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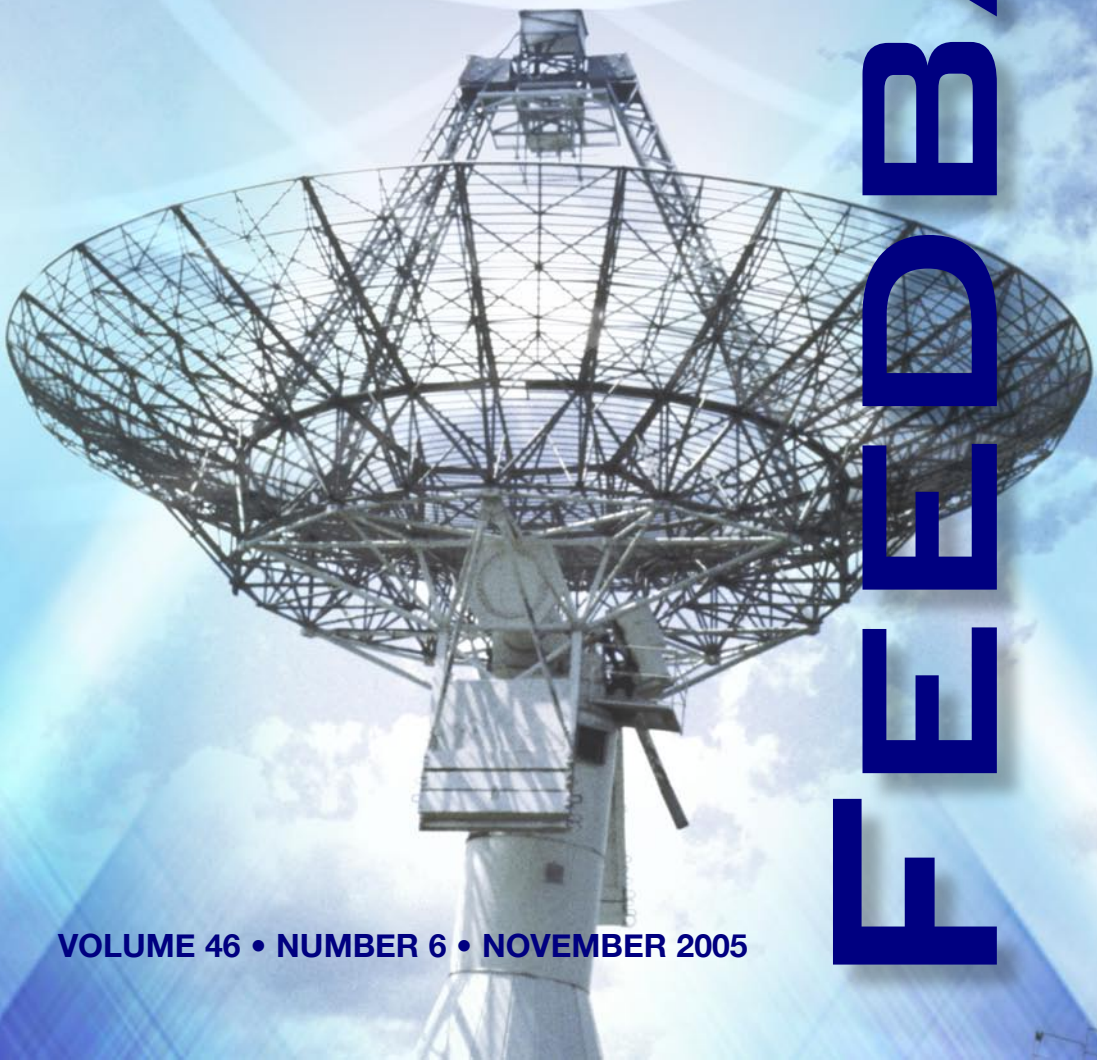
BEA



FEEDBACK

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Feedback is an electronic journal scheduled for posting six times a year at www.beaweb.org by the Broadcast Education Association. As an electronic journal, Feedback publishes (1) articles or essays— especially those of pedagogical value—on any aspect of electronic media: (2) responsive essays—especially industry analysis and those reacting to issues and concerns raised by previous Feedback articles and essays; (3) scholarly papers: (4) reviews of books, video, audio, film and web resources and other instructional materials; and (5) official announcements of the BEA and news from BEA Districts and Interest Divisions. Feedback is not a peer-reviewed journal.

All communication regarding business, membership questions, information about past issues of Feedback and changes of address should be sent to the Executive Director, 1771 N. Street NW, Washington D.C. 20036.

SUBMISSION GUIDELINES

1. Submit an electronic version of the complete manuscript with references and charts in Microsoft Word along with graphs, audio/video and other graphic attachments to the editor. Retain a hard copy for reference.
2. Please double-space the manuscript. Use the 5th edition of the American Psychological Association (APA) style manual.
3. Articles are limited to 3,000 words or less, and essays to 1,500 words or less.
4. All authors must provide the following information: name, employer, professional rank and/or title, complete mailing address, telephone and fax numbers, email address, and whether the writing has been presented at a prior venue.
5. If editorial suggestions are made and the author(s) agree to the changes, such changes should be submitted by email as a Microsoft Word document to the editor.
6. The editor will acknowledge receipt of documents within 48 hours and provide a response within four weeks.

REVIEW GUIDELINES

1. Potential instructional materials that can be reviewed include books, computer software, CD-ROMs, guides, manuals, video program, audio programs and Web sites.
2. Reviews may be submitted by email as a Microsoft Word document to the editor.
3. Reviews must be 350-500 words in length.
4. The review must provide a full APA citation of the reviewed work.
5. The review must provide the reviewer's name, employer, professional rank and/or title, email address and complete mailing address.

SUBMISSION DEADLINES

Feedback is scheduled, depending on submissions and additional material, to be posted on the BEA Web site the first day of January, March, May, July, September and November. To be considered, submissions should be submitted 60 days prior to posting date for that issue.

Please email submissions to Joe Misiewicz at joedr@sbcglobal.net. If needed: Joe Misiewicz, *Feedback* Editor, Department of Telecommunications, Ball State University, Muncie, IN 47306, USA.

Feedback receives support from Ball State University's College of Communication, Information and Media.

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ONE CURMUDGEON'S VIEWS ON EDUCATION FOR BROADCASTING

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As I pondered this assignment, I wondered: Why was I chosen by *Feedback* to comment on BEA's 50th year.

After all, I have *never* served on the board of directors;

I have *not* been an officer of the BEA or any of its Divisions or committees; and

I am *not* the senior member of BEA.

But:

I *did* serve as editor of the *Journal of Broadcasting* for more than 12 years;

I *did* attend all but one of the past 46 conventions;

I *did* attend board meetings for nearly 15 years;

I *did* start my career in broadcasting 60 years ago;

I *did* joust with all four CEOs of the BEA (Fred Garrigus, Howard Bell, Harold Niven, all of the NAB, and Louisa Nielsen); and, more importantly,

I *did* write extensively about aspects of broadcast education (see below) in *Feedback* and in the *Journal of Broadcasting & Electronic Media.* Unless the historical monograph that was planned but aborted by BEA a few years ago gets funded, researched and written, my hastily-written Spring 1999 *Feedback* article on "A History of the BEA" is about all that is available to provide the factual skeleton of "wha' happen?"

And, like other recent "history of the association" contributors to *Feedback*, I think that the BEA of today is important. There is much more love between us in this relationship than hate, in spite of my reputation for speaking my mind about some of the more egregious past examples of limits to democracy in the BEA. So, it probably isn't out of line for me to write something to celebrate the 50th anniversary of the Broadcast Education Association (and the 58th year since the start of its remote predecessor, the University Association for Professional Radio Education (UAPRE). Think of it: BEA is now old enough to join the rest of us old farts in AARP membership!

Ken Harwood, the Association's third president, successfully argued—more than a quarter of a century after the first courses in broadcasting were offered—that no academic discipline can claim that status unless it has *both* a national organization and a scholarly journal. The BEA and its predecessors are still the

top organization in this field. And the *Journal of Broadcasting* (now the *Journal of Broadcasting & Electronic Media*, as if broadcasting were not an electronic medium), was a direct result of Ken's persuasive efforts, with Bob Summers as its first editor and me as its second.

As a professional discipline, then, we were off to a good start 50 years ago. But are we still on the same road? What is "broadcast education"? Is there a "there," there?

To give a contrary, politically incorrect opinion, I don't think there is.

The problem I'm hinting at isn't one of an adversarial relationship with the industry with which we are associated, as law schools often act as critical gadflies to the legal profession. Our relationship with the broadcasting industry has always been important, to us and—although some may not realize it—to the industry as well. Members of this association not only have taught, but they have done, and many current members have successfully been a part of the industry. BEA members have owned and operated commercial stations, made successful films/tapes, or served as news directors or bureau chiefs, group executives or researchers. Ken Harwood was once elected to the NAB board of directors. Several NAB vice presidents got their start teaching at BEA member schools. And, as they should, many of our students have surpassed us.

Is the problem that we are shrinking as an academic field? I don't believe so. Although communications may no longer be the "poor person's law school," and the "Woodstein syndrome" resulting from the Watergate break-in more than 30 years ago no longer swells our enrollments, the annual Astin reports in the *Chronicle of Higher Education* indicate that our majors are still healthy—at least quantitatively.

But qualitatively we may be in more trouble than we realize—or are willing to realize.

Our curricula are driven by shortsighted grasping for enrollments. Our students want to imitate the content and formats with which they are familiar, make contacts that could pay off in the future, and learn how to operate (play with?) equipment that will be obsolete in a couple of years. Our equipment and operating costs are up and our income is relatively stagnant, as deans continually warn. In spite of the importance of communications in our society, academic administrators have rarely been convinced that communication should be part of the core rather than an overly specialized segment of the periphery. The often-reached solution is increasing reliance on part-time specialist faculty, an increasing use of less expensive (for the institution) internships, a curriculum that was accreted rather than planned, and a constant search for trendy subject matter.

All of these symptoms of malaise can be and are treated—as symptoms. But I believe we need to be thinking of the underlying disease and some possible cures.

The first BEA (then APBE) annual meeting I attended was a sit-around-some-tables-in-a-deserted-ballroom gathering of two dozen or so educators at the 1960 NAB Convention in Chicago. We exchanged ideas for courses, discussed problems we all were facing, and further recharged intellectual batteries. Then we went out for drinks and more talk. Even though the "formal" meeting was only two hours long, coming as it did toward the end of an NAB Convention it gave us an opportunity to help each other absorb what we had seen in the exhibit halls and learned in the NAB meetings. More importantly, it introduced neophyte teachers (like me) to the educational leaders in the field, and to the solutions that they were finding to all sorts of curricular,

budgetary, personnel and organizational problems. The field of education for broadcasting found definition for me in that room in the Conrad Hilton Hotel—as it did for others in the few years of APBE before and for nearly a quarter of a century afterwards. Although committees that sponsored "workshops" on historical studies, quantitative studies and curriculum were the norm by 1969, competitive scholarly papers showed up as early as 1975, and the BEA convention became a three-day affair a decade later. The current "divisional" structure so many believe is the "natural" form for BEA wasn't established until 1990.

Sure, now everyone gets a chance to speak or preside. But how often are we excited by what we hear? Is there "buzz" in the halls, restrooms, food courts or bars? Is anybody listening? In the BEA today—as in AEJMC and similar academic organizations in communications—there is an ever-growing number of divisions, interest groups, and program-presenting committees. Some are tied to subject matter, others to arbitrary distinctions that can find enough adherents to become a specialty. *But there is no center.*

The very growth of the field—today the average department is larger than the largest departments of the 1950s and '60s—makes this haphazard tower of Babel the path of least resistance. Keynote addresses, however well presented by successful people in the industry, rarely show an understanding of the whole field, or of the *processes* of either education or communication. In spite of the labeling of each convention with a new "theme," divisional papers and panels tend to cover much of the same ground from year to year. In talking with attendees at the BEA convention, I am struck by how attached members are to the division that is closest to their current primary interest—to the detriment of their loyalty to the entire field or discipline of broadcasting. The lack of attention to the overall concept of electronic media, their place in society, and their growth and evolution, probably hurts faculty more than students—and does nothing to help us help the industry. Some faculty members openly admit that they like the divisional structure because it gave them many more opportunities to get their names in the program or to become officers of a recognized group. Both of these stimuli for divisional activity are pragmatic and logical, when the current academic criteria for retention, promotion, and tenure are taken into account.

But there is a law of unintended consequences. Largely as a result of the divisive consequences of the emphasis on divisional activities, the BEA program today appeals to those who specialize. Certainly there are exceptions; such as the standing-room-only no-holds-barred "what's new in regulation" sessions. But the program rarely provides opportunities for the entire membership to get together (either as a committee of the whole, or as informal non-divisional gatherings) and engage in what the late Walter Emery, a former broadcast educator, called "twisting the tail of the cosmos."

According to the preliminary program of the 2005 convention, except for the Awards Ceremony (hardly a location in which informal discussion can take place), the opening night reception (which allows small groups to decide where to go for dinner—at which some discussion may be possible), and the one-to-many keynote address, one can never even see more than a tiny fraction of the membership in one place, much less find time to exchange views and opinions. There isn't even a sit-down luncheon, or an open slot on the program that invites the old-fashioned but highly productive bull session. In recent years, it has taken so long to get from one meeting room to another that one couldn't find

the time to sit down with a new or old acquaintance between sessions, assuming that one could find a seat in the bare halls of the Las Vegas Convention Center.

An academic discipline, particularly one that would like to be thought of as a profession, must provide a balance of theory, history, criticism, ethics, methods of study, and techniques of practice. All too often, broadcast educators ignore all of these except the last. Some may have personal or political interests in areas such as history and criticism, and there is always a leavening of descriptions of broadcasting (and other electronic media) in other countries, but very few are willing or able to attempt to synthesize *all* of the above facets of the discipline.

In other words, I'm suggesting that we look to the past of the BEA to see what we need to become. I'm advocating that our future lies in becoming generalists rather than specialists, able to deal with concepts from many fields, and capable of changing goals as well as techniques. When the APBE was founded, most departments were so small (from one to three faculty members) that everyone *had* to act as a generalist. The "one-man gang" wasn't necessarily a bad way to serve students. But I am *not* advocating that every educator develop his or her own curriculum today—although the thought has some appeal, remembering Robert Heinlein's dictum that "specialization is for insects"—or that each BEA member becomes a division of one. Even a town or a faculty meeting needs an agenda and a moderator.

The BEA, as an organization, can position itself to more effectively play an important role in this effort. I believe that associating informally and face-to-face (since e-mail and journals are normally sequential and not a real forum for the simultaneous exchange of ideas) with a variety of capable people possessing similar goals and different viewpoints should enable *everyone* to progress. Call it organized chaos if you wish, but facilitation of such an ongoing forum for discussion from which may come new ideas and perhaps wisdom, alone would make the BEA a worthwhile institution.

This isn't to say that BEA couldn't use some changes, as well as financial support. For example, why should members find it difficult to learn about finances, board meeting discussions, and relationships with the NAB? I also believe that we would do well to establish a board of seers (or overseers?), a group with no managerial responsibilities, unlike the Board of Directors. This small group would only have the responsibility of annually trying to predict trends and development of the communications industries, media and associated organizations. It should then suggest the implications of these changes to the academics in the BEA. Its report may enable us to get out ahead of the curve, and not be surprised by new developments. It would be selected by the membership at large, on the basis of personal characteristics and not by geography, professional specialization, seniority, or membership in any other group. If such a group developed one idea a year that would enable BEA to be more nimble and efficient, it would be worth its weight in gold. If faculty members also used these ideas to inform their students, it would be worth its weight in platinum.

Although we must bow to arbitrary administrative conveniences (courses, departments, budget lines) during 360 days of the year, I believe that the other five days, spent among a widely diverse group of colleagues in Las Vegas, is the counterbalance needed to enable us to grow, live long, and prosper.

In yet another Janus-faced exhortation, I suggest we need both to return to funda-

mentals, including those lost in time as we adopt current practices without knowing where they came from, and at the same time explore the future. Let's not be stuck in the present. Many years ago, to their amazement, one of our members convinced a group of high-level liberal arts school administrators, opposed to establishing a broadcasting major, that even basket weaving could be taught as a liberal art.

How can we justify our disciplinary existence when there is far less theory development today than a half-century ago, when communications and social psychology were growing up together, and Information Theory and Game Theory were new and exciting. Theory allows us to predict the future, and explains the present and the past. We should be hungering for it, rather than collecting data and expecting someone else to make use of it. Our own careers, as well as those of our students, depend upon the advances in knowledge that theory can stimulate. The descriptive research filling most of our journals provides us with information and data, but typically goes no further in helping us predict or explain. I believe we should concentrate more on important concepts and hypothesis testing than on inherently trivial detail. Just because trivia has been analyzed by statistically sophisticated techniques does not make it any less trivial. Let's expand our horizons so that our students can expand theirs by creating and synthesizing speculation, ideas, and hypotheses—and testing them rigorously.

(For example, wouldn't a student who wants to create outstanding broadcast content benefit from theories as diverse as dramatic structure and persuasion; technological and economic innovation and constraints; optics and acoustics? Wouldn't social science research (as well as current events) provide the impetus for new content? Or will we—and our students—continue to be satisfied by the idea that "success" merely means slavish imitation (or even minor "pushing the envelope") of the current industry, whether we call it broadcasting, cable, streaming, or blogging?)

This isn't the first time I've ridden this hobbyhorse. Some of the articles listed below (particularly "Six Decades of Education for Broadcasting…and Counting") may be helpful to fellow members of BEA who might be collecting ideas for the future. (Unfortunately—in another example of how we, as cultivators of a "new" discipline, destroy our seed corn—I've been told that no complete set of *Feedback* exists.)

Most of those who are associated with BEA—particularly those broadcasters who roll up their sleeves and work hard and the educators who try to think outside the box—are good people who are trying to keep their organization together in the face of short-term financial, organizational, and other difficulties.

There may be no panacea for our discipline's problems, but it is obvious that we need to do more *long-term* thinking. The speed with which "the industry" is evolving is a clear warning that we need to both return to the roots of paying attention to our basic principles (theories, criticism, history, ethics, methods of study), and apply them to trade practice in order to predict the future of what we now call "broadcasting." *Unless we go back to work and build a discipline, rather than a department or a career, none of these three*—discipline, organization, career—*is likely to survive long into the future*. Cassandra sometimes gets it right.

Shall we twist the tail of the cosmos?

SELECTED PUBLICATIONS BY JOHN M. KITTROSS ABOUT EDUCATION FOR BROADCASTING

"A History of the BEA," *Feedback*, 40:2:1-7 (Spring 1999) [NOTE: A number of paragraphs—mostly referring to BEA's relationship with NAB—that were deleted by the then-editor are available from the author.]

"Sydney W. Head: Broadcast Education Pioneer," *Feedback*, 32:3:1 (Summer 1991)

"The Journal and Communication Scholarship," *Journal of Broadcasting & Electronic Media*, 35:1:101-104 (Winter 1991)

"Future Famine: Estimating the Demand for New Broadcasting Faculty in the Year 2000," *Feedback*, 31:2:16-19 (Spring 1991)

"Six Decades of Education for Broadcasting…and Counting," *Feedback*, 30:4:30-42 (Fall 1989) [NOTE: Only two of the four sections of the manuscript for this article, "The Future" and "The Next Steps," were published by *Feedback*. The other two sections, dealing with "The Past" and "The Present" were deleted by the then-editor. These sections constituted approximately 40% of the original text and more than half the footnotes. Copies of the complete paper are available from the author.]

"Teachers Teach Broadcasting, Not Institutions," *Feedback*, 17:1:12-16 (Summer 1975)

"What Do We Think of Us…Now? A Tabulation of Opinions of Schools of Broadcasting by Teachers of Broadcasting, 1972," *Feedback*, 15:1:5-14 (May 1973)

"Broadcasting Teachers' Income," *Feedback*, 9:2:3-7 (April 1967)

"What Do We Think of Us?," *Feedback*, 8:3:1-8 (October 1966)

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BLOGGING FOR LEARNING: NOW EVERYONE HAS SOMETHING TO SAY

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One of the most long-standing problems facing the higher educator is how to encourage all students to participate in classroom discussions. I have often pondered this question during the past 15 years while teaching a wide range of community college and university courses. I've tried all usual incentives such as participation grades, smaller in-class discussion groups, weekly discussion leaders, etc. All of these were successful to a greater or lesser degree but none were satisfying overall. I wanted something better. I think I've found it—blogging.

Blogs have several advantages over other non-realtime discussion tools such as the propriety discussion boards offered through products such as Blackboard.

1. Blogs are viewable through a simple URL address and do not require a special login password to read.
2. A blog may be completely customized in look and feel by its owner to fit any particular requirement.
3. Blogs may be housed and archived on an owners' own web server for future reference.

The biggest advantage of blogs has less to do with positive technical features and more to do with something we always have too little of in the classroom—time. Blogging gives back to our students something that many of us often lack—the time to think.

When asked the question, "What do you think?" during a typical, non-blog supported, classroom discussion, instructors often search vainly around the room for a rare upraised hand. Each student's response is spontaneous. It is hopefully informed by assigned reading. But more often than not, it simply may be a gesture by a student that they indeed are interested in participating in the discussion with little insight to add to the topic at hand. To be sure, some students will always be able to make useful contributions. Others, through no circumstances of their own making and some within their control, have little to say. I have discovered three reasons why this is true:

1. They are unprepared. This is the obvious first choice. It's the same age old reason for many an underachieving scholar; they didn't do their homework.

2. They are reticent. Some of us prefer talking to listening. But many of us, especially in public situations, prefer to let someone else do most of the speaking.

3. English is not their first language. I have been lucky in my career as a university instructor to have had many international students in my classes. Over the years, they have been some of my favorite, most dedicated students. However, due to less accomplished verbal English skills, these students don't contribute to the discussion as often as they might through fear of embarrassment.

I have found blogging goes a long way to change this situation. In my classes, a typical weekly blog discussion is based on a set of simple instructions posted as the first item in a class blog:

Posting Instruction:

1. One post per person per chapter by 24 hours before class.
2. Three or more comments to posts by one hour before class.
3. Your post may be an idea *or* a question.
4. You may add up to two additional posts about chapters or comments per week.
5. Label each "Idea" post like this:
   YourFirstName__Chapter#__I example: John__Chp._1__I
6. Label each "Question" post like this:
   YourFirstName__Chapter#__Q example: John__Chp._1__Q
7. Total number of idea posts / question posts / comments:
   four+/person/week
8. Blogger will automatically sign each post with your name.
9. Pick a favorite "thread" (your's or someone else's) by class time.
10. Each week's discussion will begin with an examination of these "threads".

These guidelines give each student a set of definite requirements. They must post at least once per week. They also must comment on at least three other posts. Their posts may be "ideas" or "questions". In short, they have lots of freedom to write what they want but they must write something. In class, I also remind them that my least favorite comment is, "What she/he said…" without any further elaboration.

In spring 2005, I gave my classes an online survey to test their general feelings about blogging in the classroom. Table 1shows these survey results. One interesting finding is the contrast between Item #2, "Reading the class blog cannot substitute for the assigned readings", and Item #8, "You can learn as much from reading the class blog as you can from the class readings". In the former, 58 percent agreed or strongly agreed that this statement was true. In the latter, only 48 percent. It could be true that the majority of these students felt that the blog cannot substitute for class readings, while a near majority also felt that the blog "summarized" the readings well. But, I suspect many of my respondents may have been humoring this old professor by agreeing there is no substitute for class readings. Generally, the survey results speak for themselves. These students found blogging to be a positive experience in the classroom.

CONCLUSION

Before fall 2004, I was barely aware of the "blogosphere" and now I seem to live there at least part of every day. My personal blog, "Connecting The Dots…", updated

occasionally at http://jdailey.iweb.bsu.edu/blog/ is a collection of posts about blogging in higher education. I now use blogging in all of my classes. I can not think of a better way to enhance classroom discussion. Perhaps you might try blogging too? It's free and fun!

RESOURCES

www.blogger.com	Easy to set-up blogs
www.cybrdr.com	John C. Dailey's personal web site

TABLE 1 – SPRING 2005 BLOGGING SURVEY (N=25)

Survey Item	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Reading other students postings/ comments on the class blog helps me organize my thoughts before posting my own comments.	43%	38%	10%	5%	5%
2. Reading the class blog cannot substitute for the assigned readings.	10%	48%	19%	19%	5%
3. I feel, due to blogging technology, the quality of my group discussions have improved.	24%	52%	14%	5%	5%
4. Blogs are helpful tools for introverts.	43%	38%	10%	0%	10%
5. Is a lack of comments to a posting mean a snub to an author?	0%	10%	14%	62%	14%
6. I feel that blogs help participants of a discussion maintain structure.	19%	38%	24%	14%	5%
7. A blog helps me clarify my ideas better because I have to make them clear to other members of the blog.	38%	43%	14%	5%	0%
8. You can learn as much from reading the class blog as you can from the class readings.	14%	33%	14%	29%	10%
9. Is there an equal-opportunity democracy on a class blog?	24%	52%	19%	5%	0%
10. I feel like I belong to an online community by being part of a blog.	10%	52%	10%	29%	0%
11. Reading other students postings/ comments on the class blog motivates me to post comments of my own.	10%	81%	5%	5%	0%
	< = 1	2	3	4	> = 5
12. How often did you visit the class blog each week?	10%	43%	29%	14%	5%

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[ARTICLE]

THE ROLE OF STUDENT ANNOUNCERS AT UNIVERSITY-OPERATED PUBLIC RADIO STATIONS: A CASE STUDY

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This study examined benefits and drawbacks of having student announcers play a prominent on-air role for non-commercial radio stations. A qualitative research approach was used to examine a public radio station in Missouri that relies almost entirely on student announcers. Benefits identified included personal and professional growth for student announcers. Drawbacks identified included students lacking the ability to do their assigned shifts and students lacking a sense of responsibility about their jobs.

University or college-operated non-commercial public radio stations can offer a unique training ground for students interested in pursuing a career in the broadcast industry. The question of how students are used on the air varies from station to station. Some university or college-operated stations elect to have no student involvement, while others make only limited use of student workers. There are some stations, however, that depend heavily upon the involvement of students in their day-to-day operation. One such station is KXCV-FM in Maryville, Missouri, licensed to Northwest Missouri State University. The station's 100-thousand watt signal is heard throughout a four-state region of the Midwest. KXCV's signal is repeated on KRNW-FM in Chillicothe, Missouri (also operated by Northwest Missouri State), that is heard throughout North-Central Missouri. KXCV provides listeners with an eclectic programming schedule; everything from broadcasts of Northwest Missouri State athletic events to classical music performances. The station has a major commitment to news coverage, featuring National Public Radio (NPR) news programs (e.g., *Morning Edition* and *All Things Considered*) as well as providing local newscasts on a daily basis.

While KXCV operates with a paid professional staff to handle management, programming, traffic, and news editorial decisions, it is left to Northwest students (almost all of whom are majors in the university's mass communication department) to handle on-air announcing duties throughout the program day. As KXCV is in its fourth decade following this operational model, it would

be useful to consider the benefits and drawbacks of having students play such a prominent role in the on-air sound of a non-commercial public radio station. This case study will also consider the feedback given by listeners concerning student announcers. It is expected these findings will prove useful for those involved in other non-commercial radio operations already relying to some extent upon student announcers.

AN OVERVIEW OF THE HISTORY OF KXCV

Credit for the launch of KXCV in the early 1970s can be attributed to the work of then Northwest Missouri State President Robert Foster (Albertini & Albertini, 1980).

Dr. Foster set out several goals for a full-power FM station on campus that would complement the existing student radio station on campus. These goals included a) projecting the school's image; b) serving the community with programming unavailable on other area radio stations; c) developing the broadcast program at Northwest Missouri State, and; d) providing an opportunity to students to improve as announcers. In May 1970, Northwest Missouri State secured $75,000 from the U.S. Department of Health, Education, and Welfare for construction of a tower on property near the main campus (Althaus, 1974). The station signed on the air January 14, 1971.

The organizational model of KXCV has remained constant for nearly 35 years. The university has typically funded seven full-time professional positions, including station manager, station engineer, program director, public affairs coordinator, membership director, and traffic director.[1] The station is required to maintain a certain level of full-time employees in order to remain eligible for continued funding through the Corporation for Public Broadcasting (Engleman, 1996). In addition to the full-time staff, the station typically employs 20 to 25 students during the fall and spring semesters on a part-time basis at minimum wage. Based on a combination of seniority and skill levels, some students will work up to 20 hours per week, while others work only a couple of hours a week. A smaller student staff is hired for the summer semester as well as semester breaks. During these periods, students work a greater number of hours—sometimes up to 40 hours per week. While KXCV has started using some automation for overnight programming, students are usually on-air from 6 a.m. until 1 a.m. Students may stay on the air longer in times of breaking news, including severe weather coverage.

Students wishing to be on KXCV must go through an audition process, including the submission of an aircheck tape and completing a checklist of pronunciations for classical music artists and composers commonly heard on the station. If hired, KXCV announcers are required to attend weekly staff meetings and semi-regular aircheck sessions with professional staff members.

It can be suggested that KXCV has lived up to the goals set by Dr. Robert Foster when the public radio station for Northwest Missouri State University was still in the planning stages. After more than 30 years of utilizing students as the bulk of the station's on-air staff, it would be useful to consider the opinions of past staff members (both student and professional) in evaluating what successes and failures this arrangement has produced.

PROCEDURES

This paper seeks to analyze the benefits and drawbacks of having a student on-air staff through a qualitative research perspective. Qualitative research is concerned with descriptions and interpretations of themes in the life world of those we study (Kvale, 1996). Case study research is cited as one of the most common forms of qualitative research (Stake, 1994; Yin, 1994). In this case, the author gathered data through a structured questionnaire, corresponding with individuals with first-hand experience with KXCV's broadcast operation.[2]

Participants

The two particular interest groups identified for this study were students who previously worked on KXCV and full-time professional staff members who had previously been employed at the station. For this research, the author sought subjects who spent at least two years working at the station either as a student announcer or professional staff member. Responses were received from eight former student announcers and four former KXCV professional staff members. Four of the former KXCV student announcers were still employed in the broadcast field. All four had management responsibilities with their stations and two had on-air duties. The other four former students were employed outside of the broadcast field. Two of the respondents worked both as student announcers while in school and as professional staff members after graduation. These individuals were asked to respond to the questionnaire from the perspective of a former professional staff member.

Data Collection

While it is suggested in-person interviewing is the optimum method to carry out interviews for qualitative research, travel and time limitations required the use of questionnaires sent out via electronic mail to collect data (Kvale, 1996; Lindlof & Taylor, 2002). A standard questionnaire was developed for all subjects who agreed to participate in the study. Phone interviews were used in some cases to provide clarification of information obtained from subjects. The questionnaire was structured in such a manner to allow respondents to typically complete it within 30 minutes.

Respondents were posed a series of open-ended questions that sought to address the research question. Respondents were asked to discuss what benefits they saw with having students in an on-air capacity, as well as drawbacks. All respondents were asked to base their responses on their experiences at KXCV. Next, respondents were asked to describe an occasion when they received feedback from listeners about the performance of students in their KXCV duties. The respondents were then asked to imagine themselves in a situation where they were operating a station like KXCV under similar management circumstances (licensed to a higher education institution, affiliated with a broadcast or mass communication department). The respondents were asked to describe what, if any role, students would play on the station and why. Additional questions were asked about their job responsibilities while at KXCV and what sort of broadcast or non-broadcast jobs they had held since they left the station.

DATA ANALYSIS AND VERIFICATION

A theoretical analysis suggested by Lindlof (1995) was employed to analyze the responses gathered in this study. The analysis began with a reduction of the data where statements were sorted and prioritized according to emerging schemes of interpretation.

From this process, the major benefits and drawbacks of student announcers were identified in this study.

Creswell (1997) noted that verification is an important criteria that establishes qualitative research as legitimate mode of inquiry. In this study, member checks provided one method of verification. Through member checks, information was shared with participants to better gauge issues of credibility and accuracy of the data collected during the interviews. Creswell observed that writing with "rich, thick, description" also provides verification, as it allows the reader to better judge issues such as the transferability of the findings to similar cases.

IDENTIFYING BENEFITS AND DRAWBACKS OF KXCV STUDENT ANNOUNCERS

Benefits of Student Announcers

Benefits from having students serve in an on-air capacity can be grouped into two categories. The first can be described as personal growth for the student announcer. Most of the past student announcers made note of how their KXCV experience enhanced their abilities outside of those specifically identified with broadcasting skills. One student respondent cited several perceived benefits that were typical of participant comments:

> Respondent 6 (Student): Opening eyes to the wider world of music and news beyond the popular culture can engulf the lives of college students. Students also learn the value of earning a wage, as opposed to working at the student station for free, and the commitment and responsibilities that come with a real job.

Another student respondent recalled the experience of working on KXCV, combined with other educational experiences, enhanced critical thinking skills. Improving personal confidence and communication skills were other benefits cited by student respondents.

All of these benefits fall into a larger category of personal growth patterns resulting from the students' involvement with KXCV.

A second set of perceived benefits for students working on KXCV can be described as professional growth. One respondent noted the skills learned at KXCV were still being applied in his current job:

> Respondent 10 (Student): I know from the student perspective the experience not only made it easier to find a job once I graduated, but to this day, it has made me a better reporter. I still use skills I learned at KXCV in my reporting today. Not only with how to write stories, but how to find stories, deal with contacts, and cover meetings and other newsworthy events.

Another student (Respondent 9) who currently works as a program director for a group of radio stations, believes students benefit simply by being exposed to the day-to-day operation of a professionally staffed radio station like KXCV.

There were also practical benefits identified for the KXCV professional staff in having so many student workers. Respondent 1, a former professional staff member who coordinated news coverage, pointed out that the large number of students workers provided an advantage over other stations in the region when it came to covering major

events such as political elections. Whereas other commercial stations with limited staffs were limited to covering election returns in-person, in just a few counties, the number of KXCV student workers allowed for coverage in many more counties in their listening area. Some students also functioned as reporters for daily news coverage, such as covering municipal government meetings or campus events.

Drawbacks of Student Announcers

One of the common themes regarding drawbacks of student announcers dealt with some students lacking a sense of responsibility. Several respondents recalled problems, such as students failing to be on time for their on-air shifts. Respondent 1 felt that "while most of my students at KXCV were great in terms of reliability, some students would fail to show up on time, or at all." A student respondent raised the same concern about some student announcers lacking a sense of responsibility:

> Respondent 10: I think the main drawback with using students, especially for morning shifts, is the tendency to be late for shifts or call in "sick" just before they are supposed to go on the air. Students seem more likely to feel they can skip [a shift] or two and have nothing to worry about. Usually when they are there, they will work hard; sometimes getting them there is the problem.

In addition to the lack of responsibility among some students, respondents suggested the degree of inconsistency of announcing skills was another drawback in employing student announcers. The inconsistency was linked in part to the constant turnover in the student announcing staff. Respondent 2 noted most students would start working at KXCV as sophomores or juniors in their academic program, meaning they would leave the station within two or three years. As a result, the KXCV professional staff was constantly recruiting and training new student announcers. A former student announcer (Respondent 8) suggested that the professional staff, because of their need to fill the main on-air slots in the schedule, would end up placing students in shifts they were not yet qualified for.

While there are drawbacks associated with students handling on-air announcing duties, there was still a belief among respondents that the benefits of personal and professional growth outweigh these personnel and performance concerns. One respondent suggested an analogy between having student announcers on KXCV and other aspects of campus life:

> Respondent 1: Why not hire professionals for the women's basketball team, the concert band or run the student newspaper? It's the same reasoning for using student announcers. They need the exposure, the pressures, the permission to make a mistake that on-air-live-to-the-world provides.

The respondent's argument supports the idea originally envisioned when KXCV signed on in 1971; allowing for an educational mission while providing radio programming to the school's service area. All respondents participating supported maintaining the current model having student workers handle the majority of KXCV announcing duties.

Listener Reaction to Student Announcers

Respondents indicated that listeners they interacted with were familiar with the circumstances under which KXCV employed student announcers. A theme that several respondents identified was that listeners felt they were given the chance to hear the student announcers "grow up" on the air, noting improvement as the students' on-air performance matured over time. One former student announcer recalled listeners calling in as part of KXCV's on-air fund-drives and praising the announcer about the improvement they heard in the student's work. Other students recalled receiving compliments from listeners for programming or news coverage they participated in.

The respondents also suggested KXCV listeners were still willing to be critical of student on-air performances they considered to be substandard. Respondent 4, a former professional staff member, recalled numerous complaints from listeners about the mispronunciation of words, but they also recognized these were student announcers who were learning on the job. Respondent 10 (a student) suggested "problems will occur, but that is how students learn and for the most part, listeners are pretty understanding if they hear a minor mistake or two." Other students encountered less forgiving listeners. Respondent 12 (a former student) recalled an angry letter a listener sent in concerning mistakes that occurred during a local newscast. The respondent felt embarrassed about the letter, as well as having it posted on the bulletin board by the station manager.

Several respondents also suggested the performance of student announcers might be of greater concern among those in the university community that viewed KXCV as an important part of Northwest Missouri State's public image. Respondent 2, a former professional staff member, recalled having a meeting with a new school president, who questioned the value of student announcers because of on-air mistakes. Another former professional staff member thought most of the comments he heard about students and their on-air performance came from university faculty members:

> Respondent 1: The most critical comments made about the students, interestingly, were made by faculty and not the public at large. The public seemed to be amused and more accepting where the faculty was more demanding of excellence and less forgiving of errors. I think the faculty took more of an ownership position and felt embarrassed by some of the more unprofessional episodes.

Respondent 8 (a student) recalled a particular semester where she had a class scheduled immediately following the completion of her midday news shift. The respondent said the class instructor regularly gave her feedback about her on-air performance before or after class.

DISCUSSION AND IMPLICATIONS

This case study of KXCV-FM suggests that giving students an opportunity for on-air work at non-commercial radio stations allows for personal and professional growth. At the same time, staff professionals in that situation must be aware of concerns about student performance and level of responsibility. One implication, therefore, from this research is the need for better evaluation and training of students before they are used on the air. It is interesting that many of the former student announcers pointed to the

need for more intense evaluation and training. By having a more thorough evaluation of a student's performance ability, professional staff members can make better assessments concerning how a student should be utilized in an on-air capacity. In regards to training, it would appear that student announcers desire and would benefit from frequent airchecks of their work to facilitate better on-air performance.

A second implication from this study suggests that a station's audience must buy into the concept of having students on the air. Respondents suggested there was unhappiness with mistakes made on the air but there was also an understanding that students are gaining practical experience from working on the station. For stations that previously had little or no student on-air participation, it may be difficult to gain listener acceptance for having student announcers play a prominent role in that station's operation.

It is acknowledged that this study has limitations, such as the limited number of responses and its focus on only one station. Nevertheless, many non-commercial stations in college or university environments are faced with similar decisions regarding the level of on-air participation students have in their station's operation. At a time when non-commercial radio stations are facing the prospect of future cutbacks in government support, the use of student announcers can provide a source of inexpensive labor while fulfilling the institution's educational mission. Stations utilizing student announcers should be aware, however, of the need to provide constant evaluation and training to improve on-air performance.

NOTES

[1]Funding provided by the Corporation for Public Broadcasting is also used by the station to support funding of the professional staff positions.

[2]The author worked as a student announcer on KXCV from 1980 through 1983 while earning a Bachelor's degree from Northwest Missouri State. The author was later hired as KXCV Public Affairs Coordinator in October of 1987 and served in that position through June of 1999.

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[ARTICLE]

BEA AT 50: SOME POSSIBLY RADICAL PROPOSALS . . . .

Christopher H. Sterling

Sterling is part of the School of Media and Public Affairs at George Washington University, where he's been a faculty member since 1982. He served as BEA's president in 1986-88, and as Journal of Broadcasting's *third editor, from 1972 to 1976, among many other roles he's played in the association over nearly four decades.*

Please note this article was submitted in January, 2005. It was revised in October, 2005 at the request of the Editor of Feedback.

As we celebrate this half century year for APBE/BEA, it strikes me such a watershed is an excellent time to take stock and consider some possibly radical changes in our organization. Let's face it, the field and our role in it has changed in ways incomprehensible back in 1955. And there are several specific challenges facing us in the near term. While what follows draws on conversations with many folks over the past decade or two, let me be clear that it represents only my opinion and nothing further. I hope these paragraphs help feed constructive discussion.

Begin with the upcoming ***annual convention***, which for the first time ever (so far as I know) was held *at the end of* the NAB convention last April, with less than one day of overlap. The reasons behind the change (all perfectly valid) need not concern us here, but the shift does throw into focus what might have seemed unthinkable just a few years ago. I really think it is time to abandon our annual trek to Las Vegas. It's no longer a cheap place to stay and we are now forced into high NAB convention hotel rates for at least Wednesday evening–and often expensive AV and other costs at the convention center (I believe NAB has helped with some of that). But more to the point, many of our members now have little chance to get onto the NAB floor and less to attend NAB sessions—few of us can afford to be away that long. Despite record attendance in recent years, several years ago we had to cut the Sunday luncheon due to cost. We can see how the 2006 convention works in practice (though it is *very* late this year and many will not be able to attend for that reason alone), but I feel the handwriting is on the wall and it's time to move on.

What might we do instead? First, we need to carefully assess just what we need for our convention—what kinds of facilities, exhibit space, meeting facilities, hotel space and airline service—are necessary. Armed with that assessment, we should think about rotating the meeting among different cities so as to ease the travel distances for different groups. We might vary the two coasts with meeting spots in mid-America and the south. We could select four or five such places and set up a rotating schedule, or simply shift year to year as many other academic groups do. But let's see some new parts of the country, and vary the travel burden for all!

Next, I would move on to the ***board of directors***. Without implying or stating criticism of anybody, I feel it really is time to shake up our antiquated leadership structure. Why should we retain decades-old geographical election districts when few of us think that way (after all these years, I still couldn't tell you what states are in my district–or even what number district it is!)? More useful might be to adopt a subject-based process somewhat like other academic groups, and have the interest divisions nominate their chiefs to represent them on BEA's board. We could set up two year terms so there's not a constant learning process. Different division heads could rotate on or off in different years so you don't have a total board changeover at once which would be bad for continuity and planning. But surely somebody representing the news or international division (for example) would bring more to bear on the substance of association activities than somebody "representing" some artificial grouping of schools across states about which they often know little.

I also question the need to retain broadcasters on the board. Once appointed by the NAB and even considered a stepping stone to membership on NAB's board, they no longer really represent anyone. With some stellar exceptions, few of them have any knowledge of or interest in the things that drive us academics–a lot of which, admittedly, are pretty esoteric! Furthermore, as time has gone on, broadcasters care less about our "product." Let's not kid ourselves anymore—we are no longer training tomorrow's broadcasters, professional or otherwise. There are fewer such positions thanks to automation and consolidation, and many if not most industry personnel are drawn from other fields. No, what we are really doing, is educating *users* of electronic (and other) media, *some* of whom may actually build a media career. Furthermore, more and more of our students are interested in working in cable, Internet services, or a variety of other media-related fields. "Broadcasting" is a small and declining part of what we do and what our students want to do. More of them make daily use of their MP3 players rather than radios.

Given that broader and diversifying interest, it's time to again look at the ***organization's name.*** We began in 1955 as the Association for Professional Broadcasting Education (APBE), thankfully broadened in 1973 to the Broadcast Education Association. We are overdue to recognize change and go through this exercise again (a change was considered just a few years ago, but rejected). I'd opt for *Electronic Media Association (EMA)*, but lots of other options are out there that would better reflect our broadened interests beyond radio and television broadcasting.

At the same time, I feel we need to reassess our ***relationship with NAB.*** I'm not privy to the current arrangement, but it's my sense that other than office space and related in-kind support (electricity and the like), we now get precious little from that connection. Years ago, as older members will recall, we received, among other things, useful newsletters and other publications from the law and technology offices of NAB. Broadcasters contributed a good deal in money and in kind to APBE/BEA's basic operational existence. NAB long nurtured APBE/BEA. But that is long past and I sense we are little more than tolerated these days—many NAB'ers would be glad to be rid of us and reassign the space. And, frankly, moving on would eventually raise our reputation in the minds of many academics who see us, falsely, as in the industry's pocket. We've never been able to throw off that mantle, and it's hurt us competing with other groups such as AEJMC and ICA to name just two.

There's another reason for such a change. We can't make real cooperative overtures (shared meetings, special conferences or seminars) to other industries or their trade associations—cable, telecommunication, Internet—when we are (or appear to be) beholden to the NAB. While NAB generally leaves us alone, there have been a few notable occasions in the past when our desire for a speaker or subject has ruffled NAB feathers and we've had to back down (once or twice at the last minute). In this day and age, that is silly, and ties us unnecessarily to what I see as an increasingly reactionary trade group that is against virtually anything new or different in their blind defense of existing broadcasters. I doubt that viewpoint matches most of our members.

Come to think of it, there's really no need for BEA to even retain a ***base in Washington*** —look at the academic groups that operate elsewhere (such as AEJMC from Columbia, South Carolina). It may well be time to seek out a relationship with a campus and house the small BEA office there. We'd probably save hugely in cost—Washington is anything but inexpensive. And given the state of deregulation (sadly so, to my way of thinking), what happens in the nation's capital is no longer as central in electronic media operations.

Thus far in this little polemic, I've been skipping across largely surface issues. More fundamentally, I think we need to reexamine ***who we are—and why***. There have been several "futures" committees set up by the board over the past decade or so, so we need not totally reinvent the wheel here. Let's review their findings and recommendations. But the surface changes noted above hint more than a little that we need to figure more clearly what we are about. Again, I seriously doubt we are really "training the broadcasting professionals of tomorrow" or whatever that phrase is. Rather, as with our field (and most others in academe), we are splintering into ever-more specific interests.

I care about history and policy, for example, and am not at all involved with production. But the Media Festival has quickly become vital to many of our members (as well as BEA), and thanks to hard work by Don Godfrey and others, it's become a hugely important showcase for students and faculty alike. And I bet many of them, in turn, could care less about history and policy! Maybe we should set up more festivals on a regional basis, and lead up to the annual national festival–a kind of "bake-off" if you will. But let's not lose sight of our many other interests—news, management, radio and the Internet, international, history and policy to name just a few. I think some recent conventions seem to have soft-pedaled research on each of these.

None of these ideas is wholly new or original—one way or another, they have nearly all been batted about by different people and groups over the past couple of decades, if not longer. But I think it's time to take them on in a cohesive manner and make some decisions—or face the real risk of not being around in another ten years, let alone a half century. At the very least, I hope these notions help prompt some discussion.

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HOW I BLOGGED MY SUMMER VACATION: CULTURAL IMMERSION DOWN UNDER

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Editors Note:
Graduate students in Ball State University's Digital Storytelling program must complete a month-long cultural immersion experience. Scott Davis, creative director of Feedback and the Web Manager for BEA spent a month in Australia to meet the cultural immersion requirement. The following is his first person account of the experience and his use of technology and new media to document the trip.

I had been concerned about the cultural immersion requirement ever since I entered the digital storytelling program. Because I'm a non-traditional student, I felt the requirement was pretty unrealistic. Not only did I have to come up with the financial backing, I had to persuade my full-time employer — the local newspaper — to let me have some substantial time off. It was touch and go for a period, but I managed to gain permission and save up funds.

The point of cultural immersion was to experience a society different from my own background. It didn't necessarily mean I had to leave the country. Some of my cohorts had panned for gold or walked the Appalachian trail.

"The whole point is not to be a tourist, but to go to the grocery," said my graduate advisor, Dr. Dom Caristi.

During the experience, students are required to produce a new media project based on our observations and experiences. This could be a DVD or a Web site.

I had become good friends with a visiting professor from Australia, Dr. Stephen Quinn. Quinn is a former newspaperman and now a convergence scholar. One day, I asked if he would be willing to host me if I scrounged up enough money to buy a ticket to travel down under. He graciously offered his hospitality.

A round-trip ticket to Australia during the off-peak season of May cost me about $1,300. I took some extra cash for lodging, food, and trinkets. At the time, the U.S. dollar was strong against the Australian dollar, giving me roughly a 25 percent discount on purchases down under.

My parents, of course, were very concerned about my trip. Although I've traveled and lived in many places in the U.S., I had never been out of the country (except for Mexico and Canada). Australia was frighteningly far away from the cornfields of Indiana, but it shared similar characteristics with the U.S. so I would not feel totally lost. I assured my parents that I would be in good company while I was down under, and that I didn't think the kangaroos and koalas would hold me hostage.

I departed May 9 with clothes, gadgets and money in tow. My flight took me from Indianapolis to Chicago to Los Angeles to Auckland to Brisbane without a break. That was insane, but I had prepared with stuff to keep me busy such as books, my Playstation Portable, my iBook, and my iPod.

My carry-on bag looked like a mini Best Buy. And I was surprised I didn't get restrained as a potential bomb-maker. In addition to all the above-mentioned gadgetry, I also had a set of noise-canceling headphones, a global cell phone, a digital camera, a camcorder, and a ton of digital media cards, cords and adapters. I was on a new media mission.

That mission was to blog. My personal Web site (www.digitaldaleville.com/blog) has a blog running off the WordPress platform. I created a new category for Australia to share my experiences and observations with those back home. With my iBook, I was to find Internet access wi-fi hotspots or use an Internet café about every day or so. I also worked offline, saving future posts in a text file.

My digital camera was a point-and-shoot Casio, At 5 megapixels, it delivered fantastic images for photo galleries. I used a Macintosh program called Galerie (http://www.myriad-online.com/en/products/galerie.htm) that worked well with Apple's iPhoto for quick and easy Web galleries. Folks back home were excited about seeing Australia.

The blog and photo galleries developed a following among my friends, family and co-workers. All agreed I was having too much fun down under.

That fun included visiting the beaches, small towns and natural parks of the Sunshine Coast, an area north of Brisbane. I also spent some time at Lennox Head, a charming village a few hours south of Brisbane. Ball State has an Australian Center there at Lake Ainsworth Camp.

I avoided the tourist areas, but did visit zoos to snap pictures and pet koalas and roos.

I wasn't too aggressive about creating the perfect new media piece. I wanted to experience the trip, not spend time Web coding or recording audio or shooting video. My goal was to be more of a travel journalist observing the society. I was inspired by Bill Bryson's book about Australia, *In A Sunburned Country.*

I did have my iBook in tow frequently at the beachside cafes, but tried to limit my time on the Net to three hours every two days.

In the end, I posted more than 45 entries and took some 1,000 photos. Although my blog and photo galleries remain online, my efforts aren't finished. In addition to working on a scrapbook of my trip (how analogue!), I plan on creating several multimedia slide shows with iMovie and burning them to a DVD with iDVD. While these consumer applications don't the powerful features such as Final Cut Pro and DVDStudio Pro, they'll do just fine for this project.

And yes, while I was done under, I went to the grocery store several times.

In addition to his graduate studies and BEA responsibilities, Scott Davis is the Graphics Editor and technology columnist for The Star Press, a newspaper in Muncie, Indiana.

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ATKINS, J.B. (ED.) (2002). *THE MISSION: JOURNALISM, ETHICS, AND THE WORLD.* AMES, IOWA: IOWA STATE UNIVERSITY PRESS.

In the primary scholarly article of *The Mission*, John Merrill makes the point that the non-Western world is moving away from the ideal of an individualistic and autonomous free press, toward a "humanistic authoritarianism" in which order is the ultimate value. This movement, although "sad," is not only inevitable but perhaps benign, according to Merrill.

Following Merrill's essay, working journalists in Colombia, Hungary, Slovakia, Slovenia, Zambia, India, Nepal, Japan, and the United States contributed accounts of reporting in their corners of the world. Academics added reports on present-day Germany, Lebanon, and Nigeria, as well as historical accounts of journalism in Mississippi during the civil rights era and in Germany under the Reich. On the other hand, reports from Cuba, North Korea, and Saudi Arabia – to name three "authoritarian" countries – are strangely absent. This absence, though, reinforces the theme of all the other articles. Academic or professional, and past or present, the one theme that blazes forth from the collection is that the more authoritarian the society, the greater the need for a free press, because in practice the relationship between authoritarianism and humanism is an inverse one. This makes this collection unique in the reviewer's experience, in that every other chapter contradicts the main point of the primary article.

Among the book's limitations is its almost-total focus on print. Though there are brief radio and TV mentions in several articles, only one chapter is devoted solely to broadcasting, specifically Lebanese television. Further, it is surprising to have only one index reference to the Internet in a 21st century text. Still, the theme of the book and the depictions of journalism under adverse conditions make it worthwhile for broadcast educators. The entire book would probably be appropriate as a student resource only in an international journalism class. Jerry Mitchell's "Ways of a Muckraker" and Joseph Atkins' "The White Rose," on the other hand, have much broader application. When many students dream of being "investigative journalists," Mitchell's chapter offers intensely real-world tips on investigative journalism. And, in an era in which "Nazi" has seemingly become just another epithet to hurl at one's political opponents, Atkins' postscript stands as a stark reminder of what happened when journalists went up against real Nazis.

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MCADAMS, M. (2005). *FLASH JOURNALISM: HOW TO CREATE MULTIMEDIA NEWS PACKAGES*. BURLINGTON, MA: FOCAL PRESS.

Macromedia Flash can be a tough program to learn and an even tougher program to teach. Many professors and instructors can feel overwhelmed because of the amount of material that "needs" to be covered in a quarter or semester setting. This is why Mindy McAdams' "Flash Journalism: How to Create Multimedia News Packages" can be a good fit for an "Introduction to Multimedia" class.

What makes this book different from others that teach Flash is the use of case studies and the lessons are designed with journalism professionals in mind. One approach that the author takes in explaining Flash is focusing on a few tools in Flash, as opposed to try explaining what each element of Flash does. By doing this, the reader will not feel overwhelmed by everything that Flash can do. The case studies are particularly effective because of their ability to show the different ways that Flash journalists have used the software to tell their stories. They are also well done because of how they give the background of each story. The technical aspects to the design are placed to context with the "human factor" of the presentation. Interviews with the key figures from each presentation help the reader understand the process involved in creating each story.

McAdams' style of writing allows the reader to easily follow along with the examples she provides. She does not lose the reader in an endless array of jargon. The wording is very selective and she does a wonderful job explaining all of the key terms of the program. As a majority of the book is self-guided tutorial, McAdams flawlessly goes between the steps and allows the reader to feel comfortable with Flash.

The problem occurs, however, at the transitions between the chapters and sections of the book. At times, they seem to present information and concepts without making the necessary connections to other parts of the book. One key example is when pieces of code are mentioned in the book. The purpose of the code is not fully explained. While it is important not to confuse the reader, it may benefit them to explain what the code means or why the code is used in the first place. Teachers using this book should be comfortable explaining how code works or else students may not fully understand interactive design.

As mentioned before, this text can fit nicely in an introduction class. It should be taught with the principles of good design in order for the students to understand how to communicate messages effectively without the distraction of bad design. Students will find some of the examples in the book helpful for working on the own projects. Instructors should refer to those examples when needed. The examples located on the website (http://flashjournalism.com/book), show a wide variety of uses for Flash.

Finally, this book provides a good starting point for group projects in multimedia journalism. Another key theme that reoccurs in the book is the idea the Flash jour-

nalism is a team effort. One can not possibility be expected to produce an incredible multimedia presentation by themselves. It takes a talented team to makes multimedia journalism work. This book can help students develop basic skills in Flash journalism. However, the student learns with the case studies and other examples in the books that the team structure is an effective means of organization and divides the load of work efficiently.

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SANDRA BRAMAN (EDITOR). BIOTECHNOLOGY AND COMMUNICATION: THE META-TECHNOLOGIES OF INFORMATION. MAHWAH, NJ: LAWRENCE ERLBAUM ASSOCIATES, 2004.

"Biotechnology and Communication" features nine readings by 10 leading scholars from the United States and the United Kingdom, including sections titled "The Technologies of Biology and Communication," "The Concept of Information," "The Ownership of Information" and "Information and Power." Two of the pieces are by the book's editor, Sandra Braman.

The book's purpose is to provide an examination of biotechnology's potential impact in various realms including communications. The varied areas of expertise of the authors makes this an eclectic and interesting text, with contributions from academics who are well-versed in the fields of law, cultural studies, information science, sociology, economics and communications.

Editor Sandra Braman herself notes in her introduction that this collection is far from exhaustive when it comes to covering the impact of biotechnology on information, communication and culture. But this book provides a representative discussion of vital topics worthy of study, including conflicts over cloning, the struggle in regard to genetically modified foods and difficult issues in regard to intellectual property rights.

Braman writes in Chapter One that biotechnology and digital information technology "fall within a third category – meta-technologies. Their shared meta-technological characteristics make it worth examining them side by side, because they often share economic, social, cultural, and legal spaces." She points out that the possibility of a merger of machine and biological technologies was first indicated by Lewis Mumford, in his 1934 book "Technics and Civilization." She explains how the "shared spaces" of bio and digital information technology occur in the fields of economics, law, culture, social processes, discourse, and the convergence of genetic and digital information, setting up the chapters to follow in the book.

David Ritchie, in his chapter titled "Information as Metaphor: Biology and Communication," analyzes the literal and metaphorical uses of information and information theory in communications regarding biology, and he reveals parallels in reportage and research on biology and written works covering human communication. He employs Daniel C. Dennett's use of information theory to explain evolution theory and Susan Oyama's work in regard to information theory as it relates to genetics. Ritchie also employs references to the work of Richard Dawkins and Claude Shannon, among

others, in this interesting piece.

Steven Wildman's contribution, "Conditional Expectations Communication and the Impact of Biotechnology," employs economic constructs to assess the effects of conditioning in both genetic-based and human communication. He asks, "Can biotechnology change the nature of human communication?" and he outlines a clear argument - read the book, and you'll get his answer.

Braman's second and final contribution to the text is Chapter Four, "Are Facts Not Flowers?: Facticity and Genetic Information." She writes: "Because technological change alters the practices by which facts are produced and the institutions by which they are certified, with each innovation in information and communication technologies new questions about the nature of facticity and its production arise and old ones must be revisited… Today's ability to alter the genetic makeup of people – to change the facts so to speak – contributes to the sense that we are entering the 'posthuman' era so much discussed by analysts of the effects of digital information technologies."

Christopher May takes on legal issues raised by questions regarding the ownership of genetic and digital information in "Justifying Enclosure? Intellectual Property and Meta-Technologies." He reviews an array of theoretical issues underlying the topic. "The interpenetration of information and biotechnologies as meta-technologies has made the question of markets for property in knowledge and information ever more crucial and in need of a political rather than a merely technical analysis," he explains, and he projects, "the effects of the poor distribution of information and knowledge will become politically sensitive."

Leah A. Lievrouw takes on the same topic by classifying it as a trend in the sociology of knowledge in her chapter "Biotechnology, Intellectual Property, and the Prospects for Scientific Communication." She writes: "Because private sector and academic science have merged so extensively in biotechnology, the field provides an ideal context for a retrospective exploration of the development of scientific knowledge, particularly the consequences of privatization and expanding intellectual property claims for the communication relationships and practices that produce and share that knowledge." She gives a historic overview, elaborates on the changes in the nature of knowledge and its products over time, and summarizes vital aspects of scientific communication in biotechnology as they have developed. She concludes that, "New-era scientific communication and information management look a great deal like private sector communications and image management – competitive, committed, closed, strategic, and risk averse."

Susanna Hornig Priest and Toby Ten Eyck share authorship of a piece titled "Transborder Information, Local Resistance, and the Spiral of Silence: Biotechnology and Public Opinion in the United States." They cover the vagaries of public opinion tied to the issues surrounding the development and marketing of genetically modified foods, looking at the framing of biotechnology and analyzing press coverage as it relates to public response. "We can only hope that lay wisdom, in an open information environment, maintains its resilience to institutional manipulation of whatever kind, given the special challenges posed by technically complex controversies," they conclude. "… The goal is the creation of the proper conditions for productive public dialogue … this includes broad public recognition of both the power the ultimate uncertainty of science."

Steven Best and Douglas Kellner contribute "Biotechnology, Democracy, and the Politics of Cloning," reflecting on the dangers of a world in which we are "ever more mediated and shaped by computers, mass media, and biotechnology." They write that just as we have a need for critical debate and theoretical study of the effects of information technology we must thoroughly assess all aspects of biotechnology. They go into detail in regard to animal and human cloning and the firestorm over stem cell research, and they outline what they call the "challenges for democracy."

The concluding chapter by Graham Murdock, "Popular Representation and Postnormal Science: The Struggle Over Genetically Modified Foods," describes "postnormal science" and the new "climate of risk." He explains that the "increasing politicization of science coincides with major shifts in the organization of both democratic politics and public communications." He illustrates how popular iconography and familiar metaphors have played a key role in the struggle over genetically modified foods, citing many specific examples. He describes the "two defining features of scientific inquiry in postnormal times" as the "inability to fully predict and control complex chains of possible impact" and "the recognition that technical innovation is inextricably bound up with questions of power and ethics."

This book is an incredible treasure trove of analysis and thought- and argument-provoking content, and it is well worth reading.

Reviewed by:
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SALWEN, M, GARRISON, B, AND DRISCOLL, PAUL (EDITORS). ONLINE NEWS AND THE PUBLIC (2005). MAHWAH, NEW JERSEY: LAWRENCE ERLBAUM ASSOCIATES.

I have a confession to make. I teach broadcast journalism and have never felt comfortable dealing with online media. I used to secretly hope it would just go away. Then late one evening on election night, 2004 I wanted to know whether the rather close race between John Kerry and George W. Bush was worth staying up for to watch on television. Enough returns were in for California to know Kerry had won that state and was therefore still in the game, but he needed to win Oregon to stay alive. I flipped through the television remote in frustration, not finding from the networks how the presidential candidates were faring there. So, I turned to the Internet, first to the Oregon state elections web site, and next to the Associated Press, to confirm Kerry's lead. It turns out my use of the Web was typical of others. One of the many pieces of information in *Online News and the Public* was a Pew Research Center report that found increasing numbers of people surf the Web for election information, for convenience. They tend to turn to traditional news sources, with the Cable News Network the most popular.

Much of the book contains empirical studies focusing on the effects of this new media. Studies include the credibility of online news, and attitudes toward web advertising. Some of it is important (one study showed readily identifiable news organizations with a Web presence have a distinct advantage over news sites without that branded news). Some of it is less so (yes, studies confirm those pop up ads that interrupt online Web searches actually do annoy people!) The studies presented in the book show the Internet could have a viable future. Confidence in making online purchases has grown. Close to 70% of respondents said they had bought something at least once in the past with a credit card.

The book also looks at the history of online media. It credits the *Chicago Tribune* the first newspaper to go online when it provided stories to America Online in May of 1992, and California's *Palo Alto Weekly* as the first Web newspaper, two years later. Author Michael Salwen denotes 1997 a watershed year, when the *Dallas Morning News* carried an online story breaking Tim McVeigh's involvement with the Oklahoma City bombing, scooping its own newspaper operation. Important issues related to the public and online news are also covered. In the chapter on legal issues the rather disturbing point was made that a broadcaster might actually be held liable for defamation, invasion of privacy, and intentional infliction of emotional distress for reading over the air the exact words that are protected when posted on the Internet. Thus, the book serves as a valuable resource for educators teaching a course in mass media and society, media history, or communication law.

No book could be written about online news without discussing that buzzword "conver-

gence." There are some predictions made on the subject. Bruce Garrison believes that writing original content must come if online Web sites are to become something more than promotional vehicles for the newspapers or broadcast stations that create them. He thinks Richmond, Virginia based Media General might serve as the prototype for this new media organism, with its use of a multimedia assignment desk, where editors from the company's broadcast and print operations sit with online news staff to map out the day's coverage together. Garrison also suggests colleges and universities might consider using the Media General model to develop shared broadcast, print, and online facilities on campus so they could provide a converged product.

If there is a shortcoming in the book it is that the studies are dated when discussing a topic that is so rapidly changing. For example, one Pew study showed weekly use of online news rose from 11 million to 36 million Americans between 1996 and 1998. While significant, and important historical data, it makes one crave the figures for 2004 and 2005. Still, there is important information contained in this book. The many studies even include survey questionnaires used in them, providing a firm springboard for those wishing to conduct further research on the several significant subjects covered. Most important for me personally, reading the book made this former broadcast newsman feel a little less uncomfortable about the Internet.

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VAL E. LIMBURG, 1938-2005

Val E. Limburg, 67, passed away on October 11, 2005 after a valiant battle with cancer. Val was born to Madge and Evert Limburg on Valentine's Day, February 14, 1938, in Ogden, Utah. A 1956 graduate of Ogden High School, Val spent many years working at "Limburg Grocery," his father's grocery store. After attending Weber State College, Val served a mission for the Church of Jesus Christ of Latter-Day Saints from 1958 to 1961 in the Netherlands Mission. Soon after his return he met his sweetheart, Janet Nims. On May 26, 1961 they were sealed for time and all eternity in the LDS Salt Lake Temple. After attending Brigham Young University and the University of Illinois they moved their family to Pullman, Washington. Val led a distinguished 35-year career as a Professor for WSU's Murrow School of Communication where he taught media law, media ethics and broadcast management. Val gave countless hours of community service in Pullman Kiwanis and as chaplain for Pullman Regional Hospital.

As a dedicated member of The Church of Jesus Christ of Latter-Day Saints he served in many capacities including Bishop of the Pullman 1st Ward most recently as Stake Patriarch. He is survived by his wife Janet of 44 years, son Blake (and Judy) Limburg of Walla Walla, daughters Lonna (and Brian) Heuett of Cedar City, Utah, Alisa (and Marc) Skinner of Moscow, Idaho and Krista (and Andy) Farrington of Pullman and son, Eric (and Tara) of Pullman; 18 grandchildren; a brother Greg Limburg; and sisters Lois Crowell and Debbie Paskett. Val was preceded in death by his parents. Val was known by all for his Christlike compassion to friends, family and strangers, for his dependability and for his unconditional love for his children and grandchildren. He loved music, reading and all of God's creations in nature. Viewing took place on Thursday, October 13, from noon to 9 p.m. at the Kimball Funeral Home in Pullman. The Funeral was Friday, October 14 at The Church of Jesus Christ of Latter-Day Saints (1055 NE Orchard Dr.) at 11:00 a.m. Memorial contributions in Val's name may be made to the Church of Jesus Christ of Latter-Day Saints Perpetual Education Fund, or to Pullman Regional Hospital Foundation.

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ACADEMY OF TELEVISION ARTS & SCIENCES NOW ACCEPTING APPLICATIONS FOR THE 2ND ANNUAL FRED ROGERS MEMORIAL SCHOLARSHIP

NORTH HOLLYWOOD, CA., (October 11, 2005) – The Academy of Television Arts & Sciences, its Foundation and its Children's Programming Peer Group are now accepting applications for the Second Annual Fred Rogers Memorial Scholarship, announced Terri Clark, Television Academy Foundation Executive Director. Ernst & Young LLP will underwrite the scholarship.

Established in December 2003 in honor of Fred Rogers, the creator and long-time host of "Mister Rogers Neighborhood," the Fred Rogers Memorial Scholarship was created to further the values and principles of Fred Rogers' work. It will support and encourage an undergraduate or graduate student studying children's media and childhood education, or a recent college graduate pursuing a career in children's media. Scholarship applications are now available and can be downloaded from the Television Academy's website, www.emmys.tv. Applications must be postmarked no later than January 31, 2006.

"We were so thrilled with the overall response to the inaugural scholarship opportunity and we are looking forward to selecting the next recipient," said Clark. "Fred Rogers' insight and dedication to young children has inspired many people and it is a privilege to be able to take part in shaping the future of children's media in honor of his legacy."

The scholarship, in the amount of $10,000, will be awarded annually to a qualified applicant. Candidates must have studied early childhood education, child development/child psychology, film/television production, music, animation or some combination of at least two of these fields. In addition to the cash stipend, the recipient will receive mentoring support from members of the Academy's Children's Programming Peer Group, who will work with the recipient during the course of the academic year.

This past August, the first Fred Rogers Scholarship was presented to Michelle Lyn Banta, a graduate student for the UCLA School of Film, Theatre and Television. Banta is using the scholarship monies to continue creating animated films for children that reflect the Fred Rogers style of life-giving and gift-giving spirit.

The Academy of Television Arts & Sciences was founded in 1946 just one month after network television was born. It is a non-profit organization devoted to the advancement of telecommunications arts and sciences and to fostering creative leadership in the telecommunications industry. In addition to recognizing outstanding programming through its Emmy® Awards, the Television Academy publishes emmy magazine and through its Foundation, is responsible for the Archive of American Television, College Television Awards, acclaimed student internships and other educational outreach programs. For more information on the Academy of Television Arts & Sciences and its many industry-related programs and services, including year-round Academy events staged for the community, please visit www.emmys.tv.

DISTINGUISHED EDUCATION SERVICE AWARD 2006 CALL FOR NOMINATIONS

For 50 years, the BEA has offered opportunities that bring professors and radio and television professionals together. BEA advances the interaction between professors, students and industry professionals who strive to produce employees with that unique combination of a liberal arts education and the practical skills desired in today's marketplace.

This is a call for the 25th Annual BEA Distinguished Education Service Award. Those nominating must be a BEA individual member, institutional, associate or corporate member for 2003 or 2004.

DESA Winners:

1982 Harold Niven, Broadcast Association Professional
1983 Sydney Head, Professor
1984 Vincent Wasilewski, Broadcaster
1985 Thomas Bolger, Broadcaster
1986 Ken Harwood, Professor
1987 Erwin Krasnow, Communications Attorney
1988 Bruce Linton, Professor
1989 Wally Dunlap and Clark Pollack, Broadcasters
1990 John Michael Kittross, Professor
1991 Stan McKenzie, Broadcaster
1992 Chris Sterling, Professor
1993 Rebecca Hayden, Publishing Professional
1994 Pat Cranston, Professor
1995 Stanley Donner, Professor
1996 Lewis Klein, Broadcaster
1997 Lynne Shafer Gross, Professor
1998 Lawrence Lichty, Professor
1999 Joe S. Foote, Professor
2000 Herbert Howard, Professor
2001 Peter Orlik, Professor
2002 Norman J. Pattiz, Broadcaster
2003 Joyce Tudryn, Broadcast Association Professional
2004 Herb Zettl
2005 Larry Patrick

The award will be presented at the 2006 BEA Annual Convention.

Criteria for nomination and selection for award:

1. The person should have made a significant and lasting contribution to the American system of electronic media education by virtue of a singular achievement or continuing service for or in behalf of electronic media education.

2. Contributions may include contributions in research, pedagogy, curriculum development fundraising support, consulting service and participation in BEA and other media education and professional associations.

Please send a nominating letter to the DESA Committee Chair: David Byland, including your name and contact information, the Nominee's, Name, Address, Phone, Position now held and a Description of the Contribution(s) for which the candidate is nominated.

Nominations should include a detailed statement describing the nominee's contributions to electronic media education plus a copy of the nominee's curriculum vitae or professional resume.

Multiple nominations will carry no additional weight in the committee's deliberations.

Email all supporting materials as word documents to David.Byland@okbu.edu or mail your nomination letter and support materials by **Friday, January 13, 2006** to:

Broadcast Education Association

BEA Customer Service: beainfo@beaweb.org

Toll-free: (888) 380-7222

KENNETH HARWOOD OUTSTANDING DISSERTATION AWARD CALL FOR NOMINATIONS

The BEA seeks nominations for the 15th Annual Outstanding Dissertation Award. Established by Kenneth Harwood, Professor at the University of Houston and a former President of the BEA, the award offers $1,000 for the outstanding Ph.D. dissertation in broadcasting and electronic media. The award was established through gifts started by Professor Harwood and a donation from a friend of BEA. The dissertation must be completed between January 1, 2005, and December 31, 2005.

Nominations must be in writing by the dissertation director or department chair at the degree-granting institution. Nominees must have been awarded the Ph.D. degree between January 1, 2005, and December 31, 2005. Dissertations nominated for the award without the support of the dissertation director or department chair will not be considered.

All nomination materials must be received by BEA Headquarters no later than January 16, 2006, and must include:

- Seven copies of a letter of nomination from the dissertation director or department chair of the degree-granting institution.
- Seven unbound copies of the full dissertation, which will not be returned. Each copy must include an abstract.

Submissions not following these guidelines will not be considered for the award. Contact the BEA Publications Committee Chair, Alan Rubin arubin@kent.edu, if you have any questions.

The BEA will distribute copies to the members of the BEA Publications Committee for judging. Only dissertations completed at BEA member institutions are eligible for the award. To check if your university is a BEA institutional member, call 1-888-380-7222 or check the BEA website at <www.beaweb.org>. The winner will be recognized at the Awards Ceremony of the BEA 2006 Annual Convention & Exhibition, in Las Vegas, NV. The BEA hopes those whose dissertations are nominated will attend the BEA convention, which runs April 27-30, 2006.

Please send all entries to:
BEA Dissertation Award
Broadcast Education Association
1771 N Street, NW
Washington, DC 20036-2891
(202) 429-3935
E-mail: lnielsen@nab.org

JOURNAL OF BROADCASTING & ELECTRONIC MEDIA
CALL FOR EDITOR

The BEA seeks applicants for the next editor of the Journal of Broadcasting & Electronic Media. The editor will be selected at the April 2006 BEA convention in Las Vegas, NV. The 3-year term begins January 2008, but the editor must be on board earlier to learn the mechanics of the position and to begin processing and reviewing manuscripts in late summer 2006.

Interested applicants should send:

- a letter expressing their interest in and ability to edit and produce a scholarly journal, summarizing their ideas for the Journal, and stating that they have read and agree to adhere to BEA publication policies, which are online at <www.beaweb.net>,
- a complete resume identifying all publications and research experience, and
- a letter from appropriate administration officials (e.g., chair and dean) indicating the level of the institution's commitment and support for the potential editor.

The editor's home institution is expected to provide office space, access to office equipment such as a suitable computer with Internet access, fax, photocopier, etc., and sufficient secretarial and/or graduate assistant support. The editor also should receive some release time from teaching duties and support for his or her professional travel and engagement.

BEA underwrites:

- all production and distribution expenses of the Journal,
- a modest honorarium for the editor, and
- a subsidy to the sponsoring institution to help support editorial assistants.

All application materials must be received by BEA Headquarters no later than January 20, 2006. Applicants should be able to meet with the BEA Publications Committee for an interview in Las Vegas on April 26, 2006 (the day before the BEA convention). The Publications Committee will recommend a candidate to the BEA Board of Directors for final selection.

Those interested in applying are encouraged to communicate with the current editor, Donald Godfrey Don.Godfrey@asu.edu, and/or the BEA Publications Committee Chair, Alan Rubin arubin@kent.edu.

Please send applications and materials to:
JOBEM Editor Applications
Broadcast Education Association
1771 N Street, NW
Washington, DC 20036-2891
(202) 429-3935
E-mail: lnielsen@nab.org

JOURNAL OF RADIO STUDIES CALL FOR EDITOR

The BEA seeks applicants for the next editor of the Journal of Radio Studies. The editor will be selected at the April 2006 BEA convention in Las Vegas, NV. The 3-year term begins January 2008, but the editor must be on board earlier to learn the mechanics of the position and to begin processing and reviewing manuscripts in early fall 2006.

Interested applicants should send:

- a letter expressing their interest in and ability to edit and produce a scholarly journal, summarizing their ideas for the Journal, and stating that they have read and agree to adhere to BEA publication policies, which are online at <www.beaweb.net>,
- a complete resume identifying all publications and research experience, and
- a letter from appropriate administration officials (e.g., chair and dean) indicating the level of the institution's commitment and support for the potential editor.

The editor's home institution is expected to provide office space, access to office equipment such as a suitable computer with Internet access, fax, photocopier, etc., and sufficient secretarial and/or graduate assistant support. The editor also should receive some release time from teaching duties and support for his or her professional travel and engagement.

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Those interested in applying are encouraged to communicate with the current editor, Douglas Ferguson FergusonD@cofc.edu, and/or the BEA Publications Committee Chair, Alan Rubin arubin@kent.edu.

Please send applications and materials to:
JRS Editor Applications
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BEA MEMBERSHIP

As of September 28th, 2005

By Type

Institution Domestic 2 Year	39
Institution B.A./B.S.	108
Institution Domestic MA/MS	82
Institution Domestic Phd.	36
State Broadcast Association	13
Institution: International 2 Year	2
Institution: International Ba/bs	3
Institution: International Ma/ms	2
Institution: International Phd.	3
Domestic Associate	16
Domestic Regular	779
Domestic Undergrad Student	114
Emeritus	14
BEA Staff	3
International Regular	35
International Undergrad Student	2
Domestic Regular At 2 Year Inst.	28
Domestic Graduate Student	94
International Graduate Student	2
International Regular At 2 Year Inst.	1
Total Members	1,376
Free JB, FB, JRS	6
Total Non Members	6
Total Records	**1,382**

By Division

Broadast Internet Radio	378
Management & Sales	98
Communications Technology	346
Multicultural	188
Courses & Curricula	296
News	377
Documentary	223
Production	394
Gender Issues	98
Research	227
History	220
Student Media Advisors	193
International	177
2 Year/Small College	83
Law & Policy	231
Writing	160

By District

DISTRICT_1	123
DISTRICT_2	168
DISTRICT_3	167
DISTRICT_4	193
DISTRICT_5	111
DISTRICT_6	178
DISTRICT_7	0
TOTAL	940

Institutions By District

DISTRICT_1	33
DISTRICT_2	45
DISTRICT_3	49
DISTRICT_4	59
DISTRICT_5	48
DISTRICT_6	40
DISTRICT_7	2
TOTAL	276

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1771 N Street, NW
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http://www.beaweb.org

2005-06 BEA OFFICERS

CONVENTION DATES: APRIL 27, 28, 29, 2006

The Broadcast Education Association, BEA, www.beaweb.org announces that the 51st Annual Convention, Exhibition & 4rd Annual Festival of Media Arts dates will be Thursday- Saturday, April 27-29, 2006. The convention will be held at the Las Vegas Convention Center in Las Vegas, NV, USA.

BEA holds an annual convention with over 1,200 attendees and 160 educational sessions, technology demonstrations & workshops, and educational exhibits just after the National Association of Broadcasters and the Radio & Television News Directors conventions, in the same venue. BEA also offers over 15 scholarships for college students studying at BEA member institutions.

The theme of the 2006 convention is Convergence Shockwave: Change, Challenge and Opportunity.

BEA is a 50-year old, worldwide higher education association for professors and industry professionals who teach college students studying broadcasting & electronic media for careers in the industry and the academy. BEA has 1,200 individual, institutional & industry members, as well as an additional 1,200 subscribers to its scholarly journals, the Journal of Broadcasting & Electronic Media and the Journal of Radio Studies.

Information about BEA can be found at www.beaweb.org
Ms. Louisa A. Nielsen, Executive Director
Broadcast Education Association
1771 N Street, NW
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