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The Magazine

The International Honor Society for High School Journalists Since 1926

Spring 2018



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IN THIS ISSUE

Spring 2018

- 4** The pursuit of truth
Jeff Browne
- 6** Diversity exists around the *Globe*
Erin Castellano
- 7** Journalism: My first love
Emily LaGrange
- 8** Official permission to be a know-it-all
Roxann Elliot
- 10** Q&A with a Super Bowl photographer
Allison Wunder
- 12** How to prep new photojournalism
Candace Perkins Bowen
- 14** Writing, Photo and Multimedia winners
- 16** Exceeding the expectation
Natalie Niemeyer
- 20** Who's the real hero?
Emily LaGrange
- 23** The new era of Facebook
Erica A. Hernandez
- 24** Q&S Student Advisory Board members
Jeff Browne

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Editor

Jeff Browne

Executive Director, Quill & Scroll Society

Assistant Editor

Emily LaGrange

Freshman, University of Iowa

Staff Contributors

Marni Wax

Senior, University of Iowa

Allison Wunder

Junior, University of Iowa

Caitlyn Martin

Freshman, University of Iowa

Cameron Cooper

Senior, University of Iowa

Judy Hauge

Administrative Assistant, Quill & Scroll Society

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@quillandscroll



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Cover photo "Two buildings near Times Square, NY" by Malayna Vines, Kirkwood High School

Hammers, fists, anvils. Feathers, smiles, candles.

Whichever metaphor suits you, the key to our collective future is the pursuit of truth.

Jeff Browne

Executive Director, Quill and Scroll



Philosophers, poets and marketers often use metaphors to define truth.

For some, the truth is literally hard.

The autobiography of 18th-century American investigative journalist James Callender — who uncovered Thomas Jefferson's fathering of children birthed by slave Sally Hemings — is called *“The Hammer of Truth.”*

The National Rifle Association's recent video advertising campaign promises to use *“the clenched fist of truth”* to combat what it sees as the “violence of lies” coming from mainstream journalistic media.

Even the world's most famous pacifist used a hard metaphor for truth. Mahatma Gandhi, the father of the Indian nation, wrote: “Use *truth as your anvil*, nonviolence as your hammer.”

For others, the truth is soft.

Maat was the Egyptian goddess of truth; she held an ostrich feather, referred to as the *“feather of truth.”* If, at the end of one's life, your soul's heart was heavier than the feather, your soul was thrown to the floor in the Hall of Truth and devoured by crocodiles. If it was as light as the feather, you were to be admitted to the Field of Reeds, home to a blissful afterlife.

English writer John Fowles, in his 1965 novel *“The Magus,”* wrote, “That is the truth. Not the hammer and sickle. Not the stars and stripes. Not the cross. Not the sun. Not gold. Not yin and yang. *But the smile.*”

Of course, one of the oldest metaphors for truth is light, represented by the sun. In Plato's Analogy of the Sun in *“The Republic,”* Socrates argues that *the light of truth* illuminates the unintelligible, much as the sun uncovers what we can't see otherwise

on earth.

Quill and Scroll's symbolic candle draws from those softer metaphors. And its use in our induction ceremony underscores the softness of our mission:

“Tonight I light the candle of truth symbolic in our aims and aspirations for the world in which we live and that finer world of tomorrow toward which we strive.”

Most Quill and Scroll chapters will use candles this spring as they induct new members into our 92-year-old honor society. They will also read those words as a part of that induction. But how many of those inductees will remember those words and their value as they progress through their lives? We honor journalistic excellence, but we also hope to be just a small part of a movement that restores — in the words of our constitution — “domestic tranquility” to our civil discourse. That begins with the search for truth.

We know that most high school journalists will not pursue a major in journalism when they go to college. High school journalists, as we know, are generally more engaged, more academically successful and more ambitious than their peers. And while those of us in the profession would like all the best and brightest to join us, we know that other, often greater opportunities arise.

But Quill and Scroll's ideals should be a part of any profession. Again, from the induction ceremony:

“I light the light of truth, which signifies sincerity in character, action and speech. It should serve as a guiding light to which all the world may turn.”

Will you be a doctor? I hope that your

diagnoses depend on your best knowledge of what's true in medicine, and not on what might make your hospital or a pharmaceutical company the most money.

Will you be a scientist? I hope that you start with a hypothesis and work toward a conclusion, and not the other way around. If you're asked to do the opposite, refuse and move on.

Will you work in public relations? I hope that you represent your clients by convincing them that truth is the best way to deal with a crisis, and that you don't allow name-calling, half-truths and lies to be the basis for any campaign you create.

Will you be a politician or public servant? I hope that you understand that there is no truth in partisanship and that public service is not a zero-sum game in which you seek power over principle.

Of course, the Quill and Scroll induction ceremony includes seven other lights, all of which help us in our quest for truth: Learning, Leadership, Loyalty, Initiative, Integrity, Judgment and Friendship.

Keep these in mind as you either watch or are a part of an induction ceremony this year. And no matter your affinity for metaphors — hard or soft — know that truth is at the heart of our survival as a people. I'll leave you with one last thought, this again from Gandhi:

“When I despair, I remember that all through history the way of truth and love have always won.”



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DIVERSITY EXISTS AROUND THE GLOBE

Erin Castellano

Adviser, Clayton High School

The 2017-2018 *Globe* staff is comprised of 78 Clayton High School students from Clayton, Missouri. *The Globe* is a nationally recognized and award-winning news magazine and has been awarded NSPA Pacemakers, CSPA Gold Crowns, and the Brasler Prize for writing in 2016 and 2017. *The Globe* is a student-run publication, by school board policy, and the editorial board makes all of the content and editorial-related decisions for the publication.



Editor's Note: This story is adapted from the successful application Clayton (Missouri) High School submitted to the Journalism Education Association for JEA's 2018 Diversity Award. Quill and Scroll congratulates Clayton High School, the Globe staff and adviser Erin Castellano on their work to present complete news coverage to its community as well as on its 2018 JEA Diversity Award.

"I think the best way to explain our efforts in the pursuit of encouraging a multicultural approach within our newsroom, CHS community, and broader Clayton community can be summarized well by the introduction to December cover story, 'The Equity Issue,'" *Globe* adviser Erin Castellano said.

Co-editors-in-chief Mitali Sharma and Noah Brown wrote in that introduction, "We chose to make this issue 'The Equity Issue.' In other words, we decided to pay particularly close attention to 'equity' — historically, and its present manifestations in the school setting. Our conversation started with a collective acknowledgement that before we could begin to address the manifestations of equity in any present-day setting, we must first solidify an understanding of the historical underpinnings of inequity. It is the prevalence of inequity

and an understanding of its effects, after all, that make the discussion and pursuit of equity worthwhile."

For the *Globe* staff "The Equity Issue" was really a continuation of work that began after the events in Ferguson, Missouri in 2014. The staff earned the Robert F. Kennedy Human Rights Journalism Award for their Ferguson coverage in 2014. Since Ferguson, the staff has strived to make issues around social justice and equity a central focus of the magazine.

Last year the *Globe* ran a three-part cover series last year — "Separate and Unequal" — that examined the underlying issues associated with racial inequity in St. Louis. The third installment earned the Brasler Prize this past Fall.

"Our mantra at the *Globe* is 'to be the bearers of light,'" co-editor-in-chief Mitali Sharma said. "I am proud to receive this award because I believe it mirrors that mission of ours and what we stand for as a publication. We choose to tell these stories because we feel the need to incite change and raise awareness in our community. In our world today — especially in the academic environment — racial equity and diversity are prevalent issues that deserve illumination. Using our medium as student journalists, the *Globe* staff has consistently tried to ignite conversation and tell the sto-

ries of the ignorance, misunderstanding, and hope for improvement that accompany these sensitive topics."

In addition to, "The Equity Issue," this year alone the staff has written stories regarding the Stockley verdict and subsequent protests in the St. Louis community, about Syrian refugees in St. Louis, the Black Lives Matter movement, and the relationship between education and the carceral state. Specifically, we have covered the disproportionate treatment of students of color within our disciplinary and criminal justice systems in the state of Missouri.

"We also recognize that the roots of such issues are not modern phenomena, and we seek to delve into these historical foundations to reach a deeper understanding for both ourselves and our readers. And just because we have published these stories, even dedicated an entire issue to equity, and now received this award, the work is not done," Sharma said. "Noah and I will be saying farewell to *Globe* as we move into our college careers next year but I hope — I know — that the staff will keep the conversation about injustice and inequity at the forefront of their work. They will continue to be the bearers of light in our community."

Journalism: My first love

What journalism in high school has taught (and continues to teach) me

Emily LaGrange

Assistant Editor, *Quill and Scroll*

As a timid freshman at George Washington High School in Cedar Rapids, Iowa, I decided it was critical for me to get involved in some kind of extracurricular club or “non-academic” class. I wanted to give purpose to the long, arduous trek through high school.

High school journalism was a four-year-long precept of perseverance and accomplishment for me outside of my regular school day. It was a source of self-expression as well as self-discovery, and its lessons have undoubtedly followed me beyond high school. These lessons have formed me into a productive citizen and student with a high regard of respect for my community and, perhaps more importantly, myself.

Having always been a talented writer (and self-proclaimed grammar nazi), I joined my school’s newspaper, *The Surveyor*. Walking into class on my first day, I was immediately intimidated by its structure: our adviser — the estimable Kyle Phillips — took a backseat, and the class was led by the newspaper’s editor-in-chief, MJ Kamin, a senior with high school journalism experience and great leadership skills. I looked up to her and all of her successors thereafter.

Throughout my time on *The Surveyor* staff, I was assigned stories that got me miles from my comfort zone. I talked to my school district’s superintendent about the logistics and finances associated with creating magnet elementary schools in our community. I spoke with the mother of a fellow student who died after being swept away by strong flood waters. I collaborated with three other staff members in a story about an inappropriate relationship between a student and a long-term substitute teacher at my school, an incident that made national headlines.

When I was offered the position of editor-in-chief my senior year, I was completely overjoyed. The leadership role I had to take on did put me off for a while, but I got my bearings and gained a ton of confidence because of it.

Now, I attend the University of Iowa on the pre-medicine track with plans to minor in Spanish. How on earth, you might ask, did a girl once completely enamored with journalism turn the opposite direction in college? I’ll tell you that, although it seems counterintuitive to spend the amount of time that I did participating in journalism to then seemingly completely abandon it in college, that was just not the case. In fact, look at me now: writing this column, journalistic blood still pumping through my veins!

The reason I say that I never abandoned journalism is because, well, I haven’t— what I learned in my high school newspaper class has been far more applicable to my everyday life than what I learned in AP Chemistry. The greatest thing that high school journalism taught me was the importance of working hard in order to achieve the greatest possible outcome. I spent many a Sunday afternoon my senior year cooped up on a computer in *The Surveyor* Lab, tweaking small things and racking my brain to come up with something more creative than the last. That same exhausted yet satisfied feeling still takes me over after a long, sleepless night of staring intently into my biology textbook.

High school journalism taught me how to communicate with my community. Formulating emails and telephone conversations in order to plan interviews or get information became second nature to me. In college, this skill has been critical. Knowing how to speak or ask for something in a sophisticated manner — wheth-

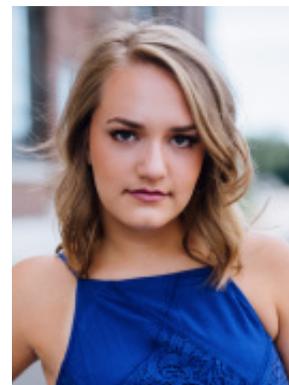
er it be to a professor, an employer, or a peer — is important for success in all areas of life.

If you give off an aura of confidence and eloquence, what you say or write has more meaning and credibility.

Aside from getting the opportunity to learn a lot (probably too much) about In-Design — the computer software my high school used to create page layouts — high school journalism taught me a lot about computers. Especially in this day and age, computer literacy (or at least a basic understanding of computers) is becoming increasingly important, whether it be for a job or school.

In college, computers are everywhere. A goofy post on Twitter made the observation that college is basically just sitting in different places with your laptop, and it’s true. In my classes, at least half of the students will take notes on their laptops, professors will assign homework to be submitted via the Internet, you will find information for classes and sometimes even access to textbooks from a computer. College is a technology-filled atmosphere and the only way to cope is to jump on the bandwagon. Why, this magazine (the first in *Quill and Scroll*’s history to be published online-only) is a prime example of our ever-evolving technosphere.

Although journalism isn’t as directly prominent in my life as it used to be in high school, the things it has taught me have followed me everywhere I go. I feel as though my time spent in high school journalism has helped me become a better student and citizen— two critical roles I’ve played my freshman year of college.



Your official permission to be a know-it-all

Mentorship benefits both the mentor and the mentee

Roxann Elliott

Operations Director, Journalism and Women Symposium



A week before I began my freshman year of high school, the senior girls invited all the incoming freshman girls to a welcoming party. We were, naturally, terrified.

We imagined all manner of humiliating hazing rituals, and anyone who's recently emerged from middle school can understand why. Junior high is a disorienting swamp of insecurity and preemptive cruelty. However, we were assured this was a sincere overture of friendship and comradery. And that the senior parents would be supervising. Also, our parents made us go.

Turns out, it was an amazing experience. The senior girls shared tips for navigating high school (literally, navigating, as in "The halls are like a highway, always walk on the right-hand side."), advice on building healthy friendships with other girls, and even some dopey trust exercises that had us in hysterics.

Today, I'm An Adult™ working with the Journalism and Women Symposium (JAWS), a nonprofit organization that provides mentorship, training, and shared wisdom for women in journalism. Our greatest challenge, year on year, is convincing members to step up and serve as mentors.

This begs the question: Why are these talented journalists more reluctant to share their insight and experience than a group of teen girls? I can't pretend to have all the answers, but I thought we could start with encouraging young people to continue doing what they're doing – building networks and democratizing knowledge.

What follows are just a few of the reasons young people, and young journalists in particular, ought to take up the mantle of mentors.

You know more than you realize

Look, I don't want to encourage any more unwarranted confidence than is already inherent in being a teenager. No, you don't know everything – but own what you do know. Student newsrooms experience rapid turnover by design, and the more you share information, the stronger your publication will be over time.

With each new class of student reporters, make a sincere and intentional effort to spend time with those junior to you. Share the tips you've developed and the tools you've discovered. And don't limit your interaction to a one-time, formal orientation. It's often during organic, informal conversation you'll recall pertinent anecdotes, obscure facts that didn't seem relevant at the time, and the institutional wisdom shared from your own upperclassmen.

You'll make a profound difference in the lives of younger reporters and in the legacy of your newsroom.

You can mentor and be mentored

I don't want to further the stereotypical narrative that women are wilting flowers who downplay their skills or underestimate their talents. Many, no doubt, do, but I propose that just as many women are aware of their skill but are also preternaturally curious themselves, and

never feel their own education is complete enough. They continue seeking knowledge, never quite satisfied they know enough to start imparting that wisdom to others

So, I want to tear my hair out when an organization like JAWS, which boasts so many phenomenally accomplished women, receives dozens upon dozens of requests to be a mentee and struggles to expand beyond the same 20 or 30 mentors.

You can do both. You can be a voracious learner and a guide to those less experienced than you – get this – at the same time. You can also develop lateral mentoring relationships – swapping skills and experiences between peers across mediums, beats, and technologies.

You'll know when you're ready

I don't have the receipts, but as a human humaning in the world, I carry the sneaking suspicion that many people shy away from mentoring because it sounds so official. Few people who are tolerable to be around consider themselves an authority on a given subject, and the title "mentor" carries some *gravitas*.

In short, people are almost scared of calling themselves A Mentor™ – scared of being an imposter. I'm not allowed to use bad words, here, so I'll channel former Vice President Joe Biden and say, that's a bunch of malarkey.

As long as you're a living, breathing human being, you'll never feel like you're done learning, and no one is going to thump you with the magical authority stick and confer upon you the title of "mentor."

Don't draw the line at professional skills

One thing JAWS recognizes is the interconnection between journalists' personal and professional lives. The members take seriously the intangibles that shape and propel their work. I feel like it's a unique strength of the group among journalism organizations. In high school, this consideration is doubly crucial.

Attrition among women in journalism is endemic, and it starts as early as high school. According to the Student Press Law Center's Active Voice initiative, a study by researchers at the University of Kansas showed that 41 percent of high school girls were told by a school employee not to report on a given topic, compared to 28 percent of boys.

Add to that the pressures and prejudices faced by young people of color, and some of the most needed voices in journalism will be silenced before they ever leave school.

Lastly, young people are not immune to the hardships of the adult world. Homelessness, domestic abuse, and neglect are more common than they ought to be, and the skills needed to cope with these problems aren't instinctive. As a peer, you have the power to listen, support, and fortify the most vulnerable in your newsroom.

In summary, mentorship (which is really just fancy branding for "being a pal") is the fuel for change. As we watch teens on the news taking politicians to task and proving once again how undervalued and underestimated young people are, it can be a struggle for high school journalists to navigate the tension between reporting and activism. Especially when both are such crucial civic pillars.

For burgeoning reporters, mentoring and being mentored is how we remain focused, share crucial insight, find inspiration, and deepen the context in which we report.

Those high school girls didn't have to reach out to us – to ease our transition into high school. They had their own lives, their own insecurities and concerns, and I'm certain none of them felt all-knowing as they stared down the biggest transition of their lives and the decisions that would shape their adulthood. No one is ever ready. You have something to offer today, whether you're 17 or 70. (Please don't wait until you're 70.)



Lauren McGaughy, left, the 2017 Betsy Wade Legacy Fellow, interviews Betsy Wade during the Journalism and Women Symposium's 2017 Conference and Mentoring Project (CAMP) in Hot Springs, Arkansas on Oct. 27, 2017. Wade was the first woman editor at the New York Times and initiated a class-action lawsuit against the paper for gender pay parity in 1974. (Photo/ERICA YOON)



Diversity Fellow Nesima Aberra, right, catches a selfie with Nikole Hannah-Jones, the keynote speaker at the Journalism and Women Symposium's 2017 Conference and Mentoring Project (CAMP) in Hot Springs, Arkansas on Oct. 28, 2017. (Photo/ERICA YOON)



Aaron Sprecher is a freelance photographer who specializes in professional football and other professional sports. His work has appeared in *Sports Illustrated* and other prominent publications. Above is one of Sprecher's most successful photos of Tom Brady.

Super Bowl Photographer



Aaron Sprecher

Allison Wunder

Staff Contributor, Quill and Scroll

Quill and Scroll: Tell us about your career.

Aaron Sprecher: I started in high school (in Houston, Texas) in yearbook, and just kind of picked up a camera and followed through on it, did the whole yearbook thing. When I got to Colorado State University, I joined the student newspaper photography staff. And I continued to pursue photography at that point, learning under advisers, as well as other photographers in the area, and continued to hone my craft.

During that time I networked outside the college newspaper, and contacted

The Denver Post, the local papers, and did different freelance gigs, meeting people through different workshops that were provided by the university to its students. After I graduated, I moved back to Houston and decided to start my own photography business, freelancing for clients. Whether for a visiting school playing a local university, to different conferences that were going on, to editorial clients such as the *Associated Press*, as well as the *Houston Chronicle*, and I continued to build up my client base from that point to where I'm at now.

QS: How did you get involved with

projects like the Super Bowl?

AS: My first Super Bowl was Super Bowl XLI. I shot as a member of the *European Pressphoto Agency*, which was one of my previous clients. I had family out in Miami, so I told them they could hire me as a local. At that Super Bowl, I networked with other people on site, because you have leading photographers from every agency across the globe covering it. And I used that time to get the word out that I was a freelance photographer in the Houston area, willing to travel

and stuff like that. That's how I built my personal business as a photographer. For me, it's always about who you know, and meeting people to get your name out, and from there once you know the right people, you can make a name for yourself.

QS: How do you prepare for the Super Bowl in the days leading up to it?

AS: Before the Super Bowl, they have all kinds of press conferences, entertainment press conferences, this year it's Justin Timberlake, so people will go early to cover that. As far as the game goes, I personally like to get there as early as I can to start working up different pictures such as views, I like to get clean stadium views, which is a more involved process at an event like this with all the security. For gear, I'll probably use a combination of three Canon 1D X Mark II bodies with telephoto lens, and then a wide angle, and potentially an 85mm, just to mix it up. The way I like to work a Super Bowl is shoot stuff on the field, and then go upstairs and do an overall view of the stadium and the game itself, and shoot halftime from that vantage point, and post game as well. You just want to follow the game, cover the game, get the pictures you need to make your clients happy.

QS: Do you manage any of the caption writing or photo editing?

AS: I do a lot of NFL work, so for the past 4-5 years, only for my NFL content because I do so much, and I can't keep up with the demands to make my clients happy, I actually use an offsite editor. My editor will go ahead and select, tone, and caption, and send the images to my client. I'll typically work up my favorite 3-5 and do my initial tone, edit, and caption, and send those, and then from there I'll send my editor those selects so that he has a template to base captions off of for what style I want, and he'll take care of the rest of those to get the images out as quickly and accurately as possible. Some people do it all themselves, some people don't do any of it. *AP Images* has an onsite editor, but because I'm a contract with *AP Images*, it's up to me to do myself. They don't care how

I do it as long as I get it done.

QS: Tell us a bit about the picture of Brady yelling.

AS: Brady typically for every home game, when he runs out onto the field for warm-ups, he'll run to the end of the goal line, and say "let's go" to the fans, and that's basically knowing what he's going to do, where he's going to do it, and being set up for that shot. It's a matter of knowing the subject, knowing what they're going to do at home, and doing a bit of research, which you do by being there and experiencing it. I've seen him do it at home games, and I know people expect him to do it, and I'm not saying he will do it at the Super Bowl, but most of these players are pretty



consistent, and they like to keep the rhythm the same.

QS: What are some pros and cons of working freelance, and how do you ensure that you'll get work?

AS: Coming out of college, the consensus was you needed to get a staff job at a newspaper or magazine, or some sort of publication, and work your way from there. However, given the culture of hard copy print these days, I'm very grateful I never followed that roadmap because it's kind of uneasy. A lot of my friends who are working at various newspapers and magazines have found themselves out of a

job or looking for other jobs. People want their information now, and they get it through TV or their mobile devices. So the route I went was to continue to network and build up my client base by producing quality work on a consistent basis, and that's the best way to get your name out there. It's a constant battle, there's no right or wrong answer, it's whatever works for you. As for how I'll continue to grow, I can't say for sure because the industry is always changing, and the culture changes, and client's demands change. You have to be adaptive and willing to change to meet your client's needs. So far, I've been able to adapt very easily. Maybe it's because I come from a younger side of things, but everyone wants something different, and that makes it fun for me.

QS: What advice can you give to high school student interested in sports photography and journalism?

AS: Continue to do whatever you're doing and practice at it and get better at it. Whatever game you're covering, meet the people and talk to them. I find networking to be the best way to get where you want to be. It's about knowing someone who can open a door for you, show you the ropes, introduce you to a client. Practice makes perfect, and networking. If you're working a high school game, usually the local paper will have a photographer there. Talk to that person, talk to advisers, reach out to people and publications online. Talk to people in the industry about what they're doing and how they're doing it.

QS: What investments should students be making now, whether that's equipment or experience?

AS: Experience. Anybody can buy a camera and work their way up. Have whatever you have and go out and practice in the field. And networking is the best way to grow. If you have the best, state-of-the-art equipment, good for you. That might either make the job slightly easier, or you might be hampered by all the advancements. You have to be adaptive, get experience and expand your horizons.

The dynamic world of photojournalism

How colleges have adapted to teaching new-age photojournalism

Candace Perkins Bowen

Director, Center for Scholastic Journalism at Kent State University



Journalism students entering college — the ones who want to report news and write valuable in-depth pieces — know their education is much different from those in the same major even 10 or 15 years ago. Now they need multi-platform thinking, math skills to deal with data, social media savvy and much more. And journalism schools are trying to make sure they get that.

But what about photojournalists? Their jobs today are far different from those who had a press pass in their hatbands and a Rolleiflex in their hands, whose flash bulbs shed bursts of light on famous stars or political press conferences. Today's photojournalists need new and different skills, too, some technical and others far from it.

So journalism schools are working to be sure their students are ready for the jobs of future photojournalists.

Key findings from a 2016 report on the state of news photography from a survey of almost 2,000 professionals by the World Press Photo Foundation showed:

- **85% were male**
- **85% earn less than \$40,000 per year**
- **91% say they are at risk while working**
- **Still 66% say they are happy with their careers**

They all indicated social media was important for them, with 55% saying Facebook was most important.

As for who employs them:

- **46% are self-employed**
- **12% work for newspapers**
- **9% work for news agencies**
- **4% work for photo agencies**
- **4% work for magazines**
- **2% other**

That shows some important changes in recent years — though it doesn't even touch on all the technological changes. How have journalism schools adapted to give their photojournalism majors what they will need?

Dave Foster, assistant professor who oversees photojournalism at Kent State University, said the fact that so many will potentially be freelancers has changed some of his approach.

"When they do a portrait assignment, they have to produce an invoice to go with it," he said.

That teaches future photographers to keep track of the time it takes them and what skills they must have that clients are expecting. Even if they aren't doing photography for a living — and the WPP 2016 report showed less than half did. Foster said they still need to know the business end.

He asked: "How do you charge your friend's band for a portrait" without knowing how to price out the

project and create an invoice?

Sherry Taylor, who teaches at Syracuse University, agrees.

"Some of our classes require students to price out the assignment, create billing forms, self-promos, branding, etc.," she said.

"We now require a business class in the School of Management and offer a five-week course taught by New York photographers we fly in once a week for a class called 'The Business of Photography,'" Taylor said.

The course covers entrepreneurial concerns because students will probably establish independent freelance businesses rather than working for someone else, she said. "Most of our students are headed to New York after graduation. Some will start out interning or working for someone else for a short amount of time while getting established."

The WPP report also showed increased numbers — from 32 percent to 37 percent since 2015 — who said they were required to shoot video — although most said they preferred stills.

To deal with this sort of change, both Syracuse and Kent State require an introductory multimedia class for freshmen. Syracuse also requires an advanced multimedia class for photo majors, and both schools note more classes require a multi-platform approach. "We're quickly growing classes in AR/VR [augmented and virtual reality]. Though not required yet, it's only a matter of time," Taylor said.

Bradley Wilson, director of student media and assistant professor at Midwestern State University, notes another difference

in teaching photography because of changing times.

"I've basically reversed the way I teach photojournalism. It used to be that we'd spend weeks on f/stop, shutter speeds, ISOs and camera operations because the cost of screwing it up (at \$6/roll of film) was high," he said.

Now that the cost of an additional photo is "basically nothing," he begins with photojournalism law and ethics for the first few days. "Then we talk about getting photos out there on social media. That's where the students live," Wilson said.

Taylor said Syracuse definitely deals with ethics in the curriculum. "It's especially important in a cut-throat, dog-eat-dog world where undercutting someone else is far too common."

Foster notes that photographers now deal with so many kinds of situations that might require varied ethical approaches. "You can remove the zit from the bride's forehead if you're the wedding photographer, but you don't make changes to

the reality of a news photo," he said, and students need to know the difference.

Another skill to help tomorrow's photojournalists is collaboration, Taylor said. "We are creating digital marketplaces to share talents and needs, to match up photographers and designers, for instance, for projects ranging from class requirements to capstones and thesis projects for graduate students."

Real world experiential learning has a major place in Kent State's program. A generous \$4.2 million gift from the Wallace J. Hagedorn Foundation supports scholarships for photojournalists and funding for study abroad and short course opportunities. Hagedorn joined the NPPA Flying Short Course, offered at Kent State when he was a high school student in 1940, later crediting that with having a big impact on his future.

A semester at Kent State's campus in Florence, Italy, or capturing the work of a biology project in Costa Rica has given photo students confidence, Foster said,

and helped them "break out of the tourist bubble."

Contests and critiquing can help today's photo students, both Taylor and Wilson said. "And I still believe the best way to improve as a photographer is to shoot and be critiqued. Then shoot more and be critiqued more. Then shoot more. And be critiqued more. Critiques from a wide variety of people help photographers decide what they, as budding photographers, like and don't like," Wilson said.

The Syracuse program encourages entering photo competitions, interning, job shadowing, working for student publications and other means of making contacts and learning from established, successful photographers. "We critique portfolios every semester after the freshman year and require a final portfolio presentation from each of them along with submitted work in a senior show in the lobby of our building in the spring," Taylor said.

Kent State also has a photography lobby, dedicate to Hagedorn. Which ones



photo courtesy of Kent State University

Writing, Photo and Multimedia Contest Winners

WRITING CATEGORIES

Category 1 Editorial Writing

SWEEPSTAKES WINNER

Julie Robertson, McCallum HS, Austin, Texas

Second Place: Mehr Bawa, Irvine HS, Irvine, California

Third Place: Eva Strelitz-Block, Liberal Arts and Sciences Academy, Austin, Texas

Category 2 News Writing

SWEEPSTAKES WINNER

Fatima Kammona, Iowa City West HS, Iowa City, Iowa

Second Place: Noah Slaughter, Francis Howell North HS, St. Charles Missouri

Third Place: Kaleigh Koc, Shawnee Mission East HS, Prairie Village, Kansas

Category 3 Feature Writing

SWEEPSTAKES WINNER

Sarah Zin, Francis Howell North HS, St. Charles, Missouri

Second Place: Emily Fey, Shawnee Mission East HS, Prairie Village, Kansas

Third Place: Anastasia Sotiropoulos, Episcopal School of Dallas, Texas

Category 4 Opinion Column

SWEEPSTAKES WINNER

Julianne Ford, Lakota East HS, Liberty Township, Ohio

Second Place: Jacques Abou-Rizk, Newton North HS, Newton, Massachusetts

Third Place: Ivana Matias-Perez, Selma HS, Selma, California

Category 5 Review Column

SWEEPSTAKES WINNER

Caroline Fellows, Webster Groves HS, St. Louis, Missouri

Second Place: Angelica Sano, Troy HS, Fullerton, California

Third Place: Riley Mullgardt, Webster Groves HS, St. Louis, Missouri

Category 6 In-Depth: Individual Reporting

SWEEPSTAKES WINNER

Sidney Li, Lakota East HS, Liberty Township, Ohio

Second place: Sophie Ryland, McCallum HS, Austin, Texas

Third place: Sabina Mahavni, Granite Bay

HS, Granite Bay, California

Category 7: In-Depth: Team Reporting

SWEEPSTAKES WINNER

"The Divide," Lakota East HS, Liberty Township, Ohio

Second Place: "Diversity," Kirkwood HS, Kirkwood, Missouri

Third Place: "Individually we are different, together we are divided." H. W. Grady HS, Atlanta, Georgia

Category 8: Sports Writing

SWEEPSTAKES WINNER

Alexandra Landman, Huntley HS, Huntley, Illinois

Second Place: Clara Kobashigawa/Gareth Kwok, Acalanes HS, Lafayette, California

Third Place: Akshara Majjiga, Monta Vista HS, Cupertino, California

Category 9: Profile Writing

SWEEPSTAKES WINNER

Sammie Herr, Francis Howell North HS, St. Charles, Missouri

Second place: Thomas Birmingham, Kirkwood HS, Kirkwood, Missouri

Third place: Hannah Jannol, Shalhevet HS, Los Angeles, California

Category 10: Political Writing

SWEEPSTAKES WINNER

Madison Olsen, McCallum HS, Austin, Texas

Second Place: Katie Cologna, Granite Bay HS, Granite Bay, California

Third Place: Jacob Posner, University of Chicago Laboratory School, Chicago, Illinois

Category 11: Health, Science and Agriculture Writing

SWEEPSTAKES WINNER

Natalie Katz, Iowa City West HS, Iowa City, Iowa

Second Place: Charlie Holden, McCallum HS, Austin, Texas

Third Place: Adele Lee (with Ryan Johnson), Adlai E. Stevenson HS, Lincolnshire, Illinois

Category 12: Blogging

SWEEPSTAKES WINNER

Emily Chang, The Ranney School, Tinton Falls, New Jersey

Second Place: Samalya Thenuwara, Iowa

City West High, Iowa City, Iowa

Third Place: Emily Dexter, Carmel HS, Carmel, Indiana

VISUAL CATEGORIES

Category 13: News Feature Photography

SWEEPSTAKES WINNER

Julie Arehart, Oregon City HS, Oregon City, Oregon

Second Place: Lauren David, Arapahoe HS, Centennial Colorado

Third Place: Emily Blunt, Richland R-1 Schools, Essex, Missouri

Category 14: Sports Photography

SWEEPSTAKES WINNER

Madison Olsen, McCallum HS, McCallum, Texas

Second Place: Julie Arehart, Oregon City HS, Oregon City, Oregon, "Wrestler Celebrates"

Third Place: Richard Giang, Lakota East HS, Liberty Township, Ohio

Category 15: Photo Illustration

SWEEPSTAKES WINNER

Alyson Kuennen, Iowa City West High, Iowa City, Iowa

Second Place: Andrew Maresca, Johnston HS, Johnston, Iowa

Third place: Kathryn Ikeda, Johnston HS, Johnston, Iowa

Category 16: Photo Slideshow

SWEEPSTAKES WINNER

Veronica Murphy, Manila HS, Manila, Arkansas

Second Place: Justin Lehtinen, Blue Valley Northwest HS, Overland Park, Kansas

Third Place: Zoë Miller, Iowa City HS, Iowa City, Iowa

Category 17: Multimedia Storytelling

SWEEPSTAKES WINNER

Jeeweon Moon, Korea International School, Jeju Campus, Jeju, South Korea

Second Place: Ethan Goers, Nick Pryor, Iowa City West High, Iowa City, Iowa

Third Place: Annie O'Brien, Kirkwood HS, Kirkwood, Missouri

Category 18: Editorial Cartoon

SWEEPSTAKES WINNER

Edmund Lewellen, Fishers HS, Fishers, Indiana

Second Place: Elijah Jackson, Lawrence HS, Lawrence, Kansas

Third Place: Lina Wang, Irvine HS, Irvine, California

Category 19: Advertisement

SWEEPSTAKES WINNER

Jadon Herrman, Francis Howell North HS, St. Charles, Missouri

Second Place: Allison Brannan, Southside HS, Fort Smith, Arkansas

Third Place: Bryce Hasman, Brecksville-Broadview Heights HS, Broadview Heights, Ohio

Category 20: Informational Graphics

SWEEPSTAKES WINNER

Michelle Yin, Carmel HS, Carmel, Indiana

Second Place: Chloe Myers, Adlai E. Stevenson HS, Lincolnshire, Illinois

Third Place: Adler Bowman, Kirkwood HS, Kirkwood, Missouri

Category 21: Cover/Front Page Design

SWEEPSTAKES WINNER

Grace Chisholm, Shawnee Mission East HS, Prairie Village, Kansas

Second Place: Andrew Maresca, Johnston HS, Johnston, Iowa

Third Place: Julia Nall, Bryant HS, Bryant, Arkansas

Category 22: Feature Page Design

SWEEPSTAKES WINNER

Chloe Reid, Mountain View HS, Stafford, Virginia

Second Place: Rachel Hunt, Horizon HS, Scottsdale, Arizona

Third Place: Hailey Port, Bartel Van Oostendorp, West Henderson HS, Hendersonville, North Carolina

Category 23: Sports Page Design

SWEEPSTAKES WINNER

Chase Bennett, Malvern Preparatory School, Malvern, Pennsylvania

Second Place: Meg Schwartz and Lanie Jones, Notre Dame de Sion, Kansas City, Missouri

Third Place: Annabelle Cook, Shawnee Mission East HS, Prairie Village, Kansas

McCallum High School wins Blue and Gold Award

McCallum High School in Austin, Texas has won the Blue and Gold Award for Staff Excellence in the Quill and Scroll 2018 Writing, Photo and Multimedia Contest. Judges mulled nearly 2,100 entries in 23 categories. Other schools to earn recognition include:

Writing Excellence

- Francis Howell North HS, St. Charles, Missouri

- Iowa City West HS, Iowa City, Iowa
- McCallum HS, Austin, Texas

Visual Excellence

- Shawnee Mission East HS, Prairie Village, Kansas
- Iowa City West HS, Iowa City, Iowa
- Johnston HS, Johnston, Iowa
- McCallum HS, Austin, Texas

The Writing Excellence Awards are tabulated based on the results (Sweepstakes Winners, Second- and Third-place Winners and National Winners) in the

12 writing categories. Visual Excellence Awards are tabulated from the results of the 11 visual categories. If you would like to order a PDF slide show of the winners, including active links to the stories, email jeffrey-browne@uiowa.edu to order. They're \$10 each.

All individual winners listed below as well as all Honorable Mention winners are eligible to apply for Quill and Scroll scholarships, the deadline for which is May 10. See our website for the list of all winners (approximately 10 percent of all entries) and information about the scholarships.

2018 Quill and Scroll News Media Evaluation

Quill and Scroll has simplified its News Media Evaluation service to make it more user-friendly. At the same time, we have not forgotten how important it is that we provide a comprehensive evaluation of news media, no matter the platform.

Postmark Deadline: Friday, June 15, 2018

Quill and Scroll's News Media Evaluation service provides media staffs a one-of-a-kind self-assessment, thorough analysis and rating of your publication(s), with constructive comments and suggestions for improvement from qualified evaluators. The evaluation exercise and feedback are instructive and developmental. The ratings are motivational. High schools and junior high schools may enter their newspapers or news magazines during the **submission period — April 1 through June 15, 2018**. Entries and ratings are returned in September 2018. This service is open to non-member schools as well as member schools.

The first step is to go to our website's News Media Evaluation page and follow the instructions for downloading and completing the form: <http://quillandscroll.org/news-media-evaluation/>

Please use the form "Registration Form and Questionnaire." You have four choices for submission:

- 1. COMPREHENSIVE NEWS MULTIMEDIA.** Submit multiple media for a full evaluation of your entire news and journalism programs. These critiques include extensive comments from your evaluator. (Fee is \$140 for a comprehensive evaluation.)
- 2. COMPREHENSIVE SINGLE NEWS MEDIUM.** Submit a single medium (newspaper, news magazine or online news site) for a full evaluation. These critiques include extensive comments from your evaluator. (Fee is \$75 per medium.)
- 3. RATINGS ONLY NEWS MULTIMEDIA.** Submit your multimedia news operation for a ratings-only evaluation (\$95). These critiques include no comments from your evaluator. (Fee is \$95.)
- 4. RATINGS ONLY SINGLE NEWS MEDIUM.** Submit a single medium (newspaper, news magazine or online news site) for a ratings-only evaluation. These critiques include no comments from your evaluator. (Fee is \$50.)

Once you have submitted the form and the required publications to Quill and Scroll, your entry will be sent to a qualified judge for evaluation. The judges have until Aug. 24 to complete their work. All entries are eligible to be considered for our top rating, the George H. Gallup Award.

The Quill and Scroll Board of Directors has revamped this critique form to meet those expectations. We now have five areas for evaluation: General Practices, Coverage, Writing and Editing, Visuals, and Digital (social media and website for online-only and multimedia evaluations).

Judges will attach a ranking in each area: Superior, Excellent, Good or Needs Improvement. When they are done, the judges will then give an overall award for the publication. Here is the list of awards, in order of prestige:

- **George H. Gallup Award**

This means that a publication has received a "Superior" rating overall in each of the four or five areas for evaluation.

- **International First Place Award**

This means that a publication has received at least one "Superior" and at least one "Excellent" rating in the four or five areas for evaluation, with the other areas rated "Good."

- **International Second Place Award**

This means that a publication has received "Good" or better in the four or five areas for evaluation, but does not qualify for the higher awards.

- **International Honor Award**

This means the publication has received at least one "Needs Improvement" rating in the four or five areas for evaluation.

Exceeding the expectation

Finding scholastic journalism success in urban schools

Natalie Niemeyer

Adviser, Des Moines East High School

Natalie Niemeyer is a high school journalism adviser at Des Moines East High School in Des Moines, Iowa. She has a bachelor's degree from the University of Iowa and a master's degree in Teacher Effectiveness: Urban Education from Drake University. Natalie serves on the board of the Iowa High School Press Association. She also serves as a judge for the JEA Journalist of the Year contests. Natalie received the JEA Rising Star Award in 2013. She spends her summers coaching high school softball and instructing at the Iowa Summer Journalism Workshops. Natalie resides in Des Moines, Iowa with her fiancé, Matt.



It's early August in Des Moines, Iowa. Room 3060N at East High School is clean, dark and quiet. But in just weeks, the room will be buzzing with 35 YERDS headed out to get interviews completed, headshots taken, or information to complete captions. Students at East High School are excited about journalism.

East High School is proud, diverse and most of all, misunderstood. East has a terrible reputation. When East makes the news, it's for something related to violence or low performance on state tests. Students and teachers alike are on the receiving end of negative comments about East from people all over the state who have never set foot in our building or interacted with our students. East High School is part of the Des Moines Public School District.

DMPS is Iowa's urban school district that services almost 33,000 students. Over 75 percent of students who attend East receive free or reduced lunch. Many students who attend East face challenges at home that can get in the way of success at school. These challenges can lead to students feeling like school is a burden, something they are trying to get through rather than embrace. This is why scholastic journalism programs at schools like East are so very

important. Scholastic journalism programs create opportunities for students inside and outside of the classroom. The skills developed in scholastic journalism classrooms are necessary for students, regardless of their environment or circumstances.

When I came to East High School in 2011, there were 12 students on yearbook staff. This wasn't representative of the 2,400 students who attended East. My first job was to get students of all experiences and backgrounds excited about journalism. We needed both yearbook and newspaper to be full. The task was an overwhelming but necessary one. There a few things that I did during my first few years of advising that were imperative in the success of East High publications.

Create authentic relationships

The best advice for teachers who are wanting to increase participation in their publications programs is to create meaningful relationships with students from the moment they walk through your door. Once you have made those relationships, you must maintain them. Work hard to establish one on one time with each student on your staff every week, whether that is by sitting down with them to edit copy,

sending them a personalized email, or by sitting with them at a sporting event. Kids want to be around you if you show that you want to be around them, too.

"When you have a teacher who listens, understands, and goes above and beyond to educate you in what she knows and loves, how could you not want to be a part of the process?" 2016 *Scroll* newspaper editor Shirah Burton said.

The need for positive role models and meaningful student/adult relationships are dire in our community. I have students who have one or more parents absent from their lives for one reason or another. If you can fill that void for a student, do it. Reach out to kids and their parents. When a student is doing a good job, show some love by letting their parent or guardian know. It's crazy how a simple email can boost a student's confidence and have kids knocking down the counselor's door to join publications.

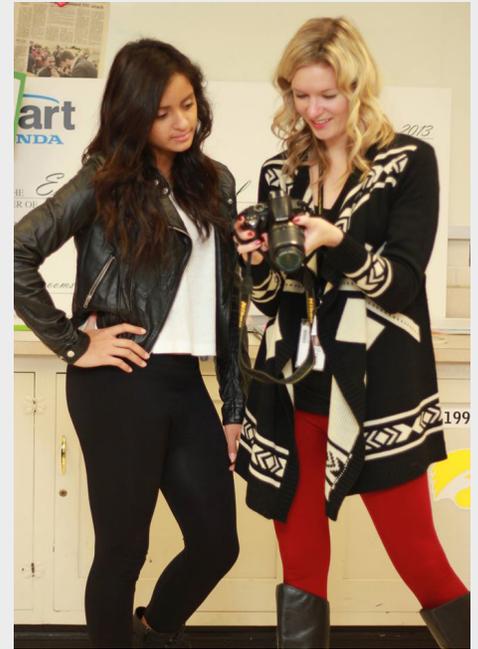
I am in constant contact with alumni of my program every day, some years after they have graduated. The work you put in getting to know students personally will pay off not only in your classroom, but for years after a student leaves. Many of my students are first generation college

students, so the relationships I build with students may start in my classroom but can grow into a mentorship that alter the rest of a student's life.

Find a role on staff for everyone

Students at low socioeconomic schools often have lower test scores in reading than students in schools with high a high socioeconomic make-up. At East, 59.4 percent of juniors were proficient in reading on the Iowa Assessments (Educate Iowa 2015-2016 report). In comparison, 83 percent of juniors in Iowa were proficient on the same test. These test scores don't have to be reflective of participation or success in publications programs that are centered around English. Instead of assuming that students can't excel in electives that require

them to read and write, challenge them by giving them responsibilities, establishing rigorous deadlines and providing personalized feedback that will push them as thinkers, writers and people. Electives like yearbook and newspaper classes are often marketed to students who are already "good" readers and writers. But, there is a place for anybody on staff as long as they are excited about the work being done. Kids want to feel empowered and publications could be that game changer for them, regardless of what they're good at. Do you have a student who plays multiple sports? Assign them the task of naming all of the student athletes in the athletic group photos. Do you have a student who hates writing but loves Adobe Creative Suite? Make them a design editor. Every single



Niemeyer (right) talks with Jailene Rodriguez, a 2015 alum of *East Quill*, Des Moines East's yearbook, about how to use their new camera.



The latest issue of *East Scroll*, Des Moines East's news magazine.

student who comes in your classroom can contribute to the success of your publication, you just have to help them find their niche.

Be your own biggest cheerleader

If you don't let everyone know how important and successful your scholastic journalism program is, you are at risk of losing support and interest. Did your students win a state level award? Send out an all staff email. Did you take students to a summer camp? Share photos and information with administrators when you return. The success of scholastic journalism programs in urban schools is crucial. Where else can students learn in one class how to lead their peers, provide and take constructive feedback, make editorial decisions that affect the whole community and practice conflict management? The work that our students are doing is important for not only the success of the publication, but the development of students as a whole and the process has to be recognized and celebrated.

Get your students recognized

The single best day of my teaching career was watching my yearbook editors accept their third-place certificate in the 2016 Iowa High School Press Association Yearbook of the Year award. "Knowing that we're the top in the state, out of so many other schools, is a feeling that's hard to describe. It proves that Des Moines East has very talented, hardworking journalists," 2017 *East Quill* Editor-in-Chief Marie Demuth said. I have literally watched my students' career paths change because of the work happening in my classroom. Students are able to be creative, they get recognized for it and realize that it's something they can and should stick with. Anywhere that there is a contest or critique available, enter student work. When I came to East, our yearbook and newspaper were non-participants in Iowa High School Press Association state contests. Last year, our yearbook finished third in the state contest and our newspaper staff was a finalist for the All Iowa New team contest. How can we get better or set goals if we don't have anything to measure the work we are doing? Iowa has recently started a Journalist of the Year contest that can lead to recognition in the Journalism Education Association Journalist of the Year contest. I have encouraged students to apply, even

when I know the competition is stiff. The process of completing their portfolios is truly transformative for students.

"I didn't want to apply for the JOY contest because I knew the winners were predominately newspaper students and I felt as though my dinky yearbook copy wouldn't stand a chance. My adviser pushed me to apply and the feedback I received is still saved in my email," 2016 Iowa JOY Applicant and *Quill* Edi-

a runner up. All of these students were celebrated by their classmates and administrators. I have underclassmen chomping at the bit to start their Iowa JOY portfolios. Talk about dreaming big!

Make your publications lab an oasis

When I talk about 3060N at East, I refer to it as our classroom, never my classroom. "Our publications room is a place where everyone could express themselves



A *Scroll* staff tradition- taking a fun photo during deadline week (the week before Spring Break).

tor-in-Chief Emma Kinney said. "Applying for the JOY contest taught me that I am right on par with the best of the best when it came to yearbook and journalism. Even though I didn't win it was still a confidence booster."

Three East students have entered the Iowa JOY contest and one was named

in some form or another," 2017 *Quill* Editor-in-Chief Keagan Dolphin said. Students need to feel like the publications lab is a place they can call their own. A place they can come to eat lunch, a place where they can hang out after school, a place where they want to be creative. Each summer I ask students to come in to help decorate and arrange the room. One year,

we did chalkboard paint on our front cabinets and now it's a tradition for students to come in and chalk the cabinets in August. Giving students a voice in the way their classroom looks and operates is huge in creating student buy in. Students want to be present in a space that they've helped create and establish.

Put students in charge

Students will get excited to write about

Last year, a senior newspaper staffer chose to write a personal narrative about coming out. To see him choose to write about something he was so passionate about was very refreshing. I watched him thrive during the writing process.

"The process of writing my story was very challenging. I would keep going back and forth of the positives and the negatives this story could bring to me. I also took into consideration this story could also

stand what it's like to be in her shoes and the shoes of others who share her experience.

She decided to reach out to a well-known athlete who was struggling with mental health, too. "Taking a star athlete and putting them in the spotlight for mental illness made mental illness more relatable. By taking someone who was looked up to and showing they also had flaws proved people are human. It helped

me showcase there is more than meets the eye," *East Scroll* staffer, Kyleana Whitmore said.

By following these pieces of advice, in the last six years East High School has tripled the number of students involved in publications and taken the yearbook from a non-participant in Iowa High School Press Association contests to a third-place finisher, right behind two suburb schools in high socioeconomic areas. We had eight students attend Summer journalism workshops over the summer. We bring 50 kids to state conventions.



photo courtesy of Natalie Niemeyer

things that they are interested in, they don't want to write about topics they don't understand or care about- they do that in their other classes. The key is to give students freedom to express themselves, whether that is by writing a hard news story about something that has affected the community or a personal narrative about a life experience that has shaped them.

encourage others to feel confident to come out. I felt comfortable, secure and encouraged to write my story," *East Scroll* staffer, Mason Fisher said.

One of the strongest writers that I have had the pleasure of working with struggles with mental health and didn't want to hide her experiences, but help people under-

We have three students who have applied to Journalist of the Year competitions and one who was a runner up. No matter what the circumstances of your school or students, every school can find success in scholastic journalism programs.

Who's the real hero?

Missouri student-journalists create a website for U.S. Women's Sled Hockey Team

Emily LaGrange

Assistant Editor, Quill and Scroll

It's not every day that a passion project is pursued by a group of high school students and led by their high school teacher.

Such was the case earlier this year when 34 high school students — all hailing from five different high schools in Missouri — took on a project to create a website for the U.S. Women's Sled Hockey Team.

Students from Quill and Scroll schools Richland R-1, Francis Howell North, Francis Howell Central, Clayton High School and Kirkwood High School dedicated their time, expertise, and interest to a small, Paralympics-bound team of disabled women hockey players. In one weekend, these 34 students created an in-depth website for the USA Women's Sled Hockey Team and, in doing so, formed a unique and unlikely bond among one another and also the team's players.

The project was piloted by Kyle Carter, the business teacher at Richland R-1 School in Essex, Missouri. Richland R-1 first became acquainted with Christina Gardner, a forward for the sled hockey team, on a trip to Washington, D.C.

“Richland was named a Blue Ribbon School by the Department of Education, and in November of 2016, we had a group of students, along with some of our administrators, that went to Washington D.C. and received the plaque and some other small awards— a ribbon, a banner, that kind of stuff. While they were there, they went to Arlington Cemetery. While they were leaving Arlington, they were getting on a shuttle to leave and one of them looks back and notices this veteran. She was struggling, and I think she was in her wheelchair in the very back of the line and she was having a tough time,” Carter said.



photo courtesy of Sam Cary, Francis Howell North High School

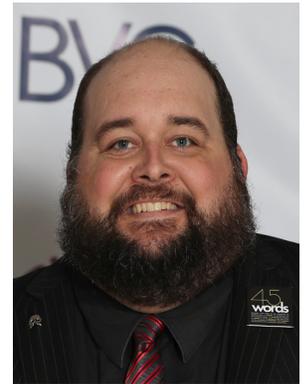
Richland's superintendent, retired U.S. Army soldier Frank Killian, went back to Gardner, also a veteran, and allowed her to go to the front of the line. From there, the

relationship between this Missouri high school and the U.S. Women's Sled Hockey Team spawned.

In need of a speaker for Veteran's Day, Richland administration contacted Gardner to come visit from Maine. Along with her, Gardner brought her service dog, Moxie, who also doubles as the U.S. Women's Sled Hockey Team mascot.

“[Gardner] came and spoke and she wore her [U.S.] hockey jersey. It was cool because she took her legs off, she told us the story about how she got hurt in Korea, and she ended up choosing to have her legs taken off, she actually paid for them to be taken off because they gave her so much trouble. She had them taken off somewhere around the knee and now she has prosthetics for them,” Carter said.

Following Gardner's presentation, the



Kyle Carter

yearbook staff at Richland R-1 School did some digging. “Well, my staff started doing some research on the team that she played for because we wanted to make sure we would reference them correctly. As we did, we learned that they are not fully funded by USA Hockey— USA Hockey doesn’t fully fund the U.S. Women’s Sled Hockey team... It’s because the IOC, the International Olympics Committee, doesn’t recognize women’s sled hockey, or women’s para-hockey, as they call it, as an Olympic sport.

The men’s are, but the women don’t get the chance to. We didn’t think that was right; we don’t agree with that,” Carter said.

Upon discovering this information, Carter and Killian decided to contact the team’s managers to ask about providing assistance of any kind to the team. “[The team doesn’t] even sell tickets; their games are free. You could just walk in off the street

to watch them play. The issue that we had was that we needed to find something that we could do to help,” Carter said.

Tom Koester, one of the team’s managers, mentioned the help they could use on creating a new website. Immediately, Carter realized this was something his yearbook staff could take on. “As we got to talking, I realized the dream we had for this was a little bit more than what my students could handle on their own. I said, ‘Well, how about bring in students from other schools?’” Carter said.

Carter emailed eight schools throughout

Missouri that he and his students believed would be of great help in executing this major feat. Of the eight, five schools’ advisers replied with great interest.

After the schools gathered their resources, a lengthy and detailed planning phase ensued. “[A student was assigned to create] a document that had all the different jobs on it that we could think of that we may want. We had interviewers, we had video editors, we had a war room editor, we had still photographers, we had still photo

afternoon to 7 p.m. on Sunday, these students created the website, did the interviews, shot the video, edited the video, edited the interviews, wrote profiles, shot still photos, edited still photos, created photo galleries, and built the entire website in a weekend,” Carter said.

The classroom in which the website was being created was dubbed “the war room.”

“We had students from five different high schools all working together, and I did not see the war room until Sunday.

When I walked in on Sunday, you would have thought these kids had been working together for five or 10 years, and they had known each other less than 48 hours,” Carter said.

Following Friday evening’s interviews, the athletes were impressed. Carter received feedback from the players that the interviews the high schoolers led were perhaps the most professional interviews they had ever had done. “As a teacher, that made me feel good. My kids were ready. They

were prepared,” Carter said.

As members of the team, students, and advisers took a look at the temporary website before its launch that Monday, Carter received overwhelmingly positive and appreciative feedback from the team. “The players all have a group chat where [they] can talk to each other and one of them started screenshotting their group chat and sent it to me. Honestly, it made me cry because of how proud I was of what these kids did. My favorite one was, ‘These high school kids made us cripples look cool.’ That was really cool.”



photo courtesy of Sam Cary, Francis Howell North High School

editors, it had everything on it. We started putting students in those spots and started scheduling with the team. When can we take portraits? When can we do interviews? This went on for about a month, I guess,” Carter said.

When the one big weekend in December arrived, the everyone was prepared. “On Friday at 4 o’clock, we had 34 students that got together at the Wentzville ice Arena and we had our meeting. We met for about an hour. All the students got to know each other; we laid out the plan for the weekend. From four o’clock on Friday

Since the website was created, the team still plays, and will continue to play, a significant role in these high school students' and advisors' lives. "All the players have been incredible as far as support. Even when they find a mistake, they'll send me a message and say, 'Hey, Carter. You guys did an awesome job, we can't thank you enough. Is there any way that you can fix the spelling error on this or if you see this, can you guys get in to fix this? Don't worry about it, not a huge deal but just if you can.' That is one of the coolest things— how they responded to it," Carter said.

Beyond strictly designing a website, these high school students were able to get to know the players of the sled hockey team by sharing a meal. "It was making the athletes real, it was making the athletes human because we have a tendency in sports to put athletes up on a pedestal, especially ones that we don't see every day and we don't have a lot to do with every day. When you go to a (St. Louis) Cardinals game, you cheer for the Cardinals, you cheer for your heroes. These (women) really are heroes. There are no other women's teams in the country, so it's not like they play women. They play men's teams," Carter said.

Perhaps the most rewarding result of this project went beyond just helping this team get an updated website. "To be able to see my students sit back and how proud they are of it— they took great pride in creating this thing because we realize it's gonna go to the IOC. The International Olympics Committee is gonna see this site and they're gonna see the videos and this team is trying to raise money right now so

they can go to the World Cup. They don't get to play in the Olympics, so they host their own World Cup the same year as the Olympics— they're gonna have it in May in the Czech Republic. So they're trying to raise money for it right now and that's one of the main ways they're raising money is through that website," Carter said.

"As a teacher, as a member of the media, I can't tell you how proud I am of these kids. This is something they didn't have to do, this is something they volunteered for. There were some of them that I'm pretty sure never went to bed."

This opportunity proved to be one of mutual appreciation among both the play-

ers and the students. "I think that the work that you do, whether as a student journalist or a professional journalist, does have an impact. It can make a change, (and) it can have an effect on people's lives. I think a lot of times, the field of journalism is maligned and people will think bad things about it. I think this was just a really positive experience for everybody. Whether it was our students who worked on it or any of the athletes— they were really gracious and giving of their time. This was definitely something that was appreciated by all the parties involved from the athletes' side for what we did— building the website,

shooting the videos and photographs— but it was also a pretty professional news experience for all of these kids," said Matthew Schott, publications adviser at Francis Howell Central.

Aaron Manfull, director of Student Media at Francis Howell North, would agree. "One of the things that was really neat about this opportunity for the students is that it got them out to cover something that they don't get to cover on a day-to-day basis and cover something that could hopefully make a difference in the lives of these team members and this team. Not only did they get to cover an event that they might not have covered before, they

got to cover a professional standpoint of things in terms of the access they were granted and how they were working to quick turn their videos and get the website coming up and everything. I think just being able to talk to and connect with some of those athletes was something that I have no doubt these kids are going to remember forever."

To see the students' work and to

support U. S. Women's Sled Hockey, go to their website: <http://uswomensledgehockey.org/>



photo courtesy of Sam Cary, Francis Howell North High School

Has your Quill and Scroll chapter taken on a fun and educational project? Let us know about it by emailing your story to quill-scroll@uiowa.edu. We'll tell your story in this magazine and on our website.

The new era of Facebook

How to wield Facebook's video journalistic value in the form of Facebook Live

Erica A. Hernandez

Board Member, Quill and Scroll



Facebook Live is a phrase that did not exist when I joined *The Atlanta Journal-Constitution* staff in May 2016.

But in the months and years since I started working as a professional journalist, Facebook Live has become one of the largest parts of my job.

My name is Erica A. Hernandez. I'm a multimedia journalist at *The Atlanta Journal-Constitution*.

I started working at the AJC after graduating from the University of Florida in May 2015. Back then, Facebook Live did not exist.

When the tool was launched for journalists in late 2015, I didn't think too much about it.

Little did I know, I would be running the AJC's first ever Facebook Live in January 2016.

I went live from the AJC's politics Facebook page from a prayer rally held by evangelist Franklin Graham outside the Georgia State Capitol.

To say I wasn't quite sure what I was doing is an understatement.

During that first live, the stream cut out in the middle because of bad connectivity.

I also barely spoke, narrated or provided context to what was happening during the live.

The view was somewhat shaky and too far away.

Watching these lives now I cringe at all the mistakes I made.

In the nearly two years since that first Facebook Live, I have probably run and or produced nearly 200 more. I have learned a thing or two along the way.

I've learned so much about this platform and tool, I now often lead newsroom training sessions on Facebook Live. Here, I'll share with you some of the best tips and tricks from my Facebook Live guidebook.

So let's start with what is a Facebook Live? You've probably seen a TV station's Facebook Live broadcast from a press conference or a speech. But, Facebook Live don't always have to be a talking head.

A Facebook Live can be used to create a two-way conversation. Facebook Live invites newsmakers to engage and interact with viewers in real time. You can answer viewer questions and offer insight to your story. You can take viewers where they can't go.

Think of a Facebook Live as an experience or exclusive content. The application takes viewers to a place they don't typically have access to such as behind the scenes at

Things to consider before going live:

- Unlock screen rotation, so you can have a horizontal Facebook Live instead of vertical.
- Write a brief description of the content, tag whom you are interviewing on their social media, ask them to share with their followers as well.
- Is there Wifi to connect to?
- Is your battery fully charged?
- If the environment noisy? If so, can you ask for music to be turned off?
- If the environment becomes too noisy while you're live, move to a quiet spot. Move away from the noise and apologize to your audience.

a business or event.

Facebook Live seems like another disruptor for media. But there are so many people telling powerful stories and doing journalism in a new, interactive way via the platform.

It can be daunting, as anything unfamiliar is at first, but the potential to reach your audience in a new way is so powerful that we must explore and use Facebook Live.

Tools of the trade for going live:

- Facebook Pages application for iPhone or Android.
- Smartphone
- Selfie stick: this can be helpful in giving your Facebook Live some stability and cutting down on the shakiness you get holding the phone).
- Mifi internet hotspot (as an alternative, try to connect to private/reliable wifi).



Meet Quill & Scroll's Student Advisory Board members

Jeff Browne

Executive Director, Quill and Scroll

Quill and Scroll's first-ever Student Advisory Board will meet Friday, April 13 at the JEA/NSPA national convention in San Francisco. At that meeting, the 13 students who comprise the board will finalize Quill and Scroll's national project for fall 2018. Look for more details on the board's plans on the Quill and Scroll website.

Quill & Scroll Student Advisory Board Members

- Bronlyn Holland, Ola (Georgia) High School
- Emily Hood, Francis Howell North (Missouri) High School
- Molly Wagschal, Bloomington South (Indiana) High School
- Emily Fey, Shawnee Mission East (Kansas) High School
- Lucy Patterson, Shawnee Mission East (Kansas) High School
- Emily Runge, Blue Valley Northwest (Kansas) High School
- Sydney Taylor, Francis Howell (Missouri) High School
- Bryce Clemons, Francis Howell (Missouri) High School
- Abby Banks, Stillwater (Minnesota) High School
- McKaela Kramer, Calvary (Georgia) Day School
- Jack Rintoul, Kirkwood (Missouri) High School
- Kate Wyman, Richland (Missouri) High School
- Natalie Dunlap, Iowa City West High School

Here's your chance to get to know a few board members. I asked them what scholastic journalism means to each of them. Here are some of their answers.

McKaela Kramer, Calvary Day School (Georgia)



Scholastic journalism means community. It means home. Creating a way to document the seemingly minute details of upper school and compiling them into a single outlet is the job that falls on journalism teams.

We have the ability to show people's stories, to bring light to things that have been ignored and to create a book that houses our memories. Scholastic journalism is, most importantly, a way to connect. A small group of people, who would have never talked before, people with differences that may have seemed unbridgeable, are brought together.

Journalism is like the wind — invisible but always felt. Always moving throughout, in and out the lives of people, not always noticed, but when its gone, the ship it has been carrying will somehow lose its sense of direction. We are the people in

the background, documenting and taking pictures.

We are the people saving the most important moments and putting them on a site, on a page. We are creating the memories that in 20 years, students will want to pull out their books and take a few seconds to look back on their years, their time spent, their childhood, the place that made them who they are, and the people who chose to capture those moments in time.

Bronlyn Holland, Ola High School (Georgia)

My name is Bronlyn Holland and I am a junior at Ola High School located in McDonough, Georgia. This is my third year on my newspaper staff. I am the second year sports editor and upcoming editor-in-chief.

I serve as the president-elect (vice president) for our Quill and Scroll chapter. I am on the Georgia Scholastic Press Association's Student Advisory Board and am the co-founder of the Quill and Scroll Student Advisory Board.

Throughout these three years on staff, I have come out of my shell, learned what leadership entails and have networked with many advisors and professors while I have attended state, regional and national confer-



ences. Usually, if someone is looking for me, I am either on the sidelines of a football game or in a baseball dugout covering games.

I have enjoyed this journey and can't wait for what my last year stores. Scholastic journalism is important because high school journalists are able to network with professionals, learn what their future career has in store and practice their First Amendment rights.

**Emily Hood, Francis Howell
North High School (Missouri)**



Scholastic journalism was able to provide me with an opportunity to have a voice in my community and help inform my peers.

At 14, I created my weekly opinion show called "The Hood Report," where I feature three top stories from the past week in the categories of world news, sports, and pop culture. This show allowed me to bring a unique viewpoint to my audience by not only providing them with stories that one might find in a cable news network, but adding an entertainment factor by seeing my own perspective as a young high school student.

Scholastic journalism has been able to provide me with valuable leadership skills by becoming an editor on my school's broadcast staff. I have learned how to effectively manage a team, hold my staffers accountable and build bonds that will help me in my future years to come.

**Emily Runge, Blue Valley
Northwest High School (Kansas)**

I am a junior and the managing editor on the Horizon yearbook staff. Recently

our yearbook, "No, Seriously," was honored by Kansas Scholastic Press Association as a 6A All-Kansas Yearbook.

I think being a high school student becomes so focused on getting through the semester. We gage our time based on when our next test is, the six Fridays left until Spring Break or when a big paper is due. We rarely stop to think about those around us or what is going on in our communities.

Scholastic journalism is so important because it provides a way to educate our peers about what is going on in our school, what is going on in our community and in our country. It is our responsibility to hold those around us accountable for being part of society, not just part of high school.

**Jack Rintoul
Kirkwood High School (Missouri)**

For me, scholastic journalism means the best part of my day. Every morning when I wake up for school, I am excited for one thing, and one thing only, my class for my student-run newspaper.

Every semester, except one, my day has started in SJ, the south journalism building, and I haven't looked back since. It means getting to express myself and explore a career that I want to go into professionally. It means experience in interviewing and writing and getting to tell someone's story for a larger audience, something that I love to do.

Scholastic journalism has opened new opportunities for me that I would never have otherwise known existed. It helped me find a family in my staff that has a special bond created from all the work we have gone through together.



**Molly Wagschal, Bloomington
High School South (Indiana)**

Much of the news we consume comes from an adult perspective, and while that is fine, it can cause members of the younger generation to feel alienated from the current events dialogue, falsely believing that their opinions do not matter.

As a writer and editor for *The Optimist*, the newspaper of Bloomington High School South, I have tried to use my voice to draw attention to a variety of national, local, and school-wide issues. For example, when I learned that my high school offers almost twice the number of math and science AP courses as it does AP humanities courses, I wrote an article expressing my concern that this constitutes a disadvantage for students who wish to study the arts and humanities instead of STEM. I hoped the story would capture the attention of my fellow students and include them in a dialogue about school curricula.

Additionally, with the rest of the newspaper staff, I developed a weekly news briefing to inform student readers about the week's most important events—stories recommended by their peers as pertinent.

That is why scholastic journalism is so important: it gives students a voice to expresses their distinct perspectives.



Persistence pays off in Washington

Sarah Nichols

President, Journalism Education Association

He almost quit 20 times during the writing process, but Jordan Peele refused to give up. In his Academy Awards speech March 4, the “Get Out” writer-director referenced those challenges while accepting the Oscar for Best Original Screenplay. His persistence led to a film that is bold, aggressive, daring — at minimum, meant to spark important dialogue and make people think.

Student journalists across the country show that same persistence every day. We’ve followed the Marjory Stoneman Douglas journalists in the spotlight as they continue to tell the stories of their student body in Florida while driving a national campaign for change.

We’ve read coverage from hundreds of student media programs covering school walk-outs and navigating delicate situations such as defining the difference between journalism and activism or how to draw attention to important issues despite pushback from segments of their audience.

Like Peele, student journalists press on, using storytelling as a powerful tool to enlighten.

That theme couldn’t be more perfect for the upcoming JEA/NSPA National High School Journalism Convention, April 12-14 in San Francisco, and to honor the “Press On!” message I want to spotlight a journalist modeling

that persistence.

Haley Keizur, a senior on The Viking Vanguard staff at Puyallup (Wash.) High School, didn’t stop last year after New Voices legislation failed. She had been part of a group of students, teachers and First Amendment advocates offering testimony during the bill’s fight through the Washington legislature — a fight that had been going on in different stages for more than a decade.

Keizer spoke again at the hearings this winter, this time with a renewed passion, and was able to see those collective efforts pay off as the bill passed, and when she was there in person this month to see it signed by the



Haley Keizur, a senior on the Viking Vanguard staff at Puyallup High School in Washington, in action. Keizur and other students led the movement that created the state's anti-Hazelwood law.

governor, she also carried with her the title of Washington State Journalist of the Year and some inspiring words for others. I'm glad she agreed to share a small piece of her story here.

Haley, what made you want to testify in support of New Voices legislation?

I have a vivid memory of first learning about the rights of student journalists in my sophomore journalism class. I remember hearing about Tinker and Hazelwood, and then hearing about our school district's prior review policy because our school's publication was a limited forum for student expression. After attending my first prior review meeting that year, I vowed to myself that I would do whatever I could to make our publication a public forum before I graduated.

When the opportunity arose to testify for a bill that would guarantee student expression, I jumped to the occasion. I really believe in the power of student voices. As a member of the paper and an advocate of our student body, I felt it almost my duty to speak out for our rights.

How did seeing the bill fail last year influence you toward this year's efforts?

I remember being upset, but I don't think it really hit me until I went into this school year. Our staff had lots of ideas that we ultimately chose not to pursue because of our district's policy. As we went into the process this year, I had gained a lot more respect for the bill and was a lot more passionate about that topic, and that fueled my motivation for fighting for it to get passed.

This year, I not only testified, but I emailed every representative in the house, made phone calls and got our staff involved with the process. As a senior, I also began to think about my legacy with our school's paper. I really wanted younger staffers to have the opportunity to publish real and honest content, especially those who may not have the confidence to fight for their stories. I can now leave knowing that one day future Vanguard staff members and student journalists across the state will have the rights to free press, and that was a major driving force as I testified this year.

What, if anything, did you do differently this time? How did you feel?

I definitely just went in a lot more headstrong and passionate than last year. Obviously others have been fighting for this legislation in Washington for years and years, so perhaps my change in action did not make a huge impact, but I think all of us just wanted to make one huge push towards the passage of this bill, and that joint action and dedication helped it pass.

What advice or encouragement can you offer other student journalists?

The best advice I could give is to keep pushing. Test the limits. Stop self-censoring. Find creative ways to surpass barriers. Show them the true power and necessity of student journalism. If your state doesn't have people fighting for a free expression bill, start the movement and be the change. If [your state does], join them and prove to your local representatives how influential young people can be. Advisers, students, WJEA representatives and many others didn't give up on Bill 5064, and it was finally passed. It only takes one individual to light a fire and make a difference in a publication. Be that individual.



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