

# SCHOLASTIC Source

MARCH 2011

## Research fund endowed

### Laurence Campbell's family join members during Midwinter

Bruce Konkle  
ARCHIVIST, SOUTH CAROLINA

If not for Laurence Campbell, I might not be that interested in scholastic journalism's unique history. Well, that might be an overstatement, but I certainly wouldn't be *as interested* in it as I am today after spending hundreds of hours eight years ago researching and writing about Dr. Campbell's efforts on behalf of scholastic journalists.

A quick review of what Dr. Campbell brought to the 'scholastic journalism table' includes: writing a 553-page dissertation on the state of high school journalism circa 1940; writing more than 200 articles on scholastic journalism topics; coordinating more than 50 research projects for Quill & Scroll during the 1960s and 1970s; giving quality time when judging thousands of newspapers for scholastic press associations; spending countless hours presenting sessions at scholastic press conventions; and making sure as a professor or dean in schools of journalism that scholastic journalism received appropriate attention. And, quite frankly, much more than can be mentioned here.

I still contend, as I noted at our Saturday lunch at Midwinter 2011, if someone had taken the original survey that he developed for his dissertation and simply replicated it at the start of each new decade the past 60 years, we would have

so much critical information at our fingertips that could assist us in educating today's administrators about the long-standing educational benefits of having strong journalism programs in our schools. We have a lot of material from other noted researchers in our field, but Campbell's attention to details – exacting statistics from a national perspective – was quite impressive and far-reaching.

Many of his articles on scholastic journalism topics appeared in national education journals, reaching educators and administrators not directly involved with journalism curricula or student publications. He helped frame scholastic journalism to the masses through his articles in *Education*, *the English Journal*, *Nation's Schools*, *School and Society*, and *Secondary Education*. That achievement was quite noteworthy; singing to the 'journalism choir' is sometimes needed, but being a strong advocate for scholastic journalism to outside influential education sectors is also critical.

So it was with great pleasure when I had an extended visit with one of Dr. Campbell's three sons, Barry – and his wife, Mary – during the division's 2011 division meeting at Poynter. Our chat reaffirmed lots of the information I already knew about Dr. Campbell, but it gave me the chance to hear firsthand about the time and effort Barry's dad really gave to education in general and



The division's research fund is named in honor of Dr. Laurence R. Campbell (1903-1987), who was affectionately nicknamed "Mr. High School Journalism."

scholastic journalism in particular.

Barry is retired now and working on some family history projects of his own, and he promises to share even more scholastic journalism history with us – from his father's perspective, of course – if he comes across any. He certainly understands how much of his dad's work is important to AEJMC's Scholastic Journalism Division, and his financial commitment to the endowed scholarship bearing his dad's name certainly is a tangible indication of that support as well.

I give my personal thanks to everyone who contributed to the Campbell endowed fund, and especially to Vanessa Shelton for spearheading the effort. It's a cause all of us in the division, and the Campbell family, will appreciate for years to come.

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# Division's work makes difference daily

Upon returning to the office after an uplifting Midwinter Meeting, a voice-mail message awaiting my attention asked that I call the new principal of a local high school, Iowa City City High School. Still floating on a cloud of rejuvenation and motivation, I wondered if this conversation would harshly bring me back to reality.

Could this call be associated with the assaults on scholastic journalism programs we see all too often? I wondered. Certainly, the renowned tradition of scholastic journalism excellence at City High School and its award-winning newspaper, The Little Hawk, were not at risk. They've had some problems under new leadership in the past, but that principal was now gone.

Buoyed by our discussion- and session-filled meeting at Poynter, I called City High School Principal John Bacon to learn what was on his mind. As it turned out, there were some heavy matters he wanted to discuss. What ensued was a jaw-dropping conversation we would all LOVE to have with school administrators!

Bacon wanted to know what could be done to assure the school continued to offer first-class journalism programs. He had talked with the



Vanessa Shelton  
Iowa  
DIVISION HEAD

journalism teachers, Jonathan Rogers and Jeff Morris. Now he wanted to get some feedback from journalism education associations. A former high school journalism student, he wanted City High student journalists to continue to be among the best in the nation.

Needless to say, I happily shared ideas, everything from ensuring the program had enough resources to making it possible for the teachers and students to attend conferences. The bottom line is supportive, I advised. We talked about Iowa's free expression law and the value of student voices. We ended the conversation in full agreement.

Although I'm an optimist by nature, this conversation left me pinching myself and marveling at the educational experience these students will enjoy. Why aren't other schools managed as well? As it turns out, this principal is not just interested in having the best journalism

education available to his students – he wants them to have the best education.

This was a rare case of a principal calling to talk about the school's scholastic journalism program, and not in the midst of a dispute about censorship or the appropriateness of content.

In this challenging economy, with administrators making tough budget decisions that include newspapers and yearbooks as options for the chopping block, more often than not I'm hearing from teachers who would like us to advocate for their existence. There have been three such requests in the past week!

One of these concerns was voiced on the JEA Listserve; the teacher asked for evidence as to the value of scholastic journalism. The information was readily available on websites to which she was referred. Division member Jack Dvorak's research on journalism student achievement was among the referenced material. Work by other division members also will bolster the case for this teacher and others.

The significance of division members' work has never been more stunningly clear. We have the opportunity to make a difference; to share what we know about the value of scholastic journalism and its best practices. As

evidenced by this latest economically driven trend, our work has many legs.

Of course, we have to stay up-to-date in curriculum and skills development in this rapidly changing media environment. At the Midwinter Meeting we explored instructional methods utilizing contemporary media formats. This will continue to be of interest. Assistance from the Poynter Institute faculty gives us great assistance in this area.

We also continue to monitor legal developments, and to devise strategies to realize the best results for student expression.

Research findings our members share through publication and conference sessions offer guidance and rationales for actions taken in support of scholastic journalism education. We are a practical bunch!

With gratitude to members and officers, Scholastic Journalism Division sessions scheduled for the AEJMC Conference in St. Louis, Aug. 10-13, will give us an opportunity to continue to advance our research, professional and instructional goals.

We need volunteers to serve in roles, from panelists to paper reviewers. Let us hear from you and how you

# Defending our two passions

## More than ever, journalism and education need our advocacy

Sally Renaud  
EASTERN ILLINOIS

**N**ot a day goes by that we don't hear about an adviser or journalism student or journalism program that is being threatened. And not a day goes by that we don't hear about the demise of newspapers or of journalism. Or that public education is a mess and funding is being cut.

Let's face it. The things we are most devoted to, journalism and education, in general are under attack from all sides – from a suffering economy and from a frustrated public. I understand that people are negative right now. Who wouldn't be, with so many things seemingly beyond their control?

But someone has to say, "Enough." And I think it should be us. It's about time that we started defending our industry. It's about time that we who are educated about the field, who practice the art and craft of journalism education, begin explaining to others what we do. And we can start by being the best journalism educators we can be.

What we do on a daily basis in the classroom in the 21<sup>st</sup> century can hardly be defined simply. We must know content, which is complex. We must be versed in journalism history, heroes and shining moments. As media evolve, we have to educate ourselves about those changes. We must know how to practice journalism. We must know how to research, write, edit, design, photograph, videotape, record, etc.

And that in itself can be hard. For example, I have never had a photography class. But when Photoshop first came out I took two evening classes at the local vo-tech to learn the basics, and I have continued to teach myself.

I also am not a designer by trade. When my school switched from QuarkXPress to InDesign some years ago, I had a student show me how to use it and answer questions from me and from the rest of the class for the rest of the semester. And I am sure those of you reading this have similar stories.

We have been around long enough that technology and AP style rules have changed ... and it is our challenge to keep up.

As a discipline, journalism crosses avenues such as business, technology, language, art and images; it takes continuous training for the journalism educator to become and remain knowledgeable in all aspects of such a diverse field.

And all of that ... is just the beginning. On the way

to being good teachers, we need to do even more. Bill Buskist, a psychology professor at Auburn University and a faculty fellow at the school's Center for the Enhancement of Teaching and Learning, has written extensively on teaching. In many of his publications, he and his collaborators have identified what they see as behaviors of good teaching. These include knowledge of subject matter, naturally, but also the ways teachers interact with students: being approachable, creative, encouraging, enthusiastic, flexible and respectful. It's a lot to handle, especially given the pressures of deadlines and budgets and equipment failures that for advisers accompany traditional classroom teaching.

As educators who must be able to connect with our students and know our field, we also must contribute to its body of knowledge. We must ask difficult questions about the role of the media, their effects and their history. We attend workshops and conferences, preparing our findings to share with others. And as we answer questions, we should share those answers with our students, colleagues, parents and the community, to educate them on our field and raise awareness ... and dispel their incorrect notions of what scholastic media work is all about.

We become authorities in our field, and we should be able to articulate with confidence why journalism works the way it does. The sooner that's possible in the school year, the better.

In the classroom, our role is more broad. We must know psychology. We must know administrative rules and regulations. We must be counselors and cooks and healers and travel agents. Students need more and more from their schools and from their instructors, and we find ourselves in these precarious positions of spending so much time with our students that we end up teaching them more than our content area. We teach ethics and responsibility and consequence. And again, parents and the community need to be part of that conversation. The sooner we bring them into the fold, with the journalism educator controlling the conversation, the less frequently they will be surprised at the job we do and the products our students publish or broadcast.

Wayne Brasler, an advising icon at the University of Chicago Laboratory School, commented recently on the seemingly endless rash of hostility toward advisers whose students publish items in their student media that administrators don't like. He noted that often the advisers are those faculty most vulnerable: untenured,

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Sally Renaud teaches journalism and advises the yearbook at Eastern Illinois University. She is also the director of the Illinois Journalism Education Association.

She has worked in newspapers in Missouri and Colorado and has degrees from the University of Missouri, Central Missouri and Southern Illinois.

# Challenges of journalism instruction take center stage at Midwinter Meeting

David Bulla  
VICE HEAD, IOWA STATE

Wendy Wallace of the Poynter Institute set the tone for division's 2011 Midwinter Meeting on Jan. 7 by showing a cartoon video from Columbia University adjunct professor Vadim Lavrusik titled "So You Want to Be a Journalist?"

The video shows the discrepancy between the viewpoints of a student who wants a career in journalism and a professional who works in industry

with a tight labor market. What makes the video so disheartening is the student's idealism contrasted with the journalist's cynicism. At one point, the student asks the journalist why she is so negative. The latter counters that it takes years of hard work and sacrifice to get a job at the *New York Times*, the student's preferred place of employment.

Wallace's point in showing the video was to highlight the gulf that often exists between today's journalism students and their

teachers. It's not just the steep challenge of gaining employment at a marquee organization; it's also the fact that many teachers know little about 21st-century news media practices. Wallace, who heads Poynter's high school program, asked Scholastic Division members if they were ready to have Web-first instruction. Vanessa Shelton, division head, said she worried such an approach meant neglecting

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Friday afternoon with Roy.

Poynter's Roy Peter Clark headlined the Midwinter with a session on reading. Following the session, he autographed his book, *The Glamour of Grammar*, for Cheryl Pell, Michigan State (right), and Karen Flowers, South Carolina (below).

Photos by Bruce Konkle



# Midwinter

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the fundamentals of reporting and writing.

“The spelling of many of my students today is atrocious,” Shelton said. “I like what they are doing with social coordinators, but I have to raise some questions about too much emphasis on teaching social media.”

Sarah Quinn, another member of the Poynter faculty, cautioned the attendees not to move to single classes that only teach social media usage in journalism.

“It’s not a good idea because the technology and social media are always changing,” she said. “Rather, embed social media use across the

curriculum.”

Later in the day, Roy Peter Clark focused on the fundamentals as he discussed the importance of reading to excellent journalistic writing. Clark, a senior faculty member at Poynter, said two recently deceased journalistic writers, William F. Buckley Jr. and Susan Sontag, shared three traits: (1) they read deeply and on a variety of topics; (2) they wrote prolifically; and (3) they could talk about reading and writing on a high level. Buckley and Sontag wrote in very different forms for very different occasions, Clark said. Both wrote nonfiction and novels. A high level of literacy is what the two had in common, even if they were very different politically.

“In my class you have to read,” Clark said. “If you don’t read, you can’t succeed.”

Words matter, Clark said. For example, he said there is a big difference between the words *nude* and *naked*.

“Nude means being unclothed,” he said. “Yet nude is associated with art. It celebrates the body. Naked also means being without clothing, but it has a different connotation. It’s not celebratory. It implies that the body that should have been hidden by clothing.”

The bottom line, Clark added, was that today’s students do not learn by osmosis. Whatever educators teach them has to be deliberate, and reading is the baseline.

Student and adviser rights across the country.

Two Saturday sessions focused on how student journalist and adviser rights are being addressed in individual states. Presenters included (clockwise from right): Sarah Nichols, JEA Northern California; Jeff Browne, Kansas; Candace Perkins Bowen, Kent State; Kathy Schrier, Washington JEA; John Bowen, Kent State; Mark Goodman, Kent State; David Bulla, Iowa State.

Photos by Bruce Konkle





# CALL FOR PAPERS

## Refereed Research

The Scholastic Journalism Division of AEJMC is accepting submissions of research papers for the 2011 conference in St. Louis.

Submission deadline is April 1, 2011. Those papers selected by peer review will be presented during the annual AEJMC conference in August. Faculty and student papers should involve an area of mass communication research applied to student journalism and expression, both scholastic and collegiate, as well as journalism education in order to be considered for presentation in this Division.

Both faculty and student papers accepted will be eligible for top paper awards to be presented at the AEJMC Convention in August. Faculty papers with a student co-author or student papers with a faculty co-author will be judged in the faculty competition. Some possible paper topics include:

- legal issues of student journalism
- ethical issues of student journalism
- administrative relationships: journalism education school and community support for high school journalism education
- journalism and mass communication in language arts
- preparation, certification and credentialing of publication advisers and journalism educators in secondary school
- multicultural and diversity issues in secondary school journalism
- content or production of high school publications
- the role of college journalism education in secondary education
- historical perspectives of secondary school/high school journalism education
- the role of high school press associations and other media organizations
- recruiting and retaining journalism students
- educational and pedagogical issues applicable to scholastic journalism (NOTE: General papers on pedagogy or teaching methods NOT related to scholastic journalism are NOT appropriate for this division)
- youth readership

Papers should be in Microsoft Word, 12 Times New Roman, and double-spaced. Papers should not exceed 25 pages in length, not counting references, tables, and appendices.

Style should follow either the Publication Manual of the American Psychological Association or the Chicago Manual of Style. Include an abstract of no more than 75 words. At least one author will be expected to attend the meeting to present the paper.

All research papers must be submitted online via a link on the AEJMC Web site. Do not put the author's name on the title page of the document you upload to the submission site. Reviews are blind. The site will also ask for author's name, affiliation, and e-mail address separately. You will be asked for your abstract, too. The principal author should e-mail the SJD research chair (see below) with the title of your paper and contact information once he/she has uploaded his/her paper to the AEJMC site. For more information for submissions to the Scholastic Journalism Division, contact George L. Daniels of the Department of Journalism at The University of Alabama at (205) 348-8618 or [gdaniels@ua.edu](mailto:gdaniels@ua.edu).

# Scholastic journalism reviewers: Frequently asked questions

George Daniels  
RESEARCH CHAIR, ALABAMA

Did you know that for as many papers as are submitted, we are supposed to have THAT many reviewers. Based on trends over the last three years that means we will need between 20 and 25 reviewers for the Scholastic Journalism Division. The more reviewers we have, the fewer papers each reviewer has to read. In case you have not been a reviewer, below is an FAQ (Frequently Asked Questions) that will help you learn more of what is involved. If your question is not answered here, feel free to e-mail me at [gdaniels@ua.edu](mailto:gdaniels@ua.edu)

## Q: How do I sign up to be a reviewer?

1. First, create an account. You should go now to the All-Academic site through the AEJMC website or to this address <http://www.allacademic.com/one/aejmc/aejmc11/> and create an account (username and password) in the All-Academic System. Go to the right side of the page and scroll down until you come to **“Click here to create new username and password.”**

AEJMC is asking all reviewers to create their accounts by Friday, March 4, 2011. This will allow for assignments of papers to proceed quickly and you will have immediate access to your assigned papers to judge soon after the All-Academic system closes for paper uploading.

Creating your user name and password now will also allow you to submit, judge and download papers all from the same created

account. You will not be able to view anything yet with All-Academic, but creating your user name and password will allow us to complete the process of updating the site for the St. Louis Paper Call. **Each year is unique, and if you created an account last year, you will need to do so again this year.**

2. Next, e-mail Scholastic Journalism Research Chair George Daniels at [gdaniels@ua.edu](mailto:gdaniels@ua.edu) and let me know that you've agreed to be a reviewer and we'll add you to the pool of reviewers for 2011 Scholastic Journalism Research Competition.

## Q: May I review if I am submitting a paper to this division?

If you are a faculty member submitting a paper, you may still serve as a reviewer for our STUDENT PAPERS ONLY. Student papers are assigned and tracked based on a separate process than faculty research papers. Graduate students are NOT eligible to serve as reviewers in our division. And, of course, faculty members submitting a paper in Scholastic Journalism are NOT eligible to review other faculty papers submitted to this division.

## Q: When do I get my papers?

The Uniform deadline for all papers to be submitted is midnight on April 1, 2011. Once that deadline passes, we like to send papers out within 48 hours to their reviewers. That means, assuming no unforeseen delays,



Start planning early:  
[AEJMCSLouis.org](http://AEJMCSLouis.org)

you'll receive papers by **April 3, 2011.**

## Q: How long do I have to review the papers?

The **deadline** for all reviews to be completed is **May 1, 2011.** That allows some time for processing reviews and programming the accepted papers into the convention program. We like to notify all authors of decisions by May 15, 2011, which gives them ample time to plan to travel to St. Louis for the convention. But, this depends on all reviewers completing their reviews on time.

## Q: What if I don't have much time?

You're not alone. We try to limit the number of papers assigned to a single reviewer to three. But, that's based on the number of total volunteers we have. We are happy to limit the number of papers you're assigned to as few as one. That's right! If you only have time to review one paper, we **still** can use your help. Of course, if you just cannot meet the deadline and don't have the time, we totally understand. Thanks for at least giving it some thought.



# CALL FOR NOMINATIONS

## The Robert P. Knight Multicultural Recruitment Award

Nominations are now being accepted for the 2011 Robert P. Knight Multicultural Recruitment Award. The Knight Multicultural Recruitment Award is presented to any individual or media organization that has made significant contributions to promoting diversity in scholastic media programs. The award is named for Robert P. Knight, a professor in the University of Missouri School of Journalism who served as director of the Missouri Interscholastic Press Association from 1965 to 1992. Knight received the award in 1990.

To nominate a person or organization for the award, please do the following:

Mail or e-mail a nomination letter of 1-2 pages to Calvin Hall at the address below. In addition to

information about the nominee, please include the nominator's name, title, school or organization, e-mail address and phone number.

In addition, send a document or a link to a document that lists the nominee's achievements (i.e. A CV or résumé, a Web site link, or other appropriate information).

If sending materials by mail, please send them to: Dr. Calvin L. Hall, Department of Communication, Appalachian State University, 126 Walker Hall, Boone, NC 28608. For more information, e-mail: hallcl@appstate.edu

The deadline is April 1.

### Recent recipients

#### 2010

U of Arizona  
School of Journalism

#### 2009

Philadelphia Daily News, Editor  
Michael Days, & Philadelphia  
Urban Journalism Workshop

#### 2008

June Nicholson,  
Virginia Commonwealth

#### 2007

Ed Mullins, Alabama

#### 2006

Ted Stanton, Houston

#### 2005

Chris Strudwick-Turner, LA  
Times

#### 2004

Diana Mitsu Klos,  
AEJMC High School Journalism  
Senior Project

#### 2003

Vanessa Shelton, Iowa

#### 2002

Walt Swanston, RTNDF

#### 2001

Doris J. Giago, South Dakota  
State

#### 2000

Linda Waller, DJNF

#### 1999

Marie Parsons,  
Alabama

## Headlines

Continued from page 2

would like to participate.

Speaking of participation, Teresa White of Indiana, was elected secretary and newsletter editor at the Midwinter Meeting. She will begin these duties in October, but in the meantime will train with outgoing secretary/editor Peter Bobkowski. We will elect a new vice head in August

during the membership meeting to replace David Bulla, who will move to division head.

Ending on a happy note, also at the Midwinter Meeting we celebrated reaching the goal of endowing the Laurence R. Campbell research fund. Campbell was a longtime division member and a prolific scholastic journalism researcher. Campbell's son, Laurence B. Campbell, and his wife, Mary, attended the meeting luncheon to

share in the celebration.

The division must have at least \$6,000 in the fund to retain the endowment status. So while we're in good standing, let's remember to continue to support the fund by making regular donations. The fund supports the division's annual award to the faculty member with the top research paper addressing scholastic journalism issues.





# CALL FOR PAPERS

## Innovative Outreach to Scholastic Journalism

The Scholastic Journalism Division is calling for papers describing an innovative program offered by a college or university that is targeted to high school, middle school or elementary school students or teachers. The deadline to submit an entry to the Innovative Outreach to Scholastic Journalism is April 1.

The top programs will be recognized at the AEJMC convention in St. Louis, Aug. 10-13, 2011. The winners will present their programs in a panel discussion and then will receive award plaques.

The Scholastic Journalism Division established the Innovative Outreach to Scholastic Journalism award program in 2003. The program was implemented to:

- Identify successful programs that promote interest and training in scholastic journalism at the secondary and pre-secondary level (K-12).
- Provide models of innovative programs that higher education media programs could replicate. The ability to replicate the outreach program is a major factor in the selection of the top programs.
- Provide a forum for discussion of successful programs and offer an opportunity for colleges and universities without outreach programs to gather information about possible programs.

To be eligible:

1. The outreach program must focus on students and/or teachers in high school, middle school and/or elementary school media programs.
2. The outreach program has been conducted at least once.
3. The outreach program may be a face-to-face meeting or conducted through an alternative delivery method, such as broadcast or the Web.
4. The person submitting the program must have been directly involved with the outreach effort.
5. Programs that have previously won may be entered if the programs include a new dimension or the progression from the previous program.
6. Programs that have not previously won may be re-entered. Faculty who resubmit a program should consider making changes/additions to their program to address concerns expressed by the judges with the previous submission.

The paper format – double-spaced, 8 pages maximum for paper, plus the appendices. Electronic submissions are preferred.

Cover page:

- Name of the outreach program
- Name of the sponsoring institution and other partners (commercial newspapers, grant sponsors, etc.)
- Individual submitting the paper and contact information
- Origin of the program, including any models that were used in designing your program
- Goal(s) for the program
- Target audience
- Structure of the program (1-day workshop, after-school meetings, etc.)
- Number of participants (students and teachers)
- Faculty involved with the program
- Describe any involvement of the commercial media
- Explain the assessment process for the program
- Budget for the program – general income and expenditures. Be sure to indicate financial support or support in kind from commercial media outlets, grants, etc.

Appendices – must include but not limited to:

- A letter of support from the administrator of the author's department/division, addressing the value of the program.
- Two handouts from the outreach initiative (i.e., recruitment letter, printout from a Web site, brochure, program).
- 1-page handout that would be distributed at the panel presentation or that could be posted on the Scholastic Journalism Division Web site.

E-mail your submission packet to:  
2jdodd@gmail.com

OR

Mail three copies of the paper and appendices to:  
Julie E. Dodd, Innovative Outreach Competition,  
University of Florida, College of Journalism and  
Communications, 3068 Weimer Hall, PO Box  
118400, Gainesville, FL 32611-8400.



## CALL FOR NOMINATIONS

### The David Adams SJD Educator of the Year Award

Members of the AEJMC Scholastic Journalism Division are encouraged to nominate a deserving member for the Journalism Educator-of-the-Year Awards.

This award, given annually during the association's summer convention, recognizes a deserving division member for his/her outstanding performance in the college/university classroom and in scholastic journalism workshops and conferences.

Nominees must have been members of the Scholastic Division for the previous three years.

Nominating letters should identify various ways the nominee has made significant contributions to journalism in the secondary schools through his/her work in journalism and mass communication in

higher education.

Nominations shall consist of the following:

- a letter of recommendation
- one or two letters of support
- a vitae

Nominating letters may be sent via e-mail with hard copy following; letters of support may be made via e-mail.

Send hard copies to: Karen Flowers, School of Journalism & Mass Communications, Coliseum 4000A, University of South Carolina, Columbia, SC 29208. For more information, e-mail [flowersk@mailbox.sc.edu](mailto:flowersk@mailbox.sc.edu)

The deadline is April 1.

#### Recent recipients

| 2010                       | 2008                              | 2006                                    | 2004                      | 2002                    |
|----------------------------|-----------------------------------|---|---------------------------|-------------------------|
| Barbara Hines<br>Howard    | James Tidwell<br>Eastern Illinois | Cheryl M. Pell<br>Michigan State        | David Adams<br>Indiana    | Richard Johns<br>Iowa   |
| 2009                       | 2007                              | 2005                                    | 2003                      | 2001                    |
| Lyle Olson<br>South Dakota | John Hudnall<br>Kansas            | Candace Perkins-<br>Bowen<br>Kent State | Thomas Eveslage<br>Temple | Jack Dvorak,<br>Indiana |

### My Turn

Continued from page 3

untrained, often female. But if we use the guidelines suggested by states that require journalism educators to be trained, if we follow guidelines written by Randy Swikle in his book, *Protocol for Free & Responsible Student News Media*, that states a conversation with students, teachers and administrators should happen early and often, we might begin to ward off those critics who misunderstand our work.

I realize this might be hard

for many. Journalists by nature keep quiet about their business. But then they should not be surprised when the public does not understand. It is about time we took control of this situation. It's time to get creative in how we defend our field.

Rob Curley, an innovator with new media, wrote recently on his Facebook page that creativity is vital in being successful in this new environment: "... creativity and imagination are key in making real change that matters and finding different solutions to both longtime and new problems. In times like these, creativity and

imagination are more important than ever."

Collegiate journalism educators can help by doing outreach in area high schools all the time. Volunteer with the media staffs. Make acquaintances with the administrators and other teachers. Be visible in the schools. Help all parties create ongoing dialogues. Be a mentor. Provide resources and examples. Help young educators find their voice and their strength. And let's empower them as a safeguard against such harassment.