

THE HEARST AWARDS



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WILLIAM RANDOLPH HEARST FOUNDATION
44th Annual Journalism Awards Program

The Legacy Lives On

This book is dedicated to journalism education and the educators whose devotion and dedication train young men and women in the field of communications.

Randolph A. Hearst
1960



Anyone interested in the profession of journalism ... in the accurate, timely and fair reporting of news should be energized and challenged by today's headlines. Major news organizations have been called to account by competitors ranging from bloggers to talk radio superstars – from partisan groups to academics. When you read today's headlines you are struck by the power, importance, and value of a free press. It's hard to believe the challenges we face around the globe would be so severe if every country maintained a free press of their own. It's impossible to believe a democracy like ours could function without our first amendment traditions.

Journalism education is the cornerstone that supports that tradition, and insures that media outlets will have capable young professionals for the future – people who will report and interpret the world's events and someday lead important news organizations.

We at The Hearst Foundations are proud to play our part in this process. The competition we sponsor draws the best students from around the country. Our graduates are working in the best newsrooms, all across the nation.

Back in 1887, when W. R. Hearst began his newspaper career at the San Francisco Examiner many of the capabilities and technologies of news gathering were in a primitive state. But even in that bygone era fast accurate reporting and writing, visual images that showed the story, and enterprise were all valued characteristics.



This past year's competition was the 44th year of the program. 842 entries were submitted from 103 accredited undergraduate journalism schools from around the country. Of those, 518 were in writing, 153 in photo, and 171 in broadcast news. Of those entrants, 24 finalists came to the championship this last year (8 in writing, 6 in photo, 5 in radio and 5 in TV).

You can be proud to be a member of this venerable competition. More importantly, our citizens, governors, corporate leaders and the members of our Foundation Board are proud of you – the next generation. All free nations will depend on your accounts and photos to find out what happened yesterday – and why.

WILLIAM RANDOLPH HEARST III
Chair, Hearst Journalism Awards Program
President, W.R. Hearst Foundation

JUNE 2004

THIS YEAR'S CHAMPIONSHIP FINALISTS



Winners all, the year's writing, photojournalism and broadcast students whose school-year work earned them top honors from the Hearst Journalism Awards judges gathered in San Francisco for the 2004 National Championship.

AWARDS NIGHT — CROWNING FUTURE GENERATIONS OF JOURNALISM

San Francisco ♦ Saturday, June 5, 2004

The week of competitions culminated in the Awards ceremony on the San Francisco Spirit Yacht. The sunset cruise of the bay has become a Championship tradition the past few years.

Having completed their assignments the day before, finalists were able to enjoy the views, mingle and dine with judges, deans and special guests. The judges' results were announced during the dessert course, by which point the finalists' anticipation was palpable.

The awards ceremony officially began with program director Jan Watten welcoming all aboard and reiterating the oft repeated mantra: that the finalists, by virtue of having made it to the championship, were all winners in their own right.



The 2004 finalists board the San Francisco Spirit Yacht for the Awards Dinner.



A picturesque evening for everyone on the boat. Never without a camera, program alumni Jack Gruber, first place photo winner in 1989 from Ohio University, is shown above capturing the event.



Writing finalist Van Jensen snaps a shot of fellow finalists.

Tom Eastham, Vice President & Western Director of the Hearst Foundations, and Robert Frehse, Jr., Vice President & Executive Director of the Hearst Foundations followed suit by welcoming everyone on behalf of the west and east coast branches of the foundation.

Hearst Foundations Director Anissa Balson spoke next of the Hearst family's ongoing commitment to the Journalism program. Rounding out the list of speakers were Dr. Richard Cole, Chair of the Journalism Program's Steering Committee, who praised the student performance in the program, and also introduced the steering committee.

The writing winners recognized their articles before their names were announced and had to maintain composure until they were officially called up to receive their awards from Chris Lavin, writing judge. Photo Judges Jodie Steck, Clem Murray, and Kirk McKoy collectively passed out the photojournalism Awards. John Hultman and Terry Connelly did the honors for Television and Radio Broadcast News.

As the bay cruise came to an end, congratulations were exchanged, photos were snapped, and parents were called. One could sense a collective sense of satisfaction mixed with relief. Still, a few finalists were already looking forward: "See you at next year's championship," was an oft-heard refrain.



Robert Frehse, Jr., Vice President and Executive Director of the Hearst Foundations, greets students and special guests.



Tom Eastham, Vice President and Western Director of The Hearst Foundations, delivers welcoming remarks at the awards ceremony.



Anissa Balson, Hearst Foundations Board Director, welcomes all on behalf of her family.



Anissa Balson, Hearst Foundations Board Director, presents the First Place medallion in the Intercollegiate Photojournalism Competition to Pam Johnson, Western Kentucky University.



Dean Richard Cole, University of North Carolina, speaks about the Steering Committee's role.

THE 2004 CHAMPIONSHIP WINNERS



Left to right:

Eric Wellman, Syracuse University, Radio Broadcast News
 Daniel Winters, Iowa State University, TV Broadcast News
 Jae Lee, Western Kentucky University, Photojournalism
 Jesse Abrams-Morley, Northwestern University, Writing

Photo judge Jodie Steck
 presents the First Place award in the
 Photojournalism Championship to Jae Lee.



Dan Winters receives his First Place award in the
 Television Broadcast News Championship from
 broadcast judge Terry Connelly.



Broadcast judge John Hultman presents
 Eric Wellman with the First Place award in
 the Radio Broadcast News Championship.



Jesse Abrams-Morley
 embraces writing judge
 Chris Lavin upon
 receiving the First
 Place award in writing.



Intercollegiate winners join for a portrait: Douglas Anderson, Pennsylvania State University; Terry Hynes, University of Florida; Roger Boye, Northwestern University; David Rubin, Syracuse University; Pam Johnson and James Kenney, Western Kentucky University.



Dean Bob Ruggles, Florida A&M University, departing steering committee member of 20 years, catches up with Dean Will Norton, University of Nebraska.



Broadcast finalists Katie Piper, Knez Walker and Eric Wellman get acquainted.



Broadcast finalists Juanita Page and Allison Sossaman mug for the camera at the Welcome Dinner.



Photo judge Clem Murray and his wife Mimi chat with photo finalists Rod Reidsma and Jae Lee.

RANDOM
FOCUS



Dr. Hamid Khani
of San Francisco State
University gives directions
to Juanita Page.



The Broadcast finalists meet in the hospitality suite to receive instructions and deadlines.



Writing finalists,
judges, and deans
descend the steps
of City Hall upon
the completion of
the Matt Gonzalez
interview.

Writing finalist
Van Jensen works
to meet his
deadline.





Photo judges Jodie Steck and Clem Murray have fun choosing the winner of the year's Best Single Photo, Daniel Gawlowski of Ball State University.



Departing broadcast judge John Hultman and his wife Wilma take in the city view from The San Francisco Spirit.



A writing judge evaluates a finalist's article.



Writing judge Sherry Howard, broadcast finalist Juanita Page and steering committee member (and former writing judge) Lorraine Branham discuss the championship.



Tom Murray, Arizona State University, edits his radio story.



Program assistant Yasi Haerizadeh and Dr. Hamid Khani of San Francisco State University enjoy chatting during the awards night reception.



Program director Jan Watten calls a photo finalist to inform him he made the cut and should head for San Francisco.

2003 – 2004 INTERCOLLEGIATE COMPETITIONS ♦ WINNING COLLEGES AND UNIVERSITIES

Since the inception of the program in 1960, the overall ranking of the top schools in writing has been recognized. As the program grew to include photojournalism and broadcast news, cash prizes were added to the intercollegiate competition (in 1990), giving journalism schools a financial reward for the collective success of their students.

The Hearst Awards acknowledges the winners of the Intercollegiate Competitions by granting a total of \$52,500 in prizes to the three highest scoring schools in each division. Medallions are also awarded to the top ten schools in each category.

At the culmination of each competition year, points scored by all students in the three divisions of the program are tabulated individually to determine winners of the Intercollegiate Writing, Photojournalism and Broadcast News Competitions.

The Overall Intercollegiate Winner is **The University of Missouri School of Journalism**, with the highest accumulated points from all three divisions.



Roger Boye, Northwestern University; Pam Johnson, Western Kentucky University; and Mike Wong, Arizona State University display their First Place Intercollegiate Awards.

WRITING

FIRST PLACE
\$10,000 AWARD
The Medill School of Journalism
Northwestern University

SECOND PLACE
\$5,000 AWARD
School of Journalism
University of Missouri

THIRD PLACE
\$2,500 AWARD
College of Communications
Pennsylvania State University

FOURTH PLACE
College of Journalism and Mass
Communications
University of Nebraska, Lincoln

FIFTH PLACE
Philip Merrill College of Journalism
University of Maryland

SIXTH PLACE
School of Journalism and Mass
Communication
University of Iowa

SEVENTH PLACE
School of Journalism and Mass
Communication
University of North Carolina,
Chapel Hill

EIGHTH PLACE-TIE
School of Journalism and
Telecommunication
University of Kentucky

EIGHTH PLACE-TIE
School of Journalism
Michigan State University

TENTH PLACE
William Allen White School of
Journalism and Mass Communications
University of Kansas

PHOTOJOURNALISM

FIRST PLACE
\$10,000 AWARD
School of Journalism and Broadcasting
Western Kentucky University

SECOND PLACE
\$5,000 AWARD
College of Journalism and Communications
University of Florida

THIRD PLACE
\$2,500 AWARD
Department of Journalism
Ball State University

FOURTH PLACE
School of Journalism and Mass
Communication
University of North Carolina,
Chapel Hill

FIFTH PLACE
School of Journalism and Mass
Communication
University of Colorado

SIXTH PLACE
Grady College of Journalism and
Mass Communication
University of Georgia

SEVENTH PLACE
Department of Journalism
Central Michigan University

EIGHTH PLACE
A.Q. Miller School of Journalism and
Mass Communications
Kansas State University

NINTH PLACE
School of Journalism
University of Missouri

TENTH PLACE
School of Journalism and Mass
Communications
San Jose State University

BROADCAST NEWS

FIRST PLACE
\$10,000 AWARD
Walter Cronkite School of Journalism
and Mass Communication
Arizona State University

SECOND PLACE
\$5,000 AWARD
School of Journalism and Mass
Communication
University of North Carolina,
Chapel Hill

THIRD PLACE
\$2,500 AWARD
S.I. Newhouse School of
Public Communications
Syracuse University

FOURTH PLACE
Department of Journalism and
Mass Communications
New Mexico State University

FIFTH PLACE
School of Journalism
University of Missouri

SIXTH PLACE
College of Communications
Pennsylvania State University

SEVENTH PLACE
College of Journalism and Mass
Communications
University of Nebraska, Lincoln

EIGHTH PLACE
School of Journalism
University of Montana

NINTH PLACE
College of Journalism and Communications
University of Florida

TENTH PLACE
School of Journalism and Broadcasting
Western Kentucky University

2004 NATIONAL WRITING CHAMPIONSHIP

The six first place winners and two top scorers of the monthly writing competitions qualified for the National Writing Championship in San Francisco, where they competed for additional awards.

This special event consists of an on-the-spot assignment and a press interview of a newsworthy individual – researched and written on tight deadlines. The finalists' pieces were judged for accuracy, writing quality, enterprise and innovation.

Following the "Welcome Dinner," the finalists met the judges in the Hearst Hospitality Suite at The Palace Hotel to receive their on-the-spot assignment. This year, they were to find a story in the city's historic Mission District. Upon completion of this assignment, the identity of their interview subject was revealed: Matt Gonzalez, President of San Francisco's Board of Supervisors.

The next morning, finalists, judges, and deans boarded a bus for City Hall where the group interview took place. The finalists had the rest of the day to write both an on-the-spot piece about the interview and a more in-depth profile of their interview subject.



FIRST PLACE • Jesse Abrams-Morley, Northwestern University On-the-Spot Assignment: Mission District.

Like many hard-working San Franciscans, Gerardo woke up early Thursday morning, arrived at his place of business before 8 a.m. and hung out with his co-workers.

He needed only two things to make his morning complete: a job and a home.

An undocumented worker based in San Francisco's Mission District, Gerardo, who declined to give his last name, sleeps in his car and spends each day waiting on the corner of Cesar Chavez and Bartlett streets. He sits on a milk crate or chair, hoping that someone will drive by and hire him to work on a construction or painting project.

With a city panel set to release a plan in the next month to eradicate chronic homelessness in San Francisco, Gerardo and his fellow day laborers in the Mission are putting a new face on the homeless problem, that of the working Latino man with no drug dependency or mental illness.

At Dolores Street Community Services on Valencia Street, hundreds of such men come each day to seek various services, said Javier Matos, a development assistant who puts out the organization's newsletter. Almost all of those the group serves come from the Mission, with more than 100 living in four temporary housing locations that the independent nonprofit runs in the neighborhood.

But neither Gerardo nor fellow day laborer Manuel Lopez stays in these shelters. Gerardo said he would head back to his car at 5 or 6 p.m., while Lopez said he would spend the night "debajo del Puente"-under the bridge.

Work has become sparse for these men lately. The contractors know where to find them, but with workers dotting street corners on Cesar Chavez throughout the neighborhood, competition for the \$10-15 an hour jobs are fierce. More often than not, the men at Cesar Chavez and Bartlett leave work without working.

"It's too little jobs for too much people," explains Gerardo, 38, his scraggly brown hair sticking out from the bottom of his winter hat.

The day laborers accept jobs American workers won't take, such as lifting objects so heavy they hurt their backs. But at the end of the day, they don't have enough money-or legal standing-to find a place to live.

Homelessness didn't used to be such a problem for the Latino community, Matos said. But as more undocumented workers moved into the Mission, they struggled to find housing because of legal barriers. And as the immigrant families stayed longer in the United States, the bonds that used to hold them together began to come undone.

"It's becoming more of an issue as Latino culture becomes more westernized," Matos said.

He is concerned that, though the Latino homeless problem in the Mission seems to be getting worse-the city has no reliable statistics to confirm or refute this-few in positions of power are taking notice.

Jesus Medellin, assistant director of Housing Not Borders, which also primarily serves homeless Latinos, had similar concerns. He said with mayor Gavin Newsom's "Care Not Cash" plan going into effect, fewer shelter spaces would be available for Latino homeless people, including undocumented workers.

"We have never been asked what we think," Medellin said. "You only see politicians come to the people when there's an election."

Newsom has taken several steps to address the city's homeless problem generally. In March, he appointed 33 local politicians, activists and experts to a panel that will examine how to end chronic homelessness in San Francisco in the next 10 years. The mayor set a June 30 deadline for the panel to complete its work. President Bush has urged America's mayors in early to come up with 10-year plans to eliminate permanent homelessness and pledged incentives to those that do.

But undocumented workers in the Mission might not benefit from this planning as much as other groups. For one thing, they could be barred from places receiving federal funding because they are not legal residents. Also, Medellin said, many undocumented workers don't want to provide fingerprints to shelters, which some require, for fear of being turned in to immigration authorities.

Matos said he also worries that the focus on chronic homelessness will lead politicians to forget those, like most of the Mission's day laborers, who don't fulfill the homeless stereotypes of having mental illnesses and drug addictions.

"Those that don't fit that definition of homelessness," he said, "are going to fall through the cracks."

MATT GONZALEZ INTERVIEW

FIRST PLACE • Jesse Abrams-Morley, Northwestern University
Below is an excerpt from Jesse's Interview Profile Article

His hair is long, but not so long as the scraggly gray beard covering part of a T-shirt that reads, "People are entitled to know what's in their food. We want labeling on genetically modified food." Standing in the Board of Supervisors chamber in San Francisco's City Hall, Jim Dorenkott isn't your ordinary political aide. Then again, Dorenkott's boss, Board President, Matt Gonzalez, isn't your ordinary politician.

After all, how many other leaders in American government proudly cite Marx as a defining influence? Or switched from a major party (Democratic) to a minor one (Green) between a general election and a runoff? Or think that San Francisco Mayor Gavin Newsom—you know, the one who got all that national attention for allowing gay marriages—really needs to become more progressive?

Sure, this is San Francisco, where conservatives have about as much success as a pitcher throwing a fastball to Barry Bonds. But even against this liberal backdrop, Gonzalez stands out, his unabashed support for workers, immigrants and minorities making him the latest darling of the left.

And he's not about to apologize for it.

"I'm perfectly comfortable with the label of progressive or discussing Marxism or something like that," he says. "I'm not a Marxist or a communist or anything like that. But I do see incredible shortcomings in American democracy."

His devotion to progressive causes helped him garner 47 percent of the vote in a mayoral runoff election against Newsom in December and nearly allowed him to become the first Green Party mayor of a major U.S. city. His supporters cite his unwavering commitment to that in which he believes as one of his great strengths.

"He's someone who believes in equal justice for all," says Victor Marquez, vice president of the nonprofit San Francisco Tomorrow, which lobbies on environmental and space-planning issues and endorsed Gonzalez in the mayoral race. "He's someone who's not afraid to tell the truth and speak the truth."

It's an approach Gonzalez, born in Texas in 1965, says he learned from his days in college at Columbia University in New York and law school at Stanford.

At Columbia, the egalitarian political theories of Karl Marx spoke to him. At Stanford, he says he studied case after case in which the judges interpreted laws in favor of large corporations at the expense of ordinary people.

"What's not being spoken about is the other reality," he says. "You've got judges who have donor lists during their campaigns who are heavily influenced by certain interest."

After graduating from Stanford in 1990, Gonzalez became a public defender. He failed in 1999 in his first attempt to become a supervisor but came back in 2000 and defeated Juanita Owens for the District 5 position, despite switching parties between the November general election and the December runoff.



He says he decided to make the switch after attending a rally outside a U.S. Senate debate in San Francisco. The major parties had kept the Green Party candidate from participating, an exclusion that incensed Gonzalez and, he says, revealed some of the inconsistencies in the Democrat's message.

"For me it kind of all came together," he says, "And I realized I didn't want to be a member of a party that didn't want to debate other parties."

So while he firmly backs Newsom, widely seen as an extremely progressive democrat, for allowing gay marriages, he also notes the mayor's opposition to raising the city's minimum wage to \$8.50 as a sign that he doesn't support San Francisco's working class. Gonzalez also opposes Newsom's "Care Not Cash" policy, which aims to provide more housing for the homeless while giving them less money.

For their part, Newsom supporters say they respect Gonzalez but also recognize the need to compromise and appease different interests.

"Obviously...it was a very heated race," says Mishana Hosseinioun, who works in the mayor's press office. "[Newsom] is trying his very best to do what is best for everyone."

Hosseinioun adds that the mayor is trying to reach out to Gonzalez supporters by supporting gay marriage and convening a 33-person panel that will develop a plan to end chronic homelessness in the city within 10 years.

It's those sorts of progressive actions that convince Gonzalez his campaign for mayor and his progressive values still are having an impact.

And it's Gonzalez's dedication to standing by those values that makes volunteering as an unofficial third aide worthwhile, Dorenkott says. "It's just kind of an honor to be serving this guy."

2004 NATIONAL WRITING CHAMPIONSHIP WINNERS

*I*n Their Own Words . . .

By JESSE ABRAMS-MORLEY, Northwestern University
First Place, National Writing Championship

By the time I got to San Francisco in early June, I had myself thoroughly convinced that I did not belong there and stood no chance of winning. It had been more than three months since I had done any serious reporting, and I had once again taken what I saw as the back door into the championship by winning the editorial-column category – otherwise known as the only competition that doesn't require one to be a great reporter.

Somehow, though, between Wednesday night and Saturday night, I rediscovered why I loved journalism. Thursday, without ever having visited the Mission District, I came up with a piece in just a few hours on the homeless day laborers there. Meanwhile, my fellow competitors came up with equally if not more interesting topics and examined them with great depth and insight. On Friday, we showed our creativity once again, coming up with vastly different insights into the life of former mayoral candidate Matt Gonzalez. More than my own success in San Francisco, the brilliance of my peers showed me why I should go into journalism. There is a talented group of writers and reporters waiting to hit the scene, a group more than capable of telling the great stories that need to be told.

I left San Francisco having won back respect for myself but also for the profession of journalism. The competition made me remember why I used to run out to the front step every day as a youngster and bring the paper back inside, eager to read a sports section that might as well have been created by magic itself.



The Best in Student Writing



FIRST PLACE
\$5,000 Scholarship
and Hearst Medallion
JESSE D. ABRAMS-MORLEY
Northwestern University



SECOND PLACE
\$4,000 Scholarship
and Hearst Medallion
\$1,000 Award for
Best Article of the Year
LAUREN SMILEY
University of Iowa



THIRD PLACE
\$3,000 Scholarship
and Hearst Medallion
ANN FRIEDMAN
University of Missouri



FINALIST
\$1,500 scholarship
and a Hearst Medallion
DIRK CHATELAIN
**University of Nebraska,
Lincoln**



FINALIST
\$1,500 scholarship
and a Hearst Medallion
JOHN FRANK
**University of North Carolina,
Chapel Hill**



FINALIST
\$1,500 scholarship
and a Hearst Medallion
VAN A. JENSEN
**University of Nebraska,
Lincoln**



FINALIST
\$1,500 scholarship
and a Hearst Medallion
\$1,000 Award for Best
Reporting Technique
CAROLYN SZCZEPANSKI
University of Missouri

FINALIST
\$1,500 scholarship
and a Hearst Medallion
ELI SASLOW
Syracuse University



The writing finalists
get a sneak peek
at the Board of
Supervisors'
chambers in
City Hall.



Finalists and judges
descend the grand
staircase in the
rotunda of City Hall
following the
interview.

2004 NATIONAL PHOTOJOURNALISM CHAMPIONSHIP WINNERS

On Monday, May 31st, the three photo judges reviewed the twelve semi-final portfolios in the San Francisco Hearst Foundation office. After a few hours of deliberation and discussion, the judges selected six finalists to attend the championship. These top finalists were notified immediately and flown to San Francisco the next day, where they competed in "the shoot-off" assignments, which were predetermined by the judges. This year Nikon and Canon provided cameras, offering state of the art equipment for the shooters to use and marking the first year that the Photo Championship has gone completely digital. Tuesday night, merely hours after arriving in San Francisco, the finalists met the judges in the Hearst hospitality suite to become acquainted, review the portfolios that got them there, and receive their assignments. This year there were five assignments: Three to five images of the Oakland A's ballgame, three to five images of the Mission District, one image about life underground, one image of San Francisco before 8 a.m. (with the time showing), and a "postcard with an edge." Needless to say, the finalists had their hands full and immediately set about shooting and then editing their work to meet their Friday deadline, which they all succeeded in doing.

**Canon
Nikon**

We are very grateful to Canon and

Nikon for loaning the photo finalists a full array of lenses and digital cameras for the Championship. The Hearst Foundation thanks them for their generosity, support and investment in the future of photojournalism.



FINALIST
\$1,500 Scholarship and Hearst Medallion
JAMES BRANAMAN
Western Kentucky University

FINALIST
\$1,500 Scholarship and Hearst Medallion
\$1,000 Award for Best Single Photograph
DANIEL F. GAWLOWSKI
Ball State University



FINALIST
\$1,500 Scholarship and Hearst Medallion
RODRICK REIDSMA
Western Kentucky University



KRISTIN BEHRLE (Semi-finalist)
Western Kentucky University
\$1,000 Award for Best Picture Story



FIRST PLACE
\$5,000 Scholarship and Hearst Medallion
JAE S. LEE
Western Kentucky University



SECOND PLACE
\$4,000 Scholarship and Hearst Medallion
DARON DEAN
University of Florida



THIRD PLACE
COKE WHITWORTH
\$3,000 Scholarship and Hearst Medallion
University of North Carolina, Chapel Hill

The Best in Student Photography

2004 NATIONAL PHOTOJOURNALISM CHAMPIONSHIP

FIRST PLACE • Jae S. Lee, Western Kentucky University

Jae made these images during the annual “shoot-off” in San Francisco.



Next page, clockwise from top left:

A man gives his business card to customer Josephina Santos, after selling her a bag of oranges off of his truck.

Maria Martinez, originally from Mexico, sews while waiting to sell flowers at the corner of Folsom St. and 24th. She has been selling flowers for three years.

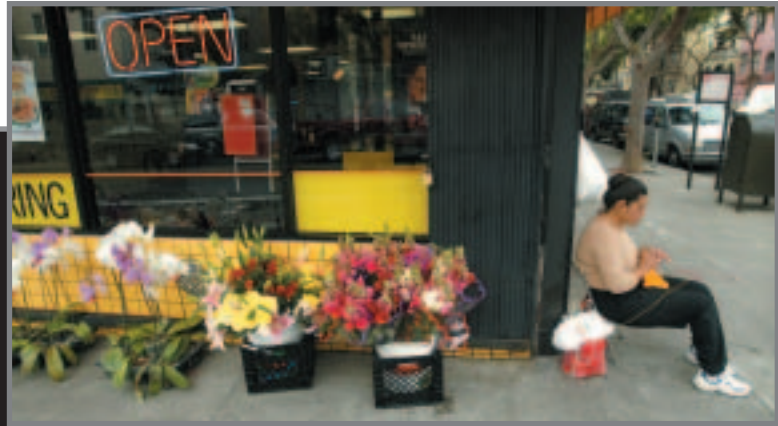
An employee at the Kristin bar smokes a cigarette on her break. She came to the U.S. from Seoul, South Korea in 2002.

Vanessa Romo, 4, second from left, uses her fingers to count during graduation at the Mission Neighborhood Centers. The federally funded program teaches pre-school Spanish speaking children English in preparation for elementary school.

A woman prays before noon mass at the St. Peters Church. Since most church members in this area are Latino, services are held in Spanish.

Jose Martinez, lights a candle as he prepares for the noon mass at St. Peters Church.

Artist Rodger Roundy delivers his painting to his buyer in front of the Port of San Francisco on Wednesday, June 2, 2004.



In Their Own Words . . .

By Jae S. Lee, Western Kentucky University
First Place, Photojournalism Championship

Before I came to the Hearst Photojournalism Championship, I thought it would be a very good trip though I didn't expect to win any prizes. There were two other Western Kentucky University finalists in the photojournalism championship. I simply looked forward to sharing the experience with them. I was fortunate to win first place and have the chance to meet great colleagues, judges and Hearst staff.

On our first night in San Francisco, we were given five assignments consisting of two five-photo packages and three single photo assignments. The judges gave us only basic information and we had to interpret what kinds of images to make. Within two and a half days, we had to research and produce images for each assignment. It was very intense and my biggest challenge was to figure out how to manage time. I think managing time was the key to completing the assignments effectively. I personally liked the Mission District assignment. It was the toughest one, but I enjoyed making a five-photo package on the Mission District.

It was a great idea to provide the photo finalists with digital cameras and laptops. I didn't take advantage of this because I had my own equipment, but other finalists told me that this helped them save time since many photojournalists now use digital.

I was so pleased to be a part of the championship and to meet many great people in San Francisco. I will never forget what I experienced and learned from this competition. I am currently working as a staff photographer at the Tennessean in Nashville and think winning the Hearst Championship was definitely an asset during my job search.



A giant rainbow flag flies over the corner of Castro St. and 17th. The city of San Francisco is nationally recognized as the center of gay culture in the U.S. However, even here, some oppose legalizing gay marriage. The city started allowing same-sex couples to wed last February.



Fan Francine Pinoni gets her hat back from Oakland outfielder Eric Byrnes after he signed it for her.



TAKE US OUT TO THE BALLGAME.

Clockwise from top left: Oakland Athletics fans leave the Network Associates Coliseum after Mark Kotsay hits a game-winning homer in the 10th inning off of Chicago White Sox pitcher Jon Adkins on June 2, 2004.

Oakland A's hitter Eric Karros gets ready to bat in the second inning.

Oakland A's fans cheer for Mark Kotsay after his game-winning homer.

Oakland A's fan Sutton Murray, 11, cheers for his team.

2004 NATIONAL BROADCAST NEWS CHAMPIONSHIP WINNERS

The broadcast competition was added to the awards program in 1988. Since then, the broadcast competition has grown from just one contest in which the students entered both radio and television stories, to four radio and television competitions each academic year, with semi-finals in each. Electronic journalism is an important component of journalism education today, and the awards program is keeping up with the ever-growing changes in journalism education.

The culmination of the competitions is the semi-finals, in which the top winners from the two radio and television competitions are selected to submit additional tapes. From these entries, the judges selected five radio and five television finalists to participate in the National Broadcast News Championship in San Francisco.

RADIO

The broadcast judges assigned two stories to the radio finalists: Bay area gas prices and the anti-panhandling law (proposition M). Both assignments were to be presented as stories for a California radio network that serves more than 100 stations all over the state and were to be used in its morning drive segments. The judges expected to receive stories with a hard news angle, ranging between one to two minutes.



Allison Sossaman works on her report.

The Best in Student Radio Broadcast News



FIRST PLACE
\$5,000 Scholarship and
Hearst Medallion
ERIC WELLMAN
Syracuse University



SECOND PLACE
\$4,000 scholarship and
Hearst Medallion
\$1,000 Award for Best Use
of Radio for News Coverage
THOMAS D. MURRAY
Arizona State University



THIRD PLACE
\$3,000 Scholarship and
Hearst Medallion
WILLIAM W. PITTS
Arizona State University



FINALIST
\$1,500 Scholarship and
Hearst Medallion
JUSTIN GRAYSON
Florida A&M University

FINALIST
\$1,500 Scholarship and Hearst
Medallion
ALLISON SOSSAMAN
**University of North Carolina,
Chapel Hill**



*I*n Their Own Words . . .

By ERIC WELLMAN, Syracuse University
First Place, Radio Broadcast News Championship

I cringe to think how reporters used to do their jobs before the age of the internet...and especially Google. What a lifesaver. Reporting in a strange city was not only my biggest challenge of the competition, it was my biggest adventure. That first night in San Francisco, the judges handed out the assignments and sent us scattering on our way - two stories in two days. At eleven that night I sat staring at my laptop, fingers resting on the keys in a state of overwhelming bewilderment. Jet lagged, bleary eyed, running on adrenaline, I was attempting to report on a city I knew nothing about. Thank God for Google. A few searches later I discovered the mayor's name and number, the salient issues affecting city hall and a handful of potential sources for my stories.

Unfortunately finding the sources on the net proved easier than finding the sources in person. I found the location of my first interviewee on a map, which appeared to be only a small handful of blocks from our hotel; walking distance I thought. A couple of miles (and a few massive hills) later I arrived at my destination in one of San Francisco's less pristine neighborhoods. I no longer trusted my map reading ability, so to get to my second source I determined a cab would be a more efficient mode of transportation. Sadly, the cab driver failed to disclose that my chosen destination was a grand total of two blocks away. Without making eye contact with the driver to shield my embarrassment, I handed him three crumpled up ones and told him to keep the change.

There's no better way to learn about a city than to report on it. On the ground not 24 hours, tape recorder in hand, I was speaking with community leaders about the issues closest to them. It was a lesson in politics (and geography) that no tourist could ever obtain, and it's a lesson that must be discovered by pounding the pavement. Not even Google can do that.



Broadcast finalists and judges discuss the assignments.



Eric Wellman,
Syracuse University,
edits his radio story.

2004 NATIONAL BROADCAST NEWS CHAMPIONSHIP WINNERS

TELEVISION

The broadcast judges assigned two stories to the television finalists: Gay Marriages in San Francisco and The City's public art program of fiberglass hearts. The television finalists were instructed to prepare a complete news package, including a lead-in and a tag for each story, appropriate for a Northern California television news station's first early evening broadcast. The stories were to have a hard news angle, to include at least one reporter on-camera stand-up, and to range from one to two minutes.

The judges received the completed tapes and scripts by Saturday morning for review.

All finalists edited their tapes at the Broadcast Communication Arts Department at San Francisco State University. We thank the staff of the Communication Arts Department for the use of their facilities and personnel, and for their continuing support of the program.



Dr. Hamid Khani reviews the equipment for Katie Piper.

The Best in Student Television Broadcast News



FIRST PLACE
\$5,000 Scholarship and
Hearst Medallion
DANIEL L. WINTERS
Iowa State University



SECOND PLACE
\$4,000 scholarship and
Hearst Medallion
\$1,000 Award for Best Use
of Television for News Coverage
JEFFREY R. BUTERA
University of Florida



THIRD PLACE
\$3,000 Scholarship and
Hearst Medallion
KATIE J. PIPER
University of Missouri



FINALIST
\$1,500 Scholarship and
Hearst Medallion
JUANITA M. PAGE
University of Nebraska,
Lincoln



FINALIST
\$1,500 Scholarship and
Hearst Medallion
M. KNEZ WALKER
University of Missouri

*I*n Their Own Words . . .

By DAN WINTERS, Iowa State University
First Place, Television Broadcast News Championship

I was sitting at a fast food restaurant in Ames, Iowa last April when my cell phone rang. "This is Jan Watten of the Hearst Foundation, do you have a minute to talk," she asked. "That depends," I replied, "Do you have good news?" To my joy and amazement, Jan had great news. I was going to San Francisco.

After receiving our assignments on the first night of the competition, I spent some time researching and hoping that I could find a unique way of telling stories that the judges would appreciate. Frustrated and lying in bed without a definite game plan, I awoke the next morning with a feeling of sheer terror. "What if I can't line up my interviews?" I thought. "What if I can't find my way around the city?" I was mostly scared that I would run out of time.

But the streets of San Francisco welcomed me and my fears. I found my way around and found wonderful video opportunities thanks to a helpful photojournalist. I met fascinating people who shared interesting stories, and I found that the skills I have learned work just as well 2,000 miles away as they do in the Midwest. I also discovered how amazing it feels to be surrounded by people your own age who are just as passionate as you, and who, on a different day or with a different assignment could have won just as easily.

Reflecting on my time in San Francisco, I can think of only one way to sum up the Hearst Foundation Championship experience, the same way I describe the profession we've chosen: It's the most stressful fun you'll ever have in your life! And I couldn't be more grateful.



Knez Walker, (left) University of Missouri and Jeff Butera, (below) University of Florida, focus on editing their assignments.



Dan Winters, Iowa State University, edits his television story.

THE JUDGES

The Hearst Awards work in good part because the judges work. All are professionals, working experts in writing, photo and broadcast. They devote time and talents year-round assessing the quality of entries. There is a service to the program, and in a larger sense a contribution to all journalism education. The program is deeply indebted to them and their work.



SHERRY L. HOWARD
Executive Editor
Inquirer On-Line
The Philadelphia Inquirer,
Philadelphia, Pennsylvania



CHRISTOPHER N. LAVIN
Senior Editor
The San Diego Union-Tribune
San Diego, California



ALEX MARTIN
Assistant Managing Editor
Newsday
Melville, New York

JUDGING THE WRITING

In 1960 Randolph A. Hearst and his brother William R. Hearst, Jr. named the first program judges, who were –and continue to be– recruited from non-Hearst publications. The opportunity to contribute to the future of journalism was as important to the judges over 40 years ago as it is today.

Like their counterparts in the photojournalism and broadcast categories, the writing judges review and score the vast number of articles submitted each month without any monetary compensation. A former judge said of the program: “The future of journalism passes through the Hearst Championships. Year after year, every category of judging brings out the best of the best to the challenging and exciting competition. It was rewarding to be a part of it.”

The program is indebted to the editor-judges whose valuable time and talents are generously volunteered to the program each year. The judges are shown below discussing the writing assignments.



Little did I know that becoming a judge in the Hearst Journalism Awards Program would be one of my toughest – and most rewarding – assignments.

*On the second Friday of each month, like clockwork, I'd get the thick package of newspaper clips from the Hearst office. And each Sunday, I'd spread those clips across my bed and pore over sports stories or profiles or editorials, to name a few. A couple hours later, I'd emerge after having read some of the best journalism in the country – not some of the best college journalism but the best of any journalism. Many of these students were writing stories that we would gladly publish in *The Philadelphia Inquirer*.*

This year was the last year of my judgeship, and I leave it knowing that I have fleetingly touched – and met – some of the people who will make us veterans proud.

— Sherry Howard

JUDGING THE PHOTOS

The photo competition was added to the program in 1970, and each year three photojournalists from leading non-Hearst newspapers serve as judges. Like their writing and broadcast counterparts, the photo judges serve without pay as a service to their profession.

Former judge Con Keyes said: “The real joy of the Hearst competition is seeing that the future of our craft is in good hands as these young and talented students go forward with their dreams.”

The program is indebted to these judges, whose contributions have encouraged and aided the careers of many young journalists. The judges are pictured here as they critiqued the top twelve print portfolios and the final assignments during the 2004 Championship in San Francisco. From a record 153 entries reviewed this year, twelve semi-finalists were selected to submit print portfolios. Of these, six finalists were chosen to participate in the National Championship.



KIRK MCKOY
Senior Photo Editor
The Los Angeles Times
Los Angeles, California



CLEM MURRAY
Director of Photography
The Philadelphia Inquirer
Philadelphia, Pennsylvania



JODIE STECK
Deputy Director of Photography
The Dallas Morning News
Dallas, Texas



Judging. Who knew?

When I started down this road five years ago, it was with trepidation. I had no idea how I would sit with the other judges, I worried about whether I'd be the best replacement for outgoing judge, Scott Henry. "Don't worry about a thing," Scott had told me. "It's awesome." Easy for him. He was director of photography at the Marin Independent Journal; I was unemployed. Months later, having forgotten about things, I got a phone call from Jan Watten. Thinking back now, I wonder how many students over the years have spoken those very words... "I got a phone call from Jan Watten..."

From that moment on, a relationship was born that will last (hopefully) through the ages. One with students past, who call asking advice now and remind me that I didn't score them well then; one with the judges, who call and remind me of everything; one with Board members, who are among the country's most influential educators but who are more like family, and one with the Hearst Foundation folks, an incredibly accommodating and knowledgeable management team.

Led by Tom Eastham and coordinated, cajoled, coached and counseled by Jan Watten, the ongoing commitment to journalistic excellence has been the birthplace to many of the strongest names in the business. As a judge, I've been witness to that excellence. As a judge, I've experienced the awe Scott Henry referred to... now, as a former judge, I will miss it greatly.

Five years ago. Wow.

—Jodie Steck

JUDGING BROADCAST NEWS

In 1988, the awards program was augmented to include electronic journalism in keeping with our resolution to stay current in the evolution of journalism education. The program is indebted to our judges, whose contributions have furthered the careers of many young broadcast journalists. This year, the broadcast judges reviewed a record 171 entries submitted by students from universities across the country.

Our judges have told us that the quality of the journalism these students are practicing is outstanding. Because of their involvement with the program, the judges have been able to track the progress of not only the students, but of the journalism schools, as well. A former judge said: "The Hearst Journalism Awards Program provides a wonderful opportunity, not only for financial reward, but as a learning and networking experience for all of us. It's rewarding and refreshing to meet with students and faculty, and to observe the level of commitment of all involved."

The program is indebted to our judges for the many hours they give to review the radio and television entries submitted in the monthly competitions. Pictured below are the judges evaluating the championship entries.



JOHN H. HULTMAN
Correspondent and Anchor
News Radio 780, WBBM-AM
Chicago, Illinois



LINDA LEVY
Director of News Programming
Bay News 9
Tampa, Florida



TERRY J. CONNELLY, SR.
Senior Vice President and
General Manager
The Weather Channel
Atlanta, Georgia



The 2003-04 Broadcast Competition produced some outstanding candidates from a greater number of schools.

In both radio and television, our finalists had some challenging assignments in San Francisco ranging from gas prices to same-sex marriages. All of the contestants show great promise. I would be proud to have any of them in my newsroom.

These past six years have been interesting and exciting. I want to thank the William Randolph Hearst Foundation for the honor of serving as a judge in the annual competition.

—John Hultman

THE 2003–2004 HEARST STEERING COMMITTEE

Greetings from the National Steering Committee of the Hearst Journalism Awards. The Committee is composed of deans from around the country, representing the more than 100 accredited programs in the Association of Schools of Journalism and Mass Communication (ASJMC). They oversee the awards program and set its standards and rules.

We work in close harmony with Hearst Foundation executives, of course, mainly Tom Eastham and Jan Watten. I salute them for all the excellent work they do.

I would also like to salute the other members of the Steering Committee. All of them work diligently and thoughtfully because we all know how important the Hearst Awards are. We keep in close touch with the heads of mass communication schools across the country, and with the contest judges, especially when a major change in the rules is contemplated.

The Hearst Awards is often called the Pulitzer Prizes of college journalism, and rightly so. Without doubt, it's the most prestigious of all the college competitions in our field. The student winners are the best and brightest in the nation. Hearty congratulations to all of them!

Very best wishes,
Richard Cole
 Chair

CHAIR



DEAN RICHARD COLE
 School of Journalism and
 Mass Communication
 University of North Carolina,
 Chapel Hill



DEAN TREVOR R. BROWN
 School of Journalism
 Indiana University



MICHAEL PARKS, DIRECTOR
 Annenberg School for
 Communication
 University of Southern California

VICE CHAIR



DEAN DOUG ANDERSON
 College of Communications
 Pennsylvania State University



DEAN JERRY BROWN
 School of Journalism
 University of Montana



DEAN DAVID M. RUBIN
 S. I. Newhouse School of
 Public Communications
 Syracuse University



PROF. ROGER BOYE
 ASSISTANT DEAN
 The Medill School of
 Journalism
 Northwestern University



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 College of Journalism and
 Communications
 University of Florida



DEAN ROBERT RUGGLES
 School of Journalism and
 Graphic Communication
 Florida A&M University



LORRAINE E. BRANHAM
 DIRECTOR
 School of Journalism
 University of Texas at Austin



DEAN WILL NORTON, JR.
 College of Journalism
 University of Nebraska,
 Lincoln



DEAN WILLIAM T. SLATER
 College of Communications
 Texas Christian University

WHAT THE NATION'S JOURNALISM DEANS HAVE TO SAY ABOUT CURRENT SCANDALS

The journalism world has been rocked this year by what Editor & Publisher called “the gravest newspaper scandal in recent U.S. history.” Newspapers across the country, big and small, experienced ethical breakdowns and fictionalized reporting that has caused an unending uproar.

Journalists everywhere are asking themselves what went wrong and what can be done about it?

Among those most deeply concerned are America’s journalism educators, the professors who have taught and are teaching future generations of those who practice journalism in our country’s newsrooms.

The Hearst Journalism Awards program, working closely with educators for forty years, asked a number of leading deans of journalism to express their views on what has become a historic time of testing for the nation’s media. Here are their words on the issues.

Dean Richard Cole:

University of North Carolina

The journalistic sins committed by Jayson Blair and Jack Kelley bring up a crucial question: To whom are the media accountable? Unlike a doctor or a lawyer, a journalist in the United States cannot be sued for malpractice. A journalist is not formally obligated by law to provide full, fair and accurate information.

– Are the media accountable to the government? Yes, of course, because of libel, privacy and other laws. But we pride ourselves as a nation with freedom of expression and the right to criticize government. Too often government tries to hide information, not tell the people what they should know. Examples: the coffin-covered flags of dead U.S. soldiers being returned home from Iraq, and the terrible treatment of Iraqi prisoners in U.S. custody. The government knew about the treatment of the Iraqi prisoners months before the media found out and published the pictures.

– Are the media accountable to the media owners? Yes, of course, but the days of individual or family ownership of a newspaper or broadcast station are dwindling. Today huge media companies own many newspapers or broadcast stations. And worse, vast non-media conglomerates now, in turn, own companies that operate broadcast networks, magazines and newspapers. Too often the accountability seems to be more to the conglomerate’s army of stockholders who want to make more and more money – with higher dividends each quarter – than to a sense of social responsibility or the idea that journalism is a public trust.

– Are the media accountable to the media managers, that is, the editors and producers? Yes, of course, but the top editors and other executives can’t do it all. After Jack

A recent study by the Project for Excellence in Journalism painted a scary picture of U.S. media. It found that only 5% of cable news contained new information; the other 95% of air time was filled by repeating old facts . . .

Kelley’s misdeeds were uncovered, the top editor at USA Today, Karen Jurgensen, had to resign. She had not fabricated anything. But she was the top editor, and her head rolled.

– Are the media accountable to the audience? Yes, the relationship between a media outlet and its audience could be the most important one of all. But because of intense competition and the drive for circulation and ratings to gain advertising, too much media content is entertainment or caters to the lowest common denominator. When you cover Michael Jackson’s latest scandal instead of serious social or political news, you belittle journalism’s calling. And too much media content is rehash. A recent study by the Project for Excellence in Journalism painted a scary picture of U.S. media. It found that only 5% of cable news contained new information; the other 95% of air time was filled by repeating old facts (with less fact-checking and less attention to journalistic standards than in the past). That’s no way to fulfill the media’s responsibility to provide the public with full, fair, and accurate information. Nor is cutting back on reporters. The same study found that

newspapers lost 2,200 employees since 1990. And TV stations have a third fewer correspondents than they did in 1995. And radio newsroom employees fell by 44% from 1994-2001.

Market research, which is so popular today, tells only what people want to read or see. It doesn’t tell people what they need to know, which is the key responsibility of good journalism.

– Are the media accountable to the individual journalists? Yes, of course, and here is where the buck stops. In the end, it is these individual journalists who put their bylines on stories and stand in front of TV cameras who are responsible for their own choices. Most journalists by far try their best to deliver full, fair and accurate news. And they don’t do it for government, media owners, management or audiences. They do it for themselves because they have high ethical standards. Ultimately, the media are accountable to the individual journalist who knows in his or her heart and mind that journalism is a public trust. And acts accordingly.

And who instills this notion of public trust in the individual journalist? Who gives him or her a sense of purpose, the fundamental belief that he or she must always strive to the utmost for full, fair, and accurate reporting?

We do. We – the teachers of the individual journalists – along with fellow students in universities across the country. We must bear our share of the responsibility. We must see that our students come out of school with strong ethics and a sincere commitment of public trust.

Dean Doug Anderson:

Pennsylvania State University

Biting criticisms understandably have been directed at the media for a rash of recent

high-profile ethical lapses, but such outcries are hardly new.

The country's journalists responded to heightened concerns about media ethics as early as the 1920s when the American Society of Newspaper Editors and the Society of Professional Journalists, Sigma Delta Chi, drafted codes. Four books dealing with Journalism ethics were published during the same decade. Then in the post-Watergate years, even greater attention was given to ethical issues. For the past quarter-century, most reporting textbooks have devoted chapter-length treatment to media ethics. And for the past 30 years, newspaper and broadcast conferences have been packed with sessions on ethics.

But the hits just keep coming.

Contemporary editorial breakdowns have, in turn, led to an avalanche of public scorn being heaped on the media. As upset as readers might be about the outbreak in transgressions—since 1998, for example, there have been plagiarism and fabrication scandals at The Boston Globe, The New Republic, USA Today and The New York Times—the public outcry pales in comparison to how many journalists have reacted.

In a lecture at the University of Oregon earlier this year, John Carroll, editor of the Los Angeles Times, spoke eloquently and powerfully of a culture in many of the nation's mainstream media newsrooms that prides itself on fairness and credibility.

"Sometimes the code is not even written down, but it is deeply believed in," Carroll said. "And, when violated, it is enforced with tribal ferocity."

He referred to events at elite newspapers that had led to what he labeled staff insurrections: the multiple fabrications concocted by the New York Times reporter Jayson Blair that managed to clear—or evade—newsroom radar screens and, before Carroll's arrival at the newspaper, the "secret partnership" that the Los Angeles Times had entered into with the management of the Staples Center to share proceeds from ads in a special Sunday magazine

section on the opening of the downtown arena.

The staffs of both newspapers were enraged, enduring what they considered internal betrayal but, worst of all, feeling that their readers had been betrayed. Staffs of each newspaper rose up; high-ranking editors and executives were dismissed.

Carroll wrote in the text of his speech: "What does all this say about newspaper ethics? It says that certain beliefs are very deeply held. It says that those who transgress against the reader will pay dearly."

Journalism programs also have a duty: to their students, to the media outlets those students one day will join, and to the readers,

*The premise is simple:
Be truthful, be ethical.*

viewers and listeners they one day will inform.

The obligation: To instill in students that, as journalists, they assume an awesome responsibility—to report with fairness, balance, and context. The premise is simple: Be truthful, be ethical.

Many journalism schools, such as our Penn State program, require majors to take a stand-alone course in media ethics. Virtually all—if not all—schools also weave the discussion and application of ethical issues throughout their curricula.

The importance of ethics, fairness and credibility has been emphasized in journalism schools for more than a quarter of a century. We continue to hammer the theme. Does that mean that not a single student who sits in our class—even students who, at the time, soak up the concepts like sponge—ever will violate a deeply rooted ethical principle? Of course not. But it does mean that we take our responsibility seriously—just like virtually all mainstream media reporters and editors—and that we will continue to raise issues and drill the fundamentals of fairness and responsibility.

Despite the rash of recent, much publicized transgressions, the mainstream media never have been more committed to doing good, responsible journalism. And the country's schools no doubt will continue—through case studies, introspective discussions, panels, lectures and programs—to nurture a strong sense of responsibility in minds, hearts and souls of their students.

Asst. Dean Roger Boye:

Northwestern University

Here is an overview of what Medill has been doing to try to help assure that the next generation of journalists enters the profession with a strong sense of ethical standards.

For decades, the subject of journalistic ethics has been part of virtually every Medill class, from basic writing and reporting for freshmen to graduate-level seminars. Most often, it is discussed in relation to real-life reporting, editing and writing assignments that are a part of so many of the classes.

Also, for many years, Medill has had an academic-integrity policy, which is given to all students when they enroll. It explains why high ethical standards are essential in both journalism and the classroom, and it spells out the consequences for students who are caught cheating, plagiarizing, fabricating, falsifying records, etc. Undergraduates also are given a comprehensive pamphlet—prepared by the university—on plagiarism and how to avoid it.

All faculty members have been asked to refer to the academic-integrity policy in the syllabus for each class, to be vigilant about checking for plagiarism and other forms of dishonesty, and to remind students about the consequences of improper behavior.

Still, we noticed a spike in academic dishonesty cases a few years ago. Between September 2000 and June 2002, we had six journalism undergraduates found guilty of

The most common problem was plagiarism (perhaps made easier by the internet) followed by cheating on tests and fabrication of information.

dishonesty, more than in the previous three years combined. Some of the cases occurred with journalism students taking classes in other areas of the University (such as English, history, political science) and some in journalism classes. The most common problem was plagiarism (perhaps made easier by the internet) followed by cheating on tests and fabrication of information.

The increase in cases prompted the faculty to review policies and procedures. In an attempt to make students even more aware of the academic-integrity policy, starting in the fall of 2002, we have required all of our incoming students as a condition of enrollment in Medill to sign a one-page "Medill Honor Pledge," saying in essence that they agree to uphold the school's academic-integrity policy.

Also in September 2002, we launched an annual 90-minute faculty-freshman meeting—moderated by the dean—during "New Student Week" to discuss journalistic ethics. This has sparked lively discussions, often evolving around ethical issues that have been in the news. And starting next year, Medill will hold a series of "best practices"—in-service training sessions for faculty to share ideas about how to approach the teaching of ethics in journalism classes. We've also initiated a summer reading program for incoming freshmen, in part tied to the theme of the ethics of the journalist at work. Our new students will read "Naked in Baghdad" by Anne Garrels this summer and then meet in the

fall to discuss the book, quite possibly, with the author herself.

Will the honor pledge and the other things we do eliminate cheating? Of course not. Human nature being what it is, there always will be people who are tempted to take short cuts. (In the two years since we have instituted the honor pledge, four Medill undergraduates who signed the pledge have been found guilty of academic-dishonesty—still too many, but a lot better than in the previous two years.)

As an educational institution, we need to do all that we can in a variety of ways to help imbue in our students the notion that integrity and honesty are fundamental, core values in both journalism and the academy. We must focus constantly on journalism's sense of mission—that it is a high calling and noble profession based on public trust. We have to do all we can to be certain that our students understand the fragile nature of journalistic credibility and that as journalists, they need to strive always to do the right work in the right way for the right reasons.

Journalism education can't solve the media's credibility problems overnight, if ever. But we can help assure that our graduates enter the profession with a clear understanding of the critical importance of high ethical standards and sound principles so that they can do their part to serve the public in this calling that is so vital to a democratic society.

Dean Jerry Brown:

University of Montana

Recent media scandals, the most prominent involving The New York Times and USA Today, diminish us all—journalism practitioners, professors and the general public.

When two major publications, facing the most critical of audiences and having at their disposal vast human and fiscal resources, founder on the shoals of arrogance and negli-

gence, we are left to ask, once more, "If gold rust, what shall iron do?"

Journalism schools must attend to these lapses of ethics by setting them in a historical context, which shows students that the press is, to paraphrase Emerson, the lengthened shadow of a fallible person. Yet the scandals should not be dismissed: the consequences are grave. Not only does an essential democratic institution lose credibility, but individual careers are ruined, and the skepticism we practice with duty and delight stings when it is turned on us.

...we are reminding students that ethical behavior, painful though it may sometimes be, is not inhibiting...

Though we may seem to be preaching to the choir and voicing the obvious, our sermons generally are directed to younger members of the media chorus. They lack the experience to analyze them or assess their impact. The brightest will see, sooner or later, that the lessons to be learned from these episodes are no different from those drawn from history, literature and drama: Realize that each ethical decision involves thought, and often pain. And don't let yourself get swept up by competition, hubris or false values telegraphed by your bosses.

Looking at these current crises, journalism professors, without being prim and self-righteous, can point out that vanity, venality, laziness, cowardice and fear—as familiar in newsrooms as they are in hospitals or courtrooms—will not disappear. But at least students can be taught that standards do exist, even if they're often more honored in the breach.

I recall a hoary anecdote about two farm-

ers meeting in town on a Saturday afternoon, in the days when farmers who had some extra change could afford a drink—or four—at the end of a hard week. One farmer spotted his neighbor reeling down the street and asked, "How are you, Bill?" And Bill, said, "To tell you the truth, I'm drunk." The neighbor said, "Is that right?" And Bill replied, "No, it ain't right, but it is true."

The latest scandals are not right, but they truly happened. And we in the classrooms are charged with asking, "Why?" Much blame for the shoddy state of journalism must be placed on undemanding readers and viewers and on corporate executives who know full well what they can get away with—and still grow rich and keep stockholders happy. Recent crises confirm a primary reason for the existence of journalism schools—to teach students to recognize and debate the ethical dilemmas certain to come in their professional lives. I contend that these latest embarrassments, coming as they do when the public is most in need of news it can trust, about national campaigns, the economy and international war, point strongly to the need for, and the value of, journalism schools staffed with academics with strong professional credentials.

In every class, from beginning reporting to senior seminar, we are reminding students that ethical behavior, painful though it may sometimes be, is not inhibiting; in fact, holding to the highest standards reinforces journalists' opportunities to be aggressive representatives of readers and viewers. Moreover, accuracy and integrity protect our only stock-in-trade: credibility.

As we teach students the skills of reporting and editing, and inspire students regarding the joys and challenges of journalism, we also infuse that instruction with reminders that they themselves will be the standard bearers for the institution.

From a study of dark and shaming episodes, students will learn to stew, to weigh options, to identify and articulate inherent

tensions—and they will be more likely to find the best way. Moreover, they won't take for granted their professional mission—to deliver news, not entertainment, accurately, promptly and fairly.

Ideally, after participating in analyses of current scandals, graduates of professional journalism schools will be able to distinguish between what's right and what's true and to take heart when they see that the twain often do meet.

Dean Trevor Brown:

Indiana University

Because of the Blair, Kelley and other scandals, we have received inquiries from news organizations about what we're doing to instill in would-be journalists rigorous professional values and ethics.

There are three levels to our practices: instruction in ethics; strategies for detecting malpractice (plagiarism, invention of sources and information); and punishment. However, our approaches to crime and punishment don't always work as we would like, mainly because students live in a culture that seems to tolerate cheating. We have formidable problems convincing students that there are post-graduate consequences for those who plagiarized, invented or cheated during college. They believe their sins and punishments are private, buried in a university file. They're right. News media recruiters base their hiring decisions mainly on clips or tapes and an interview. They are interested in product rather than in process. They seem not to be much interested in applicants' record of character, integrity and professional behavior.

News media professions could help journalism schools prevent and cure professional dishonesty if they required applicants for internships and jobs to send a form to their deans similar to the form many law schools require of their applicants. This one-page

form asks the dean to certify that the student was in good standing. It also asks whether the student had any disciplinary problems and, if so, what they were.

The dean has to send this completed form to the law school as part of the student's application materials. Note that applicants must get this form from the law school and send it to the dean of their undergraduate school. So applicants know that law schools

Students must understand that professional misconduct matters, not just in college but in life.

know about their behavior (as well as about their GPA and LSAT score). Applicants for admission know that law schools will take into account any disciplinary problems they may have had.

If news media organizations such as ASNE in cooperation with academic organizations such as ASJMC could develop and adopt a similar form, requiring applicants to their enterprises to send the form to their deans and denying interviews until they received a completed form from their deans, they would send a powerful message to our students.

Employers should not automatically dismiss an applicant from consideration for an interview on the basis of this form. The infraction may not be particularly serious. Or, if serious, the student may have learned from the experience. Employers could discuss the incident in the interview, probing whether discovery and punishment had had any impact on the student's character, integrity and sense of personal responsibility.

The Hearst Foundation may want to think about requiring such a form of entrants to its contests.

Students must understand that profes-

sional misconduct matters, not just in college but in life. It matters especially in professions whose lifeblood is public credibility. In preparation for a career of service to democratic life, great clips and tapes, a winning personality and perhaps a prize in a Hearst contest should not be as important to editors and news directors as their ability to trust their reporters and writers and to know that their trust is well placed. I worry that in the wake of Blair, Kelley et al., editors and news directors will conduct high-minded workshops, search their collective souls and declaim against a woefully flawed younger generation. They will launch ethical jihads, issue ethical fatwas, then carry on as usual.

No one-page form will prevent or cure dishonesty. But if journalism schools can tell students from the moment they enter college that their dean will have to submit this completed form about their personal conduct to an employer and perhaps also as part of their entry to a Hearst contest, they may pause before they knowingly plagiarize, fabricate or cheat. They may come to believe that crime does not pay.

Dean David Rubin:

Syracuse University

There is no doubt that the credibility of both The New York Times and USA Today has been damaged by the unethical behavior of two of their reporters. However, both were easy cases. No one defends inventing facts, plagiarizing the work of others, making up quotes from fictitious sources, or similar behaviors. Indeed, since there is no debate about such behaviors, it is hard to even say these are ethical issues. It is troubling that these events occurred and that editors at the two papers allowed them to occur for so long. But they pose no real ethical dilemmas.

Far more troubling is the behavior of The News York Times, and to a greater or lesser extent all of the American media, in leading

the United States into war in Iraq over the issue of weapons of mass destruction. Only in late May of 2004, 14 months after the war began, did the Times finally admit to its readers that its reporting on a supposed national security threat from Iraq was seriously flawed. The Times offered to its readers an incomplete apologia (buried on A-10) just before its own courageous ombudsman, Daniel Okrent, published a highly acclaimed critical column on the subject. The paper was also reacting to furious criticism of its performance by Michael Massing in the New York Review of Books. Other journalists had also been baying at the paper's heels. The Times could no longer ignore the issue of its own credibility on this most important subject.

The performance of all the American media in reporting on an imminent threat from Iraq raises some challenging and genuine ethical issues. For example:

To what extent should a reporter rely on sources who refuse to be named, or who have an obvious conflict of interest, for information that could take our country to war? At what point does going on the record count at all? Do readers have a right to know the identities of those sources, and how they stand to profit from American involvement?

Once journalists realize that those precious anonymous sources have lied to them, or seriously misled them, what is their obligation to their readers? Should they blow the cover of these sources? Re-report the stories and set the record straight? Keep silent? Do anonymous sources who have lied to or misled journalists have a right to maintain their anonymity?

To what extent should journalists give the benefit of the doubt to the country's elected leaders as they take the country to war? How adversarial should the press be? Is it better to support the government and demonstrate patriotic impulses (by one definition), or is it more patriotic to challenge the government at every turn?

If a new medium chooses to challenge the government, how can it protect itself from potentially harmful charges of under-

...the supine, credulous performance of most journalists covering the run-up to the war in Iraq is the most serious breach of faith with the American people...

mining the war effort or doing damage to the national security, as specious as those charges may be?

How should a news organization sanction reporters and editors who fail to demonstrate sufficient skepticism and even fairness in the face of a government intent on executing a particular policy? Put another way, how much can we expect of the very human journalists who do their work in the face of enormous power and pressures?

What does the press's willingness to accept almost at face value the argument that Iraq posed a genuine national security threat to the U.S. say about the current relationship between the media and the government in the United States? How far from Watergate have we come, and why?

In my own view, the supine, credulous performance of most journalists covering the run-up to the war in Iraq is the most serious breach of faith with the American people in my 59 years. A debate over the admittedly controversial proposition would be lively indeed—and much more valuable than the fourteen paragraphs the Times offered its readers on May 26, 2004. But the press is not good at analyzing why it behaves as it does. It can critique the performance of a Jayson Blair, but it has yet to develop the means for critiquing its own role in the process of government—or in this case, the process of going to war. That is an ethical debate worth having.

SOME EDUCATIONAL THOUGHTS FOR JOURNALISM EDUCATORS

Journalism educators will find an intriguing challenge in the 2004 Spring issue of the Carnegie Reporter—an article that makes a powerful argument for educating education writers.

The author is Richard Lee Colvin, director of the Hechinger Institute on Education and the Media at Columbia University's Teachers College. Colvin says writing about education must become a “true specialty,” like writing about science, business, sports, technology and the arts.

More reporters cover schools these days, Colvin says, but “a wise editor told me once there’s a big difference between covering schools and covering education.”

“Many newspapers require school reporters to churn out multiple stories each week, a process that results in superficial articles about school board conflicts and other quick features that provide little context to help readers understand how schools work or the pressures they face,” Colvin says.

What most readers want, Colvin contends, are “stories that explain the complex environment of schools, stories that help in evaluating the performance of schools and teachers.” A recent Public Agenda survey showed readers are far less interested in school board politics and personalities, he noted.

Monitoring coverage across the country, Colvin says he sees “heartening examples of stories laying out complex issues in compelling ways.” But, he added, “there’s a lot I don’t see. Rarely do I come across solid explorations of teaching and learning.

“What does good teaching look like? What should school leaders be doing to raise student achievement? What really lies behind the achievement gap? How can testing help focus the efforts of schools as well as students? How can it be that 28 percent of college freshmen overall and 42 percent of those who enroll in community colleges have to take remedial classes? Are suburban schools as good as they’re touted to be?”

Education writers don’t have the authoritativeness that comes from having a vast amount of knowledge, says Colvin’s article. Many stories seem naïve, with pat, superficial quotes from educators or critics pointing to a need for more money or smaller classes.

A lot could be done to improve education journalism, says Colvin —“but what it all adds up to is that writing about education has to become a true specialty.” It’s rare that education writers have formally studied education, he says, adding:

“And so far as I’ve been able to determine, no journalism schools today have classes that deal specifically in all you’d have to know to write in-depth stories about teaching and learning or the other

central components of schooling. So, it would be useful if journalism schools, perhaps in conjunction with education schools, offered such classes.”

Colvin suggested that newspaper owners, publishers and editors could pressure journalism schools to develop such courses, and demand that new hires as education writers have the skills and experience. They can also give prominent play to education coverage, Colvin noted.

Many journalism educators might cite the earlier days of newspapering, when there were no specialists on most papers. When stories popped up, the city editor would scan the city room to see who was available. Any reporter or rewrite man could be called on to cover whatever was needed.

“Put on your science hat,” the city editor might yell—and off the reporter went. The same thing might happen for government, arts, medical or political stories. No specialists—especially on short-handed smaller papers.

I recall an evening when a young wire-service writer was sent out to cover a play at a downtown theater. It turned out to be the national premier, and result-

ed in a story printed around the country. A friend asked the writer how he was able to turn in such a good piece. “I’m a reporter—that’s my job,” was the only response.

Somehow it worked out in those days, and the readers were served.

It can also be argued that specialization has its downsides. When writers know the subjects too well they might write “over the heads” of readers. Today’s educated journalists should have little problem communicating education—right? Most journalism is generalist for general readers—where would specialism end?

I remember a science writer who insisted every science story—night or day—be cleared with him before printing. That lasted only until the science writer’s vacation.

Today, more and more news stories seem to have legal angles. Should newspapers hire legal writers, too? Papers clearly could use lawyers who can write. But lawyers don’t come looking for a job. Wonder why?

In a shop full of specialists, some might ask, who’s going to cover fires, accidents, weather, etc. Who will write obits—another specialist? When is a specialist not a specialist?

The term “investigative reporter” raised questions, too. Aren’t all reporters investigative reporters—and isn’t all journalism investigation?

Thomas Eastham
Vice President
The Hearst Foundation

...no journalism schools today have classes that deal specifically in all you’d have to know to write in-depth stories about teaching and learning or the other central components of schooling.

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University of Southern California

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Derek Lee Anderson
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Carbondale

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Joel Fischer
University of Oregon

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Nathan Payne
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San Jose State University

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Erica Brough
University of Florida

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Amanda L. May
University of Iowa

THIRTEENTH PLACE
Jacob Pritchard
University of Colorado

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Sarah Nix
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Pat Jarrett
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Southern Illinois University,
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FIFTH PLACE
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University of North Carolina

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Deanna Garcia
New Mexico State University

NINETEENTH PLACE
Teri L. Graham
University of Utah

FOURTEENTH PLACE – Tie
Sarah Jindra
University of Illinois

TWENTIETH PLACE – Tie
Kyle Palmer
University of Missouri

FOURTEENTH PLACE – Tie
Thomas D. Murray
Arizona State University

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Meredith Wood
University of Alabama

SIXTH PLACE
\$500 Scholarship



Danielle Cross
University of Montana

SEVENTH PLACE
\$500 Scholarship



Risa Avila
Arizona State University

EIGHTH PLACE
\$500 Scholarship



Jennifer McLendon
University of North Carolina

NINTH PLACE
\$500 Scholarship



Carlos Torres
University of Florida

TENTH PLACE
\$500 Scholarship



Othello L. Richards, Jr.
Brigham Young University

BROADCAST NEWS COMPETITION • TELEVISION II • NEWS

FIRST PLACE
\$2,000 Scholarship



Brandi Petersen
University of Nebraska-
Lincoln

SECOND PLACE
\$1,500 Scholarship



Melissa A. Holmes
Syracuse University

THIRD PLACE
\$1,000 Scholarship



Katie J. Piper
University of Missouri

FOURTH PLACE
\$750 Scholarship



Juanita Marie Page
University of Nebraska-
Lincoln

FIFTH PLACE
\$600 Scholarship



Jeffrey R. Butera
University of Florida

SIXTH PLACE
\$500 Scholarship



Dana Hackett
University of North Carolina

SEVENTH PLACE
\$500 Scholarship



Megan E. Murphy
University of Missouri

EIGHTH PLACE
\$500 Scholarship



Lauren Mendes
Louisiana State University

NINTH PLACE
\$500 Scholarship



Troy Kinsey
University of Southern
California

TENTH PLACE
\$500 Scholarship



Amanda Johnson
University of Maryland

Awarded Foundation Scrolls

ELEVENTH PLACE
Jeffrey Schonfeld
University of Maryland

SIXTEENTH PLACE – Tie
Susan Ru
Northwestern University

TWELFTH PLACE
Amanda Iler
University of North Carolina

SIXTEENTH PLACE – Tie
Steve Dent
University of Montana

THIRTEENTH PLACE
Evan E. North
Northwestern University

SIXTEENTH PLACE – Tie
Carlos Torres
University of Florida

FOURTEENTH PLACE
Tyler Griffin
Arizona State University

NINETEENTH PLACE
Ernest Kung
University of Southern
California

FIFTEENTH PLACE
Katherine Lange
Temple University

TWENTIETH PLACE
Martin Ross
University of Montana

2003–2004 PARTICIPATING COLLEGES AND UNIVERSITIES

Schools of journalism with sequences accredited by the Accrediting Council on Education in Journalism and Mass Communication are eligible to participate in this program.

There were a total of 842 students who entered all 13 competitions. Of those, 518 writing entries, 153 photo portfolios and 171 broadcast news tapes were submitted for judging in the 2003-2004 Hearst Journalism Awards Program. (Some students entered more than once).

The following is a list of the undergraduate accredited schools of journalism throughout the United States.

ALABAMA ■
Auburn University
University of Alabama

ALASKA ■
University of Alaska, Anchorage
University of Alaska, Fairbanks

ARIZONA ■
Arizona State University
University of Arizona

ARKANSAS ■
Arkansas State University
University of Arkansas, Fayetteville

CALIFORNIA ■
California State University, Chico
California State University, Fullerton
California State University, Northridge
San Francisco State University
San Jose State University
University of Southern California

COLORADO ■
Colorado State University
University of Colorado

CONNECTICUT ■
University of Connecticut

DISTRICT OF COLUMBIA ■
American University
Howard University

FLORIDA ■
Florida A & M University
Florida International University
University of Florida
University of Miami
University of South Florida

GEORGIA ■
University of Georgia

HAWAII ■
University of Hawaii at Manoa

ILLINOIS ■
Eastern Illinois University
Northwestern University
Southern Illinois University, Carbondale
University of Illinois, Urbana - Champaign

INDIANA ■
Ball State University
Indiana University

IOWA ■
Drake University
Iowa State University
University of Iowa

KANSAS ■
Kansas State University
University of Kansas

KENTUCKY ■
University of Kentucky
Murray State University
Western Kentucky University

LOUISIANA ■
Grambling State University
Louisiana State University
Nicholls State University
Northwestern State University
Southern University
University of Louisiana, Lafayette
University of Louisiana, Monroe

MARYLAND ■
University of Maryland

MICHIGAN ■
Central Michigan University
Michigan State University

MINNESOTA ■
St. Cloud State University
University of Minnesota

MISSISSIPPI ■
Jackson State University
University of Mississippi
University of Southern Mississippi

MISSOURI ■
University of Missouri, Columbia

MONTANA ■
University of Montana

NEBRASKA ■
University of Nebraska, Lincoln

NEVADA ■
University of Nevada, Reno

NEW MEXICO ■
New Mexico State University

NEW YORK ■
Hofstra University
Iona College
New York University
Syracuse University

NORTH CAROLINA ■
University of North Carolina, Chapel Hill

OHIO ■
Bowling Green State University
Kent State University
Ohio University

OKLAHOMA ■
Oklahoma State University
University of Oklahoma

OREGON ■
University of Oregon

PENNSYLVANIA ■
Pennsylvania State University
Temple University

SOUTH CAROLINA ■
University of South Carolina
Winthrop University

SOUTH DAKOTA ■
South Dakota State University
University of South Dakota

TENNESSEE ■
East Tennessee State University
Middle Tennessee State University
University of Memphis
University of Tennessee at Chattanooga
University of Tennessee at Knoxville
University of Tennessee at Martin

TEXAS ■
Abilene Christian University
Baylor University
Texas A & M University
Texas Christian University
Texas State University, San Marcos
Texas Tech University
University of North Texas
University of Texas, Austin

UTAH ■
Brigham Young University
University of Utah

VIRGINIA ■
Hampton University
Norfolk State University
Washington & Lee University

WASHINGTON ■
University of Washington

WEST VIRGINIA ■
Marshall University
West Virginia University

WISCONSIN ■
Marquette University
University of Wisconsin, Eau Claire
University of Wisconsin, Oshkosh
University of Wisconsin, River Falls

William Randolph Hearst Foundation

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2003–2004 Hearst National Championship Winners



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