



School's out. Attendees of the 2007 Institute exit Carroll Hall after a session. *Photo by Alex Cooke.*

Sunshine Day

N.C. Open Government Coalition invites you to attend

The Sunshine Center of N.C. Open Government Coalition will sponsor "Sunshine Day: A Celebration of Open Government in North Carolina" on March 20 at Elon University.

Registration fee is \$30 and includes lunch. Students may attend for \$15.

The event will feature "an interactive case study of public records and a North Carolina school board." Panelists who will participate in this mock public records request include former superintendent of schools for Durham County Ann Denlinger, Winston Salem-Forsyth County School Board Attorney Drew Davis, Alamance County Commission Chairman Larry Thorpe and *Fayetteville Observer* Managing Editor Mike Arnholt.

Participants will also be introduced to a new publication from the Attorney General's Office which explains open government laws.

The mission of the N.C. Open Government Coalition is to unite "organizations interested in ensuring and enhancing the public's access to government activity, records and meetings. The nonpartisan coalition will educate people about their rights and support their efforts to gain access; advocate the principles and benefits of open government; and initiate or assist in legal proceedings when necessary."

Students, for example, might refer to the Sunshine Center when they have questions as to whether they should have access to school board meetings or campus incident reports.

Sunshine Day activities begin at 9 a.m. and end at 1:30 p.m.

To register, go to the N.C. Open Government Coalition Web site at www.ncopengov.org.

Or you may call 336-278-5506.

Dates & Deadlines

Feb. 9
NCSMAA Board Meeting

Feb. 22-24
CABJ Minority High School Journalism Program, UNC-Chapel Hill

Feb. 29-March 2
Southern Interscholastic Press Association Convention, Columbia, S.C.

March 19-21
Columbia Scholastic Press Association Convention, New York

March 20
Sunshine Day, Elon University

April 17-20
National High School Journalism Convention, Anaheim

June 16-19
NCSMI, Chapel Hill

July 7-17
JOMC 605 "Design and Production of Secondary School Publications" and JOMC 491 "Teaching Broadcast Journalism in the Secondary School"

How to be 'relentless'

Advisers, take a second and think of your school journalism program. Now, what does the word "relentless" immediately bring up in your mind in regards to that program?

Was the first thing you thought of the constant onslaught that you as the adviser have to deal with on a daily basis—the issues, the deadlines, the assignments, the staff problems, the lack of time, the craziness of grading?

Or was the first thing in your head the picture of your staff, especially your editors and leadership, as they deal head-on with all of the above mentioned issues (minus the grading, of course)?

I hope the picture of your students was first image that came into your head. Don't get me wrong, I know very well how much advising is a constant juggling act. We have to worry everyday about deadlines and financial issues and staff problems and even complaints about what the previous paper had (or didn't have) in it. But the key word there is worry. The difference is that with strong programs, the editors are dealing with the specifics of all of those issues. The advisers should be spending more time giving suggestions and less time barking out orders.

In essence, I believe that is what makes journalism so different from every other class in high school. When done well, students learn how to problem-solve in real-life and in real-time. They see the ill effects of wasting time and the benefits of never accepting setbacks. Journalism is the greatest class many students will ever take, regardless of what field they go into in college or what job they do in life. Real journalism teaches students how to overcome—how to be "relentless."

Once, a past adviser of mine taught me something that I believe is vital to all student publications. She taught me that

the role of the adviser is to show students that doors exist and to even be there to give advice about them. It is the student's job, however, to ultimately choose the door and actually turn the knob.

One time, I heard a journalism teacher say that the publication was her show and that the students were just her "little workers." Even setting aside the serious legal issues that could cause, what does that teach the students in that program? To follow orders and take instructions?

The best gift and wisdom an adviser can give is to allow students ownership in what they are building. The real learning comes when they are the ones making the phone calls to clear up misprinted ads or are ones designing everyday work schedules.

You may have started the company, but let them be the franchise owners.

I know that over-controlling can actually come from a desire to help students. That's the way many of us teach our other classes. In school, students are constantly trained to think someone will be there to give them the answers or to set up the processes. The problem is journalism, like life, is not structured that way. The ones who succeed in life, and in journalism, are the ones who learn how to plan for themselves and overcome any issues that appear.

And now, teachers are being instructed that students should never have the option to fail. But what a disservice that is to our kids. Life is full of times when they will fail. It is our job as advisers to teach them how to deal with the failure, learn from it, and overcome it.

When it comes down to it, it's about the wise man who falls six times and gets up seven. It's about teaching your staff how to be "relentless."



Mark Harrison
NCSMAA President



Keshia Hudson
NCSMA President

Sensitive issues, tough decisions

In recent weeks my staff and I were faced with a decision to make; how to handle an extremely sensitive issue within our paper. In our first issue we decided to cover the difficult situation by writing a column.

In honor of spirit week students hung the body of our rival's mascot from our cafeteria ceiling to go along with the other decorations around the school. This year, a brown glove was used as the hand on the stuffed Vikings body. Unfortunately, students made offensive racial comments and before long administrators, parents and local media teams were on the scene.

As the student media we felt obligated to cover the incident but struggled to find the appropriate way to do so. We wanted to truthfully and respectfully present both sides of the argument without causing any unnecessary conflict. So we chose to write a column on acceptance, asking the student body to set aside differences in skin color and accept each others as equals.

In making the decision to run the story I learned that journalists face tough decisions all the time. Especially as high school journalists we have to be aware of our audience and the effect our material will cause. There's nothing wrong with running a controversial story, but we need to make informed decisions. What are the possible outcomes of printing this story? Will publishing it cause more harm than good?

Former adviser to an Illinois high school publication, Randy Swikle said, "I know I have the right to say this, but is it right that I do say it?" After distributing our first issue, I think my staff made the right decision. We thoughtfully handled the racial tensions among our student body and hopefully made an impact.



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news in brief

■ *ASNE, MCT offer wire service for high school newspapers*

American Society of Newspaper Editors and McClatchy/Tribune Information Services offer a wire service to high school newspapers. ASNE Web site materials explain, "Every week, MCT Campus moves about 125 news and feature stories, 20 story packages, five news graphics and four feature graphics, eight editorial cartoons, special Web content, plus horoscopes, crosswords and comics."

Cost is a one-time fee of \$100.

For more information, go to highschooljournalism.org.

■ *JEA plans seventh Outreach Academy*

In efforts to promote diversity and membership growth, the Journalism Education Association is accepting applications for Outreach Academy, a free pre-convention seminar to be held April 17 from 8:30 a.m. to 4:30 p.m.

Publications advisers with five years or fewer advising experience and/or those who teach in schools traditionally underrepresented in JEA membership are encouraged to apply. Participation in the Outreach Academy will allow advisers to attend other journalism workshops for up to one year after the Outreach Academy.

Tuition is free and breakfast and lunch will be provided. Space is limited to 30 participants.

For more information, contact Nancy Zubiri at (310) 821-6579 or nancyzubiri@yahoo.com.

■ *Encourage students to apply for J Camp*

Applications are now being accepted for J Camp, a multicultural workshop for high school freshmen, sophomores and juniors. Students with a strong interest in broadcasting, newspapers, magazines, photojournalism or online media are encouraged to apply.

The workshop will be held from July 18 to July 23 at Loyola University in Chicago. All expenses, including airfare, campus housing and meals, will be provided for participants. Past J Camp speakers include Pulitzer Prize-winning Watergate reporter Carl Bernstein and CNN anchor Aaron Brown.

Applications must be received, not just postmarked, by April 11.

Call Nao Vang, AAJA Student Programs Coordinator, at (415) 346-2051, extension 102, with questions. Visit www.aja.org/programs/for_students/j_camp for applications.

■ *ASNE announces free training for high school advisers at five universities*

American Society of Newspaper Editors is accepting applications from high school teachers for the two-week, expenses-paid Reynolds High School Journalism Institute. The Institute will take place at the following five universities: Arizona State, Kent State,

University of Nevada, Reno, University of Texas at Austin and Washington and Lee University.

Teachers from high schools that lack scholastic media or have struggling journalism programs are encouraged to apply.

To download a brochure and an application, visit hsj.org.

■ *North Carolina Press Club sponsors annual High School Communications Contest*

The North Carolina Press Club's High School Communications Contest offers student journalists the opportunity to earn recognition. First-place winners advance to the High School Communications Contest of the National Federation of Press Women — approved for the National Advisory List of Contests and Activities for 2007-08 by the National Association of Secondary School Principals.

Entries must be postmarked by March 14. For guidelines and entry forms, contact Suzy Barile, contest director, at suzyb3@mindspring.com.

■ *Contact college media advisers, editors*

Advisers, encourage your graduating seniors to contact their respective college media programs — even before they begin college in the fall. Kevin Schwartz, general manager for UNC-Chapel Hill's *The Daily Tar Heel*, wants to know *now* if your current high school journalists are interested in working on The DTH, for example. He is hosting an open house on March 7 for such students. Encourage your students to become actively involved in college media — and encourage them to begin that process now. For more information on The DTH event, contact Schwartz at kschwartz@unc.edu.

■ *University housing as advertising source*

Looking to increase your advertising revenue? You might consider contacting university housing offices. Your campuses are their target audience. Erin Angel of Granville Towers, for example, wants to place ads in high school newspapers across the state. Contact her at eangel@granvilletowers.com.

■ *N.C. State student media seeks service learning photos*

N.C. State student media photographers invite high school photojournalists to post their photos of service learning initiatives taking place at their schools or communities.

E-mail your submission to NCSUservicephoto@gmail.com by April 1. Include caption and credit information. Photos need to be high resolution, RGB, JPEG files.

Funding from the Jimmy and Rosalynn Carter Partnership Foundation will allow N.C. State Student Media to display the works in an art show.

For more information, contact Logan Smith at lsmith@ncsu.edu, or call N.C. State Student Media at 919-515-2411.

getting your publication online



By Graham Russell

These days, there are a multitude of reasons to put a publication on the Internet. Students are used to reading things online, so it increases readership, the limitless space allows more students' work to get published, and it allows for groups with diminishing budgets to still have a journalism program.

Regardless of which is most important to your publication, getting started can be a daunting task. Here are two simple ways to set up an online presence:

My.highschooljournalism.org

Cost: \$50 one-time fee

This site, hosted by the American Society of Newspaper Editors, allows high school newspapers to have a site at a low cost. If Web work isn't an interest of students, it is ideal, as most of that work is taken care of.

Pros: The process of posting articles is streamlined, so it's very user-friendly. Being networked with other newspapers allows students' work to be seen nationwide. At least 30 newspapers in the state are already on the site.

Cons: Working within the constraints of the system may be somewhat limiting to publications that want to do more online. It's hard to avoid the site branding, and the application process might prevent some publications from being eligible.

WordPress (wordpress.org)

Cost: Free, but you'll need a host

This open-source Web content management system is powering many of the Internet's blogs and sites. It features a user-friendly and flexible way to post content.

Pros: Everything is customizable, from the colors and flag to the design and layout. Things can be set up for any style of publication, and readers can interact with comments. Students looking to experiment with multimedia will be able to do so.

Cons: Setup requires moderate knowledge of computers and FTP. If the school cannot host the site, it may require a monthly fee. Newspaper-specific options are not as streamlined.

Once a publication is online, it's not over. There are important things to remember when putting print content on a site:

1) Promote the site. Most online presences that don't gain traction do so because students never hear about them. Put up flyers around campus. Refer to the site from the print edition for extra content. Find ways to allow for more online interaction, such as comments, polls and other features.

2) It's not enough to just put the same content from the print edition. Use the site for things that just wouldn't be timely otherwise, such as sports coverage,

publish the work that didn't fit online. Experiment with new media—post audio files, video coverage and, if students can do them, multimedia presentations and slideshows.

3) Let the community know. The people that benefit the most from a Web site are those that don't have access to a real paper version. Friends and relatives outside the school can check the site from home or work, allowing for larger readership.

4) Content is different online. Sometimes it's not enough to just post things in the same style as you would put them on a page. Illustrations aren't nearly as effective when in a small box beside a large,

flowing block of text. Images have much more of an impact, and the lack of space restrictions means that more can be published. Long, flowing stories may work in print, but they are much easier to read online if broken up under a few different subheads.

Getting started online may seem intimidating at first, but there are many resources out there to help your publication join the new age of journalism.

Graham Russell is a junior in UNC-Chapel Hill's School of Journalism and Mass Communication, a freelance web designer and an assistant for NCSMA.

North Carolina High School Journalist Of The Year Entry Form

Co-sponsored by Journalism Education Association
and N.C. Scholastic Media Association

PLEASE TYPE

Name _____
Street Address _____ Phone _____
City, State, ZIP _____
Parent(s)/Guardian(s) Names _____

School _____
Street Address _____ Phone _____
City, State, ZIP _____
Adviser _____ Principal _____

Hometown Media 1. _____ 2. _____
Street Address _____ / _____
City, State, ZIP _____ / _____

How long have you been involved in journalism? _____
Positions Held (specify type of media such as yearbook, newspaper, literary magazine, radio, TV):

Publication Name/Type	Position	Length of Time	
_____	_____	From _____	To _____
_____	_____	From _____	To _____
_____	_____	From _____	To _____
_____	_____	From _____	To _____

Has any of your work been cited by the professional media? If so, when and what award? Please use a separate sheet if more space is needed.

Do you plan to enroll this year in a university journalism and/or mass communication degree program? Yes No

What aspect of journalism and mass communication is your career goal?

List colleges you are considering in order of preference. Please indicate if you have been accepted. If you have definitely decided which school you will attend, list only that college.

Colleges	Accepted or Considering	Definitely Will Attend
_____	_____	_____
_____	_____	_____

Send your portfolio to NCSMA, 284 Carroll Hall, UNC-Chapel Hill, Chapel Hill, NC 27599-3365 postmarked by Feb. 15.

Checklist:

- Official entry form
- Self-analytical evaluation of your "journalistic life," using your most creative form.
- Action photo of you doing something journalistic--interviewing someone, taking a photograph, designing a page, doing a broadcast standup, or talking to your staff. Winners' photos will be published.
- Official copy of your transcript
- 3-4 letters of recommendation from your adviser, other teachers who know your leadership and journalistic abilities and practitioners with whom you have worked. A letter from the principal is desirable but not absolutely necessary.
- Samples of your work carefully selected to show your quality and diversity of reporting, writing, photography, design, etc.
- Self-addressed, padded, stamped envelope large enough to hold your portfolio

Preparing Your Portfolio:

- Entry material should not exceed 46 pages one-sided or 23 two-sided pages with application materials not to exceed an additional 10 pages as follows:
 - national application (1-2 pages)
 - transcript (1-2 pages), opened and presented as part of the portfolio
 - personal photo (1 page)
 - self-analytical essay (1+ pages)
- Plastic sheet protectors are acceptable. All letters should be opened and included as part of the 46 pages.
- The pages should be inserted into a three-ring binder designed to hold 8 1/2 x 11-inch paper.
- Some ideas to get started on the self-analytical evaluation: How do you feel about journalism? How did you get started in journalism? What have you contributed to journalism? What have you had to go through to achieve? What are your journalism plans for the future? The evaluation should be long enough for the judges to reach a decision as to your creative qualifications and short enough not to be redundant (and boring).
- Samples of work should be carefully selected. Provide judges with a good cross section of your best work rather than everything ever produced. Date, name of publication and relevance should be on the page with each sample.
- Include samples showing one or more of the following characteristics. They should be grouped according to what they represent, and these groupings should be labeled.
 1. Skilled and creative use of media content — writing, production, photography, etc.
 2. Inquiring mind and investigative persistence resulting in in-depth studies of issues important to the local high school audience, high school students in general or society.
 3. Courageous and responsible handling of sensitive issues — local or societal — despite threat or imposition of censorship.
 4. Variety of sustained and commendable journalistic experiences, each handled in a quality manner - newspaper, yearbook, magazine, broadcast, photography, Web design, other design work, community and other outside-of-school journalistic work, etc.
- At least one issue of your newspaper or magazine or photocopies of relevant spreads from your yearbook (not the entire book) should be enclosed so the judges can see the context of your work. Audio or video tapes should accompany an entry focusing on broadcast work. They should be cued up to the work the judges should view or hear, and should have the entrant's name on the tape case.
- Photocopies of letters, clippings and art are acceptable; however, original prints of photographs should accompany entries based on published pictures.

JEA/NCSMAA Membership, July 1, 2007 – June 30, 2008

Name: _____

Home Address: _____

Street

City

State

ZIP

Telephone

School: _____

School Address: _____

Street

City

State

ZIP

Telephone

Fax

E-Mail

Name of Publication(s): _____

Media Advised:

- Newspaper Yearbook Magazine Electronic Comm. Photography

___ \$60 Combined JEA/NCSMAA Membership (*results in \$5 rebate to NCSMAA from JEA*)

___ \$10 NCSMAA Membership Only ___ \$50 JEA Membership Only

*Enclosed check payable to NCSMA at School of Journalism and Mass Communication,
UNC-Chapel Hill, CB#3365, 284 Carroll Hall, UNC-Chapel Hill, Chapel Hill, NC 27599-3365*

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Inside this issue of The Scoop:

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