

# The Adviser

Spring 2003

A quarterly publication for middle-school and high-school journalism advisers in the state of Maryland and the District of Columbia.

Maryland Scholastic Press  
Association

University of Maryland  
1117 Journalism Building  
College Park, MD 20742-7111  
Phone: 301.405.8321 Fax: 301.314.9166  
www.journalism.umd.edu/mspa



## WANT TO BE A JOURNALISM MAJOR?

Aspiring Journalists visited the lobby of the Philip Merrill College of Journalism on Maryland Day April 26 to learn more about the College's degree programs.

Each year, the University of Maryland opens the campus to visitors – including prospective students, alumni, students, faculty, staff and their family and friends – for a day for fun and exploration.

SEE PAGE 2 FOR MORE DETAILS

## Journalism Course Offers Advisers Credit

MSPA is offering a course for advisers this summer with help from the Philip Merrill College of Journalism.

High school newspaper, yearbook and broadcast advisers can obtain graduate credit by registering for JOUR498: Advising Secondary Scholastic Journalism, which is worth up to three graduate credit hours from the college.

"This course is one of the many ways MSPA is trying to provide journalism educators and advisers with training," said Executive Director Marchelle Payne.

The course is designed to educate advisers on developing better ways to teach students while focusing on practical methods for teaching courses in journalism and communications,

including newspaper, yearbook and broadcast production.

Advisers will learn the basics for teaching journalism, press law and ethics, organizing and motivation staff, creating budgets, publication design and planning production schedules, along with other valuable teaching aspects.

The course will run June 23 - 27 and will include intensive day-long sessions the following two weeks.

Additional information about the course can be obtained by contacting MSPA President Gary Clites at gclites@chesapeake.net or Marchelle Payne, executive director of MSPA, at mpayne@jmail.umd.edu.

## MSPA Prepares for Summer J-Program

Aspiring journalists will get a taste of the field this summer during MSPA's week-long summer journalism program.

With classes ranging from desktop publishing and page design to television production, this summer's program will help students learn the skills needed to be good journalists.

"As has been the case in previous years, the smallness of the program allows instructors to give students one-on-one attention," MSPA Executive Director Marchelle Payne said.

Reuters wire editor Karen Dinsenhacher, a University of Maryland adjunct professor, will teach at the summer program, along with University professor Alice Bonner, who teaches journalism ethics and feature writing at the college.

"A very talented and committed group of individuals have agreed to work with program participants" said Payne. "I personally don't know of any other profession where individuals look forward to giving back as I've seen with journalists; and this program is just one of those opportunities where journalist willingly give of themselves."

Over 100 individuals are signed up for one of the seven course offerings. Program participants receive four days of instruction and a one-day field trip.

SEE "SUMMER" ON PAGE 2

### Inside:

Advisers Advisories ..... 4  
Publications, Individual Writing and  
Editing Contest Information .... 5-7

## Editor's Column



### Interest in MSPA Summer Journalism Programs Increase

By Marchelle Payne  
Adviser Editor

**M**aryland Scholastic Press Association continues to rebuild and strengthen opportunities for area students and advisers.

The association is in the midst of finalizing enrollment for the 2003 Summer Journalism Program and accepting entries for its two contests.

Historically known as one of the smaller camp-like programs, MSPA continues with its tradition of offering a hands-on journalistic experience for summer journalism program participants. The size of the program is modeled after and consistent with the way skill courses are delivered by the Philip Merrill College of Journalism whereby skills courses are limited to 18 or fewer students.

By incorporating faculty and journalists affiliated with the Merrill College of Journalism we facilitate a dynamic and educational class environment. Classes maintain approximately a 15 to one student to instructor ratio, which enhances student development and encourages instructor-student interaction.

MSPA's presence on the web, in publications and at school fairs has led to an increase in the number of summer program inquiries and participants. Both inquiries and enrollees in the 2003 Summer Journalism Program have surpassed inquiries and participants in the 2002 program.

Interestingly, an overwhelming number of participants for the 2002 program are returning for the 2003 program. Perhaps the best testament to the quality of the program is the number of repeat participants and the increased number of out-of-state participants who are flying cross country to participate in MSPA's program.

The Association is also in the process of accepting entries for its 2003 contests and hopes to surpass the number of entries for the 2002 contests.

This summer, MSPA is also offering an adviser course in conjunction with the Philip Merrill College of Journalism. Enrolled students will receive up to three college credits for the three-week course. The three-week course, taught by MSPA President Gary Clites, is an upper level journalism course designed to assist advisers.

As MSPA strengthens existing programs, it looks to develop more opportunities for advisers and students. In addition, the association is always looking for committed board members.

Individuals with suggestions for future activities or with an interest in serving on MSPA's board should contact Marchelle Payne by phone at (301) 405-8321 or by email at [mSPA@jmail.umd.edu](mailto:mSPA@jmail.umd.edu).

## SUMMER: Journalism Boot Camp Offers Writing, Design, TV Production Courses

*continued from page 1*

Course offerings include beginning news writing, advanced news writing, sports writing, poetry writing, layout and design, television production and a program about becoming a newspaper editor-in-chief.

Twenty lucky students were awarded The Washington Post Merit Scholarship for ethnic minority students. Rising juniors and seniors were the recipients of the scholarships.

Program participants are rising 9th graders through rising college freshman for the 2003-04 school year. While most students commute, some rising high school juniors and seniors elected to reside in on-campus housing.

The one-week program is scheduled for June 23 through June 27.

For more information on courses available, visit the the Web at: [www.journalism.umd.edu/mSPA/summer03.html](http://www.journalism.umd.edu/mSPA/summer03.html)

## MSPA Shines at Maryland Day

The Maryland Scholastic Press Association had a stellar showing at the University of Maryland's 5th annual Maryland Day Saturday, April 26, 2003.

Quite a few people elected to participate in and attend the University of Maryland's community and alumni outreach effort. Despite the morning rain and chill, there were many visitors to the College Park campus.

"It was a great opportunity to showcase some of the great things MSPA does," said Executive Director Marchelle Payne. "Given that the day started off wet and chilly, you know that those present were really interested."

Maryland Day visitors stopped by MSPA's table and viewed displays of past and future association events. Over 100 interested people stopped by the table to obtain brochures about the 2003 Summer Journalism Program and inquire about the association's upcoming contests.



Visitors view information displayed at Maryland Day.

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Marchelle Payne  
Editor & MSPA Executive Director

Gary Clites  
Adviser Columnist  
& MSPA President



# President's Column

By Gary Clites Jr.  
MSPA President

In the Winter issue of *The Adviser*, I discussed how new federal and state testing initiatives threaten some middle and high school communications programs (visit the MSPA website if you missed it). Both the national No Child Left Behind program and Maryland's Bridge to Excellence in Public Schools Act (Senate Bill 856) could serve to focus educational resources on basic skills courses at the expense of the higher-level enrichment courses we all teach.

These programs are a serious threat to scholastic journalism in Maryland, but damage to our programs is not inevitable. The best action we can take to protect our classes is to employ strategies designed to strengthen our programs and to make others aware of the value of training students in media literacy and communications.

## 1. Point out the value of communications education to the program

The Bridge to Excellence focuses on trying curricular aims of the schools to

state-mandated curricular goals. One of the first steps to making our programs succeed in the new climate is to find a place for communications classes within that framework. Happily, analysis of the state goals finds that many of them apply easily to the higher-level communications courses we teach. It is important that journalism teachers take the time to familiarize themselves with the state goals and work to communicate to our schools and school systems how nicely our classes fit into the state-identified priorities.

## 2. Establish a technology education credit for advanced journalism courses

In most counties, journalism courses are still pure electives, making them easy to eliminate from the schedule. The Maryland Scholastic Press Association has worked to gain technology education accreditation for advanced journalism classes in the state. Since 2001, our courses have been recognized by the state as tech-ed courses. Applying such accreditation to your classes will make them a more integral part of the high school program and can protect them if the time comes for some classes to go on

the chopping block.

How can you gain such accreditation for your classes? Generally, journalism production classes including newspaper, yearbook and broadcasting that employ computers and digital equipment in the creation of their product are eligible for such recognition. The teachers in each county, though, must drive the move to accredit classes and work with their system to see that it gets done. Each school system employs a different method, but nothing will happen until you and your fellow advisers take the initiative to push for accreditation.

To qualify as a tech-ed course, programs must show that they meet the eight learner outcomes outlined in state regulation COMAR 13A.04.01.01 (see sidebar). Though this requires thought, the outcomes generally fit our programs very easily.

Certifying courses for credit takes effort, but is one of the best strategies available for strengthening our programs and protecting them in the face of the challenges created by the state Bridge to Excellence.

## 3. Gain recognition for your students' work

State and national critiques and contests can be positive for several reasons. They allow your students' work to be examined by expert third parties and provide input that can have a positive effect on their product. Beyond that, though, hanging a first place plaque on the wall can instill pride in students, parents and school administrators.

Further, while we all work in the business of communications, we are often the worst entities in the school at communicating our own achievements. There is a long-standing sense in the journalistic world that we should remain below the radar of our readers and viewers... that we should tell the story, not be the story. Doing so, though, we

### COMAR 13A.04.01.01

Every five years, local school systems are required to certify that technology education programs meet the eight learner outcomes. In summary, as a result of their technology education experience, students should be able to:

1. Demonstrate knowledge and skills regarding technology systems
2. Demonstrate knowledge of the nature of technology
3. Demonstrate the ability to solve problems
4. Make ethical decisions about technological issues
5. Demonstrate in an experimental setting the safe, effective, and creative use of technology resources, for example, including tools, machines, and materials.
6. Apply science, mathematics, language arts, social studies, and technological processes and concepts to solve practical problems and extend human capabilities.
7. Apply knowledge of and perform work tasks representative of technology-based careers including engineers, technologists, technicians, craftspersons.
8. Recognize the multicultural and gender diversity inherent in the evolution of technology.



## President's Column

*continued from page 3*

risk strengthening other programs at the expense of our own.

The student press has the resources to prepare press releases when they succeed. We need to do a better job of promoting our own successes and letting our communities know the value of the educational opportunities we offer.

#### 4. Access the power of parents and the community

Programs like music, art and athletics are also at constant risk of elimination due to strained resources in education. Those programs have succeeded in involving large numbers of parents in their programs, making it much harder for politically-minded school boards to cut them. Music booster and athletic booster organizations raise the money schools need to help their organizations succeed. Through performances, art shows and other events, they work to display their work to the public and parents in ways that strengthen their programs.

Communications students are often naturally independent, and less inclined to involve adults in their work. When censorship issues have arisen in the past, however, parental involvement has been key to protecting the rights of students, pointing out the importance of keeping families involved in our students' work. Consider holding a newspaper or yearbook awards banquet for parents, and make an effort to see that student work makes it home to parents. Offer mail subscriptions to the school paper for parents at a reasonable price (my newspaper mails out over 200 copies per issue). And while you are at it, send comp copies to local newspapers and other news outlets so that they can clearly see your students' achievements.

#### 5. Get involved with state and national organizations

MSPA and other professional organizations work to strengthen communications education. Nationally, groups like the Journalism Education Association (JEA) and Columbia Scholastic Press Association (CSPA) offer terrific resources including publications, conferences and conventions that can help build your program. Here at home, MSPA works to support journalism teachers and their students throughout the Maryland/D.C. area.

Every program benefits when we come together in support of one another. But MSPA needs you to succeed. Consider volunteering to help with programs;

write a piece for our newsletter; or volunteer to serve on our board of directors (contact me at [gclites@chesapeake.net](mailto:gclites@chesapeake.net)). When programs are threatened, having a vibrant, active state organization behind you can make a powerful difference.

Maryland's Bridge to Excellence, while well-intended, may put some communications programs at risk. Together, we must work in defense of journalism education in Maryland. In the end, our programs may emerge stronger for the effort.

## Adviser Advisories

#### COLUMBIA SCHOLASTIC PRESS ASSOCIATION

The conference will take place on Columbia University's historic Morningside Heights campus in Manhattan on Nov. 3. Sessions will cover all aspects of student publishing. Advisers are welcome to attend sessions with students; in addition, some sessions will be organized for advisers only. The program will be rich and varied, with experienced advisers and journalists serving as session leaders. Session topics will include writing and editing; staff organization and motivation; design and layout; suggestions for special areas of coverage; and legal and ethical concerns for advisers and editors. For more information, please visit

[www.columbia.edu/cu/cspa/FallConfHome.html](http://www.columbia.edu/cu/cspa/FallConfHome.html).

#### KETTLE MORAINÉ PRESS ASSOCIATION

The annual day-long fall conference will be held on Oct. 17 at the University of Wisconsin, Whitewater campus. During the event, information from more than 60 presenters will be organized into three 45-minute sessions. Students will also have the opportunity to compete in the yearbook on-the-spot contest, the newspaper write-off, editorial writing



and cartoon-off sessions. Conference presenters will be a mix of high school journalism teachers, publication advisers and working professional journalists. For more information, please visit [www.kempaonline.com/fall.html](http://www.kempaonline.com/fall.html).

#### JEA/NATIONAL SCHOLASTIC PRESS ASSOCIATION

JEA and NSPA invite publications staffs to

Washington, D.C., for the JEA/NSPA Fall National High School Journalism Convention, Nov. 20-23, at the Hilton Washington. This will be the largest fall gathering of student journalists in America, and the convention schedule will feature speakers, tours and only-in-D.C. events and opportunities. The program will seek to inform and inspire participants, whether they work on a newspaper, yearbook, magazine, broadcast or online staff. For more information, please visit [www.studentpress.org/nspa/conventions.html](http://www.studentpress.org/nspa/conventions.html).

#### PENNSYLVANIA SCHOLASTIC PRESS ASSOCIATION

The annual state conference will take place on Nov. 21 at the Hilton Harrisburg and Towers. This year's theme is "Onward and Upward," and the day-long event will feature informative sessions for student journalists and their advisers, as well as contests and awards. For more information, please visit [www.pnpa.com/pspa/pspa/calendar.htm](http://www.pnpa.com/pspa/pspa/calendar.htm).

**Maryland Scholastic Press Association**  
**2003 Publications Contest**  
**PART I: OFFICIAL ENTRY FORM**

For Office Use Only Entry Rec'd _____ Payment Rec'd _____
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**Instructions**

Complete the contact information and select the appropriate division for the publication or media product. The second page of the form (see back) must be completed to provide information for the critique judge. Enclose the entry fee, with the form signed and dated, and forward the entry to Maryland Scholastic Press Association.

Separate forms and fees are required for each division a school enters. Please indicate on the check or invoice the division entered. Schools awaiting the issuance of a check should forward the entry and indicate, on the form, the date that the check will be mailed.

**Payment**

Make checks payable to: Maryland Scholastic Press Association or MSPA.

Mailing Address:    Marchelle Payne/MSPA  
                          University of Maryland  
                          1117 Journalism Building  
                          College Park, MD 20742

Payment Enclosed  
 Forwarding Check

\_\_\_\_\_ date

**Deadline**

Deadline for entries is June 27, 2003.

**Yearbook, Magazine and Newspaper Entries**

Submit Official Entry Form, \$50 entry fee and entry to MSPA mailing address. Schools can submit the school yearbook, magazine and/or the best four issues of the newspaper.

**Scholastic Journalism Web Site Entries**

Submit Official Entry Form, \$50 entry fee and entry to MSPA mailing address. Schools should submit a printout of the front page of the site (for verification).

**Contact information**

Public School

Private School

Name of Publication or Media Product: \_\_\_\_\_

Adviser(s): \_\_\_\_\_

School: \_\_\_\_\_

Street Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

County: \_\_\_\_\_ Adviser(s) E-mail: \_\_\_\_\_

School Phone: \_\_\_\_\_ Summer Phone: \_\_\_\_\_

**Publication Division (Select the appropriate division.)**

\_\_\_\_\_ Division A: Newspaper: School population less than 600

\_\_\_\_\_ Division B: Newspaper: School population 600 to 1,199

\_\_\_\_\_ Division C: Newspaper: School population 1,200 or more

\_\_\_\_\_ Division D: Yearbook: 200 pages or fewer

\_\_\_\_\_ Division E: Yearbook: More than 200 pages

\_\_\_\_\_ Division F: Literary Magazine

\_\_\_\_\_ Division G: Scholastic Journalism Web Site

*Entries must have been published during the 2002-2003 school year, unless your school yearbook or literary magazine is on a calendar-year publication schedule (in that event, the entry must have been published in 2002 and must not have been entered in the 2002 contest). Entries are welcome from public and private middle and high schools in Maryland, Washington, D.C., Virginia, West Virginia, Pennsylvania and Delaware. Entry into the 2003 Publications Contest does not guarantee that an award will be received. MSPA reserves the right to refrain from conferring an award in instances where there is a lack of a sufficient number of entries.*

Adviser's signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Maryland Scholastic Press Association**  
**2003 Publications Contest**  
**PART II: INFORMATION FOR JUDGES**

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Name of Publication or Media Product: \_\_\_\_\_  
Division Entered (Provide letter and name.): \_\_\_\_\_  
Adviser(s): \_\_\_\_\_ Number of Years Advising: \_\_\_\_\_  
School: \_\_\_\_\_  
Street Address: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_  
School Enrollment: \_\_\_\_\_ Frequency of Issues: \_\_\_\_\_  
Number of Copies Per Issue (Not applicable for web entries.): \_\_\_\_\_  
Average Staff Size: \_\_\_\_\_ Total Annual Income: \_\_\_\_\_  
Source(s) of Income: \_\_\_\_\_  
Is there a journalism class in the curriculum? \_\_\_\_\_  
Staff Membership Requirements: \_\_\_\_\_

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Because the publication should be by and for students, any work or contribution by persons other than students, if not indicated clearly, should be identified. The contributions or work of non-students, such as illustrations, lettering, and/or typing, must be stated below.

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**Additional Information for Web Entries:**

URL (web address) for the main page of your site: http:// \_\_\_\_\_

Was the web site designed by students or was a service like High Wired used? Please specify.

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Is the web site an online version of the newspaper, yearbook or magazine? If so, state the name and type of publication with which it corresponds.

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How long have your students been publishing on the web? \_\_\_\_\_

If the web site has been in existence for longer than the 2002-2003 school year, what major changes or improvements have occurred this year? \_\_\_\_\_

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**Note:** You may state, on a separate sheet or sheets, any mitigating conditions or circumstances affecting the publication or production of this entry.

# Maryland Scholastic Press Association

## 2003 Individual Writing and Editing Contest

### Contest Rules

1. Entries submitted must have been published during the 2002-2003 school year.
2. All articles and photographs must be mounted.
3. Page layouts do not have to be mounted, but an entry form must be included with the entry.
4. Web entries must include the URL (web address) and a hard copy.
5. Students may enter multiple categories in the newspaper, broadcast, yearbook, magazine and online divisions, but are limited to two entries per person, per category. If a student submits more than two entries in a category, all of the entries in that category will be disqualified.
6. If a yearbook, magazine or final edition of a newspaper has not yet been printed, proofs or hardcopies will be accepted with a note from the adviser certifying that the entry will be published.
7. There is a \$2 fee per entry. Make checks payable to: Maryland Scholastic Press Association or MSPA.
8. **All entries must be attached to an original or photocopied entry form** and received by June 27, 2003 at the following address:  
Marchelle Payne/MSPA  
University of Maryland  
1117 Journalism Building  
College Park, MD 20742
9. Questions? Contact Marchelle Payne at [mpayne@jmail.umd.edu](mailto:mpayne@jmail.umd.edu) or at (301) 405-8321.

### Contest Categories

#### Newspaper Categories:

- News
- Features (except for profiles)
- Profiles (people/personality profile of an individual or small group)
- Editorial opinion (unsigned opinion by editorial-page staff or board)
- Signed editorial column (opinion piece running on the editorial page or in any other section except sports)
- In-depth story (700 words or more)
- Sports-game coverage
- Sports-news or feature
- Sports-opinion column
- Review
- Opinion/editorial-page layout
- Front-page layout
- Single (inside) page layout
- Double-page layout
- Editorial Cartoon
- Comic
- Photography
- Illustration-hand or computer generated
- Informational graphic

#### Broadcast Categories:

- News (non-sports)
- Features (non-sports)
- Sports news or feature

#### Yearbook Categories:

- General copywriting
- Sports copywriting
- Page design (single or double)
- Hand illustration/artwork
- Computer-generated illustration/artwork
- Photography
- General headline writing
- Sports headline writing

#### Magazine Categories:

- Poetry
- Prose
- Photography
- Hand illustration/artwork
- Computer-generated illustration/artwork
- Cover design/artwork
- Inside page design (single or double)

#### Web/Online Journalism Categories:

- Front-page design
- Inside-page design
- News writing
- Feature writing
- Sports writing
- Review/opinion

# Awards and Competitions

## AWARD WINNER UPDATE

MSPA awarded the Marylander Award to Montgomery Blair High School for its Scholastic Journalism Web Site entry in the 2002 Publications Contest.

While Silver Chips Online was the only entry in Division G, Blair's web site definitely deserved commendation.

"It is evident that the adviser and students put a lot of work into the site" said Executive Director Marchelle Payne.

The Association is in the process of accepting entries for its 2003 contests.



## Looking for a Few Good Men and Women...

MSPA is looking for committed and dedicated individuals interested in serving as board members.

Call 301.405.8321 or email [mspa@jmail.umd.edu](mailto:mspa@jmail.umd.edu) to indicate your interest in serving.

## CONTESTS AND COMPETITIONS

MSPA is accepting entries for the 2003 Publications Contests and the 2003 Individual Writing and Editing Contest.

The deadline for entries for the 2003 Individual Writing and Editing Contests has been extended to June 27, 2003.

Entries for the 2003 Publications Contest must be postmarked June 27, 2003.

Entries for both contests must have been published during the 2002-2003 school year, unless the school's publication is on a calendar year publication schedule.

Entries are welcome from public and private middle schools and students in Maryland, Washington, D.c., Virginia, West Virginia, Pennsylvania and Delaware.



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