Arkansas, North Carolina, Georgia and Florida. Highlights for

students, in addition to 100 classes, included a banquet, a student dance and a Friday evening activity. Advisers attended the banquet plus two complimentary breakfasts, two receptions and a luncheon.

A popular attraction for advisers during the past three conventions has been an auction whose purpose is to raise funds for the SIPA Endowment. The 1998 auction brought in more than \$2,500. This endowment, managed by the Central Carolina Community Foundation, has raised nearly half of its \$100,000 goal, mostly from small donations from people in scholastic journalism. At the 1998 convention, 10 schools received the first Endowment Fellowships. Each of these schools will have a free registration at the 1999 convention.

SIPA is recognized by the National Association of Secondary School Principals and on their National

Advisory List of Contests and Activities.

All of the scholastic journalism conferences focus on practical training in the latest techniques of desktop publishing, editing and reporting, Internet research and broadcasting. Each of these organizations also sponsors competitions - SIPA for newspaper, yearbook, magazine and broadcasting; SCSPA for newspaper, yearbook, magazine and public relations publications; and SCSSA for excellence in broadcasting. SCSPA also sponsors the biannual Excellence in Scholastic Newspaper Award (ESNA) competition. This competition critiques entries from state newspaper members. Schools may enter up to 10 entries per competition. The evaluation guides for SIPA and SCSPA serve as textbooks and are updated periodically as trends change. The contest submissions are sent to judges from throughout the nation for evaluation.

SIPA and SCSPA give scholarships to incoming freshmen at the University who plan to major in journalism/mass communications. SIPA awarded four scholarships worth \$2,500 for the current school year. In addition, SIPA awarded two fellowships to advisers to attend CJI in the summer and receive three hours of graduate credit. SIPA awarded four scholarships worth \$2,000 to incoming freshmen this year. Scholarship monies are managed by the University development office. Two honor former advisers;

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the others carry the name of either SCSPA or SIPA.

The organizations also present awards to outstanding advisers, friends of scholastic journalism and student leaders. SIPA gives a Principal of the Year award, and periodically it presents a Freedom of the Press Award to students, advisers or staffs that make a strong stand for their First Amendment rights. The 1999 award will carry the name of former dean and SIPA director Joseph W. Shoquist. SCSPA presents an Adviser of the Year award and an award named in honor of former dean Al Scroggins for outstanding service to scholastic journalism.

Dr. Bruce E. Konkle, SCSPA director, writes and publishes three 80-page handbooks each year for advisers of newspapers, yearbooks and magazines. Additionally, he produces the *Scholastic Review*, a 36-page magazine featuring winning entries from numerous SCSPA competitions.

Each year both SIPA and SCSPA publish four newsletters – *Accents* and *Perspective*. These include articles of interest for students and advisers. These publications display examples of excellence in scholastic journalism, current trends and how-to articles.

The SIPA and SCSPA directors attend national conferences of CSPA, NSPA/JEA and AEJMC. Konkle recently served as chairman of the 21st Century Committee of CSPAA and

The College furnishes office space and pays for salaries, telephone, most supplies and some postage. The manager and the directors have other college duties in teaching, recruitment and service.

edited “The Future of Scholastic Journalism: The CSPAA Report.” Professor Beth Dickey, SIPA executive director, serves on the board of the Student Press Law Center. Konkle is secretary/newsletter editor of the Scholastic Journalism Division of AEJMC, and Dickey recently served as head of the division. Tim Perrin serves as scholastic press manager for both SIPA and SCSPA, and he directs CJJ.

The College pays salaries of the directors of both organizations and the manager, all of whom have other College duties. Perrin edits the College newsletter; Konkle and Dickey teach two to three courses per semester in the advertising/public relations sequence. Dickey also directs the College's recruiting efforts. The dean of the College, Judy VanSlyke Turk, holds the title of SIPA director, as mandated by the group's constitution and bylaws. Dr. John Lopiccolo, a broadcasting professor, directs the SCSPA.

The College furnishes office space and pays for some postage, telephone and most supplies. SCSPA and SIPA purchase computer equipment and pay for most travel expenses for representatives to attend scholastic

journalism conferences.

Both SIPA and SCSPA have boards of directors, which meet apart from the on-campus conferences. The 25-member SIPA board, made up of elected student and adult officers and advisers appointed by the director, travels to sites within the 15-state region for a three-day planning meeting each September. SCSPA officers come to Columbia prior to each conference to plan sessions and set policy.

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IT'S ONE OF THOSE FACTS OF ACADEMIC LIFE
scholastic journalism experiences lead students into

DR. BRUCE E. KONKLE

Director of the South Carolina Scholastic Press Association (SCSPA)
College of Journalism and Mass Communications
UNIVERSITY OF SOUTH CAROLINA

REVISITING IMPORTANT TOPICS is nothing new to academicians. In fact, most topics need to be revisited often just to see what changes have taken place, what no longer exists, who are the new “experts” in the field or why certain changes have occurred. Those are all good reasons to take yet another look at scholastic journalism and why it must be considered as an excellent opportunity to recruit students into college journalism and mass communication programs.

In 1989, Tom Eveslage, from Temple University, chaired ASJMC's Journalism Education in the High Schools Committee and spearheaded a national survey to find out activities college journalism programs were sponsoring to strengthen their relationships with high school journalists. The report, titled “Strategies for Nurturing Journalism Students: A Survey of ASJMC Schools” (*ASJMC Insights*, Summer 1991), listed dozens of such activities, from workshops to scholarships, that could be useful to ASJMC members in their efforts to make that natural link with scholastic journalism.

Dr. Bruce E. Konkle is an associate professor at the University of South Carolina's College of Journalism and Mass Communications. He has directed the SCSPA since 1985, and formerly was the director of the Carolina Journalism Institute, the College's summer workshop for scholastic journalists. He has received the Distinguished Service Award from the Southern Interscholastic Press Association, the Pioneer Award from the National Scholastic Press Association, the Gold Key from the Columbia Scholastic Press Association and the James F. Paschal Award from the Columbia Scholastic Press Advisers Association. He received his B.S. in journalism from Ball State University and his M.M.C. and Ed.D. from the University of South Carolina.

college journalism and mass communication programs

Some of the activities noted 10 years ago in that committee's report are just as relevant today as they were then. Activities, grouped into similar areas, included:

- (1) Workshops, conferences and programs on campus;
- (2) Personal outreach: speeches, school visits and press association contacts;
- (3) Indirect outreach: publications, mailings and admissions office;
- (4) Scholarships and financial incentives;
- (5) Follow-through: mentoring, alumni links and student organizations; and
- (6) Miscellaneous innovative activities (use of grants, organizing local consortiums, establishing centers for diversity in journalism programs, etc.).

Although the original report was not offered as evidence of a problem or for generalizations about university journalism and mass communication programs, it did suggest that 90 of 182

"I believe the scholastic press services available on a campus could be a vibrant and effective recruiting tool for the college. The college/scholastic press connection is a natural one and vibrant to the extent that high school students often set important academic goals and form an early bond to the college during their (scholastic journalism experiences) on campus."

**Dennis Cripe, Executive Director of the
Indiana High School Press Association
Franklin College**

ASJMC schools returning their surveys took their liaison work with high school journalists seriously enough to devote some time to it. Degrees of activity varied tremendously (and still do, quite

frankly), but since a natural bond exists between high school journalism programs and college journalism and mass communication programs, it's simply obvious to exploit the connection by strengthening existing liaisons or building new relationships.

“The biggest problem with scholastic journalism as a recruiting tool is high school teachers and students don’t realize that’s what it is. They just think we do some of what we do because we want to help. Of course, we DO want to help (enhance scholastic journalism), but we have to convince those above us – deans and directors – that what we’re doing has recruiting potential.”

**Candace Perkins Bowen, Executive Director of the Northern Ohio Scholastic Press Association
Kent State University**

“Scholastic journalism is absolutely one of the strongest recruiting tools for college journalism,” said Marilyn Weaver, chair of Ball State University’s Department of Journalism. “A large majority of our students come from schools with excellent journalism programs, particularly within Indiana. Even if they were not involved in high school journalism, they frequently indicate that their high school newspaper had made them consider journalism as a career.”

Sherri Taylor, director of the Empire State Scholastic Press Association at Syracuse University, agrees. “The presence of the state’s scholastic press association definitely keeps Syracuse in touch with the student journalists of New York,” she said. “Scholastic journalism is a fantastic recruiting tool, and I do think (our faculty) value the idea of scholastic journalism.”

Although some journalism and mass communication schools don’t use their scholastic journalism activities as direct recruiting tools, most realize the benefits of having students on campus for journalism days, summer workshops, scholastic press conferences and desktop publishing seminars. These activities can have a major influence on getting a student interested in looking at the specific j-school or at the university in general.

“Typically almost every student on a high school media staff is a student who could be an effective college student,” said Julie Dodd, executive director of the Florida Scholastic Press Association at the University of Florida. “Staff members know how to meet deadlines, work with others, budget their time and take the responsibility of their own actions. They are just the kind of individuals we’d like to have as college students.

“We know most of them are not going to be journalism majors, (but I’ve always thought) scholastic journalism programs could be used to recruit for the university, not just for one particular college.”

Measuring the importance of such scholastic journalism programs to colleges, however, is not always as easy as it may seem. For example, at the University of South Carolina’s College of Journalism and Mass Communications, studies have often shown that 20-25 percent of incoming freshmen were actively involved in the S.C.

Scholastic Press Association but many of them list their involvement with SCSPA as just one of many deciding factors when choosing a college or an area of study.

“We either don't have the time or don't take the time to really track (students) and see if they are here because of (scholastic journalism activities) we do,” said Candace Perkins Bowen, executive director of the Northern Ohio Scholastic Press Association at Kent State University. “I know they do, but if you asked how many students I interact with in a year and how many end up at Kent, it may seem pathetically low.”

Some scholastic press directors, in fact, don't want to be in the business of using scholastic journalism activities at their colleges to simply attract students into their programs. John Hudnall, executive director of the Kansas Scholastic Press Association at the University of Kansas, is one such director.

“I guess I have a bit of a problem with university folks who see scholastic journalism as only a tool to draw students,” Hudnall said. “I think it's important for our faculty to see the high school student work and to interact with those students....I like our subtle approach to recruiting.”

Subtle? Yes, Hudnall notes, he can use scholastic journalism as a recruiting tool at KU “quite subtly” because they recently hired a full-time recruiting coordinator who high school teachers expect to recruit students. “I can appreciate that kind of recruitment as opposed to prostituting scholastic journalism,” he added.

Perhaps each ASJMC member must simply address the use of scholastic journalism connections, or the lack of such relationships, in the light of wisdom shed by Eveslage, chair of the original report for the 1989 Journalism Education in the High Schools Committee: “Scholastic journalism, as a recruiting tool, could be extremely

important, and it's a shame that some professions have not seen this as an important way to attract better professionals.”

The same may be said of some journalism and mass communication programs that give lip service to the importance of scholastic jour-

“When the University of Florida's College of Journalism and Communications became Florida Scholastic Press Association's sponsoring institution in the 1960s, FSPA was seen as an important means of recruiting high school students to a new program. . . . (Today) I'd say FSPA and the Summer Journalism Institute are seen as methods of attracting top journalism students (since building numbers is not an issue in our college).”

Dr. Julie Dodd, Executive Director of the Florida Scholastic Press Association University of Florida

nalism but, in fact, use such scholastic activities only in lean years when getting numbers into their programs becomes problematic. Strengthen the full-time ties to high school journalists and a j-school's enrollment will increase. Maybe subtly, as in many cases, or maybe dramatically, as in some instances. But they will increase.

Workshops, conferences and programs on campus:

- One-day scholastic press association workshops/conferences, complete with 25+ sessions
- Specialized all-day seminars (advising, desktop publishing)
- Annual workshops for minority high school students interested in journalism
- On-site design, graphic, photography, writing competitions
- Summer workshops (desktop publishing, magazine, newspaper, photojournalism, yearbook)

Personal outreach: speeches, school visits and press association contacts:

- Keynote speeches at high school publications awards banquets
- Half-day mini-workshops at member schools (Speakers Bureau concept)
- Attendance at regional and national scholastic journalism conventions
- College faculty members serving as assistant advisers with local publication staffs
- College journalism students serving as consulting advisers to local school publication staffs

Indirect outreach: publications, mailings and admissions office:

- Publishing a regular scholastic journalism association newsletter
- Publishing a regular scholastic journalism association magazine (topical in approach)
- Adding publication advisers to regular college mailings (pass on to their students)
- Working with the university admissions office (brochures for conferences, campus tour guides)

Scholarships and financial incentives:

- Offer as many incoming freshmen scholarships as possible
- Make possible recruits aware of possible future scholarships available to your college's students

Follow-through: mentoring, alumni links and student organizations:

- Use your local college graduates as mentors to incoming freshmen
- Use professional journalists with scholastic journalism backgrounds as role models
- Use students with scholastic journalism backgrounds in your scholastic journalism activities

Miscellaneous innovative activities:

- Help local high school publication advisers with grants to fund technology and travel
- Offer limited technology assistance/suggestions
- Hire undergraduates for scholastic press association positions
- Track prospective students who have been identified by their publication advisers
- Develop scholastic journalism research ideas for colleagues
- Co-sponsor, with local media outlets, internships for publication advisers

ARE WE DOING ENOUGH ?

education for scholastic journalism revisited

DR. THOMAS V. DICKSON
SOUTHWEST MISSOURI STATE UNIVERSITY

ALMOST A QUARTER OF A CENTURY AGO, Dick Jones and John Butler (1974) looked at teacher certification in journalism and concluded that “any real evidence of drastic change taking place is scarce” (p. 16). They recommended that members of what was then the Secondary Education Division of the Association for Education in Journalism (AEJ) “take a long hard look at teaching methodology in the area of secondary school journalism – a look to find out what is currently being offered and what deficiencies exist” (p. 17). Johns and Butler suggested that the AEJ “provide a coordinating effort for journalism education – a clearing house (a central force united to help put more teeth into standards, directions of journalism education)” (ibid.).

The Journalism Education Association in 1987 said high school journalism programs were at risk. We surveyed all colleges and universities in the country with communications-related programs to try to determine to what extent they were preparing future and current scholastic journalism teachers. We concluded that few journalism and mass communication programs were involved in scholastic journalism education and that those that were involved weren't doing enough.

More than a decade later, the Journalism Education Association in a report titled *High School Journalism Confronts Critical Deadlines* (JEA, 1987) concluded that high school journalism programs were at risk. The JEA cited such things as declining academic status, lack of training and certification, censorship, financial difficulties, declining student enrollments, and insufficient support from professional media, colleges, counselors and colleagues (p. 106).

Concerning the lack of support from colleges and universities, the report stated: "Higher education has not assumed a sufficiently aggressive role in nurturing scholastic journalism" (p. 107). It specifically criticized higher education for not accepting academic-based secondary school journalism courses for academic credit for incoming students, not identifying prospective journalism teachers and not providing "a curriculum to prepare them for the profession" (p. 107).

Death by Cheeseburger: High School Journalism in the 1990s and Beyond (Freedom Forum, 1994) charged that college journalism programs still weren't adequately addressing scholastic journalism education. It stated: "Some experts attribute the shortage of college-trained high school journalism teachers to the small number of colleges offering majors in journalism education" (p. 13). It noted that some journalism programs had dropped

their majors in journalism education over the previous 10 years. Mary Sparks, a past president of the Association of Schools of Journalism and Mass Communication, was quoted as saying that scholastic journalism education isn't a priority for most journalism programs, who "feel their main job is to train people to be professional journalists, and they are also driven by the numbers" (p. 14).

On the 10th anniversary of the JEA's call for higher education to improve secondary education, we undertook a survey of journalism programs at colleges and universities to determine what they were doing in the area of scholastic journalism education. We wanted to find out whether they were offering coursework that matched recommendations by the JEA Commission on the Role of Journalism in Secondary Education and to determine the characteristics of college and university journalism programs that were most involved in scholastic journalism education.

STUDIES OF EDUCATION
FOR SCHOLASTIC JOURNALISM

Studies from the 1970s onward have found that few advisers were adequately trained. J. William Click (1977), for example, found that 57 percent of advisers he surveyed in 14 states had never taken a college journalism course. Only 18 percent held state certification in journalism and just 13 percent had minored in

journalism (p. 2). In a study 15 years later, Dvorak (1992) found that 28 percent of journalism teachers/advisers held state certification in journalism, second behind English (78 percent) and only somewhat ahead of social studies as a certification area (18 percent). Only 8 percent of journalism teachers/advisers had majored in journalism. Dickson and Paxton (1997) found that 20 percent of high school newspaper advisers had more than 24 college hours in journalism but just over half had six hours or less.

Education for scholastic journalism is driven by state certification requirements, and many states had minimal or no requirements for teaching high school journalism beyond certification in some other teaching area. A 1965 survey by Robert J. Cranford reported by Windhauser and Click (1972) found that two-thirds of the 45 states responding had journalism certification policies requiring fewer than 15 hours of journalism. Windhauser and Click found only 40 percent of the states in 1971 required publications advisers to have the equivalent of a minor in journalism (15-24 hours), and only two states required more than 24 hours (Yagle, 1975, p. 9). They found that 25 of the 50 states and the District of Columbia did not require a journalism major or minor for certification in journalism. Comparing their study to Cranford's in 1965, they noted few improvements (Yagle, 1975, p. 10).

Several researchers have made

recommendations about education for scholastic journalism. For example, Click and Windhauser (1971) developed a proposed curriculum for teacher certification. Dean (1973) surveyed high school journalism teachers, high school principals, journalism deans and department chairs, and newspaper editors in order to devise proposals for pre-service training programs for high school journalism teachers. He found that most respondents thought students wanting journalism certification should have 24-30 hours in journalism and that minors should take 12-18 hours of journalism. He suggested both a college methods course for teaching journalism and one for advising publications.

John Knowles (1974) surveyed 138 colleges and universities identified by publications produced by The Newspaper Fund and Paul Peterson (1970) as providing a course for high school journalism teachers and publications advisers. Of 100 programs responding, he found that 84 offered a publications course. Only 38 offered a methods course in teaching journalism, though 48 included a unit on methods in the publications course.

Pamela D. Yagle (1975) surveyed 117 colleges and universities, though she does not state how those programs were selected. A total of 104 schools responded. Just under a third of programs responding offered summer workshops (p. 46). Fifty-eight programs either had or were planning

TABLE 1
*Journalism courses
required of students
wanting state certification*

	Percent of Programs Granting Certification That Offer The Course (N=35)
News writing	83%
Copy editing	66%
Journalism or mass media law	66%
Reporting.....	60%
Publication advising.....	51%
Photography	49%
Publication layout and design.....	46%
Theory or philosophy of journalism	31%
Journalism or mass media history.....	29%
Combined course in copy editing and layout.....	20%
Advertising.....	20%
Feature writing.....	17%
Journalism or mass media ethics	14%
Broadcasting	12%
Business and financial practices for publications advisers.....	9%
Basic yearbook techniques	9%
Editorial and column writing	6%

scholastic journalism courses, and 50 offered a journalism sequence (p. 49). Of the 48 schools providing the number of hours in their journalism education program, 25 provided a 21-hour to 30-hour sequence and 13 required 31 or more hours. The rest had fewer than 21 hours (p. 50).

In order to determine the skills for which advisers had the greatest need, John William Click (1977) surveyed 300 newspaper and yearbook advisers in 14 states and the District of Columbia and 51 college professors who were known to teach publications courses for high school publications. He compared rankings of college and high school educators to 53 statements of needs and found significant differences.

Stephen Shenton and Anne Smith (1982) undertook to determine how

many colleges and universities offered a scholastic journalism program. (Although they say they looked through catalogues of all accredited schools, apparently they used the AEJMC Directory listing, as they noted in a subsequent paper.) They determined that 38 journalism and mass communications programs listed offered some sort of journalism education program.

Doug D. Whittle (1983) also studied the needs of advisers in one state for workshops. He determined that newspaper advising and teaching, photography and journalism teaching methods were the top areas of greatest need (p. 49).

Julie Dodd (1984) surveyed high school principals and newspaper advisers in Kentucky about their opinion of important characteristics

for newspaper advisers. She concluded that colleges and universities with journalism certification should include journalistic writing, editing, design, advertising and press law as well as methods of teaching journalism and advising publications in the secondary school (p. 21).

The report of the Journalism Education Association's Commission on the Role of Journalism in Secondary Education (JEA, 1987) called upon colleges and universities to do several things: (1) examine course offerings and make adjustments to meet teacher and secondary needs; (2) re-examine admission standards to define components of secondary journalism courses that would be accepted for academic credit; (3) offer master's degree programs and continuing education programs that focus on journalism teacher/adviser preparation as a career option; (4) offer in-school and/or off-campus assistance for scholastic journalism programs; and (5) lobby for development of a performance-oriented advanced placement journalism education. It also called on colleges and universities that sponsor state scholastic press associations to hire adequately prepared personnel and provide adequate time and financial support for the program (p. 113).

As part of the JEA report, John Butler reported on a study of JMC programs listed in the 1985-86 AEJMC Directory about their scholastic journalism program. Of the 186 institu-

tions surveyed, 129 responded. Of the 39 accredited institutions with graduate programs that responded, 22 offered workshops or short summer classes. Ten of them reported they provided no encouragement to teachers and two had "no interest or participation from high school teachers" (JEA, p. 102). Fifty-six of 61 non-accredited programs responding said they offered no encouragement for teachers to continue their journalism training and 37 of them reported no teachers taking classes in 1985. Twenty of the 61 schools reported offering no regular or summer courses of interest to journalism teachers. Six of 18 schools with a graduate program that were not accredited reported teachers took courses in 1985, and four offered short summer courses or workshops.

Butler concluded that schools with graduate programs, whether accredited or not accredited, appeared to be "more sensitive to the needs of teachers" and that many journalism programs did not seem to attract enough teachers to continue teacher training programs. He also called for studies to see why programs that house scholastic associations "faltered in promoting strong programs" (p. 103).

The Association of Schools of Journalism and Mass Communication and the American Newspaper Publishers Association sponsored a High School Journalism Summit on May 3, 1987, in New York City. Its

report, *The Status of Scholastic Journalism: An Action Agenda* ("The Status," 1988) noted that the problem of having adequate college programs for scholastic journalism was "a vicious circle" because universities in states that don't require certification of high school journalism teachers may not allow scholastic journalism courses to be used for college entrance credit and they also may offer few courses or summer workshops for journalism teachers because of lack of demand (p. 3).

The ASJMC/ANPA study also reported a survey conducted by Mary Sparks of Texas Woman's University as to what ASJMC member schools were doing in scholastic journalism education. Whereas 63 schools in 29 states reported having a course designed for high school journalism teachers, only 42 of them stated that they offered it at least once a year (p. 16).

The report recommended that ASJMC administrators "encourage faculty members to treat high school journalism as a first-class subject." It supported the JEA's call for minimum certification standards for journalism educators and called for member schools to hold workshops for beginning and experienced teachers and to encourage their scholastic journalism liaisons to join the AEJMC Scholastic Journalism Division (p. 17).

Sharon Hartin Iorio and R. Brooks Garner (1988) found that one-day skills workshops were the types of

university-sponsored programs that were most desired by Oklahoma teachers, followed by summer workshops for teachers and advisers, individual student writing competition, one-day skills workshops for students and workshops conducted via teleconference (p. 992). The type of instruction at universities most desired was publication in the small school, followed by yearbook design, yearbook copy writing, photography, news writing and editing, and newspaper design (p. 993).

The ASJMC's Journalism Education in the High School Committee surveyed member schools in 1990 in an effort to obtain a list of high school liaisons and to compile a collection of activities and strategies to help in recruiting and retaining high school students in general and minority students in particular (Eveslage and ASJMC, 1991, p. 21). The committee gave three reasons for the importance of strengthening the relationship between college and high school journalism programs: (1) to meet the ACEJMC's standard on public service; (2) to fulfill ACEJMC's Standard 12 requirements to "recruit, advise, and retain minority students"; and (3) to recruit better students (p. 21). In a report on the preliminary findings of the committee, Tom Eveslage (1991) provided a related reason for trying to recruit more minority students - the under-representation of minorities in the media (p. 12).

The committee identified six

types of activities. Listed from most common to least common, they were: (1) workshops, conferences and programs on campus; (2) personal outreach through speeches, visits, press association contacts, etc.; (3) indirect outreach through publications, mailings, admissions office; (4) scholarships and financial incentives; (5) follow-through, such as mentoring, alumni links, student organizations; and (6) miscellaneous opportunities (p. 22).

Ten years after his first study on the subject, Shenton (1992) surveyed the 38 institutions he had studied a decade earlier plus an additional institution that appeared to have a scholastic journalism education program. He determined that 10 of the institutions that had previously listed such a program in the AEJMC directory no longer did, though one other institution had added such a program. In the 1992 survey, only editing, reporting, and introduction to mass communication were required by at least half of the 29 institutions listing a program (p. 13).

William P. Downs Jr. (1996) conducted 70 interviews with recent recipients of Gold and Silver Crown awards from the Columbia Scholastic Press Association and with other successful publications advisers, workshop directors, college educators, and directors of state and national scholastic press organizations. The study produced a number of proposals for colleges to assist

scholastic journalism programs and to more effectively train teachers and publications advisers. Downs made 13 recommendations for improving the training of teachers and publications advisers. He listed 44 classes, from advertising to yearbook production, that could be offered (p. 20).

Recent studies have shown the importance of scholastic journalism. For example, Dvorak (1988), Devorak (1989), Devorak (1990), Dvorak, Lain and Dickson (1994), Moran and Dvorak (1994), and Dvorak (1998) documented the academic benefits high school journalism courses were to students. Also, 30 percent of newspaper professional employees (editors, copy editors, reporters, photographers and artists) responding to a national survey reported that they first decided to choose a newspaper career while in high school, 38 percent had taken a high school journalism class, and 55 percent had worked on a junior or senior high newspaper (ASNE, 1989, pp. 108-109).

METHODOLOGY OF THE PRESENT STUDY

Previous studies have used a variety of indicators of education for scholastic journalism, such as whether a teaching methods course was taught, whether a course in scholastic journalism was offered, or whether a scholastic journalism liaison was in place. In order to come up with a broader definition of a

scholastic journalism education program, we determined that education for scholastic journalism for the purposes of this study could include: (1) instruction of students who planned to be high school journalism teachers; (2) instruction for students who wanted certification to teach high school journalism; or (3) outreach to current high school teachers or publications advisers. Thus, we defined involvement in education for scholastic journalism as offering a course, seminar or workshop for current or prospective high school journalism teachers or publications advisers. Though such things as student journalism competitions might be held by programs meeting our definition, those activities were not a factor in identifying a scholastic journalism program.

To obtain a more complete picture of which institutions offered education for scholastic journalism, we obtained a list from Patterson's Educational Directories Inc. of all 681 four-year colleges and universities in the country that provided instruction in communications-related fields. We assumed that any such institution might provide education in scholastic journalism. We sent a postcard to all 681 institutions, addressed to "Head, Jrn/Mass Communication." All the recipient had to do was check one of three blanks on the back of a business reply postcard that was supplied. The options were: (1) that there was a program in the academic unit for in-

TABLE 2	
<i>Journalism competencies taught in units or modules of courses required of students wanting state certification</i>	
	Percent of Certifying Programs Providing the Competency (N=32)
Writing various types of leads	88%
News writing	88%
Freedom of the press, censorship, libel	81%
Punctuation and grammar	81%
Copy editing	81%
Reporting/covering beats	78%
Interviewing	75%
Journalistic ethics	75%
Feature writing.....	72%
Design for various types of publications.....	72%
Journalistic (wire service) style.....	68%
Writing headlines.....	68%
Photography	61%
Writing photo cutlines	61%
Journalistic search techniques	58%
Writing depth stories.....	55%
Broadcasting	48%
Sports writing.....	39%
Opinion and column writing.....	39%
Review writing	29%
Electronic publications and web sites.....	26%
Semantics and/or proper usage of words for a particular audience	23%
News bureau organization.....	13%
Literary work of famous journalists or literary works	13%
Literary analysis and criticism	7%

struction or certification of students wanting to be high school journalism teachers or for outreach to current high school teachers or publications advisers; (2) that there was such a program elsewhere on campus but not in that unit; or (3) that there was no such program on that campus. The back of the postcard was printed with a business reply postal permit; so recipients could simply check the appropriate blank and drop it in the mail. Respondents also were asked the name and phone number of a contact person if there was a scholas-

tic journalism program.

We received 195 reply postcards from that mailing: 67 from administrators indicating their unit had such a program, 11 from administrators indicating that such a program resided elsewhere in the institution, and 117 from administrators indicating that the institution had no such program. We sent a survey to the 67 programs that self-identified as having a scholastic journalism program or that reported such a program was located in a school or college of education. We also sent a follow-up notice to 133

units that had not responded to the postcard but that we thought might have a scholastic journalism program. That list consisted of units that fit one or more of the following criteria: (1) It had a listing in the current AEJMC Directory for a bachelor of arts in education or a bachelor of science in education or for a program in journalism education, teaching or secondary education, or a similar title (13 institutions); (2) It was found by Yagle (1975) to offer a scholastic journalism course; or (3) It had a nationally known journalism department or school.

We received responses to the second mailing from 42 institutions that had not returned the postcard, with 20 of them reporting that they had a scholastic journalism program as described. Thus, after the second mailing we had a response of 237 of 681 institutions (35 percent).

The survey asked questions about the institution and such things as the types of activities the unit offered, the number of types of courses offered and number of faculty teaching scholastic journalism courses. The list of courses and topics offered was derived mainly from the Journalism Education Association's proposed Standards for Teacher Education (JEA, 1987, pp. 104-105). Other activities were suggested by previous studies. The completed survey was reviewed by three members of the AEJMC Scholastic Journalism Division, who provided suggestions.

Surveys were mailed during the spring of 1997.

Of the 99 JMC units in the two mailings that identified themselves as having a program in scholastic journalism as described on the postcard, 53 returned a completed survey (60 percent). To underscore the uncertainty of some administrators about whether their unit had activities related to scholastic journalism education, three administrators that had responded on the postcard that they had a scholastic journalism program as described returned a survey stating

that they did not have such a program. Thus, we had completed surveys from 50 units reporting a scholastic journalism program as defined in this study.

DEMOGRAPHIC INFORMATION
ABOUT RESPONDING PROGRAMS

Seventy-two percent of the institutions reporting (N=50) were public and 28 percent private. Forty-five percent had an undergraduate enrollment of 10,000 or less, and 45 percent reported fewer than 200 undergraduate majors in journalism/

TABLE 3
*Teaching and advising
competencies taught in units
or modules of courses required
of students wanting
state certification*

Percent of Certifying
Programs Providing
the Competency
(N=30)

Prior review and prior restraint of publications	72%
Duties of the adviser.....	69%
Advertising.....	66%
Correcting student newspaper/yearbook copy for libel, privacy invasions	59%
General business practices for advisers	59%
Evaluating students' written work	59%
Yearbook publication and production	59%
Correcting student newspaper/yearbook copy for grammar, spelling, etc.	55%
Correcting student newspaper/yearbook copy for accuracy, fairness and balance.....	55%
The publications adviser's relationship with the principal	48%
Choosing a newspaper printer	41%
Selecting a yearbook company	41%
Publishing a newspaper (meeting deadlines, etc.).....	38%
Selecting journalism textbooks, visual aids and supplemental material....	35%
Creating a publications staff and assigning duties	35%
Specific court cases pertaining to the high school student press.....	31%
Staff motivation.....	28%
Publication budgeting	28%
Computer programs and word processing for student publications	28%
Arranging a school picture plan.....	21%
Organizing a subscription drive	10%

mass communication. Just over half of the academic units in which the scholastic journalism education program was housed (52 percent) had graduate programs, and four of the units had doctoral programs. Forty-four percent of the programs reported offering only an undergraduate journalism-related major but no graduate program, and 4 percent offered no undergraduate journalism-related major.

Thirty-one of the 50 programs reported offering a certifiable undergraduate journalism major or minor. Four programs reported having a master's degree in scholastic journalism. Half of the programs reporting were accredited, and two-thirds belonged to the Association of Schools of Journalism and Mass Communication.

Twenty-three programs reported having one or more full-time faculty members involved in teaching undergraduate courses primarily designed for students seeking secondary school journalism teacher certification. Two of those programs reported having two such full-time faculty, and two reported having four or more. Ten programs reported having part-time faculty normally teaching a scholastic journalism course. One of them reported two such part-time faculty, one reported three, and one reported four. Fourteen programs reported having full- or part-time faculty involved in teaching graduate-level courses designed primarily for

TABLE 4 <i>Outreach Activities Offered by Responding Programs</i>		Percent of Programs Offering the Activity (N=50)
On-campus summer workshops for teachers and advisers		42%
Individual high school student writing competitions.....		42%
One-day on-campus workshops by faculty for high school students		40%
One-day on-campus programs with media speaker for high school students		32%
One-day skills workshops for area teachers and advisers		18%
Middle school outreach		16%
One-day skills workshops around the state.....		10%
Workshops/courses conducted via television.....		6%
Workshops/courses conducted via Internet		6%

journalism teachers. Five of them reported two such faculty, one reported three, and one reported having at least four.

Seven of the 50 programs reported having a statewide scholastic press association headquartered at the institution, and six reported housing a local or area one. One program was headquarters for more than one such organization.

RESPONSES TO
SURVEY QUESTIONS

Nineteen programs reported that they certified students in journalism as either a primary or secondary teaching area, 18 reported certifying students in journalism in a secondary area only, and one reported certifying in journalism only in a primary teaching area. Twenty-seven of those programs (71 percent) reported certifying five or fewer students a year.

Three of the 38 certifying programs (8 percent) reported a journal-

ism methods course was required for students wanting primary certification in journalism, and 17 (45 percent) reported one was required even for students wanting journalism as a secondary teaching area.

Of the 20 programs offering journalism certification as a primary certification area, 7 reported that 24-29 hours were required, 7 reported that 30-32 hours were required, and 6 reported that 33 or more hours were required. Fourteen of the programs stated that a student could be certified in journalism as a secondary teaching area with fewer than 21 hours of journalism courses. Only seven of the 38 programs that reported certifying students (18 percent) actually oversaw their students' practice teaching experience.

Thirty of the programs (60 percent) reported a moderate amount of contact or quite a lot of contact with the state scholastic press association. Twenty-one programs (42 percent) reported offering courses or work-

shops for college credit for continuing education of secondary school teachers. Thirty-nine programs (78 percent) reported outreach to high school journalism teachers and advisers. Twenty percent of the 39 programs characterized the outreach to high school teachers and advisers as not very successful, 44 percent called it moderately successful, and 36 percent termed it quite successful.

Respondents also were asked how successful their outreach efforts were in attracting high school students into their program. Thirty-eight programs reported such attempts at outreach. Five (13 percent) termed them not very successful, 22 (58 percent) called them moderately successful, and 11 (29 percent) stated they were quite successful.

Respondents were asked if their outreach efforts through writing competitions, workshops and camps were successful and, if so, why. The quality of instruction by their own faculty members was the reason most given for success. Instruction by top-notch high school advisers was rated second in importance, and instruction by media professionals third.

Twenty-five of the 38 programs having teacher certification programs (66 percent) reported that they staffed courses primarily designed for journalism teacher or adviser training. Fourteen of them offered fewer than six hours of such courses, four reported 6-8 hours, and seven reported 9 or more hours.

TABLE 5
Subjects offered for high school journalism teachers and advisers during workshops and student publication days

Percent of Programs Offering the Subject (N=50)

Newspaper design.....	54%
News writing and editing	52%
Computer uses	46%
Photography	42%
Journalism/mass communication law.....	36%
Yearbook design	34%
Ethics.....	30%
Broadcasting	28%
Self management	24%
Publication in the small school	24%
Yearbook copy writing	24%
Career development.....	16%

Twenty-six programs reported attempting to attract students to their journalism teacher certification program. Forty-two percent of them called the effort not very successful, 50 percent called it moderately successful, and 8 percent termed it quite successful.

Table 1 reports the journalism courses required for students wanting state certification. News writing was most often required, followed closely by copy editing, media law and reporting.

Table 2 reports journalism competencies taught in units or modules of courses required of students wanting state certification. Units or modules concerning writing various types of leads and news writing were required by most programs, followed by media law topics, punctuation and grammar, and copy editing. Other competencies most often taught were reporting, interviewing and journalis-

tic ethics.

Table 3 reports teaching and advising competencies taught in units or modules of courses required of students wanting state certification. Knowledge of prior review and prior restraint of publications were taught most often, followed by duties of the adviser and advertising.

Table 4 reports the percent of programs offering workshops, competitions and other outreach. The types of outreach offered most were on-campus summer workshops for teachers and advisers and individual high school student writing competitions, followed closely by one-day on-campus skills workshops by faculty for high school students.

Table 5 reports subjects offered for high school journalism teachers and advisers during workshops and student publication days. Newspaper design was offered by most programs, followed closely by news writing and

editing, using a computer, and photography.

SUMMARY AND CONCLUSIONS

We drew two basic conclusions from the study: that few colleges and universities were involved in education for scholastic journalism and that many of those that were involved were not doing enough.

That only about 88 colleges in the country have programs for scholastic journalism education is likely close to the actual number. No more than 84 of the programs responding to earlier surveys offered an activity defined as scholastic journalism education, and we question whether very many administrators with a program in education for scholastic journalism would not have taken the time to place a check on the postcard we sent and returned it. Fewer than 100 educational institutions can hardly meet the needs of the country's secondary schools.

That the programs offering scholastic journalism education aren't meeting the needs of both high school journalism teachers and students wanting to be high school journalism teachers also is indicated by our survey results. The activity most wanted by journalism advisers and

teachers in Oklahoma as determined by Iorio and Garner (1988), the publication in the small school, was taught at only 24 percent of the collegiate programs offering workshops. Yearbook design, ranked second by Oklahoma teachers, was taught by only 34 percent of the programs offering workshops, and yearbook copy writing, ranked third, was offered by only 24 percent of the programs. Photography, news writing and editing, and newspaper design – which were less desired – were offered by considerably more programs.

Programs responding did a better job in providing teaching competencies proposed by the Journalism Education Association. More than half of the certifying programs offered most of the competencies proposed by the JEA, and broadcast writing was offered by nearly half. Still a number of competencies were not taught by as many as 40 percent of the programs, particularly two non-skills topics: literary works of famous journalists and literary analysis and criticism. Interestingly, almost as many programs now teach about electronic publications as teach review writing. Also, only nine of the 21 teaching and advising competencies were offered by half of the certifying programs. Six of the competencies were offered by

fewer than one-third of the certifying programs.

The results of the study question suggest that nearly 25 years after Johns and Butler's article, we can still say that "any real evidence of drastic change taking place is scarce." Further study needs to be done to determine why more journalism programs aren't offering education for scholastic journalism and why programs with a scholastic journalism component aren't teaching more of the recommended competencies. As suggested by the JEA study (1987) and others, it is hard for academic programs to justify special courses, such as a methods course, for only a handful of students. However, more might be done in the way of workshops and short courses.

This study has again shown not only that many collegiate journalism and mass communication programs are falling short in their service mission but also that defining education for scholastic journalism is not an easy job. Perhaps as Johns and Butler (1974) also suggested, members of the Scholastic Journalism Division can play an important role in meeting the needs of secondary schools in improving education for scholastic journalism.

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RESPONSIBILITY

of scholastic journalism education

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EDUCATORS WHO TAKE ON THE TASK of teaching scholastic journalism and advising student publications face a unique set of teaching and advising responsibilities. They must be teachers of writing, listening, speaking and leadership skills; facilitators of cooperative processes; purveyors of knowledge of press law; and guides in the often difficult world of school politics.

Therefore, a program of solid academic studies must be accompanied by discussion of and, if possible, experience with the production of a school publication and the decision-making surrounding it.

Quality scholastic journalism educators and advisers are essential to the future of quality professional journalism. The foundations and the skills that are established in the high school setting for student publications are critical to development of those skills at the college and university level.

Every opportunity to help ensure success must be afforded to people pursuing this certification. This often means providing the course offerings either through the regular academic year or in combination with summer journalism workshop offerings for teachers and advisers.

GOALS FOR SCHOLASTIC JOURNALISM EDUCATION

Students pursuing majors in journalism education will normally be enrolled in a department or school of journalism and mass communication which is part of the liberal arts college of the university or college that they are attending. As a part of the degree requirements for the journalism major, students will normally:

1. Complete a 30 semester hour major in journalism and mass communication.
2. Complete a 24 hour semester hour area of specialization, each with a heavy emphasis in liberal arts.
3. Complete course work for a minor or a major licensure area (English, foreign language, speech, drama, social science, etc.) in addition to the journalism major since full-time journalism education teaching positions are not the norm. The number of hours required for the minor licensures can range from 18 to 32 semester hours.
4. Embody a philosophy consistent with the Content Standards and Benchmarks, Teaching and Learning Standards, Assessment Standards, and Professional Development Standards.
5. Be proficient in teaching the development of writing, listening, speaking and leadership skills.
6. Be facilitators of cooperative processes, purveyors of knowledge of press law, and guides in the often difficult world of school politics.

RESEARCH-BASED TEACHER PREPARATION

Journalism teachers and advisers in today's school settings are strongly encouraged to:

1. Be able to provide theory-based rationale supporting their selection of specific teaching activities, techniques and strategies.
2. Act as rational independent decision-makers who reflect on theories of learning and teaching and knowledge about children in their practice.
3. Evaluate, reflect and apply current research in journalism education to classroom management.

CLASSROOM EXPERIENCE

Journalism teachers and advisers are strongly encouraged to:

1. Develop a positive learning climate. Select techniques to motivate rather than coerce student participation.
2. Respect and make accommodations for students' individual differences due to diversity of culture, language, race, socioeconomic status, experience and ability.
3. Organize and manage a caring, productive classroom community.
4. Create developmentally appropriate curriculum that incorporates current knowledge of content and effective use of technology.

5. Maintain an articulated and coordinated curriculum involving content, pedagogy and professionalism, that is aligned with standards from state and national professional organizations.
6. Promote curriculum integration and cross-disciplinary applications.
7. Provide multiple school-based experiences in environments where effective practices are modeled and supported, including experiences with diverse populations.

Thus, in the teacher education program, pre-service teachers should have the opportunity to:

- a. experience the same instructional and assessment design and strategies activities in the methods classroom that they are expected to use in their future classrooms;
- b. reflect on how these activities affect a teacher's own learning;
- c. analyze and reflect on how these activities worked, including leadership demands on the teacher;
- d. implement these strategies in their own planning and instruction and evaluate their effectiveness;
- e. use various avenues to encourage students to take responsibility for their learning and production of media; and
- f. maintain a system of evaluation that includes demonstration and documentation (e.g. a comprehensive portfolio) of teaching and learning processes and abilities.

OTHER RELATED GOALS

1. Students will collaborate with colleagues, parents and community members to enhance mutually beneficial school-community relations.
2. Students will know the following and understand their instructional applications:
 - a. the role of the First Amendment in mass media;
 - b. legal rights and responsibilities and ethical issues related to libel, privacy, copyright, obscenity, bias, propaganda, plagiarism, and protection of sources;
 - c. the role of Supreme Court decisions relating to scholastic journalism (including but not limited to *Tinker vs. Des Moines* and *Hazelwood vs. Kuhlmeier*);
 - d. the functions, limitations and influences of the media in society;
 - e. the role and responsibility of the journalist as a content decision-maker in society and in the scholastic journalism setting;
 - f. the importance of using multiple sources to obtain objectivity, balance, truth and accuracy in reporting;
 - g. the value of critically studying various media to evaluate their effectiveness; and
 - h. guide students in creation of a career portfolio of their work.

ADMISSION REQUIREMENTS

At the University of Iowa, students applying for admission to the Teacher Education Program are screened on the basis of a 2.7 GPA in journalism courses as well as a 2.7 GPA overall in university course work. The admission application also includes a 10-hour voluntary experience with school age children which includes having worked as a volunteer or a paid employee as well as previous involvement with school media while the student was enrolled in high school. Colleges and departments of education throughout the country are evaluating their admission requirements and are or have established similar admission requirements.

Some licensure areas at the secondary school level at the University of Iowa as well as other universities have established higher GPA admission standards for students since the number of applicants has been increasing and there has been a necessity to cap enrollments.

However, on the opposite side of the coin, the teaching profession is facing a critical shortage of teachers within the next three to five years due to the extremely large percentage of the teachers who will be eligible for retirement. It is estimated that approximately 40 percent of the current teacher population will be eligible for retirement.

The present number of graduates with degrees in education will not meet the demands of the number of vacancies. Both federal and state governments are gearing up their support of teacher salary increases as well as reducing the number of students per classroom and focusing on building updates and renovation to help improve crumbling school buildings and inadequate facilities.

JOURNALISM PRACTICA/PRESERVICE EXPERIENCE

At the University of Iowa, the introductory course for those students planning to pursue a major in journalism education is Course No. 7S:094 Introduction and Practicum: Journalism (3 sem. hrs.).

Students are required to complete 10-12 classroom contact hours per week for 10 weeks of the semester which totals a minimum of 100 clock hours of classroom involvement. This 100 clock hours requirement is important to teacher education major students at the University of Iowa since neighboring states where students seek employment have specific practicum hour requirements. It is important in the advising process with students to be aware of certification and endorsement requirements of other states where students can or will seek employment.

The journalism practicum student classroom experiences are processed by discussions, reflections, analytical processing of classroom experiences during a weekly seminar class meeting that meets two days a week for 90 minutes each class meeting for the first five weeks of the course and then only one day a week for the remaining 10 weeks of the semester. Students are also required to produce a weekly journal once they are involved in the classroom setting. The journal entries are read, checking for reflective thinking, analytical processing of classroom theory and application, and to reflect on classroom management techniques as well.

PROGRAM CHANGES IN THE LAST FIVE YEARS

Videotaping of students teaching lessons in the classroom setting is used in both the practica course and the methods class. Students do a self-evaluation of the lesson as viewed on the videotape and members of the class have the opportunity to view segments of one another's videotaped classroom teaching activities. The objectives of the videotaping and reflection by the class members are to assist students in self-evaluation, identification of strengths and weaknesses, effectiveness of methodology, and overall classroom dynamics.

At the practica level the focus is introductory and the students are not expected to be at the same level of the experience as they would be in the student teaching situation.

Classroom observations have been incorporated into the methods class. The goal of the observations is to have the students analyze classroom resources, equipment, facilities, procedures and materials utilized. Following an observation, the students and the instructor reflect on what was noted and observed as well as any questions that students may have concerning facilities, equipment, methodology or classroom management.

University professors/supervisors meet regularly with the journalism teachers and advisers with whom student teachers and practica students have been placed. Together the university supervisor and the classroom teacher analyze the activities and opportunities that will aid in the educational experiences that the students gain from the classroom involvement.

Knowledge of the rapidly changing technology area is extremely important to journalism teachers and publication advisers. It is important to plan for the students to take courses that include understanding and application of computer technology in the daily classroom lessons and activities in addition to the use of computer technology for publication production.

The basic areas of content that need to be a part of the journalism education major include course work in writing and editing, visual communication, legal and ethical issues and production. The courses may not have the exact terminology in their course titles, but it is important to have these four areas covered in the course work completed.

Students who major in journalism and English as the two certification (endorsement) areas are excellent candidates for job openings throughout the country. It is a rare school setting where the classroom teacher has a full-time journalism teaching and publication advising assignment.

Other certification (endorsement) areas are possible and students usually find teaching jobs, but it may take a little longer and additional searching as well as a willingness on the part of the student to locate where the job opportunity is.

In my 27 years as coordinator of journalism education and advising, I have had students who combined journalism with French, Spanish, social studies, art, and speech and drama and they found teaching positions within a three to five-state area surrounding Iowa, but the students had to be willing to locate in these school districts with the openings.

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More than 190 programs, both accredited and non-accredited, teaching journalism and mass communication at the college level, are members of the association.

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