

SCHOLASTIC Source

NOVEMBER 2013

Midwinter meeting moves to Nashville

Division members will head to Tennessee for annual January gathering

Jeffrey Browne
VICE HEAD, COLORADO



Siegenthaler



Paulson

First Amendment Center founder John Siegenthaler and Ken Paulson, its president and CEO, will kick off the 2014 Scholastic Journalism Division Midwinter Meeting, scheduled Jan. 3-4 at the First Amendment Center in Nashville.

Siegenthaler and Paulson will address the division at 1 p.m. on Jan. 3 about the First Amendment and its place in university and high school curricula. Siegenthaler served as publisher and chairman of the Nashville Tennessean and was the founding editorial director of USA Today. He also served as an assistant to former U.S. Attorney General Robert Kennedy.

Paulson, also the dean of the journalism school at Middle Tennessee State University, will join the division as a panelist in

Friday afternoon's "New-School Technology and Old-School Values," a discussion of how journalism programs must balance teaching technology and ethics in the same classroom.

Friday's schedule concludes with the division's business meeting (and gift exchange) at 5 p.m. and a dinner after. The gift exchange will again have a \$10 limit and feature items representative of members' home states.

Saturday's schedule — tentatively set from 9 a.m. to 4 p.m. — will include another guest speaker, another panel discussion, research presentations and a research panel. A group dinner at a Nashville restaurant Saturday evening will conclude the meeting.

To register for the meeting, complete the form enclosed in

the newsletter and mail it and the registration fee to Scholastic Journalism vice head Jeff Browne at the address listed on the form. If you have questions or need other information, email Jeffrey.browne@colorado.edu or call 785-760-6635.

Hotel reservations can be made through Dec. 12, 2013 at Loews Vanderbilt Hotel, 2100 West End Ave. in Nashville. Please identify yourself as part of the group when making your reservation through Loews Reservation Center, 800-336-3335.

The rates are \$129 per night and includes a \$10 daily food and beverage credit at the hotel, as well as a discount \$5 daily self-parking fee (normally a \$26 per day charge). The rate is available beginning the night of Jan. 2 and ending with a Jan. 5 checkout.

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New division head takes over leadership

Calvin L. Hall, associate professor and assistant chair in Appalachian State University's Department of Communication, will serve a two-year term as head of the Scholastic Journalism Division of Association for Educators in Journalism and Mass Communication (AEJMC),

beginning October 1. He just recently completed a two-year term as vice head of the division.

As head of the Scholastic Journalism Division, he will be responsible for all activities, finances and services of the division. This includes soliciting joint-session proposals, as well

as scheduling research panels, teaching panels and other programming for the division's midwinter meeting in January 2014 as well as the AEJMC national conference, which will be held in Montreal in 2014 and San

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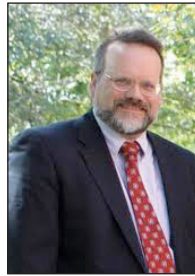
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Kuhlmeier: The other press freedom hero

WASHINGTON, D.C.—Journalism educators received a major boost of inspiration here in August when Mary Beth Tinker, on at least three occasions at the AEJMC conference, discussed the civil rights accomplishment that she, her brother John Tinker and their late friend, the Christopher Eckhardt, achieved with the landmark *Tinker v. Des Moines* U.S. Supreme Court case from 1969.

As several college professors and a few others in the Scholastic Journalism Division noted during that week, Mary Beth is a rock star to all of us who appreciate student freedom of expression. The Des Moines, Iowa, native is an excellent speaker whose passion and enthusiasm cover out every time she speaks to high school students or their teachers. Currently, she is on a tour of the nation speaking to the power of student free speech—the so-called Tinker Tour.

Their protest was symbolic in that she, her brother and Eckhardt were suspended for wearing black armbands in support of peace in Vietnam. Their dissent stands as a reminder of what great good can come out America's highest federal court, in this case when it

David Bulla
Zayed

PAST DIVISION HEAD

interpreted the First Amendment as being protective of a basic civil right for both students and teachers in the public schools.

The Tinker story is a feel-good story, and rightly so. It created a whole era of strong student freedom of expression, much of it exercised by students publishing newspapers and yearbooks. This does not mean every principal—or for that matter every adviser—in the country strongly protected and promoted student free expression for two decades. Yet, as another AEJMC panelist, Diana Hadley of Franklin College in Indiana, who also is the head of the Indiana High School Press Association, pointed out, the Tinker era was one in which a large group of journalists nationwide felt that they had amicable, supportive relationships with their administrations. Indeed, in that era, it was quite common for

an administrator to be *the* campus cheerleader for student civil rights—seeing such freedom as central to pedagogical philosophy.

Tinker did what it did.

But then there is the other Supreme Court case of the last 50 years that had a direct bearing on the student press. It is not known by the plaintiff's name, Cathy Kuhlmeier. It is known quite simply as *Hazelwood*, that of the winning defendant. The 1988 verdict and its implications for scholastic journalism are well known. Indeed, for student journalists at the high school level, it become like kryptonite. It has led to a toxic publishing environment for many high school programs across the land and almost certainly has led to the closing of thousands of student newspapers.

Kuhlmeier's name does not have quite the same cache in the scholastic journalism circles as the Tinkers' name does.

And that's probably not the way it should be, for Kuhlmeier (not Cathy Frey) really did the right thing back in 1983 when she stood up to an administration that pulled stories from the Hazelwood East High School student newspaper, *The*

Spectrum. Members of the Journalism II class at Hazelwood East reported, wrote and edited the newspaper, and they allowed principal Robert Eugene Reynolds to practice prior review on the publication. In May 1983, Reynolds objected two stories, one about teenage pregnancy and another about divorce. The principal allowed the newspaper to be published, but the two pages where the stories would appear were dropped.

That's when Kuhlmeier and two of her classmates, reporters Leslie Smart and Leanne Tippett, decided to file a lawsuit. Two lower courts split on the verdict, the first ruling for the school district and the second for the students. Then the U.S. Supreme Court decided to hear the case, in October 1987. The court handed down its ruling in favor of the principal's censorship in January 1988. Basically, the majority held that public schools could censor if the speech (the words) "is inconsistent with its basic educational mission," even if such words were protected outside the school grounds.

The way it has come to be interpreted by

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Tinker remembers her 1965 protest

David W. Bulla
Past Division Head, Zayed

WASHINGTON, D.C.—She remembers it like it happened yesterday, the day Mary Beth Tinker got suspended for her sympathy for Robert F. Kennedy’s call for a Christmas truce in Vietnam. The year was 1965, and the place was Harding Junior High School in Des Moines, Iowa.

Wearing a black armband, Tinker was going into Richard Moberly’s mathematics class after lunch. Moberly told Tinker to go to the office.

“They asked me to take it off, and I did,” Tinker told attendees at the AEJMC conference at the Renaissance Hotel. “I was sent back to class, but then the boy who works in the office came back to Mr. Moberly’s class. I was going to be suspended anyway because I had worn the armband in the first place.”

Tinker, who was 13 at the time, admitted she had some second thoughts about wearing the armband.

“I was the good girl with good grades and the daughter of a Methodist minister,” she said.

But she was not alone. Her old brother John and two younger siblings also wore the armbands, as did Christopher Eckhardt. The two older Tinkers and Eckhardt were suspended by the Des Moines school district.

“I am not exactly sure how the administration first found out about it,” Mary Beth Tinker said, “but I think it was because two students were reporting on it for the student newspaper.”

Indeed, Ross Peterson at Roosevelt High School wrote the story, and his adviser gave the information to the administration. Just a few days before the scheduled protest, the school district met and established a policy to ban armbands. Thus, the protestors were not in compliance.

Mary Beth Tinker said the Iowa ACLU heard about the suspensions and told her parents that they would help them if they wanted to sue the school district.

The younger Tinkers were not



Mary Beth Tinker (Photo/David Bulla)

suspended.

“In fact, my little brother had his on in PE, and the teacher praised him,” she said. “The teacher said Americans had a right to protest.”

Some in the public were not so happy with the youth protestors. Tinker said one woman called and said she was going to kill the 13-year-old. Moreover, the Tinkers got a post card in the mail with the word “Dead” over a hammer and sickle.

“Mom said, ‘We’re not Communists; we’re Methodists,’” Tinker said as she showed the card to the journalism educators.

After Christmas break, the Tinkers and Eckhardt did not wear the armbands anymore.

“We had a new way to protest,” Mary Beth Tinker said. “We wore all black. Today we would be called ‘Goths.’”

Dan Johnston of the Iowa ACLU argued for the plaintiffs. He took the case because the Tinkers were coming from a pacifist background, and he thought minority rights had to be protected by the law.

“Our parents had us paying attention

to the civil rights struggles in the South,” Tinker said.

The case wound its way through the courts, losing at the trial level and the court of appeals. However, the U.S. Supreme Court took the case, and the justices heard arguments in November 1968. In January 1969, they ruled 7-2 in favor of the students.

Justice Abe Fortas wrote for the majority, saying that neither students nor teachers shed their constitutional rights “to freedom of speech or expression at the schoolhouse gate.”

She said a key component of the decision was the condition that the protest had to significantly disrupt the normal operation of a school.

“Thurgood Marshall asked the attorneys for the school district how a half dozen students protesting with armbands could disrupt a high school of 1,500,” she said.

Mary Beth Tinker now is a nurse in Washington, D.C., and will be undertaking a tour of the country to promote freedom of expression this coming fall semester. Her brother John, she said, bought an elementary school building in Fayette, Mo., and made it into his home. He also runs the website Schema-Root.org. Sadly, Eckhardt, who was a social worker, died in December.

About two decades ago, Mary Beth saw Moberly when both were invited by the Des Moines school district to remember the case.

“He told me he was glad we won the case,” she said. “I asked him if he would send me to the office again, and he said, ‘Yes.’”

The Scholastic Journalism Division of AEJMC sponsored Tinker’s talk and awarded her with a lifetime achievement award.

Division Head

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Francisco in 2015.

“It’s a tremendous honor to lead this group of outstanding people who were so welcoming to me when I was a doctoral student at UNC-Chapel Hill all those years ago,” Hall said. “The Scholastic Journalism Division is full of nationally recognized experts in the area of student journalism who care deeply about student journalism at all levels.

“I look forward to the opportunity to serve the division, and, I hope, continue its tradition of outstanding division heads.”

Hall was elected to serve as vice head of the Scholastic



New Division Head Calvin Hall presents an award at the annual AEJMC conference. (Photo/Bruce Konkle)

Journalism Division in 2011. Before that, he served as

chair of the division’s Robert P. Knight Multicultural

Recruitment Award Committee, which honors individuals or organizations for their contributions to promoting diversity and inclusion within scholastic or collegiate media programs.

The Scholastic Journalism Division of AEJMC provides a liaison between secondary school journalism teachers/media advisers and college-level journalism educators.

Members are often student press association directors who run summer workshops, press days, awards ceremonies and conferences.

Some primary concerns include journalism education standards, teacher training and student free expression rights.

Head Lines

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administrators, *Hazelwood* reversed *Tinker*, which held that students do not shed their right to free expression at the schoolhouse gate. If an administrator believes published words are inappropriate pedagogically, then he has the power to censor those words. In other words, a public school does not have to protect freedom of speech and the press to the same level as society in general.

Of course, the case sends mixed signals, which, unfortunately, have been picked up by some colleges and universities and led to *Hazelwood*

being a precedent for all manner of cases involving young people and their desire to speak their minds or write as they please.

A quarter of a century later, Frey is unrepentant—and that’s the way she should be. When asked if she would advise her children to carry out a similar protest today, she said: “Yes, I would tell them to push back. I would also tell them what this would mean.”

That is, that a case takes several years to wind its way through the court system, and by the time the plaintiff’s life will have moved on and the old issues of the high school years may well be in the distant past.

Frey said she was stunned when she heard about the verdict.

“The ACLU in Missouri had taken the

Maybe it’s time we give her credit for fighting censorship, which existentially requires a lot more bravery than merely praising freedom of expression in an abstract sense.

case,” she said. “Early on they had kept me apprised of what was happening, but I did not hear anything when it went to the Supreme Court.”

But then, suddenly, it was on television and radio, and in the newspapers. Frey and her colleagues had lost.

Of course, journalism educators cursed the decision. Yet some quietly held that the case never should have gone so far, that Frey and *The Spectrum* staff writers brought

suit at the wrong time—when the court had a majority of conservatives.

But that’s not fair. Indeed, the *Tinker* case itself stimulated the kind of dissent that energized Kuhlmeier in the first place, and bringing suit against an administrative constraint that would not occur in the adult world of the commercial press was really

a rational, logical and necessary response to the principal’s actions.

Still, Kuhlmeier has never become the media and academic darling that Mary Beth Tinker is. And maybe it’s time

we give her credit for fighting censorship, which existentially requires a lot more bravery than merely praising freedom of expression in an abstract sense. The two fought the same good fight, although with different results. That’s the way it goes in a democracy with the rule of law and a balance of powers.

So it’s time to call the 1988 case by its rightful name: *Kuhlmeier*.

DJNF Names Indiana's Streisel Top Scholastic Journalism Teacher

By Linda Shockley

PRINCETON, N.J.—Jim Streisel, journalism teacher and media adviser at Carmel, Ind., High School, has been chosen the Dow Jones News Fund's 2013 National High School Journalism Teacher of the Year.

Mr. Streisel advises the award-winning HiLite and Acumen newsmagazines and the website, hilite.org. A journalism teacher for 19 years, he is a member of the communications department at the high school which includes yearbook and broadcast.

"I'm excited about the recognition this will bring to my students because they really deserve it," he said.

The Scholastic Journalism Division of AEJMC has invited Streisel to speak at the 2014 convention in Montreal.

Richard S. Holden, executive director of DJNF,

said: "Jim Streisel is part of a movement of media teachers who believe in collaborating for the benefit of their profession. We look forward to the coming year promoting that message."

Mr. Streisel was selected by a panel that included Ed Sullivan, executive director of the Columbia Scholastic Press Association, Diana Mitsu Klos, DJNF board member and media consultant, 2012 Teacher of the Year Ellen Austin of The Harker School, and Dr. David Bulla of Zayed University, Abu Dhabi, outgoing head of the Scholastic Division of the Association for Education in Journalism and Mass Communication.

Mr. Streisel will speak and receive a plaque and a laptop computer for his classroom during the National High School Journalism Convention, November 16 in Boston. Additionally, a graduating senior at Carmel

High School will receive a \$1,000 scholarship in his honor. He will also have access to webinars and attend a seminar at the Poynter Institute for Media Studies. CSPA will underwrite his participation in its spring convention in New York City where he will speak and present workshops.

The Fund will also honor four Distinguished Advisers and three Special Recognition Advisers in Boston. Mr. Streisel was named a DJNF Distinguished Adviser in 2012 and one of his students received a \$500 scholarship. All honored teachers receive free subscriptions to WSJ.com courtesy of the publishers of The Wall Street Journal.

The Distinguished Advisers are Jason Wallestad, Benilde-St. Margaret's School, St. Louis Park, Minn.; Jonathan Rogers, City High School, Iowa City, Iowa; Charla Harris, Pleasant Grove High School, Texarkana,

Texas, and Matthew Schott, Francis Howell Central High School, Cottleville, Mo.

The Special Recognition Advisers are Michele Dunaway, Francis Howell High School, St. Charles, Mo.; Derek Smith, Renton High School, Renton, Wash., and Ana Rosenthal, The Hockaday School, Dallas, Texas.

The Fund began the National High School Journalism Teacher of the Year program in 1960. More than 300 teachers have been honored since it began.

The Dow Jones News Fund is a nonprofit organization supported by the Dow Jones Foundation, Dow Jones and Co., publisher of *The Wall Street Journal*, and other media companies. Its mission is to encourage high school and college students to pursue journalism careers by sponsoring workshops and providing internships.

SPLC director LoMonte sees dual purpose for journalism education

David W. Bulla
PAST HEAD, ZAYED

WASHINGTON, D.C.—Frank LoMonte is a mass communication legal expert. The executive director of the Student Press Law Center, LoMonte specializes in freedom of the press for student journalists at the high school and college level.

But he also might just as well as being an advocate for education in general. For example, when he starts talking about the value of journalism education, he shows the enthusiasm of a head coach about to lead his team into battle against an arch-rival.

"There's a vast deficit in civics education in America," LoMonte told high school and college teachers at the AEJMC Scholastic Journalism Division Capital Teach-In on Wednesday. "However, this a great opportunity for journalism education

because journalism class becomes a two-for: (1) students learn how to report and write; and (2) they get an education in civics, learning how to think about an issue, what does it mean to one's life and how one can change something that needs changing."

Awareness is another civic virtue, he said. LoMonte noted that Washington, D.C., has a students' bill of rights, but it is not well publicized. He encouraged teachers in the district to look it up, know what's in it and spread the word in their schools.

The district safeguards the First Amendment rights of free speech, assembly and expression for its students. Based on the 1969 Tinker v. Des Moines U.S. Supreme Court ruling, the following examples of free expression are protected: wearing political symbols

such as armbands or buttons; participating in political and social organizations; using student bulletin boards without prior restraint; and publishing student publications, including newspapers and yearbooks.

Putting these rights into action offers significant pedagogical potential.

"Student journalists have the time and interest to ask the deeper questions," LoMonte said, referring to the wealth of information in the public domain from school districts and state boards of education. "This is something professional journalists in big cities cannot do when it comes to covering education. They only show up on campus when there has been a shooting or bomb threat."

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TOY Austin says advisers must annually adapt

Story & Photos By David W. Bulla
Past Division Head, Zayed

WASHINGTON, D.C.—Dow Jones News Fund Teacher of the Year Ellen Austin says that if you look at a map of scholastic journalism programs that have gone extinct in the last three and a half decades, it looks like darkness overtaking light.

“We need to re-light those lights,” she told participants in the AEJMC Scholastic Journalism Division Capital Teach-In at George Washington University on Wednesday.

Austin taught at Palo Alto High School in California from 2007 to 2013. There she founded and advised *The Viking*, a student-run sports magazine.

“We need to invite readers to our publications,” she said. “You have to give them reasons to come to them.”

About half of the students at Paly, as the school is called, play sports, and that meant there were a lot of stories not being told in the tradition set up of student newspapers with only a page or two of each edition devoted to sports.

The *Viking* started in 2007 as a print publication. Now it is both a print and online enterprise that takes advantage of digital technology and social media. She calls all the technology changes



Dow Jones Teacher of the Year Ellen Austin delivers her speech at AEJMC in Washington, D.C.

advisers and student face a tsunami, but she encouraged the teachers at the GWU workshop to embrace the changes.

And this can be difficult because students are natives of a world with smart phones, Google, an on-demand attitude and social media, but advisers grew up in a world dominated by television, landline telephones and reading tradition print media in our free time.

Austin said that one thing she and her students have discovered is keeping names

simple and consistent. Whatever your name is on Twitter, that's what it should be on email or Instagram.

How do teachers and students manage the intense work flow of 21st-Century journalism?

“Adapt one new thing every year,” Austin said.

For example, based on the example of *Sports Illustrated*, *ESPN the Magazine* and *Grantland.com*, she encouraged her students to try long-form features one year.

The Minnesota native also said it is important to “defeat the yabbits,” which happens when students don't want to do something because they assume it can't be done.

“The yabbits are deadline,” she said.

Usually, this happens when it comes to getting access, interviewing someone in a position of authority or dealing with new software.

“They are terrified to fail,” she said. “If you do something wrong, they think, you will fail at life.”

Austin also worries about students burning out because the program is so demanding.

“Make sure the work is evenly dispersed,” she said. “And your editor need time off.”

Finally, she remarked that the journalism classroom today is omnipresent.

“Write anywhere, shoot anywhere and publish anywhere,” she said.

After seven years at Paly, Austin began as the director of journalism at the Harker School in San Jose, Calif., this fall.

“They (high school students) are terrified to fail. If you do something wrong, they think, you will fail at life.”
--Ellen Austin,
Dow Jones Teacher
of the Year



HONORS LECTURE

High school newspaper advising helped shape worthy scholastic journalism career

Karen Flowers
SOUTH CAROLINA

Good evening friends of scholastic journalism.

I have been pinching myself for eight months trying to fathom why I was asked to deliver this year's lecture. The reason that comes to mind most often is that I was part of the proverbial "if you miss a meeting, you never know what kind of assignment you are going to get."

I had not missed a Mid-Winter meeting of the Scholastic Journalism Division since 2000 – the year I ended my career as a high school English/Journalism teacher to begin a career with the University of South Carolina's then College of Journalism and Mass Communication.

Even though I couldn't go to the meeting this year, I kept up with what was going on through Julie Dodd's blog.

Sunday afternoon following the meeting, I was in my study reading the blog when my phone rang. It was Julie. And Vanessa Shelton. And Judy Robinson. They were at the St. Petersburg Pier. I was envious. I, too, had been there the previous 12 years.

I thought they were just calling to say hello and tell me they had missed me at the meeting. They are friends like that.

When I told Julie I had been reading her blog, she said she needed to add something but thought she should talk to me first.

That's when she told me I had been nominated to give the Scholastic Journalism Division's Honors Lecture this year.

I was stunned. Who was I to give such a speech?

I thought about all the people who had gone before me and thought to myself, "No way. I am not in their league."

After the usual, "Oh you can do this. Yes, you can," from these three role models, I thanked them for the news, hung up the phone, and walked in the den to tell my husband the unbelievable news.

Then the thought struck me. I am NOT in their league, but I AM a product of the



Karen Flowers delivers her Honors Lecture at AEJMC in Washington, D.C. (Photo/Bruce Konkle)

very organizations I now direct and that our division of AEJMC – the Scholastic Journalism Division – focuses its work on.

I am a product of the work of scholastic journalism organizations.

If it has not been for the South Carolina Scholastic Press Association and the Southern Interscholastic Press Association, I would have been a journalism adviser dropout.

SCSPA and SIPA got me on solid ground, and then Quill and Scroll, JEA, NSPA and CSPA helped me mature as an adviser, which allowed me to help my students more.

And the support of the Student Press Law Center through the years also has been invaluable. My students and I would not have survived our best work without the help of Mark Goodman, Frank LoMonte and all the SPLC staff.

Getting involved in scholastic journalism two years into my career as an educator was not only a defining moment in my

professional career but also in my personal life. Working with high school journalists was challenging, fun and rewarding. Working with other advisers throughout South Carolina and the Southeast region – and ultimately the whole country – provided a network of support and a whole new group of friends, many of whom would become close friends for life.

These people understand what it is like to be a teacher, a counselor, a bookkeeper, a mediator, a liaison, a friend, and sometimes even a parent, all at the same time, and they understand what is like to be changed by students who love a challenge and who love to make a difference in the lives of those around them.

Teaching and advising journalism students in high school 28 years and working with students and advisers 12 more as director of SCSPA and SIPA have defined who I am and have provided a passion in my life few people are blessed to have.

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Honors Lecture

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When I taught the advisers class at the Carolina Journalism Institute, I always began by telling the advisers not to worry about what they didn't know. They just needed one thing to begin their journey in scholastic journalism: passion.

They needed a passion for learning and a passion for helping students discover their potential.

To illustrate this point, I always shared the beginning of my own story.

I had just finished my second year teaching English at Airport High School in West Columbia, S.C. Someone had told me the teacher who worked with the newspaper was going to quit if she didn't get some help. I remember thinking, "How hard could that be? After all, I am an English teacher. I teach writing. Journalism is writing, isn't it?"

So I volunteered to help her even though I had never been involved in high school or college journalism. You know youth is a wonderful thing. You aren't afraid of what you do not know.

Not long after I told her I would help, the newspaper adviser asked me to stay with the staff one night. I – was – so – excited. But the reality of what had I gotten myself into hit when the editor handed me a piece of paper and said, "Will you check these bylines?"

"Bylines? What is a byline?" I thought.

Yes, my friends. That was the beginning of my career in scholastic journalism.

Soon I became the sole adviser to the *Eyrie* newspaper. The teacher who wanted HELP saw an opportunity to get out of advising. She did continue as a mentor, but by the end of the semester, she had turned the advising responsibilities over to me.

Once again, I didn't know what I didn't know.

One recommendation the former *Eyrie* adviser had for me was to check out the S.C. Scholastic Press Association. She had participated in the organization's conferences and thought I would benefit too. Thus I began going regularly to the SCSPA fall and spring conferences.

As I worked with my staffs and learned from the sessions at SCSPA, I began discovering new ideas, new challenges, new ways of thinking and new ways of writing.

I discovered the excitement of deadlines,



Division Head David Bulla presents Karen Flowers with a plaque as part of her Honors Lecture at AEJMC in Washington, D.C. (Photo/Bruce Konkle)

the thrill of challenging story ideas and the pain of controversy and misunderstanding. I saw lives changed when students realized they could make a difference in other students' lives by what they covered and how they wrote. I was honored to stand by students who were misunderstood as well as students whom others lauded with praise.

My story is the story of my students. It's what *they* accomplished and what *they* learned about themselves and about life. When Dr. Seuss wrote, "Oh the places you will go," he must have had scholastic journalists in mind.

I advised the *Eyrie* from the spring of 1972 through the spring of 1979. We first worked on the paper in the back of my classroom, and then we moved to our very own staff room – the former coal storage room....that's C-O-A-L. The room was tiny and had no windows, but we had our own IBM Selectric Typewriter.

Instead of the old-fashioned type bars that swung up to strike the ribbon, the Selectric had a little ball that rotated to the correct position. Every time you wanted to change a font, you had to change a ball.

To justify type, we had to key in each line twice. The first time we typed, we got a code. We entered the code and retyped the line, and voila! It was justified. I don't think it ever dawned on me at the time how slow this process was. We were just so excited to have the ability to set our own type.

In the spring of 1979, I got a call from the adviser of *The Stinger* at Irmo High School. I had met Anna Hicks at one of the SCSPA conferences. She told me she was going to be English department head and wanted to know if I was interested in taking over advising the newspaper at Irmo.

The Stinger and the *Eyrie* were rivals in state competitions. Airport and Irmo were rivals athletically. I really didn't want to

leave, but when I went to my principal and asked if they would give me even a small stipend – I was getting zero monetary compensation at the time – he said it was impossible.

So I decided it was impossible for me to stay and went over to the enemy.

Way before my mentor and friend, Bruce Konkle, started talking to me about working on the history for the SCSPA 75th anniversary, I think he was whispering in my ear, "History...history...remember to preserve the history."

So during my last three years at Irmo, I worked with a former Irmo assistant principal who had copies of ALL *The Stingers* even going back to its predecessor, *The Gay-zette*. I had them bound and donated a complete set to the library, put an almost complete set in *The Stinger* staff

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Honors Lecture

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room, and kept a set that included the years I advised.

In preparing for tonight, I looked through my own bound volumes.

As I flipped through the pages I began to think about stories the staffs covered, and I thought about the students on those staffs. The roller coaster of advising came crashing into my study where I was working, and I remembered with amazement the years I worked with 21 staffs at Irmo High School. I remembered what I learned from my students and what I hope they learned from me.

That's what scholastic journalism is, isn't it?

It is learning together and sharing that learning with others even when what we learn hurts. Such reciprocal learning is probably the most rewarding aspect of my being a scholastic journalism adviser.

I want to tell you about a painful learning experience for me that I am certain was ultimately painful for the young journalist involved. The story begins Sept. 19, 1986.

While getting ready for the Friday night football game, I received a phone call from a woman who informed me she had been quoted in *The Stinger* that had been distributed that day, but she said she had never been interviewed by anyone on my staff. She insisted on coming to my house to discuss the situation.

After several hours of a one-sided discussion in which I got my ears filled with what I should have done and what I should do now, I told her I would be in touch.

As soon as she left, I called the reporter. She denied any wrongdoing. Over 50 hours and several conversations later, her parents called and asked me to come to their house.

The reporter had finally told her parents the truth. It was all about a missed deadline. She finally confessed that she had tried unsuccessfully to contact sources for four or five days and because her story was already late, she decided to compose fictitious quotes based on information she had read in the daily newspaper and ideas she had heard discussed around the school. The reporter had put the source's name on

the quotes saying she thought the source could have said them.

I was flabbergasted!

Where had this reporter been when we discussed responsibility in Journalism I? Where had she been when we discussed over and over that every journalist has a responsibility to the public to report only the facts and to report them accurately and fairly? Where had she been throughout her sophomore year and again in her junior year when we discussed the sacred trust a journalist has to be accurate, fair and responsible to sources?

But now, as a senior, she said when she wrote the article she did not forget what she had learned, but instead, thoughtlessly put it aside because of a missed deadline.

In a letter my editor and I wrote in the next *Stinger*, we explained what had happened. We wrote: "The reporter's utter lack of judgment and responsibility has destroyed the accuracy and credibility of the article and possibly the newspaper itself."

We made sure our readers knew how seriously we took this error in judgment: "The reporter has been removed from her position on staff," we wrote. "She will not be allowed to write for *The Stinger* for the remainder of her senior year, and she has been deleted from the Quill and Scroll rolls."

To this young lady's credit, when she was given the option to drop the course or stick it out even though she could not write anymore, she chose to stick it out. The lesson was a hard one, but she chose the right course and all of us learned from the experience.

The principal, new to the school that year, was getting his first taste of scholastic journalism. Not a very good start for my staff, and the impression he had of the newspaper would get even worse in the next issue.

Drug testing was in headlines everywhere: schools, athletics and South Carolina politics.

The Oct. 17, 1986, *The Stinger* carried a staff editorial, pro/con editorial columns

and a cartoon on the topic of drug testing.

The staff editorial explained why the district's Drug and Alcohol Abuse Policy was being followed consistently despite, as the editorial said, "rumors of inconsistencies in punishment and favoritism for certain students."

The headline on the pro-editorial column read: "Drug testing can work given a chance" while the con-editorial column headline said: "Blood, hair and urine are private property."

But the editorial cartoon would be all anyone would remember.

The cartoon satirized the debate between South Carolina's two gubernatorial candidates: Carroll Campbell and Mike Daniel.

I wish I could show it to you, but just imagine:

You see the back of a man standing at a podium. You know the man is supposed to be Carroll Campbell because the artist has written "CAMBELL" in a box on his back. Please note that the artist spells the name C-A-M-B-E-L-L. There is no "P."

The man's left arm is raised, and he is holding a small cup. In parenthesis by the cup with an arrow pointing to the cup, the artist wrote: "Mr. Cambell's (again spelled without the 'P') personal sample available for public scrutiny."

The words in the balloon above the man's head say: "I am very serious! Would you vote for Mike Daniel, or would you vote for me, a man who is willing to share his wee-wee with all of you. Wee-wee shall overcome!"

I was not at school when the papers were put in teachers' boxes Thursday afternoon for Friday morning's distribution. I was downtown working with Bruce Konkle on SCSPA's 60th anniversary celebration.

I remember telling the other advisers working with us how excited the staff and I were because we had a front-page story on the S.C. State Fair that was opening that night. It's rare for a monthly publication to have a headline saying: "Fair opens tonight in Columbia." To get that story two staff members had come up with the idea to

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travel to North Carolina the week before to interview fair employees who would be in Columbia.

We were much more excited about the State Fair story than the drug testing editorial, columns and cartoon.

When I got home from the SCSPA meeting, a friend called and asked the strangest question.

He said, "Need some help cutting out cartoons?"

Now this friend has a warped sense of humor, and I wondered what in the world he was talking about.

Suddenly he said, "You don't know, do you?"

He went on to tell me that late in the afternoon, administrators had pulled the papers from the teachers' boxes. It seems some faculty members working after school had gone to their boxes and saw the papers. Soon a group of them went to the principal and told him he should not allow that paper to be distributed. They said the vulgar language in the cartoon was inappropriate for a high school audience.

I found out later the teachers who objected to the cartoon were part of the social studies department. So much for teaching of the Constitution's First Amendment!

The principal gave the order to pull all the papers. In his defense, he didn't have a good first impression of the newspaper after the first issue, so why should we think he would try to talk with us before censoring the paper?

He would learn soon enough the important lesson about relationships among administrator and staff and adviser.

Word about the censorship spread quickly.

My editor and I were in the principal's office early Friday. Among the comments the principal made was this one: "High school students should not cover politics. They really have no right to be involved in a process they can't even participate in."

He wanted the staff to replace the offensive cartoon and reprint the paper. The school would pay for the reprint.

My editor refused.

Then the principal suggested just pulling

the opinion pages from the other 20, and we could distribute the rest.

Again the editor refused.

I just sat still and let the editor do the talking. That was my job. I had already advised him before we went in. We left the principal's office with no resolution. Fliers were posted all over the school asking what had happened to the First Amendment.

I left school Friday not quite knowing what would happen. But thank goodness for students who listen and learn. My staff knew what to do, and they did not need me. I had already done my job. I had taught them their rights and responsibilities.

Without my knowledge, the editor and another staff member went to *The State* newspaper Saturday and told their story. Monday morning the front page of the Metro section had an article about the censorship AND a copy of the cartoon!

Since it was a moot point that Irmo students shouldn't SEE the cartoon, the principal allowed distribution Monday afternoon.

To remind me of the power students have when you teach them their rights and their responsibilities, I still carry a letter to the editor that appeared in the Oct. 27 *State* paper.

It said: "The thing I found most appalling about the editorial cartoon from the Irmo High School *Stinger* was not the depiction of Carroll Campbell holding up a specimen cup, but the fact that the child had twice misspelled Mr. Campbell's name."

That CHILD, as the writer calls the artist, received an invitation to apply to Harvard because of the notoriety he received from the cartoon.

I am certain that the tenacity and assertiveness of this staff's not backing down when the principal asked for the cartoon to be cut or replaced is a major part of the reason *The Stinger* didn't have a lot of issues after the Hazelwood ruling (Jan. 13, 1988) - just a little over a year later.

All we had to do was mumble something about going to *The State*, and we were left alone.

Ten years later, and under another principal, *The Stinger* staff learned about

another form of censorship - the censoring of human beings who are different.

At that time the staff worked with an entertainment organization called Shagg. They helped high school publication staffs get interviews with up-and-coming musicians and sent tapes of about-to-be released albums to review. A representative from Shagg called and asked if we would like to have a FREE concert at Irmo. She said The Indigo Girls were on tour and would like to perform at some high schools.

Of course THIS hip adviser had no clue WHO The Indigo Girls were, so I said I would get back to her when I talked with my staff.

When I told them about the invitation, they started squealing and hopping around the staff room - well, the girls did anyway. They told me how cool this concert would be and what a great duo The Indigo Girls were. They assured me we would be the envy of all the other schools in the district - heck, in Columbia or even the state!

So I went to the principal with the proposal and asked for permission to have the concert. He said the idea sounded good and asked me to give him a tape of the group's music, so the administrative staff could approve the concert.

I did.

As much as I would like to share the whole story with you, I will just give you some highlights of the next several days:

Principal cancels concert, citing problems may occur with crowd control - my staff believed parents pressured him to cancel the concert because the Indigo Girls were gay

Irmo High School student body protests with a walkout May 7, the day the concert had been scheduled; some students were suspended

Reporters flock to *The Stinger's* publication room interviewing staff members for print and broadcast

The Indigo Girls come to Columbia anyway and book the Township auditorium

The Indigo Girls invite *The Stinger* staff features editor to come back stage to interview them

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The State paper asks the features editor to write a review of the concert

This features editor – Kaaren Wells (Hampton) – years later became *The Stinger*'s adviser. Today she is an assistant principal at Irmo.

This story in some form or another has happened to many of you. And you and I know that when a publication is censored in any form, the censored information gets out and goes to a much broader audience than we ever intended.

Just like the censored cartoon, the news about the cancellation of The Indigo Girls concert went out to a national audience and put our school and community in a negative light. And this happened BEFORE social media!

As I said at the beginning, scholastic journalism changed my life. I know many of you have been changed by your scholastic journalism endeavors too. I want to tell you about two young men who came from very different backgrounds but who both found solace by being a part of a publication family.

Jason was from an upper middle class American family. He sat in my Journalism I classroom with his head lowered. Long, blond hair fell over his shoulders. I had to find some way to get through to him. His writing was the key. No one had ever encouraged him to write what he knew, what he felt, what he wanted to share with others.

I challenged him to write a music review for the newspaper even though JI students didn't normally get to write for publication. His review was accepted, and that was the beginning of his work on our newspaper. He went on to become the entertainment editor, challenging readers and administrators alike with his thought-provoking columns and reviews.

At the Quill & Scroll banquet Jason's senior year, his dad came up to me and said, "Thank you for saving my son."

I was shocked and asked what he meant. He told me about the destructive path Jason had been headed down before taking

journalism and how after getting involved with the newspaper his life had taken on a positive focus.

Because of his work in journalism, his dad knew his future was secure. He was right.

Roy was not from America. He was living with relatives. His mother had been murdered right in front of him when he was young. At times he seemed to have a chip on his shoulder; at other times he just wanted to be part of the group. I knew he was troubled, but I didn't know how troubled until after graduation.

Roy wrote a standing editorial column, and it often got negative responses. He loved to get under people's skin and make them think. He loved to see their reaction. He said he was writing satire, but readers often couldn't see that.

Several issues before the end of the year, he wrote a column about how all people stereotype others who are different from them. The column was particularly scathing, and students and faculty alike were furious. Teachers talked all day in classes about the column and attacked the writer for his viewpoint. The attack was personal, and I worried about his welfare. Never mind that the points he made were right on target. His word choices in describing the stereotypes hit raw nerves. I should have foreseen the reaction and worked with him more. But the damage was done, and I could only be there for him in the aftermath of the fury.

After he graduated, I received a thank you note from Roy. He wanted me to know he appreciated my helping him through the stormy months at the end of his high school career and explained why he wrote his columns as he did. He told me things he never had about his life. Nothing mattered to me except I had been able to help him through a difficult time in his life.

That's what scholastic journalism advising is about. Helping students – not just with the emotional ups and downs of the teen years, but helping them discover gifts and talents in written, oral and visual communication, technology and interpersonal relationships, helping them

see they can make a difference, in their own lives as well as the lives of others.

Timing, they say, is everything. And it is so true.

After teaching English, journalism and creative writing 30 years and advising a newspaper 28, I had the opportunity to give back some of what had been given to me. I was able to retire from public school teaching and go to the University of South Carolina's then College of Journalism and Mass Communications.

Thanks to Beth Dickey, SIPA executive director, Ron Farrar, interim dean of the j-school and Bill Rogers of the S.C. Press Association, in the fall of 2000, I was hired to set up and direct a program that would be a partnership between the state press association and the j-school. Its purpose was to bring professionals in the newsroom and professionals in the classroom together. I named the program PRO – Professionals Reaching Out. The partnership, and thus the program, lasted two years.

So in 2002, Bruce Konkle offered me the chance I had been waiting for and didn't even know it. I didn't know how much his offer would mean to me.

He said he wanted to have more time with his family, and he wanted more time to devote to his research and asked if I would take over SCSPA. I had learned so much from SCSPA directors Dennis Jones and Ann Herlong and Bruce, and now I had the opportunity to give back to others. Of course I accepted.

Two years later I began directing SIPA's summer workshop, the Carolina Journalism Institute and in 2005 when Beth retired, I became director of SIPA.

Bruce Konkle, director of SCSPA 17 years, and Beth Dickey, SIPA executive director 33 years, not only gave me invaluable knowledge, experience and support while I was a high school adviser, but they both have been wonderful mentors as I have worked with their former

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organizations.

I have tried to keep both SCSPA and SIPA as strong as they were under Bruce and Beth and with the help of Leslie Dennis, scholastic press manager, and our office assistants, I have tried to keep us on the cutting edge of the digital age.

Much of what we do is still like it was in my high school staff room. We all love scholastic journalism.

Leslie worked on her school's newspaper four years, and as a senior was editor and SCSPA Journalist of the Year. All of our office assistants have been former scholastic journalists but two, and we have indoctrinated them. One was Jenna Eckel, a student I spotted in my Mass Media Writing class as a hard worker who loved to learn and was attentive to details. I asked her to work for us, and she learned about scholastic journalism and its family by working as the 75th anniversary intern. Boy did she ever learn! Now she is as passionate as the rest of us.

BP Turner was actually on a yearbook staff, but she had not participated in our scholastic activities. I found her, like Jenna, in my J202 class. Now she not only loves scholastic journalism but she is toying with the idea of teaching English and becoming a publication adviser.

Um-m-m-m-m-m. Wonder where she got that idea?

One of the highlights of my journey as a director, perhaps THE highlight, was having the privilege to work on the 75th anniversary of SCSPA. Not only was it rewarding to work on a project of this magnitude, but also getting to bring back former students to teach and celebrate with us was heartwarming and emotional.

I love looking at pictures of one particular group of four – Erin, Kevin, Marc and Cece – all but Marc are in professional journalists and Marc works with Tumblr, so he has his hands in the journalism pot.

I loved watching and listening to this group as they went through those bound volumes I told you about – I had borrowed them from the Irmo library for the anniversary celebration. I laughed as they argued about whose idea certain stories were and how they covered them.

Now they give back too. They have

judged for us, and they give their advice based on their experiences in the real world. I emailed Erin two weeks ago after reading one of his articles on “Sextortion of Minors Online.” I asked if he thought high schools should cover this. His response:

“Yes. I would recommend the topic for high school coverage, yes. Covering it would not be easy, but the primary targets, according to the authorities, are tweens and young teenagers, which includes some high school kids. So if I were a high school newspaper editor, and I had the chance to illuminate this by, say, interviewing a student who had been through it — anonymously, probably — I'd do it in a heartbeat.”

And then he offered his help.

That's what we do in scholastic journalism. We give and we get back.

Those of us who have been in scholastic journalism a long time may sometimes get to see former students become today's advisers.

One such former student, Amy Medlock-Greene, now advises the newspaper and broadcast program at Dutch Fork High School, Irmo's rival, and is the SIPA chair. Amy and I just got back from a finance committee meeting where once again we sat together and brainstormed, only this time it was agendas, finances and project ideas.

And this now veteran journalism teacher, who learned about Tinker v Des Moines in our Journalism I class is helping plan the SCSPA fall conference where she will get to meet Mary Beth Tinker when the Tinker Tour comes SCSPA.

I loved my years as an adviser, and I have had 10 wonderful years as a scholastic journalism organization director. For 28 years I loved getting up each morning and going to work as a publication adviser. Now I love my work with SCSPA, SIPA and CJI. I love talking with advisers and students about their problems and working together to solve them. I love talking to students about a career in journalism and encouraging them to apply for scholarships our organizations offer.

Working with Leslie and the assistants is not like a job. It's too much fun. Oh, I have

my share of frustrations and stress, but the problems are usually with my old-school ways and my lack of new technology knowledge. Facebook, Twitter and online publishing are things I am having to learn, and I am so grateful to have wonderfully patient helpers in my office. I am fortunate they laugh *with* me and not *at* me.

The excitement I felt in my high school publication classroom still fills the office in which I work. At one point last spring I was reminded of the adrenaline rush I used to get in high school when the staff would get excited about an upcoming controversial story – the kind of story that Dean Al Scoggins would always ask me about – I can still hear him asking me, “So what are you all digging up over there at Irmo these days?”

Last spring the same kind of adrenaline rush was from the excitement as deadlines for all three organizations converged on the same three days. What chaos we had. But we persevered and a form of calm returned to the office, even if only for a few days.

Those of us who have been advisers of high school media know that we were pretty much alone in our efforts. No other faculty member and certainly no administrators understood what we did.

But we weren't alone when we went to conventions and workshops. We had our scholastic journalism family. My best friends are scholastic journalism advisers and SPA directors. One of the things I look forward to each fall now is a gathering of The Sisterhood, five scholastic journalism soul mates.

People ask me when I am going to retire. I used to say, when the passion is gone. But I don't think that is going to happen. It isn't going anywhere. So my new answer is “It won't be as long as it has been!”

The passion for the world of scholastic journalism is very much alive in me, and I look forward each day to instilling some of my enthusiasm for scholastic journalism to those who look to me for advice.

Thank you for allowing me to share some of my scholastic journalism world with you. Thank you for being a part of my scholastic journalism family. And thank you for blessing me with your friendship.

CALL FOR PAPERS

The Scholastic Journalism Division of AEJMC is accepting submissions of research papers for its 2014 Midwinter Meeting, which will be held Jan. 3-4 in Nashville, Tenn. Papers can be on any topic related to journalism education (at all levels); the student press; media, news, and civic literacy; youth journalism; or related fields. We welcome submissions from all theoretical and methodological perspectives.

The best papers should be theoretically based, methodologically rigorous, and clearly relate to a current issue facing journalism and/or civics education.

Papers should be submitted with 12-point Times New Roman type, and double-spaced. Papers should not exceed 25 pages in length, not counting references,

tables, and appendices.

All submissions should be sent electronically via e-mail attachment to ScholasticJNResearch@gmail.com by Monday, November 4, 2013 at 11:59 p.m. Eastern Standard Time. Only Microsoft Word or PDF files will be accepted. Those papers selected by peer review will be presented during the Midwinter Meeting Jan. 3-4, 2014 at the John Seigenthaler Center at Vanderbilt University in Nashville, Tenn.

Your double-spaced paper should follow either the Publication Manual of the American Psychological Association or the Chicago Manual of Style.

In the BODY OF THE E-MAIL to ScholasticJNResearch@gmail.com, please provide the following CONTACT

INFORMATION: name, title (or student status), and affiliation of all authors, and the name, address, e-mail address and telephone number of the principal author. Please do not include names of authors or other identifying information on any page of the attached research paper. Electronic files will be sent DIRECTLY to reviewers to be blind-reviewed. After the cover page of the paper (WITH TITLE and Running HEAD ONLY), include an abstract of no more than 75 words.

At least one author of each paper accepted will be expected to attend the AEJMC Scholastic Journalism Midwinter Meeting to present the paper. For more information, please contact the Scholastic Journalism Research Chair Adam Maksl at (812) 941-2892 or amaksl@ius.edu.

LoMonte

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The SPLC leader mentioned several possible story ideas for student publications, based on the idea of localizing such information.

“The leading reason for suspension and expulsion in almost every state is ‘defiance of authority or insubordination,’” he said. “What does that mean? What about

prohibitions against cell phone usage or banned websites.”

LoMonte said to see how these played out in the district and the school building. He also told teachers not to be fooled by a wide application of FERPA, which does not apply to anonymous statistics that point to certain trends.



Student Press Law Center Executive Director Frank LoMonte argues the need for greater civics education in schools. (Photo/David Bulla)

Division award winners honored at annual conference

Geoffrey Graybeal
Newsletter Editor, Texas Tech

The annual AEJMC conference is a time to bestow awards on worthy recipients, and this year’s gathering was no exception. Four educators and scholars from the Carolinas left Washington, D.C. with the division’s top honors.

Monica Hill, director of the North Carolina Scholastic Media Association, was honored as The David Adams Journalism Educator of the Year Award. The award recognizes a deserving division member for his/her outstanding performance in the college/university classroom and in scholastic journalism workshops and conferences.

Linda Florence Callahan, a faculty member at North Carolina A&T State University, received the Robert P. Knight Multicultural Recruitment Award. Dr. Callahan has encouraged, advised, and supported under-represented students in journalism for more than three decades at five different universities.

Bruce Konkle of the University of South Carolina was presented with the Laurence Campbell Research Award for Top Faculty Paper. He wrote about the early history of high school journalism, bringing together fragmented information from various historical records.

Meredith Clark, a doctoral student at the University of North Carolina at Chapel Hill, earned the award for top student paper. Her

study used ethnographic methods to explore how students worked to create and produce a new and innovative digital news product.

“Winning the top student paper award in the Scholastic Journalism division was a timely affirmation of the work that stands to be done in journalism pedagogy,” Clark said. “Spending the summer with Reese News Lab was eye-opening in terms of pedagogy in action. I was delighted to have the opportunity to share my findings with a larger audience. To have the work win an award was confirmation that scholarship has a place in a space that’s dedicated to innovation in journalism.”

Clark, a former reporter for the Tallahassee Democrat, is a Roy H. Park Fellow in the School of Journalism and Mass Communication at the University of North Carolina-Chapel Hill.

Midwinter Meeting Registration Form

Jan. 3-4, First Amendment Center, Nashville

Name: _____

School/Business/University: _____

School Address: _____

School Phone: _____

E-mail Address: _____

Home Address: _____

Home Phone: _____

Home E-mail Address: _____

Check one:

_____ \$75 registration fee for Scholastic Journalism Division members

_____ \$40 special registration fee for graduate students, first-time attendees and current high school journalism teachers

Make your check payable to: AEJMC Scholastic Journalism Division
Mail your check and
this registration form to: Jeff Browne
Armory 1B27
1511 University Ave.
478 UCB
Boulder, CO 80309
Mail check and form by **Saturday, Dec. 10.**

A group dinner will cap off the activities on Saturday evening.

I plan to attend.

I can drive my car/my rental car as part of the carpool to dinner Saturday evening.