

THE NEWSLETTER OF THE AEJMC MAGAZINE DIVISION
MAGAZINE MATTER

VOL. 29 NO. 1 ASSOCIATION FOR EDUCATION IN JOURNALISM AND MASS COMMUNICATION, WINTER 2009

a life re!nvented



Never retiring: Patricia Prijatel practices the art of creating the balanced life rooted in tasks, skills and people!

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**Spectrum Magazine:
All-American Winner**



Teaching Bloomburg University students that the PEN is mightier than the SWORD: the cutting edge journalism of Dr. Walter Brasch.

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BITCH FACTOR Panel of magazines' alternative voices among provocative panels scheduled for Boston Parley, says Ted Spiker.

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pretty please

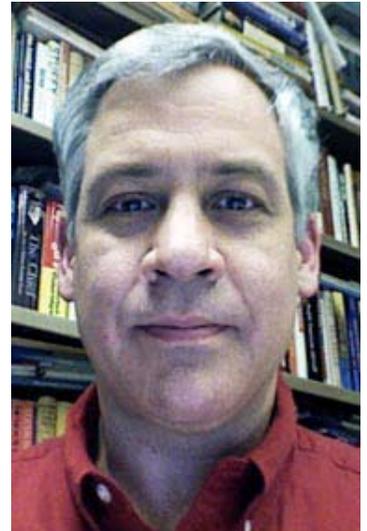
SEND IDEAS, STORIES

Newsletter Editor:
Professor Beverly Merrick
msgcode@gmail.com

Calling on all magazine scholars:

PUBLISH!

As editor of *Journalism & Mass Communication Educator*, I have had the opportunity –and need – to become better acquainted (as the case may be) with the various refereed and invited articles that have been published in it, particularly since it evolved into a refereed scholarly journal right about 20 years ago.



Dane Claussen
2008-9 Head
Magazine Division

Obviously, the journal has had its strengths and weaknesses in terms of which teaching-related subjects have been researched a little or a lot more than others.

In fact, some areas have been missing entirely or almost missing: research on teaching/learning media history; research on teaching/learning media law; research on teaching/learning media management and economics; and especially research on teaching/learning photojournalism and photography.

Research on teaching magazine courses also has been minimal, although –coincidentally – the Winter 2009 issue of *Journalism & Mass Communication Educator* is carrying an article, “Teaching Magazine Publishing Through Experiential Learning,” by Leara Rhodes and Amber Roessner.

Careful readers of that article will note that its literature review cites no other scholarly journal article(s) specifically on teaching a magazine course. The reason for that is that outside a few refereed and invited pieces in this Division’s journal, the *Journal of Magazine & New Media Research*, the number of refereed articles ever published in our discipline about any aspect of teaching/learning magazine writing, magazine editing, magazine design, magazine management and economics, and so on, is close to nil.

In fact, when my former graduate assistant, Robin Blom, put together an annotated index of all refereed and invited articles published in the *Educator* since it became refereed (again, about 20 years ago), he didn’t even include a section or subject heading for magazine curriculum.

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**Announced
By Ted Spiker
FLORIDA**

BOSTON

where it all began, where we plan to be

Thanks to the great ideas suggested by Magazine Division members, the 2009 AEJMC annual convention once again promises to be filled with wonderful panels that deal with teaching, research and professional issues related to the magazine industry. Some highlights to look for (more details on times and panelists coming soon):

The MagazineMarathon: In an unconventional convention format, about a dozen magazine professors will share their greatest tips and tricks for teaching all kinds of magazine classes. Lots of great ideas will be exchanged during this fun and fast format.

Student Entrepreneurs: In this panel, we'll hear from industry leaders on how to help our students navigate the changing world and changing job market. These strategies will help us prepare them better for the business issues—and opportunities.

Student Magazine Advisers: In this off-site session, advisers to student magazine will talk about issues they have with producing their magazines—from funding to grading and everything in between.

Teaching on the Fly: Getting Out of the Classroom: This panel will explore on-location reporting and writing experiences, including international programs and class coverage of the Democratic National Convention.

Slate, Salon, and Beyond: The Future of Web-Only Magazines: Professional editors of web-only magazines will discuss the industry and the opportunities that await our students.

Bitch Factor: The World of Independent and Alternative Voices: professional editors will talk about the complexities and issues involved in producing an alternative magazine, or having an alternative voice, in a mainstream media culture.

Of course, the Magazine Division will also have a lineup of research sessions, as well as be involved in co-sponsoring panels originated from other divisions and interest groups. Those panels include such topics as **celebrity coverage, how to design an info-graphic,** and the **challenges of health reporting.**

Also, please stop by the Magazine Division members' meeting to learn more about the division. We look forward to seeing you in Boston.

CALLING ALL ENTRIES:

Student Magazine Contest

Carol Holstead of the AEJMC Magazine Division announces that the Student Magazine Contest deadline is coming Monday, May 4, a day she expects to receive 150 of the 200-plus entries. Check out the details of entering at the Website of the Magazine Division, which is as follows:

<http://aejmcmagazine.asu.edu/>

From the Website, entrants are able to download the comprehensive call for entries and the ENTRY FORMS. For more information beyond the instructions, please contact Dr. Holstead at holstead@ku.edu.

my life re^onvented

PATRICIA PRIJATEL

SOME NOTES ON MY LIFE AT DRAKE

I just joined Facebook and hit an unexpected barrier: I was asked to list my employer and position and give a description of my work. In the 25 years I spent as a college professor, the answer would have been easy. The beauty of working at a university is that it is simple to label our work — we teach — even though that simplicity covers an overwhelming complexity.

In 2007, I retired as director of Drake University's School of Journalism and Mass Communication, but I had no intention of being a retiree. The resulting reinvention, though, defies easy definition.

My past and present lives loop around together, one growing from another, morphing into something that sounds new but is, in fact, rooted in old skills, tasks, people. I am practicing what I once preached, writing health articles, often for magazines edited by my alums. Many articles focus on breast cancer, which became near and dear to my heart—literally—when I successfully fought that disease in 2006.

I am writing a book on hormone-negative breast cancer, to be published by Oxford University Press, publisher of *The Magazine from Cover to Cover*, which I co-authored with Sammye Johnson. I consult with a small local custom publisher as a coach and mentor for young editors, which was one of my favorite aspects of teaching. And I am back part-time at Drake wearing the usual 42 hats as director of the E.T. Meredith Center for Magazine Studies and the E.T. Meredith Distinguished Professor.

So I moved into the future with one foot firmly rooted in a highly fulfilling past. Teaching was my life for two and a half decades. It defined, educated, challenged, annoyed, and sustained me. Teaching prepared me wonderfully for new adventures and challenges. Once I learned to control a room full of lively thinkers — and a few boneheads — I felt secure in my abilities to organize and present information, manage change, rise above chaos, handle surprises. Once I could edit 20 student papers in one night, I realized I knew how to think and that prepared me for just about anything. Once I coaxed a staff of high-achievers and worriers through a magazine launch, I knew I could probably talk anybody off a ledge, and that a skill that's good to have, although one I hope never to use.

So, what do I call all this new life on Facebook? I truly don't know, but the fact that it doesn't fit in a nice box is part of the charm of my new direction, and part of the payoff of the already-rewarding work of a college professor. As I assess where I am, I have to look at where I was. And both are good places.

The bottom line is that I have invested my life in people and, while that is not a job description, it is a great life's work.

An important part of my new life is yoga and meditation. I know both helped me through breast cancer and they truly are an excellent means of creating a balanced life. Namaste.

When I took over the magazine program at Drake, it had four seniors and fewer than 20 majors. It was, in fact, in danger of being discontinued. This year, we have 158 magazine majors. More important than numbers, though, are the students themselves.

Drake appeals to smart, hard-working, clever young people who are often funny, warm, good citizens. What fun to spend time with such students, who become friends after graduation. And because they come in with great talent, they succeed. We have had an ASME intern—often two—selected from Drake in 24 of my 25 years there.

*Our magazines have won more than 150 local, regional, and national awards, and we have a case full of Pacemakers. Our grads are now on the mastheads of magazines such as *Better Homes and Gardens*, *Diabetic Living*, *Entertainment Weekly*, *Glamour*, *Real Simple*, *Reader's Digest*, *Sound and Vision* and on Web sites such as *parents.com*, *timeoutnewyork.com*, and *babyzone.com*.*



SERVICE LEARNING

BU college magazine unifies activism, volunteerism

S*spectrum* is the excellent example of a campus magazine that works to bring the community and the university together.

The publication is an active entity of the journalism program of the Department of Mass Communications, Bloomsburg University.

There are about 200 majors in the department (journalism, telecommunications, public relations). Around 35 are journalism majors at Bloomsburg. Although the majority of staffers are journalism majors, *Spectrum* usually has on staff one to four persons from other departments, typically English, art, history, sociology and political science. This diversity contributes to its vitality and diversity.

The business manager is usually from the College of Business, often an accounting major. Primary fund-

ing is from advertising and circulation revenue; during the past two years, the College of Liberal Arts has provided a continuing supplemental grant to allow the magazine to go to full color production, with 36 to 48 pages per issue.

The professor and staff are the only ones who decide and control editorial content; they also control all aspects of art and pre-press production, promotion, circulation, distribution, advertising and business operations.

The magazine operates as if it were an independent community magazine. Editorial content usually includes one strong public affairs story, with several "shorts" and a handful of feature stories.

Every student is a fact checker to one other story; every student must be the primary copyeditor to another



story. The original story will always go through several drafts, with the managing editor and editor-in-chief reviewing every draft, in addition to the edits made by the copyeditors.

Students may receive academic credit for up to four semesters, through magazine editing, production and journalism workshop.

Spectrum is a consistent all-American winner (ACP). The magazine has won numerous firsts from the American Scholastic Press Association and the Society of Professional Journalists. The publication is one of only six college magazines to be inducted into the National Collegiate Hall of Fame, headquartered at the University of Minnesota.

The target audience? Permanent residents of Columbia and Montour counties, rural counties in northeast Pennsylvania with combined population of 85,000.

Circulation runs at 2,000, with only about 100 copies circulated on campus. There is no free distribution, except for complementary copies.

The frequency of publication is twice a year (mid-April and Dec. 1).

***Spectrum* students Annelise Chayka and Katherine Carl gut the burned interior of a home.**



<http://www.bloomu.edu/today/news/0810/Homelessness0810.php>

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The magazine has a commitment to community service. Each semester, Spectrum staffers develop and execute a special event for the community. The magazine staff has worked with the Red Cross and other similar community organizations.

The staff also sponsors an annual clothing and food drive for the homeless, from November through April. There are 14 Drop-Points on campus, and six in the immediate community; persons in the local community can call for pick-up. There is heavy promotion for this in newspapers, radio stations. This includes a poster campaign.

At least twice during the year, the students load and transport 14-foot U-Haul trucks loaded with clothes that have been sorted to homeless shelters in Wilkes-Barre, Danville and Williamsport

A cargo van, donated by Independence Ford, is used to help the homeless as well. There is a long and strong working relationship with the Northeast Pennsylvania Alliance Against Homelessness, created by professor emeritus Gary F. Clark, with *Spectrum* as an integral part. The headquarters of the alliance is headquartered at Bloomington University.

For two of the past three years, the staff created and executed the Revolution Skate Park Tournament at Town Park. About a dozen sponsors provided major prizes. A separate budget is kept for this special event. The proceeds are donated to the skate park.

Promotion includes full color posters and a heavy Internet presence through MySpace, Facebook, YouTube and a special Website. This promotional presence

includes radio interviews and newspaper news releases.

The day of the event features a DJ, a live band, vendor tents, on-site games, food tent and special treats (e.g., Red Bull provides free drinks). Of course, there is a table where participants, their families and the "crowd" can purchase Spectrum to learn more about journalism at the university.

During the spring semester, the staff also participates in the annual Renaissance Jamboree in Bloomsburg, a street fair that closes down the main street one Saturday in April. Magazine staff are active in local Chamber of Commerce activities as well. Editor-in-chief is Walter Brasch, professor of journalism.

The PEN is Mightier than The SWORD



Dr. Walter M. Brasch
Journalism Advisor
Spectrum Magazine

I am a journalist, a writer who looks at society and tries to understand, then analyze and explain its many complex parts as they relate to each other to help people better understand their own lives and what's both necessary and important to their lives.

Interview with
CONTEMPORARY AUTHORS



BLOOMSBURG UNIVERSITY

TODAY AT BLOOMSBURG

Spectrum paid with pizza, praise to judge MACPA newspaper contest

THE STAFF of *Spectrum* magazine judged the Editorial and Advertising divisions of the annual contest sponsored by the Mid-Atlantic Community Papers Association (MACPA), for the third year running, announced the headlines on "Today" at Bloomsburg.

The March 2008 Web news brief noted that the Association represents 52 publishers and 352

newspapers in Pennsylvania, Ohio, New York, New Jersey, Delaware, Maryland, West Virginia, Virginia and Washington, D.C.

Reportedly, Spectrum students determined the top five newspapers in general excellence. The students judged the categories of news, features, editorials, columns and community service pages/sections in the

Editorial division and the special sections and individual ads in the Advertising division.

"We selected the Spectrum staff because of the excellence of their publication," said Alyse Mitten, MACPA executive editor, who told Bloomsburg's Today editor, specifically referring to Walter Brasch's reputation within the journalism community.

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Lyn Lepre and Glen Bleske's Summer 2005 article, "Little Common Ground for Magazine Editors and Professors Surveyed on Journalism Curriculum," was included in the Journalism Curricula category. Robin Blom, for the Educator's Web site, drafted various questions that could be used as starting points for gathering data/evidence about various aspects of journalism and mass communication education. (Note: they are NOT formal Research Questions.) It occurred to me that these questions could be easily adapted for conducting research on the magazine curriculum:

Enrollment Questions

- ☐ What are the enrollment trends in magazine courses/programs?
- ☐ Why do students enroll in magazine courses?
- ☐ How many students change their emphasis/concentration/major to or from magazine journalism and why?
- ☐ What are the most important factors for magazine students selecting between JMC programs that have magazine programs?
- ☐ What recruitment efforts are used to get more students into the magazine curriculum?
- ☐ What are students' expectations of magazine curriculum?
- ☐ What are students' expectations of work in the magazine industry, including salary, availability of jobs, etc.?
- ☐ Does expected salary influence students to choose or not choose the magazine curriculum?

Facilities

- ☐ What facilities do magazine programs have?
- ☐ What facilities do magazine programs want?
- ☐ How much money do JMC programs spend on their magazine programs?
- ☐ Comparisons with other programs, such as newspaper journalism, online journalism, photojournalism?
- ☐ What are the average class sizes in the magazine curriculum?
- ☐ How do enrollment trends in magazine programs affect current and future department needs?

Magazine Curriculum (general)

- ☐ What magazine courses are offered in all JMC programs that have magazine courses?
- ☐ What magazine courses are considered important by educators?
- ☐ What magazine courses are considered important by professionals?
- ☐ How do magazine professionals look back on curricula as preparation for jobs in the magazine industry?
- ☐ What scholarly research is necessary for magazine professors to know whether, how and why to change magazine curricula?
- ☐ How much attention is given to magazines' roles in the democratic political system and/or capitalist economy?
- ☐ Are magazine professionals in classrooms and/or assignments and, if so, how?
- ☐ What topics discussed in the basic magazine course?
- ☐ How are students encouraged to search for high-quality sources in magazine research and writing?
- ☐ How much attention is paid to diversity of sources? (experts, representation of social movements, etc.)
- ☐ How much time is dedicated to study cultures of the magazine industry generally and individual magazine companies?
- ☐ Are magazine courses good preparation for internships and entry-level jobs, and if so, what is the evidence for that?
- ☐ What topics should be discussed in magazine courses?
- ☐ What topics should be discussed in magazine courses, according to practitioners?
- ☐ What topics do students expect to learn in magazine courses?

☐ In what way do JMC schools place convergence skills/knowledge in magazine curricula?

- ☐ Are magazine programs vulnerable in budget/program cuts?
- ☐ How can programs be more attractive for future students?
- ☐ What magazine internships are available?
- ☐ How much are magazine students learning about photography/photojournalism?

Ethics

- ☐ How/how much is ethics covered in magazine courses?
- ☐ How and how much do required or elective ethics courses focus, if at all, on ethics issues of primary or special concern in magazine publishing?
- ☐ What do magazine students learn about codes of ethics of magazine professional and industry associations, and/or major magazine publishers?
- ☐ What are the goals of teaching magazine industry ethics?
- ☐ What are student perceptions of industry ethics?
- ☐ What are student perceptions of ethics in magazine publishing companies?

Design courses

- ☐ What pedagogy strategies are used to teach magazine design courses?
- ☐ How does one teach magazine design creativity?
- ☐ What are effective ways to teach how to communicate about magazine visuals?
- ☐ How are visual assignments assessed in a structured way?

Magazine management and economics

- ☐ How many schools offer magazine management/economics course(s)?
- ☐ How is magazine management taught, especially in addition to or instead of the magazine start-up course?
- ☐ What magazine management/economics topics are emphasized and ignored?
- ☐ What has changed over the years in magazine management?

Magazine Writing

- ☐ What are predictors of success in magazine writing classes?
- ☐ What are the vocabulary and grammar abilities of magazine students before and after magazine-oriented education?
- ☐ What is the writing ability of magazine graduates, and is it good enough for entry-level jobs?
- ☐ Are magazine students tested on spelling, vocabulary, and grammar skills near graduation and, if so, what are the results of those exit tests?
- ☐ What are the philosophies/strategies of magazine faculty about teaching magazine writing?
- ☐ Is self-efficacy a predictor of magazine writing ability?
- ☐ How should a program assess assignments in writing courses?
- ☐ What teaching techniques are used to teach magazine writing courses?
- ☐ How do magazine students deal with instructor feedback?
- ☐ How often is a magazine writing course offered with combination with visuals and infographics teaching?
- ☐ What are convergence opportunities in magazine writing classes?
- ☐ What is the role of collaborative writing in magazine writing courses?
- ☐ What is place of copyediting in magazine curricula?
- ☐ How is magazine copyediting taught?
- ☐ What textbooks are used to teach magazine editing?
- ☐ What skills levels do practitioners expect from students (internship/entry-level job)?

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Master's Degree Programs

- ☐ What skills are taught in magazine courses in master's degree programs? How are they similar to and different than those in the undergraduate program?
- ☐ How are they taught?
- ☐ Why do magazine students want to pursue a master's degree?
- ☐ What does a master's degree mean for future jobs in the industry?

Continuing and Adult Education

- ☐ What are educational needs of magazine industry practitioners?
- ☐ What opportunities for education and training are offered by magazine employers?
- ☐ How many professional magazine practitioners are enrolled?
- ☐ Why would magazine practitioners pursue continue education?
- ☐ What role do JMC programs play in providing adult and continuing education to magazine practitioners?
- ☐ How many programs offer adult and continuing education specifically for magazine practitioners? What courses are offered?
- ☐ What is the demand?

Magazine Textbooks

- ☐ What criteria do educators use for selecting the textbooks?
- ☐ What topics are covered well in magazine textbooks, according to educators? according to practitioners? according to students?
- ☐ What topics are ignored in textbooks, according to educators? according to practitioners? according to students?
- ☐ What magazine topics are omitted when new editions are published?
- ☐ What biases can be detected in magazine textbooks?

Media History

- ☐ How much attention does magazine history receive in media history courses?
- ☐ What magazine topics are emphasized and/or underemphasized?
- ☐ Are there enough updated resources to teach magazine history?
- ☐ Is any attention given to history of magazines outside the United States in U.S. schools?

Trade/industry/professional magazines

- ☐ Are magazine programs teaching business writing? Are magazine programs found in the same JMC programs as business reporting/writing?
- ☐ Do practitioners consider trade magazine skills well covered?

Technology

- ☐ What has been the impact of technology on magazine programs?
- ☐ How do educators keep up with rapid technology changes?
- ☐ How do educators keep updated with industry use of technology?
- ☐ How are faculty supported to keep up with technology changes?
- ☐ Is technology a source of magazine faculty stress?
- ☐ Differences in student results/grades/assessment in magazine courses compared to other faculty?
- ☐ Is there a difference between student experiences in magazine courses versus others?
- ☐ What is the influence of adjuncts in discussions about magazine curriculum changes?
- ☐ For what magazine courses are adjuncts most hired?

Internships

- ☐ How do schools select worksites considered appropriate for magazine internships?
- ☐ Who is responsible for monitoring magazine internships?
- ☐ How are magazine students prepared for internships?
- ☐ How can schools arrange supervision of magazine internships?

PUBLISH! continued from page 6

- ☐ Are internships required in magazine programs?
- ☐ What are the requirements for magazine internships?
- ☐ Do magazine interns take other courses during their internships?
- ☐ How are magazine interns evaluated and graded?
- ☐ What do magazine students think of their internship experiences?
- ☐ How often do students find out during internships that the magazine industry is not what they had expected? How many students quit magazine programs after internships?
- ☐ How many internships lead to (fulltime) employment at company at which they have trained?

Entry-level jobs

- ☐ What is the success of JMC programs placement in the work field?
- ☐ What are magazines looking for: magazine students or other majors; for what fields? What minors do preferred in college graduates?
- ☐ Do magazine students like their first magazine job, in and of themselves, and when compared to students in other majors and fields?
- ☐ What mistakes do students make preparing for entry-level magazine positions?

Scholarly/academic research

- ☐ How often do magazine industry professionals turn to research (and which research) for better news product or other aspects of the operations of their mass communication firms, agencies, etc.?
- ☐ What scholarly JMC journals/conferences are magazine professionals familiar with?
- ☐ Which JMC conferences do magazine professionals visit?
- ☐ In what ways do magazine professionals cooperate with scholars?
- ☐ What is the role of magazine-related professional and industry associations in magazine education?
- ☐ What academic/scholarly journals and professional/industry magazines do magazine educators read (and not just subscribe to)?
- ☐ What organizations do magazine educators join to stay up-to-date with JMC industry and education news?
- ☐ What is the most important reasons to be involved in magazine associations and professional and/or academic institutions?
- ☐ Who in the industry funds academic magazine research?

Magazine Faculty and Evaluations

- ☐ How often do JMC faculty do an internship of their own?
- ☐ Are internships effective for getting more knowledge and/or skills?
- ☐ How much professional experience is enough to be a successful magazine educator?
- ☐ Does it matter if working experience is recent or not to be successful magazine educator?
- ☐ How much magazine work experience do faculty with a Ph.D. have?
- ☐ What are the results of mentoring for new magazine professors?
- ☐ How is the effectiveness of magazine teaching evaluated?
- ☐ Are student ratings valid measures of learning about magazines?
- ☐ Are student ratings valid measures of teaching performance?
- ☐ What factors determine student ratings of magazine courses?
- ☐ How are student evaluations used to alter content of future magazine courses?
- ☐ How does one design an assessment plan in magazine courses?
- ☐ What is the role of peer review in assessment of teaching?

Media use

- ☐ Which magazines are read by students and how often and why?
- ☐ Which magazines are read by faculty and how often and why?

LATEST ISSUE

Online Journal Is Faring Well: Professors Answer Research Call

Dr. David Sumner asks others to submit their research, especially in light that we must not lose the momentum in producing the best of our findings in the magazine profession.



[Journal of Magazine & New Media Research](#)

Body Image of Older Adults in Magazine Advertisements

Tom Robinson and Mark Callister
Brigham Young University

The Growth of International Women's Magazines in China

Yang Feng
Nanyang Technological University
and Katherine Frith
Southern Illinois University

And these essays and reports:

A Professor's Diary of the 2008 American Magazine Conference

Sharon Bloyd-Peshkin
Columbia College Chicago

The State of Magazine Research 2008

Scott Fosdick
San José State University

Five Places to Research the Business of Magazines

David E. Sumner
Ball State University

Magazine Division Paper Call

The AEJMC Magazine Division invites submissions of original research papers on any topic related to magazines to the AEJMC 2009 convention. All research methodologies are welcome.

The paper must be no more than 7,500 words (about 25 double-spaced pages) plus notes. Papers longer than 7,500 words will not be sent out for review. Only one paper per author will be accepted for presentation in the Magazine Division research sessions. Multiple submissions of the same paper to other divisions are not allowed.

Papers will be evaluated on originality and importance of topic; quality of literature review; clarity of research purpose; focus; use of original and primary sources and how they support the paper's purpose and conclusions; quality of writing and organization; and extent of contribution to the field of magazine research.

Follow submission requirements in the AEJMC Uniform Paper Call. Specific questions should be directed to Lyn Lepre, Marist College; 845-575-3000 x2684.

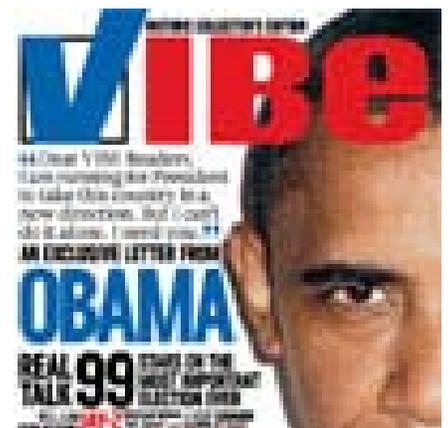
Hip-hop snip-snap: Big cuts at *Vibe* *Source Interlink gains temporary restraining order*

The above headline appeared on *FOLIO* Magazine online. The latest news about *Vibe* is especially interesting because members of the Magazine Division visited publications at the Chicago Convention, having done so annually in recent times.

Read more about those visits to magazine staffs in the Fall 2008 issue of *Magazine Matter*. The *Folio* article, posted on Feb. 12, was written by Louisa Ada Seltzer, who is monitoring the state of magazines and other mass media in these volatile times. Louisa Ada Seltzer is a staff writer for *Media Life*.

The article notes that *Vibe* has cut back on its frequency and rate base with a new vibe: cost-cutting. As the news veteran Paul Harvey would have said, "More about the story behind story next edition."

The spring edition of *Magazine Matter* will look into the status of the magazine industry, knowing that magazines are the surest medium to measure the state of the nation.



2008-2009 Officers, Magazine Division

feel like Bre'r Fox, who could not lure Bre'r Rabbit into joining him in a tasty repast.

Which trick do I try next to dine well?

I am talking about devouring items for the newsletter. I am almost sure that all of my colleagues in the AEJMC Magazine Division are doing great things. The problem is that most of them are not telling me what those great "things" might be.

It is difficult to put out the newsletter when I have to beat the bushes to find if there might be news to sustain the appetite. It reminds me of the difficult time I have in retrieving the biographies of women journalists. Apparently, they and their male colleagues were so busy working that they could not find time to write about any of their best work. It is like pulling out "hares" one at a time to see if a person is bre'rly bald.

The other problem: when I get news, it is rarely during my free time, when I am waiting with baited breath for something. anything. The news is mailed in my first week of the semester.

Please take time to mail items for "the new catch" by April 1. *Pretty Please*

SEND IDEAS, STORIES
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On Behalf Of Gerald Grow: Magazines on Google MORE FUN AND GAMES

Gerald Grow is up to it again.

He sends members of the Magazine Division surprises that only a veteran of the profession could find on the Web.

"This is going to be fun!" he declares, as he sends us his latest gift from the Web.

Gerald said, "No doubt you'll hear about this, but I wanted to let you know about a Christmas present for magazine teachers."

(Yes, he took time over the holiday season, sending this notice to keep us working on research.)

He discovered that GOOGLE just started posting magazines as part of its archive of books. He found access through the Google Books, at google.com, under the "more / books" link.

Professor Grow notes: "Each time you update that link, you'll see a different selection of magazines Google has posted back issues of. (I haven't found where they keep the master list of magazines being posted.)"

On the Website, he says he has seen *Ebony*, *Jet*, *Popular Mechanics*, *Popular Science*, *CIO*, *Negro Digest*, *Cincinnati*, *New York*, *The Bulletin of Atomic Scientists*, *Atlanta*, *Baseball Digest*, *Cruise Travel*, *Better Nutrition*, *Bicycling*, *Vegetarian*, *Nutrition*, *Runner's World*, *Log Home Living* -- and there appear to be multiple back issues of each title, though not a full archive yet -- though *Popular Science* starts with the May 1872 issue -- with this illustration of Samuel F. B. Morse.



Source: Project Gutenberg

Dr. Grow cautions that these are **pictures** of magazine pages, not OCRs of the text. That means you see the design of the magazine -- AND you can set the display to show facing pages.

"This may become a useful resource for studies of magazine history and magazine design, he said.

He includes reference to a brief AP article introducing the Google feature: listed below, for members to launch their research.

<http://www.businessweek.com/ap/financialnews/D94VIH600.htm>

