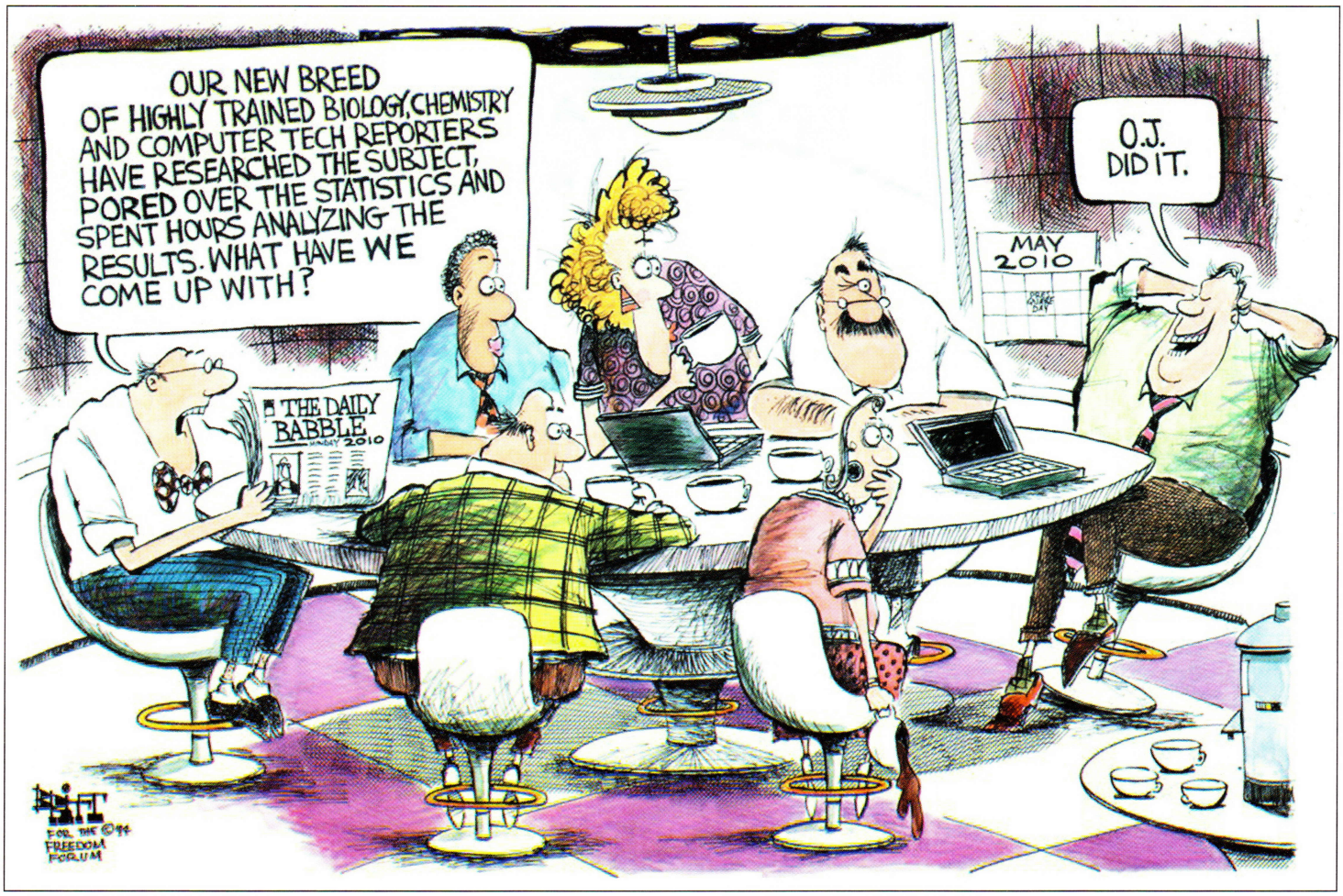
JOURNALISTS FOR THE 21ST CENTURY

Non-journalists share their visions of the future and where newspapers fit in.
With companion essays from journalists and journalism educators,
and a guide on bringing the debate into your newsroom or classroom.



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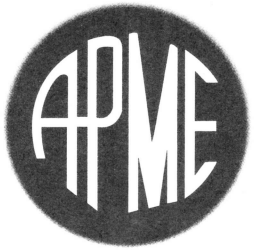

Two journalism studies committees of the Associated Press Managing Editors — Journalism Education and Newsroom Management — worked together on this project.

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VIDEO AVAILABLE
A 20-minute video of highlights of the symposium is available. For a copy, call The Freedom Forum at 703/284-2857.

JOURNALISTS FOR THE 21ST CENTURY

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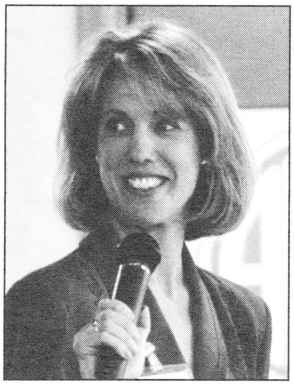
A PROJECT OF THE ASSOCIATED PRESS MANAGING EDITORS AND THE FREEDOM FORUM

An outside-in look at the future of newspapers

Step outside, and look back in. That's how we wanted to approach this view of the future.

This unique project assembled 16 non-journalists — industry leaders, entrepreneurs, educators — who tell what the U.S. will be like in the Year 2004 — 10 short years from now. They gathered May 16, 1994, at The Freedom Forum headquarters in Arlington, Va., for a day of spirited and provocative discussion about a wide range of issues — the economy, education, family values, race, environment, technology.



David Zeeck, chair, APME Newsroom Management Committee, and Marcia Bullard, chair, APME Journalism Education Committee.

They offered their expert views of the issues that will be important in 2004. And they had some things to say about how newspapers should change.

Observing this discussion were newspaper journalists — editors as well as reporters — and journalism educators. They listened, and later in the day engaged the panelists in a lively discussion on how these predictions relate to the future of newspapers and skills needed by journalists entering the next century.

This report captures some of the issues raised that day, and offers ideas for further discussing how we should prepare now to practice journalism in the 21st century. It includes:

■ Excerpts from the experts on topics ranging from environment to public schools.

■ Essays from the journalists and journalism educators attending. They offer practical ways journalists can prepare now for the future the experts predict.

■ A newsroom discussion guide that suggests issues editors can raise in staff meetings and seminars.

■ Lesson plans for journalism teachers to get students thinking about what they can bring to a changed newsroom.

A video summary of the day, 20 minutes in length, is also available and provides more views of the future. For a copy, call The Freedom Forum at 703/284-2857.

APME and The Freedom Forum are working hard to find ways editors and journalism educators can work together to prepare journalists for the 21st century.

We hope this outside-in approach adds a new dimension. Even more, we hope it provokes debate, thought — and change.

Rich Archbold
APME President

Marcia Bullard
Chair, APME Journalism Education Committee

David Zeeck
Chair, APME Newsroom Management Committee

Visionaries see a strong future for newspapers, if they ...

Participants in the APME/Freedom Forum symposium on the future of the nation and of newspapers in the Year 2004 offered their vision in many areas. The daylong meeting covered a wide range of issues, in much depth. These much-abbreviated excerpts capture high points. They can provoke fresh thinking and stimulate further discussion.

The need for community

A strong theme running through the day was that newspapers should leap at the opportunity to create a sense of community. Predictions are that society will become more fragmented, that people will select only information they want. Travel and technology isolate people. We will search to establish community in some new form — to address values, economic fairness, etc.

Peter Mollman: Ten years from now ... we have a chance to bring diversity of opinion ... a chance to create ways people can learn to talk, inform each other, beyond the reaches of anything we have now.

Lloyd Doggett: To the extent that people have the ability to work at home, to get an education at home, to get entertainment at home — we may have a problem with a lack of community involvement.

Katy Dobbs: We watched the Kurt Cobain [suicide] reaction [via] on-line services where kids were mourning together on E-mail. They have found a way to have anonymity but also the emotional connection to go through something they felt very strongly about. That sort of community is going to have to be embraced in the next century.

Paul Saffo: We are seeing the creation of electronic communities. ... Electronic communities are not like real communities. ... The Internet, which is the largest, fastest-growing communications medium in history, was created for purposes that have nothing to do with community. The Internet is run by five full-time professionals and 3,000 volunteers. That is a very interesting model for thinking about making change happen. A very small number of people essentially hijacked a military system and put it to the use of ordinary citizens. No one in 1967 when the Internet was formed contemplated that 12-year-olds with desktop PCs would be using it to talk to each other about their homework.

Andrew Steigman: What we are seeing is a renewed dedication to community. The 1980s took us apart. But I think we are now seeing a reversion to community and my hope is the next decade will see more of this. But the tone and the leadership must come from above. The role of government is to provide a sense of leadership and to make sure that government policies at least tend in the direction of creating greater community. And that community is not going to be in cyberspace. It is going to be at home.

Participants

Chris Argyris, Harvard University School of Business
Carol Cartwright, president, Kent State University
Joe Cobb, economist, The Heritage Foundation
Katy Dobbs, vice president/editorial director, Welsh Publishing Co.
Lloyd Doggett, justice, Texas State Supreme Court
Patrick Dolan, educational consultant, W.P. Dolan & Associates
Connie Homer, governmental studies, Brookings Institution
Patrick Jackson, public relations, Jackson, Jackson and Wagner
Ronald Kurth, dean of academic affairs, Air War College
Peter Mollman, director, intellectual property, Microsoft Corp.
Peter Raven, director, Missouri Botanical Gardens
The Rev. Patricia Reeberg, executive director, Council of Churches of the City of New York
Paul Saffo, director, Institute for the Future
Andrew Steigman, assistant dean, School of Foreign Service, Georgetown University
Ponnuswamy Swamidoss, School of Medicine, Howard University
Judith Waldrop, research editor, American Demographics magazine

MODERATOR: Our special thanks to **John Lavine**, director of the Newspaper Management Center, Medill School of Journalism, Northwestern University, who steered a complex discussion with prowess.

APME symposium participants meet in The Freedom Forum rooftop conference center to discuss ways that journalists and newspapers can prepare for the 21st century.

Doggett: [The idea that] if government will just get out of the way all these problems will solve themselves is just a daydream. I think we have an example in my hometown of Austin, Texas, of one of the solutions. We have the largest Adopt-a-School program in the country. There is not a business of any size that has not adopted some school, and every school is an adoptee of more than one business. This fosters community in the sense that the branch of a bank or a restaurant near a school may adopt that school. And some larger institutions may adopt several schools and help them get computers and support that tax dollars do not provide.

Those are the kind of local initiatives in a collaboration between business and the local school board that we need more of [to foster community].

Saffo: This issue of what is the task of institutions really troubles me. What people most want is to be useful and to see the consequences of their actions. The most important task of any institution, be it government or private, is to create structures that reveal those kinds of dependencies and interrelationships. That is why people invest in road signs that say, "This highway cleaned up by XYZ company." They drive by it every day and feel good.

Doggett: The newspaper needs to be some kind of a force for helping us appreciate the fact that we are — in our differences — part of a community and [that there is] a need for tolerance in our relationships.

Patricia Reeberg: That sense of who is a stakeholder — what does it mean to have successful, vital community — is something that we could probably explore in health care, in criminal justice, in education and probably see it as a defining feature of the 21st century.

Ronald Kurth: Somehow we have got to figure out how to grab the society by its grassroots and achieve some kind of community ... How do we get back the community even in a society where [the definition of] "family" has changed?

Values: Education, family

Social responsibility, self-determination — these values are described as important in the coming years. The education system must change to encourage individual responsibility. Technology can solve some fairness issues in schools. Families must re-emerge as the predominant social structure. Families and

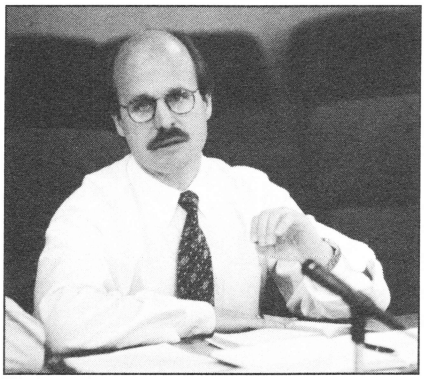
schools must join forces to inculcate values in children.

Education

Moderator: The educational system in 2004: What should it be? How will we get there?

Patrick Dolan: One way to ask that question is: What are you trying to create? You are trying to create the responsible little learner [who can work] both individually and in a team. One would create [a school] in which coaches, facilitators, teachers were arranged in all sorts of different ways, as opposed to the factory model of one teacher to 28 students, six contact touches a day, et cetera.

So you have this student, and then you plug him or her into the technology. So that in high school, kids doing American studies have [online] access to the best Civil War lectures from Yale University. [Technology] is, in some senses, the savior of the poor, local school in upstate Minnesota — because they can access the best information in the world if they want to.



Paul Saffo: "People will pay serious dollars for point of view."

That marriage — a responsible child, teacher and technology — gives you the best curricular and learning opportunities in the world.

But to move to that from the current structure, [cooperation is needed from] the union, management and the 75% of voters who are not parents.

Saffo: Educational institutions are simply aimed in the wrong direction. [They] are built on essentially an industrial, assembly-line model — that kids go through a process, they come out at the other end.

Dolan: I am out there in the public schools every day. By the time children hit 6th, 7th, 8th grades, they have been in a top-down, punitive, voiceless thing. You get two results: A deep, growing alienation, and a walking away from responsibility. Because the [school] keeps telling [kids] it is responsible for them and finally they say — you got it, mister.

Carol Cartwright: We are too focused on dependence on institutions for our security and less focused on what the individual can do to develop himself or herself to manage his or her life. We have got to shift thinking from "Who is going to take care of me for life?" to "How am I going to take care of myself for life?" Maybe the most important new general-education course in our curriculum is not world history, but entrepreneurship.

If you have that basic belief in your own ability to control what happens to yourself, then you will find a way to get access to the tools that become available.

> **"The idea that somehow this society will get better by denying the [school] system resources just does not make much sense."**
>
> Lloyd Doggett,
> justice, Texas State Supreme Court

Steigman: There is a political dimension to this, and political will power may be lacking. How do we get that disenfranchised segment of society which sees no real reason for accepting responsibility ... We keep seeing articles in the press, interviews with youngsters in some of the poor areas of the city, who are saying they don't expect to live to be 21, so why should they prepare for a lifetime in the workplace? [This is] political: How do we restructure our society so that we give hope to this segment of the population — so that [these people] are willing to accept responsibility and strive for a better future?

Doggett: The idea of teaching individual responsibility and the role that religious institutions and families have to have in that is critical, but that is also a good example of the new kinds of demands that we put on the educational system. [Most] school systems do not have adequate funding ... the idea that somehow this society will get better by denying the [school] system resources just does not make much sense.

Cartwright: There are some very powerful principles of learning that have been documented ... that we know work. Time on task is one of them. If we actually implemented some of these principles, we would be far further ahead.

"As the family breaks down and parents are both working because they are pursuing materialism, they want [other] things more than they want well-adjusted families and children who begin to accept responsibility."

Ronald Kurth,
dean of academic affairs, Air War College

Moderator: Are you going to elongate the school year?

Cartwright: That's a possibility.

Joint school/family values

Cobb: One thing the education system in the year 2004 ought to have is more merging of the home life and the school life of the child. The parents have to give the focus and give the motivation to the child to want to learn, and to appreciate and value the learning.

Jackson: One of the major problems that everybody has is this linkage between the child and the parent and the family.

What you are going to see is a convergence in the community of a seamless social organization — so that the school and what we now call welfare and what we call social services are all housed in one entity.

Connie Horner: It is a parent's social obligation to supervise homework, and I think it really will take a small counter-cultural revolution to induce this reassumption of responsibility in parents. The grandparental generation almost has to undertake this task because the subsequent generations simply do not understand — they don't get it — they don't understand what the potential is when you make a demand of children in the right environment. There is a fear of making demands. I do not know what causes it, but the upcoming generations just fall back in fear when they are confronted with the necessity to ask something of children.

Kurth: As the family breaks down and parents are both working because they are pursuing materialism, they want [other] things more than they want well-adjusted families and children who begin to accept responsibility. ... In Kentucky, schools are developing family-resource centers because there are no resources in the home. We are transmitting to the school system what used to be part and parcel of the way kids grew up with their parents.

Family

Horner: It seems increasingly obvious that those who are going to be able to flourish are those who have those means [skills to take control of one's own life] and those who do not, will not. Where do you get those means? You get them within your family very, very young.

One of the things we are going to do as we recognize this fact more and more is to overcome our belief now ... that you cannot go back to the June Cleaver family or you cannot go back to Ozzie and Harriet. ... I would say we are probably going to make a cultural decision over the next 10 years to try to go back to more of the attributes of those families [the Ozzie and Harriet model]. ... We are going to try to engage mothers and fathers over decades in the lives of their children, so as to improve our capacity to care for ourselves in the absence of large institutions [doing it].

Reeberg: I do not know if Ozzie and Harriet is the concept but I think there needs to be an extended-family concept. I grew up with that in the 1960s and it worked ... where it was a community involvement, where there were people on the block that made sure I was taken care of because Mom had to work. [My grandmother] made sure I was in the house at a certain time, and my aunt made sure my homework was done, and the grocer knew Mom got paid at the end of the week but you needed bread on Tuesday and he took care of you. ... Everybody participated in the development of that child, and I think that is a concept we need to revisit.

Economy

The economy of 2004 will be shaped by churches, environmental policies, technology — and the immigrant population, which will give renewed emphasis to the American work ethic. Technology — who has access to it, who can afford it — will create new issues of economic fairness.

Reeberg: What is starting to happen— and I

think it is going to continue to gain momentum — is that churches of color are starting to focus more on the economic gaps in their communities and looking at economic development.

More and more churches are looking at starting their own credit unions, pulling money together to start their own housing-development corporations and starting their own banks.

Horner: By 2004, Americans — for the first time in any of our lifetimes — will really have to confront foreign systems, ethics, foreign political philosophies — for instance, the rise of China as an economic power. We as Americans will not have automatic primacy as we did in 1989.

Saffo: The biggest change on the economic front will be in the very way we think about economics. Within the next 10 years, neoclassical economics will be well on its way toward the scrapheap of history. We do not know where the new economic theory will come from, but I will bet it is going to come out of the sciences of biology and ecology.

Peter Raven: A lot of commentary about economy is so narrowly based that it is almost meaningless if you look at the whole world. Basically the world has not been managed in a sustainable way for over 50 years, and if we are losing a quarter of our topsoil since WW II, if we are changing the environment — then the 4.5 % of us who live in the United States are very unlikely to go on controlling 25 % of the world's economy.

> **We think it is our birthright in the United States to squander energy.**
>
> Peter Raven,
> director, Missouri Botanical Gardens

Unless we can find a stable [ecological] world, we will be getting nowhere. We are not addressing that. We are acting as if the environment is some sort of set of arbitrary principles which retard business development, instead of internalizing what is really going on in the world. We have got to operate within very real constraints. We have got to waste a lot less, we have got to learn to manage systems in a more productive way.

[For example, we think] it is our birthright in the United States to squander energy. It does not make sense to import grapes and raspberries from Chile in the middle of winter because we love to have them.

Judith Waldrop (left): "If you have button phobia, you are going to be in trouble in the 21st century." At right is Carol Cartwright.

Steigman: Let me just throw a small bomb in here. It seems to me that what we are seeing with Internet, what we are seeing with all the marvelous advances in communications, is that the educated and the affluent are finding new tools. But a substantial segment of American society is being more and more marginalized.

To me, this is one of the great concerns that we want to address. How do we empower not just those who can afford these toys, but [also those] who cannot?

Reeberg: I see the gap widening between those who are technologically skilled and those who are not. The educationally marginalized will be even more marginalized.

Judith Waldrop: The fastest-growing jobs are health workers, computer engineers, paralegals, special-education teachers, all types of jobs that require skills. But what is interesting is that our UPS man is using a computer and the person who gives parking tickets has a small computer that she carries around. ... If you have button phobia, you are going to be in trouble in the 21st century. You will not be able to get a job at all.

International affairs

Participants knocked newspapers for paying too little attention to global affairs. The future of the nation, they argued, is critically linked to international affairs, and newspapers must help readers understand that — quickly.

Raven: We need to be more international in thinking if we really want to confront the future.

We need to understand that killing hundreds of thousands of people in Rwanda in a few days is somewhat more serious in the world as a whole than a train wreck in North Carolina. Yet we do not really feel that.

We need to solve how we are going to deal with the fact that there were 50 nations at the end of WW II, there are 190 now and there are 5,000 to 6,000 culturally and linguistically distinct groups of people in the world who claim territory. That is something we really have not come to grips with, but which really threatens our future in a very big way.

Saffo: The governmental units that drive change 10 years from now ... [will be] local. And I think the engines would be city-states — explicit ones like Singapore, and implicit ones like Los Angeles.

Cobb: A most clear challenge to the ethical drift of Western civilization is [religious] fundamentalism. Although they do not have the economic power that China will develop, they probably have a more focused moral fervor and affirmative dislike of liberal democracy.

> **"There are more Japanese dressed as cowboys chewing tobacco in Wyoming than you can imagine."**
>
> Paul Saffo,
> director, Institute for the Future

Steigman: I quite agree that fundamentalism is [an issue for 2004]. I would define it as the rise of fundamentalisms in all major religions. In troubled times, people seek for simple solutions. Fundamentalists offer clear guidelines as to how to live your life.

Diversity

This is a crucial issue that generated much discussion. Year 2004 will bring increased awareness of differences, and a need for common ground.

Doggett: The newspaper needs to be some kind of a force for helping us appreciate the fact that we are — in our differences — part of a community and [that there is] a need for tolerance in our relationships.

Cobb: Is culture — where one's identity is part of a group — something that you are born with and that you hold to yourself and value and define? Or is it something that you can eat — like you can go through a cosmopolitan city and choose the restaurant of the ethnicity of your choice. It seems to me important that it is both.

We [in the USA] are members of a courageous society in the sense that it is large and cosmopolitan. It is international.

The point is that we really have to allow people to identify as Welsh and have Welsh as a hobby. But when we try to tell them that you are Welsh and you should have a political entity that forces Welshness upon you and your neighbors, then we get into the sad dilemma in which black college students are in — their black college mates are saying you must be black, you must not have a white friend — and that is destructive.

Cartwright: We have a significant job ahead of us in helping people think about how difference fits into community and I think we don't even yet understand the mechanisms that we need to have the conversations.

Mollman: The only thing that is really going to change the educational system or the way in which we use those tools [communication and access to knowledge] is when we really begin to recognize an individual difference and to celebrate every person and every group's individual [ability] to contribute to our common success.

Saffo: The problem with journalists and people in the mass media today is they live so thoroughly in mass media they don't understand that there is a fundamental shift running from mass to personal media [which is] ultimately intimate media.

The difference between mass and personal media is that mass media make the world a smaller place. [They create] a fiction of sameness and universality. Personal media make the world a larger place where people can explore differences.

I optimistically want to believe this is a transitional period where we go through the culture jitters, and emerge on the other side celebrating differences but also recognizing sameness.

Ten to 15 years from now people will come to change cultures consciously at different times of the day and different times in their life in the same way they change channels on the television

set today. ... There are more Scottish Highland games held in California every summer than there are in all of Scotland, and there are more Japanese dressed as cowboys chewing tobacco in Wyoming than you can imagine. There is room for optimism here, and we are just redefining the culture.

Jackson: The real test of a society is: How does it manage its unintentional communities? In other words, can we truly find interdependence? If you look at America's history, it is clear how we do that here. We do it through the public schools. And I suggest that we have not invented any other mechanism that can do it as well. Maybe by 2004 we will have bitten the bullet and will have given some support to public schools to deal with this issue.

There are only two things, remember, that make this country different from the whole rest of the universe. One is the First Amendment, which nobody else has the way we have. And the second is the public schools, which nobody else has the way we have.

Newspapers

How should newspapers change by 2004? Offer point of view. Hire experts to cover the sciences. Hire a diverse work force. Run an environmentally conscientious business. Cover international affairs. Brace for a further erosion of advertising. Exploit technology and new information-delivery methods. Report tolerance, not conflict.

Here is the final turn around the table:

Waldrop: Newspapers should be better corporate citizens. In their hiring practices, [newspapers] will find that if they hire more women and minorities, especially in management-level positions, their stories will improve, their [circulation] will go up, they will better reflect the people they are trying to sell newspapers to.

I would also like to see better environmental practices.

Kurth: I hate to presume that I could ask a business organization which must make a profit to pursue socially useful, altruistic goals.

And ... journalists are incredibly careless about the level of research they do; they regurgitate from clips and fail to re-examine a topic in light of new developments, new evidence.

Dobbs: I can't imagine people will not be reading newspapers in 2004. [And newspapers should hire] the very best writers they can find. Writers — good writers — and good ideas bring anything alive and can incite, and inform, and educate, and empower.

Doggett: The newspaper needs to be some kind of force for helping us appreciate the fact that we are, in our differences, part of a community. And a need for tolerance in our relationships.

Steigman: Bad news may sell newspapers, but it would be awfully nice if the good news occasionally got in there just to balance it. Newspapers can contribute in very specific ways in building that sense of community.

The second point is international coverage. It is almost impossible to find out what is going on beyond the borders of the United States. I think it is the responsibility of American newspapers to try to teach readers about the rest of the world — at least tell them what is going on, make them aware the rest of the world does matter to them.

The final point ... I feel strongly that we will have better and more sensitive journalists if we recruit them largely from the top graduates of liberal arts programs. It is that broad education which will make them sensitive, caring journalists. ... They can learn their craft on a college newspaper, interning.

Saffo: People are still going to want to read 10 years from now, they are going to still want your product. The problem is they may not be able to afford it. What I am worried about is the impact of technology ... on advertisers, giving them other options, in the form of direct marketing [by computer]. The advertiser will check out of the

“Newspapers will find that if they hire more women and minorities, especially in management-level positions, their stories will improve, their [circulation] will go up, they will better reflect the people they are trying to sell newspapers to.”

Judith Waldrop,
research editor,
American Demographics magazine

[newspaper] party, and cause a collapse.

Another issue: If you want the very best people, you have got to offer them the most exciting jobs. The best people [in newspapers] are beginning to leak out in small trickles. Others never arrive at the interviews.

In a world of hyperabundant information, the scarce resource is point of view. The thing that people will pay serious dollars for is point of view. My theory is that the agents of that point of view will be the [reporters and editors, who are now] underpaid. We are going to see a mass exodus — the trickle has already begun — of editors who will leave the business and go into new electronic media and set themselves up delivering point of view that people will pay money for.

Connie Horner: "In the editorial sections, [newspapers] are ragingly feminist, but in the advertising they are not." At right is Patrick Dolan.

Mollman: If newspapers as a business are not cognizant of the fact that they are fundamentally mainframes, just as broadcast television is, they are going to make major mistakes over the next 10 years. When this electronic information revolution happens, it happens like lightning. I think we are going to have a wider variety of information, more diversity.

Given that, it is going to be the quality of that information — it is going to be the point of view [that makes the difference]. If you can go into a computer and look up the Supreme Court nominations and check the *National Review*, check *New Republic*, and get various points of view well done, you are going to change the way you look at things and at the way you can get information.

Dolan: What we really need are men and women who are skilled enough that they can say, in the opening 3-4 paragraphs, the point of view they are bringing, and then take a run at the [topic] for me. Because there is so much that I need to know. I need to be a citizen of this world, and be helpful. I need to know what is going on out there. I read those kinds of things.

And lastly: We miss the world out there. We miss it from coast to coast. I lived in Argentina, I lived in France. Many people have not had the chance to do that, and without that framework, the future is going to be a blind thing.

Horner: I will try out a few examples of things I am missing. One is the presence of Muslims, stories about Muslims. I don't mean when some Black Muslim makes a speech; I mean, what is the life of this enormous group of people? Why don't we hear about them? I think part of the reason may be that the decision-making is in the hands of people who cannot enter sympathetically into the experience of people who have religious — rather than secular — philosophical perspectives.

> **"Newspapers have slipped over into the entertainment business."**
>
> Patrick Jackson,
> public relations,
> Jackson, Jackson and Wagner

And, I increasingly find ... advertisements are pornography against women. [Ads are] portraying women whose eyes suggest they are having an orgasm, who are unclothed and in provocative positions. Of course, in the editorial sections [newspapers] are ragingly feminist, but in the advertising they are not. Now ... I understand [the separation of] business and opinion. But I am personally deciding to reject the hypocrisy engaged in by the [newspaper] owners.

Raven: On the matter of depth ... Americans need to understand science and technology very well and ... the environment. There just cannot be any excuse for the utter superficiality of most of the coverage of these areas in newspapers. It cannot be covered by just going out and interviewing the first two people that you run into. Although it may not seem commercially logical to get into more depth in these areas, I do not know any other way that Americans are going to really be informed about them than by newspapers and other media taking some responsibility, by writing competent articles.

Finally, newspapers like all businesses have

got to attend to the matter of the environmental soundness of their own operations.

Jackson: All organizations ... need you [but newspapers] have slipped over into the entertainment business.

You could go back to being the Fourth Estate, and cut the crap you are giving us now. Use this incredible journalistic creativity to lure the non-readers, to lure the non-caring into following topics that affect their lives. I think you can do it, but it is going to take a lot more than what you are doing now. I think you are hiding behind this First Amendment business [with coverage of] Michael Jackson, et cetera.

> **"If a young black boy makes the press, it is usually because he has done something illegal."**
>
> The Rev. Patricia Reeberg, executive director, Council of Churches of the City of New York

Secondly, I think newspapers are going to become a lot more local. This national stuff is going to be everywhere; I can get that. What I want to know is what is really happening in my neighborhood. Tell us the untold stories. And if you do not interpret it for us, we are going to turn away to something else.

Argyris: Think for a moment of two curves. One curve is the rise of sophistication, education, competence, learnedness of people in the press. I ask you to accept, for my purposes, that it is going up. There is another curve that exists simultaneously — the credibility of the press — [and it] is going the other way. Now how come with more sophisticated people in schools of journalism ... how come credibility is going down? [My belief is that it is] ... the defensive routines of people in the press. One example: I remember a big argument about objective and subjective reporting and [the idea that objective reporting] is professionally dead. How would you know when you are subjective and wrong? That is one kind of defensive routine.

Patricia Reeberg: "Our community is getting tired of the press identifying who our leadership is, and who speaks for us."

Reeberg: I'd like to see the press change in the way it presents society. I am emphasizing how the press depicts people of color in our urban communities. If a young black boy makes the press, it is usually because he has done something illegal. Some communities are portrayed in such a one-sided way that it becomes important to portray the other side, and start talking about those persons who are making it, and not focusing on it as a [human] interest story, but as news.

Religion in the press is portrayed very badly. I don't think the press does its homework when it gets quotes from leadership. I have never seen any quotes from [a leader] who has a fellowship of 2 million people, but I see quotes from ministers that have 200,000. So something is wrong when those [leaders] are not called [as] voices of the black church.

Our community is getting tired of the press identifying who our leadership is, and who speaks for us, and making that one person, or those two persons, the catch-all.

Let's act now

Editors and educators react to the challenge

A panel of journalists and journalism educators observed the symposium on what the United States will be like in the next 10 years. Later in the day, they engaged the experts in a discussion on how their predictions related to the future of newspapers and to the skills needed by journalists in the 21st century. The participants summarized their thoughts in essays that begin on the next page.

The observers were:

Loren Ghiglione,
President, *The News,* Southbridge, Mass.

Jim Kennedy,
Business news editor, The Associated Press

Nancy Hicks Maynard,
President, Maynard Partners Inc., Oakland, Calif.

Thomas J. Goldstein,
Dean, Graduate School of Journalism, University of California/Berkeley

Diana Griego Erwin,
Columnist, *The Sacramento Bee*

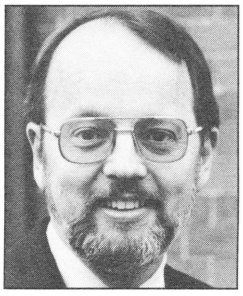
Mike Fancher,
Editor, *The Seattle Times*

Darrell Dawsey,
Reporter, *The Detroit News*

Jo-Ann Huff Albers,
Chair, Journalism Department, Western Kentucky University

Train for specialties, but keep your eye on values

By Loren Ghiglione



Loren Ghiglione
President
The News
Southbridge, Mass.

When I became editor and owner of a dinky daily 25 years ago, William Allen White, a great small-town editor from Kansas, was my idol. I had studied law, politics, history and English (creative writing was as close as I had ever gotten to a journalism course). I expected to spend my career scribbling editorials (and an occasional book) and fighting locally, without Superman's abilities, for truth, justice and the American way.

If I could reinvent myself for the 21st century, I would excel in the sciences (I passed high school physics only by retaking the course in summer school) and possess an entrepreneur's excitement about the technological change hitting the news business. My idol would be a cross between White, Ted Turner and Carr Van Anda, managing editor of The New York Times at the beginning of the 20th century.

A science whiz, Van Anda, in reviewing a story about one of Einstein's lectures, determined that the mathematician had made an error in an equation. Van Anda also read hieroglyphics and published many articles about important excavations. One night, recalls Gay Talese, "after examining under a magnifying glass the inscription of a four-thousand-year-old Egyptian tomb, he discovered a forgery, and this fact, later confirmed by Egyptologists, led to the conclusion that a young Pharaoh, Tutankhamen, had been assassinated by a military chief named Horemheb."

Journalism — and journalism education — need to redefine what constitutes an adequate education. It's not enough that 75 percent of a journalism student's courses are in the liberal arts. Peter Raven, director of the Missouri Botanical Garden, calls the 21st century the "age of biology." He warns that the world's resources are not being used in a sustainable way. "We've got to waste a lot less," he says, if the land, sea and air are to survive the world's human population, which grows by 100 million a year.

Journalists need to be trained in scientific reasoning, criteria for evaluating research and the very subjects they often avoid. "Tainted Truth: The Manipulation of Fact in America," Cynthia Crossen's recent exposé about the misreporting of sponsored research studies, advises news media to train their staffers in "not only fundamentals of statistics but also how to be critical readers of many different kinds of research. One person on each staff should be a trained statistician, available to review research on deadline."

Second, journalism should rethink its faith in the idea that a good reporter, however ignorant, can learn instantly to cover any topic competently. The news media need to encourage reporters' specialization, their continuing education in non-journalism as well as journalism subjects and their contact with scholars who also can update their knowledge. Reporters should be encouraged to take more time and space to report the complicated. Wary of polls, Crossen, for example, argues for publishing not only margins of error but also question design, sampling information and the exact text of questions.

Third, journalists should question their beliefs and behavior with the same energy that they question the beliefs and behavior of Supreme Court nominees and televangelists. Should we stop wrapping ourselves in the First Amendment in defense of publishing horoscopes and cigarette ads? Should we discourage journalism contests because of how they distort reporting priorities? Should we check stories and columns with sources prior to publication? Should we stop producing self-interested information—for example, call-in and mail-in polls? Should we take a hard look at the environmental record of our companies?

Fourth, journalists should adopt simple mechanisms for self-examination. I doubt journalism reviews, ombudsmen and press councils will suddenly gain new popularity at the beginning of the 21st century. But we can rely on our readers and ourselves to improve the accuracy and fairness of our stories. One unoriginal news device — an eight-question survey mailed daily with a stamped return envelope to sources of stories — gives editors and reporters not only a critique of their work but also ideas for future stories.

A recent Freedom Forum booklet, "No Train,

No Gain: Continuing Training for Newspaper Journalists in the 1990s," lists topics for a newsroom university that anticipates the weaknesses in reporting: How to read financial statements; what groundwater and other environmental terms mean; how to report local budgets, weather forecasts and polls.

Fifth, journalism should work harder at diversity. This goes beyond hiring, promoting and retaining people of color. At the Orlando (Fla.) Sentinel, for example, reporters are offered a training course in conversational Spanish ("For those who know just enough to say the wrong thing in Spanish ...").

The Maynard Institute provides a Total Community Coverage training program for a newspaper's reporters and editors. Many papers conduct content audits to examine the completeness and fairness of local coverage.

Sixth, journalists, when appropriate, should transform gotcha coverage into got-a-solution reporting and analysis. Differences will always be news. But what similarities exist? Where is the common ground that may eventually allow combatants to become compatriots?

Some newspapers, for idealistic reasons or to establish stronger ties to people who are reading them less, are going beyond reporting government to participating in it. Reporters and editors partner with readers (Edward D. Miller's recent book on The Charlotte Project is subtitled, "How The Charlotte Observer reinvented its democratic role by reaching out to its readers").

But this press-as-a-pal role must not get in the way of hard-nosed coverage of government, business, medicine, the environment and other institutions and issues. In the age of infotainment, the press needs to commit more strongly to the role of the fourth estate, the unloved but essential outsider. Newspapers might even consider working together — a not entirely novel notion — to attack a social problem. In 1921, for example, the *New York World* and dailies in 18 other cities ran a series for 21 days straight on the bigoted vitriol and violence of the Ku Klux Klan.

Seventh, the press should have as a role model not only *The New York Times*, which until recently has done a lousy job of covering the city's boroughs, but also small-town dailies and weeklies that have recognized the power they have to help build the sense of community sought — and needed — by human beings.

"Journalists need to be trained in scientific reasoning, criteria for evaluating research and the very subjects they often avoid."

Of course, we're destroying our Main Streets and our smaller communities as fast as we are realizing that we need them. Constance Horner, guest scholar at the Brookings Institution and former White House staffer, questions whether more information, greater mobility and other "advances" made possible by evolving technologies will really meet human needs in the 21st century.

People are likely to want, Horner and other experts say, greater face-to-face contact with family and friends, more time at home, and deepened community.

Are we training young people — young journalists — to value community, that which cannot be found in the Constitution or measured by money? Chris Argyris, a Harvard professor who has written 30 books, tells an anecdote about Harvard students who interviewed a community of Italian-Americans. The interviewees, whose earnings were below the government poverty level, did not seem to worry about being less affluent. Indeed, they were proud of how well they were managing their lives.

The reaction of the surprised Harvard students, Argyris says, was, "We've got to educate these people. They're stupid."

If only the rest of the world were so stupid.

The training of journalists for the 21st century should be measured less in terms of knowledge absorbed or methodologies mastered and more in terms of community and other core values truly appreciated.

We changed direction before; we can again

By Jim Kennedy

My point of reference was unique for the question of the day: What will America and its newspapers be like 10 years from now?

As a business editor, I represent a part of the general-interest newspaper that was mostly missing just a decade ago. So, I can speak with a measure of assurance about the American newspaper's ability to transform itself.

When I shifted to business journalism in 1983 at *The Tampa* (Fla.) *Tribune*, it was to mold a new stand-alone financial section for a growing metropolitan daily. In a rush of hiring and redesigning that lasted about a year, *The Tribune* went from a few pages (mostly stock agate) to daily and Sunday showcases for business news.

The staff mushroomed from three to more than a dozen writers and editors.

We were on the leading edge of a wave that was to wash over most major metros during the next several years — a movement that left Business (with a capital B) standing alongside Sports and Features as a regular daily section front in many of the nation's daily papers.

And a little over 10 years later, I'm directing an expanded business and financial report for The Associated Press that is used by hundreds of papers around the country.

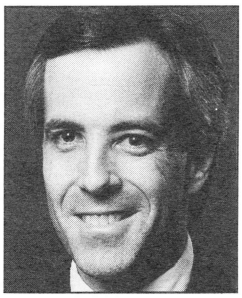
When all this growth was going on, was I aware of being part of something historic? Not really. We were just doing some classic newspapering — responding to a shift in the news (the attack of inflation and high interest rates) and the readers' growing appetite for money stories.

I'd argue that the vaunted transformation our industry is now undergoing, prompted by technological advances and societal shifts, provides another classic case for good newspapering.

The news is changing. And we need to respond.

The difference today is that the question of how newspapers will change in the future is often asked with a desperate edge. Indeed, it was evident from the comments of several panelists assembled for The Freedom Forum's May 16 symposium that the question for some is not so much HOW, but WHETHER, we can change.

When the panelists were asked what the media should do to change in the next 10 years, the prescriptions were laced with pointed criticisms: "Cut the crap. Get back to the Fourth Estate," demanded one.



Jim Kennedy
Business news editor,
The Associated Press

The most popular criticism of the press is that we've answered the information explosion by trivializing the news. Faced with unlimited choices for what to cover, we've opted for sensation and style over substance.

That perception shows us to be superficial at best, incompetent at the worst. Either way, we've got a big image problem.

Compounding the worry over whether we are up to the task of covering the 21st century is the idea that technology will allow others to do it — like a phone company or cable operator. More worrisome (for us) is the notion that consumers may bypass storytellers altogether by plugging into new outlets to raw information and live events.

In such a world, the press and its limited — some would say biased — agenda would be superfluous.

As much as some arch-critics might like to see it happen, that's a tumble into the tar pits we can avoid. And I go back to my Business section roots for direction.

Just as we had to stretch the concept — and format — of the daily general-interest newspaper to accommodate the Business section, we'll have to broaden our focus to embrace the multitude of interests news consumers are developing in the '90s.

At a micro-level in my own specialty, we have discovered whole new beats that demand daily coverage: mutual funds, family finances, health care, the workplace. Even the stock pages are changing to reflect the mass exodus of individual investors from bank accounts to mutual funds.

In the face of these changes, yes, we must guard against a tendency toward the trivial. But our real Achilles' heel is that we adapt too slowly. When cable systems have 500 channels, will most newspapers still be bound by the traditional,

four-section format?

All the news that people care about, or will care about, will not fit in those four sections. We must make room for a broader daily agenda by reformatting again as we did with Business a decade ago. In the age of the information superhighway, that means going beyond the boundaries of paper and ink to explore other methods of packaging and delivering our news. Audiotext, fax, and on-line services are starting points we're all familiar with.

What will the new, multimedia newspaper look like? An early hint is being printed every day in the Business section of *The Washington Post*. In the stock pages, of all places.

David Ignatius, assistant managing editor for business at the *Post*, describes his agate presentation as "vertically integrated." What that means is the information is NOT all on the printed page.

The printed tables have been trimmed to save newsprint, and those cuts have been offset by the addition of more detailed information via audiotext and fax.

A prominently placed "explainer box" tells how to read the printed tables and how to access the new media services. In a graphic reminder of the modem approach the presentation is trying to engender, the explainer box drops down into the main New York Stock Exchange table like a menu on a PC screen.

Readers can get updated stock quotes through the telephone information system by calling a local phone number. If you want more than just prices, the fax service — accessed through an 800 number — allows you to create your own portfolio and get running reports on a schedule or on demand. You can obtain in-depth statistical profiles of stocks and mutual funds on the fax as well.

"The key to the future is to listen to the readers and keep innovating. ... It will certainly mean embracing new coverage areas."

This is the kind of rethinking that newspapers need to compete in the next 10 years. The *Post's* stock pages make a virtue of the printed paper's competition with other media, and the resulting multimedia package makes more information available to readers.

Whether it's the stock pages or the front page, the key to the future is to listen to the readers and keep innovating. If that means embracing new media, then so be it. It will certainly mean embracing new coverage areas — and questioning tradition-bound routines in the newsroom.

For me, it comes down to a simple commitment to keep adapting coverage in response to the news and the readers' changing interests.

That's a tenet of the 20th century worth upholding in the 21st.

Integrity in news will meet market challenges

By Nancy Hicks Maynard

Nancy Hicks Maynard
President,
Maynard Partners Inc.,
Oakland, Calif.

Concern about the future of journalism has reached near-hysterical levels in the newsrooms and academies of our country. Will young folks read newspapers? Will print loyalists consume news on-line? Will politicians use technology to circumvent the press and snooker the public in the process? Is God dead?

For all the anxiety, the concern seems misplaced. The citizens panel commissioned to participate in this APME Symposium titled Journalists for the 21st Century had a much more basic concern. They want us journalists to be more responsible in our work. Period. We have, they seem to say, moved from honest brokers of information to self justified purveyors of babble.

Before responding to that extremely drawn characterization, however, it is necessary to review the economics of news. Economics will determine its future quality in large measure, and, thus, the ability to perform as the panel requested. It is naive to believe that traditional product changes alone will be sufficient to preserve today's market share. Forces eroding daily newspaper readership are bigger than the industry's ability to hold them back. How newspapers understand and respond to those changes is the challenge for the 21st century.

All the uproar over computers misses the point. The issue isn't whether or not computers will replace newspapers. All those who study such issues underscore the durability of printed matter. Instead, the better questions are how dominant will newspapers continue to be in the information world and whether the level of future advertising subsidy of news will support production of high quality information. The answers will tell a great deal about future practices and teaching of journalism.

It is difficult to predict which policies and technologies will guide the future of news.

The most efficient route to consumers will determine advertiser behavior. Their support for news, in turn, will determine the subscription price of newspapers, based on the rules of price elasticity. Generous advertising support will most likely lower the price of newspapers and keep audiences robust. Conversely, low ad support probably portends higher market prices for newspapers. And smaller audiences. This is basic microeconomics, played out most recently in London, where *The Times* lowered its newsstand price by one third and increased sales by 46 percent. But it lost money, as has been the case with many U.S. subscription discounts.

In reality, newspapers give away news to readers and charge them for delivery. Advertisers pay about 80 percent of newspaper revenue. Sale of the newspaper to readers generates only about 18 percent of revenue. And 18 percent is the approximate cost of distribution. It is possible, then, to characterize daily newspapers as essentially free products subsidized by advertisers for which readers pay only for delivery.

The most important technological change affecting newspapers is not computerized delivery of information. It is the digitalization of information. Bar codes. Those little black-and-white lines do more than save a store clerk from punching prices into a cash register. The scanned number is hooked into an inventory and customer system — one that allows manufacturers to streamline distribution and marketing efforts. As the path between manufacturers and consumers shortens, cost of sales and the need for advertising decline. And as digital compression makes customer information management a cinch, the need to sell product through mass media also declines.

Some soft-drink companies, for instance, have created "frequent drinker" clubs that offer discounts and other benefits. In addition, the club rosters turn into large data bases of the packaged goods makers' most loyal customers. Manufacturers then communicate directly to consumers, bypassing mass media advertisers. With these tools, companies conduct more targeted marketing efforts and trace responses to specific campaigns by tracing sales by bar code. The need for mass media advertising will not disappear, certainly.

It is easiest in business to increase revenue in the near term by selling more to those already buying the product. No entity can grow share, however, talking only to current customers. Mass media provides one avenue for finding new customers. But will the shift away from mass media advertising change the resources available to news staffs, redefining journalists work? Evidence suggests it will.

Right now, news organizations appear to respond to fear of declining audience by shouting frightening messages to win our attention. Murder is rampant! In fact, homicide rates are down. Flesh-eating bacteria threatens us all! Really, it's an old microbe strain with little widespread risk. Computerized communication will make us all antisocial, plugged-in nerds! E-mail makes a lie of that. The amount of written conversation on the Internet is a phenomenon to behold. More and more parents and their children in college communicate on E-mail, rather than the telephone. And the on-line service is a local call.

This distance between reportage and reality is a breach of integrity between the news professionals and readers. In a world of infinite gray, we continue to portray life as good and bad, right and wrong. It's stick-figure reporting in cyberspace. On too many occasions, we just aren't believable any more. Political and business alliances are changing, as interests converge in new ways. For example, the Washington lobbyist for a credit-card company simultaneously represented hotel and restaurant workers unions. In the world of tourism, it was no longer big business versus labor. What journalistic training or practice has prepared us to chronicle such complexity?

It seems as if this technology revolution is sharpening the differences between our precise selves and our impressionistic selves, with daily journalism in the wrong posture twice. Reliability and utility define the value of information these days. Yet, newspapers are neither complete nor reliable. Because digitalization forces more precision in many fields, the information stew called the newspaper is becoming as popular on the information menu as stew is at the dinner table — a staple to fall back on when all else fails.

Readers are still willing to trust editor's news judgments, just not blindly. We must prove our value anew. There are at least two issues at play, and they are difficult to act upon.

First, we are biological beings, but little in journalism training reflects that fact. We usually don't think about our species-specific behavior, as we report and write stories. The degree to which we are effective in doing so is mostly accidental. What if we chose to be effective? In analyzing behavior? In discussing cause and effect of things that go wrong? In separating intent from behavior and understanding the difference?

> **"Newspapers are finding resonance in community service, which we've mostly rejected in modern journalism."**

In addition, readers' emotional selves get battered in the news. Much news coverage makes them feel powerless and useless. Newspapers document problems but offer few if any examples of solutions to those problems. The trend is changing, but slowly. Newspapers are finding resonance in community service, which we've mostly rejected in modern journalism.

At the *Oakland Tribune*, we tried to understand this dynamic of reader involvement. We made certain to follow the exposition of a problem with activities in which concerned citizens could participate. In our 1991 firestorm coverage, we provided daily bulletin boards in the newspaper, a practice that has been replicated in subsequent disasters. The fear of involvement is wearing off, taking newspapers back to our roots as community advocates.

Lately, we've fooled ourselves into believing we are being objective by staying uninvolved. In fact, readers say the way we execute our objectivity works directly against our stated goals.

When a journalist says she is "being objective," she usually means she has kept her personal opinions out of a story. In the news, objective means not personal. In the law, however, objective usually is a normative standard. It describes

what most people believe. The definitions are different, and when acted on, produce different results. One standard is rooted in community values. The other is completely unrooted. The public appears to be asking us to look at our practices in context of life. Objectivity.

Readers seem to want us to report through a prism of common values, few though they be, not some shifting situational standard. Everything around us is changing. Are we? Or are we using industry traditions to justify our practices, even if they bear little relation to the needs of our readers?

As confusing and dire as they sound, the choices are relatively clear. Symposium participants told us we have an integrity problem with them. They said that our interests and practices are at odds with our principles and public interest. We keep looking for formulaic product solutions to a problem that is much deeper, they implied. We create sections, change layout, develop elaborate promotional contests. Rarely, if ever, do we describe ourselves as skilled storytellers, with all that such characterization implies.

There is a product strategy to be gleaned from all of this. News organizations must be more systematic and purposeful in pursuit of our craft. We need to look at convergence in news in a way that mirrors life. Journalism schools must teach the science of communicating, developing interdisciplinary courses in which different facets of a subject converge. For example, a course on Power could include political science, philosophy, game theory, psychology and history. It could use multiple experts to capture the complexity of life and governance. The professor, then, could serve as guide to a strategic conversation.

To offer only mechanical changes to teaching and editing practices, however, would miss the spirit of the symposium discussion. Our critics told us we need to exercise our right to free speech and press with more responsibility. There are economic arguments to support that position. Were it not for the First Amendment, newspapers would probably have been regulated decades ago. In the years of linotype press technology, newspapers were usually natural monopolies and had economic characteristics that would merit regulation, but for constitutional protection.

Without regulatory stricture, we have been among the most profitable industries in modern history. In addition, we have been free to define our work, limited only by capital and audience. Now our audiences are telling us we need to look at the way in which we exercise our rights. They are angry that we have unlimited independence as individual entities but practice pack reporting, more often than not. They say we have time and resources to probe issues, but we trivialize too many. And, some criticize, we have freedom of inquiry but rely too often on newsmakers to initiate stories. We have rights, but few line journalists have experience managing the problems most people face each day, especially in business. How many reporters have had to make a payroll, manage cash, give a trusted employee the benefit of the doubt when accusations were made against her? These are the stuff of stories. As an institution, newsrooms have little understanding or empathy in too many cases.

“Maybe the most important contribution journalists can make to our survival is to teach humanness, empathy and integrity in our newsrooms and classrooms.”

Maybe the most important contribution journalists can make to our survival is to teach humanness, empathy and integrity in our newsrooms and classrooms. Our future, it seems, will come from our weaving ourselves back into the fabric of daily life, rather than continuing to point out the holes in that fabric.

Editors must work with educators

By Thomas J. Goldstein

It was stunning to spend a day in May of 1994 on the edge of Washington discussing the future of journalism and not hear the word Whitewater mentioned — not once. The concerns were more far-reaching, and the consensus of non-journalists — or that which most closely resembled a consensus — dwelt on a lack of in-depth, specialized reporting in religion, science, law and other fields.

Such criticisms are not new, and they can be answered in part: Journalism, after all, is history on the run, and consumers should not have false expectations that the daily newspaper is anything but this. But this answer is incomplete, and the criticisms of superficiality must be addressed.

Since I am now a journalism educator and administrator (I received formal education to become a journalist, but no training to prepare myself as a teacher or as a dean), I will comment on the series of questions that were asked that related to the training or the next generation of journalists:

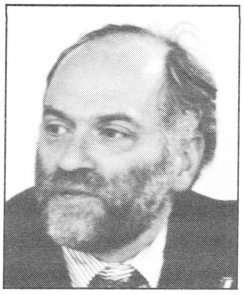
What kind of people will the journalists of the 21st Century be?

- What skills will they need?
- What knowledge must they have?
- What education will best prepare them?

No one knows what will be the primary news distributor of the next century — telephone companies, cable television companies, computer concerns, newspapers or a combination of them all.

At Berkeley, most of the teachers spent most of their careers reporting on good newspapers, and we believe that the newspaper model remains the most valid way to teach future journalists, no matter what medium students may choose to work in. All students must take a basic newspaper reporting course. After that, some specialize, devoting themselves to producing television documentaries or writing magazine pieces.

We remain rooted in the conviction that no matter what distribution system prevails in the next century, journalists who succeed must be able to gather, sift, arrange and present information in attractive, clear prose under deadline pressure. More than technicians, they must be people who investigate, synthesize, analyze, and critique political, cultural, social and economic events. In short, they must know something before they report on it.



Thomas J. Goldstein
Dean, Graduate School of Journalism, University of California, Berkeley

Whatever technology will bring — whether it is the end of mass media and the emergence of customized or tailored media — it cannot change the clock. That each day contains 24 hours is immutable.

Surely, C-SPAN and real-time services will have their place in the new media frontier. So will data bases, on-line or otherwise. But most people, I reckon, will want others to distill and edit the superabundance of information that will swamp us. That is and it will be the role of journalists. Just as now, I buy *The New York Times,* the *Wall Street Journal* and the *San Francisco Chronicle* because I trust the judgments of their staff, so too I suspect that future news consumers will be purchasing at retail the judgments of the next generation of editors and reporters. (I cannot say whether the end product will be on a screen, on paper, a combination of the two — or in some other medium.)

Ask successful journalists how best to break into the business, and they will most likely advise to follow the route they took — on-the-job training, a liberal arts undergraduate degree, a journalism major or a graduate journalism degree.

At Berkeley, we recognize that these and other paths lead to careers in journalism. But we believe that the best approach to learning journalism is two intensive years of graduate work, where students focus on courses in journalism while specializing in other fields.

We believe that journalists can be both generalists and specialists. The necessity for in-depth reporting is unquestioned, and we need to do a better job encouraging our students to specialize.

We would be foolish if we did not worry about the future of journalism —and of journalism education.

We worry that the leaders of the field may not be facing up to the future — uncertain as it is —

with enough care. As an industry, newspapers do quite well financially, even if not so well as in the atypical 80's. Not enough money has been spent on research and development. Nor have enough funds been devoted to training. Newspapers are not attracting the very best people. That failure must be corrected.

Young reporters are treated almost cavalierly. Newspapers fret that new reporters do not know their communities well enough, but these very papers will give new enthusiastic and talented reporters only a three-month commitment for an internship.

"We believe that journalists can be both generalists and specialists."

More than half a century ago, Robert Maynard Hutchins, then president of the University of Chicago, called journalism schools "the shadiest educational ventures under respectable auspices." They were better than that then and are better than that now, but they still seek respectability in the academy.

Journalism programs must take better advantage of the special opportunities that universities afford by linking up with other programs and majors. And such programs must receive the unambiguous support (both moral and financial) of the media industry. Otherwise, the very existence of professional journalism education is jeopardized.

Outsiders' views push us past 'the easy stuff'

By Diana Griego Erwin

One of the most important exercises available to print journalist bent on improving their craft is to listen to reader comments about what we do and how we do it.

It is also damned awful.

Despite our long hours and deep commitment to the ideals and ethics of journalism, too many readers find us aloof, irresponsible, superficial, long-winded, offensive, silly, arrogant, boring or irrelevant.

It is no coincidence that some of these criticisms are at odds. Readers want and expect different things from their daily newspaper. The question is: How can we and should we change in the 21st century?

A recent symposium, "Journalists for the 21st Century," addressed just that question, relying on a panel of non-journalists that included some of the nation's top thinkers, men and women gleaned from their respective fields of study and professional endeavor.

Their comments and criticisms about our industry were similar only in that all were candid, harsh and deeply personal.

They were also, for the most part, dead right.

Their points were many, but here are some highlights:

■ Offering various points of views on difficult or controversial subjects is not enough. Readers need analysis and interpretation that reveal certain widely accepted "truths" that reigning experts agree on at that time. Can readers form an opinion after reading a story or are they just as lost as ever?

■ As Peter Raven, director of the Missouri Botanical Garden, put it: "... everyone in the country knows that this is a time when Americans need to understand science and technology very well ....

"In that situation, there just cannot be any excuse for the utter superficiality of most of the coverage of these areas in newspapers. It cannot be covered by just going out and interviewing the first two people that you run into and one says, "I am enraged by that," and the other says, "I believe that." And then you write the headlines that say, "Scientists differ on interpretation of something."

"Although it may not seem commercially logical to get into more depth in these areas, I do not know of any other way that Americans are going to really be informed about them than newspapers and other media taking some responsibility and digging into them to the point where they are writing competent articles that really deal with the subjects in a straightforward waym ...."

Diana Griego Erwin
Columnist,
The Sacramento Bee

Thus is not a call for long, tedious articles. "It means just the opposite," another panelist later pointed out, "but it means getting it right."

This includes revisiting what we've previously held up as fact in our reporting.

Ronald James Kurth, dean of academic affairs at the Air War College and former president of Murray State University in Kentucky, said we often continue to report "truths" long after they've been debunked by new evidence, developments and thinking.

■ Become relevant, not entertaining for entertainment's sake.

Alluding to the trend toward the sensational and entertainment-oriented in today's newspapers, Patrick Jackson, a public-relations expert and former editor of PR Reporter, asked that we "cut the crap" and instead call on our "incredible journalistic creativity to lure the non-readers, to lure the non-caring into following topics that affect their lives."

This luring, Jackson said, should focus on "folk who don't think they care, the great ignorant and apathetic, the ones who are waiting for you to go ask them why (they) are ignorant and apathetic. They will tell you every time, 'I don't know and I don't care.'" These are the people, Jackson argued, who needed to be pulled into the public debate.

And do it locally.

"This national stuff is going to be everywhere. I can get that," Jackson said. "What I want to know is, What is really happening in my neighborhood? ... Tell us the untold stories, not the

easy stuff, and then finally, as everybody has said, if you do not interpret it for us, we are going to turn away to something else. And when I look at the newspaper today and I think of your having to compete as pure entertainment, I think Disney and Time Warner will blow you away in nanoseconds."

■ Seek out solutions as well as problems and controversy. We report thoroughly on the "can't-do" aspect of society, virtually ignoring (and thus, destroying) the sense of community that we need to solve problems.

Another symposium participant pointed out that "part of the responsibility of being a critic that is so fundamental in a democracy (is) to convey the idea that we can solve these problems in our communities, both locally and as a country."

"Tell a little about the can-do part along with the can't-do failings of our government and our society," she urged.

"I would like to see a better picture of our society," agreed the Rev. Patricia A. Reeberg, CEO of the Council of Churches of the City of New York, the oldest ecumenical organization in the country. "I would like to see religion covered not just when a minister is caught in the bed or is screaming on the rooftop, but some of the things that are going on in a religious community. I think the religious community is very important to our society, just as important as those who read the sports page ..."

Taken together, the criticisms suggested by these three points beg for journalists to mine more meaning and context out of issues affecting our communities.

This call for analysis and interpretation, however, seems to be in direct conflict with a basic journalistic standard: objectivity.

Nancy Hicks Maynard, former publisher of the Oakland Tribune and a Stanford Law School graduate, argues that it is not.

"Objectivity, for reporters, usually means 'not subjective, not my opinion,' but in the law it really means normative: what most people think and believe. And there is a big difference, a big space between not me and everyone else," Maynard said.

"Readers need analysis and interpretation that reveal certain widely accepted 'truths' that reigning experts agree on at that time."

Our calling, then, if we accept these criticisms as valid, is to bust through the complexity that increasingly fills our world. This will take "men and women who are skilled enough and baffled enough," as one panelist put it, to draw connections between the news of the day and its context, or broader meaning.

It will take more work and more specialists.

It will take reporters who can immerse themselves in difficult subject and then offer concise, insightful analysis to readers. It will take editors willing to give reporters time to understand the subjects they cover in greater depth — even when time spent doesn't always result in a story. It will take entire newsrooms allowing community needs and interests to set the agenda rather than those dedicated to the purposeful manipulation of public opinion.

"I need to be a citizen of this world and be helpful," said W. Pat Dolan, founder and president of a labor and management consulting firm. "I need to know what is going on out there. ... I cannot be there, but I need to feel it."

Dolan wants context and analysis as well as facts — and needs someone to weave these pieces of the patchwork together.

"Not that I'll accept that as the answer," Dolan said, "but it makes me weave my own."

Press can connect personal with public well-being

By Mike Fancher

Where is the nexus between individual responsibility and community well-being? How does the self-interest of a citizen connect to the collective interest of the citizenry? Can society achieve a cohesion of values while also harvesting the riches of diversity?

These are the questions I've pondered after listening to participants at the Journalists for the 21st Century Forum. I believe the answers may be critical to how newspapers can thrive in the year 2000 and beyond.

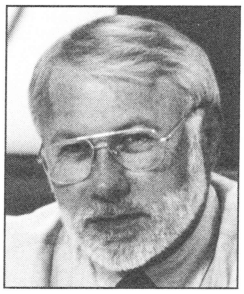
The forum participants talked a lot about security and whether the place to find it is primarily within individuals or through institutions. Consider two comments illustrating this observation:

"It is my belief that right now we are too focused on dependence on institutions of various types for our security and less focused on what the individual can do to develop himself or herself or manage his or her life. We have to shift thinking from who is going to take care of me for life to how am I going to take care of myself for life . . . ." (Carol Cartwright)

"How do we get that disenfranchised segment of society which sees no real hope to accept responsibility? . . . How do we restructure our society so that we give hope to this segment of the population, so that they are willing to accept responsibility and strive for a better future, which at the moment they see as beyond their reach?" (Andrew Steigman)

Each statement has its own powerful validity, and each poses critical challenges to the press. But the real trick is linking the two thoughts. That's a challenge the press is ideally, perhaps uniquely, suited to meet. It is the opportunity newspapers have to be indispensable to their readers and essential to their communities.

During the forum the discussion seemed to suggest there is a mutual exclusivity between focusing on individuals or institutions, as if they were polar extremes on some fixed line. The individual-responsibility focus sees institutions, especially government, as part of the problem and, at best, irrelevant to solutions. The institutional focus calls for structural change, as if institutions exist apart from their constituents and can transform themselves in a vacuum.



Mike Fancher
Editor,
The Seattle Times

This individual/institutional dichotomy seemed to hold whether the topic was crime, schools, health care, the economy, pollution, racial harmony or even technology. But none of these issues can be resolved if seen from either pole. Security doesn't exist in the middle of some fixed line with individual behavior at one end and institutional behavior at the other.

Personal and societal security are two sides of an indivisible coin. The challenge to the press is to understand and explain how they connect.

John Stuart Mill said it this way:

"The knowledgeable man in the genuine public is able to turn his personal troubles into social issues, to see their relevance for his community and his community's relevance for them. He understands that what he thinks and feels as personal troubles are very often not only that but problems shared by others and indeed not subject to solution by any one individual, but only by modifications of the structure of the groups in which he lives and sometimes the structure of the entire society.

"Men in masses are gripped by personal troubles, but they are not aware of their true meaning and source. Men in public confront issues, and they are aware of their terms.

"It is the job of the liberal institution, as of the liberally educated man, continually to translate troubles into issues and issues into the terms of their human meaning for the individual."

Okay, since Mill's time, "liberal" has become practically defamatory as a label. And, women increasingly are taking their rightful place in the genuine public. And, Mill could have used a good editor — heck, any editor.

But the thrust of what he wrote is central to the job of the modern press. People experience their personal troubles in isolation and often don't feel connected to the issues of political

debate. Policy makers debate issues, but often the debate is disconnected from the people it concerns. It is the job of the press continually to translate troubles into issues and issues into the terms of their human meaning for the individual.

That job isn't new. Many journalists would say the press is doing it already. But critical to the survival of newspapers is how badly we in the press are failing at it. Like most institutions, we're suffering a long-term decline in public confidence.

The National Opinion Research Center has tracked public confidence in the leadership of various institutions for the past 20 years. Among those experiencing significant declines over that time are Congress, the executive branch, major companies, organized labor, banks, medicine, television, education, organized religion and the press. (The Supreme Court has held its own and the military actually has improved its standing over the 20 years.)

So, why are we in the press slipping in public confidence along with most other institutions of society? I believe it is because those institutions are our beats — they are the lens through which we view and project news. And, that is the reason so much of what we report doesn't seem to connect with our readers or connect them to their community.

The difficulty is compounded in that much of what we report is, by its very nature, negative and confrontational. Not only does it not help people, but many people feel it hurts them. They choose to not subject themselves to it.

So, what to do? Here's a mix of what I heard the forum participants suggesting and what we at *The Seattle Times* are trying:

1. Get out of the institutional context and find out what's really happening. Write less about the intent of social policies and more about their real effects. Write about problems from the perspective of people who have them, but also explain the achievements of people who have overcome problems.

2. Sort out the significant from the trivial. Devote less coverage to this week's hot topic and more depth to the silent forces that affect people. Help readers understand why something is important to them and what they can do about it. Teach people about the rest of the world and how they fit into it. Help them care. Show them how to make a difference.

3. Recognize that many people are overwhelmed with information already. Help them make sense out of it. Help them analyze, organize and integrate information into their own lives. Be smart about what they know and what they want to know.

4. Recognize that diversity is not only a fact of life but a wonderful opportunity. Hire a diverse staff that reflects the makeup of the community it serves. Manage relationships so that each person is able to make unique contributions. Help people communicate what they feel, with as much emphasis on building trust and tolerance as on distrust and conflict. Reflect these principles in the content of the newspaper.

“Dare to try new ways of reporting new kinds of news, while continuing to value accuracy, fairness, balance and perspective.”

5. Appreciate that what is working may be just as newsworthy as what is not — report both. Never write about a problem without exploring ideas for solutions or, at least presenting resources available to readers.

6. Cover values as news. Be in touch with how people in the community feel, as well as what they say. Help them articulate their fears and hopes.

7. Be honest about the fact that much of what we're doing now isn't working. It isn't making for newspapers that people feel compelled to read. It isn't helping people feel connected to each other. Dare to try new ways of reporting new kinds of news, while continuing to value accuracy, fairness, balance and perspective.

8. Have high expectations of your readers. Encourage them to have high expectations of their newspaper.

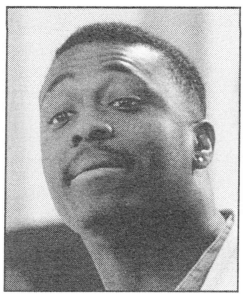
Somewhere in those eight points are the answers to the questions that began this essay.

Time for a new reality in news

By Darrell Dawsey

We've been taught to be swift rejectors and fast removers, dodgers of the truth ... If we are to recapture the meaning of life and live in concert with life, we must be seekers and implementors of the truth. In this country, truth for the master and truth for the slave are two different and opposing realities, yet we the slaves must understand both.

— Haki R. Madhubuti



Darrell Dawsey
Reporter,
The Detroit News

I am, I believe, among the last members of our Freedom Forum panel to turn in his essay. Despite the temptation to have my work showcased alongside what I found to be a stellar cast of compelling minds, I almost decided against writing this piece. I have my reasons.

I don't have much faith in most Americans' faith, and certainly am doubtful about the open-mindedness of many of those same bright minds I shared the panel with. Ultimately, I suppose, I simply don't believe that most white folks are willing to listen to a frank diatribe about the quotidian sense of powerlessness, of disfranchisement, that accompanies being Black in their country.

I'm writing not because I think my opinions will be heavily weighed, not because I truly believe the majority of my readers will find anything worthy of practical social application. I feel that, like most African-Americans who dare to try to engage honestly around issues of race and power here, I'll be dismissed, my ideas diminished. And yeah, I have my reasons.

I remember how, after offering during the panel just a glimpse of how urban Black men negotiate the daily slights that compound the larger of issues of being systematically shut out — I gave the classic example: the catch-as-catch-can love/hate affair between Black men and taxi cabs — my recollections were written off in the subsequent responses as emotional.

There were not many responses, but the ones made were predictable. The ones aimed at me managed only to refashion my words as jabbering bursts of rage and sorrow, rather than as an honest attempt to explain the very real, ground-level basis for the differences in my approaches to questions about journalism, and most any other profession, in the coming millennia. Well, in the end, I suppose I just shrugged and figured that it wasn't the first time it had happened. Won't be the last.

So I write. I write because there are masses of silent Black people I'm obligated to give voice to, because my friends' parents and the security guards at my job and a handful of colleagues tell me to keep on writing, and most of all, because I believe that even if I speak and no one is there to hear me, I still make a sound.

And yes, I write because there is something to the idea that journalism can remain the force we claim we want it to be, that racial diversity in our newsrooms is the key to positive and lasting changes in the Fourth Estate. Mind you, it'll demand more than I believe the historically impatient — and, where race is concerned, historically weak — American will can tolerate, but the aims justify the effort nonetheless.

Generally, discussions of newsroom diversity rarely get beyond the hiring and promotion of "minority" journalists. And even less frequently do newspapers make it beyond mere discussion. The numbers speak for themselves: In 1983, for instance, just under 3% of the 204,000 working editors and reporters in this country were Black. By 1991, the number was a paltry 4.5%. Conference after symposium after panel discussion is devoted to grandiloquent lip service about how to best increase "minority" hiring, but nonetheless, the numbers remain constant and dismal.

In the past, some newspapers have argued that not enough "qualified" people of color are out there. This isn't true. Colleges, unemployment lines, the Post Office — all are filled with talented reporters unable to land jobs in newsrooms because city desks refuse to clear enough space. I won't honor the "qualifications" smoke screen with further attention except to say that the ever-swelling membership rolls of the National Association of Black Journalists alone

put the lie to it. We're out here. Newspapers, magazines and TV stations simply refuse to recruit us aggressively. They choose instead to usher a few of us through back-door training programs and the like, while the rest are left to shiver in the cold. Meanwhile, as managing editors and program directors distract us with ludicrous debates about "quotas" and "affirmative action," the seats of power in journalism continue to fill up with white men whom I have every reason to believe also get hired because of the color of their skin.

Even so, despite the media's continued intractability on newsroom diversity, putting Black and brown faces in spaces is still the easiest part of the equation. Incorporating our history and experiences — our very realities — into institutional approaches to news coverage is something altogether different.

"Generally, discussions of newsroom diversity rarely get beyond the hiring and promotion of 'minority' journalists."

As I intimated during the panel discussion, America is living a lie. America lies to itself about its history, its aims, its ideals. Much of journalism, particularly "traditional, mainstream" journalism, has participated in upholding these lies, as have American industry, American politics, American think tanks, American ad departments. And the boundaries for talk about race and power in this country have been demarcated by many of these same lies.

Hence, questions of race and class are magically turned on their heads, allowing victimizer to become victim and victim to become villain. History, meanwhile, gets swept under the rug of our collective memory. Thus, when The New York Times examines the shooting rampage of Colin Ferguson, the writers feel it's okay to suggest that there is no evidence Ferguson had ever been the victim of racial discrimination. When coverage of the slaughter in Rwanda turns to talk of genocide, there's nary a mention of the millions of Blackfoot, Crow, Creek, Seminole, Cherokee and other Native American tribes that were systematically wiped out by America's so-called "founding fathers." When the camera's eye turns to the "crime issue," coverage is delimited to the ills of the inner city, as though the malicious greed of brokers and bankers hasn't cost taxpayers billions; as though Yuppies aren't the ones cruising Volvos through Southeast D.C. for $10 crack rocks; as though while suburbia isn't filled with pedophiles, rapists, mass murderers, coke dealers and Mafiosi; as though America itself wasn't founded on a handful of misdeeds here and there.

This is also what allows for the creation of such sham terms as "reverse racism" and "self-segregation." During our panel, for example, one of the participants lauded what he claims is a decline in the number of Black student groups on his college's campus. To him, this is some sort of sign of racial progress — as though the Black Student Union orchestrated the Ivy League's infinitesimal "minority" presence on either side of the lectern, as though the Black Accounting Association or Omega Psi Phi engineered the racist attacks on the lone Black students at the University of Michigan, Amherst, Olivet, Boston University. To him, it's fine for whites to segregate themselves — and make no mistake, this is what they do in their country clubs and humanities departments — but a handful of Black teenagers seeking strength in numbers, looking just for a damn familiar face — oh, yes, they're the real roadblock to integration and racial harmony at Harvard.

Worse, the panelist had the gall to attempt to justify his cracked thinking by suggesting that his school is turning out better Blacks. (Perhaps someone should tell him that W.E.B. DuBois graduated Harvard cum laude in the 19th Century, even as he boasted of being "in but not of" the university. And trust me, students of any stripe don't get much "better" than DuBois.)

So this is how institutions like our news media come to matters of race and power, like an early riser navigating an unfamiliar room in the dim light of morning. Squinting, we feel our way

along our path, our greatest hope merely that we don't stub something. Inevitably, we do anyway.

As the men and women who cover, analyze and interpret national and global events, we cannot afford to keep peering through the dirty lens of America's traditional misconceptions of history and its peoples. We cannot remain courtiers to other powerful institutions in this country. Who's going to alert us the next time our politicians opt for bowing to the manna of big-money interests over serving the needs of their constituents? Who's going to say that blaming the poor for poverty doesn't represent any new thinking in social politics, doesn't signal any new emphasis on personal responsibility, but rather plays on the hoariest stereotypes of a "deserving underclass?" Who's going to understand the 1992 conflagration in L.A. as a rebellion with legitimate political undertones, rather than a mindless riot of thugs and thieves? Who's going to stop ordering the news of the day around White House press releases and carefully scripted sound bites? Who's going to call the "terrorists" freedom fighters, the "freedom fighters" terrorists?

"When coverage of the slaughter in Rwanda turns to talk of genocide, there's nary a mention of the millions of Blackfoot, Crow, Creek, Seminole, Cherokee and other Native American tribes that were systematically wiped out by America's so-called 'founding fathers.'"

Who in this business is really ready to afflict the comfortable, to comfort the afflicted?

As a Black journalist, I am. And plenty of others I know are ready to, as well. Our experiences don't support the realities that we see reflected in our new pages, on our 11 p.m. broadcasts. Our facts don't fit those theories. No, the cops don't always protect and serve. Yes, the President does lie about foreign policy. But we've learned that if we want to eat, we'd best leave the theory alone and do something about those facts. For this to change, our faces alone can't constitute diversity. And diversity cannot be limited to a stylebook, a fashion layout and the lowest rungs of the newsroom hierarchy.

Newspapers deserve an opportunity to open themselves to a new understanding of power relationships here. This is a prerequisite to any move toward a semblance of justice and equality. A new thinking must be incorporated at all levels of the Fourth Estate. No more reinforcing the untruths of the past with falsehoods of the present. No longer can publishers and station owners devote their interests to supporting America's intellectual malaise, to keeping minds no matter how bright comfortably closed and arrogantly ignorant. We must understand the history, the world, the people around us. If we don't, we perish.

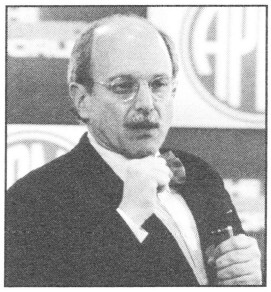
Sadly, some of us probably think this a better choice.

Journalism education instills flexibility *and* skills

Jo-Ann Huff Albers
Chair,
Journalism Department,
Western Kentucky
University

By Jo-Ann Huff Albers

Several times during the symposium it was obvious that panelists had little understanding of what constitutes modern journalism education. My frustration tolerance level was sorely tested. It was difficult not to interrupt the proceedings in a defensive fashion. The pinnacle was when Andrew L. Steigman, assistant dean at the Georgetown University School of Foreign Service, said, "The best training for journalism ... is a strong liberal arts education rather than a professionally oriented one." He advocates professional training at the graduate level. "I think we will have better and more sensitive journalists if we recruit them largely from the top graduates of liberals arts programs and teach them their craft. They can learn their craft working on a college newspaper, interning, and then they can pick up the rest of it, I would hope, from the job, but it is that broad education which will make them sensitive, caring journalists," he concluded.



John Lavine, moderator

John Lavine asked us to be nondefensive in our reactions, so my first question was, "What do you think constitutes an accredited journalism and mass communications program curriculum today?" Lavine, immediate past president of the Accrediting Council, short-circuited the idea of having each panelist reply and instead said, "Journalism schools today have approximately one-quarter of the undergraduate courses taken in journalism as a major and the rest are in liberal arts. They have held to varying formulas to accomplish that for some years in the accredited schools."

Standard 3 of the Accrediting Council on Education in Journalism and Mass Communication says: "The unit's curriculum must provide students with a solid opportunity to learn not only why and how to communicate but also what to communicate. This requirement calls for a reasonable balance between journalism and mass communication courses and courses in other disciplines, primarily in the liberal arts and sciences. Balance also should be provided between instruction in practical skills and in the more philosophical aspects of journalism and mass communications. Graduate programs will concentrate on skills and other professional courses but they should not be limited to such courses."

There are two musts: undergraduate students must take a minimum of 90 semester hours in courses outside the major area of journalism and mass communications, with no fewer than 65 hours in the basic liberal arts and sciences. If a school requires more than 120 semester hours for a degree and a unit seeking accreditation/reaccreditation has courses demonstrated to be genuinely "liberal arts and sciences" in content, up to six hours of such courses may be counted outside the major. But under no circumstances may such courses be counted in the minimum requirement of 65 hours in the liberal arts and sciences.

What most of us in journalism and mass communication education today do is prepare our students to expect, welcome and embrace change in the field and not to leave school with the notion that there is only one right way to do the work of communication. Flexibility and open-mindedness have to be inculcated as professional skills are developed.

What the panelists seem to want in JMC education and what JMC accreditation demands is assurance that students learn to gather, analyze, organize, synthesize and communicate information in appropriate formats to an increasingly diverse general public. The standard formats are increasing rapidly to serve an increasingly visually oriented news consumer.

My follow-up question to the panelists was to ask what courses they would add to JMC curricula. Only three offered suggestions:

■ Patrick Jackson, public relations specialist, wants a required research course. "Journalists need to know what real, acceptable research is." He commented that some of the research courses he's seen in journalism schools aren't good. "I hope that when Carol (Cartwright) said, 'The "n" was 1,' every journalist in the room

knew exactly what she was talking about. I could not be sure that in most journalism groups they would know that."

■ Steigman recommended a required course in ethics in every JMC program.

■ Justice Lloyd Doggett of the Supreme Court of Texas advocated having JMC schools provide opportunity for journalists to re-tool, particularly in specialized areas such as science and the law. It was distressing to realize that many, if not most, of the panelists had personal horror stories of dealings with journalists and were skeptical of the observation of Chris Argyris that the level of sophistication, education, competence and learnedness of people in the press has increased over the last 20 years. None disagreed with his view that credibility of the press has gone down over the same period. (Argyris, James Bryant Conant Professor at Harvard's Graduate Schools of Business Administration and Education, early in the day acknowledged that his 1974 book, "Beyond the Front Page," was about *The New York Times*.)

"What most of us in journalism and mass communication education today do is prepare our students ... not to leave school with the notion that there is only one right way to do the work of communication."

The most intriguing comment of the day came from Paul Saffo, a director at the Institute for the Future in Menlo Park: "The problem with journalists and people in the mass media today is they live so thoroughly in mass media they don't understand that there is a fundamental shift running from mass to personal media and ultimately to intimate media and a shift from mass to person ... The difference between mass and personal media is that mass media makes the world a smaller place. It creates a fiction of sameness and universality. Personal media makes the world a larger place where people can explore differences."

That's an interesting thing to ponder. Tom Goldstein, dean of the Graduate School of Journalism, University of California/Berkeley, told the futurists there are certain fundamentals that are teachable and that belong in a JMC curriculum — gathering, editing and presenting information, notions of evidence and truth, how to check the truth claims and how to identify hearsay evidence. Unfortunately, the experts gathered in May at The Freedom Forum World Center in Arlington didn't shed a lot of light on the desirable future of journalism education.

They painted a picture of a press that gives a distorted and often too shallow picture of today's society and its problems. They indicated the challenges to journalists in the 21st century are to connect to an increasingly high-tech world, with greater diversity and more need than ever to interpret the news and provide information people need to make decisions. We in JMC education have known that all along. Our charge remains clear.

How to meet it is a decision for each school. We have to have as much flexibility in meeting the charge as we expect our graduates to demonstrate in the workplace.

Bringing the future to your newsroom or classroom

Proposed courses, discussion points will help you look ahead

Now we come to the goal of the symposium: stimulating discussion in America's newsrooms and journalism classrooms about the future and how best to meet it.

One way is for you to copy our symposium in either a workplace or school setting. Invite community leaders in many fields to discuss their vision of the future with you. Get them to talk about what they're doing in their businesses and institutions to prepare for the future. Ask about the kinds of workers they'll need in 10 or 20 years, about their information needs, about the design or location of their workplaces. We suggest a moderator to keep the discussion focused on the world outside journalism, and to make sure everyone is heard from.

Allow journalists or journalism students to listen. As the discussion moves toward its end, gradually turn it toward journalism and where it fits into the lives of your "outside" guests. Finally, let the journalists ask questions and discuss the future as the guests see it.

We think you'll find the outsiders eager to share their vision of the future with you. And we think their views will stimulate new thinking in veteran and beginning journalists alike.

To help you get started in exploring the future, we've prepared two guides presented on the final five pages of this report. One is for the classroom (college and high school). The other is for the newsroom. Feel free to mix and match.

REPORT YOUR RESULTS AND COMMENTS TO:

Bruce Nathan
The Associated Press
50 Rockefeller Plaza
New York, NY 10020
Attn: APME Journalism Education Committee

Courses to help students explore media future

Prepared by Tom Engleman, associate dean, School of Communication and Theater, Temple University and Paul LaRocque, lecturer, Texas Christian University Department of Journalism.

We hope the following modules for journalism courses will stimulate teachers and administrators to create new courses, or redesign old ones, to reflect the changes that journalists will need to cover in the near future.

Four college-course modules are outlined here. They are a starting point. There are innovative ways to include these and other concepts in courses from environmental reporting to history of journalism to mass media and society. In two instances, short-term and long-term plans are presented to offer flexibility. The ethics module could fit into any journalism course

Also included is one teaching module and exercise for a high school journalism class. This is presented because much discussion at the May 16 symposium called for better education of youth about the media before they reach college.

This report on the APME symposium can serve as the "text" for these sample modules.

MODULE 1: Editorial Writing and Mass Media and Society Courses

THEME: Understanding diversity of the community.

PURPOSE:

1. Learn how newspapers reflect their communities.
2. Gain understanding of the racial, religious and cultural diversity of the community now and in the year 2004.
3. Learn how to present a point of view.

MATERIALS: Alternative newspapers, neighborhood newspapers, religious papers, ethnic and minority papers, as well as local daily newspapers that circulate on campus.

METHOD: Students read two weeks' worth of all of the newspapers, and clip three examples of major articles that appeared in other newspapers but NOT in the local daily paper(s). Discuss in class why the daily didn't cover those stories, why the more focused newspapers did, and how those stories or concerns could, by the year 2004, find their way into the content of mass-circulation newspapers. Invite speakers from the community and from the local daily to talk about story assignments and news judgments.

RESULTS: All students write editorials about the disparity in news judgment they saw between the mass-circulation daily and the targeted newspapers; they can take as a point of view that the daily should be more inclusive than it is now. The editorials should be sent to newspapers as letters to the editor.

MODULE 2: Reporting/Editing Courses

THEME: Practical visions of the future.

PURPOSE: Encourage news-editorial students to think about their craft as it will be practiced in 2004 and beyond.

METHOD: Students read the transcript and essays from the May 16 symposium and/or view the video. Assign additional readings if appropriate — Jon Franklin's "Writing for Story," for example.

SINGLE ASSIGNMENT: Have students examine the news section of today's edition of the local newspaper and consider how the stories might be presented differently in 2004 and beyond. Students should prepare brief oral presentations for class, or write essays.

LONG-TERM PLAN: Include the sports and feature pages. Ask local editors of those sections to participate in the discussion of students' ideas on reporting in 2004. Ask both students and editors to write essays based on the discussions. The department could then edit and publish them (perhaps with some financial help from local media) for distribution to other journalism schools and journalism organizations. Perhaps *Quill* or *Editor & Publisher* would publish condensed reports.

RESULTS: This project will get instructors and students thinking about how they might change they way they report, edit and disseminate news. Local editors who are involved also will think about change, and offer practical ideas to students. Journalism schools should be leaders in the profession, and projects such as these can help anticipate change.

MODULE 3: Advanced Editing or Graphics and Design Courses

THEME: Designing an interactive newspaper.

PURPOSE:
1. Offer experience in creating functional (reader-helpful) page design with a computer.
2. Create a finished product that would be received in homes in 2004.

MATERIALS: CompuServe, America OnLine, Prodigy, PressLink or the Internet; Gopher and Mosaic software.

METHOD: Students retrieve information on-line, prepare two front-page designs and input information into the designs, using Mosaic. Content must include some reader-interactive features. Selecting one front page, the student then creates two information links to a jump page (refers to related stories, photos, editorials, etc.) and designs that jump page.

RESULTS: Students gain experience using two or more of these information services. The module requires instruction for going on-line with the Internet, retrieving information, then creating front pages using Mosaic software. If your school does not have the equipment, conduct the session at a local newspaper, using its equipment during downtime.

MODULE 4: Ethics

THEME: Thinking ethically in 2004; repairing reader trust.

PURPOSE: Understand ethical decisions in a changed journalism setting.

METHOD: Students read the May 16 symposium transcript and essays and/or view the video; read the ethics statements of APME, the Society of Professional Journalists, and the National Conference of Editorial Writers. Assign additional reading in SPJ's "Doing Ethics in Journalism"; and other books and articles on ethics. Then offer students hypotheticals for discussion (below).

ETHICS HYPOTHETICAL: You are a reporter for the Daily Globe and your editor assigns you to work with the marketing, advertising and circulation departments to develop a series of stories on the changing buying habits of teenagers. You are asked to be the main writer and editor for the series and to be involved in promoting it by making personal appearances before and after the series runs. It also will be assembled in booklet form and you will be asked to participate in the marketing of the booklet. Also, advertising wants you to meet with potential advertisers to discuss the articles that will be in the series. What will you do?

SINGLE LESSON: Assign the class to prepare brief essays or oral presentations on the hypothetical. The discussions or essays should address how the student believes he/she should react to the situation in a more competitive journalism environment of 2004 and beyond.

LONG-TERM PLAN: Assign the students to do their own hypotheticals based on changes they believe will affect ethical thinking in journalism by 2004. Bring in local journalists to discuss the hypotheticals. Reports written by students based on the hypotheticals, the issues they raise, and the discussions could be published.

RESULTS: Students, journalists and instructors will think about the future and how they will react to change. Involving local journalists will help students understand better how the increasingly competitive business of journalism presents new ethical issues for editors and reporters.

MODULE 5: High School Journalism Courses

THEME: Comparison of newspaper and television content.

PURPOSE:
1. Provide a basic understanding of the media.
2. Develop better informed media consumers for the 21st century.

MATERIALS: One-week subscription to any daily newspaper.

METHOD: Students watch the local and national evening news on one local TV station for one week, and read the local newspaper for the same week. They record the stories reported in both media. In class, the teacher guides the students through a comparison

of news stories that appeared on TV and those in the newspaper. Classroom discussion enables the students to describe how they think newspapers in 2004 and beyond can do a better job of news coverage, with an eye to TV competition.

Assign written reports. Consider splitting the class: One group of students interviews local TV producers and newspaper editors about where the ideas for stories originated, and why some stories received more prominence than others. The second group interviews members of the public, asking them what TV news they watch, what they read in the local newspaper and where they think the ideas for stories originate. Both groups write reports of their findings, and compare in class.

RESULTS: Students better understand how news decisions are made. They may see a contrast between the public's perception and the editors' reasoning. Students also get a chance to "report" firsthand.

Guide to help newsrooms anticipate future

Prepared by Sharon L. Peters, managing editor, Lexington (Ky.) *Herald-Leader.*

Newsroom managers need to encourage their staffs to begin to change in anticipation of the future. This discussion guide can help frame newsroom brainstorming sessions in which editors, reporters, photographers and graphics specialists can prepare for the future and plan for it.

The social mood and religion

The "increasing dissidence," the "polarization," the "alienation" and "disenfranchisement" that seem to grip society can be expected to grow. How much do the media contribute to that? Have we presented a distorted image of the way things are? Do we, as charged, overemphasize controversy? How can newspapers better resist writing about the extremes, the pro and con, and do a better job of covering the middle of the road?

Do we ever consider ignoring the radical fringe? Should we?

Linked somewhat to the polarization issue is the rise of fundamentalism in all major religions.

Participants at the May 16 symposium believe fundamentalism will grow in the years ahead, because, in troubled times, people "seek simple solutions" and as one participant said, "Fundamentalists offer clear guidelines as to how to live your life." As these fundamentalists grow in strength and power they will require more attention from newspapers. Is your newspaper prepared to cover this myriad of religious forces? Are newspapers compelled in stories about fundamentalists to quote the counter position? And if so, is that consistent with how we treat mainstream religions?

Technology

Technology will cause society to undergo shifts and growing pains that smart news organizations will prepare for.

A. The flow of information — who controls it, who has access to it — will become even more controversial.

Newspapers, as key purveyors, are being called upon to assume a heightened responsibility. They should, it is argued, make the information somehow more available to more people and ensure technology doesn't further marginalize the poor. Are there reasonable and cost-effective ways to do this? Do we have a social and moral obligation, as some suggest, to use information and the computer boom to help. level the playing field for all?

B. As more elements of daily life become computerized, interpersonal contact will decrease. Should newspapers address that? Should it affect how reporters do their work, or affect decisions and whether to develop community outreach programs?

C. Computer technology does provide an emotional outlet to millions of people. Witness not only the computer dating phenomenon, but also the fact that when Kurt Cobain died, on-line services experienced a surge as kids closed their doors and grieved together on their computers.

Are there ways newspapers can tap into that instant emotional outlet? Can newspapers devise ways to BE that outlet?

Diversity

The issues we face now as a society will grow stronger and more demanding as the minority populations increase. Some cities that are not now particularly diverse will become more so, probably without much warning. Is yours one of them? Are there small pockets of minorities who are not being covered but should be looked at as a potential growth area of the community?

And what of "political correctness"? Several experts suggest that political correctness stops us from voicing some issues, and therefore prevents constructive dialogue. What is the distinction between inflammatory statements and the tough comments needed to make progress? On which side should newspapers err?

Values and families

Much attention is directed at young people: the violence, the alienation and the waning emphasis on ethical and moral development. Attributed largely to the decreased emphasis on family and church, it is an issue that will be with us for some years to come. There is some sense that newspapers could help turn this around by celebrating success stories of young people, rather than by focusing on the downside. The underlying question is this: Do newspapers glorify bad behavior, as some suggest, by running photos and stories primarily of what we define as "news"? Is there a way to shift the equation? And if a large part of the problem is, as suggested, that parents are not raising kids to accept responsibility, should newspapers report more toughly on responsible and irresponsible parents?

Most experts caution against looking to institutionalized solutions to the problem. They contend over-reliance on institutions may already have created the problem that kids and parents don't take responsibility for themselves. Are there cutting-edge programs locally that foster ethical and moral development, or entrepreneurship? What is the newspapers' responsibility in convening dialogue about potential solutions?

Covering education

Many regard our educational system as hopelessly out of touch with today's needs. Some predict that by the turn of the century, schools and social-service organizations will have merged into one seamless, single-site structure, thereby addressing the current problem of schools and teachers as parents, babysitters and conduit to various social services. What are your schools' strategic plans for change? For dealing with the increasing demands as more parents are forced to work rather than be caretakers?

Some of these approaches may be somewhat amorphous, and not easily covered or explained in a linear way. Are education reporters prepared to tackle issues that require reasoning as well as reporting? And what about the issue of computer training in schools — if technological fluency will be the most important skill a child can develop, and if it is the greatest hope for equalizing the haves and the have-nots, should we pay more attention to who is offering what?

Global thinking

Trade agreements, foreign political developments and worldwide environmental concerns require the U.S. to be less isolationistic Yet our newspapers devote most of their space to domestic issues. But many of our experts maintain that we are poised on the brink of a time when wider understanding of some very complex global issues in science and environment will be needed. Are there international business holdings in your community that deserve better, more contextual coverage? Environmental concerns?

Environmentalists contend, for example, that there is tremendous ecological and environmental damage involved in the vast amount of air travel done today. Will it become appropriate, at some time, to make that part of our travel coverage when we announce new airline routes to Saigon?

The debate over point of view

Chris Argyris, Harvard professor and author, points out that as news-staff competency has increased over recent decades, national trust in newspapers has plummeted. Further, many other sources offer information now, and that will only increase. And last, there is a growing desire among our most educated and loyal readers for well-reasoned analysis of issues, rather than just fact-telling. If we have, as many suggest, grown too superficial in an effort to appeal to the shrinking national attention span, can we, with existing staff, become more compelling and provocative? Do we need to hire people who are not journalists by trade, but experts in a field like science? Should we be more analytical, more proactive, more directed toward solutions? Or will providing point of view in stories hold us up to new criticisms of unfairness and bias — and what is the best approach as we try to provide solid reporting for readers trying to sort through a vast amount of daily information? Are we prepared to try on a new suit?