COMMUNICATION SERIES

JOURNALISM

SECONDARY SCHOOLS

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JOURNALISM
SECONDARY SCHOOLS

IOWA SECONDARY SCHOOL
COOPERATIVE CURRICULUM
PROGRAM
VOLUME VII

ISSUED BY THE
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JESSIE M. PARKER
SUPERINTENDENT
DES MOINES, IOWA

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Iowa Secondary School Co-Operative Curriculum Program

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FOREWORD

This course in Journalism is a part of the general program in English. It is designed as a one-semester course to be taught in the eleventh or twelfth grade. Teachers will find it practical and extremely useful both as a basis for teaching classes in Journalism and as a guide for students who are engaged in preparing school newspapers. In schools which do not maintain classes in Journalism it will provide a valuable aid to teachers and students who are responsible for producing school publications.

Grateful acknowledgement is made to the members of the production committee who prepared the materials, especially to Miss Charlotte G. Nelson, Committee Chairman, who was responsible for putting the course in final form. Appreciation is also extended to the members of the English Area Committee, who reviewed the materials.

June, 1948

JESSIE M. PARKER,
Superintendent of Public Instruction

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INTRODUCTION

A course in journalism, with its functional rather than formal approach to instruction, can enrich a high school curriculum in at least two important ways—by stimulating interest in writing and by making students more intelligent newspaper readers. In addition to giving opportunity to develop the communication skills it may also serve to integrate and correlate all the other courses in the curriculum.

In writing this course of study the committee has taken the point of view that journalism in high schools is primarily a project in motivated composition rather than preparation for a specific vocation. In some cases the training may lead to specialization; in a great many others, its value may lie in revealing to the student that a career in journalism is not for him. Whether or not the student plans to be a journalist, the course can add to his equipment for responsible citizenship.

Should all students be permitted to take journalism? Some schools insist on a certain proficiency in English as a prerequisite; others maintain anyone interested should be permitted to enroll. Although there may be some merit to the argument that students who have not succeeded in composition and literature courses do not have the aptitude for journalism, which is essentially linguistic, it is also true that work on the school newspaper may offer that natural-interest project through which they can see, for the first time, the need for matters of grammar, usage, and form.

The teacher who tries to put out a newspaper with a staff that has not had some training in the principles of journalism will find that results often do not justify the time and effort expended.

This one-semester elective course for juniors and seniors has been written with the problems of the small as well as the larger school in mind. The first unit has been included for the teacher who must begin work on the school paper at the beginning of a semester with an inexperienced staff.

To present a one-semester course, the committee had to decide whether the emphasis was to be on reading or writing; these units emphasize writing. However, it is hoped that as students use the newspaper constantly in preparing assignments, they will gain an awareness of its influence on their attitudes

and actions and will also acquire standards for judging the press.

The work has been divided into nine units: general survey, newswriting, copyreading and headline writing, special types of news, sports writing, feature stories and columns, the editorial, technical production and typography, and advertising. These units may be assigned in sequence or may be studied in whatever order the teacher desires. Some may be omitted, others expanded, contracted, or changed to meet the needs of a particular group.

Each unit presents specific objectives, content to be included and materials necessary to present that content, illustrative student activities, evaluations to be used for that particular block of work, and a bibliography.

Where no publication has been established, the type of paper to be issued—a mimeographed paper, a page in the local newspaper, or a printed newspaper—may be the immediate problem confronting the staff and sponsor. If sufficient attention is paid to cutting clear stencils and conforming as far as possible to the newspaper style of makeup, the mimeographed paper can be quite satisfactory. A page in the local paper, because it reaches nearly every home in the community, can serve as an excellent medium through which to interpret school activities to the public and build fine school morale. The printed paper, which has all the advantages of an individual enterprise, presents problems of circulation and finance. Whether it is financed by the school activity ticket, by subsidy from the school district, by advertising alone, by advertising and subscription lists, the school newspaper should reach every student in school if it is to serve its purpose effectively.

In a one-semester course there was much that had to be omitted. The committee hopes the suggestions in this outline may be of some help as the teachers using it go on to create something really fine in the classes they teach. After all, it isn't the printed course of study that makes pupils learn anything. Without the infinite patience, unlimited energy, inspired imagination, genuine enthusiasm, and just plain hard work that a teacher brings to the classroom, nothing much can happen!

CHARLOTTE G. NELSON,
Journalism Committee Chairman

Ames, Iowa
1948

High School Journalism (One Semester)

Objectives of Course

1. To learn the fundamental techniques of journalistic writing and to prepare for work on school publications.

2. To discover and develop interest in writing.

3. To develop the ability to write simple, clear, forceful, standard English.

4. To develop a critical attitude toward news and an appreciation of the role and responsibility of the press in modern life, especially in our American democracy.

5. To develop the ability to read and evaluate the offerings of the modern press with intelligent understanding of such matters as ethics, propaganda, treatment of crime news, wielding of political powers and the like.

6. To develop poise, tact, and self-confidence.

7. To develop skills and habits that make for better living in general—such as accuracy, alertness, dependability, impartiality, initiative, punctuality, and cooperation.

8. To develop the ability to gather, verify, interpret, and present significant information objectively.

9. To explore opportunities in the field of journalistic vocations.

High School Journalism

One Semester

Unit I	General Survey (one week)
Unit II	Newswriting (five weeks)
Unit III	Copyreading and Headline Writing (two weeks)
Unit IV	Special Types of News (two weeks)
Unit V	Sports Writing (one week)
Unit VI	Feature Stories and Columns (two weeks)
Unit VII	The Editorial (one week)
Unit VIII	Technical Production and Typography (three weeks)
Unit IX	Advertising (one week)

Unit I

GENERAL SURVEY

Introductory Statement

This unit, included for those teachers who must begin work on the school paper at the beginning of a semester with an inexperienced staff, is designed to give students enough instruction to enable them to solve their immediate problems in putting out the first issues.

OBJECTIVES

1. To appreciate the importance of work on school publications.
2. To become acquainted with the general equipment and tools needed for carrying on the work.
3. To organize a plan for work.
4. To understand the necessity for an operating budget as related to any or all of the following: subscription lists, advertising, income from other sources.
5. To plan material to be included in the first issue.
6. To understand how news stories differ from the usual high school theme.
7. To learn to prepare copy for the printer.
8. To learn how to read proof.

Content and Materials

The foregoing objectives are to be realized by means of discussions, exercises, and activities which will serve as an introduction to different types of work to be performed on a school paper. The content of the unit is given briefly below. Student activities are listed following the statement of contents.

1. **The aims of a school newspaper**

   The school paper is in a sense a house-organ which advertises, records, and interprets school activities. Helping to build the finest type of school morale is one of its prime functions. To fill its important role, the paper must win prestige by being trustworthy, accurate,

up-to-the-minute, and lively. A successful newspaper man has said a newspaper is made by its staff and not by its machines. It is no better and no worse than its staff.

See activity number 1

2. Equipment necessary

The editorial room should have a typewriter, a telephone directory, several pots of glue or paste, scissors, wire baskets for copy, a rack for exchange and daily newspapers, a place to file issues of school papers, bulletin boards, an unabridged dictionary, several reference texts on high school journalism, and a copy of WHO'S WHO.

See activity number 2

3. Work plan

If the paper is issued weekly, the work unit will include a time schedule for the week. If the publication comes out bi-weekly or monthly, the work plan will be built for the corresponding block of time. The schedule should specify a definite time for posting news assignments, for turning in copy, for copyreading, for headline writing, for making up the pages, for proofreading.

See activity number 3

4. Finances

Whether the paper is to be printed or mimeographed, finances are important and must be considered at the very beginning of the project. First item in budget planning is to determine as nearly as possible costs of production. Records kept by preceding staffs or estimates made by the printer are helpful. If the publication is to be mimeographed, cost estimates should be carefully determined. Records or estimates must give income from subscriptions, from advertisers, from other sources. The school activity ticket in many places includes a subscription to the paper. Some schools supplement funds with money earned from parties, plays, or other projects; others support publications from the regular school budget.

See activity number 4

5. The first issue

Carefully planning for the first issue is important. Much individual instruction in writing the news stories will be necessary. A first issue from the files of the previous year and exchange papers will be helpful at this point.

See activity number 5

6. Differences between news story and the usual high school theme

The news story conforms to the inverted pyramid chart, that is, the most important fact comes first, followed by other information in descending importance. The usual lead paragraph contains a brief summary of the entire story, answering the reader's natural questions—who? what? when? where? and sometimes why? and how? The reporter never gives an opinion, never makes a comment, never uses the first person—I, my, mine, me, we, our, ours, us—to mean himself. Only established journalists, writing under a by-line, have the privilege of reporting in the first person. The press uses **our** frequently to mean the United States.

See activity number 6

7. Preparing copy for the printer

The standards below are usually followed in the preparation of newspaper copy.

Always typewrite all copy.

Set your typewriter for double-space unless the rule of the office is different. Never write single-spaced copy.

Always use standard sized copy paper (8½x11) unless the rule of the office is different.

Write your name and the topic of the story in the upper left-hand corner of the sheet.

Leave three inches at the top of the first sheet for the headline and a margin of an inch on each side. Set the typewriter stops at 10 and 70, and your margins will be correct.

Use five spaces to indicate paragraphs, setting the tabulator so that you can indent at one touch. Space once between words and three times between sentences. Write on only one side of the paper.

Do not begin a paragraph at the bottom of the page.

Never divide a word on the last line of a page.

If the story continues to another page, write "more" at bottom of page.

Indicate the end of a story with an end mark: # or (30).

See activity number 7

8. **Proof reading**

These suggestions will be helpful in getting started:

Have copy at hand

Make correction in margin

Read proof word by word

Master standard proof-reading marks

See activity number 8

Student Activities

Since the chief purpose of this unit is to get the paper under way, the student activities listed below will help do exactly that.

1. **The aims of a school newspaper**

To student. List what you think should be the aims of your school paper.

To teacher. Have four students, assisted by a student chairman, present a panel discussion on the aims of the newspaper. After the four have spoken, encourage all to participate. To conclude the discussion, the chairman will summarize points made.

2. **Equipment**

To student. Make an inventory of equipment in the editorial room. Is there anything lacking? Discuss use of equipment.

3. **Work plan**

To student: Plan and bring to class a work schedule which you think will be useful in establishing a routine for the staff.

To teacher. After the work plans submitted by students have been evaluated by the whole group, the schedule decided upon should be posted.

4. **Finances**

To student. After studying records or estimates of paper printing costs, draw up a budget which you think will take care of this year's needs. Indicate clearly estimated sources of income.

To teacher. After all have been carefully considered, the whole staff or a committee may draw up the budget to be used and plan the subscription and advertisement sales campaigns. Understanding the paper's financial needs will increase each staff member's feeling of responsibility for getting subscribers and advertisers. An excellent discussion of making the paper pay is to be found in Staudenmayer's **Reading and Writing the News,** pp. 231-235.

5. **The first issue**

To student. List stories which you think should be included in the first issue. Include briefly facts for each of the more important stories.

To teacher. The question, "What would you like to read in the first issue of the paper?" usually brings a flood of suggestions. Pupils should be told the exact date the paper comes out; the teacher may point out which stories will be old news and which will be future or timely events. Exchange papers and papers printed on the same date the previous year may be used for suggestions.

6. **Differences between news story and theme**

To student.

(a) After you have received your news story assignment, read two references on how to write the news story. If possible, clip from a well-written exchange or daily paper a story similar to the one you are to write. Imitate its style. Note how your model presents names and identifications. General suggestions to the reporter in the **Iowa News-Paper Desk Book,** available for 10 cents from the University of Iowa Extension Service, will help you get started right. If your newspaper does not have a style sheet of its own, you may use the one given in the Iowa Desk Book until you have time to make one of your own paper.

(b) A news story has two parts: the lead and the body. The first part of the story, known as the lead, gives briefly the main facts. It usually tells who, what, when, where, and sometimes why and how. The first sentence—often in the first five or six words —presents some interesting high spot that appeals especially to the reader. This interest-catching fact is called the feature. Clip from the front pages of your daily papers an example of leads opening with each of these: (1) who, (2) what, (3) when, (4) where, (5) why, (6) how. Note what is featured in each lead. Clip two leads that begin weakly—that is, they do not play up the feature. Paste in your scrapbook. Criticize.
Below are the facts for a story. Write the lead. Be sure to play up the feature.

Forty students have been neither absent nor tardy during the first semester. Twenty-one are girls, 19 boys. The school enrollment is 421. We have had two severe snowstorms in December. Drifts were five feet high on the road north of town. John Valors, who lives north of town five miles, has a perfect attendance record. John is a sophomore. He helps with chores before school and hitchhikes every morning.

7. **Preparing copy for the printer**

To student. Prepare your first story for the printer according to the sheet of instructions given you by your teacher.

To teacher. If staff has had no previous experience, see that each student has a sheet of instructions on how to prepare copy for the printer. Two students may work with you in copy-reading for the first issue.

8. **Proofreading**

To student. After you have learned the most commonly used standard proofreading marks, you will help read proof for the first issue. Put your initials on each galley of proof you read.

To teacher. This first proofreading experience should be carefully supervised and checked.

Evaluation

The student's enthusiasm for his task, his willingness to carry the load, his written and oral activities should be sufficient evidence of mastery for a unit of this type.

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Unit II

NEWSWRITING

Introductory Statement

To develop skill in gathering material and writing news stories, the student must not only understand the elements of news and news story structure but must also have much practice.

OBJECTIVES

1. To understand what is meant by news
2. To recognize news values
3. To understand what is meant by news sources
4. To understand what is meant by a lead
5. To learn to write various types of leads
6. To learn to use correct newspaper style
7. To learn to follow the structure of the news story as to arrangement of material, paragraphing, sentence construction
8. To learn to conform to a standard style sheet.

Content and Materials

The objectives given above are to be realized by means of discussions, exercises, and activities in gathering facts and writing the news story. Students will use daily newspapers, exchange papers, journalism texts and magazines, files of their own paper, a style book. Stories from newspapers as well as examples from books and magazines may be presented by opaque projection. Students will compile scrapbooks and notebooks of their own. The content of the unit is given briefly below. Student activities are listed following statement of content.

1. **Characteristics of a good reporter**

   Frank Adams of New York **Times** defines reporting as "the application of curiosity directed by intelligence and disciplined by standards of accuracy and fairness to the current happenings of the world". Friendliness, promptness, thoroughness, dependability, enthusiasm, and accuracy are characteristics of a good reporter.

   See activity number 1

2. **What is news?**

For purposes of high school journalism, whatever happens of immediate interest is news. The news story must be a timely, accurate, truthful, objective narrative. There are in general two types of news: routine and spot news. Reader appeals, offering what Merriman in **Between Deadlines** calls "heart interest" and "head interest", include composition, names, romance, adventure, mystery, humor, business, suspense, progress, sex, age, hobbies, children, and animals. Pictures that tell news at a glance are becoming increasingly important. Staudenmayer's **Reading and Writing the News,** pp. 71-81, and Merriman's **Between Deadlines,** pp. 266-282 give good presentations of news photography.

See activity number 2, (a) (b) (c) (d)

3. **Judging news interest**

Degree of interest depends on proximity, prominence, timeliness, consequence, and human appeal. Why is the student's interest greater in the death of a schoolmate than in the death of 500 persons in China?

See activity number 3

4. **Familiarity with sources of news**

Scheduled events such as athletic contests and plays, routine news from school organizations and departments, unexpected news of all kinds, and special or column news are grist for the school newspaper mill. All events should appear in detail in the assignment book, which must be kept up to date by the editor but which must be available to all staff members.

See activity number 4, (a) (b) (c)

5. **Gathering material**

The reporter secures facts for his story as an eye witness, by interviewing one or more people, or from written sources. Accuracy, fairness, and thoroughness characterize the skillful reporter as he goes courteously and tactfully about his business. He must get every name and address right. To get all the facts, he must question his sources of information until he is sure he

understands, clearly and completely, every angle of the story.

See activity number 5

6. Sources of information

Reporters should know how to use sources of information like telephone directories, city and school directories, city maps, **Who's Who, Reader's Guide to Periodical Literature,** encyclopedias, and dictionaries as aids to factual accuracy.

See activity number 6

7. Selecting material

Only essential facts should be included in the news story.

See activity number 7

8. The lead

The lead, usually a summary of the events in the story, tells **who, what, where, when,** and sometimes **why** or **how.** A good practice for high school journalists is to put the **when** element near the end. Snapper or unconventional leads are sometimes used. Primary purpose of the lead is to arouse interest. The significant element is played up in the first line of the lead of a news article. Wrinn's **Elements of Journalism** gives examples of this playing-up device used effectively to report exhibitions, dinners, awards, and the like; to adapt news to the immediate interests of the student body; to bring world news into the school paper.

See activity number 8, (a) (b) (c) (d)

9. Grammatical openings

The readability of the paper will be enhanced by a grammatical variety in lead beginnings. The element featured will largely determine that beginning. The reporter may open with a noun, a prepositional phrase, a participle, a noun clause, an infinitive, a cause clause, a concession clause, a nominative absolute, or a time clause.

See activity number 9, (a) (b)

10. Writing the news story

The reporter puts the feature of the story into the

first line and the rest of the four lead elements into the first or the first and second paragraphs. He does not try to crowd all the elements into one long sentence. Following the lead he tells the story in detail but without unnecessary words. He writes clearly and concisely in words so well chosen that the reader cannot fail to get the meaning. As the story proceeds, the details are brought out, coming in the order of dwindling importance. The last few statements are so insignificant that they could be cut off and not be missed by the reader. Adjectives and adverbs give way to forceful verbs and nouns. The reporter does not give his own opinion. He uses the style sheet of his paper.

See activity number 10

11. Follow-ups and rewrites

Many school events—plays, parties, contests, games—are covered in more than one issue of the paper. The follow-up article must be written for two groups: those who saw the first account and those who did not. The lead must include the latest development with a summary of what preceded. A new phase of the event or an element that has been buried in previous stories is played up. Although it is similar to the follow-up, the rewrite story does not contain new developments but plays up features the first story did not emphasize. It condenses the news from the story in an earlier paper.

See activity number 11, (a) (b) (c)

12. Word, sentence, and paragraph patterns

"Fine writing" has no place in the newspaper. The reporter chooses direct, forceful, precise English in order that all readers may understand. Straightforwardly and simply he writes his story, using short words, short sentences, short paragraphs. As lazy adjectives and adverbs give way to concrete, specific nouns and to crisp verbs in active voice, the journalist makes one word do the work of two. When he learns to use appositives wherever possible, to trade phrases for clauses and single words for phrases, his tightly written sentences in a variety of patterns command attention for their clarity.

He never forgets that short paragraphs are more inviting than long blocks of gray type.

See activity number 12, (a) (b) (c) (d)

Student Activities

1. **Characteristics of a good reporter**

   To student. Read two references on the characteristics of a good reporter. Make a list of qualities considered desirable. Check with an H those qualities you think you have and with a C those you need to cultivate.

2. **What is news?**
   To student.

   (a) After reading several references, list the characteristics of news in the form of statements. Clip three news stories from a daily paper. Show how they embody these characteristics.

   (b) Appeals of news stories may be classified as emotional, instructive, economic, inspirational, amusing, or curious. Clip stories to illustrate three of these appeals.

   (c) Lester Markel of the New York **Times** has said what you see or verify is news; what you know is background; what you feel is opinion. To report that Mr. Jones dislikes Mr. Wallace is news; to explain why there is dislike is background; to remark that you do not blame Mr. Jones for disliking Mr. Wallace is opinion. Find examples of straight news reporting, interpretive news reporting, and editorializing—all dealing with the same topic.

   (d) Clip from the daily newspaper three pictures that appeal to you. After pasting each on a sheet of paper, answer in writing the following questions: Why did the picture attract your attention? Does it present spot news or general interest? Does it tell a story? If so, what story?

3. **Judging news interest**

   To student. Bring to class three stories from the daily newspaper which were highly interesting to you and three

which seemed dull. Give reasons for your interest and lack of interest.

To teacher. Exercises in judging for interest may be found in several texts and workbooks, among them English's **Exercises in High School Journalism,** p. 17, and Staudenmayer's **Reading and Writing the News,** pp. 97-98.

4. **Sources of news**
To student.

(a) Go through a newspaper and indicate the probable sources of local news, such as police department and the city hall. Is the source of information stated in the story? Find two or three stories in which the reporter states explicitly his source of information. What does such a statement do for the story?

(b) List sources of news in your school. Include the names of the staff members you think would be excellent reporters for particular events or beats. Assign yourself the run you think you could best cover.

(c) List ten spot stories which have occurred or might occur in your school. What conflict stories will originate in your school?

To teacher. If time permits, an assignment like this one from Dale's **How to Read a Newspaper** will be helpful. "Clip from a single issue of a daily newspaper all items with a Washington, D. C., dateline. What are some probable sources of these stories: Interview with individual? Press conference? Handout? Combination of several?"

5. **Gathering material**

To student. Using a school exchange paper or the front page of your daily paper, mark each story, using an A to show the reporter was at the scene of action, a B to show he interviewed one or more persons, a C to show he used printed sources. Some stories may have more than one source.

6. **Sources of information**

To student. A widely known musician will present a

special concert in your school auditorium. You have been assigned the advance story. What reliable background sources will you investigate before writing your story?

7. **Selecting material**

To student. You will interview your teacher today for facts for a news story which you will write during the class period.

To teacher. Taking your facts for the above interview from a story you have clipped from a daily paper, allow one or more students to question you. Purposely add irrelevant information to your answers. This exercise will teach your students that not all facts secured in an interview are essential.

8. **The lead**

To student.

(a) In one sentence summarize concretely the work of each class period that you attend tomorrow. Put in the first words of your sentence what interests you most.

(b) Clip five straight news stories from your daily paper. Paste each on the left side of a sheet of paper. To the right note the facts summed up in the lead. Do they answer who, what, when, where, why, how? What fact is given first? Why?

(c) Bring to class with you a short news story. Cut off the lead. Hand the story to your classmate who will write a lead for it. Compare the one he writes with the original. Is the same element featured?

(d) Bring to class three examples of unconventional leads. Write two of your own which could be used on school stories.

To teacher. Time given to lead writing practice in class will be well spent. Ask students to give full names with proper identifications the first time used, to put the time element last usually, to omit **the, an,** or a in lead beginnings unless there is no other way, to use active verbs, to omit **very** and **big,** to say **yesterday, tomorrow, last Monday** rather than **Monday, October 8.**

9. Grammatical openings

To student.

(a) Examine your school paper and a daily newspaper. Which grammatical beginnings are used most frequently in the leads on page 1?

(b) Clip an example of each to paste in your notebook. Write an original illustration of each.

To teacher. Wrinn's **Elements of Journalism,** pp. 39-48, English's **Exercises in High School Journalism,** pp. 11-15, Staudenmayer's **Reading and Writing the News,** p. 109, and many others present exercises in lead identification.

10. Writing the news story

To student. After gathering facts from the proper sources, write a story four to nine inches long on the first party of the school year or a club meeting held recently. Be sure you follow the style sheet of your newspaper.

To teacher. Many journalism texts give sets of facts to be used by students in practising news writing. Another suggestion is to select a news story from the daily newspaper. Write the pertinent facts it contains on the board, in a different order from which they are given in the story. Students enjoy writing the story and comparing it with that written by the professional.

11. Follow-ups and rewrites

To student.

(a) Paste on a sheet of paper a follow-up story clipped from your daily newspaper. Underline in red the part which summarizes the original account. Underline in blue the added information which the follow-up story emphasizes. What in the lead appeals to the curiosity of those who read the first account?

(b) Give instances of news stories that have been followed up daily for a long period of time. Can you find any from last year still being followed up?

(c) Mark all the stories in your own school paper that should be followed up. Write the follow-up story for one of these. Be sure you include the sum-

mary of the original story and play up a new element.

(d) Choose from your daily paper a six-inch story you think might have interest in tomorrow's school paper. Without deleting essential facts, condense to one half its original length. Play up a feature different from that of the original.

12. Word, sentence, and paragraph patterns

To student.

(a) A new word a day should be the goal for every aspiring journalist. Achieving this goal should not only enlarge your vocabulary but also make you more exact and discriminating in your use of words. As you read your daily paper, make a list of words new to you. Look up their meanings and use the words at the first opportunity. Include with your vocabulary list a special section on terms used in newspaper work such as **slug, dummy, morgue,** and **mat.**

(b) Read a page from Dickens or some other novelist. Count the words unfamiliar to you. Then read a column of news from the front page of your daily paper. How many words were new? What is your conclusion concerning the vocabulary of the news stories?

(c) Copy the adjectives and adverbs you find in a well written six or eight inch story of a daily newspaper. What did you discover about the number?

(d) As you read, copy every hackneyed or trite expression. Members of the class might combine these lists of expressions to avoid and post them on the bulletin board.

(e) Hanson Baldwin of the New York **Times,** winner of the Pulitzer prize in 1943, says the "good newspaper man and the really educated man—should be able to form what Winston Churchill calls 'the simple beauty of the English sentence' ". The good reporter uses a variety of sparkling sentence patterns. Clip what you consider an excellent news story. Analyze the sentences in it for

length and simplicity of construction. Do you find any participial or infinitive constructions? Appositives? Nominative absolutes? Parenthetical expressions between subject and verb? Parallelism? Would you revise any sentences for clearness and simplicity? How?

(f) By trading appositives, an infinitive, and a gerund or participle for clauses and sentences in the news item below, you will reduce the number of words and give the style a more mature tone.

> John D. Lowell, 47, who has been superintendent of schools here for seven years, resigned Saturday. He will become head of the Eberhart school system next month.
>
> Lowell came here from Cityville, where he was superintendent from 1933 to 1940. He inaugurated the adult education program here. He is a graduate of Iowa State Teachers College. He began teaching after he returned from the army in World War I.

(g) Narrow columns of a newspaper demand that paragraphs as well as sentences be short. Using the front page of a copy of your daily paper, determine the average number of lines of print in a paragraph. Several may work together on this assignment in order to finish it quickly.

(h) "Grapevining" is the journalist's name for one style of paragraphing. A paragraph ends with an idea or fact. That same idea or fact opens the next paragraph which carries the thought along to end with a new fact. The third paragraph opens with the new fact. Below is an example:

> Will Clayton, undersecretary of state, whipped back from Switzerland in haste and alarm. He left behind him the Geneva Conference which the U. S. State Department hoped would open new ways to World peace through freer world trade. The conference **was stalled.**

It **was stalled** because of reports from the U. S. Congress. Largely due to the influence of Arthur Vandenburg late last winter, Congress had let the State Department go ahead with its reciprocal trade **program.**

That **program** .....

Watch for "grapevining" as you read your daily newspapers. Bring an example to class if you can. Try it sometime in one of your stories.

To teacher. Among many references presenting material on using words with "punch" are Merriman's **Between Deadlines,** Chapters 7, 8, 9 and Wrinn's **Elements of Journalism,** Chapter 18. Benson's **Fundamentals of Journalism,** Chapter 6, lists trite expressions and gives helpful exercises in choosing the exact word. Emotional quality and tone of words is discussed in Dale's **How to Read a Newspaper.** Wolfe and Geyer's **Enjoying English,** Book IV, presents in Chapter 11, "Sentence Patterns with Sparkle and Variety".

Evaluation

The pupil's ability to write an acceptable news story is the test of his having mastered the fundamentals and techniques of reporting.

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Unit III

COPYREADING AND HEADLINE WRITING

Introductory Statement

The copyreader must learn to be alert for errors of fact and style in his newspaper and must maintain a high standard of journalism for all the stories that pass through his hands. On some school newspaper staffs, students are specifically designated as copyreaders to read copy, edit it, and write all necessary headlines for the stories. On other staffs editors perform most of the duties, and the reporters write the headlines assigned to the stories.

OBJECTIVES

1. To learn to read copy according to the newspaper's style sheet, checking for objectivity in reporting and observing standard rules for spelling, grammar, punctuation, and sentence structure.
2. To learn the use of the standard copyreading marks.
3. To learn the meaning of the term "libel" as it applies to the responsibility of the newspaper toward persons about whom stories are written.
4. To understand the function of headlines and to master the rules of headline writing and unit counting.

Content and Materials

The foregoing objectives are to be realized by means of study and discussion of a standard newspaper stylebook, study of standard copyreaders' marks, practice on student-written copy that must be edited before it is sent to the printer, study of headline rules as presented in various journalism textbooks, and practice in writing and counting headlines for various types of news stories. Students will use journalism texts and workbooks, daily newspapers, and exchange newspapers from other schools, as well as student-written stories, as the basis for their studies.

1. Requirements for preparation of good copy

All reporters, as well as copyreaders, should know and apply the mechanical details of preparing copy: typing of

copy, indention of paragraphs, indication of page numbers, and the like.

2. **Study of the stylebook**

   Many high school newspaper staffs have developed their own stylebook to meet local needs. Several good standard stylebooks are available at city newspaper offices or university departments of journalism. If one is not available, the instructor and students might profitably spend some time working out a suitable sheet to be used by the students continually in preparing and editing copy.

3. **Understanding how to use the copyreader's marks is necessary in editing stories to be sent to the printer**

   Most journalism textbooks and several journalism workbooks carry a list of the commonly used copyreading symbols. These should be understood by all students before they begin practice. Students will learn most rapidly on typed material written by other students. Material is available in workbooks such as **Exercises in Journalism** by English, and **Practice for the High School Copyreader** by Stratton. If the teacher does not have either of these, he should make an effort to secure workbooks or to mimeograph stories in an organized fashion for teaching not only the use of the symbols but also the points that must be checked in every story. Well-edited copy saves much time for the printer and a great deal of money for the paper, besides helping to produce an accurate newspaper that all can depend upon.

4. **Principles of the laws of libel**

   A few paragraphs may be available in the journalism textbook to explain the meaning of the term and the necessity of care on the part of the newspaper in avoiding libelous statements. However, very little time can be spent in a one-semester course in high school journalism on the subject of libel.

5. **Headline rules and practice in writing headlines**

   The teacher will present the following points in teaching young journalists how to write the headlines necessary for use in the school newspaper:

a. Functions of headlines in indicating news values and in displaying news
b. Unit count necessary in making headlines fit space in the average newspaper column
c. Principal rules regarding composition of headlines

As the students edit news stories during copyreading practice, they may profitably complete the copyreader's job by writing headlines for the stories.

Student Activities

1. **Preparation of copy**

To student. After studying the simple rules for preparation of copy to be sent to the printer, select and copy a medium-length news story from an exchange school newspaper. Check this story for margins, indentation, and the like, to make sure that it conforms to the rules.

To teacher. Dictate notes for a story, Each student will write his own version of the story, following the rules for preparation of copy.

2. **The copyreader's symbols**

To student. Study the commonly used marks of the copyreader; your teacher will make necessary explanations.

To teacher. Give each student a typed copy of a news story containing errors to be marked, along with a correct version of the same story. Students will copyread the story, making it conform exactly with the correct version. The class should repeat this exercise two or three times with different stories until use of copyreader's symbols is learned.

3. **Correct spelling**

To student. Your teacher will give you a list of words commonly misspelled in student-written copy. You may add to this list following a study of the local school and local newspaper. After you study this list, your teacher will ask you to copyread sentences containing these misspelled words, and later to copyread prepared stories containing numerous misspelled words.

4. **Current newspaper usage in punctuation**

To student. You will review commonly used punctuation marks, emphasizing a study of current newspaper usage. After these rules have been fixed, you will copyread prepared stories containing punctuation errors.

To teacher. Select these stories from exchange papers and mimeograph them or select them from one of several workbooks now on the market.

5. **Typographical specifications**

To student. Select parts of stories from exchange papers that call for special typographical specifications before the stories are sent to the printer.

To teacher. Explain how to indicate such specifications as boxes, boldface, italics, 6 point, 8 point, and 10 point type, short dashes, and the like. Give students prepared copy that must be marked properly and ask them to work on this copy under your direction. Two workbooks now on the market contain this type of material: **"Exercises in Journalism"** by English, and **"Practice for the High School Copyreader"** by Stratton.

6. **Rules of grammar and rhetoric**

To student. Review the commonly violated rules of grammar, usage, and rhetoric under the direction of your teacher. You will then practice copyreading material, especially prepared, that contains a number of such violations. Such material may be found in the two workbooks mentioned in Lesson 5 above.

7. **"Boiling down" copy**

To teacher. Select stories from previous issues of your newspaper that might well be trimmed or boiled down before being set up in type.

To student. Under the teacher's direction, you will copyread the stories, determining what parts may be eliminated and learning how to mark the copy so that the compositor can easily follow the marked copy.

8. **Headline rules**

To teacher. Give your students instructions for counting units in headlines. Headlines from exchange papers

may be selected for practice in learning how to count units. The common rules for construction of headlines should be studied and examples illustrating the rules may be looked for in exchange and city newspapers.

To student. After studying these rules, you may look for violations in the newspapers available in the classroom. Perhaps you will have time for writing a headline or two during this class period.

9. **Copyreading and headline writing**

To teacher. Prepare copies of stories that require some copyreading, with specifications for certain types of headlines. Show your students the commonly used type sizes, such as 14 point, 18 point, 24 point, and 30 point. Present this information from the school newspaper's headline schedule or select material from one of several good texts and workbooks.

To student. You will spend the remainder of the period working at the job of copyreading and headline writing.

10. **Libel and ethics of the press**

To student. If material is available in the textbook used in the class, you should study and discuss the subject of libel and the ethics of the press. Your teacher should be able to give you some information, and you may be able to secure additional information for class reports by consulting library material or by interviewing a newspaper editor who is qualified to give the necessary information.

Evaluation

The student's ability to edit copy satisfactorily may be readily tested by the use of specially prepared material. In addition, the student's care in preparing stories and assignments after study of the copyreading unit will serve to indicate his ability and interest in this phase of the newspaper man's job.

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Unit IV

SPECIAL TYPES OF NEWS

Introductory Statement

Speeches, interviews, society notes, and other stories that do not fall into the straight news category yet depend upon news elements are classified as special stories. Quite often these stories give an account of a club meeting, a banquet, an assembly, or a personal contact with an individual whose views are interesting. The problem that will confront the reporter is one of being able to pick out the most important things from a mass of material. This is especially true in the speech report where the student must learn to listen for the important thing and get it down in his notes accurately. Then he must be able to remember so that he may fill in his notes. This is not as difficult as it may sound because the student has been training his memory and his ability to take notes in his classes in history, economics, and other subjects.

OBJECTIVES

1. To understand what is meant by special types of news.
2. To learn to secure and write speech reports, interviews, society and club news.

Content and Materials

The objectives are to be realized by means of discussion, exercises, and the activities of gathering the facts and writing the types of stories under this classification. As in the news-writing unit, the student will use the journalism text, daily newspapers, magazines, and exchanges.

1. Securing facts and writing the speech report

The reproduction of thought is involved in the speech report story. The ability to analyze a speech and to present in a story the significant statements in a clear and interesting fashion is merely a follow-up of straight news writing. The story may be developed in the straight news, inverted pyramid (order of diminishing importance) style, the chronological or idea-by-idea style. Three things that the reporter must keep constantly in mind are the

speech, the speaker, and the occasion. He must choose for the lead the one thing which seems to be the most important and interesting. This may be the organization sponsoring the meeting. In any event, the speaker must be fully identified. Included in the report might be an indication as to the size of the audience. The reporter is careful not to color the news. For example, which of these would be correct? 1. The speaker addressed a large crowd. 2. The speaker addressed 500 persons in an auditorium that holds 5,000.

See activity number 1

2. Securing and writing the interview

Again, as in the speech report, the reproduction of thought is the problem involved, along with the problem of arranging for the interview and taking notes. The procedure in note taking is the same as in speech reporting. However, the reporter should train his memory so that he will not have to depend too much upon his notes. Note taking that is too laborious slows down the free flow of ideas between the interviewer and his subject.

In general, there are three types of interviews, namely, the routine interview, personality sketch, and the symposium. The routine interview is found in the general run of daily reporting when a reporter has to ask questions to get information. The personality sketch is the more formal type, dealing entirely with the person to be interviewed. The symposium consists of grouping the ideas and opinions of several people in one story.

See activity number 2

3. Securing and writing society and club news

Current metropolitan papers should be referred to constantly in learning to write the society and club news story. The reporter includes the kind of event, the time, the place, **and the names** of those concerned. He maintains good taste and good news technique by sticking to the conventional style of writing; he is specific and accurate and avoids personal comment.

See activity number 3

Student Activities

1. **The speech report**

To student. (a) Read and discuss the text material. Clip a speech report from a daily paper and mount it on a sheet in your notebook. To the right, state how the reporter opened his story: by direct quotation, indirect quotation, summary, keynote, speaker's name, title of address, or circumstances. Underline direct quotations with blue; mark summary statements in the margin. Estimate the approximate space given to direct quotation, indirect quotation, and summarization. (b) Clip and mount three speech stories from the daily paper—one opening with a direct quotation, one with indirect quotation, and one with a summary lead. In what paragraph is the speaker's name and identification first given in each story? Where is the setting given? List the synonyms substituted for the speaker's name in each story. List all the synonyms for "said" given in the three speeches; add as many more as you can. List the phrases describing the speakers and scenes in the three reports. Compare with those brought in by your classmates. You may wish to make a composite list. (c) The reporter never mixes direct and indirect discourse in the same paragraph. He punctuates quotations correctly.

Write this passage in indirect discourse:

"The possibility of changing the Russian system so that it conforms to ours, or of changing our system to conform to Russia's, is so remote that only the giddiest type of optimism would base its hopes for world peace upon such a remote eventuality," Congressman Karl E. Mundt of South Dakota told his audience of 3,000 teachers Thursday evening.

Write the passage below in direct discourse.

Lauren Soth, Register editorial writer, says that in spite of higher feed costs, the livestock outlook for Iowa farmers is pretty good.

(d) After reading a speech or article in **Vital Speeches** or the **Reader's Digest** or listening to a sermon or radio address, write a speech report.

To teacher. Through assigned outside reading and through class discussion explain the accepted methods for securing and writing speech reports. See that the student either attends the speech or secures the speaker's manuscript, or both. Also see that the student knows the facts, the speaker, the occasion, see that he strives for condensation. The theme, title, a direct or indirect quote, the name of the speaker, the occasion, the place, or the time may be used to start the lead. Of these the most important and interesting should begin the lead. Watch punctuation of direct quotations. Editorial opinion of the writer should be watched for and discouraged at every point because fairness and an unbiased attitude are necessary for an accurate report.

2. **The interview**

To student. Define "interview". Secure information about the speaker. Get information concerning the subject to be talked about. Prepare purposeful, tactful questions. Introduce yourself and tell the purpose of your interview. Be business-like, confident, courteous, attentive, and pleasant. Keep the person on the subject tactfully. This can be done by asking leading questions or making suggestive remarks. Don't take notes too obviously. Watch for remarks that may be newsworthy. When writing the interview, arrange the statements in order of their interest and importance. A quotation or summary makes a good beginning. Leads may include as their feature the names, topic, direct quote, indirect quote, or time. The personality of the person should be kept in mind but the reporter should not be played up, if mentioned at all. The direct quotation should not be overdone. Local application and the timeliness of the interview should not be overlooked. Accuracy is vitally important.

To teacher. Assign outside reading as well as text material for study. Select illustrations from current newspapers. Explain accepted methods for securing and writing the interview. Stress accuracy, importance of remembering instead of taking copious notes, and local application for interest.

3. **Society and club news**

To student. Define "society and club news". Always get the information desired from the people concerned. Get all the names possible. These stories will be concerned with parties, engagements, weddings, banquets, luncheons, dinners, club meetings, projected events. Include kind of event, time, place, names. Use good news technique. Be on the lookout for good news features. Be accurate, specific, and avoid reportorial opinion.

To teacher. Through classroom discussion and illustrations from current newspapers, prepare the students to write this type of story. Drill them in the proper methods of securing and writing society news. Have them clip to bring to class for discussion stories from local newspapers. Analyze these with special attention to the use of names, development, and good taste. Have the students write stories of a social nature from their own experiences. Club parties, school social affairs, or meeting of their parents' clubs or societies will furnish material.

Evaluation

The pupil's ability to write acceptable lively and well-organized speech reports, interviews, society and club stories is evidence of his mastery of the techniques of the special types of news.

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Unit V

SPORTS WRITING

Introductory Statement

Sports writing is another form of news writing. All of the principles and practices involved in straight news writing must be used in the sports story.

OBJECTIVES

1. To understand what is meant by sports story.
2. To learn to secure and write sports stories.

Content and Materials

The objectives listed above are to be attained by means of class discussion, exercises and activities in obtaining facts and writing the sports story. Daily newspapers, student newspapers, journalism texts, and magazines will be used. A sports section in the journalism notebook should contain examples clipped from these newspapers or copied from the text books.

1. **Characteristics of a good sports reporter**

   A good sports reporter, in addition to knowing news writing, must also know the sports which he is to cover. He should know the rules of the game or contest, the terms used in that particular sport, and as many of the contestants as possible so that he can distinguish them on the playing field. He should have a love for sports in general and he should try to participate in some kind of athletic endeavor himself to give himself the "feel" of competition.

   See activity number 1

2. **Nature of the sports story**

   A sports story is one that concerns itself with the playing of some game, the circumstances and rules under which it is played, and the participants in the contest.

   See activity number 2

3. **Writing sports stories**

   Writing sports stories includes analyzing the possibilities in the local field of athletic news, including intra-

mural and interscholastic sports, and studying the vocabulary of sports news to learn how to make a story vivid and intelligible to the average reader.

See activity number 3

4. **The sports column**

   Writing a sports column can best be learned by studying and imitating professional sport columns.

   See activity number 4

5. **Tabulations**

   The successes and failures of teams and players are of great interest. This information is often tabulated. Nearly all newspapers have examples of this kind of fact presentation.

   See activity number 5

Student Activities

1. **Characteristics of a good sports reporter**

   To student. Review the characteristics of a good news reporter. Read two references on sports writing. Make a list of the qualities you consider desirable in a good sports reporter. Compare your list with your classmates and see if you agree. Check those qualities which you think you have and star those you think you need to cultivate.

2. **What is a sports story?**

   To student. Sports stories may be classified as straight sports stories, sports features, forecast stories, columns, and tabulated results. Read at least two references on these various kinds of sports stories. Answer the following questions in writing:

   a. What is a straight sports story?
   b. Where would you obtain the information for a straight sports story?
   c. What is a sports feature?
   d. Where would you find sports feature material?
   e. Of what does a sports column consist?
   f. Where would you find sports column material?

g. Is editorial comment permissible in a sports column?

h. What is necessary if a person would be a successful sports reporter?

i. How does a sports vocabulary differ from slang?

j. Of what value are score sheets?

k. What is a forecast story and where will you get information for it?

3. Writing sports stories

To student. The sports story may be a play-by-play, inning-by-inning, or round-by-round account, or it may cover and analyze the highlights of a game. A good sports story may do both. Since each sport has its own specialized vocabulary, the reporter should know the terms peculiar to the game or contest he is describing. Remember that accuracy is just as important here as elsewhere in news writing. Choose a forthcoming game to cover. Study several sports stories of the type you plan to write. Write up the game for your high school readers.

4. The sports column

To student. This is highly individualized writing. One may pursue any trend of thought. There are many different kinds of sports columns. Study various newspapers and their sports writers' ways of doing columns. Clip several different columns for your scrapbook. Analyze each. Discuss with the class which type of column would be of interest to the readers in your school. Try your hand at writing a column of one type. If time permits, exchange with your classmates or read to the class, and discuss good and bad points. Of course, you will use your own school's sports program and athletics as your subject matter.

5. Tabulations

To student. The intelligent reading of the sports section requires an understanding of tabulations. Examine daily papers and your school exchanges as well as other journalism texts to see how tabulations are handled. List all the teams in your league or conference with the number of games won and the number lost to date; then compute the percentage of each and the league standing.

To teacher. A great deal has been written about sports writing. Almost any good journalism text will get your pupils started. Then all you need to watch is that your pupils follow the rudiments of good writing and that you do not hamper individuality.

Evaluation

The pupil's ability to write an interesting sports story in the specialized vocabulary of the game is evidence of mastery.

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Unit VI

FEATURE STORIES AND COLUMNS

Introductory Statement

Feature stories and columns—sometimes called the smiles and tears of the newspaper—depend upon dramatic or human elements for interest. They give the writer an opportunity to exercise skill and originality in writing.

There are three general classes of feature stories: those that are humanly interesting, those that entertain, and those that inform. Columns may be of many types, for instance, the variety column, the news commentary, the sports column, the classroom and club notes column, the humor column.

OBJECTIVES

1. To learn to write feature stories and columns.
2. To learn to evaluate feature material in magazines and newspapers.
3. To develop interest in the great variety of writing included in the newspaper on special feature and editorial pages and in supplements.
4. To attempt creative expression and to share it with others through contributions to the school paper and other publications.

Content and Materials

The objectives are to be attained through discussion, exercises, and activities in gathering facts and writing the various kinds of features and columns. Students will use the newspapers, exchanges, journalism texts, and magazines. Examples of many kinds of columns should be clipped and pasted in the scrapbook.

1. **Nature of feature stories**

   The feature story is interesting mainly because of the way it is presented. The straight feature, although it is often tied to a news peg, is not so much concerned with the news element as with the interest element. The feature story has entertainment or instructive values

which have little place in the straight news story. The human interest feature appeals to the emotions.

See student activity number 1

2. Subject matter for feature stories

Any material that makes an emotional appeal makes good human interest material. Animal and pet stories, the march of human progress, the weather, personal experiences of an unusual nature, personality sketches, special days, accidents, unexpected happenings, and many other such things make for good human interest stories. Entertainment features can be based on topics, such as amusing incidents at games, unusual names of students, questions with answers from students.

See student activity number 2

3. Feature story style

The feature story writer is not limited to a conventional style. The writer adapts his style to the happening. If the subject matter is dignified, the style should be dignified; if it is formal, the style should be formal; if it is informal, the style should be free and easy. In other words, the tone of the story depends upon the subject matter. The writer strives for individuality.

See student activity number 3

4. Feature story lead

The feature story often opens with an eye-catching unconventional lead that hints at a climax later in the story. The summary lead is rarely used.

See student activity number 4

5. Body of the feature story

The writer may put his material in any order that he thinks will maintain attention. Since suspense is often used, many feature stories are written in climactic order. Since most newspaper readers are in a hurry, brevity and terseness are important. Too many details tire the reader. The story must present only one idea and touch on one subject. Unlike the news story, the feature story should not be written to meet the cut-off test.

See student activity number 5

6. Ending of feature story

The ending of a feature is as important as the beginning. As has been stated, the climax may come at the end. Nothing is more exasperating than to have two or three paragraphs added primarily to lengthen the story. Reader interest should determine the length.

See student activity number 6

7. Feature headlines

Purpose of the headline over a feature is not to give the gist of the article but to attract the reader's attention, to advertise the contents, and to indicate that this is not regular news copy. The feature headline often resembles the small news story headline. Quite often an arrangement of the type in a manner that differs from the usual news story type of headline calls attention to feature material. For example, if the news headline is in dark type, the feature may be in an italic head type. Or the headline may be boxed. Occasionally the entire feature is surrounded by a box or enclosed in what is known as an open box. The story may even be in double measure.

See student activity number 7

8. The column

There is no right or wrong way to write a column. A writer with an interesting personality to project will find subject matter all about him. In general, it may be said he will be most successful if he sticks rather closely to the things with which he is familiar. Whether a column is worth the space it takes is determined by the reader interest it generates.

The humor column, poorly done, can be the biggest headache in the school newspaper. In addition to skill, the writer of such a column must have good taste, good judgment, and a kindly attitude toward his fellows and his environment. He must not include anything unclean or unwholesome. Sarcasm and ridicule that might embarrass or hurt someone have no place. Items included must be intelligible to everyone who reads his column. Gossip and silly, unanswered questions are

taboo. Such questions as "Where was J .G. last Friday?" may appeal to several "J. G.'s" in the school. Maybe "J. G." was doing something he should not have been doing, but the columnist has no right to publicize it since it is none of his business. Material pertaining to the minor happenings in the school, to school work, activities, faculty, students, and school life in general makes good copy. But the columnist must use first hand material. Jokes clipped from other papers or periodicals should never be permitted to appear. If an editor is in doubt about the originality of material, he should not print it.

See student activity number 8

Student Activities

1. **Nature of feature stories**

   To student. Clip and paste in your scrapbook at least five good examples of feature stories. Get a variety of types. Write a brief analysis under each one, describing the subject matter and showing why the story is especially interesting. What is the emotion played up in each? Be alert to the feature element in the happenings around you. Look for the feature element in your everyday life. Write at least one feature and turn it in to your teacher or feature editor. Write a good headline for the story.

2. **Subject matter for feature stories**

   To student. Write a feature story that appeals to sympathy. Get your material from real life if possible. Do not be too sentimental. Rather, be dignified and conservative. The tone of your story must be in keeping with the tone of the subject matter. For example, you might tell about the return of the bodies of America's war dead to their final resting place. This would be a serious, restrained, yet highly emotional subject.

3. **Feature story style**

   To student. Write a feature story on your favorite pastime. Play up one idea only and maintain the same tone throughout the story. For example, you might dis-

cuss the fascination of your hobby or its educational value or its absurdity.

Select a funny incident from school life and write a humorous human interest article; or write a humorous story about your first attempts to roller skate or ride a bicycle or swim. Write headlines maintaining the tone of the stories.

4. **Feature story lead**

To student. Clip five feature stories from your daily newspapers and place in your scrapbook after you have underlined the leads. Under each story tell what emotion is played up, or what the general idea is. Does the lead hint at a climax later in the story? Write five leads of your own for these stories, changing the tone if it is at all possible to do so.

5. **Body of the feature story**

To student. Write a feature story in which you maintain suspense until the last line. Hand this to your feature editor for publication. Clip from your daily paper a story that illustrates the suspense order of writing and paste it in your scrapbook.

6. **Ending of feature story**

To student. Clip from a daily paper a story that has the climax at the end. Paste in your scrapbook and label the type of feature it is. Try to find a feature story to which you can apply the cut-off test. If you find such a story, put it in your scrapbook and write under it how it could have been improved.

7. **Feature headlines**

To student. Clip from daily papers five features that have what you consider good headlines. Number the headline and the story that it heads with the same number; clip the headlines from the story. Exchange with your classmates stories but not headlines. Write headlines for the stories you receive. When you have finished, return the stories to the person from whom you receive them. Compare the original headline with

your effort. Which do you think is better in each case? Why?

8. **The column**

To student. Using first hand material from life about you, write a column of eight or ten different items. These items should include original jokes (if you can find them —but don't clip anything from periodicals), "bright" sayings of classmates, brief notes on classroom activities, gleanings from the athletic teams, or practice sessions, and the like. Use timely material. Be clean. The merriest laughter is free of embarrassment to anyone. Shun all forms of vulgarity and ridicule. Don't include anything that may be sacred to others.

Find examples of humor and paste them in your scrapbook. Using your exchange papers as a source of material, write a column of ten items, one from each paper. Do not criticize the exchanges but find stories that you can rewrite into one paragraph to be printed in your own school paper, items that will let your readers know what is going on in other schools. Clip columns you enjoy and paste them in your scrapbook. Under each explain why you like it especially.

Find examples of each of the following, clip and paste in your scrapbook, label each as to type: literary column, humor column, news comment column, exchange column (such as "Starbeams" in the Kansas City **Star**), a combination column composed of satire, wisdom, humor, playful observation, poetry. Try your hand at writing a combination column. Find an appropriate headline or title for it. Do you think you could continue writing this column from week to week for the rest of the year? If so, and if your editor will permit you to run it, conduct such a column either by yourself or in collaboration with other members of your class.

Evaluation

The student's ability to find feature and column material, to distinguish it from straight news, to recognize its purpose and to write it in a pleasing, readable style is evidence of mastery.

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Unit VII

THE EDITORIAL

Introductory Statement

The editorial has been called the voice of the newspaper and its readers. Often a timely essay growing out of the news of the day, it contains the comment and opinion that the reporter might have liked to put in his news story. The editorial contains one main idea, supported by facts, figures, and logical reasoning. The more direct and simple it is, the more influence it will have. The editorial writer is trying to get his readers to think in a certain way so they will act in a certain way. Pulitzer prize editorials are judged on "clearness of style, moral purpose, sound reasoning, and power to influence public opinion in what the author conceives to be the right direction".

OBJECTIVES

1. To learn to write purposeful editorials.
2. To learn to read the editorial page.
3. To learn what is meant by editorial policy with special attention to the role of the press in a democracy.

Content and Materials

The objectives are to be attained through discussion of editorials read, exercises and activities in gathering facts and writing various types of editorials. The student will use many references for information about the editorial and will examine editorials in daily newspapers, exchanges, and magazines.

1. **Editorial Policy**

   Every newspaper has what is known as an editorial policy. This policy may be partisan or non-partisan. Every writer for any certain paper must know the policy of that paper, and no writer or cartoonist is expected to present material that is at odds with this policy.

   The editor is supposed to be a man of foresight and wisdom. He, therefore, is supposed to interpret the news as he sees it. The reader respects these views as he has come to respect the editor's wisdom.

   See student activities number 1

2. Editorial style

The editorial develops clearly and simply the single point to be made. On page 162 of **High School Journalism** by Spears and Lawshe we find, "The emphasis must be away from personal opinion toward group opinion, away from convincing toward explaining".

There are three parts to the editorial: the introduction, which summarizes the situation calling forth the editorial; the body, which gives facts, figures, and specific authority for statements made; the conclusion, which makes the point briefly.

Sentences and paragraphs in editorials are usually longer than those in the news story. Every sentence must count. Words used should be concrete and specific. The vocabulary is often more formal because the discussion situation of the editorial is more formal than is the narrative situation of the news story. The editorial does not have to submit to the cut-off test. Common high school editorial faults are preaching, scolding, excessive abstractions, and rambling.

3. Editorial page layout

Different newspapers locate their editorial page at different places in the paper. The page make-up itself varies from paper to paper, but certain things are done almost universally. The masthead generally appears in the upper left-hand corner. This is a formal bit of information that includes the name of the paper, date of founding, frequency of publication, affiliation with press associations, and a list of the principal officers of the publication. The paper's platform or code of ethics may also be in the masthead.

The first editorial below the masthead is known as the "leader" and is concerned with the most important and timely news. The rest of the editorials fall in the order of their importance or length. Editorials may occupy from one-third to one-half of the page. Editorial fillers or liners—short unheaded paragraphs of an editorial nature—may be used in order of their decreasing size.

The right side of the page may be devoted to editorial

features—"Letters to the Editors" or "Voice of the People" or "The Public Pulse Beats"—editorial cartoons or features of a literary nature and poetry if no feature page is included elsewhere.

See student activity number 3

4. Editorial features

The general types of editorial features include the following:

a. Letters to the editor
b. Voice of the people
c. From the files (10, 20, 50 years ago)
d. Exchange editorial of the day
e. Feature cartoon
f. Health column
g. Poetry
h. Editorial feature stories
i. Syndicated matter

See student activity number 4

Student Activities

1. Editorial policy

To student.

a. By examining mastheads of various newspapers, find proof of their editorial policy. Clip what you find and paste it in your scrapbook. Find an editorial that shows the paper to be partisan. Clip and paste it under the statement of policy from that paper. Find a cartoon which you think indicates policy or partisanship.

b. Write a paper on "The Responsibility of the Editorial Writer to His Reader".

c. Come to class prepared to point out the differences in purpose and method between the editorial writer and the propagandist.

2. Editorial style

To student. Clip an editorial that you read with interest. Answer these questions in writing below the editorial after you have pasted it in your scrapbook:

a. Is the editorial written from an impersonal point of view?
b. Are sentences long or short?
c. Are paragraphs long or short?
d. What would happen if you cut off the last paragraph?
e. How many complete ideas are found in the subject matter?
f. Is the editorial preachy?
g. Indicate which paragraphs present the introduction, the body, and the conclusion of the editorial. Mark them.

Write an editorial of three paragraphs on some topic of interest to you and your schoolmates. The first paragraph is to be the introduction; the second, the body; and the third, the conclusion in which the point is made.

3. **Editorial page layout**

To student. Write out to hand in to your teacher for grading, answers to the following questions:

a. Where is your daily paper's editorial page located?
b. Where is your paper's masthead?
c. What information is contained in your paper's masthead?
d. Clip the masthead and attach it to the sheet upon which you write the answers to these questions.
e. What is your paper's policy if stated?
f. What is a "leader" editorial? A liner?
g. Clip and attach to other sheets of paper samples of other editorial page material.

4. **Editorial features**

To student. Clip for your scrapbook good examples of the various types of editorial features listed. Be sure each is properly labeled.

Evaluation

The student's ability to read editorials with an understanding of their purpose and importance and his ability to write an editorial that makes a point are evidence of his mastery of this unit.

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Unit VIII

TECHNICAL PRODUCTION AND TYPOGRAPHY

Introductory Statement

The material in this unit is designed primarily for the staff that edits a printed newspaper. However, since nearly every high school student is fascinated by a trip to a print shop, the teacher should not overlook a means of stimulating interest that will create better understanding of the technical phases of newspaper editing. Even the classes producing mimeographed papers may get some valuable pointers from a study of this unit.

OBJECTIVES

1. To understand and be able to apply balance and symmetry to newspaper makeup.
2. To become acquainted with correct practices in newspaper makeup and to learn to adapt those practices to the local school newspaper situation.
3. To learn necessary information about available type faces; measurements, sizes, and kinds of type; and the appropriateness of the various styles for the needs of the school newspaper.
4. To learn the job of the proofreader and its importance; the commonly used marks of the proofreader; and the use of those marks in editing a clean, accurate school newspaper.
5. To understand the fundamental process of engraving and to learn how to mark picture copy to indicate enlargement, reduction of cuts, and appropriate screen sizes with regard for the paper surface used in the local school newspaper.

Content and Materials

The foregoing objectives are to be achieved by means of study and discussion of type, principles of makeup, work of a proofreader, and engraving processes as presented in a number of currently available textbooks and workbooks. This unit may

be taught best by the laboratory method. Previous issues of the school newspaper, as well as exchanges and available daily papers, may be cut up to get the clippings of stories, headlines, and pictures used for practice in makeup. Criticism by both the teacher and the students then may be invited. The local printer should be asked to run off extra galley proofs of newspaper copy for practice in proofreading. If funds are available for cuts in the school newspaper, the students should use old photographs and line drawings for practice in properly "cropping" pictures to be sent to the engraver.

Student Activities

1. **Principles of Art**

   To student. Using textbook references, pictures, and various exchange newspapers, you will study the principles of art as applied to newspaper makeup. You will note and discuss such points as regular and irregular balance, symmetry, and contrast.

   To teacher. Point out special features used in newspapers to secure variety in appearance, such as cuts, boxed stories, boxed heads, and variations from the regular typography of the newspaper in both heads and body type.

2. **Information regarding type**

   To teacher. Point out information concerning type, using textbook, blackboard, and exchange newspapers for illustrative purposes. The discussion should not be too technical but should produce an understanding of basic styles of headline type, such as Roman, italics, and script; type families, such as Bodoni, Goudy, Cheltenham, Caslon; and type faces, such as light face and bold face.

   To student. You should learn to recognize several commonly used sizes of type, including 30, 24, 18, 14, 10, and 8 point type. Study the local school newspaper's headline chart. Practice identification of various styles, families, and faces in exchange and city newspapers.

3. **Principles of makeup**

   To student. Study, by means of textbook and discussion, the principles governing placement of stories on

various pages of the newspaper—front page, editorial page, and other pages containing a combination of stories and advertisements. This activity involves an understanding of comparative news values of various stories. With the help of your teacher, prepare a typical list of assignments of stories for one issue of the school newspaper. Use this list for practice in spotting stories on various pages and in definite places on certain pages.

4. **Practice in makeup**

   To student. Using the page size of the local school newspaper, draw plans for three pages: front page, editorial page, and one inside page.

   To teacher. Lead a discussion criticizing the work of various members of the class.

5. **Front page makeup**

   To student. Using a previous edition of the school newspaper, cut out all the stories, headlines, and cuts and place them in an envelope to keep them from being lost. Use this material and plan a front page of your own, pasting the clipped material on a large sheet of paper. You will think only of principles of makeup and will not attempt to produce a readable page that makes sense.

   To teacher. Criticize various pages, offering constructive suggestions. Encourage students to express their opinions.

6. **Inside page makeup**

   To student. Using the same type of material as in the previous day's assignment, plan and paste up an inside page, using some advertising material to fill part of the page.

   To teacher. Criticize various pages, offering constructive suggestions. Encourage students to express their opinions.

7. **Additional page makeup**

   To student. Using the same type of material as in the previous day's assignment, plan and paste up a front page. In this assignment, all headlines must fit the stories, and all stories must be concluded at the end of

a sentence as though the page were actually to be published.

To teacher. Criticize various pages, offering constructive suggestions. Encourage students to express their opinions.

8. **A visit to the printer**

To student. Under supervision of your teacher, you will visit the local printshop. The manager of the shop will explain various machines and their use, will point out problems that arise in connection with publication of the school newspaper, and will make suggestions to the staff about preparation of copy, preparation of the makeup dummy, and proofreading.

9-10. **To student.** As a final project on the subject of makeup, you will cut out stories and cuts from a complete previous edition of the school newspaper, throwing all headlines into the wastebasket. You will then prepare a front page for your newspaper, choosing the style of type, size, and face after study of the local headline schedule. You will write your own headlines with correct unit count for every story to be used. Heads will then be hand-printed (with no attempt, of course, to imitate the type face) on a white strip of paper cut to fit the space used by the real type, and these strips will be pasted on a large sheet of paper with stories and cuts to form a paste-up dummy of a front page.

To teacher. Criticize each page, offering constructive suggestions. Encourage students to express their opinions.

11. **The proofreader's task**

To student. Study samples of school newspapers with typographical errors that should have been caught by the proofreader. A comparison of the local school newspaper with some exchanges may be made. This exercise should help you learn to do an accurate job of proofreading, especially if the school paper suffers in the comparison. In addition, you will study and memorize the commonly used proofreader's marks.

12. **Practice in proofreading**

To teacher. Ask the printer to run off extra galleys of proofs of material for the last issue of the newspaper.

To student. Practice proofreading these galleys. Proofreading by high school students is probably done best when the students work in pairs. One person reads the copy aloud while the other reads proof. You may take turns doing the two phases of the job. All of this work is to be done under the supervision of your teacher.

13. **Checking the page proof**

To teacher. Ask the printer to run off extra copies of page proofs of the last issue of school newspaper.

To student. Practice proofreading these pages. Your teacher will point out specific items that must be checked regularly. Compare your pages with the final run of the newspaper to see whether you did as accurate a job of proofreading as the regular staff.

14. **Engraving**

To student. Study the process in making engravings.

To teacher. Show samples of halftones, zinc etchings, and mats used for casting cuts. Demonstrate how to "crop" pictures to be sent to the engraver; that is, explain features of various photos that should be included in a good cut and features that may well be eliminated, and show how to mark the selected features for enlargement or reduction in the cut to be produced.

15. **Cropping pictures**

Students will practice "cropping" various extra photos on file in the newspaper office, learning how to mark the photos that are to be enlarged and those that are to be reduced.

Evaluation

The ability of the student to plan newspaper makeup, to proofread accurately, and to edit engraving copy may be evaluated to some extent by formal tests. However, the true evaluation cannot be made until the students' work as members of the staff of the student newspaper may be seen.

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Unit IX

ADVERTISING

Introductory Statement

The purpose of a five-day course in advertising will be to prepare the student quickly for the actual job of solicitation of advertising for the school newspaper. The teacher can expect to present only the most essential information that every student advertising solicitor must have before calling on business people. The student must learn how to sell advertising principally through the "school of experience", using the facts learned during one week of study as a background for his work in the field.

OBJECTIVES

1. To understand the importance of advertising in the life of the school newspaper.
2. To master the basic selling points that every advertising salesman must know and to understand the fundamental principles of good salesmanship.
3. To learn all necessary information concerning such matters as advertising prices, advertising copy, advertising makeup, collection of accounts, and good record keeping.

Content and Materials

1. **Financial requirements of the school newspaper**

   It is important that the student should know how his school newspaper is financed. Therefore, the teacher should place a copy of the local school newspaper in the hands of each student and should lead a discussion of such items as circulation of the newspaper, costs of publication, amount of money necessary from sale of advertising, and the like.

2. **Newspaper advertising: qualities, returns, and sales prospects**

   Each student should learn something about newspaper advertising—what makes a good advertisement, what returns may be expected of advertising in the school newspaper, and what types of business houses are the best prospects for the school advertising solicitor.

3. **Basic reasons for advertising in the school newspaper**

Memorization of a sales talk is not desirable, but every prospective student salesman must thoroughly understand the basic reasons why merchants will find it profitable to advertise in the school newspaper. A combination of reading and class discussion by the students and teacher will prove definitely profitable.

4. **Records and accounts**

A simple system for keeping records of advertising copy and accounts must be worked out by every staff, based upon the needs of the individual school newspaper. Understanding of the importance of making prompt collections of all accounts must be stressed.

Student Activities

1. **Financing the publication**

To student. Study your own school newspaper with regard to financing the publication.

To teacher. Ask students to figure money needed from circulation and advertising to finance each issue. Give problems in figuring the price af advertising space in various advertisements in order to familiarize students with figures to be quoted to merchants.

2. **Advertising layout and copy-writing**

To student. Spend one day in a study of advertising copy writing. Discuss such topics as layout of small advertisements, display lines, use of borders and white space, copywriting and use of illustrations. Practice writing two or three small advertisements that might, presumably, be designed for local business firms. Learn such commonly used terms as cuts, layout, head, italics, boldface, and signature cut. Spend additional time on a brief study of makeup of the advertising section of the school newspaper.

3. **Basic selling points**

To student. During the third day discuss the basic selling points with which every advertising solicitor must be familiar. Emphasize such points as the strong reader

interest in the school publication, thorough coverage, impressionable age of high school students, influence of students on parents, and the prestige given advertising in the school newspaper. You should turn to the book, **Student Newspaper Advertising,** by Hoffman, for excellent help.

To teacher. Suggest commonly encountered objections given by merchants in refusing to advertise in the school newspaper. Ask students to attempt to work out satisfactory answers to these objections.

4. **Contacting the merchants**

To student. Study the actual work with the merchants during the fourth day. You will discuss such points as the appearance of the salesman, his preparation for selling, the approach to the merchant, and the sales presentation.

Spend some time on special selling ideas that may appeal to the merchant, such as tie-in ads, holiday advertising, and shopping columns. Study samples from other school newspapers. Turn again to **Student Newspaper Advertising,** by Hoffman.

5. **Specific preparation for sales work**

To student. Use your time during the fifth day in specific preparation for the work with merchants. Your teacher will give you a folder containing order forms or contracts; several previous copies of the school newspaper, one or more of which may contain past advertising of certain merchants; and illustrations of cuts available in the school files. Work out a list of prospects to be contacted. Make up this list from previous records from last year's copies of the school newspaper and from your own knowledge of the business district. You may wish to work in pairs until the first feeling of uncertainty or nervousness wears off.

Evaluation

The pupil's attention to details in his work as a salesman, his initiative, resourcefulness, and dependability will serve as

an excellent measure of his mastery of the fundamentals of successful advertising salesmanship.

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