Incorporating Multimedia Content into Online Publications:

Opportunities and Challenges

Troy G. R. Wolverton

University of Missouri School of Journalism

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Committee Members

Sandy Davidson, Chair

Brian Brooks

Mike McKean

Abstract

Undertaken during the winter semester 1997, the researcher's professional project involved exploring ways of incorporating multimedia content into the Web sites of NBC affiliate KOMU-TV and the *Digital Missourian* (*Digmo*). For the professional experience portion of the project, the researcher worked as a special projects editor for *Digmo*; an assistant and graduate instructor of an Internet basics course; and as a consultant to *Digmo* and KOMU. For the research portion of the project the researcher surveyed students enrolled in the various Internet classes offered by the Missouri School of Journalism. Surveys indicated that current classes were doing an adequate job of teaching students Internet and multimedia skills. The research also suggested new ways of teaching those skills. The researcher updated this project in fall 2002 and spring 2003 with research on how the online journalism industry had evolved since May 1997 and on how the Journalism School and some of its competitors had changed their methods of teaching online or multimedia skills.

Introduction

*Experimental J-349 Class*

In the fall of 1996, the researcher worked as a teaching assistant for Professor Roger

Gafke (1997) on an experimental course he was teaching, course number J-349. The course

explored a new method of instructing beginning broadcast students.

Normally, students enrolled in the introduction to broadcasting class worked as reporters

for the School of Journalism's public radio station, KBIA. Instead of reporting for KBIA,

students in Gafke's experimental class reported for the School's online newspaper, *Digmo*.[1]

Gafke believed that reporting for an online news publication would allow the students more time

and space to craft their stories and that this would help them develop into better reporters and

writers.[2]

Gafke deemed the experiment a success. Because the focus of the course was on

developing writing and reporting skills, rather than on meeting daily deadlines or on learning

how to use audio and video equipment, the students seemed to enhance their writing skills. By

the end of the course they were crafting complex, multi-sourced stories.

In a later assessment of the experimental course, Gafke (1997) found that students

enrolled in it were just as prepared for the second broadcast course as those students who were

enrolled in the more traditional version of J-349. In fact, students enrolled in the experimental

class received higher grades on their television news stories in their second broadcast class than

those who had been in the traditional J-349 class.

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[1] Digmo is available on the World Wide Web at http://digmo.org/
[2] Stories from that project were available at http://digmo.org/j349/. While they have since been removed
from the Digmo site, an example of the site can be seen at the Internet Archive at
http://web.archive.org/web/19961128225026/http://digmo.org/j349/.

Gafke's project demonstrated more than just a new way to teach news skills. It also showed that two traditionally separate departments, broadcast and editorial, could work together to produce content.

In Gafke's experimental class, broadcast students reported for a publication that was controlled by the editorial department. Although Gafke, the head of the broadcast department, taught the course, the assistant instructor was Rich Sommerville, an editor for the *Columbia Missourian*, which was run by the editorial department. One teaching assistant for the class came from the editorial department, while the other came from the broadcast department. Originally the plan had been to include students from the beginning *Missourian* reporting class in the experimental class as well, but a lack of newspaper reporting students that semester meant that none participated in the experimental class.

The researcher, who participated in this class as a teaching assistant from the editorial department, wanted to build on what was learned in the class and in doing so get the editorial and broadcast departments to work together to produce online content.

*Online News at the School of Journalism*

The School of Journalism had a wide range of news products in fall 1996, including radio station KBIA, NBC-affiliate television station KOMU, the *Missourian* newspaper and several magazines. However, the breadth and depth of news coverage offered by these products was neither reproduced nor reflected online.

In the fall of 1996, KBIA, KOMU and the magazines did not have their own sites on the World Wide Web. Meanwhile, the two online news sites affiliated with the School did not reflect the scope of the news being reported by their offline counterparts.

One of the sites, *Digmo*, mirrored much of what could be found in the print edition of the *Columbia Missourian*. Most of the site's content came from the daily *Missourian* newspaper. The *Digmo* site did offer more than the paper in some ways. Because it lacked space constraints, it was able to include a wider selection of wire stories than the paper could run. And occasionally, such as during Election Day 1996, the online paper offered extra content, such as regularly updated election coverage and audio clips.

But in some ways *Digmo* offered less than what a reader could find in the printed newspaper. Because of time constraints, few pictures from the print publication made it into *Digmo*. Although *Ideas* and *Weekend* magazines were distributed with the paper, neither was reproduced online.

Additionally, *Digmo* failed to take advantage of many of the strengths of the online medium. For example, the site did not have an online archive of stories until several years after it debuted. It did not offer readers any interactive databases. Few of its stories included hypertext links to provide readers with related or background material. And rarely did stories include multimedia content, such as audio or video clips.

The School of Journalism's other Web site was *Missouri Digital News* (*MDN*), which was maintained by the School's state capital bureau. This Web site was in some ways superior to *Digmo* in that it offered readers more information than they could find in a print publication.[3] For example, the site offered readers interactive databases, and some of its stories included sound clips. Perhaps most key for this research project, both print and broadcast reporters worked out of the state capital bureau, which meant that both newspaper and radio stories appeared on *MDN*.

Despite these positive factors, *MDN* had some shortcomings. Because of its focus on state politics, *MDN* was a niche publication rather than one that appealed to the general public.

Although it did include stories written for both newspaper and radio, the radio stories were transcripts of the stories that were broadcast and were not altered for presentation on the Web site. And while the sound clips added a multimedia dimension to the service that was largely absent from *Digmo*, the way they were incorporated was not optimal.

Sound clips could have supplemented the newspaper stories on the site, but *MDN* did not include sound clips in any of its newspaper stories. Meanwhile, the written versions of the radio stories on the Web site, which did include sound clips, used the sound clips in place of written quotes from sources and did not offer transcripts of those clips. Thus, readers needed to download and listen to the clips in order to understand the stories. But because the clips tended to be short (5-10 seconds) and took several minutes to download (because of their large file size of 300 KB or more), readers had little incentive to download the audio material.

In this project, the researcher sought to build on these early efforts. The researcher proposed to diversify the School's online news content by broadening *Digmo* to include content from both the editorial and broadcast departments. This would change *Digmo* from being primarily the online version of the *Columbia Missourian* into being the online news product of the entire School of Journalism, incorporating content from TV station KOMU, radio station KBIA, the magazines and the photography department in addition to *Missourian* stories.

*Project Obstacles*

Several events occurred as this project progressesd that forced the researcher to reshape his original goals for the project.

One of the biggest changes to the plan came when TV station KOMU launched an online news site in fall 1996, while the researcher was preparing his proposal.[4] In winter 1997,

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[3] *Missouri Digital News* can be found at http://www.mdn.org/
[4] KOMU's Web site is at http://www.komu.com/.

KOMU's site affiliated with news Web site MSNBC, requiring KOMU to provide content to MSNBC and allowing KOMU to link its site to other MSNBC content.

Part of the premise behind the researcher's proposal was that without a Web site of its own, KOMU would have an incentive to work with *Digmo*. The two entities could share space on *Digmo*'s server computer and split the costs of things such as a RealMedia server, which would allow both KOMU and *Digmo* to broadcast streaming audio and video content.

The proposal envisioned editorial collaboration in addition to this capital and financial cooperation. *Missourian* stories would be paired with KOMU video and KBIA audio. Reporters for the *Missourian* could team with KOMU and KBIA reporters. *Digmo* staffers would work with both newspaper and broadcast reporters to design online news stories that took advantage of both print and multimedia content.

When KOMU set up its Web site independent of *Digmo*, it had the potential of becoming a direct competitor with *Digmo*, with its online site competing for the same readers and advertising that *Digmo* was seeking.

Soon after KOMU's Web site launched, Brian Brooks, *Digmo*'s editorial director, planned a meeting with Gafke, KOMU news director Stacey Woelfel, and Professor Mike McKean, a broadcast professor who had co-taught the *Digital Missourian* class with Brooks and *Digmo*'s research director, Ann Brill. Brooks planned to use the meeting to explore the possibility of financial and editorial cooperation between KOMU's online site and *Digmo* and to discuss the researcher's role in any such cooperation.

Initially scheduled to take place during the Christmas holidays, the meeting was delayed until the end of February because of scheduling conflicts. When the meeting did occur, the participants agreed to explore some kind of financial and editorial cooperation. As part of this

agreement, they asked the researcher to act as a consultant to explore the possibilities of online editorial collaboration between KOMU and the *Missourian*.

Following the meeting, this project was redefined to reflect work the researcher was doing as a graduate instructor of an Internet basics course and to incorporate the newly created consultant role. The researcher and his committee decided that the researcher would create several prototype story pages for *Digmo* and KOMU to demonstrate how the two news organizations might share content for their online sites and what multimedia stories might look like on both services.

After redefining the project, the researcher met with news director Woelfel to discuss how KOMU's online news operation worked. Additionally, the researcher wanted to discern what elements from KOMU could be incorporated in the prototype pages and find out what Woelfel thought of the concept of cooperation.

Woelfel did not want any cooperation between KOMU and the *Missourian* that might compromise the competitive news relationship between them. He would not allow the researcher to use video from KOMU or audio from KBIA until after it had been broadcast. He rejected both the idea of joint story meetings between *Missourian* editors and KOMU producers and the idea of having *Missourian* reporters collaborate directly with KOMU reporters.

In preparing his prototype stories, the researcher attempted to work within the confines of these constraints.

Professional Experience

The professional experience component of this project can be divided into three parts: Working with *Digmo* on ways to enhance *Missourian* content, teaching Internet basics and creating the prototype multimedia pages.

*Working with* Digmo

During late January and early February 1997, the researcher worked in the *Digmo* offices to explore different ways of adding content to *Digmo*. The results of this effort were a series of stories that included links, photographs and additional material not found in the printed edition of the newspaper.[5] The effort also explored greater cooperation between the *Missourian* and *Digmo*.

One of the ways the researcher supplemented *Digmo's* content was by adding additional photos and hypertext links to stories. In January the researcher began attending *Missourian* budget meetings as a representative of *Digmo* with the purpose of getting a preview of the next day's stories to determine whether they could be enhanced online with any additional content.

Adding links and finding additional content for stories that run in the daily newspaper is a much easier process if the content of the story is known before publication. Knowing in advance gives an online news editor time to scan in supplemental documents, find and resize photographs and search the Web for related sites. It is much easier to do this work while the stories are still being developed than to wait until after the stories are ready, when an editor is under deadline pressure to publish the stories.

*Test Case: Adding Supplemental Material*

In late January, the researcher created the first test case of adding supplemental materials to an online version of a newspaper story. The story was about an on-campus celebration of Dr.

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[5] Links to these stories can be found online at http://troy.wolverton.net/project/ under the heading "Actual Digmo stories." A sampling of the stories can be found in Appendix B.

Martin Luther King Jr.'s birthday (Larson, 1997; see Appendix B). As part of the celebration, an essay contest had been held for local high school students. Students wrote essays about how King's life and work influenced them.

These essays seemed to be ideal supplemental material to pair with the online version of the story. Instead of just telling readers about the essays, *Digmo* could enable users to read them.

Providing content of this type is rarely possible in printed newspapers because of space constraints. Such space constraints do not exist online. On a computer, each essay, as a text document, would take up no more than a couple thousand kilobytes of space. Compared to the storage space in the hard drive of a typical Web site's computer, which holds billions of bytes of data, the files' sizes are insignificant.

After attending the budget meeting, the researcher talked with the reporter to find out whether the reporter could obtain copies of the essays. After receiving the essays, the researcher talked with the *Missourian's* news editor to let him know that *Digmo* would be running the essays online and to request that the editor insert a reference to the online essays into the printed newspaper, directing readers online for the supplemental information.[6]

The essays were received on paper rather than in electronic form. To get them online, they would either have had to be typed in or scanned in using a flatbed scanner and optical character recognition (OCR) software. Since *Digmo* possessed both a scanner and OCR software, the researcher used them to scan in the documents. After comparing the electronic versions of the documents to the printed originals, the documents were encoded so that they would appear correctly on the Web and were published online by copying the files to the *Digmo* server. The

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[6] In its front-page story on the Martin Luther King Jr. celebration, the *Missourian* included the Web address for the essays in a text box in the middle of the story (see Appendix B).

researcher created an online menu page that linked to each one of the essays. The researcher also included a link to the menu page inside the online version of the story.

The whole process, including attending the budget meeting, scanning in the essays and encoding them, took several hours. Much of the time was spent trying to find a scanner, figuring out how to work the scanner and encoding the essay and menu pages in HTML. Assuming an editor were already familiar with the location and use of the equipment and assuming *Digmo* had already created templates for supplemental material pages, the process from beginning to end would take no more than an hour. The process would be even faster if the reporter or editor could obtain electronic copies of the essays or other supplemental text materials, thus obviating the need to scan in paper documents and edit the OCR versions.

*Test Case: Adding Photographs*

In January 1997, Columbia was hit with a snow and ice storm. During that day's budget meeting, the editors discussed the stories and photographs that would focus on the storm and its effects.

Because of space constraints, there are often many more photos created for the newspaper than there is room to run them. This seemed like a situation in which supplemental content could be used to create a compelling photo story.

After the day's budget meeting, the researcher met with the *Missourian's* graphics manager about using photographs that would not run in the next day's paper, asking to be alerted when the photographs from the storm had been developed and scanned into the computer.

When the photos were ready, the researcher resized the images in Adobe Photoshop and copied them onto the *Digmo* server computer. The researcher also included a link to the photographs on the online version of the main story ("County, City Cope," 1997).

Once the photographs were scanned into the computer, the process of editing them took about an hour. The speed with which the process was done was helped by having the photo editors select the photographs that could be used. Because these were also the photographs the newspaper's editors were considering publishing in the paper, they already had captions, which meant that the researcher did not have to track down a photographer to write a caption.

Unfortunately, because the photos were not scanned in until mid-evening, the newspaper did not include a reference to the Web address of the photograph page in the next day's issue. This might have been corrected the next time by creating a dummy file name that could be used in the paper or creating a standardized file name or directory to be used for photograph pages.

*Test Case: Adding Links*

The next story on which the researcher worked was about the re-release of *Star Wars*. One of the most popular movies of all time, *Star Wars* had been enhanced for a re-release in the winter of 1997 after not being shown in theaters for 20 years. The re-release had already generated a good deal of hype, which indicated that there would be a wide audience for the story. Additionally, there was a wealth of *Star Wars*-related Web sites that could be linked to for supplemental material.

As with Martin Luther King Jr. story, the researcher learned of the *Star Wars* story at the *Missourian's* daily budget meeting. At the meeting, the researcher suggested that the *Missourian* publish the addresses of several *Star Wars* Web sites and offered to create a page linking to the material on *Digmo*. After the meeting, the researcher used various Web search engines to scour the Internet for *Star Wars* Web sites. Many of these sites had links to other sites, which also were examined.

The researcher ended up with nearly 20 sites that were included on a links page. A link to this page was included in the online version of the story. Further, the address of the links page was given to the *Missourian* news editor so that he could put a reference to it in the printed newspaper.[7]

The process of searching for the links and putting together a page of them took between one and two hours. Searching the Web and selecting the appropriate content can be time consuming, and so can creating a page of links from scratch. The process would have been more efficient if there were already templates for creating such pages of links.

*End of* Digmo *Work*

The researcher's role at *Digmo* came to an end in mid-February. Because that role was undefined, the *Digmo* staff editors were uneasy about the researcher taking on what they considered to be their responsibilities. After consulting with his project committee, the researcher and his committee redefined his project to incorporate his role in teaching Internet Basics and putting together prototype multimedia stories.

*Teaching Internet Basics*

Throughout the winter semester the researcher was involved in teaching J-301 Internet Basics. The researcher assisted Professor Mike McKean as he taught the first five-week section of J-301 that semester, then taught the next two five-week sections alone.

The purpose of the class, which met three days a week, was to introduce students to basic Internet concepts and programs[8]. Students were to learn what the Internet is; how to use

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[7] The *Missourian* included the Web addresses of two *Star Wars* sites and the address of the Digmo links page in a text box that ran next on the front page next to its *Star Wars* story (see Appendix B).

[8] J-301 Internet Basics has evolved into J-350 New Media Basics (see Addendum). However, the format of the class remains largely the same. The syllabus for J-350 is available at http://www.missouri.edu/~jourmlm/350/ and in Appendix C.

programs and protocols such as Telnet[9], File Transfer Protocol (FTP)[10] and Usenet[11]; and how to create Web pages using HTML[12].

Each section of the class culminated in the students using the skills they had learned to put together their own home pages on the Web. These pages were to include personal information about the students, the students' resumes, photographs and hypertext links to other sites.[13]

*Observations on Students' Performance: Prior Knowledge v. Enthusiasm*

The students in the various sections of the course could be divided two ways—based on their knowledge coming into the class and based on their enthusiasm for the subject.

While teaching Internet Basics, the researcher noticed a strong difference between students who were familiar and comfortable with computers and those who were not. The students who were familiar with computers tended to learn the skills taught in the class very easily. They needed less instruction and observation as different classroom exercises were completed. These students also tended to complete in-class assignments more quickly than the other students. While the slower students were still struggling to complete their assignments, the

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[9] An Internet protocol that allows one computer to act as a remote terminal of another computer, Telnet allows an Internet user to link up with and issue commands to the other computer, often a Web server (CNET Networks, Inc., 2003; Krol, 1994, p. 49).

[10] File Transfer Protocol is the standard by which computers exchange files and programs over the Internet. FTP is often used to download programs from Web servers and to upload pictures and Web pages from a desktop computer to a Web server (CNET, 2003; Krol, 1994, p. 49.)

[11] A collection of thousands of discussion groups distributed over the Internet. Unlike news groups on Web portals such as Yahoo or AOL, Usenet newsgroups are not located on or controlled by any one site; instead they are distributed across the Internet (CNET, 2003; Krol, 1994, p. 514). Net users can subscribe to particular newsgroups using most e-mail programs or browse newsgroup archives on services such as Google Groups (http://groups.google.com/) (Olsen, 2001).

[12] HyperText Markup Language. The basic coding language of the World Wide Web, HTML allows Web designers to format Web pages and link to other pages (CNET, 2003).

[13] The home page for the J-301 course linked to a list of students' pages that were prepared for the class. The homepages of the students—and the page that linked to them—have since been removed. However, examples of current student-produced pages can be found at the home page for J-350, the successor course to the J-301 class the researcher taught: http://www.missouri.edu/~jourmlm/350/students.htm.

more experienced computer users would be checking their e-mail, browsing the Web for fun or talking with other classmates.

The difference in the skill levels of the students made the class difficult to teach at times. In order not to lose the interest or understanding of students with less computer experience, the researcher often went into greater depth on material than the class agenda originally allotted. Unfortunately, by accommodating the less knowledgeable students, some of the more computer-savvy students lost interest.

Spending more time on some of the material had another problem: in a five-week course, time runs short. This was especially obvious in the first section of the course the researcher taught alone, in which the researcher spent an entire class period and portions of several others talking about the foundations of the Internet and going over basic computer commands. Allotting that amount of time to those topics left little time later on to discuss HTML, which was to have been more the focus of the course.

 In addition to the students' varying skill levels, there were differences in the interest levels of students taking the course. This second division of students did not necessarily correspond with the first. In fact, several students who came into the class with little computer knowledge ended up performing better in the class than some of those students who were more computer savvy. The difference in outcomes seemed to be a result of the difference in enthusiasm among the students.

For example, one student in the first section of the course the researcher taught came into the class with almost no knowledge of the Internet and very little computer knowledge, but demonstrated a strong desire to learn the material. She actively participated in class, asking

questions both during and after class time. She completed her outside assignments on time and did well on them.

When it came time to make her home page, she put together one of the better pages in class. While it did not contain extremely advanced design, it was clean and well composed. All the HTML coding worked, and she had incorporated into it all the elements that were asked for, including photographs and links. She even incorporated tables, a more advanced design element that was only briefly mentioned in class. The improvements this student made during the five-week course were impressive.

Other students did not put as much effort into the course. Another student came into the class with much more computer and Internet knowledge than the previously mentioned student, but seemed to treat the class as a joke and performed accordingly. His assignments were rarely turned in on time and seldom complete. Both the design and content of his home page were deficient. Some of the coding did not work. One of his pictures was blurry, because of an error in sizing it or in transferring it to his home page. His resume page contained not a resume but a parody of one.

The difference in these two students' efforts appeared to have much more to do with their enthusiasm for the course than any particular knowledge or computer aptitude they brought into it. Enthusiasm for the material did not always translate into an impressive home page and an A in the class. But those students with enthusiasm seemed to outperform those students without it.

*Preparing Students for Multimedia Journalism*

If elements such as related links, supplemental documents, photographs, sound or video are to appear on the *Digmo* and KOMU Web sites on a regular basis, they will have to be built into the publication's daily activities. Students working on the publications will need to have the

skills to encode documents and prepare multimedia files for online publication. Beyond the

technical skills they will have to have, students working on the publications will have to be

trained to think about multimedia elements as they are reporting or composing stories. One of the

lessons that the instructors at the *Missourian* tried to instill in its reporters was to "think

visually;" i.e., to think about how a story could be told using visual elements such as

photographs, charts, maps and graphs. In a similar way, classes such as Internet Basics could be

used to help students think about stories from a multimedia perspective, helping them see how a

story can be told not only in text or in video alone, but also how combining those elements can

give a richer story.

Through teaching of Internet Basics, the researcher realized that the work of developing a

sufficiently large pool of Internet- and multimedia-savvy reporters and editors at the School of

Journalism could prove challenging. Many students lacked interest in computers or seemed to

have only rudimentary computer skills. Although the University of Missouri provided each

student with an e-mail account, some students had never opened their accounts, much less sent or

received e-mail from them. Likewise, some students had never surfed the Web, although many

classrooms in the School of Journalism have Web-enabled computers.

Before taking Internet Basics, few of the students in the researcher's classes knew how to

work with DOS,[14] much less UNIX.[15] Still fewer had heard of FTP. Although less important

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[14] Disk Operating System. An operating system used primarily on personal computers from the 1970s to the 1990s. Microsoft's MS-DOS was the standard operating system on IBM-compatible computers from the early 1980s until the mid-1990s, and was the program underlying Microsoft's popular Windows operating systems even after that. Computer users interacted with DOS using text-based commands (Jupitermedia Corporation, 2003; Murdock, 1999).

[15] An operating system used primarily on workstation and server computers that was designed by Bell Labs in the late 1960s and early 1970s. UNIX's basic interface is similar to DOS, involving text-based commands. But UNIX is a much more powerful operating system, designed to allow multiple users access the same computer at the same time. Several different versions of UNIX exist. Linux, a derivative of UNIX written for personal computers, has found increasing popularity as an operating system for Web servers (Jupitermedia, 2003; Lucent Technologies, 2002; The University of Chicago, n.d.a, n.d.b).

now, because Web tools and Web publishing programs have simplified the process of designing and publishing Web pages at many online news sites, knowledge of UNIX and FTP are often still a crucial part of producing Web content.

Through teaching the class, the researcher learned that while developing students into Internet-proficient journalists might prove difficult, it was not impossible. Many of the students enrolled in Internet Basics went from knowing very little about the Internet to having a working knowledge of the network's primary programs and protocols. By the end of each section of the class, all students had completed the primary goal of the course: they had produced their own home pages. Although some were better than others, each of the pages included the elements required and taught in the class: they incorporated HTML, utilized hypertext links and included photographs that students had scanned in using a scanner and edited using a photography program.[16]

After learning rudimentary skills in a class such as Internet Basics, students should be able to build on those skills and learn the more sophisticated skills they would need to develop and maintain multimedia Internet sites.

*Internet Basics from the Teacher's Perspective*

Teaching J-301 was probably the most enjoyable aspect of the professional project for the researcher because of the opportunity to teach students and to learn more about the Internet. The Internet Basics course provided an excellent forum for teaching students about the Internet and helping them overcome their fear of computers. The classes also provided an opportunity for the

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[16] Students in the class sized, cropped and sharpened their photographs using Paint Shop Pro, a commercially available photo-editing program produced by Jasc Software.

researcher to learn more about the Columbia Online Information Network (COIN)[17] and Usenet

newsgroups. They also provided an avenue for him to learn more about HTML.

<p align="center">*Consulting work: Creating Prototype Stories*</p>

The final portion of the researcher's professional experience entailed acting as a

consultant with *Digmo* and KOMU by putting together several prototype story pages that

attempted to demonstrate what multimedia-enhanced online stories might look like on the two

publications' Web sites. The stories also attempted to examine the concept of cooperation,

asking what KOMU and *Digmo* stories would look like if the two online sites shared content (see

Appendix D).[18]

In total, four stories were created. Each story explored a different aspect of adding

multimedia or exploring cooperation between *Digmo* and KOMU. The first story explored

incorporating photographs into a longer-form story. The second and third prototype stories

demonstrated how audio and video files, respectively, might supplement the online versions of

newspaper stories. The fourth prototype explored the concept of pairing a newspaper reporter

and a broadcast reporter to cover a single story for an online site.

Each prototype story was duplicated, with one version created for *Digmo* and another for

KOMU's Web site. The researcher used copies of the existing story templates from each online

site to present the prototype stories. Doing so showed that multimedia- and cooperation-

enhanced stories could be created within the existing story-page formats of the two online sites.

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[17] COIN is a community-supported Internet service that provides free email accounts, Internet access and community bulletin boards. COIN's Web site can be found at http://www.coin.org/.
  [18] Links to these stories can be found at http://troy.wolverton.net/project/ under the heading "Prototype stories."

*Adding Photographs: ''An Incredible Attitude''*

In early 1997, longer-form stories rarely appeared on either KOMU's online site or on *Digmo*. Since most KOMU stories were originally written as television-news stories, which rarely last more than several minutes on-air, they tended to be very short, often less than 300 words. Although *Digmo* included some longer-form stories in its *Weekend* magazine section, most stories on the site were the medium-length news stories that ran in the *Missourian*, often with fewer than 600 words.

At that time, neither KOMU nor *Digmo* employed many pictures on their sites. Although *Digmo* had access to *Missourian* photographs, it typically ran photographs only on its home page and within the *Weekend* magazine section. While KOMU included a picture with most of its stories, the pictures were typically still frames taken from video segments. Such pictures were nowhere near the resolution or quality of the photographs that ran in the *Missourian*.

One aspect of the research project was to explore how a longer-form story with photographs might appear on both online services. To do this, the researcher experimented with a story called "An incredible attitude," a previously unpublished profile of Columbia Mayor Darwin Hindman written by the researcher.

"An incredible attitude" was an approximately 2,400-word story the researcher wrote during an Intermediate Writing course in the spring of 1996. Because of overlapping assignments from other classes, the researcher also shot photographs of the subject.

Online news sites have long struggled with how to present longer-form stories. Some sites, such as those offered by *The New York Times*[19] or *Wired*[20] magazine, break up such stories

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[19] *The New York Times on the Web* is located at http://www.nytimes.com/.
[20] *Wired* magazine is located at http://www.wired.com/wired/current.html.

into shorter, multi-page segments. In contrast, almost all the stories that run on the *San Jose Mercury News'* Web site[21] appear on one page, regardless of their length[22].

Sites that break up stories into multiple Web pages are often trying to contend with the fact that text on a screen is not easy to read; scanning through a long stream of text can be a daunting prospect (Garner, 1998; Kilian, 1999, p. 10). But that concern is balanced by research that indicates that Web readers are similar to newspaper readers. Few newspaper readers read stories beyond their "jump," where a story ends on one page and is continued inside that section of the newspaper (O'Toole, 2000). Likewise, some research indicates that only a small portion of Web users click into interior pages of Web sites or take advantage of links within a page.

One possibility for dealing with a longer-form piece was placing all the text on a single page. Another option, to avoid the problem of too much scrolling, was to break up the story into several pages. Because *Digmo* stories are typically longer than KOMU stories, *Digmo* readers might have a greater tolerance for scrolling, it would seem. Thus the researcher divided the *Digmo* version[23] of the story into fewer, longer pages. The version[24] of the story created for KOMU's site, however, was divided into shorter pages, mirroring what readers would see on a typical story page on *KOMU.com* (see Appendix D).

Designing online stories that include photographs can be difficult. Computer monitors have limited viewing space—some older 14" screens have resolutions no greater than 640 pixels

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[21] Articles from the *San Jose Mercury News* can be found on the MercuryNews.com Web site at: http://www.bayarea.com/mld/mercurynews/.

[22] A study by Baker (2003) indicates that longer stories that require readers to scroll through them might be the preferred method for story presentation. The study indicated that readers showed no preference between stories in which they had to scroll versus stories that were broken into multiple pages. Readers of the stories in different formats also had similar comprehension of the stories. However, readers of the paginated stories took significantly longer to read their stories than those who read the scrolled stories.

[23] The Digmo version of "An incredible attitude" can be found at http://troy.wolverton.net/project/digmo/hindman1.html.

[24] The KOMU version of the story can be found at http://troy.wolverton.net/project/komu/hindman1komu.html.

wide. Inside that limited space, the screen needs to display the Web browser and, if the

photograph is to be integrated into the story, the text of the story. Given the limited space, it is

often impractical to run photographs as large as they might appear in a newspaper. At 72 pixels

per inch, a 6-inch photograph that appeared in the newspaper would be 432 pixels wide. Such a

photograph, on a low-end 640-pixel-wide screen, would take up about two-thirds of the screen

space, leaving little space for the program window, navigation information or text.

Even if the viewing space could accommodate larger photographs, typical bandwidth on

the Internet would not permit them to be used regularly. Although a growing number of Web

users have broadband connections to the Internet through cable modems,[25] DSL[26] or shared T1[27]

access, most home Internet users still use a dial-up connection to get online (Hu, 2003). Even a

250-pixel-wide photograph typically has a file size of 35 KB. On a 56Kbps modem at optimal

transfer rates, this photograph would take at least 5 seconds to download. Larger photographs

lead to much larger file sizes, meaning longer download times. Many people get impatient

waiting for photos and graphics to download and will abandon a site if the process takes too

long.

While smaller photographs are both easier to download and easier to incorporate into

Web pages, they are not a perfect solution. Decreasing the size of a photograph to 250 pixels

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[25] The most popular broadband connection method. Cable modems typically offer the fastest consumer connection speeds, with theoretical throughput ranging into the billions of bits per second. Because broadband access over cable wires tends to be shared, however, actual download speeds top out somewhere around 1 to 2 million bits per second; cable companies typically limit upload speeds to a fraction of that (CNET, 2003; Costa, 2001a; McCullagh, 2002).

[26] Digital Subscriber Line. Web users connect to the Internet using DSL over a standard telephone line using a specialized modem. Throughput on a DSL line ranges from less than 200 Kbps to about 1.5 million bits per second. As with cable modem access, most versions of DSL have slower upload speeds than download speeds. The throughput on DSL decreases the further away a connection is from a telephone switching station to the point that service is typically unavailable more than 18,000 feet from a station (CNET, 2003; Costa, 2001b)

[27] Trunk Level 1. A common data connection used by businesses, T1 lines typically have a throughput of 1.5 million bits per second. The bandwidth through a T1 is commonly shared inside an office through a Local Area Network (CNET, 2003; T1-T3-DSL-Line.com, 2002).

wide can make it difficult to read. People in the background of a 250 pixel-wide image shrink to the point of being unrecognizable, and details within the photographs can become indiscernible.

Given these problems, Web designers have found at least two ways of incorporating photographs into Web pages. One technique, often used by former *Digmo* news editor Karen Pautz, was to include a thumbnail-sized version of a photograph on the story page that would link to a larger version on a separate page. This technique had the dual benefit of speeding download times for individual pages and allowing readers to choose whether to download a particular photograph.

Another technique is to incorporate photographs directly into the text, without a link to a larger version. This has the advantage of allowing the readers to experience the photographs and story at the same time, much as they would a typical newspaper story. The drawback of this method is that smaller photographs must be used to accommodate the text and speed download times.

Photojournalism Professor David Rees advised students in Gafke's experimental broadcast class to incorporate the photographs directly into their stories. That advice was used as a guide during the design of the *Digmo* and KOMU versions of "An incredible attitude."

Because the text, photographs and a template to work with for this story already had been gathered, putting together "An incredible attitude" took relatively little time. Prior to putting together the online stories, the researcher already had scanned in the negatives of the photographs of Hindman. When designing the story for the Web, the researcher decided where the story should break to go to the next page, and where photographs should be placed on each page. Visually stronger photographs were placed at the top of each story page.

To prepare the photographs for the Web, each was opened in Adobe Photoshop, a photograph-editing program, and resized for the Web. The brightness and contrast were adjusted, and a Photoshop filter was used to sharpen the images, heightening contrast between various elements in the images for optimal Web viewing. Each was then incorporated into the story using the HTML table command, which allowed for placement of a cutline under each photograph.

Assuming the story and photographs were already available, preparing a story like "An incredible attitude" for the Web should take no more than an hour.

*Adding Audio: ''Midwest Modest—and More''*

Because *Digmo* does not have regular access to audio—it is not affiliated with a radio station, and it has no reporters of its own who might gather audio—audio files almost never appear on the Web site. In the spring of 1997, KOMU stories regularly included audio files, but the audio clips were rarely more than sound bites that were re-typed in the story.[28] Part of this project was to explore using audio as more than a duplicative effort. The goal was to use original audio not already in the story to supplement the text.

A good opportunity to explore this was with an unpublished story written by the researcher about Columbia organ player Perry Parrigan (see Appendix D).[29] Parrigan, a former music instructor at M.U., was an organ player at Missouri United Methodist Church who was about to retire from his position at the church.

Because so much of "Midwest modest" focuses on Parrigan's music, audio clips of Parrigan's playing seemed a logical enhancement for the Web version of the story. Not having

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[28] KOMU stories today include few audio files.
[29] The Digmo version of "Midwest modest—and more" can be found at http://troy.wolverton.net/project/digmo/perry/perry1.htm. The KOMU version is located at http://troy.wolverton.net/project/komu/perry1komu.html.

recorded any audio of Parrigan playing during interviews for the story, the researcher went back and recorded him later while he practiced.

As previously mentioned, digital audio files typically require large amounts of disk space—and correspondingly long download times—for even short selections. One of the files included on "Midwest modest" was a 43-second clip of Parrigan's rendition of "Now thank we all our God." In its original format, the file was 540 KB.[30]

With a standard dial-up Internet connection, the download times for such files are many times the sound clip's actual length. Even under optimal circumstances, a Net user on a 56Kbs modem would need more than one minute to download the original 43-second sound clip of Parrigan's "Now thank we all our God." It seems logical that few readers would want to download sound clips that are shorter in duration than the time needed to retrieve them.

This assumption may need to be revisited, however. In recent years, millions of Internet users have downloaded songs, usually those encoded in the MP3 format (Mariano, 2002). Although MP3 typically compresses files so that they are up to one-twelfth the size of a WAV file, the song files still routinely take longer to download than to listen to (Fraunhofer Institut Integrierte Schaltungen, 2003; Jupitermedia, 2003).

But to date, long download times, along with the limited access to audio files and the difficulty inherent in digitizing them, has encouraged Web designers to use audio files sparingly and generally only as supplementary information. The files used for "Midwest Modest" fit these criteria; only three sound clips were used and, while they provide additional information to the story, the story could stand on its own without them.

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[30] The recordings of Parrigan playing the organ were originally digitized as WAV files—Windows Audio format. The WAV format yields near-CD quality sound but it typically comes at the expense of large file sizes (CNET 2003; Van Buskirk, 2003).

One method for adding audio in Web stories that does not require extremely long download times is to convert the files into RealAudio format. RealAudio both compresses sound files and enables "streaming audio." Streaming audio allows listeners to listen to a sound file as it downloads rather than having to wait until the entire file has been downloaded to listen to it. In the fall of 1997, *Digmo* and KOMU's Web site had access to RealAudio, so the Parrigan audio files were converted into RealAudio format.

In RealAudio format, the "Now thank we" file shrank to 86 KB. Instead of having to wait minutes to listen to it, the reader could hear it in several seconds.

Although RealAudio worked in this instance, it does not make other audio file formats obsolete. And just because using RealAudio worked with this story does not necessarily mean that stories should just be turned into RealAudio files altogether. Not every computer connected to the Internet has speakers, much less RealAudio. By conveying primary information only in audio, Web designers might be excluding a significant portion of their audience from enjoying the story.[31]

The process of making the audio files ready for Web use was fairly straightforward. After recording the audio using a standard tape recorder, the computers and tape decks in the old KBIA lab were used to digitize the recordings. Each of these tape decks had an audio cable that connected it to the sound card of its companion computer, enabling the researcher to import the analog recording into the computer. A program on that computer called Sound Audio Warehouse was used to digitize it.

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[31] As a case in point, *ON24*, an online financial news service, focused its business in part on presenting online audio stories (Silverman, 2000). The company's stories were only available as online audio files; the company generally did not accompany the stories with a transcript or any text information. In August 2002, the company shuttered its news operation, apparently unable to make it a profitable business (Olsen, 2002c).

A sophisticated sound-editing program, Sound Audio Warehouse allows an editor to edit the sound clips by cutting out dead air before and after the recording. The program also can compress files, decreasing their size.[32] Using a RealAudio encoder program, the researcher then converted the files into RA-format RealAudio files.

This process of digitizing the audio took two hours, including selecting the clips that were to be used and trimming them down. KOMU already had a template on its pages for incorporating audio clips, and that template was used for constructing the KOMU version of "Midwest modest." Because *Digmo* did not have a template for incorporating audio files, the files were simply included as links in a text box within the *Digmo* version.

This process might have been faster if *Digmo* had a template for audio files, as many news sites do. Such a template might give guidance on how to link to such files and might include an audio icon that indicates the presence of audio files.

If *Digmo* and KOMU are to regularly include audio files in the future, the managers of both sites should consider setting standards for file sizes and audio formats and guidelines for the length and type of sound files that editors might use. Other Web sites offer sound files using a range of competing audio compression formats, including not only RealAudio, but Windows Media Audio (WMA), QuickTime audio and MP3.[33] Many of these formats can be streamed to users and offer near-CD quality sound.[34]

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[32] The compression algorithms built into Sound Audio Warehouse and other sound editing programs typically delete redundant and other information to dramatically decrease the size of a sound file without drastically altering the sound quality (Adobe Systems Incorporated, 2003; Jupitermedia, 2003).

[33] MPEG (Moving Pictures Experts Group)-1, Audio Layer 3. A widely popular sound compression format used primarily to encode sound files. MP3 files typically are about one-tenth to one-twelfth the size of WAV files, with little difference in sound quality (Fraunhofer Institut, 2003; Jupitermedia, 2003).

[34] The choice of encoding format may be becoming less important. Many audio programs play sound files from a range of file formats, and some Net users have installed multiple media players on their computers (Fried, 2002). Meanwhile, the growing adoption of broadband Internet access should make download times—and thus, file sizes—less of an issue (Horrigan, Rainie, 2002; Hu, 2003; E. Smith, 2002).

*Adding Video: ''Missouri Bloops by Baylor''*

As with audio, *Digmo* did not have regular access to video. The newspaper reporters whose stories ran on *Digmo* did not carry video cameras with them, and *Digmo* did not have a staff of reporters of its own to gather video.

Even if they had access to video, *Digmo*'s staff did not have the software or hardware tools or the expertise to digitize and edit video. Thus video rarely, if ever, was used on *Digmo*. Although KOMU had ready access to video, few of its online stories incorporated video clips, apparently because of the extra time it took to convert such video into a Web-ready format.

Part of this project was to explore what a video-enhanced story might look like on both sites (see Appendix D).[35]

Web designers working with video face many of the same problems they do with audio, although those problems are more acute with video. A designer could fit more than a minute of audio into a 1-MB audio file, especially if the file is compressed using one of the modern audio formats mentioned above. In contrast, a 1-MB video file might be less than five seconds long. One of the files used on "Missouri bloops," for instance, is about seven seconds long. Before it was converted into a RealVideo file, the clip was 1.8 MB.[36] On a 56Kbps modem under optimal conditions, such a file would take more than four minutes to download.

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[35] The Digmo version of "Missouri bloops by Baylor" can be found at http://troy.wolverton.net/project/digmo/mizzouvbaylor/muvbu.html. The KOMU version is located at http://troy.wolverton.net/project/komu/muvbukomu.html.

[36] The video was originally encoded as an AVI file. AVI, or Audio/Video Interleave, was the standard video format in Windows prior to the Windows Media format. Like WAV audio files, AVI files delivered high quality video, but often at the expense of large file sizes. Although AVI files can be made smaller with a number of compression algorithms, users are unable to view them unless they have installed the corresponding decompression program (CNET, 2003; McGowan, 2002; Price, 2002).

RealVideo, like its sister product RealAudio, is both a compression and streaming program.[37] However, unlike sound files, which retain much of their quality even when they are compressed into RA files, video files lose much of their quality (Gardner, 1998). Using the RealVideo encoder, a Web designer must balance picture quality with frame rate (the number of frames of video per second; the higher the number, the smoother the video). This balancing act is a zero-sum game. The smoother the motion of the video, the worse the actual picture quality becomes.

Although it was possible to significantly compress the video files for "Missouri bloops," it was not possible to retain any of their quality. The RealVideo encoder compressed the 1.8 MB AVI video file into a 23KB RM file. However, the picture quality suffered greatly as a result. In the original AVI version of the video clip, a viewer could clearly see a baseball as it was hit for a home run. But in the RealVideo version of the video clip, the baseball was nowhere to be found. Instead of the crisp, sharp images of the original file, the RealVideo file was a blur of motion.

Because of the extremely long download times for quality video files, the same criteria that apply to audio files should be adopted. Large video files should only be used to supplement Web stories. Streaming video files can be used more frequently, but they should be used only with video that has relatively little motion. This allows a Web designer to optimize the picture quality without the video becoming unacceptably choppy.

As with audio files, new compression formats and greater adoption of broadband connections could force Web designers to rethink these conventional wisdoms. Similar to MP3 for audio, the DivX compression format has become a popular, and similarly controversial, way to significantly compress video files without losing much picture quality (DivXNetworks, Inc.,

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[37] RealNetworks (2002) has since incorporated both audio and video files into a RealMedia format ( "What next," 1997).

2003; Gallagher, 2003). Catering to the growing number of broadband users, CNN, MSNBC.com and other Web sites have begun offering greater numbers of video-only reports (Olsen, 2002a, 2002b).

"Missouri bloops by Baylor" was an Associated Press story about a University of Missouri baseball game that ran on *Digmo*. The story was copied after it was published online and its text was then pasted into a KOMU Web story template to create the KOMU version of the story.

The video for the story came from the sports section of a nightly newscast on KOMU. KOMU videotaped its newscasts every day. News director Stacy Woelfel permitted the researcher to review these tapes to search for video to use for the prototype stories. The prototype stories were put together about a week after *Digmo* published and KOMU aired their original stories on the baseball game. The researcher used some of the game highlights shown when KOMU aired its news broadcast.

Although it was fairly easy to search for and find the story on *Digmo*, there were several problems encountered in trying to find and use video from KOMU. Because the original video was not accessible, it was necessary to search through several nights worth of newscasts, and it was difficult to find appropriate video to use. Even when the night's broadcast was pinpointed, it was necessary to scan through most of the newscast to find the video clips. Without knowing precisely where on the tape to find the sports section, this was a time-consuming process.

When it was broadcast, the KOMU story took the form of a VOB—a voice-over bite. A VOB is when a news anchor reads the news while a video clip plays on the screen. Sometimes what the anchor is reading corresponds to the action the video is displaying, but not always. This poses a problem when trying to produce a video clip for the Web.

Because of file-size considerations, it was not feasible to digitize the KOMU report on the baseball game in its entirety. It was necessary to divide the report into smaller clips. Unfortunately, dividing the video was not a simple process because it also involved chopping up the audio track as well. In putting together the shortened video clips for the Web version of the story, it was necessary to re-edit the audio track to make sure that the audio corresponded with what was going on in the video. Taken in its entirety, what the anchor was saying and what was happening on the screen made sense. Shortened and divided into separate segments, much of what he said was either incomplete—part of the sentence had been cut off—or incomprehensible.

Adobe Premier—the video program used to digitize the KOMU video— allows a user to manipulate the audio track of a video file, but it is a difficult process. The researcher's lack of experience with the program meant that it took several hours to both digitize the clips and make sure the audio corresponded with the video. Increased familiarity with the program or access to the raw video sans the anchor's voice would have speeded this process.

Because of the problems with the RealVideo file, links to both the RealVideo and AVI versions of the first video clip were included in the *Digmo* version of the story. Limited disk space prevented the inclusion of links to the other AVI files, each of which was greater than 1 MB. A link to the AVI of the first video clip was not included in the KOMU version of the story because the template used did not offer options for alternative media types.

Following the template used in KOMU Web stories, the researcher captured images from the video to use as both photographs in the story and as visual links to the video itself. As previously mentioned, such video captures do not have the resolution of a photograph. It would have been ideal to include photographs taken by the Associated Press or a *Missourian* staff photographer with the story and to have linked from those to the video.

Video can enliven stories if it is compelling, as was the case with the "Missouri bloops" story. Sports news site ESPN.com has frequently included video of game highlights on its site. Such highlights allow readers who have not seen a game to experience some of its best moments.

Likewise, CNN has frequently used video on its Web site to augment stories. Following the September 11 terrorist attacks, for example, CNN.com included video of the planes that flew into World Trade Center towers as well as video of the towers' collapse. For those who were keeping track of the latest developments online, the video allowed CNN to supplement its breaking news stories with a visual explanation of what happened.

CNN.com has since begun to charge a subscription fee to readers who want to view its video content (Olsen, 2002b). Online news sites have largely failed in their attempts to charge for their content, but CNN's video may represent the type of value-added, supplemental material that Web users will pay for. MSNBC.com (Olsen, 2002a), New York Times Digital and ABCnews.com have also begun to charge for their video in recent years.

Because of the often long download times for quality video, using anything but compelling video would waste both the Web designer's and the reader's time. And, as the researcher discovered in working with the next prototype, even at a television station, there is often not a lot of compelling video available.

*Team Reporting: ''Memorial Day Means Mid-Missourians Hit the Highways''*

Another possibility to be explored in this project was team reporting. The premise was that *Missourian* and KOMU reporters could work together on stories and, although their efforts might translate into two separate stories in traditional media, their efforts could be combined to form a single multimedia-enhanced online story.

Not everyone was excited about the possibility of team reporting. Woelfel, KOMU's news director of KOMU, said team reporting with the *Missourian* was not something he wanted to see KOMU reporters engaged in. He felt that team reporting would compromise the competitive relationship between the *Missourian* and KOMU. Despite his reservations, Woelfel allowed the researcher to work with one of his reporters one day to explore the concept.

At the end of May, the researcher participated in a morning news meeting at KOMU with Betsy Webster, a reporter at the station. Webster proposed to work on a story about Memorial Day weekend traffic. The researcher accompanied Webster as she put together the various elements of her television story. While she concentrated on the elements she thought were most interesting, the researcher focused on developing a story that would be compelling on the Web.

One of the elements that Webster wanted to incorporate into her story was the possibility that people could use Amtrak instead of driving. Therefore it seemed logical to visit the nearest Amtrak station, which is in Jefferson City.

While en route to Jefferson City, the researcher brainstormed different questions that were worth researching and answering in the story. But while the researcher found numerous elements to investigate, Webster wanted to concentrate on only one or two elements. As she explained, she simply did not have time in a television story to discuss more than a few ideas.

From discussions with Webster, what seemed to govern the elements covered in a television story were often those that could be easily represented in video This meant that the elements would have to be found fairly close by, as the reporter would have to find them, videotape them and return in time to put together a story for a newscast. It also meant that elements such as statistics that could not be told well visually, tended not to be covered.

But the visual elements that are used to enhance a television story are not necessarily compelling enough to use on the Web, especially given the time it takes to download video. One of the shots Webster used in the television version of the Memorial Day traffic story, for instance, was a shot of cars zooming down the highway. While this might have helped television viewers visualize holiday traffic, it seemed like too commonplace a scene to justify adding it to the Web version of the story (see Appendix D).[38]

Unlike newspaper stories, which are typically written in third person, television reports often include a "stand-up" scene of a reporter talking to the camera. Webster's story included a stand-up. Although stand-ups might serve a purpose on television, allowing viewers to identify with the person telling the story, Webster's standup seemed unnecessary in the Web version of the story. The content would have added some extra information to the story, but that benefit would have been offset by the inordinate amount of time it would have taken to download.[39]

With many of the scenes in the video version of the story not compelling enough to use on the Web, there was little to work with. Video clips of two of the people Webster and the researcher interviewed that day were included with the Web version of the story. Neither of the video clips was central to the story, but both added to the Web version by allowing Web readers to visualize people mentioned within it.

As with the baseball story, frames captured from the video were used in place of photographs on the Web version of the story. As with the still frames used with the baseball story, this was not the optimal solution. Even after editing the frames in Photoshop, the frames

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[38] The Digmo version of "Memorial Day means Mid-Missourians hit the highways" can be found at http://troy.wolverton.net/project/digmo/memday/memday.html. The KOMU version is located at http://troy.wolverton.net/project/komu/memdaykomu.html.

[39] Web news sites are of two minds about stand-ups. Some, such as ESPN.com, often do not include stand-ups in their video, instead showing video that is a "slice of life," unmediated by a reporter. In contrast, other sites, such as CNET News.com, have routinely included video that is little different from what would be shown over a television station, including the use of stand-ups by reporters and even news anchors sitting at a desk.

still appeared fuzzy. Ideally, a reporter would carry a camera along with video equipment so that still photos could be shot along with the video.[40]

*Ethical Considerations of Cooperation*

While working at KOMU, the researcher observed that television news does not use a lot of video shot outside the broadcast studio. Many stories are simply read by the anchors. Even in stories that include video from outside the newsroom, little of the video used on the air is compelling enough to use on the Web.

Using video from a television station also posed another problem. The newspaper photojournalism tradition emphasizes Henri Cartier-Bresson's idea that photojournalism is about capturing "the moment." Cartier-Bresson (1999, pp. 24-27) believed that a photographer should be ready to shoot a picture at any time because that moment would not recur. Following Cartier-Bresson's rejection of staged photographs, the ethics of photojournalism today typically prohibit using posed shots except as photo-illustrations that are clearly labeled or identifiable as such (Newton, 2001, pp. 70, 80). While it is an open question how rigorously photojournalists adhere to such strictures, such ethical guidelines do not necessarily govern video used on television.

One of the stories that Webster worked on while in Jefferson City was about a seatbelt safety campaign that the state of Missouri was promoting. As part of the story, Webster interviewed a Jefferson City policeman and videotaped him as he drove. After he dropped Webster off, he was about to leave when Webster stopped him and asked him if he would go back and leave again so she could catch him on camera. She even directed him as to how he should leave the scene.

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[40] With the advent of ever more powerful—and less expensive—digital cameras, this is becoming more practical. Reporters for CNET News.com have occasionally taken digital photographs that are used with their stories (Wolverton, 2001). Other journalists have also begun to create stories with multiple media (Stevens, 2002a).

Most newspapers would not run a photograph staged in a similar way unless it was marked as a photo illustration. Whether a Web news service would want to run a video such as what Webster staged is debatable. It seems likely that newspaper-based online news sites would want to avoid such video, while television-based online sites might find few problems with using it. In a situation where a newspaper such as the *Missourian* is sharing content with a television site such as KOMU, it might make the newspaper site want to have greater control over the video-gathering process or at least be aware of how it was created.

Another potential roadblock to cooperation between the sites is the differing approaches newspapers and television stations take to the relationship between their advertising and editorial departments. Newspapers typically attempt to build a clear separation between the two departments, to ensure the appearance of objectivity in their news coverage.

Such considerations do not seem to weigh as heavily with television stations. KOMU, for example, was one of the sponsors of the annual air show in Columbia. Not only did the station sponsor the event financially, but it used its news time to help promote it. During the air show, one of the KOMU anchors, Linda Loveland, reported live from the Columbia airport about the air show.

In order to uphold its editorial standards, a newspaper would want to know that the video it used in the editorial portion of its online site was not simply promotional video. A television station might have fewer qualms with running such video online.

Research

In the spring of 1997, the Missouri School of Journalism offered seven different courses that either focused on the Internet or taught Internet skills.[41] For the research portion of this project, students in those classes were surveyed to determine how well the courses were performing in preparing them to be Internet or multimedia journalists.

Specifically, the survey (see Appendix E) attempted to gain greater insight into students' computer and Internet skills, both before and after taking the Internet class in which they were enrolled. The survey also explored why students were taking these Internet classes, what they felt they had learned from taking them and what the students felt they still needed to know after taking the classes.

The survey consisted of eight questions that were e-mailed to students in all seven courses. The survey was designed in consultation with the researcher's project committee. The University of Missouri Office of research approved the request to survey students and the survey was submitted to students in coordination with the instructors of the various courses (see Appendix F).

Of the eight questions, the first four asked students to rate their knowledge of computers or the Internet on a scale of one to five, with one being the least amount of knowledge and five being the most. These questions were used to determine statistically how well the Internet courses were doing in imparting Internet knowledge and skills to students.

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[41] These classes included J-105, an introductory news course the Journalism School required undergraduates to take before enrolling in the journalism program; the three sections of J-301 Internet Basics; J-343, Electronic Photojournalism; J-349 and J-350, the two-part introduction course for the broadcast news sequence that was revised to include the teaching of some Internet skills; J-351 Broadcast Research Applications, an advanced course in Internet skills targeted at broadcast journalism students; and J-369 Online Journalism, which was the course affiliated with the Digital Missourian.

The next three questions were open-ended, allowing students to give any answer they chose. The questions asked students why they took their particular courses, what skills they felt they learned in their particular class and what skills they felt they still lacked after taking their course. For each of questions, related answers were grouped together to determine common responses.

The final question asked students to recommend the forum in which the Journalism School should teach these additional skills. The question allowed students to choose from several different preset answers or to provide one of their own.

The survey was sent to 196 students, none of whom were required to respond to it. Students who chose to take the survey could choose not to answer individual questions within it.

In all, 77 students responded to the survey, a response rate of 39.3% (see Table 1). The response rate per class ranged from 3 (18%) of the 17 students in J-343 Electronic Photojournalism, to 14 (74%) of the 19 students in J-369 Online Journalism.

Mail-response surveys such as this one suffer from inherent biases. As with this one, they tend to have low response rates, typically less than 40% of the surveyed population (Wimmer, 1997, p. 152). Additionally, people who respond to mail surveys tend to be those most interested in the particular subject matter, meaning that those who are not as interested are often underrepresented in the survey data (Fowler, 1993, p.41). The varying response rates per class and the overall low response and the small numbers of students involved in the survey make any conclusions from the survey tentative.

Table 1

*Response per Class*

| Course number | No. of responses | Total students | Response rate |
|---|---|---|---|
| J-105 | 10 | 17 | 58.8% |
| J-301, Sect. 1 | 5 | 12 | 41.7% |
| J-301, Sect. 2 | 6 | 11 | 54.5% |
| J-301, Sect. 3 | 5 | 10 | 50.0% |
| J-343 | 3 | 17 | 17.6% |
| J-349 | 12 | 38 | 31.6% |
| J-350 | 10 | 38 | 26.3% |
| J-351 | 12 | 34 | 35.3% |
| J-369 | 14 | 19 | 73.7% |
| Total | 77 | 196 | 39.3% |

Despite this shortcoming, the survey does offer some insights into students' feelings about the Journalism School's Internet classes, including how well they feel the classes are preparing them for careers in online journalism and what they feel the classes are lacking.

*Computer Knowledge*

Through the first two questions, the researcher sought to assess how much computer knowledge students gained by taking their particular Internet courses. The first question asked students to rate their computer knowledge prior to taking their course, and the second asked students to rate their computer knowledge after taking the course. On both questions, students used a one-to-five scale, with one representing the least knowledge and five the most.

For all classes, the students' average response to Question 1 was 3.09 (see Table 2). Students' responses ranged from one to five; only one of the 77 responses did not include an answer to this question. Class averages ranged from 1.8 for the third section of J-301 Internet Basics to 3.6 for J-350 Broadcast News II.

Surprisingly, the pre-journalism students in the J-105 News course rated their computer knowledge as very high. Among the eight Internet-related classes, those students gave themselves the third-highest rating on computer knowledge prior to taking their course.

Also surprising was that fact that the students in Section 3 of J-301 Internet Basics rated their computer knowledge as being low. That low rating suggests that students were taking the class not only to gain a greater knowledge of the Internet, as the course's title implies, but also to gain more general knowledge about computers. In fact, of the five students who responded to the survey from this class, two listed as their reason for taking the class (in their answer to Question 5) that they wanted to learn "computer basics."

Table 2

*Average Computer Knowledge, Prior to Course*

| Course number | Ave. response | No. responses |
|---|---|---|
| J-105 | 3.30 | 10 |
| J-301, Sect. 1 | 2.60 | 5 |
| J-301, Sect. 2 | 2.67 | 6 |
| J-301, Sect. 3 | 1.80 | 5 |
| J-343 | 3.00 | 3 |
| J-349 | 3.08 | 12 |
| J-350 | 3.60 | 10 |
| J-351 | 3.00 | 11 |
| J-369 | 3.50 | 14 |
| Total | 3.09 | 76 |

Even if their courses were designed to teach them more about the Internet or multimedia, most students who responded to the survey seemed to learn additional computer skills as well. For all classes, students' average response to Question 2, which asked them to evaluate their computer skills after taking their particular Internet class, was 3.94, again on a five-point scale; all 77 respondents answered the question (see Table 3). Responses ranged from two to five. As a whole, students who responded to the survey thought their skills had progressed by nearly one point on a five-point scale after taking their course.

Responses to Question 2 ranged from an average of 3.67 for the second section of J-301 Internet Basics to 4.08 for J-349 Broadcast News I and J-350 Broadcast News II.

Table 3

*Average Computer Knowledge, Post Course*

| Course number | Ave. response | No. responses |
|---|---|---|
| J-105 | 3.80 | 10 |
| J-301, Sect. 1 | 3.60 | 5 |
| J-301, Sect. 2 | 3.67 | 6 |
| J-301, Sect. 3 | 3.80 | 5 |
| J-343 | 4.00 | 3 |
| J-349 | 4.08 | 12 |
| J-350 | 4.00 | 10 |
| J-351 | 4.08 | 12 |
| J-369 | 4.00 | 14 |
| Total | 3.94 | 77 |

Comparing students' answers in Question 2 with their answers in Question 1 gives a sense of how much computer knowledge students felt they gained during the time in which they took their particular Internet-related course. Individual students' responses ranged from no increase—i.e., they gave themselves the same rating of computer knowledge after taking their particular course—to a three-point increase. Of the 76 survey respondents who answered both questions, 51, or 67%, said their computer knowledge was at least one point higher after taking their particular course than it was before taking it. Meanwhile, the average increase among all 76 respondents was 0.84 (see Table 4).

Table 4

*Students' Increase in Computer Knowledge*

| Numerical increase | Number of responses |
| --- | --- |
| 0 | 25 |
| 1 | 39 |
| 2 | 11 |
| 3 | 1 |
| Average increase | 0.84 |

Although not all students said their computer knowledge increased during the time they took their particular course, the average student in each class said his or her computer knowledge increased. Students in the third section of J-301 Internet Basics seemed to make the most dramatic gain in computer knowledge over the period of time in which they took their particular course. Students in that class rated their computer knowledge as 3.8 after taking their class, a

gain of 2 points, or 111%, over their knowledge rating of 1.8 with which they said they started the class.

Students in the other Internet classes cited far less dramatic, but still significant, gains in computer knowledge. Those gains ranged from 11% increase in J-350 Broadcast News II to a 38% increase in sections one and two of J-301 Internet Basics (see Table 5).

That students in J-350 Broadcast News II said their computer skills had increased is interesting, since they reported having the highest computer skill level going into their class. The survey responses indicate that despite this, they were still able to learn some new skills in the class.

Table 5

*Increase in Computer Knowledge per Class*

| Course number | % increase |
| --- | --- |
| J-105 | 15% |
| J-301, Sect. 1 | 38% |
| J-301, Sect. 2 | 38% |
| J-301, Sect. 3 | 111% |
| J-343 | 33% |
| J-349 | 32% |
| J-350 | 11% |
| J-351 | 36% |
| J-369 | 14% |

To be sure, comparing these two questions (which asked students to rate their computer knowledge before and after taking their particular course) to determine how much students gained from their Internet-related class suffers from several shortcomings.

One problem with comparing the two questions is that the questions themselves and the survey overall did not specifically ask students to rate how much knowledge they gained from the particular Internet-related class they were taking. Students could have increased their computer knowledge from a variety of different inputs not including their particular class, such as private tutoring, other classes or self-education.

Additionally, at least three students responded to the survey two times, one each for the two different Internet classes in which they were enrolled. For these students in particular, it would be difficult to determine through this survey data which class they were taking, if either, had more effect on their increase in computer knowledge.

Also, students responded to the survey only once, towards the end of the semester. They did not have a chance to assess their computer knowledge at the beginning of the class. Instead, the survey asked them months later to rate their computer knowledge prior to taking their course. Memories can be faulty and students could have had a more—or less—critical view of their initial knowledge months later than they would have had if they had been asked before the class began.

Finally, the survey relied on students' own assessments of their knowledge. It did not compare their knowledge with any independently verified test or scale. Nor did the survey give students instructions on how to rate their knowledge.[42] One of the truisms of education is that the more you learn, the more you realize how little you know. It is possible that students assessed

themselves as having greater computer knowledge than an independently verified scale might

have determined. Likewise, students might have assessed their computer knowledge differently

if they had had more computer training.

Of the 77 responses to Question 2, 59 (77%) rated their computer knowledge as being a

four or more after taking the particular class in which they were enrolled (see Table 6). That

seems surprising, considering that all but one of the students who responded to the survey was a

journalism major or graduate student. Journalism students seem unlikely to have advanced

computer skills. Computer programming languages such as C or C++, the knowledge of which

might constitute advanced computer skills, are not usually part of a journalism students

coursework.

Table 6

*Computer Knowledge, Post Course*

| Numerical rating | No. respondents |
| --- | --- |
| 2 | 2 |
| 3 | 16 |
| 4 | 44 |
| 5 | 15 |
| Total | 77 |

Therefore, the numbers with which students rated themselves are quite likely arbitrary

and are likely to have varied in meaning from one student to the next. Those self-ratings are also

likely to be incompatible with some kind of normative scale.

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[42] One could imagine, for instance, a survey that instructed students to rate their knowledge a "one" if they know little more than how to turn on a computer, a "two" if they know how to use a word processor, a "three" if they knew how to connect to the Internet and so on.

*Internet Knowledge*

Through the third and fourth questions, the researcher attempted to assess how much Internet knowledge students gained by taking their particular course. Knowledge of the Internet is distinct from general computer knowledge. Although some kind of computing device is needed to connect to the Internet, not all computers are connected to the network. Additionally, use of the Internet often involves computer programs that are either non-functional or have only limited usage when they are not connected to the network.

Question 3 asked students to rate their Internet knowledge before taking their particular Internet class (see Table 7), while Question 4 asked students to rate their Internet knowledge after taking their class (see Table 8). Both questions asked students to rate their knowledge on a one-to-five scale, with one being the least knowledge and five the most.

Table 7

*Average Internet Knowledge, Prior to Course*

| Course number | Ave. response | No. responses |
| --- | --- | --- |
| J-105 | 2.90 | 10 |
| J-301, Sect. 1 | 3.00 | 5 |
| J-301, Sect. 2 | 2.80 | 5 |
| J-301, Sect. 3 | 2.00 | 5 |
| J-343 | 2.50 | 2 |
| J-349 | 3.08 | 12 |
| J-350 | 3.56 | 9 |
| J-351 | 3.08 | 12 |
| J-369 | 3.23 | 13 |
| Total | 3.03 | 73 |

For all students, the average response to Question 3 was 3.03. Students' answers ranged from one to five; 73 of the 77 total survey respondents gave an answer to the question. Class averages ranged from 2.0 for the third section of J-301 Internet Basics to 3.56 for J-350 Broadcast News II.

The average response to Question 4 was 4.05; all 77 survey respondents answered the question. Students' answers ranged from 2 to 5. Class averages ranged from 3.70 for J-105 News to 4.42 for J-351 Broadcast Research Applications.

Table 8

*Average Internet Knowledge, Post Course*

| Course number | Ave. response | No. responses |
| --- | --- | --- |
| J-105 | 3.70 | 10 |
| J-301, Sect. 1 | 4.20 | 5 |
| J-301, Sect. 2 | 4.00 | 6 |
| J-301, Sect. 3 | 3.80 | 5 |
| J-343 | 4.00 | 3 |
| J-349 | 4.17 | 12 |
| J-350 | 4.00 | 10 |
| J-351 | 4.42 | 12 |
| J-369 | 4.00 | 14 |
| Total | 4.05 | 77 |

Comparing students' answers to the two questions gives a sense of how much Internet knowledge students felt they gained during the time in which they took their particular Internet-related course. Individual students' responses ranged from no increase to a four-point increase.

Of the 73 students who responded to both questions, 53 (73%) said their Internet knowledge was at least one point higher after taking their particular course than it was before taking it (see Table 9). Meanwhile, the average increase among all 73 students who responded to both questions was 1.07.

As with their computer knowledge, the average student in each class said their Internet knowledge increased during the time that they were enrolled in their particular course. As might be expected, students in classes that gave themselves lower initial ratings showed more dramatic percentage increases than those who gave themselves higher initial ratings.

Table 9

*Students' Increase in Internet Knowledge*

| Numerical increase | Number of responses |
| --- | --- |
| 0 | 20 |
| 1 | 34 |
| 2 | 15 |
| 3 | 2 |
| 4 | 2 |
| Average increase | 1.07 |

Students in the third section of J-301 Internet Basics, for instance, gave themselves an initial rating in Internet knowledge of 2.0, the lowest among all classes. But the average student in that class said his or her Internet knowledge jumped to 3.8 after taking the class, an increase in 1.8 points, or 90% (see Table 10).

Meanwhile, students in J-350 Broadcast News II gave themselves the highest initial rating at 3.56. Unsurprisingly, they showed the least percentage gain over the duration of their class, reporting that their Internet knowledge rose to 4.0, a 19% jump.

The various classes surveyed in this study can be broken down into classes that focused primarily on teaching Internet skills and those for which teaching Internet skills was part of a broader mission. The three sections of J-301 Internet Basics would fall into the first category, because the course was designed to teach students the skills needed to create a Web homepage. The two-part Broadcast News class—J-349 and J-350—would fall into the second category, because the primary focus of that class was to teach broadcast reporting skills.

Table 10

*Increase in Internet Knowledge per Class*

| Course number | Numerical increase | % increase |
| --- | --- | --- |
| J-105 | 0.80 | 28% |
| J-301, Sect. 1 | 1.20 | 40% |
| J-301, Sect. 2 | 1.40 | 50% |
| J-301, Sect. 3 | 1.80 | 90% |
| J-343 | 1.50 | 60% |
| J-349 | 1.08 | 35% |
| J-350 | 0.67 | 19% |
| J-351 | 1.33 | 43% |
| J-369 | 0.77 | 24% |

Students whose classes focused on teaching Internet skills—i.e., the three sections of J-301 Internet Basics, J-351 Broadcast Research Applications, J-343 Electronic Photojournalism and J-369 Online Journalism—tended to report greater percentage and point increases in their Internet skills after taking their Internet-related course (see Table 11). On average, students in the Internet skills classes reported increases in Internet knowledge over the duration of their class of more than one point. Of those students, only those students in J-369 Online Journalism reported an average of less than one point increase in Internet knowledge over the duration of their course.

In contrast, students in the courses that were not focused on Internet skills—i.e., J-105 News, J-349 Broadcast News I and J-350 Broadcast News II—tended to report smaller gains. On average, those students reported an increase in Internet knowledge of less than one point per student. Of the students in those classes, only those students in J-349 Broadcast News I reported an average increase in Internet knowledge of one point or greater over the duration of their course.

That students in the Internet skills classes reported greater gains in Internet knowledge than students in the Internet-related classes is not surprising. Students in the J-301 classes, for instance, devoted just about every class period to learning or improving some Internet-related skill, such as creating distribution lists, researching topics on the Usenet or designing pages using HTML coding. In contrast, the other classes tended to devote less time to Internet skills, including them only in the context of trying to further the goals of their classes.

Table 11

*Increase in Internet Knowledge per Focus of Class*

| Class type | No. respondents | Ave. point increase | % increase |
|---|---|---|---|
| Internet-skills | 42 | 1.21 | 41% |
| Internet-related | 31 | 0.87 | 28% |

However, despite the fact that they spent less time on those skills, students in the Internet-related classes still reported significant gains in Internet knowledge during the duration of their courses. This suggests that students do not necessarily need to take Internet skills classes to learn the skills they will need as Internet or multimedia journalists.

That being said, similar caveats that were detailed above concerning gains in computer knowledge apply here. Similar to the problem with comparing computer knowledge before and after students took their particular class, the survey did not specifically ask students to rate how much Internet knowledge they gained from their particular course, only to measure their Internet knowledge before and after taking it. Many students check their e-mail or surf the Web daily. It is quite possible that many picked up additional Internet knowledge outside of their class.

Additionally, students were only surveyed once. They did not have an opportunity to assess their Internet knowledge before they started their class. Had they been given that opportunity, students might well have rated their initial Internet knowledge significantly higher or lower than they ended up doing.

As with the computer-knowledge portion of the survey, the survey relied on students' own assessments of their Internet knowledge. The survey did not give them any guidance as to how to rate their Internet skills, nor did it provide any way of verifying students' assessments by

comparing them with a normative scale. Thus, it is impossible to tell from the survey if one

student's reported one-point gain in Internet knowledge is equivalent to another student's

reported one-point gain. Nor does the survey tell whether a student who reports his or her

Internet knowledge to be a 3 on the five-point scale has the same basic skills and knowledge as

another student who reports his or her knowledge to be a 3 also.

Finally, the survey asked students to rate their Internet knowledge, not their skills. While

knowledge implies a certain level of skills, the two concepts are not necessarily equivalent. A

student might know where to find all the best news sites on the Web, for instance, without

knowing how to create a Web page. The survey did not delineate between skills and knowledge,

and the analysis above assumes that skills and knowledge are roughly equivalent.

*Reasons for Taking a Course*

In Question 5, students were asked why they decided to take the Internet-related course in

which they were enrolled. The question was open-ended: students were able to fill in their own

reasons. The question did not specify how many reasons the students could list. Some students

gave only one reason; others listed as many as three.

Most students only gave one answer to Question 5. Of the 77 survey respondents, only 26

gave more than one answer, and seven gave three answers.

The students' answers were grouped into six categories (see Table 12):

1. *Curriculum requirements or scheduling reasons.* This was the most popular answer given

   on Question 5, comprising 37% of the total responses; more than 53% of respondents

   cited this answer as their reason for taking their course. Sample answers included, "It is

   required for my major" (J-105 News student), "I heard a rumor they weren't going to

offer this class in the fall" (J-351 Broadcast Research Applications student) and "I needed a class to fill in my schedule" (J-301 Internet Basics student).

2. *Desire to learn HTML or Web design.* This was the second most popular response to Question 5. Nearly 30% of survey respondents said they took their class to learn HTML or Web design; the answer comprised about 21% of all the responses to the question. Sample answers included, "My main reason for taking this course was to learn HTML/Web page basics" (J-301 Internet Basics student), "Gain more knowledge about Web presentation" (J-343 Electronic Photojournalism student) and "I wanted to create my own Web page" (J-369 Online Journalism student).

3. *Career or job skill development.* This was the third most popular reason respondents gave for taking their particular Internet course. About 18% of all the responses to Question 5 had to do with a desire to improve job skills or position oneself for a future career. More than one-quarter of all respondents gave this answer. Sample responses included, "This is definitely the future of journalism, so some experience in this field will be beneficial" (J-350 Broadcast News II student), "Online opportunities" (J-351 Broadcast Research Applications student) and "I knew it would be helpful to know … The job possibilities would get twice as big, I thought" (J-369 Online Journalism student).

4. *Interest in or desire to learn about the Internet.* This was another one of the more popular responses. This answer comprised about 16% of all survey responses; more than 22% of all respondents gave this as an answer. This category is considered to be distinct from the Web-design and HTML responses grouped above, because students who gave this answer often conveyed a desire for a general knowledge of the Internet and how to access it, rather than a desire to learn about Web-page building. Sample responses included,

"Because I was interested in learning more about the Internet" (J-369 student), "A lot of interest in the area" (J-351 student) and "Wanted to learn what was available on the Internet and how to access it."

5. *Interest in or desire to learn about computers.* A number of students took their classes out of a desire to have more experience with working on computers in general as opposed to the Internet or the Web. Six students, about 8% of all respondents, cited this as one of their reasons for taking their Internet course. The answer comprised about 6% of all responses. Samples included, "I thought it would be good for me to know more about computers and how photographers can use them" (J-343 student) and "General computer literacy" (J-301 student).

6. *Recommended.* Three students, about 4% of all respondents, said they took their particular class on the advice of others. This was the least popular answer, comprising less than 3% of the total responses. Sample responses included, "Advice from an advisor" (J-301 student) and "I heard it was a good course" (J-349 Broadcast News I student).

That so many students reported that their reasons for taking their Internet-related course related to a curriculum requirement or a scheduling reason could have been anticipated. Of the students who responded to the survey, 42% were enrolled in three classes—J-105 News, J-349 Broadcast News I or J-350 Broadcast News II—that were required by either the Journalism School or by the broadcast sequence. Nearly two-thirds of all the "scheduling or requirement reason" responses to Question 5 came from these students.

Thus, all 10 respondents from J-105 said they took that class because it was required. Eleven (92%) of the 12 respondents from J-349 and six (60%) of the 10 respondents from J-350 gave similar reasons.

Students in some of the other Internet courses also cited scheduling reasons for taking their particular class. Seven (58%) of the 12 J-351 respondents gave this answer, as did five (36%) of the 14 J-369 respondents.

But students had other reasons for taking their Internet classes, especially those courses that were not required by the Journalism School. As stated above, many wanted to learn HTML or to how to design Web pages. Taken as a whole, a plurality of respondents from the classes that focused on teaching Internet skills (i.e., the three sections of J-301, J-343, J-351 and J-369) took their particular class out of a desire to learn the basics of Web design. This answer comprised nearly 30% of the total responses from those classes; nearly 50% of the students in those classes gave "learning Web design" as their answer to Question 5.

Table 12

*Reason for Taking Internet-Related Course*

| Response | % Responding |
| --- | --- |
| Required/Needed credit/Scheduling | 53.25% |
| Learn HTML/Web design | 29.87% |
| Career/Job skill development | 25.97% |
| Interested in/Learn about Internet | 22.08% |
| Interested in/Learn about computers | 7.79% |
| Recommended | 3.90% |

*Note*. Students could give more than one answer; total does not add up to 100%.

In addition to learning Web design, many survey respondents took their Internet course to learn more about the Internet in general. As with the desire to learn Web design, the desire to learn more about the Internet was especially prevalent in the Internet skills classes, with 31% of the respondents from those classes citing this as their answer. "Desire to learn about the Internet" comprised nearly 19% of all the responses to Question 5 among these students. [43]

That so many students took their particular classes out of a desire to learn more about the Internet or Web design bodes well for imparting Internet and multimedia skills. Students tend to perform better when they are motivated by a desire to learn the material taught in their class.

The timing of this survey might have factored into the popularity of this response to Question 5. In the spring of 1997, the Internet as a mainstream phenomenon was still a relatively new thing. With Internet access much more ubiquitous today, students may well enter college or graduate school much more knowledgeable of the Internet than they did five years ago (Lenhart, Rainie & Lewis, 2001). And consequently, they may show less interest in or desire to learn about the Internet than their earlier counterparts.

A significant portion of respondents took their particular class to gain job skills or to prepare themselves for a possible career. Nearly 38% of the students in the Internet skills-focused classes and three (9%) of the students in the Internet-related classes gave this as an answer to Question 5. The answers suggest that students interested in a career in Internet journalism turned to a variety of courses to explore it, but predominantly to the Internet skills classes.

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[43] In contrast, many of the students taking the required, Internet-related classes expressed frustration about the Internet component to their courses or a lack of understanding about why they were required to learn about the Internet. "For some reason, the Internet is lumped in with broadcast and I really have no desire to learn about this in the future," one J-350 Broadcast News I student wrote. In response to a later question in the survey, one J-350 Broadcast News II student wrote, "Learning about the Internet should be left up to those of us who WANT to learn about it and have taught ourselves . . . Your basic broadcast I—your intro into the world of TV and radio—should be about teaching the BASICS [emphasis in original] of those fields".

Among all classes, the survey respondents from J-369 Online Journalism and the first section of J-301 Internet Basics cited "career development" most frequently as one of their reasons for taking their particular class. More than 57% of the J-369 respondents gave this answer, and 60% (three of the five) respondents from J-301, section 1, gave this answer.

Again, this response was not particularly surprising. As the new medium for journalism, the Internet was entering a boom in hiring in 1997. Not only were traditional newspapers hiring journalists to work on their newly created Web sites, but also a host of new online publications such as MSNBC.com, Salon, Slate, APBNews.com and CNET News.com were starting up. Students with Internet skills had the opportunity to get better paying jobs in bigger cities with larger publications than their non-Internet skilled colleagues.[44]

While this may have served as motivation for students to take Internet classes and learn Internet and multimedia skills, it remains to be seen whether this will continue in the future.[45]

Finally, six (7%), of the respondents said they took their particular course because they wanted to learn more about computers. Five of these responses came from the Internet skills classes, meaning that 11% of the students in those classes gave "learning about computers" as a response to Question 5.

Combining the results from the first two questions with those of Question 5, a significant portion of students seemed to have little computer knowledge prior to taking their particular

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[44] The experiences of Missouri School of Journalism alumni support this. Despite having little journalism background prior to graduate school, the researcher became an online editor at the *San Jose Mercury News* after leaving Columbia. Another student with prior experience became a reporter for *MSNBC.com*. Another colleague started off at the *Detroit Free Press* working in both the sports and online departments. In contrast, a graduate student who focused on the broadcast sequence started off at a broadcast news bureau in a small town in Kansas. Another graduate student who was in the editorial sequence got a job as a reporter at a newspaper in Peoria, Ill.

[45] With the cooling of the economy, the fortunes of many of these companies dropped. Overall, tens of thousands of dot-com employees were laid off, and with the fall in online advertising, online publications were hit especially hard (Challenger, Gray & Christmas, 2002; "U.S. Challenger," 2002). Publications such as *APBNews.com* (Naraine, 2001) closed. Others, such as *Salon* (Ybarra, 2003), *CNET* (Francisco, 2003) and *KnightRidder.com* (Hansen, 2000) laid off staff.

Internet course and seemed to be taking their course specifically to gain that knowledge. On average, the students who answered "computer knowledge" to Question 5 rated themselves a 2 in initial computer knowledge. Three of the students were enrolled in one class: the third section of J-301 Internet Basics. The other three students were in J-343 Electronic Photojournalism, J-349 Broadcast News I and J-351 Broadcast Research Applications.

That a significant portion of students took their courses because they felt they needed to know more about computers may argue for the creation of a course devoted to computer training or the formal incorporation of basic computer skills into J-301 Internet Basics or one of the other courses. Teaching students advanced or even basic Internet skills is difficult if they do not know the basics of using a computer or common software programs. The problem with teaching such skills in the context of another class is that other students who already have those skills can have their learning impaired. Taking the time to teach basic computer skills takes away time to teach the Internet and multimedia skills for which other students enrolled in their course.

Again the low overall response rate to the survey and the inherent bias of a mail-response survey affects how the answers to Question 5 might be interpreted. Students who did not respond to the survey may have had reasons other than those detailed here for taking their particular course.

Additionally, the wording of the question might have affected the outcome. If the survey had asked students what they hoped to gain from their particular course when they enrolled in it, the answers might have been more informative. Fewer students might have given the scheduling-related answer and more might have given Internet- or journalism-related answers.

Finally, because the question was open-ended, answers did not fit into definite categories, as they did with the previous four questions. Instead, many students' answers were open to

interpretation. Other researchers might have categorized the answers differently or may have placed answers in different categories.

*Skills Mastered*

Question 6 asked what skills students felt they "mastered" through taking their Internet-related course. Like Question 5, Question 6 was an open-ended question. Students were able to give any response they wanted to the question and were able to give as many answers as they wished. The question did not specify how many skills students could list; some students gave only one skill, while others listed as many as five.

Perhaps the most intriguing response to Question 6 was that students had not "mastered" any skills in their particular course. More than a quarter of all respondents gave that answer; the answer accounted for 14% of all responses to the question. That is probably not surprising, considering many of them were either taking entry level journalism classes such as J-105 News or were getting their first exposure to the Internet.

Interestingly, respondents from J-369, one of the more advanced Internet classes, were more likely to say they had not mastered any skills than students in other classes. Half of the students in J-369 gave that response; the answer counted for a third of all responses to Question 6 from J-369 students.

The word "mastered" was used in Question 6 after consulting with the project committee. The idea was to narrow the range of responses and to try to figure out what skills the courses were teaching exceedingly well. It was assumed that students learn many things in their classes, but master few of them.

Despite this assumption, many of the respondents who said they had not "mastered" any skills went on to list skills they learned in their particular course, complicating the results of the

survey. Only six, or 30%, of the 20 students who said they had not mastered any skills listed that as their only response to Question 6.

To make tabulating the responses to this question easier, the response "did not master anything" was treated as a separate and individual response to Question 6 (see Table 13). If a student who said he or she did not master any skills went on to list other skills he or she learned in the class, the researcher included those answers as separate responses to the question. So a student could say he or she did not master anything, but could still be counted in the survey as if he or she mastered several skills.

Table 13

*Skills Mastered*

| Response | % Responding |
| --- | --- |
| HTML/Web page building | 66.23% |
| Basic Net skills | 27.27% |
| Web search/navigation | 20.78% |
| Image manipulation | 16.88% |
| Video/Audio production | 15.58% |
| Reporting/Writing skills | 11.69% |
| Nothing/N/A | 25.97% |

*Note*. Students could give more than one answer; total does not add up to 100%.

This, of course, could weaken the results, because it mixes answers from students who said they had not mastered any skills with those who ostensibly did. But as a number of students pointed out, it is difficult to "master" anything in the course of a semester. Even those students

who listed skills sometimes gave answers that indicated that they had not fully mastered those particular skills.[46]

One could argue that students who did not feel like they mastered any skills, but nevertheless mentioned skills they learned, felt as confident in their proficiencies in those skills as those students who made no such caveats about their knowledge.

To try to address this issue, the results below note what the outcome would have been if the students who said they had not mastered anything were excluded (see Table 14).

Most students listed at least two responses to Question 6. Of the 77 survey respondents, 45, or 58%, listed at least two responses. Fourteen people, or 18%, listed three or more responses.

Table 14

*Skills Mastered, Revised*

| Response | % Responding |
| --- | --- |
| HTML/Web page building | 71.93% |
| Basic Net skills | 35.09% |
| Web search/navigation | 26.32% |
| Image manipulation | 19.30% |
| Video/Audio production | 14.04% |
| Reporting/Writing skills | 12.28% |

*Note*. Students could give more than one answer; total does not add up to 100%.

Data excludes answers from students who said they did not master any skills.

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[46] One J-349 student, for instance, said he "gained some experience in working with digital audio." His answer was counted among those students who said they "mastered" video or audio production skills.

Excluding students who said they did not master any skills, 31, or 54%, of the 57 respondents listed at least two skills mastered. Meanwhile, 10 respondents, or 18%, listed three or more skills.

Answers to Question 6 were grouped into seven categories:

1. *HTML and Web building skills.* This was the most popular answer cited for Question 6, not only among respondents as a whole, but also among respondents in both the Internet-related and Internet skills classes. Nearly two-thirds of all survey respondents listed Web building skills as one of their answers to Question 6; the answer comprised nearly 36% of all responses to the question. Excluding students who said they had not mastered any skills, 72% of respondents said they mastered Web building skills; the answer accounted for 40% of all responses. Sample responses included, "I'm pretty comfortable with my basic HTML abilities" (J-301, section 1 student), "I became an HTML whiz and even learned scripting" (J-343 student) and "I am an HTML (expert)" (J-349 student).

2. *Basic Internet or computer skills.* This was the second most popular group of responses overall to Question 6, with many students saying they learned basic computer skills or how to use e-mail, FTP, the Usenet and other Internet features as a part of their particular course. These responses comprised nearly 15% of all answers to Question 6; about 27% of respondents listed Internet or computer skills as one of their answers to the question. Excluding students who said they had not mastered any skill, 35 of respondents said they mastered basic Internet skills; such answers comprised about 20% of all such responses. Among the answers: "I have learned a lot about e-mail through this course. Before this class I had never used it before" (J-105 student), "How to use different (software) at the same time," (J-301, section 3 student) and "How to FTP things to others."

3.  *Web search and navigation skills.* Many students said they learned how to search for and find information online. More than 20% of all respondents gave this answer; the response comprised more than 11% of all answers to Question 6. Excluding students who did not master any skills, more than a quarter of respondents said they mastered Web navigation skills, and the answer accounted for nearly 15% of responses. Sample answers included, "How to find info on the Web fast" (J-301, section 2 student), "Finding good resources" (J-350 student) and "I've gotten better at finding weird stuff on the Net that helps me as a journalist."

4.  *Image/graphics manipulation skills.* About 17% of the respondents said they learned how to prepare photographs for the Web as a part of their particular class. The answer comprised about 9% of all the answers to Question 6. Setting aside students who said they had not mastered any skills, nearly 20% of respondents said they mastered image manipulation skills, and the answer accounted for more than 10% of all responses. Sample answers included, "I can pull a picture from someone else's page and put it on mine. Also learned the art of taking a digital photograph" (J-369 student), "I feel very comfortable with how to design . . . graphics" (J-351 student), "Photoshop" (J-343 student).

5.  *Audio or video production skills.* Twelve respondents—all in the Internet courses offered by the broadcast sequence (J-349, J-350 and J-351)—said they learned how to work with audio and video as a part of their course. This response comprised about 9% of all the answers to Question 6; about 16% of all survey respondents gave this answer. Excluding students who said they had not mastered any skills, 14% of respondents said they mastered audio or video production skills; the answer comprised 8% of all responses to

the question. Sample responses included, "shooting and editing video" (J-349 student), "a better grasp of placing audio and video on the Web" (J-350 student) and "the only skill that I hadn't known how to do before was to put video and audio on the Web" (J-351 student).

6.  *Reporting and writing skills.* Although this was the least popular response overall to Question 6, it was the second most popular response among students in the required, Internet-related courses (J-105 News, J-349 Broadcast News I and J-350 Broadcast News II). Nine, or 28%, of the students in those courses said they had learned reporting and writing skills in their particular course. All but one of those answers came from students in the entry-level journalism class J-105. None of the respondents in the Internet skills classes gave this as an answer to Question 6. Excluding students who said they had not mastered any skills, 12% of respondents said they mastered reporting and writing skills in their course; the response accounted for 7% of all responses to the question among these respondents. Sample responses included, "Interviewing, concise writing, little stupid grammar rules" (J-105 student) and "Online reporting" (J-350 student).

7.  *Nothing or no skills.* As previously mentioned, many students took issue with the question of whether they "mastered" any skills in their particular course. About 26% of the survey respondents said they had not mastered any skills at all; that answer comprised about 14% of all responses to Question 6. Examples included: "I am not sure that I mastered anything in this class" (J-343 student), "I have not mastered anything. In order to be a master you must have years of training" (J-349 student) and "I wouldn't say I have mastered any particular skill" (J-369 student).

That so many respondents said they "mastered" HTML or Web building skills is an indication that the Journalism School's Internet classes were doing a good job teaching students the basics of creating a homepage or working on the Web.

As might be expected, the large majority of respondents in the Internet skills classes said they learned Web building skills. Not only did 82% of respondents from those classes say they learned such skills, but also the answer comprised 43% of all such responses to Question 6 (see Table 15).

Table 15

*Skills Mastered, per Type of Class*

|  | % Responding, | |
| --- | --- | --- |
| Response | Skills classes | Related classes |
| HTML/Web page building | 82.2% | 43.8% |
| Basic Net skills | 26.7% | 28.1% |
| Web search/navigation | 28.9% | 9.4% |
| Image manipulation | 20.0% | 12.5% |
| Video/Audio production | 6.7% | 28.1% |
| Reporting/Writing skills | 0.0% | 28.1% |
| Nothing/N/A | 26.7% | 25.0% |

*Note*. Students could give more than one answer; total does not add up to 100%.

Excluding students who said they had not mastered any skills, 88% of respondents from the Internet-skills classes said they "mastered" HTML. The answer comprised 51% of all answers among these respondents (see Table 16).

Among the individual Internet skills classes, the portion of students who said Web building was one of the skills they mastered in their course ranged from two-thirds of the respondents in the second section of J-301 to 100% of the respondents from both J-343 and J-351.

Table 16

*Skills Mastered, per Type of Class*

| | % Responding | |
| --- | --- | --- |
| Response | Skills classes | Related classes |
| HTML/Web page building | 87.9% | 45.8% |
| Basic Net skills | 30.3% | 33.3% |
| Web search/navigation | 27.3% | 12.5% |
| Image manipulation | 18.2% | 16.7% |
| Video/Audio production | 9.1% | 20.8% |
| Reporting/Writing skills | 0.0% | 29.2% |

*Note*. Students could give more than one answer; total does not add up to 100%. Data excludes students who said they did not master any skills.

If students that said they did not master any skills are excluded, responses ranged from two-thirds of respondents from the second section of J-301 who said they mastered Web building skills to 100% of respondents from J-343, J-351, J-369 and the third section of J-301.

What might be surprising is that among students in the Internet-related classes "Web building" was also the most frequently cited answer to Question 6, which asked students what skills they mastered in their particular course. Some 44% of respondents from those classes said

they learned Web building skills. The answer comprised nearly 26% of all Question 6 responses among those students, outpacing responses such as "reporting and writing skills" and "audio and video production skills."

Excluding students in the Internet-related classes who said they did not master any skills, about 46% of respondents said they mastered HTML or Web building skills. The answer comprised about 29% of the total responses to Question 6 among these students.

Within the Internet-related classes, the percentage of students that listed Web building as one of the skills they learned ranged from 10%, or one response, in J-105 to 70%, or seven responses, in J-350.

Leaving aside those students who said they did not master any skills, the portion of respondents who said they mastered Web building skills in the Internet-related classes ranged from 1 student respondent, or 13% of the respondents, in J-105 to 5 students, or 71% of the respondents, in J-350.

Many survey respondents said they learned other Internet and multimedia skills besides HTML. More than a fifth of all respondents said they learned how to search or navigate the World Wide Web. Meanwhile, more than a quarter of all respondents said they learned how to use the Usenet and such basic Internet programs as FTP and e-mail.

Leaving out students who said they did not master any skills, 35% of students said they mastered basic Internet skills, while 26% said they mastered Web searching skills. Those answers comprised 20% and 15%, respectively, of all responses to Question 6 among these students.

Looking at the two sets of classes—i.e., Internet-skills focused and Internet-related—the percentage of students in the Internet-skills classes that said they learned Web-searching skills

was more than triple that of the students in the Internet-related classes. But both sets of classes seemed to teach the basic Internet skills such as FTP and e-mail equally well, with similar proportions of students in those classes saying they had learned those skills.

Comparing the two groups of classes but excluding from them students who said they did not master any skills, the portion of respondents from the Internet-skills classes that said they mastered Web-navigation skills was more than double the portion of respondents that gave that answer from the Internet-related classes. Nearly a third of respondents in both sets of classes said they mastered basic Internet or computer skills in their course.

Respondents from the J-301 classes cited these two sets of skills in response to Question 6 more frequently than other students. Five of the six respondents from the second section of J-301, for instance, said they learned some basic Internet skills. Meanwhile, three of the five respondents from the first section of J-301 said they learned Web-searching skills.

If students who said they did not master any skills are excluded, students in several of the classes cited these skills in relatively high proportions. More than 40% of the respondents from both J-349 and J-350 said they mastered basic Internet skills. Nearly 45% of the students in J-351 said they mastered Web navigation skills.

Interestingly, students in two of the more advanced Internet-skills classes cited Web search and basic Internet skills far less frequently than the J-301 respondents. None of the J-369 respondents said they learned basic Net skills in their classes. Only one respondent from that class reported learning how to search the Web.

While a sizeable portion (4 or 33%) of J-351 respondents said they learned Web-searching skills, just one respondent reported learning basic Internet skills.

Excluding students who said they did not master anything, none of the J-369 respondents said they mastered either basic Net skills or Web navigation skills. None of the J-351 students said they mastered basic Internet skills.

Taken together, these responses could indicate that the J-301 Internet Basics courses did a better job of giving students a wide exposure to Internet skills than the more advanced Internet classes. But it could also mean that many of the students in the more advanced classes had already mastered Web searching and basic Internet skills by the time they enrolled in their particular Internet class.

Part of the problem with Question 6 is that the wording of the survey may have affected students' responses. The purpose of the survey was to assess how well the Journalism School's Internet courses were doing with teaching Internet and multimedia skills to students. Reflecting this, the title of each survey students received was "J-School Internet Student Survey." The assumption was that because all of the courses surveyed taught or touched on Internet skills, students would only list those skills in response to Question 6.

But the wording of Question 6 did not specify that students should name only Internet skills. Instead, the question simply asked which "skills" they mastered. For students in the Internet-skills classes, this distinction does not seem to have made much of a difference. The students were being taught Internet skills; thus, that is what the respondents said they learned.

But many students in the Internet-related classes said they learned such non-Internet skills as reporting and writing skills. It is impossible to determine what portion of students in those classes felt they should just list the Internet skills they learned or felt they should list all skills they learned. [47]

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[47] For instance, a student who interpreted the question to mean that he or she list all skills, including non-Internet ones, might still have listed HTML as the only skill he or she learned. On the other hand, a student who

The wording of the question becomes more critical when considering students who said they learned audio and video production skills in their classes. The broadcast classes have traditionally taught these skills, but not in the context of preparing audio for the Internet. Only five of the 12 students who said they learned audio or video skills specified that they learned how to put these files on the Internet.[48] Another four students said they learned how to work with digital audio or video files, a precondition for putting such files on the Internet.[49] Three students did not specify whether their audio or video skills were related to the Internet.[50]

As with the other questions in the survey, Question 6 may have suffered from a lack of survey respondents. Because of the mail-survey response bias, the group of survey respondents is not necessarily representative of the population of students that were taking the Journalism School's Internet classes, and the answers grouped above do not necessarily represent all the skills learned by students in those classes. Additionally, if all students in those classes had responded to the survey, the portion of students giving each particular answer to Question 6 might have changed.

Data from this question also could have a similar problem as data from Question 5. Because the question was open-ended, answers did not fit into definite categories. Instead, many students' answers were open to interpretation, and therefore it is possible that other researchers might have come up with shorter or longer lists of categories. Other researchers may also have placed particular answers within different categories.

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interpreted the question to mean that he or she should list only Internet skills might have listed just HTML, even though he or she also learned reporting and writing skills. Both students would have listed the same answer to Question 6, but they might have meant different things.

[48] One J-350 student said he mastered the art of "transferring audio/video to Internet."

[49] One J-351 student said he mastered "digital (computer) video and audio editing."

[50] One J-349 student said she mastered "shooting and editing video."

*Skills Lacking*

Question 7 asked students what "computer, Internet or multimedia skills or experiences" they felt they lacked after taking their particular Internet course. As with the previous two questions, Question 7 was open-ended. Students could list as many skills or experiences as they wanted in response to it (see Table 17). Survey respondents listed up to three skills they felt they still needed. Ten respondents, or 13%, either listed no answer to Question 7 or said they did not feel like they needed to learn any more skills.

Table 17

*Skills Lacking*

| Response | % Responding |
| --- | --- |
| Advanced HTML/Web design | 22.1% |
| Audio/video producing | 18.2% |
| More practice | 18.2% |
| General Internet skills/knowledge | 15.6% |
| Advanced computer knowledge | 13.0% |
| Basic HTML | 10.4% |
| Image/graphics manipulation | 10.4% |
| Using Web for journalism | 6.5% |
| Design | 6.5% |
| Basic computer knowledge | 2.6% |
| None/N/A | 13.0% |

*Note*. Students could give more than one answer. Total does not add up to 100%.

Most students only gave one answer to Question 7. Of the 67 survey respondents who listed skills or experiences they felt they lacked, 24, or 36%, listed more than one skill or experience and just four, 6%, gave three answers. No student gave more than three answers to Question 7. Of the students who said they did not feel they lacked any skills or experiences, none went on to list any skills they were interested in learning (see Table 18).

Table 18

*Skills Lacking, Revised*

| Response | % Responding |
| --- | --- |
| Advanced HTML/Web design | 25.4% |
| Audio/video producing | 20.9% |
| More practice | 20.9% |
| General Internet skills/knowledge | 17.9% |
| Advanced computer knowledge | 14.9% |
| Basic HTML | 11.9% |
| Image/graphics manipulation | 11.9% |
| Using Web for journalism | 7.5% |
| Design | 7.5% |
| Basic computer knowledge | 3.0% |

*Note*. Students could give more than one answer; total does not add up to 100%.

Data excludes students who did not list any skills.

Responses to Question 7 were grouped into 10 categories:

1. *Advanced HTML or Web design skills.* Many students felt they lacked skills or experiences with such Macromedia programs as Flash, Shockwave or Director that are used to make more dynamic Web pages. Other students felt they needed help with porting databases or maps to Web sites. Of all survey respondents, 22% said they lacked such advanced Web skills. This group of answers comprised 16% of all the responses to Question 7, making it the most popular answer. Excluding those students who said they did not lack any skills, 25% of respondents said they lacked advanced Web-design skills, and the response comprised 18% of their responses. Sample answers included: "HTML language—more in depth anyway" (J-105 student), "I would like to have knowledge of interactive forms, from which a person may order something via the Web" (J-301, section 1 student), and "Shockwave and all the other programs everyone keeps talking about are a blank to me" (J-369 student).

2. *Audio- or video-production skills.* About 18% of all students listed audio- or video-production skills among the skills they lacked. This group of skills accounted for 13% of all the answers to Question 7. Excluding students that did not list any skills in response to the question, 21% of respondents said they lacked audio or video production skills. This category of answers comprised 15% of all responses to the question among those respondents. Sample answers included: "We didn't learn about video or sound on Web pages" (J-301, section 1 student), "Putting audio and video on homepages is probably the big thing" (J-349 student) and "I still am not that adept at using video and audio" (J-351 student).

3. *More practice.* Many students said the experience they lacked was simply more practice with the skills they learned in their Internet course. About 18% of all students gave this

response to Question 7, tying it with "audio and video production skills" as the second most popular answer to the question. The answer comprised 13% of all responses to the question. Setting aside students who did not list any skills, more than one-fifth of respondents said they needed more practice. The answer accounted for 15% of all responses among these students. Sample responses included: "More HTML practice. I still feel like I don't know everything there is to know" (J-301, section 1 student), "Well it never hurts to have as many (skills) as possible" (J-349 student) and "Just need more practice and more opportunity to program" (J-351 student).

4. *General Internet or online skills or knowledge.* Some students said they still lacked Web searching or research skills or knowledge of such Internet applications as FTP and the Usenet. Among all survey respondents, 16% gave a response from this group of answers to Question 7; their responses comprised 11% of all answers. Excluding students who did not list any skills under Question 7, 18% of respondents said they lacked general Internet or online skills. Their responses comprised 13% of all the responses to Question 7 among these students. Samples answers included: "Lexis/Nexis, researching—how to quickly find what I want on the Internet" (J-105 student), "I still need to improve my skills on running a search on the Net. Whenever I try to find something, I can never find it" (J-301, section 2 student) and "More about discussion groups and newsgroups; more about FTPing [*sic*]" (J-301, section 2 student).

5. *Advanced computer knowledge.* This response was similar to the "advanced Web design" answer. Many students felt they needed to learn more computing skills, especially scripting languages such as Java and Perl that are commonly used on the Web. Among all survey respondents, 13% listed advanced computer knowledge as a response to Question

7; their answers comprised 10% of all responses to the question. Excluding students who listed no skills or experiences under Question 7, 15% of students said they lacked advanced computer knowledge. The answer comprised 11% of their responses to the question. Among the answers grouped in this response were: "I would still like to know … how to use Java" (J-301, section 1 student), "I feel I need to learn … Web server strategies" (J-343 student) and "It would be useful to learn Java or Perl" (J-369 student).

6. *Basic HTML or Web design skills.* Several students said they were still lacking basic HTML or Web design skills after taking their particular Internet course. Among all survey respondents, 10% gave this answer to Question 7. The "Basic HTML or Web design skills" answer accounted for 8% of all responses to the question. Leaving aside students who listed no skills under Question 7, 12% of respondents said they lacked basic HTML or Web design skills. The answer comprised 8% of the responses of these students. Sample answers included: "I need to know more about setting up my own Web page" (J-349 student), "A better explanation of HTML. Mike McKean gave a brief overview of commands to use, but not a thorough explanation" (J-350 student) and "I can't do much on my home page without instructions right there in front of me, which is kind of frustrating" (J-351 student).

7. *Image- or graphics-manipulation skills.* Some students felt they still lacked the ability to work with images or design graphics after taking their particular Internet course. About 10% of respondents listed this as an answer for Question 7; responses in this category comprised 8% of all answers to the question. Leaving out students who did not list any skills they lacked, 12% of respondents said they lacked image- or graphics-manipulation skills. The response comprised 8% of the answers to Question 7 among these students.

Responses included: "I'm interested in making cool graphics for the Internet" (J-301, section 2 student), "Better photo knowledge" (J-343 student) and "I'm not quite sure how to use Photoshop or how to create graphics" (J-350 student).

8. *Knowledge of how to use the Web for journalism.* Five students said they felt like they needed more instruction in how the Internet and journalism fit together. These students comprised 7% of all survey respondents and 8% of all respondents who listed skills in response to Question 7. Their answers comprised 5% of all responses to the question. Among their responses were: "I definitely could use an Internet ethics and law class just to be more familiar with citing a source from the Web" (J-105 student), "How the Internet can be useful to journalists" (J-349 student) and "I would like to have heard someone talk about how the Web is being used in the newsroom or had more discussions on how Web publications can break stories" (J-351 student).

9. *General design skills.* Five students said they lacked general design sensibilities or knowledge of how to use page-layout programs. These students comprised 7% of all survey respondents and 8% of all respondents who said they lacked certain skills. Their answers accounted for about 5% of all answers to Question 7. Among their responses: "I'd like to know how to put together sound, video and photographs into a user friendly, interactive and communicative sequence" (J-301, section 3 student), "Would like more experience with advanced layout techniques" (J-350 student) and "I still need to master Quark and Illustrator" (J-369 student).

10. *Basic computer knowledge.* Two students said they still lacked basic computer skills after taking their particular Internet course. The students represented 3% of all the students who responded to the survey and of the students who actually listed skills under Question

7. Their answers comprised 2% of all responses to the question. Their responses were: "If I knew more, I'd be able to fix my computer from time to time" (J-350 student) and "Learning to fix machines when they freeze up or freak out" (J-369 student).

11. *No skills.* Ten students either did not respond at all to Question 7 or said they did not lack any skills, making it one of the more popular responses to the question. This group of responses comprised 10% of all responses to Question 7. Sample answers included: "I don't really feel I need any other skills" (J-301, section 1 student), "None. That is the problem with 349. It shouldn't be about the Internet" (J-349 student) and "I think I'm OK. Yup, I'm OK" (J-351 student).

By dividing the Internet classes into Internet-skills classes and Internet-related courses, one can get a picture of where different groups of students felt they still needed to go with their Internet skills (see Table 19). Respondents from the two sets of courses had quite different ideas about what skills they lacked after taking their particular course.

Among students in the Internet-skills classes, for instance, the most popular response to Question 7 was advanced HTML or Web design skills. More than 27% of all respondents in those classes said they still needed to learn advanced Web design after taking their particular class. Not including those students who listed no skills in response to Question 7, more than 30% of respondents in those classes said they were lacking advanced HTML or Web design skills (see Table 20).

Looking at the individual Internet-skills classes, the portion of respondents who said they lacked advanced Web design skills ranged from 8% of respondents from J-351 to all three, or 100%, of the respondents from J-343. Excluding students who did not list any skills, the percentages ranged from 11% of respondents from J-351 to 100% of J-343 respondents.

Table 19

*Skills Lacking, per Class Type*

| | % Responding | |
| --- | --- | --- |
| Response | Skills classes | Related classes |
| Advanced HTML/Web design | 26.7% | 15.6% |
| Audio/video producing | 20.0% | 15.6% |
| More practice | 24.4% | 9.4% |
| General Internet skills/knowledge | 8.9% | 25.0% |
| Advanced computer knowledge | 15.6% | 9.4% |
| Basic HTML | 4.4% | 18.8% |
| Image/graphics manipulation | 11.1% | 9.4% |
| Using Web for journalism | 2.2% | 12.5% |
| Design | 6.7% | 6.3% |
| Basic computer knowledge | 2.2% | 3.1% |
| None/N/A | 17.8% | 6.3% |

*Note*. Students could give more than one answer; total does not add up to 100%.

The "advanced Web design" response was also a popular one among those students who were enrolled in the Internet-related courses, but not to the degree it was in the Internet-skills classes. Among survey respondents from the Internet-related courses (J-105, J-349 and J-350), 16% said they lacked advanced Web-design skills. Excluding those students who did not list any skills under Question 7, 17% of respondents in these classes said they lacked skills involving advanced HTML or Web design.

Table 20

*Skills Lacking, per Class Type, Revised*

| | % Responding | |
|---|---|---|
| Response | Skills classes | Related classes |
| Advanced HTML/Web design | 32.4% | 16.7% |
| Audio/Video producing | 24.3% | 16.7% |
| More practice | 29.7% | 10.0% |
| General Internet skills/knowledge | 10.8% | 26.7% |
| Advanced computer knowledge | 18.9% | 10.0% |
| Basic HTML | 5.4% | 20.0% |
| Image/graphics manipulation | 13.5% | 10.0% |
| Using Web for journalism | 2.7% | 13.3% |
| Design | 8.1% | 6.7% |
| Basic computer knowledge | 2.7% | 3.3% |

*Note*. Students could give more than one answer; total does not add up to 100%. Excludes students who did not list any skills.

As with the Internet-skills classes, the proportion of students within the different Internet-related classes who said they lacked advanced Web design skills varied. While just one student in J-105 and another in J-350 said they lacked such skills, representing 10% of survey respondents from those two classes, three students, or 25% of respondents, in J-349 said they lacked such skills.

Thus, students in the Internet-skills classes seemed to feel a much greater need for advanced HTML skills than students in the Internet-related classes. One possible explanation for this difference could be the career interests of the particular students in the Internet-skills classes compared with the interests of those enrolled in the Internet-related classes. Most of the students in the Internet-related courses were enrolled in classes required by the broadcast department. Both J-349 and J-350 are integral parts of the broadcast sequence. Many of the students enrolled in those classes presumably felt they did not need more HTML or Web training to prepare them for jobs in broadcast journalism.[51]

Part of the difference also could be that the Internet-skills classes did a better job than the Internet-related classes of teaching basic Web design and thus preparing students to learn more advanced skills. About 19% of survey respondents from the Internet-related classes said they lacked basic Web design skills. Excluding students who did not list any skills under Question 7, one-fifth of respondents from the Internet-related courses said they still needed basic Web design skills. Among the Internet-related courses, students in the J-105 class most frequently said they still lacked basic HTML skills, with 30% of respondents giving that answer to Question 7.

In contrast, students in the Internet-skills classes were much less likely to say they still lacked basic Web design skills after taking their particular course. Just two, or 4%, of all the survey respondents from those courses said they lacked basic HTML skills. Even if those students who did not list any skills under Question 7 are excluded, the two respondents from the Internet-skills classes who said they lacked basic Web design skills represent just 5% of such

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[51] Several students stated as much. "I'm confused by the need to include (Internet skills) in broadcast," one J-350 student wrote.

students. One of the students who lacked basic Web design skills was enrolled in J-351; the other was in J-369.[52]

The most popular answer among students in the Internet-related courses was that they lacked general Internet or online knowledge. A quarter of all survey respondents in these classes said they lacked general Internet skills. Leaving out students who did not list any responses to Question 7, nearly 27% of respondents from the Internet-related courses said they lacked general Internet skills.

Students in J-105 weighed in heavily here, with 60% of respondents from the class saying they lacked general Internet skills after taking it. The response rate in J-349 and J-350 was much lower, with just 9% and 11%, respectively, of survey respondents from those courses saying they lacked general Internet skills.

In contrast to the Internet-related classes, a much smaller portion of students in the Internet-skills classes said they lacked general Internet skills. Just 9% of all survey respondents from those classes said they lacked such skills. Excluding students who did not list any skills in Question 7, 11% of respondents from these classes said they lacked general Internet skills.

One-third of survey respondents from the second section of J-301 said they lacked general Internet skills. But none of the students in J-343, J-351 or the first section of J-301 said they lacked such skills.

These results could indicate that the Internet-skills classes as a whole did a better job of imparting general Internet skills than the Internet-related classes. Alternatively, and more likely, it could be true that a greater proportion of students in the Internet-skills classes already had

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[52] The results of this question stand somewhat in contrast to the results of Question 4, which asked students to rate their Internet knowledge after taking their particular course. Students in the Internet-related courses on average generally reported similar levels of Internet aptitude following their course as students from the Internet

general Internet knowledge prior to taking their course than students in the Internet-related

classes. Six, or 75%, of the students in the Internet-related class who said they lacked general

Internet skills came from the J-105 class. J-105 is an introductory journalism class comprised

primarily of sophomore students. In contrast, the other classes surveyed were comprised largely

of upperclassmen and graduate students. Given this difference in age and schooling, respondents

from J-105 likely had less experience using the Web or tools such as Lexis/Nexis prior to taking

the class than did other survey respondents prior to taking their particular courses.

One other answer of note was that many students, especially in the Internet-skills classes,

felt that they needed more practice using the skills they learned. Nearly a quarter of all

respondents in the Internet-skills classes said they needed more practice in response to Question

7. Excluding students who did not list any skills or experiences, 30% of students in the Internet-

skills classes said they needed more practice.

The "more practice" answer was especially popular among respondents from J-351. More

than 40% of survey respondents from that class said that they needed more practice in response

to Question 7. Excluding students who did not list any skills, nearly 56% of students in J-351

gave that response.

Students in the Internet-related classes were much less likely to say they needed more

practice with the Internet or multimedia skills they learned. Just three students, or 9% of all

survey respondents in those classes, said they needed more practice. All three students were

enrolled in J-349.

These results could indicate that students in the Internet-related classes were more likely

to feel they received adequate time to practice their Internet or multimedia skills than their

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skills courses. The results of this question point again to the problem of having students rate themselves without use
of a normative scale.

counterparts in the Internet-skills classes. Or, again, the question could be indicative of the level

of interest each set of students had in developing their Internet skills. As stated above,

respondents from the Internet-skills classes were four times more likely than students in the

Internet-related classes to say that they were taking their particular class to explore a possible

career.

As with the responses to the other open-ended questions in this survey, the responses to

Question 7 were often open to interpretation.[53] Other researchers might have organized the

answers into more or fewer categories or placed individual answers into different categories.

The data from this question might also suffer from the low rate of responses to the

survey. Students who did not respond to the survey might have listed different skills that they

lacked that were not mentioned by survey respondents. The non-responding students also might

have listed their lacking skills or experiences in different proportions than did those who

responded to the survey.

*Forum for Teaching Additional Skills*

Question 8 asked students where they thought the Journalism School should teach the

additional skills or experiences mentioned in Question 7. Unlike the previous question, students

were asked to choose from five responses, one of which allowed them to fill in their own answer.

The question was designed with the thought that students would choose only one

response. However, the question did not instruct students to choose only one response. Five

students, or 6.5% of survey respondents, chose more than one answer to Question 5. In

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[53] One J-105 student, for instance, said he needed to learn "how to use different types of databases." This answer was placed in the category of general Internet skills or knowledge, but could have possibly been placed elsewhere or given its own category. Similarly, one J-369 student said he needed "to know more about advertising and marketing." His answer was grouped among those students who did not list any skills, because the question asked students to list Internet or multimedia skills. However, his answer could have been placed in its own category.

tabulating the data below, those responses have been combined with those from students who filled in their own response to Question 8 (see Table 21).

Another eight survey respondents, or 10%, did not give any response to Question 8. Half of these students also did not give answers to Question 7. Since Question 8 built on Question 7, a non-response to Question 7 would logically lead to a non-response to Question 8. Of course, it could be that some students simply did not reach the end of the survey. And of the 10 students who did not list any skills on Question 7, six of them gave an answer for Question 8. To address the issue of the non-respondents, both the percentage of all survey respondents who gave that answer and the percentage of respondents to Question 8 who gave that answer are noted below.

The possible choices listed in Question 8 for where the additional skills could be taught included:

1. *In a separate, elective course.* This was by far the most popular answer. Thirty students, representing nearly 40% of all survey respondents, said they wanted the additional skills taught in an optional course that was distinct from the one in which they were enrolled. Leaving aside the students who did not respond to the question, 44% of survey respondents gave this answer.

2. *Other (please specify).* Thirteen students, 17% of survey respondents, said they wanted the additional skills taught in a forum not listed above, making this answer the second most popular response to Question 8. Leaving aside students who did not respond to the question, 19% of survey respondents gave this response. Of those who answered "other," five listed some combination of the answers above as their response. The other eight gave their own answer to the question. Sample "other" answers included: "It is extremely like that this technology stuff is going to get more complicated, so it should probably just

build on itself. For example, J-301 (could be) a prerequisite for J-369" (J-301, section 1 student), "Need more Internet classes" (J-343 student) and "All of the above … Different people will want different experiences with the material" (J-349 student).

3. *In a separate, required course.* Another 11 students, 14% of survey respondents, said they would like to have the additional skills taught in a required course that was in addition to the one in which they were enrolled. Excluding students who did not answer Question 8, 16% of survey respondents gave this answer.

4. *In this particular course.* Ten, or 13%, of the 77 survey respondents said they wanted the additional skills taught in the particular Internet course in which they were enrolled. Not including students who did not respond to Question 8, 15% of survey respondents gave this answer.

5. *As part of a skills lab in an already required course.* This was the least popular answer to Question 8. Just five students, 7% of survey respondents, said they wanted the additional skills taught in a skills lab attached to one of their required courses. Excluding students who did not respond to the question, 7% of survey respondents gave this answer.

That a relatively large portion of students said they wanted the additional skills taught in a separate elective course is perhaps not surprising. Much of students' schedules is already filled with required coursework. Teaching additional skills in a separate, optional course would allow those most interested in gaining the skills to learn them without requiring other students to take part.

Table 21

*Preferred Forum for Learning Additional Skills*

| Response | % Respondents |
| --- | --- |
| In a separate, elective course | 43.5% |
| Other[a] | 18.8% |
| In a separate, required course | 15.9% |
| In this particular course | 14.5% |
| As part of a skills lab in an already required course | 7.2% |
| Total | 100.0% |

*Note*. Does not include students who did not answer Question 8.

[a]"Other" includes both students who marked "Other" on the survey and students who selected multiple answers.

This answer was especially prominent among students in the Internet-related classes (see Table 22). Half of the survey respondents from those classes said they thought additional skills should be taught in a separate elective course. Excluding students who did not answer Question 8, 55% of respondents said they thought additional skills should be taught in this manner. Among the Internet-related classes, a plurality of students in each class thought that the additional skills should be taught in a separate elective class.

Table 22

*Preferred Forum for Learning Additional Skills, per Class Type*

|  | % Responding | |
| --- | --- | --- |
| Response | Skills classes | Related classes |
| In a separate, elective course | 35.0% | 55.2% |
| Other[a] | 27.5% | 6.9% |
| In a separate, required course | 10.0% | 24.1% |
| In this particular course | 20.0% | 6.9% |
| As part of a skills lab in an already required course | 7.5% | 6.9% |
| Total | 100.0% | 100.0% |

Excludes survey respondents who did not answer Question 8.

[a]"Other" includes students who gave more than one answer.

The idea of teaching additional skills in this way was the most popular answer in the Internet-skills courses also. Some 31% of survey respondents from the Internet-skills classes said they wanted additional skills taught in a separate elective course. Excluding those students who did not respond to Question 8, 35% of respondents gave this answer.

Interestingly, though, respondents who thought the additional skills should be taught in a separate, elective class comprised a plurality in only one of the Internet-skills classes: J-351. In the other classes, survey respondents who had a different response to Question 8 outnumbered students who responded that additional skills should be taught in a separate, elective class.

Half, or three, of the survey respondents from the second section of J-301, for instance, did not answer Question 8, while two of the respondents chose the "separate, elective class"

answer. Of the three survey respondents from J-343, one student said additional skills should be taught in a separate, elective class while two students gave "other" as their answer.

But respondents from J-369 were the most likely to give an answer other than "separate, elective course" in response to Question 8. A plurality of respondents—six of the 14—in that class said the additional skills they mentioned in Question 7 should be taught in J-369 itself. Four of the six students thought J-369 should teach advanced HTML or computer knowledge. Meanwhile, other additional skills or experiences mentioned by those students included design concepts, basic HTML, audio and video production skills and more practice. In general, though, their answers indicate that many students expected more skills to be taught in J-369 than they learned.

While the J-369 respondents wanted the additional skills taught in their particular course, many of the respondents from the Internet-related courses thought the Journalism School should teach those skills in a separate, required course. About 22% of respondents in the Internet-related classes gave this answer. Excluding students who did not respond to Question 8, about 24% of respondents said they wanted the additional skills taught in a separate, required course.

Students in all three of the Internet-related courses said they thought additional skills should be taught in this manner. But based on their responses from Question 7, they differed on what skills should be taught. Of the seven students from Internet-related courses who thought additional skills should be taught in a separate, required class, three thought the skills that they lacked were audio and video production skills. Three students also said they wanted to know more about using the Web for journalism. Other skills cited by these students included basic HTML, general Internet knowledge, image and graphics manipulation skills and general design skills.

This answer was less prominent in the Internet-skills classes. Just four, or 9%, of the 45 survey respondents in those classes thought additional skills should be taught in a separate, required class. Excluding the survey respondents who did not give an answer for Question 8, the portion of students in the Internet-skills classes that gave this answer was just 10%.

Students in only two of the Internet-skills classes—the first two sections of J-301—said they wanted additional skills taught in a separate, required class. But none of those students agreed on what skills should be taught; instead, in response to Question 7, each cited a different skill or experience that they lacked. The skills or experiences they mentioned included general Internet knowledge, image or graphics manipulation skills, audio or video production skills and more practice.

While a relatively small proportion of respondents from the Internet-skills classes said they wanted additional skills taught in a separate, required class, many had their own ideas about how the skills should be taught. Eleven respondents, 24%, either marked "other" in response to Question 8 or chose multiple answers. Excluding those students who did not answer Question 8, 28% of respondents in the Internet-skills classes chose one of these types of responses.

A majority—8 of 13—of the "other" responses came from just two classes: J-351 and J-369. Students in those classes gave a variety of "other" responses.

Two of the students, one each from J-351 and J-369, said the additional skills should be taught both in their particular class and in a skills lab attached to a required course. Another J-351 student said the additional skills should be taught both in that course and in a separate, elective course.

Other students in those classes offered different solutions to teaching the additional skills. One J-369 student suggested such skills should be taught in university extension courses.

Another student in that class suggested the extra skills should be taught during weekend lab time for self-study students. One J-351 student said the Journalism School should offer more Internet courses and more sections of the current courses to teach extra skills. A student in J-343 echoed this sentiment.

A number of students suggested that the Journalism School should organize its Internet classes into a coherent offering. This would come in the form of either a sequence comparable to the editorial or broadcast sequences or would lead to a certificate in multimedia, these students suggested.[54]

Students who selected "other" for Question 8 mentioned in Question 7 a variety of skills that they lacked. The most frequently mentioned skill among these respondents was advanced HTML, cited by four of the 13 students who answered "other." Two of these students were students in J-343, one was enrolled in the first section of J-301 and the other was a student in J-369. They offered several different solutions for teaching advanced HTML skills. Both of the J-343 students said the Journalism School should offer more Internet classes. The J-301 student said the School should create a New Media sequence. The J-369 student said students should pick up the skills on their own through self-study or via weekend lab time.

Other frequently cited skills among students who answered "other" to Question 8 were image manipulation skills, audio and video production skills, and more knowledge about how to use the Web for journalism. Many of these respondents suggested that the additional skills be taught in their particular course and in other courses that the Journalism School should offer.

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[54] The Journalism School has since designated an online model for graduate students including existing online classes. However, it has not created an online sequence for undergraduates (see Addendum).

Based on the overall responses to Question 8, many survey respondents seemed to think that the Journalism School should offer additional courses to teach students the Internet or multimedia skills they felt they were lacking.

As with other data from this survey, the answers given by students to Question 8 may not be representative of those classes as a whole. Students who did not participate in the survey may have suggested different methods for teaching additional Internet or multimedia skills. They also might have selected the pre-set answers in different proportions than those students who participated in the survey.

Additionally, some of the responses of the students who marked "other" for Question 8 were open to interpretation. Other researchers might have categorized these responses differently and reached different conclusions about them.

*Research summary*

In general, students enrolled in the Missouri School of Journalism's Internet classes in the spring of 1997 felt they gained in computer and Internet knowledge while taking their particular course. Students in J-351 Broadcast Research Applications and in the three sections of J-301 Internet Basics claimed the most dramatic gains in both computer and Internet knowledge.

Students enrolled in the various Internet classes for a number of different reasons, but most commonly because they were required to take the class or because of scheduling issues. This was especially true among students in the Internet-related classes, which included J-105 News, J-349 Broadcast News I and J-350 Broadcast News II.

Journalism School requirements and scheduling reasons were also cited by a large portion of respondents from the Internet-skills classes, which included the three sections of J-301 Internet Basics, J-343 Electronic Photojournalism, J-351 Broadcast Research Applications and J-

369 Online News. But a plurality of respondents from those classes said they took their particular course to learn HTML or Web design.

A large majority of survey respondents said they mastered HTML or Web skills through taking their Internet course, although many respondents quibbled about whether they had actually "mastered" those skills or simply learned them. Based on the survey responses, the Internet skills-focused classes appeared to do a better job of teaching Web skills than the Internet-related classes. The proportion of students in the Internet-skills classes who said they learned those skills in their course was nearly double that of students in the Internet-related classes.

After taking their course, respondents cited a wide range of skills that they felt they lacked. A plurality of respondents overall said they lacked advanced HTML or Web design skills. This was also the most popular answer among students in the Internet skills classes. Students enrolled in the Internet-related courses, though, were much more likely to say they still lacked general Internet skills such as Web searching or navigation and knowledge of how to use basic programs such as FTP or e-mail.

The survey respondents offered a range of different suggestions for how the Journalism School should teach the skills they lacked. A plurality of respondents suggested the skills be taught in an elective course distinct from the Internet class in which they were enrolled. But a significant number of respondents suggested that the Journalism School offer a greater diversity of Internet courses and organize them into a formal degree sequence.

Additional Work

In addition to the survey of students in the School of Journalism's Internet courses, the researcher also developed a survey targeted at news directors of online news sites (see Appendix G). Because of time constraints, this survey was not administered.

Designed in consultation with the researcher's project committee, the survey was intended to query a cross-section of online news directors representing newspaper, magazine, television, radio and online-only Web sites. The idea behind the survey was to assess the degree to which online news sites were taking advantage of the multimedia capabilities of the Internet to tell stories. The survey asked how often such sites used audio or video files and where the sites obtained their audio and video content. The survey also asked whether reporters' jobs were changing as a result of the Internet, whether newspaper reporters were being asked to record audio and whether broadcast reporters were being asked to write longer, newspaper-style stories. Finally, the survey asked for an assessment of the job journalism schools were doing in preparing students for work at online news sites.

Although the survey was not administered, it could be a good starting point for continuing research in the use of multimedia in online journalism.

Addendum

The researcher left the Missouri School of Journalism in May 1997 before completing his project. Since then, the School has continued to debate the best way of teaching multimedia and online skills.

In the fall of 2002 and winter of 2003, the researcher spoke with faculty members at the Missouri School of Journalism to find out how the teaching of multimedia skills had evolved since he left the School. During that time, the researcher also investigated how other journalism schools have modified their curriculum to teach such skills.

These changes have come amid a turbulent time for online news operations and practitioners of online journalism.

*Industry Changes*

*Online Job Boom*

Since 1997, the online news industry has gone through some radical changes. In the mid to late 1990s, the growth of Internet usage and a surge in venture capital and other investor funding brought with it a slew of new online publications. Traditional media organizations, including newspapers, magazines and television stations, rushed to establish Web sites. Between 1995 and 1998, the number of newspapers with online news sites jumped from about 330 to more than 3,000 (Carlson, 2002; Poynter Institute, 2002). The number of television stations with Web sites neared 1,300 by 1998 (Poynter, 2002).

Additionally, numerous start-up companies created online-only or Internet-based news publications such as CNET *News.com* (Feuerstein, 1996), *APBnews.com* (Rosario, 1998), *Salon.com* (Markoff, 1995) and *TheStreet.com* (Taylor, 1996).

With these new online publications came hundreds of new jobs. These jobs offered many advantages over those offered by traditional media.

For starters, they tended to pay better. Coming out of journalism school, an online journalist in the late 1990s could expect to earn thousands of dollars more than classmates who focused on newspapers or television. And that was just base salary. Many start-up Web sites also offered stock options that gave journalists the prospect of earning thousands of dollars more (Becker, Vlad, Huh, and Daniels, 2002).

Online news sites also tended to offer new journalists an opportunity to start out higher up the career ladder than they otherwise might have (Ianzito, 1996; Porter, 2003). Venerable news outlets such as *The New York Times*, the *San Jose Mercury News*, *CNN* and the *Chicago Tribune* hired or offered jobs to graduates who focused on online journalism. In contrast, even the best of their peers often had to start at smaller publications or television stations (Colamosca, 1999).

Online journalism graduates also had the chance to work in what was considered the cutting edge of journalism. Unlike newspapers or television stations that had relatively set formats for presenting news, Internet news sites were still experimenting with how to best tell stories in the new medium. Students who entered Internet journalism in the mid to late 1990s had the potential of helping define storytelling online (Dube, 1999).

*Multimedia Efforts*

But the reality of these jobs did not always match up to the potential. Many online journalists found themselves in jobs where they did little actual journalism. Instead, many found themselves engaged in "shovelware," cutting and pasting stories from a newspaper production

system into a Web production system (Singer, 1998). They had little input on how most stories were written, edited or even presented online.

At many organizations, the job of working with multimedia content fell to online producers or software developers who often had little formal journalism training. Meanwhile, online editors with journalism backgrounds often did little in the way of producing or working with multimedia content (Pryor, 1998).

Additionally, very little new or supplemental content was created for online Web sites. Most newspaper and television Web sites simply ran versions of stories that were published in that day's newspaper or were broadcast on the previous night's newscast (Pryor, 1998). Even at online-only or Internet-based news outlets such as CNET *News.com*, *ZDnet News*, *TheStreet.com* or *Salon*, most stories took the format of traditional print stories that were seldom supplemented with multimedia elements such as video, audio or photographs. Although they sometimes added simple HTML commands to their stories or used Web-based publication systems, reporters and editors at such publications performed roles mostly analogous to those done by their counterparts at newswire services such as the Associated Press (Houston, 1999).

To be sure, the Web is not completely devoid of multimedia stories. In 1996, the *San Jose Mercury News*' Web site, *Mercury Center*, created a Web-based version of its investigative report that linked the Central Intelligence Agency to the drug trade (Webb, 1996). Using Macromedia Shockwave, the online report included sound clips, photos and supplemental documents in addition to the stories that ran in the newspaper (M. Hull, personal communication, March 4, 2003.).

Following the terrorist attacks of September 11, 2001, *The New York Times* also put together a memorable multimedia project. Telling the fate of those in the World Trade Center

Twin Towers when the airplanes crashed into them, the multimedia presentation included audio clips of reporters describing the scene, interactive graphics that showed where particular victims and survivors were located, photographs of the buildings and transcripts of conversations between those trapped in the building and those outside (The New York Times, 2002).

Even during the height of the dot-com boom, however, these types of multimedia projects tended to be the exception and not the rule in online journalism.

*Fallout of the Dot-com Bust*

The boom began to end in the Spring of 2000. After the Nasdaq stock market hit a high of more than 5,000 points, it plummeted, and by March 2003, it was trading at less than 1,400 points.

Many online companies, including news outlets, had looked to the promise of stock market riches to fuel not only expansion but basic operations. Online media companies such as TheStreet.com (Harmon, 1999), CNET ("C/Net's IPO," 1996), Salon.com (Surowiecki, 1999), iVillage ("IVillage's Dazzling Debut," 1999) and Women.com (Ard, 1999) raised capital through public stock offerings. Traditional news companies such as the New York Times (Rose, 2000) and Knight Ridder (Hu, 1999) spun off their online operations with the hopes of doing the same.

With the crash, this potential source of funding dried up. Public offerings slowed to a trickle. In 1999, for example, 480 companies, 233 of which were backed by venture capital, completed initial public offerings. In contrast, in 2001 and 2002 combined, fewer than 200 companies completed IPOs, and just 57 of those were backed by venture capital (National Venture Capital Association, 2003).

With little hope of recouping their investments in private companies, venture capital firms cut back on investments, especially in marginal firms. Dot-com companies were pressed to show that they could make it on their own. Many could not.

Meanwhile, with fewer investor dollars to burn, online companies cut back on advertising spending. This cutback was followed by a broader downturn in ad spending as the economy plunged into recession (Olsen, 2000).

Most online news outlets were largely dependent on advertising for revenue, because few besides the *Wall Street Journal* had been successful at signing up subscribers (Mount, 2003). With that source of revenue falling and investors reluctant to provide more capital, online media outlets slashed their staffs (Lasica, 2001).

Between January 2001 and January 2003, CNET (Francisco, 2003; Liedtke, 2002) went through four rounds of layoffs, shrinking its staff from about 1,900 employees to about 1,500. In the process, it killed its video news and syndicated radio operations.

CNET was not the only online media outlet to cut staff. Other Internet media companies such as Salon.com (Ybarra, 2003), TheStreet.com ("TheStreet.com," 2001) and MarketWatch.com (Kary, 2001) cut news positions. Newspaper and broadcast companies such as CNN (Hu, 2001a), the New York Times (Hansen, 2001) and Knight Ridder (Hansen, 2000) also cut jobs at their online operations.

More than just cutting jobs, some online publications closed their doors completely (Kurtz, 2001). Among the outlets that ceased publication were *APBnews.com* (Naraine, 2001) *Feed*, *Suck.com* (D. Smith, 2001) and online audio news service *ON24* (Olsen, 2002c). Meanwhile, *Upside* magazine closed its online operation (Hu, 2001b), and the *Industry Standard*

ceased updating its Web site when the technology magazine shut down in August 2001 (Feeney, 2001).

After the boom, thousands of jobs were cut, and what looked like a growing new area for journalists instantly became less attractive (I Want Media Inc., 2003). According to a report by the University of Georgia (Becker et al., 2002), the percentage of recipients of bachelor's degrees in journalism who took a job in online publishing after graduation fell from a high of 2% of all graduates in 1999 to 0.5% in 2001.

As staffs shrank and managers emphasized the bottom line, time-intensive multimedia efforts at online publications became less frequent (Pryor, 2002).

*Web logs*

Following the boom, perhaps the biggest innovation in online publishing has been the Web log, or "blog" (Outing, 2002b). Typically a collection of regularly updated observations, blogs run the gamut from the political to the personal. Although some have been put together by professional journalists such as *San Jose Mercury News* technology columnist Dan Gillmor (2003) or conservative commentator Andrew Sullivan (2003), most are written by amateurs (Outing, 2002b).

Blogs have become popular and sometimes influential. For instance, the racially charged comments that led to Sen. Trent Lott's downfall as majority leader were initially spread through a series of blogs (Shachtman, 2002).

With easy-to-use Web logging software available for free, blogs have demonstrated the Web's promise of democratizing publishing, making it easy and inexpensive for almost anyone to have his or her own virtual printing press (Kahney, 2000). Although many include long lists of hypertext links, blogs are largely text-based and rarely push the boundaries of the Web's

multimedia capabilities (Outing, 2002a). As largely one-person publishing operations, they may

not promise much in the way of immediate job prospects for online journalism graduates

(Outing, 2002b).

*Convergence*

Another growing focus of online journalism is convergence. The idea is much like that

proposed by the researcher in his project proposal in 1996 (See Appendix A): newspapers and

broadcasters combining forces to produce content. The ideal convergence situation is to have a

single newsroom owned by one company that produces content for multiple media, including

print, broadcast and the Internet.

News companies have been dabbling in forms of convergence for years. At the 1996

Democratic and Republican national conventions, the Tribune Company combined the efforts of

its print, broadcast and Web operation, having all share a common assignment desk (Fitzgerald,

1996). Beginning in 1994, the *San Francisco Chronicle* and KRON-TV collaborated in

producing stories for their joint Web site, *sfgate.com* (Mensing, 2000). Meanwhile, new media

startup CNET eventually produced television, radio and online print content, providing all three

through its Web site. Occasionally, text stories on *CNET News.com* included links to audio or

video content produced by the company's radio or television departments (Sandoval, 2001).

Meanwhile, because of federal ownership restrictions, many companies were not able to

own both broadcast and print outlets and could not collaborate in-house. Instead, some teamed

up with rival news organizations in their own markets. In 1999, for instance, the *San Antonio*

*Express News* and KENS-TV, a San Antonio-based CBS affiliate, launched *MySanAntonio.com*

featuring newspaper stories and digitized television broadcasts. The *Orlando Sentinel* and NBC

affiliate WESH-TV have been collaborating since 2000 on a number of projects. The two

launched a co-produced weather Web site in 2002 (Wang, 2002).

Perhaps the most widely watched convergence experiment has been that undertaken by

Media General in Tampa, Florida. Owner of both the *Tampa Tribune* and WFLA-TV, Media

General decided in 1996 to merge the newsrooms of both entities into a new building designed to

house both of them. The news outlets and that of *Tampa Bay Online* (*TBO.com*) came together in

2000 (Stevens 2002c).

As a result of the merger, the lines between the news outlets have become blurred.

Newspaper reporters produce on-air stories for WFLA. Television reporters write stories for the

*Tribune*. Meanwhile, *Tribune* photographers have provided digital video for *TBO.com* and

videographers have taken digital photos for the *Tribune* (Stevens, 2002b).

Media General has tried to facilitate a converged approach to covering the news. The

company's joint newsroom has a story-planning software system designed to allow reporters and

editors from each outlet to share budgets. Most *Tribune* and WFLA photographers carry both

video and still cameras. *Tribune* reporters have laptops so that they can file stories from the field

for *TBO.com* (Stevens, 2002c).

However, the examples of cross-over have largely been the exceptions, not the rule. Most

news workers have been reluctant to stray outside their native medium (Stevens, 2002b).

In the wake of the Telecommunications Act of 1996 and a Republican majority on the

Federal Communications Commission, there has been growing speculation that the FCC will

liberalize cross-ownership rules. In fact, the commission has begun reviewing its current rule[55]

that in most cases prohibits companies from owning a television station and newspaper in the

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[55] As of May 2003, under a rule adopted in 1975 (Federal Communications Commission, 2001).

same market (Hofmeister, 2001). If it does overturn the rule, increasing numbers of journalists

may have the opportunity to work in converged newsrooms.

<div align="center">*Changes at the Missouri School of Journalism*</div>

Since May 1997, the Missouri School of Journalism has experimented with teaching

multimedia and online skills and discussed wholesale changes to its curriculum. To date[56] the

School has not implemented any wholesale changes; instead, changes have been incremental.

*Curriculum Discussions*

Discussions about changing the Journalism School's curriculum to better teach

multimedia skills or to incorporate the idea of a convergence of traditional media have a long

history.

*Curriculum committee under Moen.*

During the mid- to late 1990s, Professor Daryl Moen (personal communication,

December 14, 2002) chaired the School of Journalism's curriculum committee. Under his

direction, the committee explored how the School should teach online journalism. "The big

question was what direction do we go," said Moen (2002). "Where is the industry going and how

do we get out in front of it—or catch up?"

Among the ideas discussed by the committee was the idea of teaching news/editorial

students how to edit video and audio for Web sites. The committee also explored the idea of

creating an online sequence that would complement the traditional broadcast and news/editorial

sequences. But the discussions did not result in any changes in the journalism curriculum. The

School did not have enough audio or video editing stations to teach editorial students such skills

and lacked the money to purchase new equipment. Meanwhile, there was little interest in

creating a new online sequence. The School lacked a sufficient number of faculty members with

the expertise to teach such a sequence. Departments which contained professors with such

expertise were reluctant to lose them to a new department or sequence (Moen, 2002).

Additionally, the curriculum committee saw little industry demand for an online

sequence. "The industry was still young at that time," said Moen (2002). "The skills and

knowledge base they needed were reporter, editor and technical skills. The bottom line was we

were told students needed to learn basic journalism skills."

*Dean Logan's task force.*

The curriculum discussions led by Moen were followed in 1999 by a task force headed

by Rob Logan (personal communication, December 2, 2002), then the associate dean for

undergraduate studies. Created at the behest of the Journalism School's executive and policy

committees, Logan's task force was charged with examining the School's undergraduate

curriculum. In particular, the task force explored how the School could better incorporate

multimedia skills into its curricula and better organize the multimedia classes it already offered.

The task force seemed primed to make some radical changes. Comprised in part of

faculty members who taught online journalism classes, the task force had been encouraged by

Dean Mills, the dean of the Journalism School, to come up with some bold recommendations for

revamping the curriculum.

As part of its work, Logan's task force discussed the possibility of adding a New Media

sequence to the School's traditional sequences of advertising, broadcast news, magazine, news-

editorial and photojournalism. The task force also considered a radical reorganization of the

School's undergraduate program, along the lines of what the University of Kansas was doing.

Kansas' journalism school had changed its program so that all students had a common core of

classes that emphasized a breadth of knowledge: all students were trained to produce stories for a

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[56] As of May 1, 2003.

variety of media, rather than immediately specializing in broadcast or newsprint (J. Gentry, personal communication, January 14, 2003).

However, Logan's task force was unable to agree on any radical recommendations. In the end, Logan (2002), like Moen, found little appetite for a new sequence and even less for a complete overhaul of the curriculum.

Some of the objections were similar to those raised when the curriculum committee under Moen explored the issue. The School still did not seem to have enough faculty members with knowledge of online media to create a full sequence. Task force members questioned whether there was a demand in the industry for online journalism-trained students. Worried about the stability of the jobs that some graduates had already taken in online media, some members felt that the job of the Journalism School was to train students for jobs in traditional news organizations. "They didn't want to shut off (the online classes), but they didn't want to make them one of the major curricula of the School," said Logan (2002).

Other issues also came into play. The task force undertook a survey of other journalism programs around the country. The assumption going in was that Missouri's program was behind the times, but the committee found that the School's online program seemed to be ahead of those offered at other schools. Meanwhile, many on the committee felt that the changes at Kansas were far too radical. "We saw no model to base our program on," said Logan (2002).

The task force ended up making several recommendations: hire more faculty members with expertise in online media; include more elective hours in undergraduate students' curriculum that they could use to take courses outside of their media specialty; and offer more online classes, especially one-hour classes, that students could more easily fit into their schedules. But the task force rejected the more dramatic changes that it considered. "There was

no support at all (for an overhaul of the curriculum or creating an online sequence)," said Logan

(2002). "(Task force members) wanted far more incremental recommendations."

   *Curriculum committee under Kennedy.*

   Despite the experience of the Logan task force, the idea of how to best teach multimedia

skills and to react to the growing convergence of media did not go away. A year after Logan's

task force disbanded, the curriculum committee under its new chairman, Professor George

Kennedy (personal communication, December 8, 2002), again explored the issue.

   The committee under Kennedy shied away from radical ideas such as completely revising

the curriculum or creating a new online media sequence. Since the task force headed by Logan

had decided not to recommend a new sequence for online classes, the curriculum committee did

not feel it was the proper venue to recommend something different (L. Kraxberger, personal

communication, December 1, 2002).

   Instead, the curriculum committee's discussions focused on what online experiences

faculty members thought students might need (Kraxberger, December 1, 2002). The committee

looked at the Journalism School's current online course offerings and explored what kind of

coordination the School could establish among them (Kennedy, 2002).

   At the time that the committee began its review, the School had no official Internet

sequence, no official order to the classes that were available and no coordination between the

classes. Without these official guidelines, students were unofficially making their own Internet

model, picking and choosing from the range of multimedia classes and experiences that were

available. Among those classes were J369 Online Journalism (affiliated with the *Digital

Missourian*) and *Missouri Digital News*, which took both broadcast and print stories from

students who reported to Professor Phil Brooks in the Journalism School's Jefferson City bureau.

Other classes included J-356, whose students produced stories for *KOMU.com* (L. Kraxberger, personal communication, October 9, 2002).

The problem with this ad hoc approach, as the committee found, was that there was considerable overlap in what was taught in the various courses. Additionally, while the Journalism School offered a number of basic and some intermediate level courses, it really did not have a legitimate capstone course (Kennedy, 2002; Kraxberger, October 9, 2002).

As an outgrowth of the discussions, the online course instructors informally agreed to coordinate their classes to decrease the overlap between them. The committee members also agreed that they needed to create some capstone-level online courses that students could take after completing the current offerings (Kennedy, 2002). In an attempt to head in that direction, the committee agreed to offer some experimental capstone classes (Kraxberger, December 1, 2002).

*Curriculum committee under Kraxberger.*

The curriculum committee continued its discussions about the Journalism School's online and multimedia offerings after Lynda Kraxberger took over as its chair in September 2001. Although the committee has discussed the idea of creating a new online sequence, it decided to look at other opportunities to reshape the curriculum. "There's a lot of things we can do with the curriculum that don't involve needing to change the structure," said Kraxberger (December 1, 2002).

One of the things the committee recognized was that the School offered few opportunities for students to learn audio or video skills outside the broadcast department (Kraxberger, October 9, 2002). Additionally, the committee again discussed the idea of creating one-hour classes that

would allow students to sample areas outside of their course sequence (Kraxberger, December 1, 2002).

The committee also explored the idea of surveying employers to find out what they want from journalism graduates. With the news media appearing to move toward a converged model, with journalism outlets having the ability to offer news in print, broadcast or online formats, the question arose as to how journalists should be trained. The question focuses on whether news companies will want to hire journalists who are specialists in particular media or, instead, graduates who have a broad base of knowledge about how to present stories in a variety of media. The proposed survey would attempt to figure out which model employers would prefer. As Kraxberger (December 1, 2002) says, "What do employers want? We haven't figured that out yet."

Despite not wanting to dwell on the controversial issues of creating a new sequence or completely revising the curriculum, the curriculum committee has continued to discuss those subjects (Kraxberger, December 1, 2002).

*Teaching Experiments*

The curriculum discussions at the Missouri School of Journalism have led to a number of experiments that explored how the School could better teach multimedia skills or incorporate the idea of convergence into its curriculum.

*Experimental courses.*

One outgrowth of the discussions was an experimental class taught in the Winter Semester of 2002. The idea behind the class was to offer an advanced course in online or multimedia skills that would allow students to build on experiences gained from earlier, more basic courses (Bentley, McKean, and Rees, 2002).

The plan for the course was to bring together students from each of the traditional Journalism School sequences, including news-editorial, photojournalism, broadcast and advertising, and have them collaborate on an online project. The curriculum discussion participants envisioned a class that would be taught by a group of professors, each with expertise in a different area critical to the project. "There was no professor who could say, 'I know this stuff.' The idea was that the students would learn teamwork from their professors," said Kraxberger (October 9, 2002).

As an experiment in team teaching, the class was a failure. At the outset of the class, three professors were tapped as the principal instructors, and four professors were named as additional lecturers (Bentley et al., 2002). However, just two professors—Kraxberger and McKean—ended up being involved with the class after the first several weeks. "We didn't have a strong commitment from the teachers on our team," said Kraxberger (October 9, 2002).

The class was more successful as an experiment in student collaboration. Although just four students enrolled in the class, they were a diverse group. One student came from the broadcast sequence. Another was enrolled in the news/editorial department. A third started out as a broadcast student but had more recently focused on online graphics and design. Meanwhile, two PhD candidates, one from the Journalism School and one from the College of Education who was not officially enrolled, participated in the class. (Kraxberger, December 1, 2002; M. McKean, personal communication, October 16, 2002).

The students put together a multimedia Web site about Lewis and Clark's expedition through mid-Missouri in 1804. The site included video interviews, audio recordings, dynamic graphics and a discussion board. Students created mirror sites for the Web sites of each of the

three primary Journalism School media outlets: KBIA, the *Columbia Missourian* and KOMU (McKean, 2002; "Lewis and Clark," 2002).

The students as a whole chose their project. The two PhD students did research on whether the branding on the site (i.e., KOMU, *Columbia Missourian*, KBIA or a "converged" brand) made any difference in users' perspectives on the sites (Kraxberger, October 9, 2002). The Web site incorporated video from KOMU and a musical concert that was broadcast live on the Web and later re-broadcast in part on KBIA, as well as its own original content (Kraxberger, December 1, 2002).

One of the interesting results of the class concerned how students divided up the tasks involved in creating the Web site. The class was set up to allow students to collaborate and learn from each other's expertise. The idea was that a student that knew about video production would work with the other students to produce video for the site. Likewise, a student that knew about online design would work together with the other students to produce the site (Kraxberger, December 1, 2002).

But what happened in the class was that instead of collaborating on each individual task, students simply stuck with the tasks they were most comfortable doing or most knowledgeable in. So, the student who was an expert in broadcast worked on the video portions of the site with little or no help from the other students. While the division of labor may have proved more efficient, it was not necessarily the best way of imparting knowledge (Kraxberger, December 1, 2002).

McKean (personal communication, March 9, 2003) taught another version of this experimental course in Fall 2002. Rather than focus on Lewis & Clark, however, the class project was to cover the November elections. The product of the course was a Web site that

included streaming video of debates, campaign ads and election analysis. The site also included a discussion board, profiles of the U.S. Senate candidates and links to election coverage by the *Columbia Missourian*, KOMU and KBIA (Missouri School of Journalism, 2002).

McKean made other changes as well. With the election course, he made a point of coordinating the work the students in the class were doing with the election coverage undertaken by KOMU, KBIA and the *Missourian*. Not only was the election course's Web site promoted on the news sites of the other news organizations, but also students in the course put together reports that were aired on KOMU and KBIA (McKean, March 9, 2003).

McKean also attempted to correct for the problem found in the previous class, where students focused their efforts in the class on what they knew best. All the students worked together on the Web site's chat room and on putting together the streaming video of campaign debates carried on the site. "We tried to get everyone to do a little bit of everything," said McKean (March 9, 2003). "There was a little bit more opportunity for everyone to stretch."

Although the students in both of the two iterations of the experimental class seemed to get something out of it and seemed to work well together, McKean said he would likely not teach the class again unless it was part of a defined online sequence. Neither experimental course received a commitment from faculty members other than McKean or Kraxberger. Unfortunately, the skills that should be taught in an advanced-level class required a wider range of online knowledge than either McKean or Kraxberger had. "I can teach them a lot of things, but I'm not an expert in graphics. I'm not an expert in streaming video," said McKean (March 9, 2002).

With the election course especially, McKean found himself trying to coordinate the class's output with three other newsrooms, a task that was difficult and that led to some

miscommunications. The course had planned to produce a newspaper story for the *Missourian*, but the story was dropped because of a lack of communication.

The intention of the course was to provide students with professional training. But because the course was not a permanent part of the curriculum and did not have established relationships with the School's traditional media outlets, it was hard to convince the students and the outlets themselves that they were not just "playing around." "The Missouri Method is all about having a real-world experience. This could have been much more integrated into the traditional media of the J-School," said McKean (March 9, 2003).

The researcher attempted to survey students who took the two experimental convergence classes as well as those who took one of the Digital Audio and Video for Journalists classes taught by Linda Kraxberger in Fall 2002. The plan, as discussed with the researcher's project committee, was to use the Journalism School's standard course evaluation forms (see Appendix H for the forms submitted) to assess students' feelings on the course and on how well the classes had done at teaching multimedia skills. Students in the classes had not previously filled out the forms.

After the University of Missouri's Campus Institutional Review Board approved the research proposal (see Appendix I), the researcher contacted students via e-mail in Fall 2002. Only one student out of the 14 contacted completed the course evaluation form and submitted it to the researcher. Because of the low response rate, the researcher did not tabulate or analyze the results.

*Convergence experiments.*

In addition to teaching experimental online classes, instructors at the Journalism School have experimented with incorporating convergence ideas within established courses.

In the mid- to late 1990s, for instance, the broadcast department attempted a convergence experiment that involved pairing television and radio reporters to cover jointly the same story. The idea was that one assignment editor would be able to assign a story to two reporters from the different media who would come back with two separate stories, one for each media (L. Kraxberger, personal communication, March 2, 2003).

The experiment was largely a failure, according to Kraxberger (March 2, 2003). After the KBIA news director left in the mid 1990s, the Broadcast Department stopped requiring students to work on KBIA in their first semester. Therefore, there were few students who could report radio stories and few staff members who knew how to work with audio reports. And those students who were working on radio reports often had different schedules than their television counterparts, making it difficult to pair them up.

Additionally, the needs of the two media were different. Stories that were appropriate for KOMU, an NBC affiliate, were not necessarily appropriate for National Public Radio-affiliate KBIA. Likewise, stories presented on KBIA were not necessarily appropriate for KOMU's audience. "The convergence idea didn't work," said Kraxberger (March 2, 2003). "The first priority was TV. Radio took a nosedive."

Former *Missourian* City Editor Sharon Harl (personal communication, December 24, 2002) initiated another convergence experiment during Winter Semester 2000. Harl took eight graduate students who were in Advanced Reporting (J-307) and put them through a six-week mini-course in broadcast basics. The mini-course, taught by broadcast department Professor Kent Collins, instructed the students on how to use video cameras, how to compose shots and how to edit video. The *Missourian*, meanwhile, purchased a camera and a tape recorder that students could use.

The purpose of the exercise was to enhance the *Missourian's* ability to report breaking news. The idea was that students would collect video of a breaking news story that could be posted immediately on the *Digital Missourian*. *Digmo* would also be able to use sound bytes from recorded interviews. Meanwhile, interviews could be repurposed later for print stories that would be published in the *Missourian* (Harl, 2002).

During the three semesters that the convergence experiment took place, Harl (2002) tried different ways of collecting video. Initially, Harl tried sending out a video reporter with a print reporter, with each student responsible for his or her own part of the story. Later, she attempted to send the video reporters out by themselves, with the idea that they would both collect video and write a story from it.

The experiment had limited success. Students who became video reporters were enthusiastic about the class and became fairly proficient at recording video. Harl (2002) was excited about the possibilities, figuring that newspaper students who put together video would find a wider range of possibilities in the job market.

But the project had its share of difficulties. Other *Missourian* editors did not buy into the experiment or simply forgot about it. Editors in charge of traditional beats such as cops or education would send out reporters on those beats to cover breaking stories, often without coordinating their efforts with the video reporting team. The result was duplicated efforts—and often upset sources. "If all the editors don't buy into it, then you've got trouble," said Harl (2002).

The editors at *Digmo* also didn't buy into the video experiment, said Harl (2002). Although the video offered some original content for *Digmo*, the site's editors were not brought

in the loop initially about the video reports. Even after *Digmo's* editors knew about the video reports, the editors were somewhat hesitant to use them.

The video reports offered the possibility of additional photographs for the paper, because still photographs can be taken from video. But the photography department at the newspaper was reluctant to run such shots, in part because the video was not taken by photojournalists, as Harl recalls. "The moral of the story was 'why can't we all just get along?'" said Harl (2002).

The video-reporting experiment was scuttled after Harl left the *Missourian* several semesters after the experiment began. A new executive editor at the paper had other priorities and the editor who replaced Harl did not push the project. "They had too many fires to put out. They put the camera away and it hasn't been brought out since," said Harl (2002).

Jordan Yount (personal communication, March 13, 2003), who became news director of KBIA in August 2001, initiated a third convergence experiment at the Journalism School in Summer 2002. A collaboration between the radio station and the *Missourian*, the ongoing experiment involves newspaper reporters creating radio stories from their newspaper articles.

On a voluntary basis, *Missourian* reporters re-write their newspaper stories, putting them in a more conversational, broadcast style and cutting them so that they can be read in approximately 30 seconds. The reporters record themselves reading their stories on a specially equipped computer and post the digital audio files of their recordings on a local Web site (Missouri School of Journalism, 2003). Yount (March 13, 2003) then chooses which stories to broadcast on KBIA. Of the three to five stories *Missourian* reporters post on the Web site, Yount typically airs about two. The audio stories usually air the day after they are posted, which tends to be the same day they are printed in the *Missourian*.

What began as an informal project modeled after the *Missouri Digital News* newsroom has become somewhat more institutionalized. Yount (March 13, 2003) now is given time during the *Missourian* class to talk about the project and invite students to participate. A KBIA reporter works with *Missourian* reporters two to three times a week, helping them edit their stories for radio and coaching them on how to read their stories.

The project has been a good way to supplement coverage at KBIA, said Yount (March 13, 2003). KBIA, which also uses repackaged KOMU stories and audio stories from *MDN*, has a small permanent staff with which to gather news. "This gives us some coverage that we might otherwise miss," he said.

The radio stories also help to promote the *Missourian*, said Yount (March 13, 2003). While KBIA's signal can be heard across a wide swath of Missouri, the *Missourian* has few readers outside of Boone County, where Columbia is located, he said. By broadcasting *Missourian* stories, KBIA helps to introduce the newspaper to listeners who might never have read it before or might never read it.

The project has also allowed newspaper students to explore broadcasting. About five to 10 *Missourian* reporters are currently participating in the project. Already two of the students have enrolled full-time in the radio program. The project "has helped us build the radio program," said Yount (March 13, 2003). "And it's given students the opportunity to explore their options at the same time."

Despite these successes, the program has had only a modest impact from an online or multimedia perspective. Although the students prepare their stories for radio by encoding them digitally, the audio stories typically are not posted on either *Digmo* or KBIA's Web site. Yount (March 14, 2003) said he had not talked to *Digmo* about the audio files. Meanwhile, at around 30

seconds, the *Missourian* audio stories are much shorter than those he typically posts to the KBIA Web site, which average about 3½ to 8 minutes in length. Usually, the only way the *Missourian* audio stories do make it on the KBIA Web site is if Yount transcribes them and places a text version on the site.

The radio stories also offer no more than a shortened version of the newspaper story. They do not include sound bytes or so-called natural sound, elements typical of longer-form public radio stories. The *Missourian* does not yet have the audio equipment necessary for reporters to collect sound bites or natural sound and the convergence reporters have not been trained how to put together audio stories that would include those elements, said Yount (March 13, 2003). "I'm not sure how far we want to take that at this point. This is still an experiment in progress," he said.

*Curriculum Changes*

The convergence discussions resulted in more than just experiments. Over the last six years, the School of Journalism has made some concrete changes to enhance the way it teaches online journalism and multimedia skills.

*Broadcast department changes.*

In the winter of 1997, the broadcast department revised its curriculum. As part of the revision, students were no longer required to report for KBIA, the university-run public radio station. Also, use of the Web was woven into the curriculum (Kraxberger, March 2, 2003).

Students in Broadcast I were taught how to search the Web to research information for their stories. Meanwhile, students in Broadcast II learned HTML and produced stories for the Web that included digital audio and video (Kraxberger, March 2, 2003; M. McKean, personal communication, March 2, 2003).

But the changes were made not to emphasize the teaching of multimedia skills in the basic broadcast classes. Instead, the changes happened partly as a result of personnel changes; KBIA's news director, Cecil Hickman, left at about this time, leaving the broadcast department without someone to guide the radio program. At the same time, budgetary pressures led the department to largely shut down the local news effort at KBIA. Instead, money was funneled into some elective Web courses, communications research and a cross-cultural journalism effort (R. Gafke, personal communication, March 2, 2003).

Meanwhile, the use of the Web in the basic broadcast classes differed from what was envisioned in Gafke's experimental course. In the experimental J-349 class, Gafke had his students report for the Web to emphasize writing instead of teaching the use of broadcast equipment. Although students learned how to code in HTML and to work with digital audio and video, the focus was on writing.

While broadcast students learned how to create Web stories in the revised classes, producing such stories was largely an afterthought. Instead, the focus was on teaching students to put together stories for television. With most students struggling to create extended versions of their television stories, the concept of getting them to put together expanded versions of their stories for the Web was often dropped (Kraxberger, March 2, 2003).

The broadcast department also put its Internet-related courses in a sequence. McKean morphed J-356 from a broadcast research class into its current form as an advanced Internet class in 1995. The class, which is now considered a capstone course, has essentially two different pre-requisites, one for non-broadcast students and one for broadcast students. The department requires non-broadcast students to take J-350 New Media Basics (formerly designated J-301)

before taking the class, while broadcast students are required to take J-352 Broadcast News II (formerly designated J-350) first (M. McKean, personal communication, March 4, 2003).

*Editorial department changes.*

Between 1997 and 2003, the editorial department saw few changes in the way it teaches online journalism until Fall 2002.

In 1997, the editorial department already included J-369 Online Journalism (the class in which students work on the *Digital Missourian*) and J-343 Electronic Photojournalism.

Both J-369 and J-343 have changed some in the last five years. New Media Basics is now a pre-requisite for both courses, although the department did not start enforcing the rule until Winter 2003 for J-369 and largely has not enforced it for J-343 (L. Kraxberger, personal communication, March 5, 2003). Enforcement of the rule led to a steep drop in enrollment in J-369 in the Winter 2003 semester, with the number of the students taking the class falling from about 30 in the previous semester to around 15 students (C. Bentley, personal communication, March 8, 2003).

Clyde Bentley has taken over as the instructor of J-369, replacing Ann Brill. One of the changes he instituted was that graduate students taking J-369 no longer participate in the lab component. Instead, they work on research-oriented projects. Bentley requires graduate students to put together a literature review for research they might carry out later on an online journalism topic (Bentley, 2003).

With New Media Basics now a pre-requisite, Curt Wohleber, the associate instructor for J-369 and the online editor of *Digmo*, now spends less time teaching HTML in the lab, and students spend more time enhancing stories with links and pictures instead of simply cutting and pasting text (C. Wohleber, personal communication, March 5, 2003).

More recently, as a result of ongoing discussions by the curriculum committee, the editorial department has made some dramatic changes to the way it teaches online and multimedia skills.

In Fall 2002, the department approved two new one-hour classes to complement New Media Basics, the one-hour class Mike McKean launched in 1995. These are, first, Digital Audio and Video Basics for Journalists, and, second, Digital Design for Journalists (L. Kraxberger, October 9, 2002). While Lynda Kraxberger taught two sections of Digital Audio and Video Basics in Fall 2002 and has continued teaching it in Winter 2003, the Internet design class has not yet been taught because the School did not have an instructor prepared to teach it. The School has since hired a professor and expects the class to be taught for the first time in Winter 2004 (Kraxberer, March 5, 2003).

The idea behind the one-hour classes was to allow students to sample multimedia classes and develop some basic Internet skills. The classes, which are taught over the course of five weeks, are designed to fit easily into journalism students' packed schedules and to give them some experience outside their concentrations (L. Kraxberger, personal communication, December 1, 2002). However, it remains to be seen how successful they will be; two of the planned three sections of Digital Audio and Video Basics were essentially cancelled in Fall 2002 because few students signed up for the class (Kraxberger, December 1, 2002).

*Prospective changes*

In addition to the curriculum changes already made by the Journalism School, the School is considering other potential changes. These include an interdisciplinary program involving other schools in the university and a convergence curriculum within the School of Journalism itself.

*Center for the Digital Globe.*

With funding provided by the state legislature, the University of Missouri-Columbia hired faculty members in 1999 for what would become the Center for the Digital Globe (n.d.; P. Smith, personal communication, March 14, 2003). The University created the Center to explore the convergence of e-commerce, globalization and digitalization from an interdisciplinary perspective. Toward that end, the founding departments of the Center include the University of Missouri-Columbia's Colleges of Business and Human Environmental Sciences and the Schools of Law and Journalism. Faculty members from each of these departments are affiliated with the Center.

Under Executive Director Pamela Smith (2003), the Center is trying to create a certificate program for graduate and professional students. After applying and being accepted to the program, students would take an introductory course that would be taught by a series of guest lecturers from the various departments participating in the Center. Students would then take two classes on Digital Globe-related subjects that are taught by Center-affiliated faculty members. Students would finish the certificate program by completing a capstone class, sponsored by the Center. "Now that you've learned about the interdisciplinary nature of the Center for the Digital Globe, we'll give you the opportunity to practice that" in the capstone class, Smith said.

Among the classes that students might take to complete their certificate are Cyberspace Policy and Regulation, from the Journalism School; Marketing in the Electronic Age, from the College of Business; the Law School's Software Law course; and Electronic Commerce Applications, taught by the College of Human Environmental Science's Textile and Apparel Management Department. Although students would most likely take classes within their own

schools to complete the certificate, they might also have the opportunity to take courses outside their schools (Smith, 2003).

For students of the Journalism School, the certificate program should provide them with a different perspective on the Internet, allowing them to think about it from a legal or marketing perspective, said Bentley (2003). The program could especially appeal to students interested in media management. "They are going to need to know how the Internet affects what we do. This is the kind of overlay that will make that possible," said Bentley (2003).

The Center already has had an effect on the Journalism School. Money provided for the Center has been used to hire several full-time faculty members, including Bentley (2003).

The Center's executive committee completed a proposal for the certificate program in Spring 2003 and is in the process of seeking approval for it from the participating schools and from various departments within the University of Missouri-Columbia. Smith (2003) expects to get approval for the program later in 2003, with the goal of offering the first introductory class for the certificate program in Winter 2004. In April 2003, the Journalism School approved the use of its classes as part of the Center's certificate program, a first step toward full approval of the certificate program (A. Lenk, personal communication, May 2, 2003).

Although the certificate program initially will be open only to graduate and professional students, Smith hopes to eventually allow undergraduate students to enroll also.

*Convergence curriculum.*

Despite the political problems that have plagued it in the past, the idea of creating a convergence or multimedia curriculum within the Journalism School continues to be discussed within the School. In Winter 2003, Mike McKean (March 4, 2003) put together a draft proposal for a convergence sequence that would parallel the existing broadcast, news/editorial and

advertising sequences. Undergraduate students who enrolled in the sequence would work in a single newsroom that would produce the *Missourian*, KBIA and KOMU Web sites. Students in the sequence would also put together in-depth broadcast and newspaper stories for the Web sites' parent outlets.

McKean's proposal appears to be one of the first serious attempts to create an online sequence at the Journalism School since Logan's task force worked on the idea. In addition to the draft proposal, Dean Mills and Brian Brooks were attempting to find funding for the sequence in March 2003 (McKean, March 4, 2003).

*Changes at Competing Journalism Schools*

While the Missouri School of Journalism has reacted to the emergence of the online medium with largely incremental curriculum changes over the last several years, other journalism schools have taken different approaches. The researcher spoke with representatives of the journalism schools at the University of Kansas, Northwestern University and Columbia University to find out how these programs teach online or multimedia skills. The researcher chose these schools because they compete with Missouri geographically, as in the case of Kansas, or because, with Missouri, they have been considered to be the top journalism programs in the nation.

The researcher also spoke with Nora Paul at the Institute for New Media Studies at the University of Minnesota to get a sense of developments at other journalism schools around the nation.

*University of Kansas*

Beginning in the late 1990s, the University of Kansas' School of Journalism and Mass Communications completely restructured its undergraduate and graduate programs with the idea of providing students a broader exposure to different media (Gentry, 2003).

Like the Missouri School of Journalism, Kansas' journalism school previously segmented students according to their specialty. The school had five sequences from which students could choose: advertising, business communications, newspaper, magazine and broadcast.

As part of its reorganization, the school combined its sequences into two new tracks: news/information and strategic communications. The news/information track includes the former broadcast, newspaper and magazine departments, while the strategic communications track encompasses advertising, public relations and media management.

Kansas also instituted a core curriculum for its undergraduate students. The curriculum includes classes in media and society, research and writing, the First Amendment, and media ethics. In the research and writing class, students are introduced to writing for all types of media, including print and broadcast. They also learn about video storytelling (Gentry, 2003).

For students on the news/information track, the school created two new required classes: multimedia reporting and multimedia editing. In these classes journalism students learn to create stories for different media platforms. They write and edit longer-form pieces, stories for broadcast and stories with a Web component (Gentry, 2003).

After completing the core courses for the school and of their track, students can specialize in broadcast, newspaper or magazine journalism. However, the program allows and encourages students to take advanced courses outside their media specialty (The University of Kansas, n.d.).

Kansas decided to change its curriculum for several reasons. Faculty members felt the school would fall behind competitors if it did not make changes. With media convergence growing, the school felt it needed to provide students with more opportunities to learn about more than one media, with fewer bureaucratic hurdles. A survey of graduates reinforced that belief, indicating that more than half of them were no longer working in the field they majored in at the school (Gentry 2003).

"We are trying to prepare them for their first job, but we also want to prepare them to be thinking about other ways to do things, instead of just one way," said James Gentry (2003), the dean of Kansas' journalism school.

Since putting the program in place in 2000 for undergraduates and 2001 for graduate students, the program has achieved its objectives of providing flexibility and broader learning, Gentry (2003) said. Meanwhile, the program does not seem to have affected students' job prospects.

Although news/information students are now required to learn about and produce stories for multiple media, Kansas' program is not focused on providing multimedia training as it pertains to producing stories for the World Wide Web. Students can take classes in online journalism, but cannot specialize in the medium. The school is trying to ramp up its online program and better coordinate the production of its online news sites. Since Gentry (2003) became dean in 1997, the school has expanded from one online class to about three, but does not plan to create an online sequence.

"Maybe if the dot-com boom hadn't busted, we might think about this a little differently," said Gentry (2003). "We think the world is already pretty specialized. We would prefer not to do that."

*Northwestern University*

Unlike Kansas, the Medill School of Journalism at Northwestern University decided to create a full-fledged New Media sequence, albeit for graduate students only. Now in its third year, the program has continuously evolved, even as student interest in it has waned.

Launched in 2000, Medill's New Media sequence is a three- to four-quarter-long (one academic year) program and a full-fledged sibling to similar sequences the school offers in newspaper, broadcast and magazine journalism. Of the 150 graduate students enrolled Medill's graduate program, some 25 focus on New Media at any given time. However, that number is likely to decrease in coming quarters because the number of applicants to the program has declined (R. Gordan, personal communication, January 21, 2003).

Unless they place out of the class, all graduate students at Northwestern open their first quarter of studies with a class in journalism methods, in which they learn basic reporting, writing and editing. Regardless of their sequence, most students spend their next quarter reporting out of Northwestern's Chicago newsroom for the Medill News Service (Gordon, 2003; Northwestern University, n.d.a). During this quarter, New Media students take the first course in their sequence, entitled New Media Storytelling. The class discusses issues such as what makes New Media "new," business models for Web journalism, privacy and legal issues and how to write for the Web. In a laboratory component of the class, students learn about Web design and digital audio, and how to use interactive graphic creation program Macromedia Dreamweaver and photo-editing program Adobe Photoshop (Castro and Alvarez, 2001; Gordon, 2003).

New Media students complete their sequence with a capstone project in their third or fourth quarter at the school. Modeled after the capstone of the school's magazine sequence, the New Media Publishing Project presents students with a publishing challenge. Students are asked

to identify an audience for a New Media project, find out how to meet the needs of that audience through New Media tools and technology and come up with a business plan for the project (Gordon, 2003; Northwestern University n.d.b).

The capstone project has changed each quarter that Northwestern has offered it (Gordon, 2003). Students who have taken the capstone course have designed niche Web sites such as a teen health site and a site geared for parents of college students (Northwestern University, 2000). Students also have designed prototype information devices for the kitchen and for golfers (Northwestern University, 2001). The kitchen device, which might be built into a refrigerator, would display the latest headlines, recommend wines and would allow users to shop for food and order takeout meals. The golf tablet would offer updated weather reports, provide maps of various golf courses and allow users to make reservations for tee times.

Although most of the focus of Northwestern's New Media program has been at the graduate level, Medill offers some opportunities for undergraduates to develop online and multimedia skills. Undergraduates can take an elective class in News and New Media, which is an introductory class in online media and Web publishing. The school has also been experimenting with focusing on convergence skills in a required sophomore-level reporting class. In that experimental class, students develop stories for the Web. Additionally, students can take a class offered by Northwestern's Radio/Television/Film department in interactive media and can work at an online news organization as part of Medill's internship program (Gordon 2003; Northwestern University, n.d.a).

Students who have completed the New Media sequence at Medill have found jobs at both online and traditional publications. Among the online publications where graduates have found

jobs are the *SportingNews.com*, the *Wall Street Journal's WSJ.com* and *AOL Digital Cities* (Gordon, 2003).

Despite these successes, Medill is in the process of re-evaluating the New Media program and the school's curriculum as a whole. Applications to the New Media program are down. In the past, more students who were already enrolled in Medill transferred into the program than transferred out of it; now the opposite is the case (Gordon 2003).

The school is seeing declining interest and a declining need to teach students online skills such as how to code in HTML. Instead of creating a New Media sequence for undergraduates, the school is more focused on trying to figure out how to deal with media convergence. Along those lines, the school is seeing a greater need to expose students to storytelling across media. In an effort to shape its future curriculum, Medill is surveying journalism professionals to determine what graduates need to know before entering the workforce (Gordon, 2003).

"I'm pretty happy with where we are. I think we've created an environment here where students have learned a lot about New Media publishing and prepared themselves well for future careers in New Media journalism," said Rich Gordon (2003), chairman of Medill's New Media program. But he added, "We need to figure out how to include New Media into other classes in our curriculum and maybe create new classes that have a somewhat different focus, more of a multimedia focus than a New Media focus."

*Columbia University*

Like Northwestern, Columbia University's Graduate School of Journalism created an online sequence for graduate students, who usually complete their studies in one academic year. The school also has made a concerted effort to embed the Internet and New Media into its

traditional media sequences (S. Sreenivasan, personal communication, January 15, 2003). Unlike Northwestern or Kansas, Columbia does not offer an undergraduate journalism program.

The school began teaching New Media classes in Fall 1994 and offered its first advanced workshop in New Media in Spring 1995. Initially, nearly all students who attended the school were required to take a New Media course, although Columbia dropped that requirement in 2001 (Sreenivasan, January 15, 2003).

Like Northwestern, Columbia has a core curriculum for graduate students that focuses on reporting and writing. The school requires students to take a basic reporting class in their first semester, and an advanced reporting class in their second semester (Columbia University, 2002, 2003d).

Additional requirements for all students include courses exploring media law and issues in journalism. Students also begin working on their master's project in their first semester and continue work on it in their second semester (Columbia University, 2002, 2003d).

New Media students take a Topics in New Media class in their first semester. In the lecture portion of the class, students discuss ethics and standards for online journalism, how to report and write for the medium and the business issues facing online publications. In the laboratory portion of the class, students learn to use Macromedia Dreamweaver and Adobe Photoshop to create a personal Web site. First semester New Media students also have the opportunity to enroll in seven-week short courses in Radio, Television or Photojournalism skills, classes that give overviews of how to produce digital audio and video and how to use Photoshop (Columbia Univeristy, 2002).

In their second semester, New Media students take a workshop class focused on producing *NYC24* (Columbia University, 2003c), a Web magazine. As part of the class, students

are expected to report weekly and to produce several stories for *NYC24* (Columbia University, 2003d).

Students are also required to take an elective class in their second semester, from which they can choose from a range of classes, including photojournalism, narrative writing, broadcast management and journalism history (Columbia University, 2003d).

The first New Media workshop in Spring 1995 was expected to have 16 students enrolled; instead, 60 students signed up. But in recent years, interest in the program has waned and class sizes have fallen. Associate Professor Sreenath Sreenivasan (January 15, 2003) is now the only full-time faculty member associated with Columbia's New Media program. In May 2002, the school closed its Center for New Media, which was an effort to create ethical and professional standards for online journalists (Center for New Media, 1999; Sreenivasan, January 15, 2003; personal communication, March 28, 2003).

While interest in the New Media sequence has declined, Columbia students are still interested in New Media. The Internet has been incorporated into the school's other sequences, such that the broadcast department, for instance, provides its television and radio broadcasts  in streaming video over the Web (Columbia University, 2003b, n.d.). The newspaper department publishes an online version of its *Bronx Beat* newspaper in Adobe Acrobat format (Columbia University, 2003a) and stories written for its Columbia News Service (2003) on a Web site.

Meanwhile, out of about 200 students enrolled in Columbia's graduate journalism program, about 85 take one of the New Media classes offered by the school, which include a seven-week short course targeted at non-New Media students, as well the three major courses in the sequence (Sreenivasan, January 15, 2003).

Many of the New Media students choose not to make a career in New Media, instead taking classes to simply learn the skills.

Despite the changes, Columbia's faculty is happy with the New Media program, said Sreenivasan (January 15, 2003). "It's an odd thing: The amount of students you have, the public space you take up are signs of status. It's a weird thing to me to see that we're settled back to where we should be (with the right balance of students and resources in the New Media program)," he said.

*Other Universities' Programs*

Other journalism schools around the country have been trying to figure out how to best teach multimedia skills. The results have been a variety of approaches, with some schools creating sequences or concentrations in online news and others attempting to teach such skills within existing classes. A growing trend appears to be an emphasis on convergence, i.e., preparing students to produce and edit stories for a variety of media.

Among the most noteworthy convergence efforts has been that at the Annenberg School of Journalism at the University of Southern California (N. Paul, personal communication, February 21, 2003). Before specializing in a particular medium, Annenberg students are required to take a core curriculum of classes designed to teach them how to write, report and produce stories for the broadcast, newsprint and online media (University of Southern California, 2003a).

Graduate students at Annenberg (University of Southern California, 2003b) can complete a concentration in online journalism by taking intermediate or advanced classes in online publishing, multimedia and graphics and online writing and reporting. Annenberg (University of Southern California, 2003a) does not offer an online sequence or concentration for undergraduates.

Another convergence effort is under development at the University of South Carolina (Paul, 2003). South Carolina has teamed up with German news consortium Ifra to create Newsplex (n.d.b), a prototype of a converged newsroom where students and professionals will explore the idea of creating stories in one newsroom for multiple media (University of South Carolina, 2002a). South Carolina students will be able to take courses affiliated with Newsplex (n.d.a) and to attend short seminars in converged journalism (University of South Carolina, 2002b).

American University offers a convergence-focused graduate program that is targeted at working professionals. Students take 20 months worth of classes on Saturdays. The courses include a course in "writing for converged media," as well as instruction in digital audio and video and Web page design (American University, 2002; Institute for New Media Studies, 2001a).

The Graduate School of Journalism at the University of California at Berkeley (n.d.) has an online media sequence that includes classes exploring convergence, as well as a class in Web logs. Among the convergence classes at Berkeley is a multimedia reporting class in which students learn to put together Web stories that include text, photos, video clips and graphics (Institute for New Media Studies, 2001b; Stevens, 2003).

Other universities whose journalism programs offer concentrations or specializations in online media include the University of Florida (M. McAdams, n.d.) and the University of Maryland (2003a, 2003b). Meanwhile, the journalism program at the University of Nevada offers online journalism classes (Institute for New Media Studies, 2001a).

As with the University of Missouri's Center for the Digital Globe, several journalism schools are exploring New Media as part of a joint effort with other schools and departments on

their respective campuses (Institute for New Media Studies, 2001a). The University of Denver (2002), for instance, has created undergraduate and graduate degree programs in Digital Media Studies, which include classes from the university's departments of computer science and art and history, as well as its School of Communication.

Indiana University (n.d.b) is doing something similar with its School of Informatics, which brings together information technology studies with traditional programs such as biology, chemistry, health sciences and media studies. The school offers certificate and degree programs in New Media, in which students can take classes in journalism combined with courses in computer programming and Web design (Indiana University, n.d.a).

Despite the different approaches to teaching multimedia, few schools seem to be convinced that they have found the right approach, and many continue to reexamine their curriculum. The dilemma faced by many programs is how to weigh the instruction of specific online skills, such as use of HTML or particular Web design programs, versus teaching basic journalism skills, such as writing or critical thinking.

"Nobody's entirely happy" with what they've come up with, said Nora Paul (2003), director of the Institute for New Media studies at the University of Minnesota and the head of the academic subcommittee of the Online News Association.

*Addendum Summary*

The online news industry has changed greatly since 1997. What was once a growing industry has suffered from massive layoffs and publication closures. Focused on the bottom line, remaining online publications have become less willing to spend the time and resources necessary to produce multimedia elements.

Compared with the dramatic changes going on in the industry, the Missouri School of Journalism has made relatively minor adjustments to its curriculum. While the School has created some new classes and experimented with others, it has not made any wholesale changes to its program either to create a multimedia sequence or to prepare journalists for a converged media world.

This conservative approach contrasts with the more radical approaches taken by the journalism programs at the University of Kansas or the University of Southern California, both of which completely revamped their curricula to teach journalism from a converged media perspective. Meanwhile, journalism schools such as those at Northwestern University, Columbia University, the University of Maryland and the University of Florida have gone further than Missouri in creating online sequences for their students.

Given the current state of the online publishing industry, Missouri's caution may yet prove prescient. However, despite the economic downturn, the future looks bright for online media. Internet penetration and usage continues to rise. Growing numbers of consumers are getting their news online instead of through—or in addition to—traditional media. As Paul (2003) says, "As the whole thing gets more ubiquitous, it's more important to think of (the Internet) not as a step-child medium, but as a leading medium. The long-term future is good."

When the researcher left Missouri in May 1997, students taking Internet-related classes at that point were interested in learning more online and multimedia skills than were taught in the courses being offered. At the time, many were interested in having the School organize its classes into an online sequence.

The continued—if somewhat diminished—interest in online programs at many schools indicates that there is some demand among students for advanced training in online and

converged journalism. Missouri's current effort to create a converged curriculum could be a step in the right direction, as it would allow the School to catch up with programs such as the University of Southern California's that already offer similar classes.

Conclusion

The purpose of this project was to explore the idea of developing multimedia content for the Missouri School of Journalism's two online news sites and to assess journalism students' preparation to produce such content.

For the professional experience portion of the project, the researcher worked in the offices of the *Digital Missourian* and in the offices of KOMU. He put together a series of prototypes to demonstrate how typical stories written or prepared for newspaper or television could be enhanced for the two online news sites. These prototypes explored everything from adding pages of simple hypertext links to adding audio and video content to print stories to having print and broadcast reporters work together as a team to produce a multimedia story for a news Web site.

Although the prototypes demonstrated that such multimedia enhancements were possible, they also illustrated the difficulties inherent in adding such enhancements. Adding links, photographs, audio and video take time and coordination with reporters and editors. Some of these problems are logistical and can be solved by developing policies and procedures for students to follow on a regular basis.

For instance, the newspaper could develop a template that could be added to all stories that would include URLs for online stories and sites. Likewise, the online sites could develop standards for how lists of related links will be incorporated into stories. These standards could be saved in the form of macros—mini-programs that could be accessed at the click of a button—instead of having to be recreated anew each time they are used.

Encouraging reporters to think about how to enhance the online versions of their stories could also solve some issues. Reporters could be trained to seek out digital versions of

supplemental text material such as court decisions or essays that could be easily ported to the Web. Reporters might also be encouraged to take digital cameras or audio equipment with them when they report stories so that such material could be incorporated into the online versions of their work.

Creating new policies and procedures will not address all issues. As the researcher found in teaching Internet Basics, many students have limited experience with computers or the Internet and are unprepared to work with multimedia content. Because both *Digmo* and KOMU depend on students in large part to produce their sites, the amount of multimedia content they will be able to incorporate into them will be dependent on having students who are trained to work with such material.

Additionally, creating multimedia-enhanced news sites may be limited by management policies. If *Digmo* and KOMU combined resources, they would have a wealth of content from which they could create multimedia stories. At the time of the researcher's professional experience, the publications had little interest in working together. The KOMU leadership expressed concerns that any collaboration could compromise the outlets' competitive relationship.

The research undertaken as part of this project suggested that the Journalism School's Internet courses were doing a good job of teaching basic Internet skills to students. The large majority of students who responded to the survey indicated that they had learned basic HTML or Web design skills in their particular class. Many also said they learned Web searching and navigation skills and basic Internet skills such as working with e-mail, newsgroups and FTP.

In general, students in the classes that focused on Internet skills tended to claim a greater mastery of such basic Internet and Web skills as a result of their course than their counterparts in the Internet-related classes.

The research indicated that students coming out of the Internet courses in general may not have been fully prepared to work with multimedia content. Many students felt they lacked the audio and video production skills and the advanced Web design skills and computer knowledge that they likely will need to work with such content.

Since 1997, when the researcher left the Missouri School of Journalism, the industry has changed drastically. Although Internet usage and Web news reading have continued to increase, the collapse of the dot-com economy led to the closures of many online news sites and mass layoffs of Internet journalists. Meanwhile, online news sites have generally produced little multimedia content.

Developing industry trends are sending mixed messages about the future of online journalism. On the one hand, the growth of Web logs suggests a democratization of journalism. But because such sites are often self-published, this phenomenon may not involve many paying journalism jobs. And because such sites are often text-focused, producers of them may have little need for multimedia skills.

On the other hand, convergence experiments at *Tampa Bay Online* and other places suggest that future journalists will need to be comfortable producing stories for and working in multiple media.

Journalism schools have reacted to these trends in different ways. The universities of Kansas and Southern California have staked their bets on convergence, reshaping their curricula to teach students how to write and edit stories for multiple media. Meanwhile, Northwestern and

Columbia have created online journalism sequences that parallel more traditional programs for aspiring broadcast, newsprint and magazine journalists.

The Missouri School of Journalism has taken another tack. The School has experimented with different methods of incorporating multimedia into its curriculum and into individual courses. However, it has shied away from wholesale curriculum changes. A proposed effort to create a convergence sequence could allow it to catch up with other journalism programs.

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Appendix A

*Project Proposal: Content through Cooperation*

**Content through Cooperation**

**Encouraging Intra-organizational Cooperation
To Produce Online Content**

A Professional Project Proposal

Submitted by

Troy Wolverton
December 17, 1996

University of Missouri-Columbia
School of Journalism

Committee Members

Sandy Davidson, Chair

Brian Brooks

Mike McKean

**Project Overview**

My professional project will be conducted at the Digital Missourian (Digmo), where I will work as a Special Projects Editor next semester.  I will begin my project in the third week of January 1997 and will complete it during the last week of April of that year. My project supervisor will be Professor Brian Brooks.

I will incorporate both the professional experience and research portions of my project into my work as Special Projects Editor.  The theme of my project will be integrating media online.  It will be my responsibility as Special Projects Editor to find ways to encourage the Magazine, Photojournalism and Broadcast departments of the Missouri School of Journalism to cooperate to either produce content for or share their existing content with Digmo.  Once I have found ways of encouraging this cooperation, I will attempt to institutionalize it, so that the cooperation will continue after my project is completed.

Using this definition, my project will be both a practical and research endeavor.  The practical experience will involve working, on a daily basis with the faculty, staff and students of the Broadcast, Photojournalism and Magazine departments to develop content for Digmo.  I will attempt to coordinate their efforts both with the staff of Digmo and with the staff and students of the Columbia Missourian, which provides most of the content presently on Digmo.

I will spend approximately 32 hours each week working on this portion of my project.

For the research portion of my project, I will write a manual on how to use existing content within a news organization to create a multimedia online news site.  For this part of my project, I will draw on my experiences as Digmo's Special Projects Manager.  Additionally, I will interview experts from various news-related fields from within the School of Journalism and from online news organizations outside the school.

I will devote approximately eight hours a week to the research portion of my project.

While working on my project, I will write about my experiences in attempting to encourage inter-departmental cooperation on the Digital Missourian.  My writings will come in the form of both weekly field notes, biweekly essays and a final, summary  paper.

The field notes will serve as updates on my progress for my project committee.  In them, I will detail any problems I encounter or successes I experience.

The biweekly essays will be short treatises on specific problems or successes, examining why they occurred and how they could be avoided (in the case of problems) or duplicated (in the case of successes).

The final paper will summarize my experiences as Special Projects Editor, detailing the conclusions I reach about how best to encourage intra-organizational cooperation to produce online content.

## Literature Review

*Promise and Pitfalls of Web publishing*

In little more than two years, the World Wide Web – and the Internet of which it is a part – has gone from relative obscurity to being a part of the collective conscience.  The evidence of this goes beyond the nearly ubiquitous "http://www…" – found on everything from television advertisements to magazine articles – to the number of pages on the Internet and surveys of users.

Negroponte (1996) wrote that the Web is doubling every 50 days.  Additionally, just this year, the percentage of American households accessing the Internet has jumped from 9 percent in the first quarter to 14 percent currently (Levins, 1996).  With the price of the hardware and the

connection needed to access the Internet continuing to fall, there is little reason to suppose that this growth will stop.

News companies have not been left out of the Internet phenomenon. Between November 1994 and November 1996, the number of newspapers on the World Wide Web has grown from less than five to nearly 800 from the United States alone (Levins). Television news sites like ESPN's ESPNet SportsZone and CNN Interactive are among the most consistently popular Web sites (Tedesco, 1996).

With this growth and popularity has come an increasing amount of advertising. ESPN's online advertising revenue was estimated to be more than $2.4 million in the first half of this year (Tedesco). The total amount spent on Web advertising has jumped from $42 million in all of 1995 to $71 million in the first half of this year and an estimated total of $312 million for all of 1996 (Levins).

Despite this amazing growth and success, few Web sites are earning a profit. While CNN says its Web ad revenue is "leading the company's interactive division to the break-even point," other Web publishers are expecting to lose money for some time to come (Weaver, 1999). Microsoft, for instance, is expecting to lose some $500 million over the next five years on its MSNBC Web and cable news service (Mooradian, 1996).

Weaver quotes Forrester Research senior analyst William Bass as saying that Web publishers should plan on losing money until 1999. Weaver advises Web publishers to "think like people who launch new magazines – recognizing that most will fail, all will cost several million to explore and that it takes at least three years cash flow subsidy to prime the pump."

While some analysts like Bass are bullish on the future of Web publishing, others are not as enthusiastic. Oppenheimer (1996) says this year's Spotlight conference, a gathering of new

media executives, lacked the energy and enthusiasm of past conferences.  Much of what was said

at the conference was "discouraging," he writes, with conference attendees concerned with how

to make money online.  None seemed to have found the right formula.

After the conference, the conference's producer, New York Times columnist Denise

Caruso, commented on the problems within the Web publishing industry:

> It's an industry in its infancy … Everyone knows there's not a business model yet.
> People are trying to find their way … People are realizing it isn't a magazine online, it's
> not a book online, it's not a movie online.  It's its own thing.  People are trying to figure
> out what it is.  (Oppenheimer).

Writing about the future of the so-called "Information Superhighway," Gomery (1996)

echoes Caruso.

> It may seem we have come a long way, but … corporate America will continue to grope
> their way while consumers try to follow them through an Alice in Wonderland-like maze
> … To best understand where the information superhighway is headed, think for a
> moment about how entrepreneurs go about making money with any new invention.
> Ultimate success comes only when one is able to develop a long-run strategy on how to
> convince the public to regularly part with its money.  We are just moving into that critical
> phase.

*Media Consolidation and Web publishing*

As long ago as the late 1970's, Massachusetts Institute of Technology professor Nicholas

Negroponte predicted a coming age when the computer, telephone and broadcast industries

would combine to form one new, dynamic industry (Brand, 1988).  In the late 1980's and early

1990's this age seemed to be at hand with the then much ballyhooed "Information

Superhighway."  Analysts predicted a new interactive telecommunications device would replace

our televisions (Willis, 1994).  Through cable or fiber optic wires, Americans would be able to

order movies on demand, have access to hundreds of cable channels and shop at home.

Anticipating this coming age, the media industry has experienced a wave of consolidations and partnerships.  In 1989, Time merged with Warner to become the largest media company in the world, bringing together the former's magazine, book and cable interests and the latter's film and music businesses (Severin and Tankard, 1992).

Although the Internet has since assumed the hype surrounding the still undeveloped Information Superhighway, the pace of consolidations has, if anything, increased of late.  In the last year, Time-Warner bought Turner Broadcasting, Disney bought Capital Cities/ABC, Westinghouse bought CBS, and NBC formed MSNBC in a joint venture with Microsoft.  With this year's Telecommunications Act having further liberated the laws on cross-media ownership, it's likely these consolidations will continue.

Bagdikian and Chompsky have written on the dangers of media consolidation in terms of narrowing the number of viewpoints presented in the media and hampering the watchdog function of the news media (Severin and Tankard).  While these concerns are legitimate, the combining of formerly print companies with broadcasting companies does have some obvious benefits for Web publishing.  Having information at its disposal in written, audio and visual forms, a company could take advantage of the multimedia possibilities of the World Wide Web.  By coordinating the efforts of its newspaper, radio and television reporters, a company could not only give greater depth to individual stories, but could present a wider diversity of stories.  By promoting efficiency, this combination of effort could alleviate some of the cost involved in Web publishing.

Unfortunately, an informal survey of Web sites indicates that few of the consolidated *multimedia* companies are taking advantage of these possibilities.  And what has been done to

combine the efforts of print and broadcast companies has largely been done between two or more media companies, rather than within just one.

This year's election prompted a number of these inter-corporate Web publishing ventures.  Prior to the combination of their parent companies, Time joined forces with CNN to create AllPolitics (http://www.allpolitics.com).  The Washington Post, Newsweek (owned by the Washington Post company), ABC and the Los Angeles Times answered with Politics Now (http://www.politicsnow.com).  Toward the end of the election season, The New York Times and National Public Radio weighed in with their own effort: Ideas '96.

Of the three, Issues '96 made probably the best attempt at integrating the content of its two participants.  The New York Times on the Web (http://www.nytimes.com) and National Public Radio's Web site (http://www.npr.org) had parallel pages that divided stories into five issue areas.  Within each area were stories from both The Times and NPR.  The NPR stories were audio stories that could be listened to using the RealAudio player.

While these three sites do represent present, if largely unambitious, successes in cooperation in Web publishing, one has to wonder about their long-term significance now that the election has passed.  Indeed, the Issues '96 site has already been closed, its pages accessible only through a keyword search of Times on the Web content.

Time and CNN probably will continue to develop their AllPolitics site now that Time-Warner and Turner have merged, but what will happen to the Politics Now site?  The players involved in that site are ostensibly competing organizations that could produce similar content on their own.

But there is a difference between what an organization is capable of doing and what it is currently doing or what it has plans to do.  As mentioned above, few media companies seem to

be combining the efforts of their different parts.  By buying Capital Cities/ABC, for example,

Disney now owns both the Kansas City Star and the Fort Worth Star-Telegram, in addition to the

ABC network.  Despite the possibilities inherent in combining the efforts of the three news

organizations, all three maintain separate Web sites.  The sites do not even link to each other.

Nor do they link to Capital Cities/ABC or to Disney.

Missouri's School of Journalism provides another example of this lack of coordination of

online publishing efforts.  Within the school, the Newspaper, Television and Radio departments

all have Web sites, none of which has any association with the other.  Digmo (http://digmo.org)

is largely the province of the Columbia Missourian.  Missouri Digital News

(http://www.mdn.org) is primarily an outgrowth of KBIA.  Beginning in January, KOMU will

become a local partner with MSNBC, updating their own Web site (http://www.komu.com).

Like Time-Warner or Disney, through its various departments, the School of Journalism

– and, taking a wider view, M.U. – has a wide range of multimedia content at its disposal.  This

content could be used to create a compelling, popular, efficient and, perhaps, profitable Web site.

To date, however, that has not come about.  While MDN and Digmo each have their core

audiences, neither site is taking full advantage of the multimedia possibilities of the World Wide

Web, nor of the diverse content the students, faculty and staff of the Journalism School already

produce.

How then can this be remedied?  While much has been written on both the promise and

pitfalls of Web publishing, as the authors above indicate, little has been written detailing how to

create a profitable Web publishing venture.  Nor has much been written on how news media

organizations should organize themselves to best take advantage of the online market.  However,

some intra-corporate experiments (as opposed to the inter-corporate ventures mentioned above) are taking place.

At this year's Republican and Democratic national conventions, for example, the Tribune Company combined the efforts of its print, broadcast and Web publishing divisions (Fitzgerald, 1996).  At the conventions, members of the three divisions worked out of the same newsroom, with the broadcast and newspaper reporters sharing a common assignments desk.  Through newsroom computer stations, reporters and editors could go to chat rooms online.

This cooperation has long-term potential beyond just convention coverage and Internet chat rooms.  As Chicago Tribune spokesperson Jeffrey Bierig put it, the effort "foreshadows a future newsroom at the Chicago Tribune, currently under development, that will produce a newspaper, broadcast or digital news" (Fitzgerald).

John Pavlik, associate director of research and technology studies at The Freedom Forum Media Studies Center, argues that the various media will need to collaborate in order to survive ("Information superhighway," 1994).  And Cohen (1996) warns of a coming "great divide" if journalists fail to cooperate across media.  Although she is referring to the differences already apparent between print and online journalists, her point resonates throughout the news media.

But not everyone is convinced that such close cooperation will be necessary or desirable. While touting the benefits of both vertical and horizontal integration through media consolidation, Ross (1994) warns that "simply becoming large is not the answer.  The art of being large is in remaining small – and that can only be accomplished by maintaining separate, autonomously run divisions."

Likewise, while Whiteside (1996) encourages online news departments to work closely with their newspaper parents, he advises that it is time for them to "have their own organization, independent of the newspaper."

> The time has come for interactive services to have a home in their own organization with their own CEO. The precedent has been set by radio and television stations that operated out of newspaper newsrooms in infancy but moved on to form independent businesses.

*Ford 2000*

With multimedia corporations still trying to decide if they should get their constituent parts to cooperate and how, specifically, they would go about doing it, a company from another industry provides an example of how it could be done.

Until last year, Ford Motor Company's operations were largely divided into two separate spheres: its North American operations division and its European operations division.  Although both divisions produced cars and trucks that fell into similar categories – large cars, compact cars, etc. – the two divisions' operations were largely separate from each other.  Except for a few notable examples, each division designed, engineered and developed its own automobiles and engines.  Additionally, each division had its own subdivisions of production engineers, designers and marketers, all of whom worked separately from one another(Parry-Jones, 1996).

Seeing the need to become more efficient in an increasingly competitive market – one where production exceeds demand worldwide by some 10 million vehicles – Ford initiated a reorganization program called Ford 2000.  Instead of having engineers and designers essentially duplicating each other's work on both sides of the Atlantic, Ford established five vehicle centers (VC's), each charged with developing a particular line of cars.  The one VC based in Europe, for example, will develop all of Ford's small and medium-size cars (Parry-Jones).

The point of the reorganization is that Ford's employees in North America and Europe will work to develop global cars.  Although each of these cars would be customized to meet the demands of the various markets, they would share a high percentage of common components. As Parry-Jones writes, "one of the aims of the single-project leadership which Ford 2000 implies is to define which parts of the vehicle can be developed on a common basis and which ones need adaptation by engineers with experience of each market."

Not only will engineers and designers in North America be working with their counterparts in Europe, they will also be working more closely with each other.  Prior to the reorganization, the designers would basically complete their work before handing the project off to the engineers.  The engineers would then have to go back and "haggle" with the designers about how they could change the design "to make it cheaper and easier to manufacture."  Under the reorganization, the production engineers will be a part of the design team, able to advise the designers on possible production problems before the design is completed (Parry-Jones).

Parry-Jones, who, it must be noted, is a vice president at Ford, claims that Ford 2000 has already had the following benefits:

> We are better able to centralize our strategic planning, avoid duplication of effort, take advantage of enabling technologies, learn from past experiences and do so with far more efficiency and at a greater speed than was ever possible individually.

Company chairman Alex Trotman expects the program to eventually save Ford more than $3 billion a year and position it to compete in the emerging markets of Asia ("The world car," 1994).  The company also expects the program to boost profits to 5 percent return on sales from its current 1.9 percent (Smith, 1996).

However, some analysts doubt the program will be as successful as Ford expects it to be. Smith writes that 15 months into the program it was "still years from showing results."  The

Economist ("The world car," 1994) notes that the Ford Contour/Ford Mondeo program – a

global car effort that served as the prototype and impetus for Ford 2000 – was the most

expensive car ever, costing Ford some $6 billion to develop and produce.  While the Mondeo has

sold well in Europe, Ford took a year longer to release its American twin than expected and that

car has sold less than expected.

*Conclusion and Research Proposal*

One might wonder how a car company's reorganization effort is applicable to the news

media and in turn to the World Wide Web.  But, instead of a company that produces cars on both

sides of the Atlantic, imagine a company that produces both print and broadcast news.  While the

two types of news definitely have their differences, there are great similarities as well.

Perry-Jones, discussing the similarities in cars on both sides of the Atlantic states that:

Closer analysis reveals that the perceived character of a vehicle … can be controlled and widely varied by changing only those parts of the vehicle that can be seen, touched and in other ways felt.  Thus, we know that the 30 to 40 percent of a car that a customer sees and experiences – its appearance, ride and performance – must be tailored to the demands of the individual market.  However, it is the other 60 to 70 percent – *including the core components* … that have functional, but not aesthetic value to the customer – that can and should be common to similar products around the world.  [Italics added.]

In a news context, the core components include the basic facts and information that are

included in every story, no matter if it is produced for newspaper, radio or television.  Other

components that could be shared across media include the written story itself as well as charts

and graphics.  As far as publishing on the Web is concerned, much of what is used to tell a story

in whatever medium – print or broadcast – could be utilized.

But again, there is the question of how.  How do you get divisions of an organization to

work together to create one product?  Ford 2000 attempted to do this by eliminating the

geographic boundaries between design teams. The Chicago Tribune proposes to do this by having the broadcast, print and multimedia divisions work out of the same newsroom. Closer to home, Roger Gafke, chairman of the School of Journalism's broadcast department, has initiated a reorganization of the school's broadcast sequence, combining the news operations of KBIA and KOMU into one newsroom.

With that in mind, one could envision a future School of Journalism, in which the print, broadcast and online products all operate out of the same newsroom. That type of massive reorganization and role rethinking is beyond the scope of my project, however.

What is within the scope of my project is to utilize the Ford example of creating teams and utilizing those teams to create content. For example, instead of a small-vehicle team, there might be a government-reporting team, involving a print reporter, a broadcast reporter and an online designer.

It is my belief that by developing such cross-department content teams, we can begin to build bridges between the different departments, encouraging more cooperation between them. Drawing on my experiences from this endeavor, I will write my "how-to" manual.

To supplement my experiences in creating the manual, I will interview professors and faculty within the Journalism School. Included among those I intend to interview are media management experts like Professor Charlie Warner; online news experts like professors Brian Brooks, Ann Brill and Mike McKean; and newsroom faculty such as Professor George Kennedy and KOMU News Director Stacey Woelfel.

The point of these interviews will be to find out from these faculty members their ideas on how to best encourage cooperation in order to develop online multimedia content. I will also be asking for their thoughts on how such cooperation could be institutionalized.

In addition to interviewing Journalism School faculty, I will attempt to interview people who are currently working for or managing online news organizations. Among those I will attempt to speak with are Elizabeth Osder and Kevin McKenna at The New York Times on the Web and the management of MSNBC's and CNN's respective Web sites.

Elizabeth Osder played a significant role in developing the Issues '96 site that The Times on the Web and NPR put together. I would like to discuss with her her experiences in working with the two organizations and coordinating their Web efforts. I would also like to query her about future multimedia efforts planned by The Times on the Web.

I will attempt to speak with the management of CNN's Web site about their experiences with working with Time in the creation of the AllPolitics site. And I will try to elicit from the management at MSNBC how they are coordinating the efforts of their Web site with those of their cable news network.

Using the information I gather from these interviews and drawing on my own professional experiences next semester, I will write my "how-to" manual. I intend this manual to guide those who come after me in maintaining and adding to the multimedia content on Digmo. I also intend for it to have relevance outside of the School of Journalism, to give insight to others in the online news field who desire to diversify their online content.

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Appendix B

*Digmo Work*

*Test Case: Adding Supplemental Materials*

*Newspaper version: Text box.*



## Communication key to race relations

By KATHRYN LARSON
Missourian staff writer

"Talking about issues of racial justice is important, but not enough," said Christopher Edley Jr., who spoke Thursday as part of M.U.'s celebration of Dr. Martin Luther King.

A former presidential adviser, Edley helped develop President Clinton's "Pro-Affirmative Action Agenda" and is the author of "Not All Black and White: Affirmative Action, Race, and American Values."

Edley's speech in Jesse Wrench Auditorium focused on the importance of diversity and communication. He also encouraged listeners to follow the example of King by believing that progress is possible.

Edley said affirmative action is one way to continue the progress started by King and leaders of his generation. Today, Edley said he believes discrimination is often a more unconscious decision.

"Affirmative action helps us lean against that tendency to prefer people like ourselves," said Edley.

However, he stressed that affirmative action does more than discourage discrimination. Diversity leads to excellence, he said.

Jacqueline Cooper, an M.U. graduate student, said she agrees with Edley's message on the difficulties of increasing diversity.

"He said that this process is hard, and there are no easy answers," Cooper said. "This is going to take a long time."

Rich Carter, who came from Jefferson City to hear the speech, said Edley's emphasis on educating people about discrimination is important.

"He talked about inclusion," Carter said. "Don't leave anyone out, and don't give up on anyone."

Before Edley's address, Damon White, president of the Legion of Black Collegians, announced the winners of the 1997 MLK Poster Contest, open to M.U. students. Galia Farber, a senior journalism major, won first place; Lisa Craig, a junior journalism major, won second place; and Rachel Goodlet, a junior journalism major, won third place.

Elizabeth Barton, president of the

> 'Affirmative action helps us lean against that tendency to prefer people like ourselves.'
>
> — Christopher Edley Jr.

Galia Farber looks past a poster she designed depicting King.                    RICK TRUAX/Missourian

Missouri Students Association, announced the winners of an essay contest open to high school and middle school students.

The first-place essay contest winners were: Antionette Gray, a sophomore at Hickman High School; Josiah Williams, a senior at Rock Bridge High School; and Lauren Hoff, a sixth-grader at

> The winning essays can be read on the Digital Missourian at http:// digmo.org/news/local/ premium/kingawards.html

Smithton Middle School. Second place winners were: Leslie Touzeau, a sixth-grader at Smithton Middle School; Comrie Harries, a sixth-grader at Smithton Middle School; and Dant Shaifer-Harriman, a senior at Rock Bridge High School.

Gray and Williams also won the oral essay contest.

*Web version: Story with link to essays.*

Columbia Missourian: Communication key to race relations

## COLUMBIA MISSOURIAN

# Communication key to race relations

**Headlines:**

Communication key to race relations

U.M. curator calls budget increase unfair

County, city cope with slippery storm

'Star Wars' strikes back

Ratliff sues city, police

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Local users welcome AOL refund proposal

**By KATHRYN LARSON, Columbia Missourian**
Friday, 24 January 1997

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Gray and Williams also won the oral essay contest.

**Related Link: Full text of winning essays**

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Columbia Missourian: Dr. Martin Luther King, Jr. Day: 1997 Essay Contest Winners

**COLUMBIA MISSOURIAN**

# Dr. Martin Luther King, Jr.
# 1997 M.U. Celebration

**Headlines:**

Communication key to race relations

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County, city cope with slippery storm

'Star Wars' strikes back

Ratliff sues city, police

Zinc might be surprise contender in fight against winter ills

Victims of rape get help

Local users welcome AOL refund proposal

## 1997 Essay Contest Winners

*First Place Winners*

- The Dream Will Live On
  Antionette Gray
  10th grade, Hickman High School

- Continuing the Dream
  Josiah Williams
  12th grade, Rock Bridge High School

- What Effect Did Martin Luther King Have on My Life
  Lauren Hoff
  6th grade, Smithon Middle School

*Second Place Winners*

- *Untitled*
  Leslie Touzeau
  6th grade, Smithton Middle School

- How Dr. King Affected My Life
  Comrie Harris
  6th grade, Smithton Middle School

- How can I Continue Dr. King's Dream
  Dant Shaifer Harriman
  12th grade, Rock Bridge High School

Columbia Missourian: Dr. Martin Luther King, Jr. Day: 1997 Essay Contest Winners

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**COLUMBIA MISSOURIAN**

# The Dream will live on

**Headlines:**

## By Antionette Gray/10th grade student, Hickman High School

Some people ask who is Dr. Martin Luther King Jr. and what has he done for our society? Others may wonder why we celebrate his birthday. The answers to their questions can be written out in lengthy paragraphs or summed up in one short, but sweet phrase. He is a strong, Black male who once had a dream to live equally and peacefully together.

With this powerful dream King tried to unite our country as a whole. He showed us a light that was quickly growing dim, while teaching us that we are all brothers and sisters. He not only taught us important things, but he helped us realize the true mean ing of freedom and liberty. Holding your head up high above the stars and always believing this dream will come true will allow the joining of the hands of all races. King went across the land to tell of what he knew and deeply believed in. He informed ou r nation on the right way to treat one another.

Now we must all take part in continuing this dream and allowing his wish to come true. To do this we must search past skin color. Look deep into the souls of others and accept them as a whole. This will prove that we have recognized that we are all the s ame no matter how different we actually are.

I too have a dream. A dream for my town to grow in population of all races. Then we will be able to learn and understand different culture that exist. With this information new ideas will surely come about and technology will increase greatly. We will be able to create new ways to produce products better. Our industry will rise higher then others. All of this will occur when we are united as one.

Columbia Missourian: 1997 Essay Contest Winners--Antionette Gray

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# COLUMBIA MISSOURIAN

## Continuing the Dream

**Headlines:**

**By Josiah Williams/12th grade student, Rock Bridge High School**

As a young black man, living in today's society can not only be frustrating, but difficult. There are many obstacles to overcome, but with determination and preparation we can overcome many of these obstacles that stand in the way of our reaching our goals. For example, Dr. Martin Luther King took a stand when no one else would stand. This showed me a great deal of leadership.

Dr. Martin Luther King had a dream which will be achieved when blacks are allowed complete freedom. There were many mountains and obstacles that he had but he didn't allow them to stop his dream. We can continue Dr. King's dream by being successful and being a good example towards one another.

Many of us take freedom for granted. Now that we have freedom, we don't exercise our right to vote. By voting we are having some say on what takes place here in America. What disturbs me the most is that many of us do not take advantage of what has been given to us. We need to overcome this sickness that has been eating away at us for some time now.

Back in history, blacks had no freedom, they had to work as slaves. There is a great difference between now and then. Back then blacks joined hands and sang sweet songs of freedom. In this present day blacks kill each other over color, clothes and territories. This is a sick virus that has been developing for some time in our black communities. We need to overcome this evil attack that has caused a disturbance in black communities. I can continue Dr. King's dream by being successful and using my right to vote. I can also be a good example to all of the kids by showing them that if you believe, then you can achieve. By exercising my rights to vote I am having some say on what goes on in my life. I can also encourage everyone to vote. I can be a positive speaker and do my best to help out the black community. Martin Luther King has helped open many doors for not only me but for all people. I can continue his dream if I step through them and use them to open up many others.

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# COLUMBIA MISSOURIAN

## What effect did Dr. Martin Luther King have on my life

**Headlines:**

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Zinc might be surprise contender in fight against winter ills

Victims of rape get help

Local users welcome AOL refund proposal

**By Lauren Hoff/6th grade student, Smithton Middle School**

Dr. Martin Luther King Jr. had a big effect on everyone's life. He wanted sons of former slaves and sons of former slave owners to come together and sit at the table of brotherhood. One day he wanted his children to be judged not by the color of their skin but by the content of their character. All of this would happen in a nation where freedom rings for not only whites, but all races. These ideas were all expressed in his "I Have A Dream" speech. This spectacular speech was given in Washington, D.C. in 1963. If he hadn't selflessly given his life to the fight for equality, my life wouldn't be the way it is now.

There are a lot of things that are different for me now than they would have been, say, 60 years ago. I have the opportunity now to go to schools with different races than my own. A while ago that wouldn't have been legal. Different races didn't go to sc hool with whites. They got the books whites threw away! But I am really glad now that I go to schools with different races because they make just as good of a friend, if not better, than my own race. I don't care what anyone says about that, either, becau se I know from my own experiences. I've learned that what makes a good friend is a person's character and not the color of their skin.

Martin Luther King fought for justice, which has also affected my life. Justice or the lack of justice can affect me by making me happy, sad or confused. For example, seeing justice given in a courtroom to any race makes me very happy. Justice is importa nt to all of us, every race. People besides whites were allowed to vote sixty years ago. But when they did, some other race would often have the nerve to go burn down their house for it! That doesn't happen any more because we have laws that protect every one's right to vote freely. If someone tried to prevent someone else from voting now, they would be arrested and possibly imprisoned. No one has the right to take away other people's rights because of their race.

Because of Martin Luther King Jr., now I can go to movies, restaurants, the mall & other things like that with anyone I want!! How about with some of my best friends ever? Well, sure I can! At least I can now. I couldn't 60 some odd years ago. You know why? Because some people actually thought that just because you have a different skin color that meant you were weird, scary, crazy, etc.! But Dr.

King proved that that wasn't so. He encouraged whites and blacks to become friends with each other so they could learn that they were more alike than different. So, now that you know that, wasn't it silly that I couldn't have gone to the movies with whoever I wanted to? Wouldn't that have been great? As far as I know, we still can't change the past, but we can m ake and create a better future!

So, just think for a minute ... if one, just ONE man had all that affect on my life, wow, think about how much he changed and affected the world!! He was a pretty amazing guy. If everyone just did one thing to make the world more like Dr. King's dream, this world could be almost perfect. Imagine a world in which all races, I mean every single large and small race, got along together, just like best friends. Imagine a world of people that weren't afraid of each other's skin color or looks, where everyone was nice and almost all violence was eliminated! If you can imagine that world, then you can imagine Dr. Martin Luther King's wonderful dream. It is up to each one of us to change his vision from a dream to a reality.

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Columbia Missourian: 1997 Essay Contest Winners--Leslie Touzeau

## COLUMBIA MISSOURIAN

**By Leslie Touzeau/6th grade student, Smithton Middle School**

**Headlines:**

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I was born in June of 1985 to Charles Touzeau, a white male, and Karen Cottledge Touzeau, a black women. Without Martin Luther King's influence on the racial conflicts that we had, I might have never been born. With that said, I think I should also mention that in some states it was illegal for black people to marry white people. Now, Martin Luther King was a great man. Without him, I, as a biracial child would probably go to an all black school. My friends are a mix of races but about half of them are Caucasian.

My parents are quite happy and we have enough money to support the family and even more. However, without Martin Luther King, my mom would not have a job. Since I am half white also, My personality would be different. Maybe I would have grown up hating black people. That's how Martin Luther King changed the racial problems.

Martin Luther King also changed the results of the Vietnam War. With his many protests saying that the U.S. shouldn't interfere with the war that wasn't our war to fight, the U.S. finally backed down. Many people's lives were spared including my second cousin Robert Baxter.

Martin Luther King was a great and courageous man. Without him, this world today would not be the same. We wouldn't have as much mechanical things because there wouldn't be enough people working in the factories and the black people would have been left behind. With King's assassination, I think people opened their eyes to see what was going on. There was too much killing just because of the color of the skin. Without Martin Luther King, we wouldn't be where we are today.

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Columbia Missourian: 1997 Essay Contest Winners--Leslie Touzeau

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**COLUMBIA MISSOURIAN**

# How Dr. King affected my life

**Headlines:**

## By Comrie Harris/6th grade student, Smithton Middle School

Dr. Martin Luther King Jr. wanted justice and equality for all people. This includes both sexes, all races and all religions. Because Dr. King fought for these things, I, as a girl of the 90's, have more opportunities, more rights, and more choices. When I say I have more opportunities, rights and choices, I mean that if I were a girl 30 years ago, I would not be able to do many things I do today. Thirty years ago women were unlikely to be doctors, lawyers, and many occupations women commonly have today.

If I were a child back in the 60's, I would not have been able to interact with children of different races or religions. Because of what Dr. King did, or tried to do, as a child of the 90's, I can interact with these people.

Earlier in time many women or people of different races or religions had good ideas, such as new medicines or machinery to help people. When they shared their ideas no one would listen because of their race, religion, or sex. People were just hurting themselves by not listening to them.

Dr. King has affected my life in a big way and I owe a big thanks to Dr. King for what he did for me.

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Columbia Missourian: 1997 Essay Contest Winners--Comrie Harris

A FRESH NEW LOOK AT NEWS

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Columbia Missourian: 1997 Essay Contest Winners--Dant Shaifer-Harriman

## COLUMBIA MISSOURIAN

# How can I continue Dr. King's Dream

**Headlines:**

**By Dant Shaifer-Harriman/12th grade student, Rock Bridge High School**

When the words " I have a dream ...." rang out over the "PA," across the listening ears of thousands, a unique dream was clustered within, and was standing right before his eyes our eyes. King's dream was for civil rights. The self right. King wanted the Negro race equal to all other races and vice versa as night is to day. King struggled for equality in every daily aspect of life for that freedom of ignorance. King also advocated non-violence towards equality through peaceful protests, but in every attempt his message reached those who shared the living, prevailing dream.

Those who defined the message were those living in the past. The dream saw those individuals as sad, ignorant, emotional, lost souls living in the past that time has forgotten. King affected many people with a hope, a new and bright dream of the future.

Today King's dream is living proof. Stop! take a look around you we are all Gods creations. The dream, has prevailed, it has arrived and is in the living color. Everyday kids of all colors go to school together, do homework projects togetber, ride bikes, Barbie and G.I. Joe, whether it be adults or kids. This world goes round because of commradeship " the dream." Yet our religions can coincide in peace. A famous person once said, " the root of evil is ( Ignorance ). This ignorance starts at the young age, when the mind is vulnerable and weak. The time and how to carry on the legacy of the dream is to teach kids at the young age the sense of right and wrong, common sense of the dream. The only way to deter the enemy is to inform and form groups or committees, clubs, to travel to the elementary schools and spread the knowledge of non-violence and equality.

In the future the more we encourage different aspects of the "dream" into our daily lives and the activities, in our childrens minds. We as a society participate in the events that are happening around the world shouldn't be happening. In a way the dream doesn't reach all of us, because of ignorance and the past, they have forgotten what's important.

Columbia Missourian: 1997 Essay Contest Winners--Dant Shaifer-Harriman

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The new COLUMBIA MISSOURIAN

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*Test Case: Adding Photographs*

      *Web version: Picture gallery.*

Columbia Missourian: County, city cope with slippery storm

# COLUMBIA MISSOURIAN

# County, city cope with slippery storm

**Headlines:**

## Letter carriers, city workers shoulder load

**Columbia Missourian Staff**
Tuesday, 28 January 1997

Neither snow nor rain nor heat nor gloom of night kept letter carrier Mike Morrison from the swift completion of his appointed rounds.

Morrison said Monday that he delivered his mail on time and didn't even slip once. Ten years' experience and shoe chains provided the needed footing to navigate even the most precarious painted porch, he said.

"You want to get in, get your mail, get it out, get it delivered and get it done," he said.

Mail trucks in Columbia set out with tire chains and sandbags. None were involved in an accident, and most mail deliveries were made with only slight delays.

"It's probably the worst day this winter because of the ice," said Mickey O'Neal, a supervisor of customer service for the Columbia Post Office.

Schools closed, some businesses closed and even Federal Express cancelled its Columbia pick-up service. And without any fanfare, the mail got delivered Monday like every other day.

**As Old Man Winter tightens his grip around the Columbia area, here are a few winter weather tips to help melt the ice.**

- Dress for cold weather, using layers of clothes.
- Keep your feet, hands and head covered and dry to prevent heat loss.
- Breathe at a normal rate and avoid shivering, which could lead to muscle spasms and soreness.
- Do not drink alcohol. It will cause your skin to flush, which will make you feel even colder.
- Remain active in your home. This will keep you flexible and warm.

**Pets also need special care during cold weather. Pet owners should:**

- Bring pets inside if possible, especially during cold weather.
- Make sure pets have adequate food and that their

"Days like this tend to motivate me even more," Morrison said.

The last time the postal service could not deliver the mail was two years ago when the Columbia area was hit with 19 inches of snow, he said.

water is not frozen.
- Dog houses should be insulated and protected from the wind.
- Make sure your pet's paws, ears and tail don't freeze. Dry your pet if it's wet and be careful of ice, which can cut your pet's paws.

Monday's ice and snow turned the streets of Columbia into slush. The only traffic fatality in the state occurred on Missouri 17 near Iberia in Miller County, according to the Missouri State Highway Patrol. Ella Ponder, 62, of Iberia lost control of her car on the snow and ice covered highway and struck a tree.

"Conditions have gone from bad to worse," said Frank Abart, director of Boone County Public Works. "We did not anticipate this much ice. Ice is far harder for our department to treat."

The public works department deployed its snow plows to clear the streets early in the day. Spreaders distributed sand, salt and cinder across the roads.

"All roads are being worked on at the same pace," Abart said Monday afternoon. "We'll be working to at least 6, 7, 8 p.m. tonight."

Meanwhile, city crews sprayed a combination of rock salt and calcium chloride on streets throughout the day. The mixture "creates a brine solution between the surface of the road and the snow or ice," said Dennie Pendergrass, chief engineer-operations of the Columbia Public Works Department.

Pendergrass said the first priority streets, such as Rock Quarry Road, Broadway, and Old Highway 63 were treated with salt and cinder several times by late Monday.

Hills and streets with traffic signals posed the biggest problem for transportation and road clearing, Pendergrass said. The danger level for the driver increases with the lack of traction on a sloping, icy street, he said.

Public transportation has been slightly delayed by the snow and ice. "It's been very slow going," said Dorene Roeglin, city transportation manager. The city buses switched to snow routes.

Public schools also felt the affects of winter. In Columbia and throughout Boone

County, school children were kept home. Whether schools open today will depend on an early morning inspection by officials, said Skip Deming, Columbia's assistant superintendent.

In Ashland, Superintendent Mark Yehle said he wouldn't know until this morning whether students would return to school.

M.U. canceled classes after 4 p.m. Campus operations and university offices did not close early. University officials said they would decided by 6 a.m. today whether to cancel classes.

Night classes at Columbia College were canceled on Monday, and Stephens College classes were let out early in the day.

Area tow truck companies were hard at work Monday clearing the roads of accidents.

"With these slick road conditions, we are seeing lots of people sliding into ditches," said Carrie Davenport, with Davenport Towing and Salvage.

Vernon Niles, with Don Lake Towing Service, has also had to deal with motorists sliding off the slippery roads.

"The first accident we had involved an overturned tractor-trailer loaded with orange juice," Niles said. "By 6 a.m. we had over 45 people slide off the road; it's very treacherous out there."

Niles predicted 200 to 300 accidents occurred in the Columbia area on Monday.

According to the Missouri State Highway Patrol, as of 4 p.m. no roads in the state were closed. However, there were numerous accidents reported around the Columbia-Boone county area.

"The worst thing to do when you are sliding on the road is to slam on your brakes," Davenport said.

Although motorists are facing the dangers of icy roads, the homeless face exposure to dangerously low temperatures. Both St. Francis House and The Salvation Army Harbor House have seen increases in the number of residents.

"It (the weather) makes it very difficult to find room for everybody. When the situation becomes life-threatening for people, they need to come inside," said Steve Jacobs, director of St. Francis House. The facility currently is filled beyond

capacity.

The Salvation Army Harbor House has at least 46 residents. Director Timothy Rich said the average stay for shelter residents has become 45 days.

"In a real crisis we'll sleep people on sofas if we have to. Even when you are filled to capacity it is very difficult to turn away a family with children when they come to your door," said Rich.

-- Missourian staff writers Adam C. Holland, Sally Washburn and Shannon Williams contributed to this report.

**Photo story: Winter wipeout**

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The new COLUMBIA MISSOURIAN

Columbia Missourian: Winter wipeout

# COLUMBIA MISSOURIAN

## Winter wipeout

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Communication key to race relations

U.M. curator calls budget increase unfair

County, city cope with slippery storm

'Star Wars' strikes back

Ratliff sues city, police

Zinc might be surprise contender in fight against winter ills

Victims of rape get help

Local users welcome AOL refund proposal



KAZUKO SATO/Missourian

Shella Watson, who works for the Coffee Zone on Ninth street, scrapes snow in front of the shop on Monday.

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Columbia Missourian: Winter wipeout

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BRAD ZWEERINK/Missourian

Mike Morrison, a letter carrier for the Columbia Post Office braves the snow and ice yesterday afternoon to delever the mail to Kay Hunvald. Hunvald put on a ski mask in order to shovel her driveway.

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Columbia Missourian: Winter wipeout

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BRAD ZWEERINK/Missourian

Donna Baldwin scrapes the ice off of her car
windows yesterday on Walnut Street. Baldwin, who
works in Boone County's human resources
department, was clearing off her windows so she
could drive to lunch.

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BRAD ZWEERINK/Missourian

Krissie Labanauskas, a sophomore at M.U. from Chicago, walks across Providence Road yesterday afternoon during the snow storm to get to her car.

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file:///C|/Documents%20and%20Settings/troy/My%.../Columbia%20Missourian%20Winter%20wipeout4.htm (1 of 2) [5/3/2003 10:56:22 AM]

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*Test Case: Adding Links*

*Newspaper version: Text box.*

*Web version: Links to outside sites.*

# COLUMBIA MISSOURIAN

## 'Star Wars' strikes back

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### The re-release of the "Star Wars" trilogy means new effects, new sound and long lines for fans

**By ANAMARY PELAYO, Columbia Missourian**
Wednesday, 29 January 1997

"Star Wars" resurfaces on the big screen Friday, and not even freezing temperatures could keep Columbians from buying their tickets early.

More than 30 people stood in line Tuesday waiting for the box office at Forum 8 Cinemas to open its doors, despite a wind chill of minus 12 degrees. Within the first three hours, the 7 p.m. show was sold out.

"I grew up watching 'Star Wars' videos but never had the chance to see it on the big screen," said John Gordanier, a 19-year-old M.U. student.

Holding a lightsaber much like the one used by Luke Skywalker in the film, Gordanier said he would be at the theater Friday wearing a talking Darth Vader mask.

It's been 20 years since the galactic adventure was first seen in 1977. Thanks to technological advances, it returns with a few added features.

"The re-release of 'Star Wars' will include enhanced special effects, a re-recorded soundtrack in a digital format and an extra four-and-a-half minutes of film," said

### To Feel the Force

Star Wars will be playing on the big screen at Forum 8 Cinemas, 1209 Forum Blvd., at the following times:

- **Friday** - 2 p.m., 4:30 p.m., 7 p.m., 9:40 p.m., 12:30 a.m.
- **Saturday** - 11:30 a.m., 2 p.m., 4:30 p.m., 7 p.m., 9:40 p.m., 12:30 a.m.
- **Sunday** - 11:30 a.m., 2 p.m., 4:30 p.m., 7 p.m., 9:40 p.m.
For additional theater times after Sunday, call 445-7469.

Ticket prices are $5.75 for adults and $3.50 for children. All shows before 6 p.m. are $3.75.

Fans can learn more in cyberspace at these Web sites:

- [The official Star Wars Web site](#)
- [Hasbro's Star Wars Universe](#)
- [Other Star Wars Web sites](#)

Joe McKie, general manager of Forum 8 Cinemas.

Despite the cold weather and long lines, McKie expects the steady flow of ticket sales for the film to continue.

Some fans say "Star Wars" was one of the first films of its genre, and it brought science fiction to the mainstream.

"When I saw it for the first time, I was 10. Since then I've seen it more than eight times," said 29-year-old Columbia College student, Paul Voas. "It was the defining moment of my generation."

The "Empire Strikes Back" will also be re-released on Feb. 21, followed by "The Return of the Jedi" on March 7. Although Forum 8 is the only theater in Columbia that will be showing "Star Wars," it might not be where the sequels are shown.

The re-release has sparked interest among moviegoers for its special effects and remastered technology. But perhaps more than the first time, the movies also bring with them a new spirit of lost friends found again.

"Everybody's first crush was from 'Star Wars,'" said Gordanier. "Mine was Princess Leia."



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Columbia Missourian: Links to Star Wars-related Web sites

**COLUMBIA MISSOURIAN**

## Star Wars Returns

**Headlines:**

## Links to Related Web Sites

Communication key to race relations

U.M. curator calls budget increase unfair

### Official Sites

County, city cope with slippery storm

- Official Star Wars Web Site
- Hasbro's Star Wars Universe

'Star Wars' strikes back

### General Fan Pages

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- Star Wars home page at UPenn -- collector's info., inside info. on movies
- Star Wars (home page at Carnegie Mellon University)
- Hype's Star Wars Poll
- Star Wars: The Jedi Academy
- Irresistible Force
- Star Wars: Ranroon's Cantina
- Raptor's Yavin 4 Jedi Academy

Victims of rape get help

### Collectibles

Local users welcome AOL refund proposal

- Star Wars: The Trading Cards Listing

### Multimedia

- Star Wars sounds
- Chris's Star Wars Page
- Swammi's Resource for Creating Star Wars Web Pages
- Brian's Palace

### Lists of Other Sites

- Z&T: Star Wars Web Links

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- The Ultimate Star Wars Links Page
- Rebel 1's Star Wars Links
- The Complete Star Wars Listing

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Appendix C

*Syllabus from J-350 New Media Basics*

*Welcome to J-350: New Media Basics*

**Winter Semester 2002**

*Course Description*
The purpose of this one-hour journalism short course is to help you learn how to create and publish a series of pages on the World Wide Web that include text, pictures, audio, video and links.

You'll find these skills indispensable as you prepare for a career as a 21st century journalist. Many j-school grads now have good-paying New Media jobs (e.g. the Microsoft Network and MSNBC, CNN Interactive, New York Times, Wall Street Journal, Washington Post, Chicago Tribune, San Jose Mercury Center, CNNSI, CBS Sportsline, NandO Media), because of work that stemmed from this class. And even if your current interest is to work as a traditional reporter, writer, editor, producer or ad exec, you'll find most agencies, newspapers, magazines, radio and TV stations now have web sites and find the internet indispensable in their work.

*Times, Places, Office Hours*
The class will meet in 281F Gannett Hall (the Broadcast News Multimedia Lab) from 12n to 12:50p MWF

Section 1 (noon) meets Jan 23 - Feb 25
Section 3 meets Feb 27 - Apr 8 |
Section 5 meets Apr 10 - May 10

You can find me in 281C Gannett. To schedule an appointment, send me e-mail at *kraxbergerl@missouri.edu* or call 882-6633.

Mike McKean, who created the course home page and occasionally subs for me in this course, is in 281D Gannett. His office hours are Tuesday and Wednesday, 12n-2p, or by appointment. Mike's email address is *jourmlm@showme.missouri.edu* and his phone number is 882-3434.

*Course Materials*
All course materials are available via the class home page. There are no assigned texts, though you might like to buy some Internet help books if you decide to pursue more in the area of on-line reporting, design or production.

Here are some you might consider:
*HTML 4 for the World Wide Web* by Elizabeth Castro
*The Non-Designer's Web Book* by Robin Williams and John Tollett
*The Principles of Interactive Design* by Lisa Graham (ISBN # 0-8273-8557-9)
*Dreamweaver 4 Bible* by Lowery (ISBN: 0764535692)

This class can only begin to explore the many changes that are taking place in the world of online journalism. If this is an area of interest to you, I strongly encourage you to make the following websites a part of your regular reading:

MSNBC Technology Page or Ziff-Davis' ZDNet.

You may find it necessary to keep some three-and-a-half inch, PC-formatted diskettes or a Zip disk available to store materials used in this class. (Saving pictures, video and other assets may make it easier to save your webpage to another server after graduation) You also need a blank VHS videotape or audio cassette to use for the multi-media portion of this class.

If you would like a printed copy of this syllabus or any other documents from the class home page, simply click in a blank space of the appropriate frame with the left mouse button. Then, if you're using Internet Explorer, right-click, then left-click on Print from the menu that appears. If you're using Netscape, go to the File pulldown menu and select Print Frame...

*Course Schedule--subject to change*
Day 1 -- Jan 23, Feb 27, Apr 10
What this class is all about. Run through the class materials and take a rapid tour of news on the World Wide Web.

Please check on your own any of the following sites. We will not have time to do so during class.

- CNN Interactive, viewed by many as the best news site on the web.

- MSNBC, an online partnership between NBC News and Microsoft.

- KRON Online, KRON-TV in San Francisco and related sites produced by KRON's parent company.

- Chicago Tribune goes "beyond news" and employs MU grads!

- Kansas City Star, lots of content and committed to multimedia.

- San Jose Mercury News. Their Mercury Center is one of the few profitable online papers.

- women.com--news and talk for, by and about women.

- Net Noir, an afrocentric media site.

Day 2 -- Jan 25, Mar 1, Apr 12
Creating your own web page, part 1: setting up your web directory; the basics of **h**yper**t**ext **m**arkup **l**anguage (html).
Day 3 -- Jan 28, Mar 4, Apr 15
Creating your own web page, part 2: text formatting.
Day 4 -- Jan 30, Mar 6, Apr 17
Creating your own web page, part 3: adding colors and links.
Day 5 -- Feb 1, Mar 8, Apr 19
Creating your own web page, part 4: finding and incorporating image files; some basic rules on use and abuse of images on the web. File transfer protocol (ftp): Moving files over the Internet.
Day 6 -- Feb 4, Mar 11, Apr 22
Creating your own web page, part 5: how to scan original art and photos for your web pages. How to edit images using Adobe Photoshop.

Day 7 -- Feb 6, Mar 13, Apr 24
Creating your own web page, part 6: creating tables, with and without borders, to enhance the layout of your page.

Day 8 -- Feb 8, Mar 15, Apr 26
Fine-tuning web pages with tables.

Day 9 -- Feb 11, Mar 18, Apr 29
Creating your own web page, part 7: Editing audio digitally and adding it to your web page in

high quality and streaming formats. Come prepared for our next class with a VHS videotape. This may be either home video or a tape you've shot using the VHS cameras upstairs in 277 Gannett.

Day 10 -- Feb 13, Mar 20, May 1
Creating your own web page, part 8: Editing video digitally for multimedia.

Day 11 -- Feb 15, Mar 22, May 3
Creating your own web page, part 9: Adding video to your web page in high quality and streaming formats.

Spring break begins March 23; Classes resume Monday April 1

Day 12 -- Feb 18, Apr 1, May 6
Creating your own web page, part 10: Optional - Beginning to work with frames.

Day 13 -- Feb 20, Apr 3, May 8
*No class March 26-30 Spring Break*
Work on your personal pages in class.

Day 14 -- Feb 22, Apr 5, May 10
Class evaluations. Free time to work on personal pages in class.

Section 1 pages are due by 5pm on Monday February 25th.
Section 3 pages are due by 5pm on Monday April 8th.
Section 5 pages are due by 5pm on Monday May 13th.

*ADA Statement*
*If you have special needs as addressed by the Americans with Disabilities Act (ADA) and you need assistance, please notify the MU Access Office or the course instructor immediately. Reasonable effort will be made to accommodate your special needs.*

Appendix D

*Consulting Work: Creating Prototype Stories*

*Adding Photographs: 'An Incredible Attitude'*

    *Digmo version*.

Columbia Missourian: An incredible attitude

# COLUMBIA MISSOURIAN

## An incredible attitude

**Headlines:**

## Mayor Hindman faces office, life with good cheer

**By Troy Wolverton, troy@wolverton.net**
Wednesday, 18 Sep 2002

It's every journalist's dream.

I've just caught one of the most important politicians in town with his pants down. Wait until Columbia hears about this!

Only, he doesn't seem concerned.

In fact, he seems to find it kind of amusing. And, despite my presence, he continues to do what he was doing before—changing clothes in a public parking lot.

**Moo Dah Mayor**
It's the afternoon of Saturday, April 13. The Moo Dah parade is coming to a close and the award ceremony is set to begin any minute at Boone Tavern.



TROY WOLVERTON

Mayor Darwin Hindman

Several blocks away, in the parking lot adjoining the downtown fire station, Mayor Darwin Hindman is standing next to his white Mazda Miata, wearing only boxer shorts, a T-shirt and dress socks. He's changing into a suit for the parade's award ceremony, and I have just happened to catch him in the act.

Even though he is the one with his pants down, I think I am more embarrassed than he is. After catching sight of him, I back off and mumble a "oh, I'm sorry."

But Hindman just smiles and says, "oh that's OK." He proceeds to put on a blue oxford shirt over his T-shirt and asks if I will stand guard while he finishes dressing.

Even though I have a camera with me, Hindman makes no move to hurry. He even answers a few questions as he buttons his oxford and pulls on his suit pants.

Other politicians might have been angry or embarrassed by such exposure. But Darwin Hindman, 63, is not your typical politician. Instead of being angry, he just takes it in stride and with a smile.

Very little about Hindman's physical appearance is distinctive. He looks like an average middle-aged man: He has a kind of plain face, brown, wavy hair and a curve in his belly.

He is a short man. In fact, Axie, his wife of 36 years, says that on their first date – a blind date – she "took one look at him and went back upstairs to get some lower shoes."

But Hindman's height is not what most distinguishes him. Rather, it is the smile he flashed in the parking lot, a smile that seems to be with him nearly everywhere.

That smile—and the optimism it represents—is central to Darwin Hindman the person. His son Skip Hindman puts it this way: Darwin Hindman has "an unwavering cheerfulness that borders on being unrealistic."

Although his good cheer might be unreal at times, Hindman's life is grounded in the real world of everyday things.

That Saturday of the Moo Dah parade was a busy one. Hindman's day started off with an 8:30 a.m. appearance at one of the local elementary schools. From there, he went to Rock Bridge High School, where he participated in the opening ceremonies of the mid-Missouri Special Olympic games.

**Good cheer--no matter the weather**
After the opening ceremonies, Hindman made several phone calls from his law office, attended a friend's funeral and met some Hickman High School students at Hinkson Creek, where he helped them clean up litter in the stream.

After the award ceremony for the parade, he had another funeral to attend and then planned to go out to dinner with Axie and some of their friends.

All of this might be expected of a big-city politician, or a member of Congress.

TROY WOLVERTON

Hindman chats with a member of his race-relations committee after the Moo Dah Parade.

But Hindman's position is a little different from those of other elected officials. As Columbia's mayor, he works for free.

Despite not being compensated for his efforts, throughout the day, Hindman maintained what Skip Hindman calls "this incredible attitude." He smiled, joked around, talked with friends, shook hands and introduced himself. Despite the funerals he had to attend that day, he never appeared to be down or low; instead, he marched through the day, engaging himself in each event.

Skip Hindman says he often saw—and was sometimes frustrated by—his father's good cheer when he was growing up.

"I remember in almost every situation," Skip, 30, says, "no matter how hopeless or how unpleasant the circumstances, he had this incredible attitude. Sometimes it would drive my sister and me crazy – we felt entitled to complain."

The Hindmans spend several weeks each summer at a cottage they own in Minnesota. Skip says the trips he took with his parents to the cottage when he was younger provide good examples of his father's optimism.

"His weather predictions (for those trips) were always ridiculously optimistic," he says. But even when the weather changed, his father maintained his good attitude.

"He seemed to take pleasure in it," Skip says. "He would say, 'these are the kind of trips you remember.' And you do."



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**COLUMBIA MISSOURIAN**

## An incredible attitude | 1, 2, 3

**Headlines:**

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[Midwest modest--and more](#)

[Missouri bloops by Baylor](#)

[Memorial Day means Mid-Missourians hit the highways](#)

**The 'Hindman Trail'**
Perhaps it is not surprising that the man who was the driving force behind the creation of the MKT and Katy Trails would spend part of his summers at a cottage in rural Minnesota. Hindman's love of life and of the outdoors is something that shows through not only in his former environmental activism but also in his day-to-day life.



TROY WOLVERTON

Hindman, left, talks with his wife, Axie.

The Hindman home is located just west of West Boulevard in central Columbia. On top of a hill, the house is a multi-level dwelling that looks like it was inspired by Frank Lloyd Wright. It appears to be set into the hillside, with the top floor at street level and the bottom floor on the side of the hill.

The large-paned windows in Hindman's bottom-floor study look down the hill through a virtual wilderness of trees and flowers. Abutting the study is a small concrete patio with two handmade squirrel feeders. Beyond the patio, the land is wild, with only the hint of a foot trail sneaking through it to indicate that someone has been through.

Hindman inherited the house from his father, who had it custom built. He has since bought several of the surrounding properties, which lie intentionally undeveloped. Thus, he has behind his house his own urban greenspace, an unofficial "Hindman Trail."

Hindman takes Susie, his golden Labrador retriever, for a walk on the trail every morning and most afternoons.

Columbia Missourian: An incredible attitude, page 2



TROY WOLVERTON

Hindman with his dog Susie in his west Columbia home.

**'Just playing'**

It's Sunday, one week after the Moo Dah parade, and I am visiting the Hindman home. After introducing me to his wife Axie and his dog, Hindman takes the three of us for a walk on the Hindman Trail. Or rather, Susie takes us for a walk, since she leads the way.

The trail winds down the hill and then runs parallel to a creek that lies at the bottom of the hill. As we go along, Axie points out several different flowers, among them Dutchmen's breeches, spring beauties and jonquils.

"And those are about the three I know," she says. But later, she points out violets and blue bells and May flowers.

Axie tells me that their kids, Skip and his older sister Ellen, used to go out on the trail when they were younger because they thought of it as a way to be away from all parental supervision.

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The new COLUMBIA MISSOURIAN

**COLUMBIA MISSOURIAN**

**An incredible attitude | 1, 2, 3**

**Headlines:**

An incredible attitude

Midwest modest--and more

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TROY WOLVERTON

Hindman goes for a walk on the "Hindman Trail" with Susie.

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Hindman reviews a document at a City Council work session.

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"They're exciting to take on."

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Or, as Axie puts it, before he became mayor, they "used to do a lot of things," like walking on the MKT and Katy trails.

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When he and his sister were younger, Hindman would take time out to take driving vacations with his family in their 1962 Volkswagen, Skip says. Although they lived during those years first in Mexico and then in Columbia, the family traveled all over the United States, visiting the Everglades in Florida, art exhibits in Chicago and Washington, D.C.

"Now that I am an attorney, looking back on those trips, I wonder how he ever had the time to practice law," Skip says.

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## An Incredible Attitude

**Columbia Mayor Darwin Hindman**

It's every journalist's dream.

I've just caught one of the most important politicians in town with his pants down. Wait until Columbia hears about this!

Only, he doesn't seem concerned.

In fact, he seems to find it kind of amusing. And, despite my presence, he continues to do what he was doing before—changing clothes in a public parking lot.

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**Hindman chats with a member of his race-relations committee after the Moo Dah Parade**

**Moo Dah Mayor**
It's the afternoon of Saturday, April 13, 1996. The Moo Dah parade is coming to a close and the award ceremony is set to begin any minute at Boone Tavern.

Several blocks away, in the parking lot adjoining the downtown fire station, Mayor Darwin Hindman is standing next to his white Mazda Miata, wearing only boxer shorts, a T-shirt and dress socks. He's changing into a suit for the parade's award ceremony, and I have just happened to catch him in the act.

Even though he is the one with his pants down, I think I am more embarrassed than he is. After catching sight of him, I back off and mumble a "oh, I'm sorry."

But Hindman just smiles and says, "oh that's OK." He proceeds to put on a blue oxford shirt over his T-shirt and asks if I will stand guard while he finishes dressing.

Even though I have a camera with me, Hindman makes no move to hurry. He even answers a few questions as he buttons his oxford and pulls on his suit pants.

Other politicians might have been angry or embarrassed by such exposure. But Darwin Hindman, 63, is not your typical politician. Instead of being angry, he just takes it in stride and with a smile.

Very little about Hindman's physical appearance is distinctive. He looks like an average middle-aged man: He has a kind of plain face, brown, wavy hair and a curve in his belly.

He is a short man. In fact, Axie, his wife of 36 years, says that on their first date – a blind date – she "took one look at him and went back upstairs to get some lower shoes."

But Hindman's height is not what most distinguishes him. Rather, it is the smile he flashed in the parking lot, a smile that seems to be with him nearly everywhere.

That smile—and the optimism it represents—is central to Darwin Hindman the person. His son Skip Hindman puts it this way: Darwin Hindman has "an unwavering cheerfulness that borders on being

unrealistic."

Although his good cheer might be unreal at times, Hindman's life is grounded in the real world of everyday things.

That Saturday of the Moo Dah parade was a busy one. Hindman's day started off with an 8:30 a.m. appearance at one of the local elementary schools. From there, he went to Rock Bridge High School, where he participated in the opening ceremonies of the mid-Missouri Special Olympic games.

**Good cheer--no matter the weather**
After the opening ceremonies, Hindman made several phone calls from his law office, attended a friend's funeral and met some Hickman High School students at Hinkson Creek, where he helped them clean up litter in the stream.

After the award ceremony for the parade, he had another funeral to attend and then planned to go out to dinner with Axie and some of their friends.

All of this might be expected of a big-city politician, or a member of Congress. But Hindman's position is a little different from those of other elected officials. As Columbia's mayor, he works for free.

Despite not being compensated for his efforts, throughout the day, Hindman maintained what Skip Hindman calls "this incredible attitude." He smiled, joked around, talked with friends, shook hands and introduced himself. Despite the funerals he had to attend that day, he never appeared to be down or low; instead, he marched through the day, engaging himself in each event.

Skip Hindman says he often saw—and was sometimes frustrated by—his father's good cheer when he was growing up.

"I remember in almost every situation," Skip, 30, says, "no matter how hopeless or how unpleasant the circumstances, he had this incredible attitude. Sometimes it would drive my sister and me crazy – we felt entitled to complain."

The Hindmans spend several weeks each summer at a cottage they own in Minnesota. Skip says the trips he took with his parents to the cottage when he was younger provide good examples of his father's optimism.

"His weather predictions (for those trips) were always ridiculously optimistic," he says. But even when the weather changed, his father maintained his good attitude.

"He seemed to take pleasure in it," Skip says. "He would say, 'these are the kind of trips you remember.' And you do."

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**Hindman talks with his wife Axie at their Columbia house.**

**The 'Hindman Trail'**
Perhaps it is not surprising that the man who was the driving force behind the creation of the MKT and Katy Trails would spend part of his summers at a cottage in rural Minnesota. Hindman's love of life and of the outdoors is something that shows through not only in his former environmental activism but also in his day-to-day life.

The Hindman home is located just west of West Boulevard in central Columbia. On top of a hill, the house is a multi-level dwelling that looks like it was inspired by Frank Lloyd Wright. It appears to be set into the hillside, with the top floor at street level and the bottom floor on the side of the hill.

The large-paned windows in Hindman's bottom-floor study look down the hill through a virtual wilderness of trees and flowers. Abutting the study is a small concrete patio with two handmade squirrel feeders. Beyond the patio, the land is wild, with only the hint of a foot trail sneaking through it to indicate that someone has been through.

Hindman inherited the house from his father, who had it custom built. He has since bought several of the surrounding properties, which lie intentionally undeveloped. Thus, he has behind his house his own urban greenspace, an unofficial "Hindman Trail."

Hindman takes Susie, his golden Labrador retriever, for a walk on the trail every morning and most afternoons.

**'Just playing'**
It's Sunday, one week after the Moo Dah parade, and I am visiting the Hindman home. After introducing me to his wife Axie and his dog, Hindman takes the three of us for a walk on the Hindman Trail. Or rather, Susie takes us for a walk, since she leads the way.

The trail winds down the hill and then runs parallel to a creek that lies at the bottom of the hill. As we go along, Axie points out several different flowers, among them Dutchmen's breeches, spring beauties and jonquils.

"And those are about the three I know," she says. But later, she

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Axie tells me that their kids, Skip and his older sister Ellen, used to go out on the trail when they were younger because they thought of it as a way to be away from all parental supervision.

"And for all intents and purposes, they were," she says.

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Hindman goes over some documents at a City Council work session.

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### An adverturous spirit

Although he was born in mid-Missouri and has lived here for most of his life, Hindman has a cosmopolitan outlook on life. He maintains about him an open-minded and adventurous spirit.

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"There were all these interesting cities, Roman ruins, Moorish architecture," he continues. "There were these ancient cities that looked just like they had hundreds and hundreds of years ago. It was a colorful, noisy place, full of wonderful aromas."

Hindman has not returned to Morocco since he left the Air Force and returned to law school. But the love for adventure that he took with him there lives on. Hindman and those close to him indicate it was that spirit that led him to run for mayor of Columbia in April 1995.

Because he had never run for office before, Hindman's decision to run for mayor surprised Axie.

"I really hadn't expected him to do that," she says.

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**Hindman takes Susie for a walk on the "Hindman Trail."**

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Or, as Axie puts it, before he became mayor, they "used to do a lot of things," like walking on the MKT and Katy trails.

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*Adding Audio: 'Midwest Modest—and More'*

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Columbia Missourian: Midwest Modest--and More

# COLUMBIA MISSOURIAN

## Midwest modest--and more

**Headlines:**

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Memorial Day means Mid-Missourians hit the highways

## No showy sendoff for retiring organ player

**By Troy Wolverton, troy@wolverton.net**
Wednesday, 18 Sep 2002

It's Sunday morning in Columbia, and Carl Schenck, the Senior Pastor at Missouri United Methodist Church, has just concluded the 11 a.m. service. Schenck leads the procession down the aisle, and the pews begin to empty as the members of the congregation talk and make their way to the community room below the sanctuary.

Above the buzz of the members' voices and the bustle of their movement is a melodic creaking. Occasionally, the reverberations of a deep throbbing sound resonate above the roar like distant thunder.

In the front of the church, a bald, older man sits at a bench, face forward, intent on the keys in front of him. He is alone now in the choir loft, except for the woman at his side and a choir of metal pipes.

A few members of the congregation have remained to listen to the music emanating from the metallic choir. And what they hear is a swirl of dancing notes. As the man plays the piece - a traditional selection entitled "Thou Art the Rock" - he periodically nods and the woman turns a page in front of him. When the music ends, the now-sparse crowd applauds. One older woman says to another that it was "very special."

The man turns to the audience for the first time since the metallic choir began. He nods and waves off its applause. When the audience has finished, he turns back to the keyboard in front of him, collects his things and closes the organ console.

This summer, Perry Parrigan will play one final postlude on the organ at Missouri United Methodist Church. And then, after playing for the church off and on for some 25 years, he will retire.

Many other musicians might have used their time after the service to put on a

**Audio Clips**

🔊 Perry plays "Now thank we all our God" on the organ at Missouri United Methodist Church.

show. Those like Perry who are on their farewell tours might have stood up, encouraged the applause and then soaked it in.

But not Perry. Despite his years of experience and his classical training - or maybe because of them - he is quiet and unassuming. He excels at playing the organ, but he does not force himself to stand out.

He is the epitome of Midwest modesty.

As the Rev. Schenck puts it, "Perry understands the difference between a worship service and an organ concert. He plays in ways that support worship and don't draw undue attention to himself or to his instrument."

**At home with students--and their dogs**
Perry lives his life in similar ways.

He and his wife Betty - his page turner on Palm Sunday - live in a house just west of the M.U. campus. The house is a brick, one-story structure. It is neither showy or new, large or small. Instead, it is a nice middle-class home.

**Audio Clips**

🔊 Perry plays Pachabel's Cannon on the organ at Missouri United Methodist Church.

Inside, shag carpet covers wood floors. Book cases sitting against wood-paneled walls are stocked with tomes ranging from music to law. Coffee tables are covered with a variety of magazines: Newsweek, an alumni magazine, National Geographic.

Perry has lived in this house since 1973, and in that time he has seen many of the surrounding houses converted into student apartments. His is the only single-family residence remaining in the area.

Other people would have used - and did use - the change as an excuse to move out or complain. But Perry remained. And he adapted. He and Betty can often be seen in the spring and summer working in their garden behind the house. He knows the names of many of the students on his street and the names of their pets as well.

"Most of the students are very nice and pleasant," he says, then adds in typical understatement, "and then there are those who put their trash out 10 minutes after the trucks have picked it up for the week."

Perry's statement hints at the other side of him, the side that comes out when he is playing his organ, not when people are applauding him for it. For inside him, there are inner passions that hide behind his outward modesty. Although he is not showy about his emotions, Perry is a man who cares deeply about his community,

his friends and his instrument.

Perry will sit in the rocking chair in the living room of his house and talk about issues. If the issue is something he cares about, Perry will express how he feels. But he does so calmly, without getting excited. Even as he discusses Sadie, the dog next door who terrorizes the neighborhood by constantly barking and playing chicken with cars, Perry doesn't raise his voice.

"She is a stupid dog," he says, then relates the latest story of her misadventures. He speaks slowly and softly. His rocking chair barely moves.

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**'An ambassador for Columbia'**

Perry's caring nature goes beyond the issues of the neighborhood and into his relationships with the people around him. Perry seems to know everyone in Columbia; no matter who that person is or where that person works, Perry either knows that person or has a mutual acquaintance.

But Perry is not simply an acquaintance collector; instead, he cares about the people he knows. He keeps up with what people are doing and how they are.

As Missouri Methodist's music director Charles Kyriakos puts it, "Perry was always a very friendly person - very easy to talk to and always interested in not only you as an individual, but your family."

"To this day, he's always asking about Stephen and Mary Beth (Kyriakos' children). Not because we work together. He's like that with others as well."

Alexander Pickard, a close friend of Perry's since the early 1960s, says Perry "could probably be an ambassador for Columbia."

"That's a little unusual in today's world, where people usually only have time for themselves and their immediate family," Pickard says. "I think Perry's immediate family is a very extended one."

**Transcending race**

One person who came to be a part of Perry's extended-immediate family was Jyles Whittler. Jyles was a custodian at Missouri Methodist who helped build the church building in the 1920s and 1930s.

Perry met Jyles when he first joined the church in the 1950s. The two formed a friendship that lasted until Jyles death in 1990. In his office behind the church's sanctuary, the Rev. Schenck reflects on the relationship.

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**'Like a good book'**
One such organist is Peggy Bohnenkamp, Bohnenkamp, who plays for St. Alban's Episcopal Church in Fulton, took lessons from Perry about 15 to 20 years ago for some three years. Within the last five years, she resumed lessons with him, completing another semester-and-a-half of lessons.

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Columbia Missourian: Midwest Modest--and More, page 2

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A FRESH NEW LOOK AT NEWS

The new COLUMBIA MISSOURIAN

Story, photographs copyright ©2002 Troy Wolverton.
Site design copyright ©2002 Columbia Missourian

*KOMU version.*

## Midwest modest--and more

It's Sunday morning in Columbia, and Carl Schenck, the Senior Pastor at Missouri United Methodist Church, has just concluded the 11 a.m. service. Schenck leads the procession down the aisle, and the pews begin to empty as the members of the congregation talk and make their way to the community room below the sanctuary.

Above the buzz of the members' voices and the bustle of their movement is a melodic creaking. Occasionally, the reverberations of a deep throbbing sound resonate above the roar like distant thunder.

In the front of the church, a bald, older man sits at a bench, face forward, intent on the keys in front of him. He is alone now in the choir loft, except for the woman at his side and a choir of metal pipes.

A few members of the congregation have remained to listen to the music emanating from the metallic choir. And what they hear is a swirl of dancing notes. As the man plays the piece - a traditional selection entitled "Thou Art the Rock" - he periodically nods and the woman turns a page in front of him. When the music ends, the now-sparse crowd applauds. One older woman says to another that it was "very special."

The man turns to the audience for the first time since the metallic choir began. He nods and waves off its applause. When the audience has finished, he turns back to the keyboard in front of him, collects his things and closes the organ console.

This summer, Perry Parrigan will play one final postlude on the organ at Missouri United Methodist Church. And then, after playing for the church off and on for some 25 years, he will retire.

Many other musicians might have used their time after the service to put on a show. Those like Perry who are on their farewell tours might have stood up, encouraged the applause and then soaked it in.

But not Perry. Despite his years of experience and his classical training - or maybe because of them - he is quiet and unassuming. He excels at playing the organ, but he does not force himself to stand out.

He is the epitome of Midwest modesty.

As the Rev. Schenck puts it, "Perry understands the difference between a worship service and an organ concert. He plays in ways that support worship and don't draw undue attention to himself or to his instrument."

**Audio Clips**

Perry plays "Now thank we all our God" on the organ at Missouri United Methodist Church.

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Midwest modest—and more

Reporter: Troy Wolverton
Web Producer: Troy Wolverton

Published: September 18, 2002

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Barometer : 30.1
Wind      : 10 from the E

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Midwest modest--and more | 1, 2, 3

**At home with students--and their dogs**
Perry lives his life in similar ways.

He and his wife Betty - his page turner on Palm Sunday - live in a house just west of the M.U. campus. The house is a brick, one-story structure. It is neither showy or new, large or small. Instead, it is a nice middle-class home.

Inside, shag carpet covers wood floors. Book cases sitting against wood-paneled walls are stocked with tomes ranging from music to law. Coffee tables are covered with a variety of magazines: Newsweek, an alumni magazine, National Geographic.

Perry has lived in this house since 1973, and in that time he has seen many of the surrounding houses converted into student apartments. His is the only single-family residence remaining in the area.

Other people would have used - and did use - the change as an excuse to move out or complain. But Perry remained. And he adapted. He and Betty can often be seen in the spring and summer working in their garden behind the house. He knows the names of many of the students on his street and the names of their pets as well.

"Most of the students are very nice and pleasant," he says, then adds in typical understatement, "and then there are those who put their trash out 10 minutes after the trucks have picked it up for the week."

Perry's statement hints at the other side of him, the side that comes out when he is playing his organ, not when people are applauding him for it. For inside him, there are inner passions that hide behind his outward modesty. Although he is not showy about his emotions, Perry is a man who cares deeply about his community, his friends and his instrument.

Perry will sit in the rocking chair in the living room of his house and talk about issues. If the issue is something he cares about, Perry will express how he feels. But he does so calmly, without getting excited. Even as he discusses Sadie, the dog next door who terrorizes the neighborhood by constantly barking and playing chicken with cars, Perry doesn't raise his voice.

"She is a stupid dog," he says, then relates the latest story of her misadventures. He speaks slowly and softly. His rocking chair barely moves.

**'An ambassador for Columbia'**
Perry's caring nature goes beyond the issues of the neighborhood and into his relationships with the people around him. Perry seems to know everyone in Columbia; no matter who that person is or where that person works, Perry either knows that person or has a mutual acquaintance.

But Perry is not simply an acquaintance collector; instead, he cares about the people he knows. He keeps up with what people are doing and how they are.

**Audio Clips**

🔊 Perry plays Pachabel's Cannon on the organ at Missouri United Methodist Church.

As Missouri Methodist's music director Charles Kyriakos puts it, "Perry was always a very friendly person - very easy to talk to and always interested in not only you as an individual, but your family."

"To this day, he's always asking about Stephen and Mary Beth (Kyriakos' children). Not because we work together. He's like that with others as well."

Alexander Pickard, a close friend of Perry's since the early 1960s, says Perry "could probably be an ambassador for Columbia."

"That's a little unusual in today's world, where people usually only have time for themselves and their immediate family," Pickard says. "I think Perry's immediate family is a very extended one."

**Transcending race**

One person who came to be a part of Perry's extended-immediate family was Jyles Whittler. Jyles was a custodian at Missouri Methodist who helped build the church building in the 1920s and 1930s.

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Midwest modest--and more, page 3

**MID-MISSOURI'S COVERAGE YOU CAN COUNT ON**

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Midwest modest--and more | 1, 2, 3

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http://www.wolverton.net/troy/project/komu/perry3komu.html (1 of 2) [5/3/2003 11:44:56 AM]

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*Adding Video: 'Missouri Bloops by Baylor'*

*Digmo version.*

Columbia Missourian: Missouri bloops by Baylor

# COLUMBIA MISSOURIAN

## Missouri bloops by Baylor

**Headlines:**

### 'Jaws' homers, scores winning run

**The Associated Press**
Saturday, 17 May 1997

OKLAHOMA CITY -- Baylor outfielder Jeremy Dodson lost a pop fly in the sun Friday, allowing the winning run to score with two outs in the ninth as Missouri defeated the Bears 9-8 in the Big 12 Tournament.

The loss sends the Bears (32-23) home. Missouri (31-26) plays again at 3 p.m. Saturday.



KOMU-TV

Aaron Jaworowski scores the game-winning run. RealVideo | AVI (2.2MB)



KOMU-TV

Jeremy Dodson rounds the bases after hitting a game-tying homer in the ninth inning. RealVideo

B.J. Windhorst.

Dodson had tied the game up in the top of the ninth with a three-run homer to left center. But with two outs in the ninth and the game tied at 8-8, Missouri first baseman Aaron Jaworowski hit the ball to right center.

The lead changed hands several times. The Bears jumped out to a 2-0 lead early but Missouri battled back with a run in the third and a solo home run by Griffin Moore in the fourth inning to tie the game at 3-3.

Moore scored in the sixth on a single by

The Bears regained the lead in the seventh with a sacrifice fly by Jason Jennings.

Missouri added four runs in the seventh inning, two on a double by outfielder Bryan Seymour and two on a homer by Jaworowski.

Reliever Ryan Jamison (5-3) picked up the victory for Missouri. Jennings (3-5), who moved to the pitcher's mound for Baylor in the seventh, was the losing pitcher.

*Video courtesy of KOMU-TV.*



KOMU-TV

Aaron Jaworowski hits a home run in the seventh inning.RealVideo



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The new COLUMBIA MISSOURIAN

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Missouri bloops by Baylor

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Missouri bloops by Baylor

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Video original air date: May 17, 1997

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*Team Reporting: 'Memorial Day Means Mid-Missourians Hit the Highways'*

    *Digmo version*.

Columbia Missourian: Memorial Day means Mid-Missourians hit the highways

## COLUMBIA MISSOURIAN

# Memorial Day means Mid-Missourians hit the highways

Headlines:

## Record numbers of trips expected to be made this year nationwide

**By Troy Wolverton, troy@wolverton.net**
Saturday, 24 May 1997

Record numbers of travelers are expected to take to the road this Memorial Day weekend. And Mid-Missourians will be among those crowding the highways.

The American Automobile Association predicted that Americans will make a record number of trips this weekend. AAA estimated Americans will take 30.8 million trips in excess of 100 miles from home by way of motor vehicles, trains or planes. Of those, AAA e xpected 26.7 million trips to be made in motor vehicles.

KOMU-TV

Harold Harris tells how he plans to handle traffic over the Memorial Day weekend. RealVideo

The number of motor-vehicle trips would also be a record, representing about a one-percent increase over last year, said Mike Right, vice president of public affairs for the Missouri office of AAA.

But few Mid-Missourians seemed to be deterred by the potential for heavy highway traffic.

Lamara Warren of Columbia planned to drive to St. Louis Friday night. She has a wedding to attend today and was planning on going to a concert Sunday night.

As a missions representative at the University of Missouri-Columbia, Warren said she travels around the country talking with prospective students and alumni about M.U.

"I'm used to traveling," Warren said. "That's what we do."

But not everyone that is traveling is doing so for fun. Marci Sims of Jackson, for example, is flying to Hawaii tomorrow to move there. Sims was in Columbia Friday visiting friends.

Like Sims, Christopher Johnson's weekend travel plans have more to do with business rather than pleasure. Johnson is heading to Kansas City today to get fitted for a wedding he will be in.

Johnson said he is not deterred by the heavy highway traffic forecast for the weekend.

"It's something I've got to do," he said. "I've got to go."



KOMU-TV

▣ Joe DeLong isn't deterred by all the people headed to Mid-Missouri recreation areas this weekend. RealVideo

Joe DeLong of Jefferson City has no obligations drawing him to the road. Still, he and his friends planned to make several trips this weekend.

"I don't really worry about the traffic," DeLong said.

DeLong, who graduated Friday from Helias High School, planned to head to the Osage River Friday afternoon to party with his friends. He also said he was thinking of going to the Lake of the Ozarks on Monday.

If DeLong does go to the Lake, he will not be alone there by any means. With Memorial Day weekend being the traditional kickoff for the summer season at the lake, at least three of the resort hotels in the area reported they have few if any vacancies for the weekend. The hotels' reservation agents said they were drawing travelers from as far away as Wisconsin and Ohio.

"Everybody gears up for this weekend," said Linda Butler, a reservation agent at the Lake Ozark Holiday Inn.

Columbia Missourian: Memorial Day means Mid-Missourians hit the highways

Despite the draw of the season's kickoff weekend, Butler said the actual number of people making reservations and coming down to the lake will depend on the weather.

"If the weather's great, the phones go nuts," she said. "If it rains, the phones will go nuts with people canceling."

*Video courtesy of KOMU-TV. KOMU reporter Betsy Webster contributed to this report.*

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A FRESH NEW LOOK AT NEWS

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Memorial Day means Mid-Missourians hit the highways



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Reporters: Troy Wolverton and Betsy Webster
Web Producer: Troy Wolverton
Video original air date: May 24, 1997

Published: September 18, 2002

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Appendix E

*Internet Student Survey*

J-School Internet Student Survey

1. On a scale of one to five, with one being the least and five being the most, how would you rate your knowledge of computers prior to taking this class?

(least)1          2          3          4          5 (most)


2. After taking this class, how would you rate your computer knowledge?

1          2          3          4          5


3. Prior to taking this class, how would you rate your knowledge of the Internet?

1          2          3          4          5


4. After taking this class, how would you rate your knowledge of the Internet?

1          2          3          4          5


5. Why did you decide to take this course?


6. What skills do you feel you mastered through taking this course?


7. What kinds of computer, Internet or multimedia skills or experiences do you feel you still need after taking this class?


8. How should the Journalism School teach those additional skills or experiences?

      a.  In this particular course
      b.  In a separate, required course
      c.  In a separate, elective course
      d.  As part of a skills lab in an already required course
      e.  Other (please specify)

Appendix F

*Office of Research Approval of Student Survey*

**MU** Office of Research

University of Missouri-Columbia

205 Jesse Hall
Columbia, MO 65211

PHONE (573) 882-9500
FAX (573) 884-8371

May 10, 1997

Mr. Troy Wolverton
Journalism
114 Walter Williams Hall

Subject:   IRB Review of UMC Proposal #n/a, "Journalism
           School Internet Student Survey"

Dear Mr. Wolverton:

    Your project is exempt in accordance with 45 CFR 46.101(b-1)
of the Federal Regulations and does not require further review
for use of human subjects.

    If your project is changed in any way that affects human
subjects, or if you have any questions about the terms of this
exemption, contact Catherine Damme, Administrator, Campus IRB,
Graduate School, 205 Jesse Hall (882-9585).  Changes that affect
human subjects may not be initiated without Campus IRB review and
approval except where necessary to eliminate apparent and
immediate hazards to the subject.  In such cases, the change also
must be reported to the IRB.

                                 Sincerely yours,

                                 John P. McCormick, Ph.D.
                                 Interim Vice Provost for
                                 Research and Dean of the
                                 Graduate School

cd

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Appendix G

*Media Manager Survey*

Media Manager Survey

**Background**

1. What is your title?

2. What is the name of the company you work for?

3. If this company is part of a larger corporation, in what medium or media does the larger corporation have its primary interests?  (Please place an "x" next to all that apply.)

   a.    Newspapers
   b.    Magazines
   c.    Radio
   d.    Television
   e.    Online Media
   f.    Combination (please explain)
   g.    Other (please explain)

4. What is the relationship between the online news operation that you work for and the primary business of your company or the larger corporation?

   a.    Separate companies, separate newsrooms
   b.    Separate companies, integrated newsrooms
   c.    Part of the same company, separate newsrooms
   d.    Part of the same company, integrated newsrooms
   e.    Other (please explain)

**Multimedia Use**

1. On average, how many **audio** clips do you use on your site each day (or week)?

   a.  Less than five audio clips **per week**
   b.  1 to 2 audio clips **per day**
   c.  2 to 5 audio clips **per day**
   d.  5 to 10 audio clips **per day**
   e.  More than 10 audio clips **per day**

2. How many **audio** clips do you envision your site using **one year from now**, on average?

   a.  Less than five audio clips **per week**
   b.  1 to 2 audio clips **per day**
   c.  2 to 5 audio clips **per day**
   d.  5 to 10 audio clips **per day**
   e.  More than 10 audio clips **per day**

3.  Of the **audio** clips you **currently** use, where do the majority of those clips originate?

    a.  Wire services
    b.  A broadcast company that's **not** part of the same corporation as your online operation
    c.  A broadcast company that **is** part of the same corporation as your online operation
    d.  Reporters who work directly for the online site
    e.  Other (please explain)

4.  **One year from now** where do you envision the majority of those **audio** clips will originate?

    a.  Wire services
    b.  A broadcast company that's **not** part of the same corporation as your online operation
    c.  A broadcast company that **is** part of the same corporation as your online operation
    d.  Reporters who work directly for the online site
    e.  Other (please explain)

5.  On average, how many **video** clips do you use on your site each day (or week)?

    a.  Less than five video clips **per week**
    b.  1 to 2 video clips **per day**
    c.  2 to 5 video clips **per day**
    d.  5 to 10 video clips **per day**
    e.  More than 10 video clips **per day**

6.  How many **video** clips do you envision your site using **one year from now**, on average?

    a.  Less than five video clips **per week**
    b.  1 to 2 video clips **per day**
    c.  2 to 5 video clips **per day**
    d.  5 to 10 video clips **per day**
    e.  More than 10 video clips **per day**

7.  Of the **video** clips you **currently** use, where do the majority of those clips originate?

    a.  Wire services
    b.  A broadcast company that's **not** part of the same corporation as your online operation
    c.  A broadcast company that **is** part of the same corporation as your online operation
    d.  Reporters who work directly for the online site
    e.  Other (please explain)

8.  **One year from now** where do you envision the majority of those **video** clips will originate?

    a.  Wire services
    b.  A broadcast company that's **not** part of the same corporation as your online operation
    c.  A broadcast company that **is** part of the same corporation as your online operation
    d.  Reporters who work directly for the online site

e.  Other (please explain)


**Newspaper Questions**

**If your corporation is primarily a newspaper company, please answer questions 9 through 17.  If your corporation is primarily a broadcast company, please skip to question 18.  If your corporation has interests in both areas, or is primarily an online company, please skip to question 23.**

9.  Have the reporters for your corporation been asked to record audio?

   a.  Yes
   b.  No
   c.  Don't know

10. If you answered **no** or **don't know** to question 9, do you envision your reporters being asked to record audio one year from now?

   a.  Yes
   b.  No
   c.  Don't know

11. Have the reporters for your corporation been asked to record video?

   a.  Yes
   b.  No
   c.  Don't know

12. If you answered **no** or **don't know** to question 11, do you envision your reporters being asked to record video one year from now?

   a.  Yes
   b.  No
   c.  Don't know

13. Have your reporters been **trained** how to record audio?

   a.  Yes
   b.  No
   c.  Don't know

14. If you answered **no** or **don't know** to question 13, within the next year, does your company plan to train its print reporters to record audio?

   a.  Yes

    b.  No

    c.  Don't know

15. Have your reporters been **trained** how to record video?

    a.  Yes

    b.  No

    c.  Don't know

16. If you answered **no** or **don't know** to question 15, within the next year, does your company plan to train its print reporters to record video?

    a.  Yes

    b.  No

    c.  Don't know

17. Has your company's online news operation hired people with a background in **broadcast** journalism?

    a.  Yes

    b.  No

    c.  Don't know

**If you answered *yes* to question 17, please skip to question 37.  If you answered *no* or *don't know* to question 17, please skip to question 40.**

**Broadcast Questions**

**If your corporation is primarily a broadcast company, please answer questions 18 through 22.  If your corporation has interests in both broadcast and newsprint areas, or is primarily an online company, please skip to question 23.  If your corporation is primarily a newspaper company, you should have already answered questions 9 through 17.**

18. Have your company's reporters been asked to write in longer-format newspaper style for your online site?

    a.  Yes

    b.  No

    c.  Don't know

19. If you answered **no** or **don't know** to question 18, do you envision your reporters being asked to write in longer-format newspaper style for your online site one year from now?

    a.  Yes

    b.  No

c.   Don't know

20. Have you trained your reporters to write in longer-format newspaper style?

a.   Yes
b.   No
c.   Don't know

21. If you answered **no** or **don't know** to question 20, within the next year, does your company plan to train its broadcast reporters to write in longer-format newspaper style?

a.   Yes
b.   No
c.   Don't know

22. Has your company's online news operation hired people with a background in **newspaper** journalism?

a.   Yes
b.   No
c.   Don't know

**If you answered *yes* to question 22, please skip to question 37.  If you answered *no* or *don't know* to question 22, please skip to question 40.**


**Multimedia/Online Media Questions**

**If your corporation has interests in both broadcast companies and newspapers or is primarily an online company, please answer questions 23 through 36.  If your corporation is primarily a newspaper company, you should have already answered questions 9 through 17.  If your corporation is primarily a broadcast company, you should have already answered questions 18 through 22.**

23. Do you employ people with backgrounds in **newspaper** journalism?

**If you answered *no* or *don't know* to question 23, please skip to question 32.**


24. Have your newspaper reporters been asked to record audio?

a.   Yes
b.   No
c.   Don't know

25. If you answered **no** or **don't know** to question 24, do you envision your newspaper reporters being asked to record audio one year from now?

   a.  Yes
   b.  No
   c.  Don't know

26. Have your newspaper reporters been asked to record video?

   a.  Yes
   b.  No
   c.  Don't know

27. If you answered **no** or **don't know** to question 26, do you envision your newspaper reporters being asked to record video one year from now?

   a.  Yes
   b.  No
   c.  Don't know

28. Have your newspaper reporters been trained how to record audio?

   a.  Yes
   b.  No
   c.  Don't know

29. If you answered **no** or **don't know** to question 28, within the next year, does your company plan to train its newspaper reporters to record audio?

   a.  Yes
   b.  No
   c.  Don't know

30. Have your newspaper reporters been trained how to record video?

   a.  Yes
   b.  No
   c.  Don't know

31. If you answered **no** or **don't know** to question 30, within the next year, does your company plan to train its newspaper reporters to record video?

   a.  Yes
   b.  No
   c.  Don't know

32. Has your company's online news operation hired people with a background in **broadcast** journalism?

    a.  Yes
    b.  No
    c.  Don't know

**If you answered *no* or *don't know* to question 32, please skip to question 40.**

33. Have your company's broadcast reporters been asked to write in longer-format newspaper style for your online site?

    a.  Yes
    b.  No
    c.  Don't know

34. If you answered **no** or **don't know** to question 33, do you envision your broadcast reporters being asked to write in longer-format newspaper style for your online site one year from now?

    a.  Yes
    b.  No
    c.  Don't know

35. Have you trained your broadcast reporters to write in longer-format newspaper style?

    a.  Yes
    b.  No
    c.  Don't know

36. If you answered **no** or **don't know** to question 35, within the next year, does your company plan to train its broadcast reporters to write in longer-format newspaper style?

    a.  Yes
    b.  No
    c.  Don't know

**If your online news operation employs both people with backgrounds in newspaper journalism and people with backgrounds in broadcast journalism, please answer questions 37 through 40.  If your online news operation does *not* employ people with both backgrounds please skip to question 41.**

**Newspaper, Broadcast Tensions**

37. On a scale of 1 to 5, with 1 representing "very little" and 5 representing "very much," how would you rate the tension between the print and broadcast journalists when your online news operation **began** to employ people from both backgrounds?

    (Very Little)   1      2      3      4      5 (Very Much)

38. How would you rate the tension between the print and broadcast journalists **now** (**or at the time when the project terminated**)?

    (Very Little)   1      2      3      4      5 (Very Much)

39. Did you find significant divisions between the print and broadcast journalists?

    a.  Yes
    b.  No
    c.  Don't know

40. If you answered **yes** to question 39, how are you trying (did you try) to bridge the divisions between the print and broadcast cultures? (Please place an "x" next to all that apply.)

    a.  Through company meetings
    b.  Through cross training (i.e., print journalists trained to work with audio and video and/or broadcast journalists trained to write in longer-format newspaper style)
    c.  Through project teams that include both print and broadcast people
    d.  Other (please explain)


**Online Media's Future**

41. What do you see as the best way for developing a multimedia online news site?


**Please evaluate the questions 42, 43 and 45 on a scale of 1 to 5, with 1 representing the strongest disagreement with a statement and 5 being the strongest agreement with a statement.**

42. Collaboration between broadcast and print companies is **currently** a viable means of developing a multimedia online news site.

    (strongly disagree)   1      2      3      4      5 (strongly agree)

43. In the near future (one to five years), collaboration between broadcast and print companies **will be** a viable means of developing a multimedia online news site

    (strongly disagree)   1      2      3      4      5 (strongly agree)

44. There is at present a strong difference between what print journalists do and what broadcast journalists do.

    (strongly disagree)    1        2        3        4        5 (strongly agree)

45. In the near future (1 to 5 years), there will be a strong difference between print journalists do and what broadcast journalists do.

    (strongly disagree)    1        2        3        4        5 (strongly agree)

46. In the longer-term future (beyond 5 years), there will there will be a strong difference between print journalists do and what broadcast journalists do.

    (strongly disagree)    1        2        3        4        5 (strongly agree)

47. Do you see any problems with broadcast and newspaper companies collaborating to produce online content?

    a.  Yes
    b.  No
    c.  Don't know

48. If you answered **yes** to question 47, please explain what problems you see with such collaboration.


49. Do you see any benefits with broadcast and newspaper companies collaborating to produce online content?

    a.  Yes
    b.  No
    c.  Don't know

50. If you answered **yes** to question 49, please explain what problems you see with such collaboration.


**Journalism Education**

51. When looking for people to employ at your online site who will work with multimedia, who would you be more interested in:

    a.      Print people with Web skills
    b.      Broadcast people with Web skills
    c.      Other (please explain)

52. How can journalism schools best prepare their students for jobs in the online news industry **(Please rank the following options placing a number [1 through 5] next to the option, with 1 representing the most important preparation for students to have and 5 representing the least important.)**

    a.  By training them to work with hypertext markup language (HTML)
    b.  By providing them with production experience at an online news service
    c.  By training them to work with digital audio and video
    d.  By training them with basic journalism values such as accuracy and fairness
    e.  Other (please explain)

**Please evaluate questions 53 through 58 on a 1 to 5 scale, with 1 representing the strongest disagreement with a statement and 5 representing the strongest agreement with a statement.**

53. It is important that journalism schools train newspaper reporters how to record audio clips for use on the World Wide Web.

       (strongly disagree)   1       2      3      4      5 (strongly agree)

54. It is important that journalism schools train newspaper reporters how to record video clips for use on the World Wide Web.

       (strongly disagree)   1       2      3      4      5 (strongly agree)

55. It is important that journalism schools train broadcast reporters how to write in longer-format newspaper style.

       (strongly disagree)   1       2      3      4      5 (strongly agree)

56. Journalism schools should offer broadcast journalists online courses within the broadcast sequence and newspaper journalists online courses within the print sequence.

       (strongly disagree)   1       2      3      4      5 (strongly agree)

57. Journalism schools should train aspiring online journalists by developing a separate sequence in online journalism.

    (strongly disagree)    1        2        3        4        5 (strongly agree)

58. Journalism schools that are currently teaching HTML to aspiring online journalists should continue to do so.

    (strongly disagree)    1        2        3        4        5 (strongly agree)

Appendix H

*Course Evaluation Forms*

# SCHOOL OF JOURNALISM
## COURSE EVALUATION QUESTIONNAIRE

FORM
**D2**

SA = Strongly Agree
A  = Agree
N  = Neutral / No Opinion
D  = Disagree
SD = Strongly Disagree

Course Title:_____

Instructor Name:_____

Please use a #2 black lead pencil to blacken the circle that most closely corresponds to your observation.

**SECTION I: GENERAL EVALUATION**

1. Overall, this was an excellent course.
   SA    A    N    D    SD

2. Overall, the instructor was an excellent teacher.
   SA    A    N    D    SD

**SECTION II: FOR INSTRUCTOR FEEDBACK**

1. The teacher presented material in a well-organized way.
   SA    A    N    D    SD

2. The course objectives were clearly explained.
   SA    A    N    D    SD

3. The teacher enjoys working with students.
   SA    A    N    D    SD

4. The teacher discussed current developments in the field.
   SA    A    N    D    SD

5. Open class discussions were a significant strength of this course.
   SA    A    N    D    SD

6. The teacher kept students informed of their progress.
   SA    A    N    D    SD

7. The teacher provided a discrimination-free environment (i.e., was sensitive to race-, gender-, religion-, sexual orientation-, age- and ableness-related issues).
   SA    A    N    D    SD

8. I developed skills needed by professionals in this field.
   SA    A    N    D    SD

9. I developed a greater sense of personal responsibility.
   SA    A    N    D    SD

10. The teacher suggested specific ways students could improve.
    SA    A    N    D    SD

11. The teacher provided one-on-one encouragement to students when they did particularly well.
    SA    A    N    D    SD

12. The teacher and the TAs' efforts were well coordinated.
    SA    A    N    D    SD
    ○ Not Applicable

13. The teacher is easy to understand.
    SA    A    N    D    SD

14. The teacher's use of instructional technology enhances learning.
    SA    A    N    D    SD

**SECTION III: FOR STUDENT INFORMATION**

1. The teacher was a fair grader.
   SA    A    N    D    SD

2. This course required more work than most courses I have taken.
   SA    A    N    D    SD

3. I learned a great deal from this course.
   SA    A    N    D    SD

4. I would recommend this course to a friend.
   SA    A    N    D    SD

5. I would recommend this teacher to a friend.
   SA    A    N    D    SD

**SECTION IV: INFORMATION ABOUT YOURSELF**

1. This course was: ○ a required course    ○ an elective

2. My class is: ○ Freshman  ○ Sophomore  ○ Junior
                ○ Senior    ○ Graduate

3. The grade I expect to receive in this course is:
   A    B    C    D    F

4. The percent of scheduled classes I have attended: ○ 100-90%
   ○ 89-80%  ○ 79-70%  ○ 69-60%  ○ 59-50%  ○ Fewer than 50%

7/00

## Section V:  INDIVIDUAL STUDENT COMMENT SHEET FOR INSTRUCTOR

Instructor Name: _____Semester _____

Course # : _____  Course Title: _____

- Your answers to the following questions will be used by the teacher to improve this course and his/her teaching methods for future courses.
- this section with your handwritten comments will not be seen by your teacher until your grades have been turned in.
- You are NOT required to answer any of these questions.

1. What are the three best things about this course?

2. What changes could be made to improve the teaching of this course?

3. What changes could be made to improve the content of this course?

4. Did any issues or problems related to gender, race, religion, sexual orientation, age or ableness come up in the class?  If so, how did the teacher handle them?

Appendix I

*Approval from Institutional Review Board*

*Training Certificate*

*Research Approval Letter*

**MU  Campus Institutional Review Board**

University of Missouri-Columbia

483 McReynolds Hall
Columbia, MO 65211-1150

phone (573) 882-9585
fax (573) 884-0663

November 6, 2002

Troy Wolverton
Editorial
84 Lippard Ave
San Francisco, CA 94131

Dear Primary Investigator:

I have reviewed your application for revision of the study entitled, *"Survey of students in the Journalism Schools experimental multimedia classes."* The requested revision involves changes to the protocol and qualifies for *exempt* review under FDA and NIH (OHRP) regulations.

This is to confirm that I have approved your request and you are granted permission to conduct your study as revised effective immediately. The date for continuing review remains at May 1, 2003, unless your file is closed before that date.

Any additional changes to your study must be promptly reported and subsequently approved. If you have any questions, please contact Mary Hurt or me at (573) 882-9585.

Sincerely,

Michele Reznicek, R.N., MBA, J.D.
Campus IRB Compliance Officer

Cc:     Dr. Sandy Davidson
        To File

AN EQUAL OPPORTUNITY/ADA INSTITUTION

Appendix J

*Student Consent Letter*

Dear Student:

My name is Troy Wolverton. I am a graduate student at the University of Missouri School of Journalism who is trying to complete his Master's Degree.

As part of that, I am doing some research on some experimental classes offered by the Journalism School that taught multimedia skills. These classes are:

1. J-301 Online Convergence Seminar & Practicum (Taught in Winter 2002 by associate professors Mike McKean and Lynda Kraxberger.)

2. Elections Convergence Project (Taught in Fall 2002 by Associate Professor Mike McKean.)

3. J-301 Digital Audio and Visual Basics for Journalists (Five-week class taught in fall 2002 by Associate Professor Lynda Kraxberger.)

I am contacting you because you participated in one of these courses. I would like you to participate in a survey as part of my research.

The survey would involve filling out the same standard course evaluation form that you fill out for other journalism school classes. I estimate that it would take the same amount of time as standard evaluations for other classes. From talking to the instructors of these experimental classes, my understanding is that students in these classes never completed this form.

You would be asked to fill out and submit the form anonymously. I would not share any identifying information (i.e., your name, e-mail address, etc.) with the instructors of these classes. Although the completed forms will be turned over to the instructors for their review (as is normal procedure with course evaluation forms), you will not be identified on these forms. I also plan to use your anonymous comments and survey responses in my research report. For the purpose of organizing the date, you will also be asked to identify the course in which you participated.

To ensure that you are not personally identified, I would ask that you pick up and submit the physical forms to Associate Professor Sandy Davidson, who is my project committee chairperson. You will be able to pick up the forms from her via an envelope on her door. You will be able to submit the forms to her via a separate envelope on her door. Professor Davidson will then fax me your completed forms.

Although I would love for you to participate, you can certainly choose not to. This will not be held against you in any way. Conversely, you will not receive any compensation of any kind for filling out and submitting the evaluation form as part of my research. The only reward you will

get is the knowledge that your feedback will be taken seriously and will be used to help guide the development of multimedia classes at the Missouri School of Journalism.

Please let me know if you would like to participate in this survey or if you have any questions about it. I am hoping to complete my project by the end of the semester, so I would appreciate your feedback as soon as possible. You can reach me either at this e-mail address (troy@wolverton.net) or on my mobile phone at 415.515.5594.

If you have any questions about your rights as a participant in this research project you can contact the University of Missouri's Institutional Review Board (IRB), which oversees research involving human subjects. The campus IRB can be reached at 573.882.9585

Thank you and I look forward to hearing from you soon.

Troy Wolverton