A SUPPLEMENT

Scholastic Journalism Week

Sponsored by the
Journalism Education Association
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FROM THE BILL OF RIGHTS

THE FIRST AMENDMENT TO THE CONSTITUTION OF THE UNITED STATES OF AMERICA

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

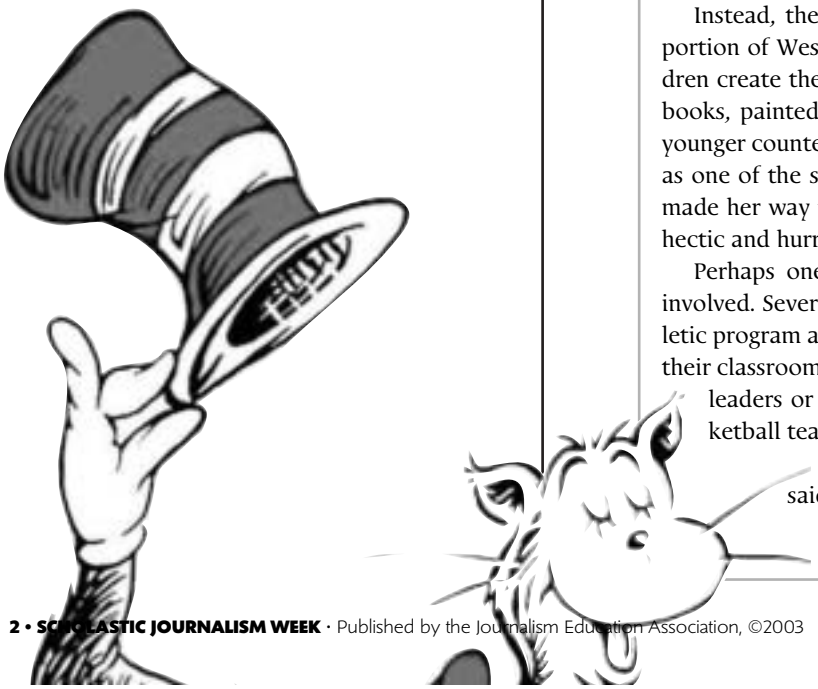
INCLUDES A PULL-OUT BILL OF RIGHTS POSTER

CONTENTS

The Journalism Education Association has scheduled the last full week in February, as Scholastic Journalism Week. How you help promote this week is entirely up to you. It is hoped that your involvement and that of your students will serve to raise community consciousness of the benefits of scholastic journalism. Your students will learn both from the promotion and from their celebration of an event that has major significance for them.

Read Across America, one school's event: Seussapalooza 2
Classroom activities 3-4
Hosting a professional forum 5
Journalism history activities 6-8
Reading list 8
Historical outline 9-12
Media law and ethics 13-15
Exercise*: media law 14
Press release 15
PULL-OUT: Bill of rights poster 16-17
Announcements 18
Remembering the *Hazelwood* case 19
Exercise*: Early American newspapers 20
Exercise*: Influential newspaper people 21
Contributions by women 22
Exercise*: Notable women 23
Internet history 24-26
Photojournalism history 27-29
Exercise*: Power of photographs 30
Exercise*: History of photojournalism 31

*** The ANSWERS to all objective exercises are located on the JEA Web site – www.jea.org.**



Seussapalooza encourages reading

By CATHY SULLIVAN
Harrisburg High School (Ill.)

When the Journalism Education Association partnered with the National Education Association in NEA's Read Across America campaign two years ago, Harrisburg High School's journalism class enthusiastically began brainstorming ideas for becoming involved.

Executive Editor Krystal Golish led the charge the first year. Thus, the first ever Purple Clarion Seussapalooza was born. Staff members read some stories from Dr. Seuss, colored with and served refreshments to the youngsters.

"The (Seussapalooza) was an excellent event for the grade school and the journalism class," said Hilary Ford, then a substitute teacher and now an English teacher at Harrisburg who helped coordinate that first year's event. "The class spent a lot of time preparing activities for the day. It was a great experience in organization for all the students involved."

Last year, the group's goal was to stage an even better event than the one before. The new executive editor, Jason Pigg, grabbed the CAT-alogue, available on the NEA Web site, and started shopping. The editorial board voted to use some of their advertising profits to purchase a Cat in the Hat suit and several trademark Cat hats as well as some of the other favors available for the event.

"The costume and the hats we wore really added to the atmosphere of the whole event," said senior Allison King, this year's news editor and a four-year veteran of the journalism program. "The cost wasn't extreme so it didn't negatively impact our budget, and the kids' enjoyment of a visit from the Cat made the purchase a real plus."

The class again divided into teams to plan for the event. Their idea was to develop several stations to which the little ones could move. They had hoped to set the whole thing up in the new atrium of the primary attendance center. Unfortunately, administration feared that the Seussapalooza might interfere with activities in the adjoining classrooms. The students were disappointed but not defeated.

Instead, they moved from classroom to classroom in the first-grade portion of West Side Elementary school. The paper staff helped the children create their own paper "Cat Hat," read some of their favorite Seuss books, painted faces, served refreshments and played games with their younger counterparts. There was even an appearance by "the Cat" himself as one of the senior students dressed in the suit she had purchased and made her way from room to room to hand out hugs and stickers. It was hectic and hurried, but rewarding nonetheless.

Perhaps one of the program's strengths was the group of students involved. Several of last year's staff writers were stars in the Bulldog athletic program at the time. The first-graders were happy to have big kids in their classroom, but even happier to have cookies with the Bulldog cheerleaders or play a game with two of the starters on the Bulldog basketball team.

"To my students, the high-school athletes are like stars," said Bonnie Luce, a first-grade teacher at West Side. "Having

continued on page 4

Classroom Activities

Make Scholastic Journalism Week more than a chance to study journalism – experience it

A special activity alerts both staff and readers to Scholastic Journalism Week. Usually better planning results in greater success. Also, you will often have more success if you establish a working relationship with community leaders and with local media people well in advance.

The following suggestions may give you ideas from which to start.

1. Career fair

Invite guest speakers from all areas of the media to show the wide variety of career possibilities open to students interested in journalism. Work closely with other journalism instructors and with the local newspaper, magazine and broadcast media to coordinate a city- or area-wide event. Include news, sports, feature and editorial reporters/editors, photographers, graphic designers/artists, broadcasters and TV personalities, as well as representatives of the numerous support personnel who often work behind the scenes, such as executives, press operators and sound and camera technicians. Make this event one in which all students can participate.

2. Internships

Arrange for some of your journalism students to "shadow" a pro for a day. Try to match each student with someone working in the field of his or her special interest, possibly following a reporter, broadcaster, photographer, graphic designer or other professional, through a typical day.

3. Meet the Press

Arrange tours of the local newspaper, radio and TV stations in your city. Perhaps they would schedule special tours for your students in addition to some sort of open house for the general public during this week. Brainstorm about ways to expand this idea. For example, consider an appropriate theme for this year's field trip. Arrange for speakers at different media outlets so the day or after-school trip achieves a unified impact. By building a three- or four-year sequence, you can promote an educational experience that creates anticipation and yields long-lasting results.

4. Displays

As part of a school-wide consciousness-raising effort, consider ways in which you can educate all students, faculty and parents. This idea also works well for a parents' night.

- Set up examples of old yearbooks and newspapers from your school, perhaps showing a historical progression up to the present time. This might include old typewriters, cameras, lead slug type and gravure photos, coupled with contemporary desktop publishing methods. Ask your computer store for brochures and other materials to help with the visual display.
- Set up a slide show explaining and illustrating how a yearbook, newspaper and magazine are produced. If you have a radio or TV program in your school, include that production process as well.
- Do a special issue of the newspaper, including history of journalism and information on strategic court cases. Or create a special issue, possibly on letter-size or legal-size paper, about reader rights. "Print" the issue inexpensively on the school's copy machine. Promote the value of reporter research for readers, from knowledge to entertainment, as well as the importance of freedom of the press for all students. Print a short column in the languages taught in your foreign lan-

guage department. Obviously that is a good way to interlink with other academic goals.

- Sponsor an open house in the journalism lab so interested parents and community members can come and watch students producing the newspaper and yearbook. You may want to couple this idea with a special sales campaign for the yearbook or a subscription campaign for the newspaper.

5. Contests

Working with the local media people, conduct a writing and photo contest for high schools in your school district or in your county. Encourage media or press associations to give cash awards for the best local news story, human interest feature, sports story, column, photos and graphic designs. Better yet, arrange for the winning work to be published, perhaps in a local paper.

6. Education

Obtain a copy of the video "The Story of the Free Press," which was one episode in the series "Remember When ..." prepared for HBO and shown during the spring of 1991. Arrange for it to be shown on your local cable or educational channel during the week. You might also want to use it in your classroom.

7. Bill of Rights

Staff members could rephrase some of the freedoms guaranteed in the Bill of Rights, and take a poll of the school. How many think students should have these freedoms? The staff could discuss the results of their survey and their own understanding of these rights. Focus especially on the First Amendment's guarantee of freedom of speech. Introduce a competitive Internet day (or two) so students can research legal interpretations during the past 200 years.

8. Slogan publicity

Produce T-shirts, buttons and/or posters advocating student press rights. Or develop other appropriate "products" that utilize this concept. Collect money from the staff ahead of time. Your students can use the weeks prior to Scholastic Journalism Week to design and prepare them. And perhaps clever staff members may come up with an idea for products that can be sold.

9. Public relations Information

Send press releases to notify the local media several weeks in advance of the activities you have planned for Scholastic Journalism Week. Include news releases for newspapers and public service spot announcements on the local radio and TV stations. Develop and update a list of appropriate editors and producers so you can easily print address labels. Also, be sure these media sources receive a complimentary copy of each issue of the newspaper or magazine.

Place signs or a display in local businesses to promote Scholastic Journalism Week.

10. Original proposals

Involve your staff in helping plan and execute its own promotions. Effective staffs make good use of the brainstorming process to tackle major projects. If the concept of promoting Scholastic Journalism Week is presented to them as an important activity, they will probably come up with their own exciting ways to bring Scholastic Journalism Week to the attention of their students and communities. Appoint enthusiastic staff members to be in charge of this duty, preferably individuals who are ready to take on extra responsibilities.

11. Long-term goals

Begin working with the local media for more direct inclusion of student journalist material. In a few communities the professional press has already taken this step, frequently offering an entire page or two once a week to students who meet professional standards, often involving reporting/writing skills and ability to meet deadlines. A few radio stations have also moved in this direction. Search for sympathetic community leaders who can help you develop public support for greater student involvement.

Senior Erin Rochford paints a cat nose on a patient first-grader in the face painting area of the celebration. Photo by Allison King.

continued from page 2

them visit our classroom was very exciting for the first graders."

The publications staff members were almost as energized as the first-graders.

"I really enjoyed working with the kids on Dr. Seuss Day. They were so excited to be working with 'big kids.' I knew several of the kids from babysitting and from my job (lifeguarding) at the pool. I was also surprised that some of them knew me from seeing my picture in the paper for sports," said Sports Editor Audrey Shires.

Shires, who serves as executive editor for the paper this year, has a newfound understanding of the importance of setting a good example for younger students.

"I never knew how observant little kids could be, but it really made me want to try harder to be an acceptable role model for them," Shires said.

This year's staff is equally enthusiastic about planning the event. In addition to improving relationships between the two buildings, the youngsters received a powerful message regarding reading and the high-school students had the opportunity to serve their community.

Facts

ABOUT READ ACROSS AMERICA

SPONSOR: National Education Association

PARTNERS: Journalism Education Association, American Library Association, National PTA, Public Broadcasting Service (PBS), National Football League Players Association among dozens of others

STARTED: In May 1997, a small reading task force at NEA came up with a big idea. "Let's create a day to celebrate reading," the group decided. "We hold pep rallies to get kids excited about football. We assemble to remember that Character Counts. Why don't we do something to get kids excited about reading?"

PURPOSE: NEA's Read Across America is an annual reading motivation and awareness program that calls for children in every community to celebrate reading on or around Dr. Seuss's birthday, March 2.

MORE INFORMATION: http://www.nea.org/readacross/

Professional forum increases interest in journalism careers

Advisers can always benefit from the success of others. You may be inspired by the success of this Washington adviser. Communications Day is a great way to celebrate Scholastic Journalism Week and to interact with other instructors in a helpful way.

By ROBIN MORRIS, MJE
Richland High School (Wash.)

Talk to professional writers, photojournalists and editors in your area. Invite them to speak during Scholastic Journalism Week. Photo by Bradley Wilson.

What really happens on the job in the real world? How will I use what I am learning in school on the job? These are some of the questions speakers in the Scholastic Journalism Week Forum answer for students when they bring their expertise about the communications field to Richland High School.

I first started hosting communications professionals from the community about 10 years ago because I wanted my newspaper and yearbook students to hear about different aspects of the world of journalism. Starting small the first year, I invited speakers only for my journalism classes. Then I realized this was a great recruiting tool for my programs so I opened it up to the entire school. Because we have limited facilities, I concentrate on English, consumer economics and photography classes.

For the first few years I had speakers only for half a day. Then I moved to all day and added more speakers. Most speakers now come for two or more periods. The double duty makes scheduling much easier.

I first called the day Journalism Day, but changed to Communications Day several years ago to broaden the appeal. More teachers are willing to bring students to hear how "real people" use communications on the job than to hear about journalism. The change also allowed me to bring in a wider variety of speakers.

Sessions with professionals who use writing, graphics, photography and advertising, as well as video and audio, speak during this day-long event. They share their job qualifications and expectations, advantages and drawbacks and other aspects of their jobs. They come from the local network and cable television and radio stations, advertising and public relations agencies, photography studios, the local newspaper and even the military.

They answer student questions and help students understand how they use communication in their daily jobs. Students are always interested in how much they make and exactly what they do on the job. They learn, for instance, that the "glamorous" TV reporter works hard and in our market does not make a lot of money.

I ask the speakers to bring handouts and to be interactive with the students. TV anchors always bring tapes, and advertising experts show examples of ad campaigns.

Another feature of the program is job shadowing for my students. Most speakers agree to host a student for the day. The experience helps my students obtain firsthand knowledge and has led to job offers.

While Communications Day is a worthwhile program, it is time intensive. It takes a lot of planning, calling for speakers and developing the schedule. At my school we have only the library and one lecture hall in addition to regular classrooms to use for sessions. To maximize opportunities, I use other teachers' rooms during their planning periods. Finding enough room is sometimes more difficult than finding speakers.

Students on my newspaper and yearbook staffs serve as hosts for each speaker. They introduce the speaker and help facilitate the sessions. This is a good experience for them because they interview the speakers and get to know them personally.

Scheduling is also important so that you can have a photographer, for instance, when the photo classes meet. I also schedule a marketing/advertising speaker when the marketing class meets. Because scheduling can be a little tricky, it is important to know in advance which classes will be coming. This way you can ask a speaker for a specific period to ensure the individual will have an interested audience.

Advanced planning is the most important aspect of the entire program. After contacting the speakers, I send a letter thanking them for agreeing to speak and giving them the time and place. I contact them the week of the presentation to verify their participation and send thank you letters after the event. Our school's career counselors and student editors are also part of the planning team.

Our program now features more than 25 speakers presenting to about 300 students.

The responses from students and teachers make the day worthwhile. At the end of the day, you are exhausted, but it is a good kind of exhaustion. You have opened students' eyes to the many possibilities in the field of communication, and they have heard from "real people" that speaking and writing are important. What more could we ask?

TIMELINE

Six weeks in advance
- Set a date
- Notify other teachers
- Gauge interest in attending
- Start contacting speakers
- Arrange for rooms

Four weeks in advance
- Schedule all available speakers
- Follow up on calls and messages

Two weeks in advance
- Send reminder letter to speakers
- Finalize schedule
- Notify teachers of final schedule
- Ask teachers for commitment to attend
- Make AV requests

Week of presentations
- Arrange student hosts
- Follow up calls to speakers
- Purchase water and refreshments for speakers
- Finalize room assignments
- Make signs for rooms
- Create sign-in sheets for student attendance

Journalism History

Take a look back at journalists, publications and events of the past to appreciate the present

JOURNALISM, IN THE BROADEST SENSE, has been around as long as language has. Early examples of reporting events date back as far as 1563 when John Foxe documented the lives and the deaths of Protestant reformers and the martyrs in search of a spiritual truth in England.

In America, as early as 1690, papers such as *Publick Occurrences* tried to print news of the colonies. It wasn't, however, until 1704 that the *Boston News-Letter* became the first continuously published newspaper, a paper that had the government's approval.

Of course, after the American Revolution, U.S. citizens were guaranteed a free press. But that doesn't mean the press has not seen significant developments during the last two centuries.

Out of the past comes the present. That is one reason why it is helpful for student journalists to learn from individuals who paved the way for their right to write or broadcast. The list below may provide inspiration for topics or projects instructors can use for a beginning journalism class. But these ideas are simply a beginning. Instructors and students can develop other ideas for use in advanced journalism classes that focus on producing student publications.

1. Benjamin Franklin

Probably the best known of the colonial "printers," Benjamin Franklin is easy for younger students to study. Also, his writing style is easy to emulate. Students may try writing a Silence Dogood type of article or prepare their own *Poor Richard's Almanac*. They might speculate on what it must have been like to be the postmaster of all the colonies and how this related to journalism at the time. Paperback copies of *Benjamin Franklin: The Autobiography and Other Writings* are an essential resource for your students.

2. Sam Adams

Students might discuss what it means to be a "radical" and whether they believe the use of propaganda is justifiable. They should read Revolutionary War-era writing to locate examples of emotional/inflammatory/propagandistic writing. Have them identify words and phrases that would have been controversial.

3. Peter Zenger

Students might discuss the concept of libel versus truth and why the Zenger trial and its outcome are important today. They should read through a detailed account of the trial, especially Andrew Hamilton's defense.

4. News vs. Views

Students might discuss the difference between fact and opinion and between objectivity and biased coverage. They should compare various major newspapers of the 19th century in an effort to understand the differences in coverage among them. They might also compare current papers to see how they differ in "selectively" reporting political issues.

5. Yellow journalism

Students should examine the history of the Pulitzer and Hearst newspapers. To understand this phenomenon, they should concentrate on the period from 1895 to 1905. They should discuss these questions: How "selective" can a reporter be in using the facts of a case? How sensational can a human interest story be without becoming yellow journalism? Why was this period of journalism important to the development of the "muckraking" of famous authors from 1906 to 1915? What are the contributions of "muckraking"? What are the dangers? What does it mean to be a gadfly? Reading *The Jungle* by Upton Sinclair will increase students' insights.

6. Emotionalism

Students might examine Sam Adams' *Journal of Occurrences* along with the Penny Press of the 1830s, Yellow Journalism of the 1890s, Jazz Journalism of the 1920s and 1930s and some of the "supermarket tabloids" of today. What similarities do they see in the interests of people who support this kind of writing? Will the "inquiring minds" of the 1990s be "educated" to "better" literature in the future as were those of earlier periods?

7. Stunt journalism

The kinds of activities reporters engaged in for stories such as the "Madhouse Exposé" and the "Around the World" race came to be called "stunt journalism." In many cases, it was the only way a woman reporter could get a job. She would be asked to disguise herself to gain entry into some establishment and then write about it afterward. Students might discuss ways in which such "stunts" and methods of investigation differ from today's practices and why.

8. Coverage comparison

Students might compare coverage of the Civil War with that of Vietnam and Desert Storm. Emphasis could be placed on photography or reporting, or both. Show them some of Brady's Civil War photos – and then some of the most memorable photos from the two more recent wars. Ask them to speculate about why the public refused to accept Brady's photographs. In what ways were some of the photos of Vietnam instrumental in turning public opinion against U.S. involvement? Why was Desert Storm, when everyone in the U.S. was glued to the TV screen for three days, so different – or was it? How has reporting changed in the last 100+ years? Where do the reporters get most of their information? Why are war reporters called "correspondents"?

9. Photo/illustration

Photography has developed right along side other elements of print journalism. Unquestionably, technology has had an impact on photojournalists. And like reporters, some photojournalists are known because of their objectivity while others are known because of their ability to advance a cause. Have students research some of the technological advances in photojournalism. What will be the next advance? Or have students pick a photojournalist and write about him or her. What impact did this person have on the public? Have photographers try to take some pictures emulating the style of the photographer they choose.

10. Comic strips

Students might want to discuss the changes and evolving nature of comic strips since "The Yellow Kid" began in 1896. Why are some humorous and some adventurous? Why are some self-contained in one day and

WALTER CRONKITE
More than 26 million Americans watched the CBS Evening News of which Cronkite was the anchor from 1962-1981. Public polls ranked Cronkite as "the most trusted man in America." He attended the University of Texas at Austin and got his start as a reporter for the *Houston Press* and as a reporter for KCMO radio in Kansas City, Mo. (AP Photo/L.G. Patterson)

Famous journalists

from the last half of the 20th century

Joseph Alsop
Walter Cronkite
Herbert L. Block
David Brinkley
William Buckley
Connie Chung
Georgie Ann Geyer
Ellen Goodman
Marguerite Higgins
Louis Lautier
Walter Lippman
Rupert Murdoch
Allen Neuharth
Ethel L. Payne
James Reston
Cokie Roberts
I.F. Stone
Bernard Shaw
Helen Thomas
Manuel de Dios Unanue
George F. Will

RESOURCE:
Ritchie, Donald. *American Journalists: Getting the Story.* Oxford, N.Y.: Oxford University Press, 1998.

Junior Callie Maynard, a cheerleader for the Harrisburg High School (Ill.) Bulldogs, reads *Green Eggs and Ham* to Bonnie Luce's class as part of the school's Seussapalooza Read Across America event. Read related story starting on page 2. Photo by Allison King.

some continuing stories? What purpose do they serve?

11. Student press rights

Students should examine the First Amendment and the *Hazelwood* case. The Freedom Forum is another good source of material and information. Students should look for ways in which student rights differ from those of the public press as well as ways in which they are the same. How can student publications remain independent of the school administration's desire for public relations material? Or should that be the purpose of student journalism?

12. Free press

Thomas Jefferson said, "Were it left to me to decide whether we should have a government without newspapers or newspapers without a government, I should not hesitate to prefer the later." In writings such as *The Federalist Papers*, the founders of the United States show the value they placed in a free press. Why? Have students research what papers existed around the time of the American Revolution and what problems they faced.

13. Sept. 11, 2001

Covering spot news was never quite like what reporters, editors and photographers had to face at the New York City and Washington, D.C. attacks of Sept. 11, 2001. Examine some of the video and print coverage of the attacks. Have students write and discuss what challenges the journalists faced, what weakenesses they found in the coverage and how the "facts" changed over time.

READING LIST

Teachers who want journalism students to have long-range assignments for work between deadlines may want to build a classroom library of books by and about journalists. The featured list provides something old, something new, something aired; yet, all true so aspiring journalists can discover how other people achieved successful careers in the field. (Remember, these people were the best writers of their eras so the books are fun to read. They also provide examples of good writing.)

COMPILED BY ANNE WHITT

- **Nellie Bly's Book** by Nellie Bly; edited by Ira Peck
- **The Pulitzer Diaries** by John Hohenberg
- **Jim Murray** by Jim Murray
- **At Home in the World** by Daniel Pearl; edited by Helene Cooper
- **Terry Waite and Ollie North** by Gavin Hewitt
- **Who Killed CBS?** by Peter J. Boyer
- **Growing Up** by Russell Baker
- **Looking Back** by Russell Baker
- **Henry and Clare: An Intimate Portrait of the Luces** by Ralph G. Martin
- **Gutenberg: How One Man Remade the World with Words** by John Man
- **A Reporter's Life** by Walter Cronkite
- **Cross Creek** by Marjorie Kinnan Rawlings
- **Southern Daughter: The Life of Margaret Mitchell** by Darden Asbury Pyron
- **Forgotten: A Sister's Struggle to Save Terry Anderson** by Peggy Say
- **The Trust: The Private and Powerful Family Behind the New York Times** by Susan E. Tifft and Alex S. Jones
- **Murdoch: The Making of a Media Empire** by William Shawcross
- **Uphill Walkers** by Madeleine Blais
- **Life at Southern Living** by John Logue and Gary McCalla
- **Once Upon a Distant War** by William Prochnau
- **The Americanization of Edward Bok** by Edward Bok
- **The Pulitzer Prize** by J. Douglas Bates
- **The Pulitzer Prizes (1989)** Edited by Kendall J. Wills
- **The General and the Journalists: U.S. Grant, Horace Greeley and Charles Dana** by Harry J. Maihafer
- **Waiting for the Morning Train** by Bruce Catton
- **Live from the Battlefield** by Peter Arnett
- **Diaries, 1949-1959** by Drew Pearson; edited by Tyler Abell
- **Flirting with Danger** by Siobhan Darrow
- **Chapters: My Life as a Writer** by Lois Duncan
- **Personal History** by Katharine Graham
- **Shutterbabe** by Deborah Copaken Kogan
- **All Over but the Shoutin'** by Rick Bragg
- **Reporting Back: Notes on Journalism** by Lillian Ross
- **The Chief: The Life of William Randolph Hearst** by David Nasaw
- **Fat Man in a Middle Seat: Forty Years of Covering Politics** by Jack W. Germond
- **Staying Tuned: A Life in Journalism** by Daniel Schorr

Historical Outline

By James Shuman and Ed Galdrikian
as an outline for teachers of American journalism history

The outline provides a resource about the history of journalism. Keep it in your files so you always can locate essential info easily. Think of ways to help students research the facts and use them creatively. For example, teams may sign up to perform a 10-12 minute skit about different individuals listed. The outline could be especially helpful for beginning journalism or for a course in American studies.

I. COLONIAL NEWSPAPERS

A. Colonial pre-newspaper communication
1. Letters from England
2. Newspapers from England
3. Broadsides

B. First Colonial newspaper
1. *Publick Occurrences, Both Foreign and Domestick*
2. Published by Ben Harris on September 25, 1690
3. Lasted one issue because content disturbed governor of Massachusetts

C. First continuous newspaper
1. *Boston News-Letter*
2. Published by John Campbell — first issue, April 24, 1704
3. Published by authority of the governor of the colony

D. John Peter Zenger
1. Published the *New York Weekly Journal*, starting in 1734
2. Charged with libel for printing news that disturbed the governor of New York
3. Trial was held in 1735; defense was that Zenger printed the truth; Zenger was acquitted

E. Characteristics of colonial newspapers
1. Four pages, printed with worn type
2. Page size about half of modern newspapers
3. No headlines as we know them today (small type, usually all caps)
4. Usually no more than 200 copies printed an hour
5. Editorials and news mixed in same story
6. Advertising was small, comparable to today's classified section
7. Considered a luxury — only 5 percent of the families bought a newspaper in 1765

F. Sources of news
1. Mainly from Europe by ships that crossed the Atlantic in four to eight weeks
2. News was published in America about two months after it was published in London
3. Some of the news came from captains of ships
4. Some news came from letters from England

G. Types of news
1. War and politics
2. Local and intercolonial news
3. Piracy, fires, counterfeiting, robberies, etc.
4. Maritime news
5. Weather, but no forecasts
6. Obituaries
7. Religion
8. Little or no sports

II. AMERICAN REVOLUTIONARY WAR NEWSPAPERS

A. Stamp Act — 1765
1. Tax on all legal documents, official papers, books and newspapers
2. Many newspapers published as handbills to evade the tax
3. Some newspapers suspended temporarily
4. Act repealed in 1766

B. Format
1. Larger pages
2. More illustrations
3. More columns

C. Coverage of war news
1. No reporters on the battlefields
2. Coverage through arrival of private letters
3. Stories from other newspapers

D. Nature of news
1. Struggle against taxes and duties
2. Revolutionary War (secondary news)
3. Accidents, fires, storms, epidemics and crime
4. Larger headlines

E. Editorials
1. Either in the lead or in paragraphs following a news story
2. Italicized in *New York Journal*

III. PARTY PRESS

A. First American newspapers
1. *Pennsylvania Evening Post* — Benjamin Towne, May 30, 1783
2. *Pennsylvania Packet and Daily Advertiser* — John Dunlap, Sept. 21, 1785
3. *New York Daily Advertiser* — 1785
4. Reason for daily newspapers
   a. To provide businessmen with up-to-the minute news of sailing vessels
   b. To provide latest political news and thought

B. *Gazette of the United States*
1. Federalist newspaper first appearing on April 15, 1789
2. Published by John Fenno
3. Received written contributions from Alexander Hamilton and John Adams
4. Continued until 1818

Joseph Pulitzer

Born: April 10, 1847
Died: Oct. 29, 1911

Pulitzer got his start in St. Louis, Mo., but is most famous for his work as publisher of the *New York World*. He bought the struggling paper and turned it into a thriving competitor of William Randolph Hearst's *New York Morning Journal*.

RESEARCH TOPICS

- **Pulitzer's critics accused him of "yellow journalism," a term referring to irresponsible journalism that came from one of his paper's comic strips, "The Yellow Kid." Research yellow journalism, when it was common, why and how it has had an impact on journalists of today.**
- **Pulitzer was known for insisting on accuracy and high ideals, ideals that live on through his establishment of the Pulitzer Prizes. Pick one Pulitzer Prize winner from the last five years. Examine the winning entries and research the award winner. Why did this entry win the nation's top prize in journalism?**

RESOURCE:
Ritchie, Donald. *American Journalists: Getting the Story*. Oxford, N.Y.: Oxford University Press, 1998.

C. *National Gazette*
1. Republican (Democrat) newspaper founded Oct. 31, 1791
2. Published by Philip Freneau
3. Attacked Hamilton and Adams
4. Continued until 1793

D. Freedom of the press
1. Nine of the 13 state constitutions guaranteed freedom of the press
2. Freedom guaranteed nationally through the First Amendment of U.S. Constitution

E. Editorials
1. First appeared in separate column in 1793 in the *American Minerva* published by Noah Webster
2. In 1800, the *Philadelphia Aurora* used its second page for editorials

F. Contents
1. European news (two months old)
2. News from other papers
3. News of George Washington's death
   a. Washington died on Saturday night, Dec. 14, 1799
   b. First news appeared in the daily *Alexandria (Va.) Times* the following Monday
   c. News appeared in the weekly *Virginia Sentinel* on Wednesday
   d. News appeared in the *Philadelphia Aurora* on Thursday
   e. News reached New York newspapers exactly one week after his death
   f. News reached Boston 11 days after his death

G. Subscription rates
1. $6 to $10 a year for dailies
2. $2 to $3 a year for weeklies
3. Country papers traded for corn, wheat, linen, sugar, etc.

H. War of 1812 coverage
1. Domestic news became more important than foreign news
2. News arrived by mail, through messages from officers to friends at home, by newspapers that received news first
3. James Bradford became first war correspondent by enlisting in Andrew Jackson's army in New Orleans
4. News of Jackson's victory in New Orleans reached New York a month after the event

I. Nature of newspapers in the early 1800s
1. Four pages, but enlarged to 6 or 7 wide columns
   a. Page 1 — three-fourths advertising; remainder, political essay
   b. Page 2 — foreign and domestic news with letters to the editor
   c. Page 3 — editorial column, local items and advertising
   d. Page 4 — advertising
2. Headlines more lively than in previous period
   a. "ALMOST INCREDIBLE VICTORY!" — defeat of British in New Orleans
   b. "GLORIOUS TRIUMPH" — Double column
3. "The Star-Spangled Banner" was first published in a Baltimore paper a few hours after Francis Scott Key wrote it

IV. PENNY PRESS

A. Industrial Revolution
1. Mechanical advancements provided cheaper printing methods and larger quantity
2. Population growth caused increase in the number of newspapers
3. Three times as many newspapers in the United States in 1833 as in England or France (larger proportion by 1860)

B. First Penny Newspapers
1. *New York Morning Post* — Jan. 1, 1833, Dr. H. D. Shepard
   a. First appeared at 2 cents, then 1 cent
   b. Lasted only two and one half weeks
2. *New York Sun* — Sept. 3, 1833, Benjamin Day
   a. Four pages, small, three wide columns
   b. Emphasized local, human-interest and sensational events
   c. Popular feature: police-court reports
   d. In August 1835, the *Sun* published the "moon hoax"
3. *New York Herald* — May 6, 1835, James Gordon Bennett
   a. Contained financial news
   b. Built up a murder trial to great interest
   c. Started society columns
   d. Established a European correspondent, set up a Washington bureau, placed his own correspondents in leading American cities, bought a small fleet of boats to meet ships before they entered New York harbors
   e. Carried crime stories, scandals

C. Other popular newspapers
1. *New York Tribune* — April 10, 1841, Horace Greeley
   a. *Weekly Tribune*, started by Greeley in 1841 and distributed throughout U.S., was more successful
   b. Outstanding newspaper staff
   c. Denounced publishing of police reports, advertisements and news of the theater
   d. Politics
      i. Fought slavery
      ii. Wanted to improve conditions of the poor and unemployed
      iii. Attacked the slum conditions of New York
      iv. Opposed capital punishment
      v. Favored prohibition of alcohol
      vi. Advocated westward expansion ("Go west, young man; go west!")
   e. Greeley nominated Abraham Lincoln for the presidency in 1860
   f. Greeley ran for the nomination of president in 1872, was humiliated and died soon after
2. *New York Times* — Sept. 18, 1851, Henry J. Raymond
   a. Four pages, six wide columns, contained foreign and local news
   b. Times always kept good manners
   c. Wrote accounts of stories in full

D. Changes in news concepts
1. Increase of local or hometown news
2. Great emphasis on sensational news

E. Faster communication
1. Steamships
2. Railroads
3. Telegraph

F. Associated Press
1. Started in May 1848
2. Six newspapers including the *Sun, Herald, Tribune*, then *Times*

V. CIVIL WAR COVERAGE

A. Thoroughly covered by eyewitness correspondents
1. New York papers (*Times, Tribune, World*) gave a third of their columns to coverage of the war
2. Telegraph lines sped the news from the correspondents to the newspapers
3. Much rumor in the news; headlines sometimes read:
   a. IMPORTANT — IF TRUE
   b. RUMORS AND SPECULATIONS

B. News style
1. Stories printed in full without being summarized
2. Dispatches were likely to be printed chronologically, the oldest news at the head of the column
3. Following the story, list of soldiers killed, wounded and missing — in small type
4. War maps were used
5. Eventually, the lead of the story contained most essential elements, with balance of story sent in inverted pyramid style, due to frequent cutting of telegraph cables

C. War correspondents
1. Correspondents were known as "specials"
2. 150 "specials" served northern papers (*Herald* used the most "specials")

D. Censorship
1. No organized censorship of the news
2. Confederate generals constantly tried to get northern papers to obtain information
3. Newspapers regularly printed news of troop movements, war plans, etc.

VI. YELLOW JOURNALISM

A. Pre-yellow journalism days
1. Sunday editions, in 1870s same as dailies
2. Joseph Pulitzer, upon coming to New York, made the *Sunday World* a 20-page paper
   a. Attractive news stories (some sensationalism)
   b. Stories easy to read and illustrated
   c. As circulation rose, so did the number of pages (to 48)
   d. Morrill Goddard, editor of the *Sunday World*, called the father of the American Sunday paper
   e. Some items were comic drawings, popular songs, sports, society, news for children

B. Inventions and technological developments
1. Telephone (1875)
2. Typewriter (1876)
3. Typesetter (Linotype) (1886)
4. Engraving (half-tone) (1894)

C. Joseph Pulitzer
1. Reporter on *Westliche Post* in St. Louis
2. Entered politics and fought graft
3. Bought *St. Louis Dispatch* in 1878 at a sheriff's sale for $2,500 and combined it with the Post three days later; the paper became famous as a leader in crusades
   a. Cleaning and repairing streets
   b. Fighting lotteries
   c. Combating gambling
   d. Battling tax-dodgers
4. Pulitzer bought the *New York World* in 1882
   a. News policy: colorful, unusual, significant (main), serious (excellent), sometimes sensational
   b. Crusades and stunts: collection of a fund to build the Statue of Liberty pedestal. "Nellie Bly" (Elizabeth Cochran) went to an insane asylum (faking insanity) and wrote an exposé. She later went around the world in 72 days, 6 hours, 11 minutes and 4 seconds (in contrast to Jules Verne's novel *Around the World in 80 Days*). Pulitzer crusaded against New York Central, Standard Oil Co., Bell Telephone Co. He also provided free ice and coal and staffed 35 doctors to furnish medical service to the needy
   c. Editorial page: this was Pulitzer's favorite page; a spokesman for liberal ideas, he backed Cleveland in 1884
   d. Size: started at eight pages at 2 cents and grew to 16 pages in a few years
   e. Illustrations: led all other papers, showed scenes of crimes (X marked the spot), many two-column drawings and photos, some larger; one-column photos rare
   f. Promotion: coupons and voting contests

D. William Randolph Hearst
1. Put in charge of his father's (Sen. George Hearst) newspaper, the *San Francisco Examiner*, in 1885, remaking it in the image of the *New York World*
2. Bought the *New York Journal* Nov. 7, 1895 for $180,000 cash; paper had once belonged to Albert Pulitzer, Joseph's brother
   a. Hired best journalists at any cost
   b. Used many illustrations; emphasized crime, disaster, scandal reporting
   c. Pulitzer lowered price to 1 cent; Hearst followed
3. Public menace
   a. *World* and *Journal* banned in many families; subscriptions cancelled
   b. More sensational news appeared
4. In 1897, Hearst bought a New York paper to get the Associated Press franchise
5. News coverage
   a. Dedication of Grant's Tomb (in color)
   b. Sports events around the country
   c. Sent Mark Twain to cover the Jubilee Celebration of Queen Victoria
   d. Sent two expeditions to the Klondike, where gold had been discovered
   e. Ran a special train from Washington, D.C., after McKinley's inauguration, with artists drawing while on the train, to beat the other papers with pictures; train broke a speed record
   f. Detective business: a headless, armless, legless body, wrapped in oilcloth, had been found in the river; Hearst built a story each day by reporting the finding of each part of the body

E. Competition between Hearst's *Journal* and Pulitzer's *World*
1. Heaviest competition through Sunday editions
2. Hearst hired entire staff of the *World*, then the best in the newspaper business; Pulitzer hired them back; Hearst raised his price, and in 24 hours, had rehired them
3. *Sunday World* published an eight-page comic section in color; Hearst began a similar section, advertised as "eight pages of iridescent poly-chromous effulgence that makes the rainbow look like lead pipe," which outdid the *Sunday World*

F. Richard F. Outcault's drawing, "Yellow Kid"
1. Outcault drew for the *Sunday World*, then for the *Journal*
2. George B. Luks took over the comic panel for the *World*, giving New Yorkers two "Yellow Kids"
3. Term "Yellow Journalism" stems from the yellow color printed on the kid's clothing

G. Characteristics of Yellow Journalism
1. Scare headlines: excessively large type, in red or black, screaming excitement
2. Lavish use of pictures — some without significance, some faked
3. Fraudulent stories — faked interviews and stories, misleading headlines, pseudo-science
4. Sunday supplement — color comics and sensational articles
5. Sympathy with the underdog — campaigns against abuses suffered by the common people

H. War with Spain
1. Spanish-American War is said to have come about because of the newspaper circulation war between Hearst and Pulitzer

2. Sensational descriptions sent by correspondents to papers in New York of Cubans in concentration camps
3. Lurid pictures of killings of mothers and babies, and imprisonment in filthy and fever-ridden stockades — many of the pictures drawn from rumors
4. Cuban atrocity stories proved good for high circulation of the *World* and the *Journal*
5. Against Yellow Journalism
   a. *New York Times*, Adolph S. Ochs, publisher, 1896-1935
      i. "All the News That's Fit to Print"
      ii. "It Does Not Soil the Breakfast Cloth"
      iii. News service improved, Sunday supplement, Saturday book review section, Monday financial review
   b. *Christian Science Monitor*, 1908, Mary Baker Eddy, publisher
      i. Foreign news, art, music, literature
      ii. Stayed away from crime and disaster

I. Pulitzer Policy Change (1901)
1. Emphasized the *World's* responsibility to the public both as a crusader and an accurate reporter
2. Death in 1911
   a. Established Pulitzer School of Journalism at Columbia University in New York
   b. Established eight annual Pulitzer Prizes for Journalism, beginning in 1917

VII. NEWSPAPER CHAINS

A. Hearst: *Albany Times-Union, Baltimore News-Post, Boston Record-American, Detroit Times, Los Angeles Examiner, Los Angeles Herald-Express, San Francisco Examiner, Milwaukee Sentinel, San Antonio Light, New York Journal-American, Pittsburgh Sun-Telegraph, New York Mirror, Seattle Post-Intelligencer*
1. By the end of 1922, Hearst owned 20 dailies and 11 Sunday papers
2. Hearst also owned six magazines, Kings Features Syndicate, Hearst Metronome News, motion picture company

B. Scripps-Howard: *Fort Worth Press, Evansville Press, Knoxville News-Sentinel, Pittsburgh Press, Columbus Citizen, El Paso Herald-Post, Washington News, New York World-Telegram and Sun, Albuquerque Tribune, Houston Press, San Francisco News-Call-Bulletin, Indianapolis Times, Memphis Press-Scimitar, Cincinnati Post, Birmingham Post-Herald*

VIII. NEWSPAPER PRESS ASSOCIATIONS

A. Associated Press Reorganized in 1900
1. Newspapers are members and they share (cooperative)
2. Largest of the associations

B. United Press International
1. Combined in 1957 from United Press (Scripps-Howard) and International News Service (Hearst, 1909)
2. No member newspapers; news sold on contract basis

IX. NEWSPAPER CONSOLIDATIONS

A. Advertisers found it cheaper to buy space in one paper than in two

B. Economy of combining a morning and an evening paper

C. High cost of publishing forced many newspapers out (often bought out by larger papers in same city)

D. Because of consolidations, fewer newspapers but higher overall readership (More than 2,200 dailies in 1900; just over 1,700 daily newspapers today); readership has increased because of education and growth in population

X. TELEVISION JOURNALISM

A. Many people use television as their primary source of news; 90 percent of all U.S. homes have at least one television
1. Satellites bring news picture and sound into the homes from around the world
2. More graphics are used to convey meaning

B. Development
1. 1927, Philo Farnsworth was first to transmit a television image composed of 60 horizontal lines
2. NBC formed in 1926
3. CBS formed in 1927
4. First television newscast in 1940
5. ABC formed in 1945
6. Color broadcasting began in 1953
7. WQED, first public broadcast station, went on air in 1954
8. CNN formed in 1980 by Ted Turner

C. Newspapers have become more graphic; more colorful, more complete in coverage to compete effectively, especially since founding of national *USA Today* in 1982 by Allen Neuharth

XI. ELECTRONIC PUBLISHING

A. Development of personal computers put keyboard and monitor on every desktop by the early 1980s.
1. Reporters could enter type directly into a central storage unit
2. Designers plan pages electronically
3. Rise of software, lower prices made stand-alone units attractive
4. Non-journalists able to prepare newsletters, etc.

B. Development of laser printers improved quality of computer output
1. Apple releases Macintosh in 1984 bundled with word-processing, drawing and painting software
2. Apple releases 300 dpi laserwriter ushering in the age of desktop publishing where anyone can "own a press."
3. Invented by Paul Brainerd of the Aldus Corporation, PageMaker was released in 1985; first consumer-level desktop publishing software
4. QuarkXPress released in 1988
5. InDesign 2.0 released by Adobe in 2001; earlier versions were buggy but version 2.0 viewed as successor to PageMaker
6. Adobe Photoshop released in 1990 and becomes the standard for image editing
7. DPI increases from 300 to 600 to 1200 on paper desktop machines by the early 21st century
8. Output directly to film or plate possible, further cutting costs and increasing resolution to more than 2,400 dpi

C. Improvements in input devices
1. Digital cameras continue to drop in price and increase in resolution; Canon, Nikon, Olympus release high-end digital cameras for under $5,000 by 2002
2. Film scanners also less expensive and tend to eliminate the need for a darkroom
3. Flatbed scanners inexpensive with resolution high enough for even the highest quality magazines

D. Internet revolutionizes mass communication
1. Founded "with no global control"
2. Internet first online in 1965 — ARPANET
3. Roy Tomlinson invents e-mail in 1971
4. World Wide Web and graphical user interface in 1991
5. More than 38.1 million Web sites in 2002

Media Law & Ethics

Even from the early days of American history, court cases have had an impact on journalistic freedoms

AMERICA HADN'T BEEN A COUNTRY for long before the courts were hearing cases of media law using the freedom of the press guaranteed in the Bill of Rights as a foundation. More recently, cases such as *Hazelwood* have had a dramatic impact on scholastic media. And the law of the Internet is still being written.

'Tinker' case sets standard for student freedoms

The *Tinker v. Des Moines Independent Community School District*, 1969

The Des Moines, Iowa case revolved around the wearing of black armbands. The idea for armbands originated in a meeting of adults and students in December 1965. The group wanted to make public their disapproval of the Vietnam conflict, an unpopular view at the time.

Principals in the Des Moines schools heard about the plan and adopted a policy that armbands were not to be worn in school – and those who did would face suspension if they refused to remove them. Mary Beth Tinker, John Tinker and Chris Eckhardt wore the armbands anyway and were suspended and sent home. The Tinkers filed a complaint that made its way through the court system and was heard by the U.S. Supreme Court in 1969.

The essence of the argument was the dilemma of how to balance an individual's rights while allowing administrators to maintain control of the schools. The Tinkers said the armbands were silent, symbolic speech that did not interfere with the students' rights or education. The school officials said they feared a disruption because opposing the Vietnam conflict was unpopular opinion. From this argument came the *Tinker* standard.

This standard maintained that speech at school could not be stopped unless it would disrupt school. In other words, the school must prove a physical disruption would have occurred if the speech were allowed. The court said a possible disruption is not good enough to stop speech. Unpopular speech that might cause a disruption is a risk that must be taken. Because the students wore the armbands and no disruption occurred, the Supreme Court upheld the students' right of expression in a 7-2 decision.

Cases that have eroded the 'Tinker' standard

Bethel School District v. Fraser, 1986

This Supreme Court case gave school officials the right to censor material some individuals might find vulgar. The case was a result of Matthew Fraser's nomination speech for his friend, who was running for a student government position. Fraser's speech did not contain any vulgar words, but it was full of sexual puns that were met with jeers from students and disapproval from some teachers. Fraser was suspended for three days and filed suit.

The Supreme Court ruled for the school. The Court made distinctions between this case and *Tinker*. In *Tinker*, the speech was an expression of political beliefs, and it was not school sponsored. In Fraser, the speech was part of school. The Court said schools did not have to allow speech that is inconsistent with the mission of the school.

Awareness of Supreme Court rulings is essential for student staffs who care about being responsible journalists and about promoting freedom of the press. The four cases summarized have shaped the discussion for student publications today. Encourage contemporary research about these issues.

Hazelwood School District v. Kuhlmeier, 1988

In this Supreme Court case, school officials were allowed more control over speech that is considered school sponsored. The case concerned articles in the student newspaper. Principal Robert Reynolds of Hazelwood East High School in Missouri did not allow the printing of two articles in *Spectrum*. One article had quotes from students telling about the divorce of their parents. The other featured three girls who had become pregnant before graduation.

The principal said the articles were not good journalism and that some of the information was inappropriate for high-school students. In the divorce article, one student said her dad was a drunk and another said her dad did not spend enough time with her mother and her because he was out playing cards with the guys. The pregnancy article talked about birth control. Three editors of the paper felt betrayed when the principal censored the articles, especially because he did not tell them he did. So they filed suit. The case went all the way to the U.S. Supreme Court. The Court decided 5-3 for the principal.

The Court ruled that the principal was justified in exercising his authority because of his worries that the material was inappropriate, that the views expressed in the articles might be mistaken for the view of the school and that the paper was school sponsored. The Court reaffirmed *Tinker* and said it covered personal speech. Then it said speech in a school paper is different because it is school sponsored.

Bright spots for 'Tinker'

A New Jersey appellate court ruled in favor of a junior high newspaper after the principal censored reviews of the movies Mississippi Burning and Rainman because they were R-rated. However, because R-rated movies were available in the library and had been reviewed in the paper before, the court determined that the principal was not justified. The court said the New Jersey constitution granted students broader expression rights than the U.S. Constitution.

States, including Arkansas, California, Colorado, Iowa, Kansas and Massachusetts, are using the legislative process to reestablish student expression rights that are guaranteed under *Tinker*. In addition, states such as Pennsylvania and Washington have administrative regulations on the books that also may protect student free speech rights.

Because *Tinker* is an objective standard, it allows more freedom for students. In other words, school officials must be able to prove a disruption is imminent to censor. *Hazelwood* is a subjective standard. That standard means that school officials can decide what is inappropriate.

SOURCES:

- First Amendment Congress. *Education for Freedom: Lessons on the First Amendment for Secondary School Students (5-12).* The University of Denver.
- Goodman, Mark. JEA Advisers Institute. Washington, D.C., 1998.
- Student Press Law Center. *Law of the Student Press.* 1994.

AN EXERCISE

Case law

DIRECTIONS

Below is a list of court cases and laws that have had a profound impact on media law. Research each of the cases and write a paragraph about the facts of the case and the main points of the judgment. Think about why you will want to remember each case as you write your summaries.

1. ***New York Times v. the United States*, 403 U.S. 713, 714, 91 S.Ct. 2140 (1971)** [the "Pentagon Papers" case]
2. ***New York Times Co. v. Sullivan*, 376 U.S. 254, 84 S.Ct. 710, fn. 23 (1964)** [actual malice]
3. ***Time, Inc. v. Hill*, 385 U.S. 374, 87 S.Ct. 534 (1967)** [invasion of privacy]
4. ***Gertz v. Robert Welch, Inc.*, 418 U.S. 323, 94 S.Ct. 2997 (1974)** [defamation]
5. ***Burnett v. National Inquirer*, (Cal.Sup.Ct.1981) 7 Med.L.Rptr. 1321** [emotional distress, defamation]
6. **Freedom of Information Act, 5 U.S.C.A. § 552, amended by Pub. Law 93-502, 88 Stat. 1561-1564**
7. ***Schenck v. United States*, 249 U.S. 47, 39 S.Ct. 247 (1919)** [clear and present danger]
8. ***United States v. Roth*, 237 F.2d 796 (2d Cir. 1956)** [obscenity]
9. ***Gannett v. DePasquale*, 443 U.S. 368, 99 S.Ct. 2898 (1979)** [free press/free trial]
10. ***National Broadcasting Co. v. United States*, 319 U.S. 190, 63 S.Ct. 997, 1014 (1943)** [licensing of radio]

Ethical dilemmas

DIRECTIONS

Using what you learned about media law above, what would you do in the following situations?

1. A school official gives you some papers regarding school security, disclosing new policies about how school officials are to react to breaches of security in the school. Officials deny the new policies exist, but they are signed by several district officials. What will you publish regarding the new policies?
2. The parents of a student at your school are killed in a car wreck. The driver of the other vehicle was charged with driving under the influence of alcohol. The student says if he ever met the person driving the other vehicle, "I would kill him." What kind of article will you write? Will you include the student's quote? What right to privacy does the student have? [Also see *Jones v. Herald-Post Co.*, 230 Ky. 227, 18 S.W.2d 972 (1929)]
3. You obtain information concerning unethical behavior by one of your teachers, a teacher who refuses comment. You publish an article but later find out it contains factual errors. What are your primary defenses if sued for libel? Should you print a retraction? Why or why not?

PRESS RELEASE

FOR MORE INFORMATION
See the Journalism Education Association's Web site at www.jea.org

Scholastic Journalism Week last full week in February

MANHATTAN, KAN. — The Journalism Education Association, a non-profit association of more than 2,000 journalism educators worldwide, has named the last full week in February as Scholastic Journalism Week. For students involved in introductory journalism courses or students working on school publications, this is a chance to look back at the history of the media.

"The media in America have a rich history," said H.L. Hall, JEA president and a former publications adviser. "We hope schools will take this opportunity to learn about the people who gave us a tradition of a free press, the people who invented the Internet, the photojournalists who have given their lives documenting our history, and those who work with radio and television who have delivered the news quickly all over the world. Students cannot, in one week's time, learn about all journalists who have made a contribution to American society. This week is just a start."

Each year, JEA sends a packet to all member schools encouraging them to schedule time to educate students about everything from media law and ethics to women in journalism. Advisers throughout the nation have turned the week into a series of events by asking media professionals to help educate students about careers in the media or by having high-school journalists visit elementary schools.

Robin Morris, a publications adviser at Richland High School in Washington, said she has been bringing in speakers to English, economics and journalism classes for years as part of Scholastic Journalism Week.

"The responses from students and teachers make the day worthwhile," she said. "(The speakers open) students' eyes to the many possibilities in the field of communication, and they have heard from 'real people' that speaking and writing are important."

In partnership with the National Council of Teachers of English, JEA also encourages media advisers and journalism teachers to take time out to read books related to the profession.

"NCTE's Read Across America is part of the nationwide movement to improve literacy," Hall said. "JEA definitely has an interest in that. This partnership is ideal. I hope that all schools will become involved in this program as well as Scholastic Journalism Week."

-30-

The first 10 amendments to the U.S. Constitution

BILL OF RIGHTS

AMENDMENT I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or **abridging the freedom of speech, or of the press**; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

AMENDMENT II

A well regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms, shall not be infringed.

AMENDMENT III

No soldier shall, in time of peace be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

AMENDMENT IV

The right of the people to be secure in their person deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

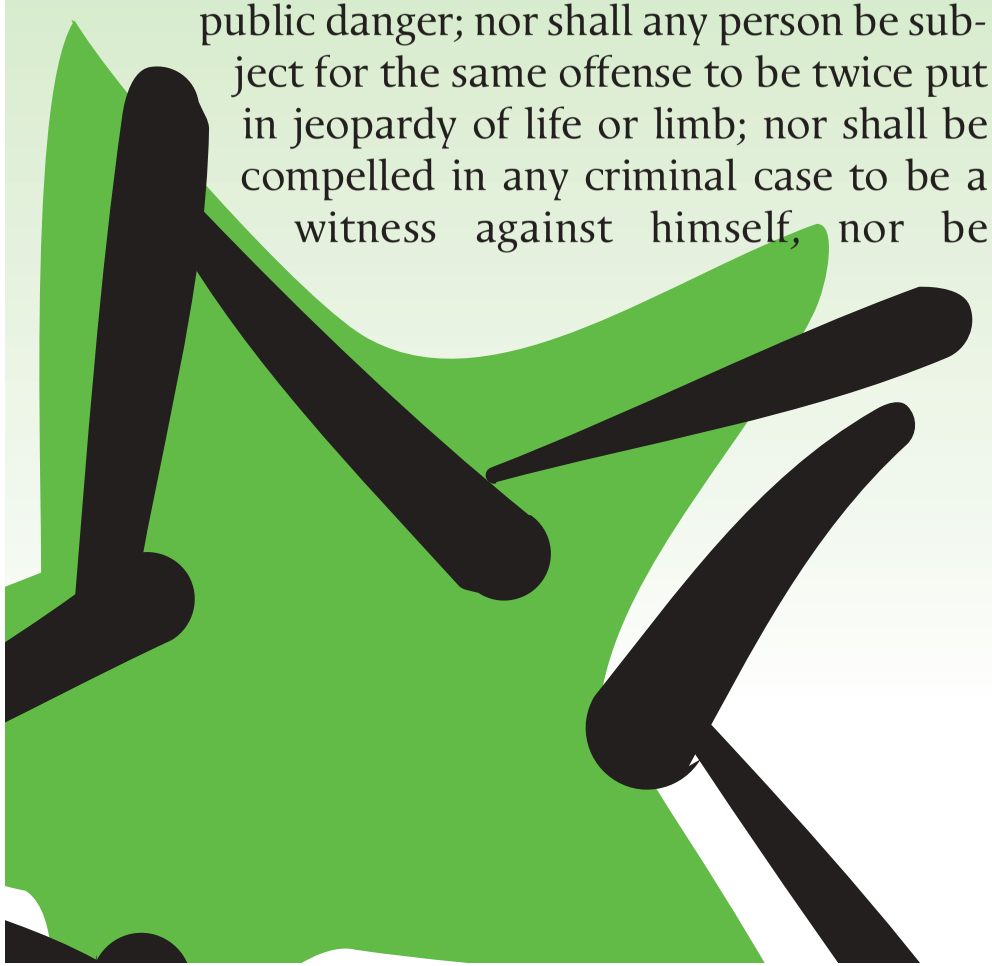
AMENDMENT VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process

ed, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

AMENDMENT V

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be



AMENDMENT VII

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise reexamined in any court of the United States, than according to the rules of the common law.

AMENDMENT VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

AMENDMENT IX

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

AMENDMENT X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.

JEA

Reprinted courtesy of the
Journalism Education Association

Scholastic Journalism Week last full week in February

Please read the following schoolwide announcements on the day indicated.

MONDAY — Today is the first day of Scholastic Journalism Week, a week designed to help us remember the significant events in the development of the media. The first newspaper was published in the English colonies in 1690. Although that paper only published one issue because it was stopped by the governor of Massachusetts, it set the stage for the first continuously published paper to start 14 years later and the local, regional and national newspapers we have today, including the (*name of your school newspaper*).

TUESDAY — Looking back at the first 100 years of American journalism as part of our celebration of Scholastic Journalism Week, names like Joseph Pulitzer, William Randolph Hearst, Nellie Bly and Dorothea Lange keep popping up. But there are many more famous and infamous journalists, including people who covered the Civil War and people who disclosed corruption in the White House or corruption in big business. But it's reporters like those for the (*name of your school yearbook*) who will document the history of (*name of your school*).

WEDNESDAY — More than 90 percent of all U.S. homes have at least one television, a medium that was developed about 1926 and the focus of today's celebration of Scholastic Journalism Week. Color television began in 1953, and not much changed in the media until 1980 when the Cable News Network began broadcasting, 40 years after the first television newscast. Schools all over the United States now teach various aspects of broadcasting and some have their own newscasts.

THURSDAY — In the roaring 1920s, radio stations, the focus of today's celebration of Scholastic Journalism Week, started competing with newspapers for entertainment and delivery of the news. Today, dozens of radio stations, including some managed by students in high schools and universities, serve to provide listeners with music of all varieties, election returns, sports, talk shows and specialties such as farm reports. Some schools provide a similar service through a public address service such as the one you're listening to now.

FRIDAY — The latest development in the media, the World Wide Web, is the focus of today's celebration of Scholastic Journalism Week. The Internet first came online in 1965 although e-mail wasn't invented until 1971 and the World Wide Web's graphical user interface didn't come online until 1991. Today, schools throughout the world use the Web for everything from communicating homework with students and parents to researching nuclear physics.

Kuhlmeier: 'We had the right to publish'

Indiana adviser Terry Nelson found Cathy Kuhlmeier Cowan with assistance from Mark Goodman of the Student Press Law Center in 1999. Happy, married and living in a small town in Missouri, she had spent a few years working in retail and as a pre-school teacher since her graduation from college and the Supreme Court decision of 1988. Cowan now stays home to care for her family. Nelson invited Cowan to address the students at the Indiana High School Press Association's state convention that fall. This story is a result of phone interviews and of the information Cowan shared with the students at the convention. Up until this point, Cowan said she had never been contacted to speak before any group and did not even realize the impact the outcome of her case had on schools throughout the nation.

By TERRI NELSON
Muncie Central High School (Ind.)

Cathy Kuhlmeier (now Cathy Cowan) was layout editor of the *Spectrum* student newspaper at Hazelwood East High School (Mo.) in the spring of 1983 when her adviser and high-school principal decided to censor the final issue of the student newspaper. She recalls the day in newspaper class when the staff saw its May issue was published without the center spread stories: two articles on teenage pregnancy where the names of the students were changed, and an article on divorce, for which the parents of the students interviewed had signed consent forms for their stories to be published, according to Cowan.

Hazelwood East High School publications adviser Bob Stergos had left his position before the school year was over and before this newspaper was published to work in private industry. To finish the year, an adviser from Hazelwood Central, Howard Emerson, was asked to serve as the adviser for the students' final papers. Emerson's normal practice was to take the paper to the principal for review prior to publication. The students were unhappy with this practice, according to Cowan, as this was not the practice that they used.

When the paper came back two pages shorter than what the students had sent to the printers, newspaper staff members were stunned.

"It wasn't the paper we produced," Cowan said. "We thought the issues in it were important to the students. We knew we had the right to publish, and all of a sudden it was taken away from us."

The stories about pregnancy the students wrote in the newspaper were felt not to be relevant to teenagers by principal Eugene Reynolds, and he did not want to broadcast this type of information to the community, Cowan said. She recalled that the principal felt the reasons for divorce were nobody's business and that he didn't think the story should be published because the paper was distributed throughout town.

Cowan relates that some of the staffers "snuck out of the classroom and called our former adviser who gave us the number of the American Civil Liberties Union in case we wanted to pursue the censorship issue." Originally five staff members were going to sue the school administration: Leslie Smart, a movie review writer; Lee Ann Tippett, an artist/cartoonist; Andrea Callow, an assistant editor; and Christine DeHaas, a reporter, along with Kuhlmeier (Cowan), the layout editor. However, according to Cowan, Callow and DeHaas were contacted by the principal and threatened with expulsion if they continued in their pursuit. They dropped out of the lawsuit. In the end three junior girls: Kuhlmeier, Smart and Tippett continued through the courts, with Kuhlmeier's name becoming attached to the case's name because of the alphabetical order. Cowan remembers being frustrated with her attorney as the years accumulated during the court proceeding ... "because I was not contacted about the progress with the case when I was away at college."

Since the Supreme Court desicion was handed down in 1988, hardly a publications adviser, administrator or student editor has not heard of the *Hazelwood* case, and, in many instances, been directly affected by the restrictions placed upon the students' First Amendment freedoms of press and expression.

"I don't know for sure about the monster I may have created," Cowan said.

"It was important that it was done (filing the court case) to make the principal and adviser more conscientious of their actions...maybe to think more of the kids."

Now a mother of two and a "stay-at-home mom," Cowan graduated from Hazelwood East High School in 1984 and continued on to Southeast Missouri State University, where she earned a degree in advertising and commercial art, serving as editor of her college yearbook. Although not actively engaged in journalism today, Cowan still continues to exercise her strength in ethical involvement as she fights the system for care of her son who was born with a disability.

And what has she learned from the now historic Supreme Court case and experience?

"I'm always going to stand up for what I believe in – no matter what it pertains to."

As far as advice for student editors who may face similar restrictive attitudes and practices from their high-school advisers and/or principals, Cowan advises students "to stand up for what you believe in you can always find someone who will listen."

Added Cowan: "Maybe sometimes the kids are right."

The **Hazelwood decision**, made by the Supreme Court on Jan. 13, 1988 on a 5-to-3 vote was in dramatic contrast to the decisions of the previous 15 years.

The previous standard was **Tinker** v. Des Moines Independent Community School District (393 U.S. 503 (1969)).

The majority of the Court said the rights of public school students are not necessarily those of adults in other settings. The Hazelwood High School newspaper was not a "**public forum for student opinion**."

The Hazelwood decision only applies to **school-sponsored student publications** that are NOT public forums for expression by students whether produced in a class or as an extracurricular activity.

Early American newspapers


The Boston News-Letter.
Published by Authority.

In *The Federalist Papers*, Alexander Hamilton said freedom of the press "must altogether depend on public opinion, and on the general spirit of the people and the government." However, a free press was not included in the original Constitution. And prior to the passing of the Bill of Rights, publications such as the *Boston News-Letter*, which began publication in 1704, had to apply for government licenses – "published by authority" – and publishers were jailed for printing stories that ridiculed public officials.

DIRECTIONS

Below is a list of the first eight newspapers to be published in America. Research at least three of these papers. Compare and contrast them. What challenges did these papers face? Most of these papers started in the first half of the 18th century. Why? What is the oldest newspaper still in operation?

1. *Publick Occurrences, Both Foreign and Domestick* (printed by Richard Pierce and edited by Benjamin Harris in Boston, Sept. 25, 1690)
2. *Boston News-Letter* (edited by John Campbell, April 17-24, 1704)
3. *American Weekly Mercury* (edited by Andrew Bradford, Dec. 22, 1719)
4. *New England Courant* (published by James Franklin, Aug. 19, 1721)
5. *New England Journal* (edited by Samuel Kneeland, March 20, 1727)
6. *Maryland Gazette* (edited by William Parks, exact date in 1727 unknown)
7. *Universal Instructor in all the Arts and Sciences; and Pennsylvania Gazette* (edited by Samuel Keimer, Dec. 24, 1728); named changed to *Pennsylvania Gazette* one year later when sold to Benjamin Franklin
8. *South Carolina Gazette* (edited by Thomas Whitmarsh, Jan. 8, 1731)

EXTENSION

Competition between newspapers was common even in the early days when Boston had three newspapers. Today, few major metropolitan cities have more than one daily newspaper publishing. What major cities still have competitive, daily newspapers? Why?

SOURCE: Brown, R.J. editor. "The History Buff" published online at http://www.historybuff.com/library/reffirstten.html

AN EXERCISE

Most influential newspaper people of the 20th Century

DIRECTIONS

Below is a list of the most influential people of the 20th century, according to *Editor & Publisher*. In the blanks at left, write the letter of the accomplishment that best describes the individual.

_____ 1. Robert Sengstacke Abbott

_____ 2. Carl Bernstein

_____ 3. Katharine Graham

_____ 4. William Randolph Hearst

_____ 5. Herbert Block ("Herblock")

_____ 6. Col. Robert R. McCormick

_____ 7. Anne O'Hare McCormick

_____ 8. Ralph McGill

_____ 9. Walter Lippmann

_____ 10. H.L. Mencken

_____ 11. Allen. H. Neuharth

_____ 12. Adolph S. Ochs

_____ 13. Louella Parsons

_____ 14 Joseph Patterson

_____ 15. Joseph Pulitzer

_____ 16. Ernie Pyle

_____ 17. Charles M. Schultz

_____ 18. E.W. Scripps

_____ 19. Dorothy Thompson

_____ 20. William Allen White

a. Purchased the *New York World* in 1883; conducted circulation war relying on social crusades and "yellow journalism"; established Columbia School of Journalism.

b. In 1911, took over *Chicago Tribune,* which became the nation's largest selling broadsheet.

c. Acquired the *New York Journal* in 1905; believed the public is more fond of entertainment than it is of information.

d. *The Washington Post* reporter who, along with Bob Woodward, helped to expose Watergate.

e. Gained control of *The New York Times* in 1896 and turned it into a financial success and "the newspaper of record."

f. A leading Hollywood gossip columnist from 1922 to 1965.

g. Virtually single-handedly set off the "Great Migration" of African Americans out of Dixie and into the industrial cities of the North.

h. Won a Pulitzer for his editorials; owned *The Emporia Gazette* in Kansas.

i. Started *USA Today;* founded Freedom Forum in 1986.

j. A writer and columnist for the *Baltimore Sun;* known as one of America's great humorists and great literary craftsmen.

k. Publisher of *The Washington Post;* known as a boss who believed in her people.

l. In 1919, founded the *New York Daily News,* which became the nation's first daily with a circulation of more than 1 million.

m. Wrote "Abroad" column for *The New York Times* in the 1920s; first woman to contribute regularly to the paper's editorial page.

n. Wrote "On the Record" in the *New York Herald Tribune;* found Hitler to be "a man of startling insignificance."

o. Famous for coverage of World War II; killed by Japanese gunfire.

p. Introduced online newspapers to readers.

q. Most influential American newspaper columnist of his time; served as editor of the *New York World;* famous political columnist.

r. Started first paper in Cleveland in 1878 and set up own news service to compete with the Associated Press; worked closely with Roy Howard.

s. Respected sportswriter in Tennessee before becoming known as the "conscious of the South" as editor of the *Atlanta Constitution.*

t. Started drawing "Peanuts" in 1950; profoundly influenced a generation of comic artists.

u. Cartoonist for *The Washington Post;* coined the term "McCarthyism."

Postal service honors photographers, female journalists

In **2001**, the U.S. Postal Service produced 20 stamps to honor these 21 **MASTERS OF AMERICAN PHOTOGRAPHY**: Ansel Adams, André Kertész, Alvin Langdon Coburn, Imogen Cunningham, Walker Evans, Josiah Johnson Hawes, Lewis W. Hine, Gertrude Käsebier, Dorothea Lange, Timothy H. O'Sullivan, Man Ray, W. Eugene Smith, Sands Southworth, Edward Steichen, Paul Strand, Alfred Stieglitz, Edward Weston, James VanDerZee, Carleton E. Watkins, Minor White and Garry Winogrand.

In **2002**, the Postal Service produced stamps to honor these **Women in Journalism**: Nellie Bly, Marguerite Higgins, Ethyl L. Payne and Ida M. Tarbell.

RESEARCH: Who were these individuals? Why were they chosen to be honored? How does each inspire us as a model of good photography or good journalism? What can we learn from their methods and contributions?

Women to research

- Jane Cunningham Croly (Jennie June)
- Fanny Fern
- Margaret Fuller
- Middy Morgan
- Jane Grey Swisshelm.
- Elizabeth Bisland
- Winifred Black (Annie Laurie)
- Bessie Bramble
- Margherita Arlina Hamm
- Eliza D Kieth (Di Vernon)
- Nell Nelson
- Ada Patterson
- Julie Hayes Percy
- Ella Wheeler Wilcox
- Nellie Bly (Elizabeth Cochrane Seaman)
- Alice Allison Dunnigan
- Sarah J. Hale
- Dorothy Thompson
- Katherine Graham
- Elizabeth Shepley Sergeant
- Charlayne Hunter-Gault
- Jessie Tarbox Beals
- Marguerite Higgins
- Dorthea Lange
- Ida B. Wells
- Ida Tarbell
- Helen Elna Hokinson
- Lucy Stone
- Barbara Walters
- Margaret Bourke-White
- Katie Couric
- Susan B. Anthony
- Dorthea Dix (Elizabeth Meriwether Gilmer)
- Anne Elizabeth O'Hare McCormick
- Dorothy Schiff
- Pauline Frederick
- Amelia Bloomer
- Ethel L. Payne

Contributions by women to journalism

Research Paper:

1. Choose a female journalist who interests you. Using books, magazines, the Internet and work by the journalist if available, write a research report about her and her contributions to journalism.
2. Have students trace the course of women's involvement in journalism from colonial days to the present. They may use the Anne Catharine Green story as a basis, but they should also include the Nellie Bly story. As with other aspects of journalism, women's involvement appears to have been somewhat cyclical. What might be some of the reasons? Is there really such a thing as a "women's press"? If so, how does it differ from the "regular press"? What about gossip columnists? What about the society page?

Biography review

Read a biography (not an autobiography) written about a female journalist. Write a paper based on the biography, focusing on this person's contributions to journalism. Consider the following questions:

- What was going on in the world when this journalist began and as she continued her endeavors?
- What obstacles did she face and/or overcome?
- How did she contribute to journalism?
- What makes this journalist special?
- What characteristics did this journalist possess that helped her succeed?

Group Project

Choose a journalist from the list. Your group will research the journalist and give a 10-minute presentation to the class. Presentations should use creative methods to help the class understand who the journalist was and what her contributions to society and to journalism were. Some possible ways to help tell the stories of your journalist include the following:

- Someone dress like the journalist
- Show a photograph of the journalist
- Create and show a historical timeline, showing her place in history
- Read/show work by the journalist
- Create a newsletter about the journalist
- A trunk show...bring in a trunk of interesting objects that she might have used
- Interview someone who was alive and remembers the work of this journalist
- Create and share what this person's journal entries may have been

AN EXERCISE

Notable women in journalism

DIRECTIONS

Below is a list of the most influential women in journalism. In the blanks at left, write the letter of the accomplishment that best describes each individual.

_____ 1. Nellie Bly (Elizabeth Cochrane Seaman)

_____ 2. Sarah J. Hale

_____ 3. Katharine Graham

_____ 4. Ida B. Wells

_____ 5. Ida Tarbell

_____ 6. Lucy Stone

_____ 7. Barbara Walters

_____ 8. Katie Couric

_____ 9. Susan B. Anthony

_____ 10. Dorthea Dix (Elizabeth Meriwether Gilmer)

_____ 11. Dorothy Schiff

_____ 12. Pauline Frederick

_____ 13. Amelia Bloomer

a. An abolitionist and women's suffrage proponent, she started *The Woman's Journal* with her husband in 1870.

b. She was the editor of the successful early ladies magazine, *Godey's Ladies Book*, for 40 years. She encouraged women to seek education and was a pioneer in getting women into teaching and medicine.

c. The first female publisher in New York City, she took control of the *New York Post* in 1939.

d. One of the "Sob Sisters" who covered the 1906 "Trial of the Century," she was a well-paid, highly read female journalist of the time. She was a syndicated columnist printed in nearly 200 newspapers and received up to 2,000 letters a day from readers. By the 1940s, she was earning about $100,000.

e. She started a temperance paper called the *Lily* in 1849 and defended the right of women to wear full pantaloons under short skirts.

f. She started *The Revolution*, a reform paper published in New York City, in 1868.

g. Most famous for her trip around the world in 1889, she was a pioneer in stunt (detective) journalism. Her stunts included faking insanity to investigate what it was like to be in a mental institution. After this piece, Joseph Pulitzer hired her at the *New York World*.

h. The daughter of slaves, she first wrote under a pseudonym complaining about the lack the lack of educational opportunities available to African-American children in Memphis, where she was a teacher. As a journalist in the late 1800s, she fought against racism, including crusading against lynching.

i. A high-profile "muckraker" in the Progressive Era, she wrote an exposé of John D. Rockefeller's oil monopoly, Standard Oil, for *McClure's* magazine. The piece helped lead to anti-trust legislation. Her interviews and use of public documents were emerging concepts in reporting at the time.

j. The first woman to report serious television news, she started in newspapers before making the transition to radio and then television. She was an NBC United Nations correspondent for 21 years. She was the first woman to moderate a televised presidential-election debate.

k. After co-anchoring NBC's Today for 10 years, she signed a 4 1/2-year contract worth a reported $65 million, making her the highest paid news personality in American television history.

l. Initiated first magazine for modern women.

m. She was the publisher of the *Washington Post* after it published the Pentagon Papers and the Watergate story. She took over the paper after her husband died in 1963.

n. By 1972, she had established herself as a journalist and accompanied President Richard Nixon on his historic trip to China. Enticed by an unprecedented $1 million annual salary, she accepted a job at ABC. She debuted as the first woman co-anchor of a network evening news program in October 1976.

WRITTEN BY AMY DEVAULT
WITH ASSISTANCE FROM CAROL OUKROP, PhD

Internet History

In 1945, electronic information retrieval was a concept. By 2002, there were more than 3.8 million sites to visit.

By Bradley Wilson

WORLD WAR II WAS A THING OF THE PAST, the last war to end all wars. But war was still on the minds of elected officials, particularly nuclear war. As the United States entered the last half of the 20th century, officials were pre-occupied with how to survive a nuclear war. As a result, in 1962, the Air Force commissioned a government agency, the RAND Corporation, to do a study about how it could maintain its command and control over its missiles and bombers after a nuclear attack. They required a military research network that could survive a nuclear strike, decentralized so that if any locations were attacked, the military could still have control of nuclear arms for a counterattack. Paul Baran's finished document described several ways to accomplish this. His final proposal was a packet switched network, a proposal that Leonard Kleinrock of the Massachusetts Institute of Technology wrote about a year before in "Information Flow in Large Communication Nets."

"Packet-switching is the breaking down of data into datagrams or packets that are labeled to indicate the origin and the destination of the information and the forwarding of these packets from one computer to another computer until the information arrives at its final destination computer. This was crucial to the realization of a computer network. If packets are lost at any given point, the message can be resent by the originator.

Some people consider the advent of the concept of packet-switching, largely credited to Kleinrock, to be the beginning of what we now call the Internet.

However, the actual concept of a searchable, large-scale database can be traced back to an article, "As We May Think" by Vannevar Bush in *Atlantic Monthly* in July 1945.

"Consider a future device for individual use, which is a sort of mechanized private file and library. It needs a name, and to coin one at random, 'memex' will do. A memex is a device in which an individual stores all his books, records and communications, and which is mechanized so that it may be consulted with exceeding speed and flexibility. It is an enlarged intimate supplement to his memory," Bush said.

Bush was a visionary. But he was years ahead of his time. It wasn't until 20 years later when the first two computers were linked together. And it took 25 more years for the World Wide Web to catch the eye of the general public. But

Students may be surprised to learn that the new, as in the Internet, is not so new. To fit the substance, challenge your students to communicate the history via e-mail communication. Or maybe they will want to involve the entire school by creating a Web page in cooperation with computer instructors. And perhaps a quiz with prizes donated by a computer store. Encourage using the Internet to learn about the Internet.

now, the Web has more than 38 million sites.

1945
Vannevar Bush writes an article in *Atlantic Monthly* about a photo-electrical-mechanical device called a Memex, for memory extension, which could make and follow links between documents on microfiche.

1957
USSR launches Sputnik, first artificial earth satellite. In response, U.S. forms the Advanced Research Projects Agency (ARPA), the following year, within the Department of Defense (DOD) to establish a lead in science and technology applicable to the military.

1961
Leonard Kleinrock writes the first paper on packet-switching theory.

1965
An MIT computer and a computer at System Development Corporation in Santa Monica, Calif. are directly linked (without packet switches) via a dedicated 1200bps phone line; Digital Equipment Corporation (DEC) computer at ARPA later added to form "The Experimental Network."

1966
Lawrence G. Roberts publishes "Towards a Cooperative Network of Time-Shared Computers," the first plan for ARPANET.

1967
The NPL network, an experiment in packet-switching, used 768kbps lines.

1968
Sen. Edward Kennedy sends a congratulatory telegram to BBN for its million-dollar ARPA contract to build the "Interfaith" Message Processor. He also thanked them for their ecumenical efforts.

1969
ARPANET commissioned by DOD for research into networking; first packets sent by Charley Kline at UCLA as he tried logging into SRI. The first attempt resulted in the system crashing as the letter G of LOGIN was entered.; ARPANET connects first four universities in the United States: Stanford Research Institute, UCLA, UC Santa Barbara and the University of Utah.

1970
First cross-country link installed by AT&T between UCLA and BBN at 56kbps. This line is later replaced by another between BBN and RAND. A second line is added between MIT and Utah.

1971
15 nodes (23 hosts): UCLA, SRI, UCSB, Univ of Utah, BBN, MIT, RAND, SDC, Harvard, Lincoln Lab, Stanford, UIU(C), CWRU, CMU, NASA/Ames; Ray Tomlinson of BBN invents e-mail program to send messages across a distributed network.

1972
Ray Tomlinson (BBN) modifies e-mail program for ARPANET where it becomes a quick hit. The @ sign was chosen from the punctuation keys on Tomlinson's Model 33 Teletype for its "at" meaning.

1973
ARPA study shows e-mail composing 75 percent of all ARPANET traffic.

1974
Vint Cerf and Bob Kahn publish "A Protocol for Packet Network Interconnection," which specified in detail the design of a Transmission Control Program (TCP).

1975
First ARPANET mailing list, MsgGroup, is created by Steve Walker. Einar Stefferud soon took over as moderator as the list was not automated at first. A science fiction list, SF-Lovers, was to become the most popular unofficial list in the early days.

1976
Elizabeth II, Queen of the United Kingdom, sends out an e-mail on Mar. 26 from the Royal Signals and Radar Establishment (RSRE) in Malvern.

1979
On April 12, Kevin MacKenzie e-mails the MsgGroup a suggestion about adding some emotion back into the dry text medium of e-mail, such as -) for indicating a sentence was tongue-in-cheek. Though flamed by many at the time, emoticons became widely used.

1980
ARPANET grinds to a complete halt because of an accidentally-propagated status-message virus.

1981
BITNET, the "Because It's Time NETwork," started as a cooperative network at the City University of New York with the first connection to Yale.

1982
Norway leaves network to become an Internet connection via TCP/IP over SATNET; UCL does the same; DCA and ARPA establish the Transmission Control Protocol (TCP) and Internet Protocol (IP) as the protocol suite, commonly known as TCP/IP, for ARPANET.

1984
Domain Name System (DNS) introduced; number of hosts breaks 1,000.

1985
Symbolics.com is assigned on March 15 to become the first registered domain. Other firsts: cmu.edu, purdue.edu, rice.edu, berkeley.edu, ucla.edu, rutgers.edu, bbn.com; mit.edu; think.com; css.gov; mitre.org.uk.

1987
Number of hosts breaks 10,000.

1988
Internet worm burrows through the Net, affecting some 6,000 of the 60,000 hosts on the Internet; CERT (Computer Emergency Response Team) formed by DARPA in response to the needs exhibited during the Morris worm incident; NSFNET backbone upgraded to T1 (1.544Mbps).

1989
Number of hosts breaks 100,000.

1990
ARPANET ceases to exist; the first remotely operated machine to be hooked up to the Internet, the

Open architecture, no global control
Fundamental Internet principles

The original ARPANET grew into the Internet, based on the idea that there would be multiple independent networks. The Internet as we now know it embodies a key underlying technical idea, namely that of open architecture networking. Four ground rules were critical to Bob Kahn's early thinking:

- Each distinct network would have to stand on its own, and no internal changes could be required to any such network to connect it to the Internet.
- Communications would be on a best effort basis. If a packet did not make it to the final destination, it would shortly be retransmitted from the source.
- Black boxes would be used to connect the networks; these would later be called gateways and routers. There would be no information retained by the gateways about the individual flows of packets passing through them, thereby keeping them simple and avoiding complicated adaptation and recovery from various failure modes.
- There would be no global control at the operations level.

Internet Toaster by John Romkey, makes its debut at Interop.

1991

Gopher released by Paul Lindner and Mark P. McCahill from the University of Minnesota; World-Wide Web (WWW) released by European Center for Nuclear Research (CERN); Tim Berners-Lee developer; U.S. High Performance Computing Act (Gore 1) establishes the National Research and Education Network (NREN); NSFNET backbone upgraded to T3 (44.736Mbps); Initial World Wide Web program development continues on the NeXT (TBL). This was a "what you see is what you get" (wysiwyg) browser/editor with direct inline creation of links. The first Web server was nxoc01.cern.ch, later called info.cern.ch, and the first Web page http://nxoc01.cern.ch/hypertext/WWW/TheProject.html.

1992

Internet Society (ISOC) is chartered; number of hosts breaks 1,000,000.

1993

White House comes on-line; Internet Talk Radio begins broadcasting; United Nations comes on-line; Mosaic takes the Internet by storm; WWW proliferates at a 341,634 percent annual growth rate of service traffic. Gopher's growth is 997 percent. April 30: Date on the declaration by CERN's directors that WWW technology would be freely usable by anyone, with no fees being payable to CERN. A milestone document.

1994

Shopping malls arrive on the Internet WWW edges out telnet to become second most popular service on the Net (behind ftp-data); radio stations start rebroadcasting on the Net: WXYC at University of North Carolina, KJHK at University of Kansas, KUGS at Western Washington University; the first banner ads appear on hotwired.com for Zima (a beverage) and AT&T.

1995

RealAudio, an audio streaming technology, lets the Net hear in near real-time; traditional online dial-up systems (CompuServe, America Online, Prodigy) begin to provide Internet access; top 10 domains: com, edu, net, gov, mil, org, de, uk, ca, au. CERN holds a seminar for the European media, attended by 250 reporters, to show WWW. It is demonstrated on 60 machines, with 30 pupils from the local International High School helping the reporters "surf the Web."

1996

The controversial Communications Decency Act (CDA) becomes law to prohibit distribution of indecent materials over the Net. A few months later a three-judge panel imposes an injunction against its enforcement. Supreme Court unanimously rules most of it unconstitutional in 1997.
The WWW browser war, fought primarily between Netscape and Microsoft, has rushed in a new age in software development, whereby new releases are made quarterly with the help of Internet users eager to test upcoming (beta) versions.

1997

Domain name business.com sold for US $150,000.

1998

Electronic postal stamps become a reality, U.S. Postal Service allows stamps to be purchased and downloaded for printing from the Web; ABCNews.com accidentally posts test election returns one day early; top 10 domains: com, net, edu, mil, jp, us, uk, de, ca, au; technologies of the Year: e-commerce, e-auctions, portals.

1999

State court rules that domain names are property that may be garnished.

2000

The U.S. timekeeper (USNO) and a few other time services around the world report the new year as 19100 on Jan. 1; Web size estimates by NEC-RI and Inktomi surpass 1 billion indexable pages.

2001

Radio stations broadcasting over the Web go silent over royalty disputes; high schools in five states (Michigan, Missouri, Oregon, Virginia and Washington) become the first to gain Internet2 access; Napster keeps finding itself embroiled in litigation and is eventually forced to suspend service; it comes back later in the year as a subscription service.

2002

.name begins resolving (Jan. 15)
.coop registrations begin (Jan. 30)
.aero registrations begin (Mar. 18)
More than 38.1 million sites on the Web.

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Photojournalism History

Writers and reporters have helped shape history, but so have photojournalists

By Bradley Wilson

AT THE TIME OF THE CIVIL WAR, 1861-65, photography was a new process. In the mid-1800s, the average person was not used to seeing a photographic portrait much less images from the battlefront. Photojournalism got its start when people such as Mathew Brady documented the Civil War by lugging, on horseback, cameras that weighed many pounds.

A few years later, Jacob Riis made a difference in the lives of the citizens of New York City by publishing *How the Other Half Lives*. Soon photographic evidence became the rule for publications dealing with social problems.

It was not until the 1890s, however, that the halftone process, rather than an artist's wood etching, enabled the publication of realistic-looking photographs. That process inaugurated an era of photojournalism, and these "visual surrogates of reality" became an integral aspect of campaigns for social reform.

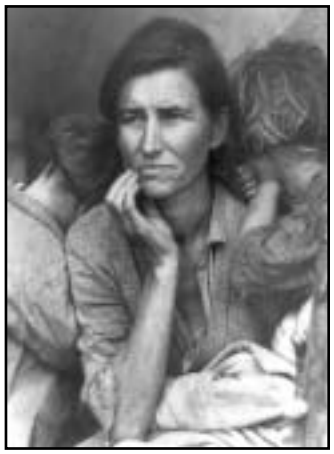
Understanding the history of photography and photojournalism will increase students' appreciation for their ability to present visual stories. The summaries on these pages can be used as a basis for individualized research, especially on the Internet, or to help develop a unit for photography classes or introductory journalism classes.

In the 100-plus years since, the technology has changed – we have moved from an era of chemical-based photography into the digital era – but the mission of photojournalists has not. As Robert Frank said, "There is one thing the photograph must contain, the humanity of the moment. This kind of photography is realism. But realism is not enough – there has to be vision and the two together can make a good photograph."

Pioneers who have led the way in photography include the following:

Mathew Brady

After learning the daguerreotype process, an early photographic process, Mathew Brady (1823-1896) built a portrait business with galleries in New York and Washington. At his galleries the public could view photographs of famous people of the day. When the Civil War broke out, Brady got official approval to document the war. He hired other photographers, set up field units in several states and used large-format cameras and traveling darkrooms pulled by horse teams. Brady and his assistants took at least 3,500 photographs of the war, some of the earliest examples, not only of documentary and war photography specifically, but also of photojournalism.



Dorothea Lange's most famous photograph, "Migrant Mother," was part of a documentary of the Great Depression commissioned by the federal government .

Jacob Riis

A Danish immigrant, Jacob Riis (1849-1914) had a knack for reporting. He wrote about what he saw on the streets in the slums of New York City. His stories in *How the Other Half Lives* used 17 halftones and 19 hand drawings based on his photos. By portraying a part of the city few acknowledged existed, Riis opened people's eyes to the deplorable living conditions for many in the city. His writing and photographs helped change the city for the better.

Wounded Union soldiers get medical attention after a battle at Savage's Station, Va., during the American Civil War on July 3, 1862. Gen. George McClellan's forces made a stand after Confederate troops followed them in at close pursuit. (AP Photo/Mathew B. Brady)

Alfred Eisenstaedt

"My god, it's unbelievable," declared Alfred Eisenstaedt (1989-1995) of his life's work. Called the father of photojournalism, Eisenstædt was among the first to use a 35mm camera, which he used to take candid photographs under available light. "It's more important to click with people than to click the shutter," he said. Born in West Prussia, now Poland, he was one of the original four photographers for *Life*.

"I have found that the most important element in my equipment is not an expensive camera or a unique lens but patience, patience, patience," Eisenstaedt said. "If you don't know how to stand knee-deep in water for hours or sit broiling in the sunshine while mosquitoes buzz around your head, remaining absolutely motionless yet relaxed and alert, you are finished before you start. It is a question of temperament more than technique."

Dorothea Lange

While best known for her work documenting the Great Depression for the Farm Securities Administration (FSA), Dorothea Lange (1895-1965) was an accomplished documentary photographer of many significant events. She documented Japanese internment camps during World War II. The true impact of Lange's work was not felt until 1972 when the Whitney Museum incorporated 27 of her photographs into "Executive Order 9066," an exhibit about the Japanese internment.

New York Times critic A.D. Coleman called Lange's photographs "documents of such a high order that they convey the feelings of the victims as well as the facts of the crime." Her best known work, "Migrant Mother," is one of her most powerful images. It conveys a depth of emotion uncommon in most photographs. While working for the U.S. government, she documented the lives of everyday Americans. She also shot powerful portraits and documented the lives of everyday people in the Middle East and in the Far East.

Margaret Bourke-White

One of the world's first and most famous photojournalists, Margaret Bourke-White (1904-1971) created the photo essay, which uses a series of pictures to tell a story. She documented the Great Depression and World War II. During World War II she was the only female photographer permitted in war zones by the Army. Her first published photographs, depicting campus scenes, appeared in the Cornell University newspaper. In India, she photographed Mohandas Gandhi and recorded the establishment of the Indian state and then the riots that preceded and followed the partition of Pakistan from India. Bourke-White was in India interviewing Gandhi a few hours before he was assassinated in 1948. She died of Parkinson's disease.

Henri Cartier-Bresson

An aspiring painter and student of literature, Henri Cartier-Bresson (1904-) realized early in his life how the new, small and light 35mm cameras made it possible to capture motion and still have a well-composed image. He was influenced by the contemporary movement known as surrealism, which encouraged artists and writers to explore the meaning that lay hidden below the surface of everyday life.

Using his camera to identify what has come to be called the "decisive moment," Cartier-Bresson is known for his ability to find these occasions and preserve them. Each of his images is a complete composition within a single frame of film, and it cannot be cropped or altered without destroying the whole. In 1947, Lincoln Kirstein compared his method to "the preoccupied intensity of a fisherman playing to land a big catch or a boxer landing a knockout." He was one of the founders of the Magnum group.

Robert Capa

Known for his war photography, Robert Capa's (1913-1954) most famous photos are those of the Spanish civil war. Firm in his belief that "if your pictures aren't good enough, you aren't close enough," Capa put himself in the middle of the action. He documented the first wave of D-Day invasion forces in France and jumped with paratroopers into Germany during World War II. He was killed in Vietnam by a land mine. " He was one of the founders of the Magnum group.

David Douglas Duncan

Born in Kansas City, David Douglas Duncan (1916-) first got a taste of spot news while attending the University of Arizona. He heard on the radio that Tucson's largest hotel was on fire. He rushed downtown with his 39 cent Bakelite camera and snapped his first photograph of a frantic man retrieving a suitcase from the burning hotel. The next day he read in the newspaper that the man he had photographed was John Dillenger whose suitcase had been filled with guns and stolen money.

While roaming as a free-lance photographer after graduating from college, Duncan photographed every stage of a fishing exhibition for giant turtles. His pictures appeared in *National Geographic* magazine. He joined the Marines and earned honors such as the Legion of Merit, a Purple Heart, two Distinguished Flying Crosses, six Battle Stars and three Air Medals.

After retiring from the military, he covered the conflict between the

Arabs and the Jews in Palestine. He covered the Korean war and depicted the horror and heroism of combat as seen through the eyes of the Marines from the First Division. During his visit to Moscow, Duncan obtained permission from Premier Nikita S. Khrushchev to photograph the art treasures of the Kremlin. His work resulted in the first full-color photographs ever made of the interior of the Kremlin. His photographs are in the collection at the University of Texas at Austin.

Sebastião Salgado's exhibit, "Migrations: Humanity in Transition," of which this photo is a part, is the culmination of a six-year documentary.

W. Eugene Smith

Born in Wichita, Kan., W. Eugene Smith (1918-1978) was respected for his compassionate images and uncompromising positions concerning craftsmanship and the social responsibilities of the photographer. From his early work as a combat photographer to his photo essay on mercury poisoning of the fishing village of Minamata, Japan, in the early 1970s, Smith advocated the photographer's right to direct editorial control over the layout of images, captions and text for publication and exhibition.

He studied the people he photographed in detail before taking any pictures. "I am constantly torn between the attitude of the conscientious journalist, who is a recorder and interpreter of the facts, and of the creative artist, who often is necessarily at poetic odds with the literal facts," he said.

Sebastião Salgado

After completing his coursework for a doctorate in economics, Salgado (1944-) began his work as a photo reporter in the early 1970s. His images are gorgeous and beautiful, but they often express human suffering. "What I want in my pictures is not that they'll look like art objects," he said. "They are journalistic pictures. All my pictures. No exceptions."

Salgado rose to international fame with his photographs of famine in the Sahel (1984-85). Then he made an indelible impression on the international mind with Workers (1986-92), a documentation of manual labor around the world. And he continues to expand his scope even further with the six-year project, "Migrations: Humanity in Transition."

James Nachtwey

Images from the Vietnam War and the American Civil Rights movement had a powerful effect and influenced James Nachtwey's (1948-) decision to become a photographer. In 1976, he started work as a newspaper photographer in New Mexico. In 1980, he moved to New York to begin a career as a magazine photographer.

One of the few photographers still to shoot for himself and then to get work published or displayed, Nachtwey has received numerous awards, including being named magazine photographer of the year six times.

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TIMELINE

1839	Optical and chemical principles combined to allow the creation of camera obscura, the first "camera" (actually the result of inventions that go back as far as the fifth century B.C.).
1871	*Canadian Illustrated News* prints first halftone in a magazine.
1877	First illustrated daily newspaper, *The Daily Graphic.*
1880	*The Daily Graphic* publishes first halftone in American daily newspaper.
1900	Frances Benjamin Johnston and Jessie Tarbox Beals, who followed shortly after Johnston, become first female photojournalists.
1903	Graflax camera introduced in U.S.; a single-lens reflex camera; it used roll film; *National Geographic* magazine,started in 1888, runs first halftone.
1910	Speed Graphic introduced; a 4x5 camera, it had interchangeable lenses and two shutters.
1923	First photograph transmitted by wire.
1924	"Composograph," first staged and faked news photo, born by combining elements from different photos; first Leica cameras using 35mm motion picture film and extremely fast (f/1.8 or so) lenses.
1925	Flashbulb invented in Germany.
1929	Speed Graphic replaces Graflex as primary camera of U.S. newspapers.
1935	Associated Press establishes wire photo network.
1936	United Press establishes wire photo network.
1936	*Life* magazine publishes first issue.
1937	Kodachrome color film becomes available for 35mm still camera; revolutionizes color photography.
1941	Portable electronic flash becomes practical.
1942	Kodacolor color negative film introduced.
1947	Polaroid camera invented.
1954	Tri-X black-and-white film marketed by Kodak.
1960	35mm cameras becoming standard for photojournalists.
1978	AP introduces electronic darkroom.
1982	Digital still camera becomes available.
1987	Auto and self-focusing cameras standard.
1988	Kodak introduces ISO 3200 film.
1995	Color negative film the standard for newspapers.
1999	Digital still cameras widespread; high-resolution cameras (5 megapixels) retail for about $5,000.

AN EXERCISE

The power of photographs

DIRECTIONS

Below are several of the most famous photos in world history along with basic caption information. Pick one of these photographs. Research the photographer and the events surrounding the photograph and write a two-page paper about why the photograph made such an impact on society.

Released prisoner of war Lt. Col. Robert L. Stirm is greeted by his family at Travis Air Force Base in Fairfield, Calif., as he returns home from the Vietnam War, March 17, 1973. In the lead is Stirm's daughter Lori, 15, followed by son Robert, 14; daughter Cynthia, 11; wife Loretta and son Roger, 12. (AP Photo/Sal Veder)

U.S. President Harry S. Truman holds up an election day edition of the *Chicago Daily Tribune*, which, based on early results, mistakenly announced "Dewey Defeats Truman" on Nov. 4, 1948. The president told well-wishers at St. Louis' Union Station, "That is one for the books!" (AP Photo/Byron Rollins)

Astronaut Edwin "Buzz" Aldrin, the second man to walk on the moon, poses for fellow astronaut Neil Armstrong, who shot this photo during their moon walk July 20, 1969. Armstrong and the Apollo 11 lunar module are reflected in Aldrin's visor. (AP/Neil Armstrong, NASA)

Oklahoma City firefighter Chris Fields carries a fatally wounded infant after an explosion at the Alfred P. Murrah Federal Building that happened minutes after 9 a.m. on April 19, 1995. The explosion killed 168 people, making it the deadliest mass murder on U.S. soil at the time. A federal jury in June 1997 convicted Timothy J. McVeigh on all counts connected with the bombing and sentenced him to death. (Photo by and © Charles H. Porter IV–Sygma)

South Vietnamese National Police Chief Brig Gen. Nguyen Ngoc Loan executes a Viet Cong officer with a single pistol shot in the head in Saigon, Vietnam on Feb. 1, 1968. Carrying a pistol and wearing civilian clothes, the Viet Cong guerrilla was captured near Quang Pagoda, identified as an officer and taken to the police chief. Vietnam was divided into the communist-ruled North and the South, which was supported by the U.S. after Ho Chi Minh ended French colonial rule in 1954. The Vietnam War ended with Paris peace-etalks on Jan. 23, 1973. South Vietnam declared unconditional surrender to the Viet Cong on April 30, 1975. The surrender ended 30 years of war. (AP Photo/Eddie Adams)

AN EXERCISE

The history of photojournalism

SHORT ANSWER DIRECTIONS

Below are 10 multiple-choice questions. Research each question to determine the right answer. Then circle your choices for the correct answer.

1. Who was the photojournalist known for bringing to light how millions of immigrants had to live in overcrowded slums and eke out pitiful wages at enslaving jobs in the early 1990s?
   a. Jacob Riis
   b. Ansel Adams
   c. Lewis W. Hine
   d. Alfred Stieglitz

2. Who was the photographer who mass marketed photography for amateurs?
   a. George Eastman
   b. Stanley Kodak
   c. Mathew Brady
   d. Ansel Adams

3. Who was one of the photographers hired by the Farm Security Administration to record the Depression of the 1930s on film?
   a. Dorothea Lange
   b. Mathew Brady
   c. Ansel Adams
   d. John Eastman

4. What magazine started publication in 1936 and began an era of "picture magazines"? The photo on the cover of the first issue was taken by Margaret Bourke-White.
   a. *Look*
   b. *Click*
   c. *See*
   d. *Life*

5. What camera, used widely at the beginning of the 20th century, began an age of photojournalism? Fitted with a 40-inch telephoto lens, the camera weighed 70 pounds. The large and bulky camera used 4-inch-by-5-inch (or similar) glass plates.
   a. Speed Graphic
   b. Leica
   c. Contax
   d. Graflex

6. While the earliest miniaturized camera was the Ermanox, which included an f/1.8 lens, it used glass plates. Which camera replaced it and used roll film with as many as 40 frames per roll?
   a. Speed Graphic
   b. Leica
   c. Polaroid
   d. Canon 1D

7. Using a pattern of dots chemically transferred onto a printing plate, what revolution, first used in a Canadian magazine, enabled the publication of photographs, not artist's renderings of those photographs?
   a. wood cut
   b. high-speed film
   c. halftone
   d. panchromatic film

8. When was the first photograph transmitted electronically?
   a. 1898
   b. 1923
   c. 1935
   d. 1978

9. The earliest documented examples of combining pieces of individual photographs into a new image started in the 1920s when newspapers such as the *Evening Graphic* wanted to show court proceedings. What were these early staged and faked photos called?
   a. photo illustration
   b. composograph
   c. halftone
   d. tabloid

10. What did Harold Edgerton of the Massachusetts Institute of Technology invent in the early 1930s to help in his research? Later the invention gained widespread use in news photography to help photographers take pictures in low-light situations.
    a. electric power
    b. high-speed film
    c. flash powder
    d. electronic flash

INDEPENDENT QUEST

Consider the question below. Select a thoughtful answer after reviewing the history of photojournalism. Create a convincing presentation combining words and visuals to prove your choice. Be imaginative as you consdier what photography contributes to communication.

When photojournalism got its start in the 1800s, photographers had to carry large, bulky cameras that used low-speed plates requiring long exposures – sometimes several minutes. Now we have digital cameras that do not use film and have shutter speeds of 1/8000th of a second or faster. Which development during the last 150 years is the most important development in the history of photojournalism and why?

Scholastic Journalism Week

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THANKS
Tom Gilbert of AP/Wide World Photos for the use of some AP photographs; **Mark Murray** and **Jeff Grimm**

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READERS' OATH

(Written by Debra Angstead, Missouri-NEA)

I promise to read
Each day and each night.
I know it's the key
To growing up right.

I'll read to myself,
I'll read to a crowd.
It makes no difference
If silent or loud.

I'll read at my desk,
At home and at school,
On my bean bag or bed,
By the fire or pool.

Each book that I read
Puts smarts in my head,
'Cause brains grow more thoughts
The more they are fed.

So I take this oath
To make reading my way
Of feeding my brain
What it needs every day.

NEA, JEA partner to support literacy

The National Education Association's Read Across America not only celebrates the joys of reading but also honors Dr. Seuss, whose birthday falls on March 2. Although the official celebration will be on Monday, March 3, JEA encourages members to celebrate during Scholastic Journalism Week, the last full week of February.

NEA's Read Across America is the biggest one-day literacy celebration in the U.S., if not the world. On March 2, 2002, there were reading events in all 50 states (as well as several foreign countries) that attracted nearly 40 million readers of all ages.

"All the research shows that when children read outside of school, they do better in school," JEA President H.L. Hall said. "We're trying to find ways to rekindle our students' passion for reading."

▸▸ VISIT HTTP://WWW.NEA.ORG/READACROSS/

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