

SCHOLASTIC SOURCE

October 2002

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Writing seminar to highlight mid-winter meeting at Poynter

By John Hudnall

Division Vice Head
University of Kansas

Same place; new face. The annual Scholastic Journalism Division mid-winter meeting will return to the Poynter Institute for Media Studies in St. Petersburg, Fla., Jan. 10-11, 2003.

However, the schedule has been altered to accommodate a writing seminar Friday from 1-4 p.m. conducted by Al Tompkins and Chip Scanlan, faculty members at the Poynter. Their seminar will deal with writing across media lines.

Tompkins is the Broadcast/Online Group Leader at the Poynter and Scanlan heads up the Reporting, Writing and Editing Group.

Following the writing seminar the official reception will take place followed by the annual business meeting.

Saturday sessions will begin at 9 a.m. and close by 4 p.m. In addition to the traditional research session, we have also scheduled sessions on student evaluations, the RTNDF project, and a session on palm pilots.

Anyone who would like to participate on one of these panels should contact John Hudnall, kspa@ku.edu or (785) 864-7625. These panels are still a work in progress and we need volunteers to serve on them.

Hotel reservations may be made at the Hilton St. Petersburg Hotel by calling (727) 894-5000. The reserva-



Chip Scanlan



Al Tompkins

tion deadline is Dec. 10. The rate for AEJMC Scholastic Journalism Division members is \$90, single or double occupancy. Be sure to tell them you are with the SJD group in order to get the special rate.

Saturday Sessions

Jan. 11, 2003

Research

A session with refereed paper presentation.

RTNDF Project

National study of electronic (broadcasting and online) media in high schools.

Student Evaluations

Taking a look at the rationale behind the Council on Higher Education accrediting body requirements.

Handheld Computers

Hands-on workshop on how to use Palm and Pocket PC in teaching and learning.

Panel ideas needed for 2003 convention

It's already time to be planning the sessions for the 2003 convention, to be held in Kansas City, July 30-Aug. 2.

Our division must submit session proposals to the AEJMC headquarters by Nov. 1. Decisions on the sessions to be held

and their times will be determined at the Council of Divisions meeting that John Hudnall and I will attend in early December.

If you have an idea for a session, please e-mail me as soon as possible—

jdodd@jou.ufl.edu

Here's the info I need:

- Title of session
- Brief description of session
- Possible panelists
- Names of other divisions

Please see PANEL, page 11

Head Lines

SJD Web site:
http://grove.ufl.edu/~sjdae-

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Commission on Status of Women
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Convergence and how we think about teaching writing

In discussing writing print news stories in my introductory media writing class, we've talked about writing a 1-sentence summary lead, writing in the inverted pyramid and including attribution.

But we've also talked about news delivery in terms of convergence, extending the brand, repackaging news for the Web, writing for the 24-7 news cycle, doing a stand up for the company's television station, and using an intranet to share story information between newspaper, television and Web reporters working for the same organization.

Many of these concepts and terms didn't even exist a few years ago. Now they are important factors in how the media works.

Most higher ed. communications programs are dealing with the issue of how to address convergence in the curriculum. At our last mid-winter meeting, Jack Dvorak (Indiana), Mark Herron (Indiana), Judy Robinson (Florida) and Laura Schaub (Oklahoma) discussed technology and teaching and learning.

In considering how to incorporate convergence, we are grappling with a number of concerns:



Julie E. Dodd

■ How can we best prepare our students to be effective and competitive in entering the media market?

■ How can we develop the most effective teaching/learning model for our programs considering the limitations of accrediting standards and college budgets?

■ How can we balance helping students learn the fundamentals of good writing (interviewing, story organization, grammar, etc.) and also include opportunities for students to learn skills involved in delivering a story for television or the Web?

■ How do faculty prepare to teach skills that were not part of their own experience when working in the media?

The Journalism Department at the University of Florida is involved in that curriculum review/revision process. And I know many of you are in programs dealing with that, too.

Send me an e-mail

If curriculum change in response to convergence is of concern to you, I encourage you to take a few minutes to send me an e-mail responding to several questions.

What I'd like to do is use this information both to share with our department as we consider how to modify our program and as information that David Bulla, a division member who is teaching with me, and I can use in formulating a research paper.

■ What changes have you made in teaching media writing in the last 3-5 years to address convergence and new media? For example, are you including broadcast writing or writing for the Web? Are students

learning to edit tape to be sound bites or create Web pages?

■ Explain a writing assignment that you include in a media writing class that requires the students to write for broadcast or the Web.

■ How do you think having students write for other media (i.e., broadcast and the Web) has affected their ability to write for print?

■ How have faculty members prepared to teach convergence (i.e., attending workshops to learn skills, having release time to develop curriculum)?

In your e-mail, please include your name and your school's name. We'll be compiling this information—and may get back in contact with you to discuss your program in more detail.



Teaching and Technology—To help students learn interviewing skills, Julie Dodd conducted a model interview that was taped, digitized and placed on UF's streaming video server. Students viewed the interview on their computers and were able to pause the interview to take notes.

My Turn

Copyright & The Internet

You CAN download that image . . . but can you do it legally?

The Internet has made access to information a click away. But sometimes that click can get you in trouble.

This is especially true when it comes to news photos. Downloading a particularly nice image can really enhance a newspaper layout. And all you have to put is “Photo compliments of the Internet,” right?

WRONG!

According to the Student Press Law Center, “While the Internet is no doubt the optimum tool for promoting the free flow of information, it has also made copying such information easier than it has ever been, posing a threat to copyright owners.”

This means someone owns those photos—not a vague, unnamed “Internet.” And it means you need that owner’s permission, preferably in writing, to reproduce his or her work.

The issue came up frequently as schools attempted to print something about 9/11. The material they chose, unfortunately, often came from CNN.com or the Associated Press.

George Galt, AP in-house attorney for

intellectual property, emphasized this in an article for last winter’s Dow Jones Newspaper Fund’s Adviser Update. “Taking photos from the Web site of a commercial news organization for use in your own publication without permission is almost always going to be copyright infringement,” he said.

Some might say AP and CNN wouldn’t care—or wouldn’t know—if a student publication “borrowed” their work. Besides the ethical message you send to students with this philosophy, there may be another concern.

“We have a staff that goes looking for those who misappropriate our photos,” Galt said.

A recent discussion on the Journalism Education Association listserv, JEAHELP, showed the frustration of some advisers who know the law—and know it’s often broken.

“I hope that scholastic press associations revamp their judging booklets and TAKE AWAY points when photos are “borrowed, from the Internet,” said Bradley Wilson, JEA NewsWire and C:JET editor.

Wilson noted during the last year he had judged “yearbooks with entire spreads

‘borrowed’ from the Internet” and “photos submitted in photo contests with the student’s name as the author when the photo was ‘borrowed’ from the Internet.”

If the topic makes it impossible for students to take photos themselves, there are ways to use news photos of places your photographers can’t visit. Getty Images and other commercial agencies sell individual shots and packages of current events photos.

The Federal Emergency Management Agency (FEMA) shots are available for no charge, with the proper attribution at <http://www.fema.gov>. The Photo Library has a searchable database and includes storms and other disasters, including new shots of clean-up at Ground Zero. A photo use agreement is also on the site.

Of course many would argue students learn more from taking photos themselves and would be better off localizing any event, even one like 9/11.

“If we allow them to rely on ready-made images, they won’t learn to make their own, and our publications will likely suffer

for it,” wrote Cathy Sullivan, Harrisburg, Ill., on the JEAHELP listserv.

“While I will acknowledge that it’s sometimes impossible for the kids to snag the photos they need or want, I still think it’s important for them to do as much of their own photography and artwork as humanly possible,” she said.

Not all photos create these copyright problems. News photos do, but the Fair Use Doctrine does protect those who want to publish some kinds of copyrighted material. According to the SPLC Web site legal research section, four factors determine fair use:

- The purpose and character of the use. Such noncommercial uses as teaching, news reporting, —in other words the image is the news, not the event it depicts—criticism or commentary.

- The nature of the copyrighted works. Factual material like biographies or maps are more likely to be fair use than creative works.

- How much of the original work is used. This means using as little as possible and avoiding the “heart” of

Please see COPYRIGHT, page 11



Candace Perkins Bowen coordinates the Scholastic Media Program at Kent State University, advises future secondary school journalism teachers from the College of Education and teaches media writing, journalism teaching methods and desktop publishing.

Call for Papers

**Postmark
deadline is
Nov. 4, 2002**

The Scholastic Journalism Division of the Association for Education in Journalism and Mass Communication invites submission of original research papers to be considered for presentation at its mid-winter meeting, January 10-11, 2003, in St. Petersburg, Fla.

Faculty and student papers that involve any area of mass communication research that can be applied to scholastic journalism will be considered. Both faculty and student papers accepted will be eligible for top paper awards to be presented at the AEJMC Convention in August.

Some possible paper topics include:

- legal issues of the student press
- ethical issues of the student press
- administrative relationships: journalism education school and community support for high school journalism education
- journalism and mass communication in language arts
- preparation, certification and credentialing of publication advisers and journalism educators in secondary school
- multicultural and diversity issues in secondary school journalism
- content or production of high school publications
- the role of college journalism education in secondary education
- historical perspectives of secondary school/high school journalism education
- the role of high school press associations and other media organizations
- recruiting and retaining journalism students
- educational issues applicable to scholastic journalism

Please submit four (4) copies of your paper double-spaced in either typed or computer-printed form. Style should follow either the Publication Manual of the American Psychological Association or the Chicago Manual of Style. The name, title (or student status), and affiliation of all authors, and the name, address, e-mail address and telephone number of the principal author should appear on the cover sheet of only one copy. Please do not include names of authors on the cover sheets of the other copies or on any other page because papers will be blind-judged. Attach a separate sheet with an abstract of no more than 75 words to each copy. At least one author will be expected to attend the meeting to present the paper.

Postmark deadline is Nov. 4, 2002

Copies of the paper plus one abstract should be mailed to
 Prof. Tom Dickson
 Department of Media, Journalism & Film
 Southwest Missouri State University
 901 S. National Ave.
 Springfield, MO 65804-0095
 Phone: 417 836-5423; Fax: 417 836-4637; Email: TomDickson@smsu.edu

A note from Linda Waller

Since 1959 the Newspaper Fund has provided fellowships to thousands of high school journalism teachers and newspaper advisers. We have lost touch with many of our teacher fellows and would like

to find out where they are and what they are doing. If you know anyone who attended a high school teacher workshop sponsored by the Fund between 1959 and 2001 please send Jan Maressa the teacher's

name and current mailing address and/or e-mail address. You can send it to her at jan.maressa@dowjones.com or write to Jan at Dow Jones Newspaper Fund, P.O. Box 300, Princeton, NJ 08543-0300.

Member News

If your name isn't here, why not? If you're an SJD member, take a few minutes to e-mail Cheryl Pell at pell@msu.edu. Share your news and what you're doing.

Dennis Cripe, Franklin College, says "I've managed to get myself assigned to the college's tenure and promotion committee. A lot of work is done in January, but I'm hoping to carve out enough time to attend the Mid-Winter meeting."

Tom Dickson, Southwest Missouri State, has received a College of Arts & Letters Research Award for research he conducted from spring 1999 to spring 2002.

Mark Paxton, Southwest Missouri State, received a University Teaching Award in August. Faculty across campus compete for the University Awards in teaching, research and service.

Laura Schaub, Oklahoma, has taught a number of one-day yearbook student and adviser workshops in Oklahoma, Kansas, Texas, Arkansas, Arizona, New York and Canada this fall. (She is exhausted!) Laura, Mark Herron and Judi Coolidge are conducting a little study of how students covered Sept. 11 in their yearbooks last year. Those who would like to send copies of spreads can "snail mail" them to Laura at OIPA, PO Box 5539, Norman, OK 73070.

James Tidwell, Eastern Illinois, will be on sabbatical during spring 2003 creating a series of interactive news writing simulations with colleague Brian Poulter. Their first effort in this area called "Fire Scene" won first place in the teaching category of the 2002 AEJMC Best of Design Contest. Tidwell also for the first time this past summer taught completely online. The classes were three one-hour courses on high school publication advising.



■ **Join us**
AEJMC Scholastic Journalism
Division Mid-Winter Meeting
Friday, Jan. 10 to Saturday, Jan. 11, 2003



The bay across the street from the Poynter Institute offers a foggy view on a warm morning.

Photo by David Stedwell

Name _____

School/Business/University _____

School Address _____

School Phone () _____

E-mail address _____

Check one:

\$75 registration fee for Scholastic Journalism Division member

\$40 special registration fee for graduate students

Mail your check payable to: AEJMC Scholastic Journalism Division
Mail your check and this registration form to:

**John Hudnall, 200 Stauffer-Flint Hall, University of Kansas,
Lawrence, KS 66045.**

Please be sure to send your check by Monday, Dec. 2.

■ Hotel information on page 1.

Convention *Wrapup*

Phillips delivers 30th Honors' Lecture

By **Julie E. Dodd**

Division Head, Florida

If you attended the AEJMC convention in Miami Beach, your tan may have faded—and so may your AEJMC beach towel. But you know we had some excellent sessions and also that ever-important time just to talk with each other.

Many of the division members were involved in making the convention a successful experience for us. I appreciate all of you who:

- Promoted the convention through the division's newsletter and Web site
 - Planned panel presentations
 - Participated on panels as speakers or moderators
 - Submitted papers
 - Judged papers
 - Served as moderators and discussants for paper sessions
 - Planned and taught in the Teach-In
 - Helped with the Great Ideas for Teaching session
 - Helped with the SJD/MAC luncheon
- A special aspect of



Photo by Judy Robinson

Division head Julie Dodd presents a plaque to Kay Phillips, who delivered the Honors Lecture at the convention. Phillips retired recently after a 36-year career.

the convention is honoring individuals for their contributions to scholastic journalism.

- Honors Lecturer—Kay Phillips
- Journalism Educator of the Year—Richard Johns
- Robert P. Knight Multicultural Recruitment Award—Walt Swantson
- Laurence R. Campbell Research Award: Laurence B. Alexander and Rocky M. Cabagnet
- Top Student Research Paper—David

W. Bulla

Karen Dunlap, dean of the Poynter Institute for Media Studies, was our luncheon speaker and provided a pep talk for all of us to seek out and encourage students to consider media work as a career and to use journalism as a personal anchor in what can be troubling teen years. Our personal efforts can help increase diversity in our classrooms and in the

Please see
CONVENTION, page 7



Photo by Judy Robinson

David Bulla, a second-year doctoral student at Florida, accepts the research award from SJD head Julie Dodd. Bulla is interested in journalism history and the teaching of journalism.



Swanston receives award; Dunlap speaks at luncheon

Walt Swanston, far left, received the Robert P. Knight Multicultural Recruitment Award. Swanston is the senior project director for diver-

sity and education Programs for the Radio and Television News Directors Foundation.

Karen Dunlap, dean of the Poynter Institute

for Media Studies, spoke at the luncheon, which was jointly sponsored by SJD and the Minorities and Communication Division.

Johns merits Educator of the Year citation



Photo by Judy Robinson

Richard Johns, Iowa, was honored with the Journalism Educator of the Year award.

Having just celebrated 30 years as Executive Director of the International Quill and Scroll Society, Richard Johns was recently honored as the Scholastic Journalism Division's Educator of the Year.

Johns was presented a plaque at the AEJMC Miami Beach Convention Thursday, Aug. 8.

Johns was selected for the award by a SJD committee that utilized four criteria in selecting Johns.

The criteria included professional growth as a classroom instructor, student and peer classroom evaluations, recommendations or eval-

Journalism Education of the Year Award Winners

1998 – Julie E. Dodd, University of Florida

1999 – Linda Puntney, Kansas State University

2000 – Marilyn Weaver, Ball State University

2001 – Jack Dvorak, Indiana University

2002 – Richard P. Johns, University of Iowa

uations from workshops or conferences and a statement of the nominee's views on the importance of the link between journalism in the secondary schools and journalism and mass communication in higher education.

Johns also serves as editor of Quill and Scroll magazine and teaches Advanced Media Design and Methods of Secondary School Journalism at the University of Iowa.

Johns also advises 22 journalism and teacher education majors.

Johns taught high school journalism in Indiana from 1961–1968.

He currently directs Quill and Scroll Society and is responsible for planning and directing national and international projects and contests for individual student members as well as the 14,010 chapters located in 50 states and 44 foreign countries.

CONVENTION, CONT. FROM PAGE 6

media.

Certainly a critical aspect of the success of our division's sessions is not only having good topics with good panelists/papers but having an audience. With every convention time slot having more than a dozen choices for sessions, our sessions were competing with an array of other useful/interesting ses-

sions.

So thanks to you for attending our sessions—even if they were at 8:15 a.m. or 1:30 on the last afternoon of the convention.

A special thanks to two folks who were a great help to me with the convention—John Hudnall and Judy Robinson.

John helped in the whole planning

process with the Council of Divisions. He handled the luncheon guest list and collecting money at the luncheon—and the luncheon broke even. He helped with an array of other tasks during the convention, from introducing our Journalism Educator of the Year to helping with the business meeting. (John, Jack Dvorak, Kay Phillips

and Mark Herron also were my roadies to help me set up the sound system for the luncheon.)

Judy agreed to be the division's contact person for the GIFT poster session our division co-sponsored—but which many of our division members couldn't attend because it was immediately after the luncheon. She volunteered

to be the driver to Miami so we could take the sound system in her car—as it wouldn't have fit in my car along with luggage.

I hope you found the convention—and its formal sessions and informal conversations—to provide some new ideas and help recharge your professional batteries for another school year.



Kay Phillips

Honors Lecture

Scholastic Journalism Division Association for Education
in Journalism and Mass Communication

By Kay Phillips, retired, North Carolina ■ August 6, 2002

FRIENDS,

For the past 15 years you've been a vital part of my life. Early in those years you were my lifeline to journalistic excellence, and in more recent years you've been my mentors and friends.

In the seven months since I retired, losing contact with you has been the only difficulty in my life. And to have you ask me to join you as your honors lecturer tonight is perfect closure to my 36 and 1/2 years of teaching.

I wanted to ask you, "What should I talk to you about?"

Some of you may have suggested that I talk about a favorite topic of mine, "grammar." Great idea!

Then as I thought about it, I remembered a mid-winter meeting in Charlotte, at which I talked on grammar and waxed eloquently personal, pointing out individuals and their grammatical faux pax. As I spoke, a rare Charlotte snowfall began that cut the meeting short and sent me creeping home in the 17-passenger van I'd brought to chauffeur you around in, turning a three-hour trip into six. Fearing a repeat of such swift retribution here in Miami, I decided to

avoid grammar and, instead try to offer tips that are as helpful as those you have offered me since I became North Carolina's first full-time scholastic press (media) director, a job I had been preparing for for 18 years. You took familiar journalistic subjects and gave me tips I would not otherwise have thought of.

Yes, perhaps that's what I can do tonight: share with you four points about your work as a journalist that have always been right before your eyes but that have been waiting for this moment for me to make you aware of them. In the next few minutes I'll tell you why your students can't spell or remember to apply grammar rules in their writing, what your own spelling ability says about you, why in this computer age your desk still groans under stacks of paper (and what you should do about it), and how you can best prepare for retirement.

You know writing combines language, memory, attention, thinking skills, sequencing, visual-spatial abilities and fine motor skills. You've coached writers through all kinds of

KAY PHILLIPS taught for a total of 36 years in North Carolina, retiring last December. Kay taught elementary school and middle school before she became the journalism teacher at Vance Senior High School in Henderson. ■ She earned her master's degree and doctorate at the University of North Carolina/Chapel Hill and became the director of the North Carolina Scholastic Media Association for eight years. ■ She'd been a driving force with NCSMA for years before becoming the director. She is known by many as the adviser of "Death by Cheeseburger" fame. Death by Cheeseburger, a headline for an editorial in the newspaper Kay advised, became the title of the Freedom Forum's book on the scholastic press—"Death by Cheeseburger: High School Journalism in the 1990s and Beyond," published in 1994. ■ During the course of her professional career, Phillips has been active in NCSMA, the Southern Interscholastic Press Association, the Journalism Education Association and the Student Press Law Center board, in addition to the Scholastic Journalism Division. ■ Twice she's received the SJD Laurence R. Campbell Research Award, in 1989 and 2001. In 2001, SIPA named an award the Dr. Kay P. Phillips Administrator of the Year Award to recognize her contributions to SIPA. ■ Another measure of Kay's contributions to scholastic journalism has been through her mentoring efforts. Kay has been named as mentor more than anyone else in JEA's certification program—named by nine CJE and two MJE advisers.

writing problems, but it's the fine motor skills that have probably eluded you and that I want you to think about for a few minutes with me.

During the last nine years as I worked with hundreds of students who could not pass the University of North Carolina's spelling and grammar test, I gradu-

ally realized that 90 percent of the students who came to me for individual help had unusual ways of gripping a pencil.

Early grade teachers, parents and coaches readily recognize children who lack gross motor skills but never notice those with fine

Cont. on page 9

motor problems. By the time these students land on our university doorsteps, they still have the fine-motor writing problems but have compensated for them and often gone on to excel.

No one has pointed out to them or helped them cure the fact that as they were learning to write, their brains did not get accurate reports from their fingers while their fingers were moving.

Normally, the nerves of the muscles and joints in the fingers report to the brain and tell the writer that his or her pencil is, for instance, at the bottom of the first stroke of an "h." The brain then tells the writer's fingers that it's time to start the final curving stroke of the "h." But for students with fine motor finger control problems, the brain gets no information from the small muscles in the fingers.

These students may put their faces close to their pages because they need at all times to see where in the letters their pencils are—an effort that causes them to lose time and attention to other necessities. Many children actually stop using the small finger muscles. By covering certain fingers with their thumbs, they write more with the muscles in the wrists and elbows than with the finger muscles.

As I observed that an unusual number of my students had an odd pencil grip, I had a memory moment in which I recalled an in-service-training class for eighth grade teachers I'd had years ago with Dr. Mel Levine, professor of pediatrics at UNC Hospitals. Dr. Levine had called the problem "finger agnosia."

He had told us of a similar problem called "dyspraxia" that has to do with the brain's having trouble knowing which muscles in the fingers to push and pull and in what order to make the right letters and words. Motor memory—remembering and writing at the same time—may be faulty or the student may have poor eye-hand coordination.

At the university level what we see are the students produced by their compensations for these problems. For a large part they are still writing with the pencil grip that had enabled them to control their fingers with wrist and elbow muscles, but they are still plagued by poor handwriting, slow test-taking, inability to write down what they hear before they forget it or to copy quickly from a board or overhead. They may have stayed with manuscript writing because it requires only 26 basic finger movements instead of the hun-

dreds required by cursive writing. And their spelling may be hampered by the fact that they are concentrating on the mechanics of writing.

Watch for these problems. Older students can still be helped, and your own young children can be saved from life-long test taking and writing struggles if you can help them before their compensations have taken hold.

Then again, a New York Times story by Michel Marriott yesterday reveals that penmanship has fallen to such a low level that for the first time in 100 years the National Cursive Handwriting Contest for elementary school students will not be held next year. It's paradoxical that just when handwriting is in such a decline, the computer industry is creating operating systems and hardware devices that allow a user to write with a stylus and manipulate the handwritten text.

And speaking of spelling . . . Are you a good, fair or poor speller? What does that ability say about your overall intelligence? In a recent Parade magazine study participated in by 42,603 Americans, columnist Marilyn vos Savant looked closely at peoples' spelling abilities. Vos Savant found that poor spelling ability has no relationship to general

intelligence. However, if you are a top speller, you're more likely to be above the population average in intelligence, better able to follow instructions and more organized than the average population. On the other hand, if you're a poor speller, you're not likely to have less general intelligence or be less able to follow instructions than good spellers, but you are likely to be less organized.

Just for fun, the study shows that among all respondents, 81 percent don't regularly make their beds, but among top spellers only 51 percent leave them unmade. Vos Savant summarized that spelling ability may be more related to personality traits and habits than anyone has thought. Her suggestion? Bad spellers should be more meticulous or try harder because good spelling is largely an acquired skill.

Now you know you can change your handwriting and test-taking skills and improve your spelling, but can you clear your desk? Picture the top of your desk. You may have a computer screen off to one side and an 18-inch-square clear space in front of your chair. What covers the rest of your desk are piles—piles of paper, journals, videotapes—piles that may look disorganized but that make perfect

sense to you and in which you can find whatever you're looking for.

But how is this situation possible years after the computer was going to create the paperless office? And what are you to do about it? Apple Computing studied piling behavior and learned that piles represent active, ongoing thinking. Psychologist Alison Kidd says the desktop piles hold "ideas which the person cannot yet categorize or even decide how he or she might use."

The messy desk is not a sign of disorganization: rather it may be a sign of complex thinking: Those who deal with many unresolved ideas simultaneously cannot sort or file the papers because they haven't yet sorted and filed the ideas in them in their heads, an act that must happen first.

Paper is flexible. We can write on it and easily share our ideas with others, and it is the evidence of ongoing creative thinking. What are we to do about our paper piles? We must resolve ourselves not to use less paper but to let our PCs do the task they do best—file—enabling us to keep less paper.

And that plan brings me to how you

Cont. on page 10

can best prepare for retirement: Lighten Up! Let go of all the clutter—so much easier said than done. But tonight I want you to think about it: when you retire you'll have no time to read those magazines you've been saving, organize those articles you've wanted to make use of or even read and reply to your e-mail.

No, just picture yourself in your newly retired life: you're going to be busy being the grandma or grandpa who has unlimited time

—for reading the same book aloud
“Again! Again!”

—for rocking and singing 95 choruses of “Bye oh baby bunting” as long as the grandchild is sleeping,

—for actually catching fish with a two-foot-long plastic rod using bread or marshmallows as bait

—and time for run-

ning beside a teetering bicycle till you drop or till the training wheel runs over your foot, whichever happens first.

And you will spend hours frequenting the zoo, not with your grandchild in tow, but so you'll know how to act and “talk” like every animal—especially the monkeys, apes and elephants. Imagine how you'll feel when you're the elephant and your four-year-old granddaughter greets your elephant imitation with rolling eyes and “No! No! Not like that, MaMa!”

I've been needing for years to return your helpfulness. And I hope you've taken to heart the pointers I've shared with you tonight: that no matter how many strange looks you may get, you've resolved to scrutinize your students' pencil grips, that

you will realize that your poor spelling hasn't marked you for life as lacking intelligence, that you will stop agonizing over the “creative thinking piles” on your desk and that you will begin now making proper preparation for retirement.

Three years ago our colleague Judy Babb borrowed part of a book title from Robert Fulghum and wrote an article for “C-Jet” entitled, “All I need to know I learned from advising publications.” Like Judy, all of us can learn from Fulghum's kindergarten canons, life's best lessons that we learned very young and from which come much of what we teach. Perhaps you need to be reminded of them:

Share everything; play fair; don't hit people; put things back where you found them; clean up your

own mess; don't take things that aren't yours; say you're sorry when you hurt somebody; wash your hands before you eat; flush; eat warm cookies and drink cold milk; live a balanced life (learn some, think some, draw and paint some, sing and dance some and play and work some every day); take a nap every afternoon; and when you go out into the world, watch for traffic, hold hands and stick together. Be aware of wonder; remember the little seeds in the Styrofoam cups: The roots go down and the plants go up, and nobody really knows how or why, but we are all like that. Goldfish and hamsters and white mice and even the little seeds in the Styrofoam cups—they all die. So do we.

And remember the Dick and Jane books and the first word you

learned—the biggest word of all—LOOK.

Everything you need to know is in there somewhere. The Golden Rule and love and basic sanitation. Ecology and politics and sane living. Take only one of these ideas and apply it to your family life, your work, your government or your world, and it holds true and clear and firm.

Think what a better world it would be if we all—the whole world—had cookies and milk about three every afternoon and then lay down with our blankies for a nap. Or if all governments had as a basic policy always to put things back where they found them and to clean up their own mess.

And it is still true, no matter how old you are—when you go out into the world, it's best to hold hands and stick together.

Journalism standards on the Web

Candace Perkins Bowen has provided Webmaster Judy Robinson with a copy of the Journalism Education Standards that JEA passed in April and AEJMC Scholastic Journalism Division passed in August.

You may download the standards from the SJD Web site, which is <http://grove.ufl.edu/~sjdaejmc>.

Here is the preface of the standards. “Educators who teach secondary school

journalism must have a broad range of knowledge and performance abilities. Although their courses are frequently placed in a school's English Department, their teaching responsibilities go beyond what most English or language arts curriculum requires. Therefore, these standards reflect their need to be skilled in teaching writing, listening, speaking, leadership skills, cooperative processes, press law and ethics, fiscal responsibili-

<http://grove.ufl.edu/~sjdaejmc>

Webmaster: Judy Robinson

E-mail: kayaker@ufl.edu

ty, and media design and production. The combination of these helps them prepare their students as knowledgeable media producers and consumers who are essential to our democracy.”

Scholastic Journalism Division

August 8, 2002 ■ Business Meeting Minutes ■ Miami ■ AEJMC Convention

Meeting called to order at 6:50 p.m. by Julie Dodd.

Attending: Julie Dodd, John Hudnall, Mary Arnold Hemlinger, Dick Johns, Norma Kneese (Snake River High School), Linda Puntney, H.L. Hall, Barbara Hines, David Adams, Marie Hardin, Mark Herron, Joe Nation (Broken Arrow High School), Gale Workman, Jack Dvorak, Judy Robinson, Rick Peltz, Candace Perkins Bowen, Renee Hobbs, Mark Goodman, Linda Waller, Calvin Hall, James Tidwell, Monica Hill, Linda Jones, Kim Lauffer.

Approval of minutes from January meeting in St. Petersburg, Fla. Cheryl Pell will amend minutes as needed (e-mail corrections to her). Moved by Linda Puntney, seconded by Dick Johns. Unanimous vote in favor.

Dodd thanked everyone for their active involvement and hard work on behalf of the division. She emphasized that every person is important and there is a lot of support within SJD for one another.

Financial Report: Dodd said AEJMC headquarters is charging divisions/interest groups for copying the annual report in order to offset costs in this era of financial tightness. Actual balance in budget: \$3,803.11 as of Aug. 5. In the Lawrence Campbell Research Award fund the balance is \$3,288.37. Barbara Hines moved to approve the financial report; Jack Dvorak seconded. Unanimous vote in favor.

Division Head's Report: Dodd distributed copies of the division's annual report. The division has 117 members. Concerns were expressed by standing committees about research paper submissions. Dvorak, who is on the Standing Committee on Research, encouraged members to contribute papers. Dodd

said information on annual report and the standing committees' report cards on the division's progress will be disseminated to members, perhaps through the newsletter.

Council of Division Update: Membership in AEJMC is at an all-time high with 3,415 members. Diversity has improved. In 1968 there were six minority members and 4% women; in 2002, 15% minorities and 40% women.

Dodd asked if the division wanted to increase membership dues. Group said the budget looks OK and lower dues may increase membership.

Upcoming conventions: 2003: Kansas City; 2004—Toronto; 2005—San Antonio; 2006—to be determined. Dodd presented information on how AEJMC selects location/hotels for conferences. Finalists for 2006 are San Francisco and Portland.

Vice Head Report: John Hudnall—Good news: Poynter is a good location for the midwinter meeting. Bad news: We've run out of places to tour on Friday afternoons. So this year we won't take a media tour. Instead, the meeting will begin Friday at Poynter with a seminar on online writing and technology from 1–4 p.m. that will feature Al Tompkins and Chip Scanlan from Poynter. The advantage to this is that the meeting will likely end earlier (around 4 p.m.) Saturday, leaving people time to rest before dinner. Hotel is the Hilton St. Pete with a rate of \$90 + tax per night, single or double. Deadline for registration is Dec. 10. Please send session suggestions to John. Several suggestions were made, including convergence in student media or between academia and industry, student evaluations, and sessions by a writer in residence.

Update on convention so far: Dodd—Attendance in the sessions the division

is sponsoring or helping sponsor is weak, but trend isn't limited to SJD alone. Part of the problem with the scheduling—almost every group has something every hour.

Committee Reports:

■ **Research Report:** Dodd for Tom Dickson and Eleanor Novak. Paper submissions declined again this year, causing group to drop one of the scheduled research sessions. Four papers were presented—one Lawrence Campbell Research Award and one student award were presented.

■ **Teach-In:** Linda Puntney reported that the all-day session held on Tuesday before convention began was successful with 19 high school and middle school teachers attending. The teachers rated the program highly on the final evaluation (mostly 4s and 5s). Support was provided by AEJMC and ASNE. Suggestions are solicited for 2003: how to increase visibility and helpfulness as well as provide outreach. Lillian Lodge Kopenhaver submitted a budget item to the finance committee for funding so as to keep program at no cost to SJD. Puntney moved to continue the Teach-In provided funding was forthcoming. Bowen seconded. Motion passed with no discussion.

■ **PF&R Report:** Dave Adams distributed copies of the report he had contributed to the division's annual report. Highlighted legal issues and activities of the division, including contribution to Student Press Law Center.

■ **Commission on the Status of Minorities:** Linda Waller would like to know what's going on with diversity within SJD, perhaps the numbers of high school journalism instructors or workshops operating. She also would like to encourage studies of what's being done now.

■ **Commission on the Status of Women:** Marie Hardin requested ideas for panels for next year.

■ **Technology:** Judy Robinson reported that Web site had been established this year and said the newsletters are now online. Please send her e-mail with suggestions, updates, changes, current and past award winners, etc.

■ **Special Projects:** Dick Johns reported that the Principal's Guide to Freedom of the Press was printed (30,000 copies) and 19,000 copies were mailed to high school principals with cover letters. Copies also were sent to JEA, scholastic press associations, and ASJMC members. Some administrators sent thank-you letters, and in Indiana, it provoked discussion between advisers and principals.

■ **Archives:** Dodd for Bruce Konkle. Send scholastic journalism materials to Konkle, especially materials prior to 1989.

■ **National Teaching Standards for Journalism Educators:** Candace Perkins Bowen. Had disturbed copies of proposed standards to division members during the convention to review. Standards were approved by the JEA board. Bowen moved to accept the standards. Motion approved unanimously. The next step is to formulate student outcomes, as this document only lists teacher outcomes/expectations. Issues/concerns over language should be directed to Bowen.

Motion by Adams to contribute \$1000 to the Student Press Law Center. Seconded by Barbara Hines. Approved unanimously.

The meeting adjourned at 8 p.m.

Respectfully submitted,

Kimberly Lauffer

COPYRIGHT, cont. from page 2

the material. Although one commonly used guideline indicates 10 percent, this does not mean reducing a news photo would thus be okay.

■ The effect of the use on commercial value of the work. Your use could not hamper sale of the original.

With these in mind, reproducing a photo of an album cover for a CD review or downloading an image from the www.blue-crush.com offi-

cial Universal Studio's movie Web site, which also includes the line, "XX" would be acceptable.

Check the SPLC Web site at <http://www.splc.org> for more information about copyright laws.

"I hope we train our students to produce quality work and then let them do it—their own, original quality work," Wilson said. "And, if you are going to use the work of other people, get permission and pay them accordingly."

PANEL, cont. from page 1

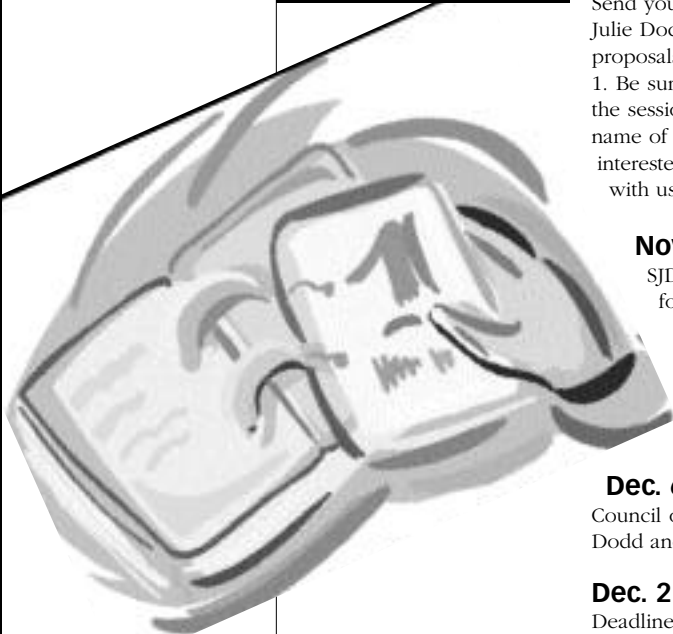
that might co-sponsor the session with us.

I consider two issues when either proposing a session or agreeing to co-sponsor another division's session.

First, is this session of interest to the Scholastic Journalism Division members.

Second, how can members of our division be included in this session—as panelists or as a moderator. —Julie E. Dodd

SJD Calendar



Now

Send your ideas for convention panels to Julie Dodd. The Division must submit our proposals to AEJMC headquarters by Nov. 1. Be sure to include a brief description of the session, possible panelists, and the name of another division that might be interested in co-sponsoring the session with us.

Nov. 1

SJD newsletter copy to Cheryl Pell for December issue

Nov. 4

Research paper submission deadline for Mid-Winter Meeting. Submit to Tom Dickson

Dec. 6-7

Council of Divisions meeting, Dallas: Julie Dodd and John Hudnall

Dec. 2

Deadline for mid-winter registration to John Hudnall. Deadline for hotel registration at special rate. Call the Hilton St. Petersburg (727) 894-5000.

Jan. 10-11, 2003

Midwinter Meeting
Poynter Institute, St. Petersburg, Fla.
Please submit nominations for Honors Lecturer to Julie Dodd via e-mail prior to the meeting

Feb. 1

SJD newsletter copy to Cheryl Pell for March issue

March 15

Convention program copy to AEJMC

April 1

Journalism Educator of the Year nomination deadline to Laura Schaub; Knight Multicultural Award nomination deadline to Mary Arnold Hemlinger; Research paper submission deadline to Tom Dickson

May 1

SJD newsletter copy to Cheryl Pell for June issue

July 30-Aug. 2

AEJMC Convention in Kansas City, MO

SJD's efforts receive positive reviews by AEJMC

By Julie E. Dodd

Division Head, Florida

Our division's efforts are reviewed each year by AEJMC to assess the vitality and appropriateness of each division's and commission's activities.

The review is based on an annual report and newsletters that each division submits in mid-June. We document our division's goals and activities related to the three major focus areas for AEJMC: Teaching, Research, and Professional Freedom and Responsibility.

I'm pleased to report that the division received very positive evaluations from all three committees—and some suggestions that we'd agree with.

These positive evaluations are based on the hard work, good ideas and efforts of so many of you in the division. Thanks!

The following are some key points from those reports:

Teaching Standards Committee

"The Division's activities related to Curriculum, Leadership, Content & Methods exceed the previous year's accomplishments." (And last year the division won AEJMC's Teaching Award.)

Among the "most notable" teaching-related achievements: development of national teaching standards and publication of Principal's Guide to Scholastic Journalism. Positive comments on the creation of a Web site for the division and "attention to diversity" in the division's activities.

Suggestion to keep track of distribution of CARE notebooks and the Principal's Guide to help in assessment of these "excellent resources."

Research Standards Committee

"For a division that emphasizes teaching, service and PF&R topics, it is commendable that the division puts resources and many efforts into promot-

ing the research area," including Laurence Campbell and Student Research Paper awards.

"Also in its excellent newsletter, Scholastic Source, calls for papers are regularly published and recaps of significant research projects are highlighted."

Suggestion for members to encourage each others and new members to get involved in the research process.

Professional Freedom & Responsibility

"Excellent year. Good panels & support of Student Press Law Center. Good efforts to develop instructional materials and guides."

Outstanding activities: Helping promote more diversity on high school publications staffs.

I'd be glad to e-mail you a copy of our report or snail mail you a copy of the full reports of the standing committees, if you so request.