

A CLASS PLAN FOR A JOURNALISM  
COURSE IN JUNIOR COLLEGES

Thesis for the Degree of M. A.  
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JUDITH LUCILLE BURKEN  
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## ABSTRACT

### A CLASS PLAN FOR A JOURNALISM COURSE IN JUNIOR COLLEGES

By

Judith Lucille Burken

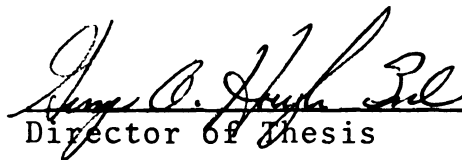
In junior colleges today many journalism teachers are drafted from the ranks of disciplines other than journalism and told to teach a course that will provide student reporters for the college newspaper. This instructor has little or no educational background or professional experience in the journalistic field and is not prepared to teach a journalism course.

This thesis sets forth some suggestions and offers some materials to help this instructor teach a class in news writing. Included in the thesis are lists of films for class use and exercises to teach the principles of observation, suggestions for selection of texts for the course, tips on the teaching of writing leads using the local newspaper as a guide, and the text and how to expand the story lead into the complete news story.

Judith Lucille Burken

Samples of student-written assignments and instructor keys are included as well as sample tests to be given on text materials. An annotated bibliography is appended to the thesis.

Accepted by the faculty of the Department of Journalism,  
College of Communication Arts, Michigan State University,  
in partial fulfillment of the requirements for the Master  
of Arts Degree.

  
\_\_\_\_\_  
Director of Thesis



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Judith Lucille Burken

A THESIS

Submitted to  
Michigan State University  
in partial fulfillment of the requirements  
for the degree of

MASTER OF ARTS

School of Journalism

1972

This thesis is dedicated to all my former journalism students in the Clinton, Iowa, Job Corps who introduced me to teaching and who helped in the testing of much of the material contained herein.

## ACKNOWLEDGMENTS

Special thanks to Edgar Eaton, past president of the Junior College Journalism Association, for assisting me in preparation of this thesis, and my parents, Mr. and Mrs. C. O. Burken, for their words of encouragement.

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## CHAPTER I

### INTRODUCTION

Junior college journalism today is like a river of flotsam and jetsam occasionally stirred by a national or state-conducted survey. The programs' merits and demerits are sorted, sifted, weighed, compared, and displayed in a report that is out-of-date as soon as it rolls off the printing presses. And the myriad journalism programs settle back into the murky depths of junior college academia and continue to stagnate.

While many words are written about the current state of the junior college program, little is being done to change the existing stagnation into a fast flowing current of fresh, innovative ideas and teaching methods. It is the purpose of this thesis to help initiate some momentum in this direction.

In 1967, a national study of junior college journalism was conducted by Lester Benz of the University of Iowa.<sup>1</sup> The results of the Benz study were published in Journalism

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<sup>1</sup>Lester G. Benz, "Journalism Teaching in the Junior Colleges," Journalism Quarterly, 44, No. 1 (Spring, 1967), 118-122.

Quarterly and have since been widely quoted and printed in various journalism publications, providing a base for a number of master of arts theses.

Several of Benz's observations made in 1967 remain true today. He wrote that "junior college journalism is drifting aimlessly with little indication that many of the schools have planned programs to meet specific objectives." In support of this statement, Benz noted that in many junior colleges journalism courses served only to staff school publications.

A 1972 national survey of junior college journalism programs, conducted by Frank Deaver of the University of Alabama, concurred with the earlier findings by Benz.<sup>2</sup> Referring to the Benz study and its findings that many course offerings in junior colleges served merely to furnish college newspaper staffs, Deaver said.

"Although many junior college people took exception to what they thought too sweeping an indictment," his (Benz) findings and others--including this study--reveal that such is all too often the case.

A Michigan study of junior college journalism programs, undertaken by Neal Bandlow for his master of arts

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<sup>2</sup>Frank Deaver, Journalism and Student Publications in American Junior Colleges, Research commissioned by Junior College Journalism Association, University of Alabama, August, 1972 (Dallas, Texas: Taylor Publishing Co., 1972).

thesis in journalism at Michigan State University, further bore out Benz's contention.<sup>3</sup> Bandlow reported that "83 percent of the junior colleges in Michigan offered journalism courses to help publish the college newspaper."

Since national emphasis has been placed on production of a college newspaper by junior college journalism students, a look must be taken at the kind of program the journalism student is enrolled in and the qualifications of the journalism instructor.

Deaver, in his study, reported that:

. . . journalism departments in senior institutions have noted that many junior college transfers, some having as much as twelve hours credited to them in journalism, still lack the knowledge that should be associated with the credits on their transcripts. They may also take note of junior college publications that bear their own testimony of limited journalistic instruction. And, upon further inquiry, they may find inadequately trained teachers assigned to instruct journalism, or pitifully inadequate funding made available for journalism.<sup>4</sup>

From his Michigan study, Bandlow concluded that "it is assumed that students in junior colleges may fulfill journalism course requirements by working with the college newspaper . . . ."<sup>5</sup>

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<sup>3</sup>Neal Bandlow, "An Assessment of the Statures of Journalism Education in Junior Colleges in Michigan: A Survey of Teachers and Administrators" (unpublished Master's thesis, Michigan State University, 1972).

<sup>4</sup>Deaver, "Journalism in American Junior Colleges," p. 7.

<sup>5</sup>Bandlow, "Journalism Education in Michigan Junior Colleges," p. 44.

What does this mean to the junior college student who is thinking of taking some journalism courses and wants to transfer to the four-year college to receive a bachelor of arts degree in journalism? Deaver states that:

It should be made abundantly clear that these dismal characteristics are not found in all junior colleges. Unhappily, however, there is enough evidence of such inadequacies that senior institutions have reacted, in some cases, by questioning transfer journalism credits from all junior colleges. This poses an unfair burden upon these two-year schools--and their students--where quality journalistic instruction is the rule. For the senior institution, though, the task of separating valid from worthless journalism credits is virtually impossible.<sup>6</sup>

If nationally it is found that junior college journalism programs are not adequately preparing students for senior college programs, who is to blame? Benz in his survey found that in 1967 "one-fifth of the junior college journalism teachers have never taken a journalism course themselves in college and nearly half have earned fewer than 15 semester hours of credit in journalism."<sup>7</sup>

Deaver's 1972 study stated:

When journalism department heads in senior institutions discuss junior college journalism transfers, they inevitably complain that junior college journalism teachers in the two-year institutions have their highest degree from a field other than journalism. All too frequently they have little or no academic training or media experience to prepare them for teaching journalism.<sup>8</sup>

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<sup>6</sup>Deaver, "Journalism in American Junior Colleges," p. 7.

<sup>7</sup>Benz, "Journalism Teaching," p. 118.

<sup>8</sup>Deaver, "Journalism in American Junior Colleges," p. 10.

Bandlow's Michigan survey revealed that:

. . . two out of three teachers have not majored, minored or taken a single course in journalism in college. Moreover 50 per cent of the teachers have taken less than ten credit hours in journalism. Seemingly, most journalism teachers in junior colleges in Michigan are far from qualified."<sup>9</sup>

Other research in the area of junior college journalism teacher preparation bears out these findings. They report that most junior college journalism programs are taught by instructors with little or no formal journalism education or experience qualifications in journalism.<sup>10</sup>

Thus the problem is stated. Nationally, junior college journalism programs are shotgun efforts at best in educating and training future journalists and the crux of the problem is the inadequately prepared journalism instructor.

Next comes the question: Should an effort be made to upgrade the junior college journalism program? Will the media hire qualified, two-year journalism graduates? One answer to the question was provided by Paul S. Swensson, former executive director of The Newspaper Fund, in an address to the 1967 convention of the Association for Education in Journalism.<sup>11</sup>

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<sup>9</sup>Bandlow, "Journalism Education in Michigan Junior Colleges," p. 33.

<sup>10</sup>Fred A. Barfoot, "English Departments Run Most Journalism Courses," Journalism Educator, XXVI (Fall, 1971), p. 26.

<sup>11</sup>Speech delivered by Paul S. Swensson, Temple University, at the 1967 convention of the Association for Education in Journalism at the University of Colorado, Boulder, Colo.

Swensson said that many community newspaper publishers cannot afford the salaries commanded by graduates of four-year colleges. Nor can they offer the more challenging kinds of reporting that may be found in the metropolitan areas. As a result, Swensson said, employer pressure, particularly from the community newspapers, would force increased offering of a terminal two-year college journalism program.

In a survey of California newspaper editors, 80 per cent of the editors of weeklies and 77 per cent of the editors of dailies said they would hire junior college graduates with Associate of Arts degrees in journalism. A majority of daily and weekly editors said they would pay the same starting salaries to junior college graduates with similar ability as graduates of four-year schools.<sup>12</sup>

What kind of man or woman should the junior college send to the news editors? One theoretical answer was supplied by Carol Hilton, a journalism instructor at the University of Washington, who suggests that the junior college

Offer a two-year journalism program designed to produce a sort of journalism technician equipped, if not to write political commentary or to cover foreign capitals, at least to perform yeoman service in some of the more

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<sup>12</sup>Arthur Margosian, "The California Junior College Journalism Curriculum, 1969-1970," paper presented at the Association for Education in Journalism convention, Washington, D.C., Aug. 17, 1970, p. 2.



routine journalistic assignments. Such a program ought to implement the career aspirations of would-be journalists who may lack the resources, financial or intellectual, to complete a journalism program at a four-year institution.

It might, one would suspect, relieve the four-year institutions of many students who are unlikely to complete the baccalaureate program.

And it should do a good deal to help meet the all but insatiable demands of the nation's newspapers for more staffers.<sup>13</sup>

The unfortunate aspect of the preceding answer is that it's only a good theory. Where are the tools and resources? Where is the advice needed to implement such a program in the average junior college? This is the dilemma facing most of the junior colleges across the nation. Studies have pinpointed the weaknesses in the junior college journalism programs. Ultimate goals for better junior college journalism programs have been presented. But where in that gulf between the problem and the goal lies the solution?

This study is one attempt at helping to find that middle ground called a solution. As a journalism instructor teaching in a junior college of 2,300 students, the writer has encountered problems in organizing and teaching a journalism curriculum that are not unlike thousands of other journalism instructors. This thesis will attempt to

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<sup>13</sup>Carol Hilton, "Journalism Education and the Two-Year College," (unpublished paper, University of Washington, July, 1969), pp. 12-13.

set-up some guidelines and resource hints and examples for the teaching of journalism at the junior college level.

The Junior College Journalism Association founded in 1968 is made up of men and women who have taught or are currently teaching journalism in a junior college. Among the organization's objectives is the upgrading of journalism in the junior college and the formulating of a set of standards for junior colleges to apply in their programs. The association's goal is to eliminate, whenever possible, the shotgun approach to teaching journalism in the junior college and to bring Carol Hilton's theory to full realization.

To achieve its goals, the association offers the advice and counseling of its members, course outlines for a survey of mass communications, news writing and copy editing. And in September, 1972, the association released its "Report of the Joint Committee on Standards and Evaluation for Transfer of Junior College Journalism Credits" in which are contained guidelines for adequate instruction, curriculum, and resources.<sup>14</sup> But for all this, there still exists a gap between the journalism program consisting of one course taught by a drafted English instructor who also doubles as

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<sup>14</sup>Junior College Journalism Association, Association for Education in Journalism, "Report of the Joint Committee on Standards and Evaluation For Transfer of Junior College Journalism Credits," Carbondale, Ill., Aug, 1972, p. 3.

the college newspaper adviser, and the polished junior college journalism program that meets the standards set up by the Junior College Journalism Association, and produces a student of the qualifications outlined by Carol Hilton.

It is for that middle-of-the-road person in journalism teaching that this thesis is written.

### A Beginning

Since a majority of one-course journalism programs in junior colleges exist solely to provide a staff for the college newspaper, it should follow that the one course taught must be in news writing.

For an English instructor turned journalism instructor this might seem like the last course to be taught. A bachelor of arts degree in journalism and some professional experience may make the teaching of such a class easier; but with the right tools the class can be taught by an English teacher or any other teacher who draws the assignment. After all, isn't effective use of the English language in communication what American journalism is all about?

The emphasis in this study, therefore, will be on helping the "non-journalist" journalism teacher prepare his or her one class in such a way that the college paper will have a staff and the student who wishes to transfer to a

four-year college and continue in a journalism program will receive a basic journalism reporting course and transferable credits.

To insure transfer of the journalism credit, close coordination with a senior college journalism department on transfer requirements is necessary. Most junior colleges can pinpoint the four-year college or university to which the majority of its journalism students will transfer and in turn work with this institution on the transfer program requirements. A telephone call or letter will get the journalism instructor the needed information in most cases.

In Michigan, five senior colleges offer bachelor of arts degrees in journalism. They are Michigan State University, The University of Michigan, Eastern Michigan University, Central Michigan University, and the University of Detroit.

In Bandlow's study of Michigan junior college journalism programs, he found that fifteen of the twenty-three schools offering journalism instruction have a transfer-oriented program.<sup>15</sup> One junior college offers only a terminal or career program and seven of the junior colleges offer both transfer and terminal curricula.

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<sup>15</sup>Bandlow, "Journalism Education in Michigan Junior Colleges," p. 46.

After determining that a journalism course is to be taught and if in agreement that the course most likely to help put out the school paper and start the student on a journalism career is one in news writing, a course description must be written.

At Kellogg Community College in Battle Creek, where the author teaches, the news writing course bears that title and carries three semester hours of credit. It has no prerequisites. Its content is described as offering:

The fundamental principles of gathering and writing news with emphasis on observation, organization, writing and editing of materials for mass media. Lessons consist of writing from simple fact sheets to practice in news gathering techniques. Students have a variety of writing experiences in straight and feature news writing. Class members work on the Triad.

The Triad is the Kellogg Community College newspaper. No separate credit is given the student for work on the newspaper.

Now that the course description is down on paper, the next step is to find and equip a room in which to teach the class. The course must be taught with the use of typewriters. The college's typing instructor may be switching to electric typewriters, as was the case at Kellogg, and the department may be willing to let the journalism instructor have his discarded manual typewriter.

The room in which the journalism class is to be taught should have typing tables and secretarial chairs.

Most will not. At Kellogg, long tables similar to those found in biology laboratories and straight-back office chairs are used. The same arrangement is found at Michigan State University in its news reporting laboratories.

The Junior College Journalism Association offers as minimum suggested guidelines for furnishing a news writing laboratory the following:

- a. a phone in the newsroom (reporting/editing lab) for checking stories;
- b. one typewriter per student in each laboratory or newsroom reporting situation.
- c. basic references including dictionary, style book, thesaurus, campus directory, phone directory, atlas, quotation source book. These references to be located in the area of the reporting/editing lab.:
- d. representative newspapers for study and comparison;
- e. in the event that copyreading and headline writing are offered, wire copy should be available for student use; if photography is offered, cameras and enlargers should be available for weekly use by each student enrolled;
- f. basic requirements would also include a publication outlet for student-produced news copy.



These are the ideal furnishings for the junior college news writing room. The more realistic room setting for the junior college offering a journalism class might be a shared room arrangement with the business department. This was the arrangement at Kellogg for the first semester of this writer's teaching. Then came the switch to electric typewriters and the gain of the manual typewriters, but the loss of the room.

The dictionary may be of the pocket variety that retails for about ninety-five cents. A newspaper style book can also be purchased. It is discussed in Chapter IV. The other materials, if available, should be used, but are not necessary for the running of the class.

Now, the next challenge must be faced, how to teach the course.

## CHAPTER II

### THE NEWSWRITING CLASS SYLLABUS

The following syllabus for a course in news writing is designed for use in a semester consisting of thirty-four class meetings of one and a half hours each. While this thesis is based on the availability of news source material for the design of individual writing assignments and reporting exercises, the use of a reporting workbook may be used.

To present a workable syllabus for most users, workbook exercises from James Julian's Practical Newswriting Assignments for Reporters are cited in the syllabus. Other books referred to are Reporting Today: The Newswriter's Handbook, by M. L. Stein and Grammar For Journalists, by E. L. Callihan. More complete information about these texts is given in Chapter V.

Discussion topics referred to in the syllabus may be backgrounded from Mitchell V. Charney's Reporting--described in Chapter V--or one of the texts listed in the annotated bibliography in Appendix B.

An optional first class exercise introduces class members to one another and provides the instructor with a biographical sketch of each student. The class is paired

off. Within the pairs the students introduce themselves and take notes on what they can learn about the other person. The students then write a paragraph or more about the person each has met. The papers are exchanged within the original pair, checked for accuracy, initialed by the reader, and returned.

The two students are now paired with another two students who interviewed each other. One student introduces the person about whom he wrote the paragraph to the two new students and so it goes until each of the four students has been introduced.

In writing the paragraph the students should be told to write it as they think a news story should be written. The paragraph will serve the dual purpose of providing a character sketch of the student for the instructor and also give the instructor an indication of the writing abilities of the students.

Also in the first class, the instructor may wish to introduce himself and explain his educational and professional background. This serves to acquaint the class with the instructor and establishes initial rapport with the students.

These introductory exercises may constitute the first class meeting.

## The Syllabus:

## Class 2: Sharpening the Senses

- Discussion: Importance of use of senses by reporter and need of reporter and news source to have communication consensus. Use of dual image picture. (See thesis, Chapter III, p. 25, Figure 1.)
- Handout: Illustration of two men discussing a pet. (See thesis, Chapter III, p. 29, Figure 2.)
- Film: "Specific Is Terrific". (See thesis, Chapter III.)

## Class 3: Feedback Exercises

- Discussion: Emphasize importance of giving and getting specific details. (See thesis, Chapter III.)
- Exercise: Student gives directions to class on construction of geometric designs. (See thesis, Chapter III, and p. 32, Figure 3.)

## Class 4: News Source Credibility

- Discussion: The introduction of the texts to be used in class. Explain to students how personal involvement and biases affect individual's credibility.
- Film: "Eye of the Beholder"
- Assignment: Practical News Assignment text: pp. 7, 8, 9, 10. For assistance students should consult the text: Grammar for Journalists.

## Class 5: Grammar Exercises

- Assignment: Practical News Assignment: pp. 11, 12, 13, 14, 15, 16, 17, 18. Grammar for Journalists should be consulted for help. May wish to divide exercise into class and homework. Class work should be corrected in class allowing students to correct errors in homework.

## Class 6: Test on Grammar

Assignment: Practical News Assignment: pp. 19, 20.  
Allow use of Grammar for Journalists.

Discussion: Copy editing symbols--their need and use. Text: Reporting Today: The News-writer's Handbook, p. 82, "Copy Markings."

Assignment: Practical News Assignment: pp. 21, 22.  
Handbook: read Chapter V, pp. 78-87.

## Class 7: Copy Symbols and Editing

Discussion: Importance of conciseness in news writing. Use of Associated Press Stylebook and Kellogg Community College supplement sheet. (See Appendix E in the-sis.)

Assignment: Practical News Assignment: pp. 23, 24, 25, 26, 27, 28.

## Class 8: Grammar, Punctuation, Fact, Spelling, Application

Assignment: Practical News Assignment: pp. 29-30, 31, 32. Correct and discuss in class.

Handbook: Read Chapter III, pp. 27-46.

## Class 9: Evaluating News

Discussion: What is news, its qualities and characteristics?

Assignment: Practical News Assignment: pp. 33, 34, 35, 36, 37, 38, 39-41, 43, 44. Complete as many as possible in class and discuss. Others should be completed for homework.

## Class 10: The Lead

Discussion: What is the lead in a news story? The inverted pyramid and its purpose. Various kinds of leads. How to select the right lead. Distribute sample lead. (See Chapter VI, pp. 57, 58, "The lead in the news story," and "Checklist for Writing Leads.")

Assignment: Practical News Assignments: pp. 47-52.

Mitchell V. Charnley's Reporting: Read Chapter XII, pp. 166-188.

Class 11: Leads (Con't.)

Practical News Assignment: pp. 53-57; 61-63; 65-67; 69.

Handbook: Read Chapter IV, pp. 47-77.

Class 12: Writing the News Story Lead

Assignment: Practical News Assignment: p. 71.  
Write leads only for Nos. 2 and 3. To be done in class.

Discussion: Copy preparation.

Handout: Copy preparation guide. (See thesis, Chapter V.)

Discussion: Student written leads for Nos. 2 and 3.  
Handout instructor-written guideline leads.

Class 13: Lead Writing (Con't.)

Assignment: Practical News Assignment: p. 72.  
Write leads only for Nos. 2 and 3. To be done in class.

Discussion: Student leads Nos. 2 and 3 and handout instructor guideline leads.

Class 14: Writing the News Story

Assignment: Distribute fact sheet on house fire.  
(See thesis, Chapter V.)

Discussion: Student's stories done in class. Handout guideline story.

Assignment: Distribute fact sheet on dog show.  
(See thesis, Chapter V.)

Class 15: Writing the News Story (Con't.)

Discussion: Feature story and the straight news story.

Assignment: Practical News Assignment: p. 71, Nos. 1 and 4. Read Chapter VI in Handbook, pp. 88-101.

Class 16: Test on Lead Writing

Distribute test on Chapter XXII in Charnley's Reporting. (See thesis, Appendix D.)



Discussion: Students' stories, p. 71, Nos. 1 and 4. Handout guideline stories.

Assignment: Practical News Assignment: p. 72.  
Write stories for Nos. 2 and 4.

Class 17: News Story Writing (Con't.)

Discussion: Students' stories, p. 72, Nos. 2 and 4. Handout guideline stories.

Assignment: Practical News Assignment: p. 73,  
Nos. 1, 2, 3.

Class 18: News Story Writing (Con't.)

Discussion: Students' stories, p. 72, Nos. 1, 2, 3. Handout story guidelines.

Assignment: Practical News Assignment: p. 74,  
Nos. 1, 3, 4.

Class 19: Writing the Simple Story

Discussion: Students' stories, p. 74, Nos. 1, 2, 3. Handout guideline stories.

Assignment: Practical News Assignment: p. 75,  
Nos. 1, 2, 3. Read Chapter VII in Handbook.

Class 20: Simple Story (Con't.)

Discussion: Students' stories, p. 75, Nos. 1, 2, 3. Handout story guidelines.

Assignment: Practical News Assignment: p. 76,  
Nos. 1, 3, 4.

Class 21: Simple Story (Con't.)

Discussion: Students' stories, p. 76, Nos. 1, 3, 4. Handout story guidelines.

Assignment: Practical News Assignment: p. 77,  
Nos. 1, 3, 4.

Class 22: Simple Story (Con't.)

Discussion: Students' stories, p. 77, Nos. 1, 3, 4. Handout story guidelines.

Assignment: Practical News Assignment: p. 78,  
Nos. 1, 2, 3, 4.

Class 23: Lead Evaluation

Discussion: How to make news writing judgments. Students' stories, p. 78, Nos. 1, 2, 3, 4. Handout story guidelines.

Assignment: Practical News Assignment: pp. 79, 80.

Class 24: Quiz

Assignment: Test on text Chapters III, IV, V, VI, VII. (See thesis, Appendix D.)

Discussion: Lead evaluations, Practical News Assignment, pp. 79, 80.

Class 25: Reporting Illnesses and Deaths

Discussion: Acquaint students with the problems and ethics of writing about illnesses and deaths.

Assignment: Distribute obituary data sheets and sample obituary. (See thesis, Chapter V.) Provide obituary fact sheet for Kathleen Lester. (See thesis, Chapter V.) Write story in class.

Discussion: Students' stories. Handout story guidelines.

Class 26: Illnesses and Deaths (Con't.)

Assignment: Practical News Writing Assignment: p. 83, Nos. 5, 6; p. 81, No. 2.

Discussion: Students' stories done in class. Handout story guidelines.

Class 27: Illnesses and Deaths (Con't.)

Assignment: Practical News Assignment: p. 82, No. 3; p. 83, Nos. 7, 8. Complete stories in class.

Discussion: Students' stories. Handout story guidelines.

Class 28: Illnesses, Deaths (Con't.)/Lead Evaluation

Assignment: Practical News Assignment: p. 84, No. 10; (leads) pp. 85, 86.

Discussion: Students' stories. No. 10 done in class and handout story guidelines.

Class 29: Lead Evaluation (Con't.)

Assignment: Practical News Assignment: pp. 89, 90;  
p. 87--select preferred term; p. 91--  
editing exercise. Do in class.

Discussion: Students' assignments.

Class 30: Clear Writing

Discussion: Readability and how it applies to the  
journalist.

Assignment: Practical News Assignment: p. 95, Nos.  
1, 2, 3.

Class 31: Clear Writing (Con't.)

Discussion: Students' assignments, p. 95, Nos. 1,  
2, 3.

Assignment: Practical News Assignment: p. 96, Nos.  
4, 5; p. 98, No. 4. Read Chapter VIII  
in Handbook.

Class 32: Covering Meetings and Speeches

Discussion: Introduce students to the techniques  
of covering meetings and speeches.

Assignment: Practical News Assignment: p. 109, Nos.  
1, 2.

Class 33: Meetings and Speeches (Con't.)

Discussion: Students' stories, p. 109, Nos. 1, 2.  
Handout story guidelines.

Assignment: Practical News Assignment: p. 110,  
Nos. 3, 4. Do in class.

Discussion: Students' stories, p. 110. Handout  
story guidelines.

Class 34: General Semester Wrap-up

Discussion: General wrap-up of semester with ques-  
tion and answer session.

Final Examination: Sample test is located in  
Appendix D.

## CHAPTER III

### PREPARING THE REPORTER

This chapter offers some suggestions for preparing the student to gather information through the sharpening of his perception of the world around him and the people in it, and explanations of how these methods work in the classroom and some results.

Any person who expects to have to report an experience to someone else will usually try to be more observant than usual so as to answer any questions that might arise. An example of this would be the experience of a person selected to represent a group at a national meeting. Knowing he will be expected to give a report on what he has seen and heard, the representative will probably take notes, perhaps take pictures, and collect handout materials to bring back to the other members of his organization.

The reporter is no different. He must use all his senses to help get all the facts about a story. The greatest aids to a newsman are, of course, his eyes and ears. Teaching the beginning reporting student to use these two assets to their fullest is the goal of several exercises.

Many students assume that everyone else perceives and shares thoughts just as he does. A second misconception is that the transmission of one's thoughts to other persons is a simple process requiring only a few words spoken or written. The student forgets that words have symbolic meanings for the listener or reader as well as actual meanings.<sup>16</sup>

The problem of arriving at a consensus on the subject to be discussed is one which two Michigan State University professors in the Department of Communications are working.

The two, Donald Cushman and Gordon Whiting, have written that

In order for the participants in a communications system to engage in the transfer of symbolic information, they must achieve consensus regarding the symbolic patterning of information at one or more of the following levels of content rules (1) Consensus regarding the naming of a concept; (2) Consensus regarding the attributes of a concept; or (3) Consensus regarding the function of a concept.<sup>17</sup>

An exercise to illustrate these principles for beginning reporting students is the showing of a picture of

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<sup>16</sup>Kenneth Burke, Language As Symbolic Action (Los Angeles: University of California Press, 1966), p. 362.

<sup>17</sup>Donald Cushman and Gordon Whiting, "An Approach To Communication Theory: Toward Consensus On Rules," (paper presented to the Rhetorical and Communication Theory Division of the Speech Communication Association, San Francisco, Calif., 1971), p. 11.

a woman<sup>18</sup> (Figure 1) to the students and then asking them to write down at least three attributes or characteristics of the woman shown in the picture. Next the students are asked to write down what station in life the person represented in the picture might hold.

The picture represents two distinct women. One is old and typifies the old hag stereotype. The other woman is young and haughty. It all depends on how one views the picture.

In classroom use, the students most consistently see the old woman first. A sampling of student responses in a class at Kellogg Community College brought responses to questions of characteristics as: masculine, downtrodden, unhappy, simple-minded, poor, tired, lost, lonely, and obese. The matching occupations included: scrub woman, chimney sweep, laundress, fortune teller, newsstand proprietress, cook, nurse, and pharmacist.

Of those students who first saw the young woman, the adjectives they used to describe her included: haughty, arrogant, proud, uppity, rich, beautiful, and striking. Her station in life was denoted as a society woman, debutante, executive wife, playgirl, and woman's club president.

This exercise is designed to illustrate the fact that the same situation can hold two completely different

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<sup>18</sup>Picture used with permission of Dr. James Page, College of Education, Michigan State University.



Figure 1. Dual image picture.

meanings for two persons. Before any communication about the woman can take place, the people involved must agree as to what they see. In other words, a consensus must be reached through the establishment of common content rules for the symbolic transfer of information.

Cushman and Whiting point out that a minimum degree and level of consensus is needed in order to communicate--much as when two acquaintances meet on the street and exchange greetings and a comment on the weather--but as the need for effective communication increases so does the degree of consensus and the degree of formalization of rules.<sup>19</sup> For example, a man in an airport control tower talking down an inexperienced pilot who is attempting an instrument landing must have a clear understanding of the situation, i.e., the weather, the airplane and abilities and attitude of the pilot, before he can coach the pilot in each maneuver necessary to land the plane.

For the reporter to accurately convey to his audience the events that he sees, a high degree of coordination between news source and the reporter must exist. Again consider the picture of the woman to illustrate this point.

After the students have compiled their list of characteristics to describe the woman they saw, the students are

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<sup>19</sup>Cushman and Whiting, "Approach to Communication Theory," p. 14.



told they will be graded on how many characteristics they have selected match those written down by the instructor. If all the students have selected the same image--old woman--a verbal listing of the opposite image--young woman--can be given. If a division in the selection occurs among the students, the instructor may pass out checksheets to the students listing the characteristics of the female image they did not select.

In using the dual picture in the classroom, this writer found that no student will see the dual image without first being told about it. The student has assumed that he and the instructor saw the same picture. The student did not establish the degree of formal rules--making sure that he and the instructor saw the same image--needed for this level of communication.

In learning to be a reporter, the student must learn never to assume that what he senses about a situation is what the person to whom he is talking senses also. Assuming a fact is the capital sin of journalism. An individual brings to a communication situation a set of rules. Other individuals bring somewhat different sets of rules. The rules brought to the situation will depend on each person's background. Through an initial exchange of information--questions asked by the reporter whenever a possible area of

confusion arises in talking with a news source--a set of common rules are developed and applied.<sup>20</sup>

Another example of the need of transaction in reaching a consensus is the attempt to spell names correctly. The funeral director might say the dead man's name is John Smith--or was it Jon Smythe or Jahn Schmitt? If a consensus between the funeral director and the reporter is not reached, the wrong name will appear in the obituary.

No reporter can expect his readers to unravel any thread of information from a tightly knit series of assumptions, half truths, or unanswered questions.

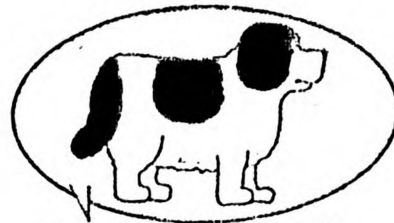
In teaching the student reporter the importance of making sure that he and his reader have a consensus, the cartoon illustrating a discussion about a pet<sup>21</sup> (Figure 2) can be used as a handout. It should be followed by the showing of the film, "The Specific Is Terrific."<sup>22</sup> This film deals with the importance of using details other than generalizations when trying to communicate. In the film, a young man in the Army writing a letter home is shown how much more interesting it becomes when specific details of

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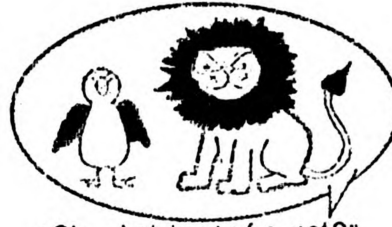
<sup>20</sup>Ibid., p. 17.

<sup>21</sup>Elaine Schuster, Innovate, An Experience Report on a Test of The Chicago Tribune Reading Program (Chicago: Chicago Tribune Co., 1971), pp. 122-123.

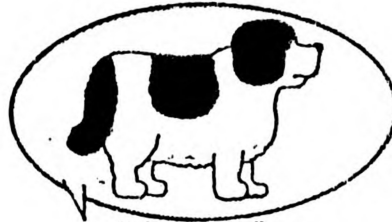
<sup>22</sup>Information on all films referred to in this Chapter may be found in Appendix A. Other audio-visual teaching related materials are also listed in this Appendix.



"I have a pet at home"



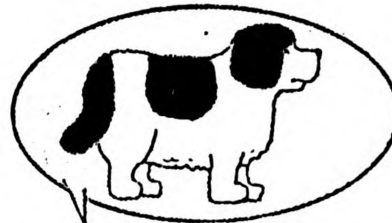
"Oh, what kind of a pet?"



"It is a dog."



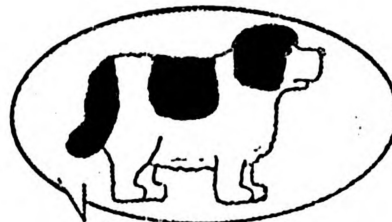
"What kind of a dog?"



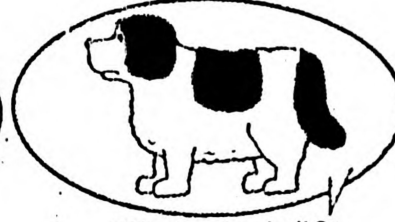
"It is a St. Bernard."



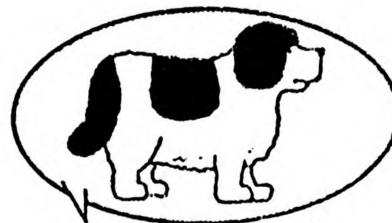
"Grow up or a puppy?"



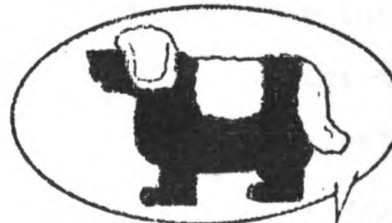
"It is full grown."



"What color is it?"



"It is brown and white."



...."Why didn't you say you had a full-grown, brown and white St. Bernard as a pet in the first place?"



...."Why doesn't anybody understand me?"

Figure 2. Pet cartoon.

his day are mentioned. A college freshman is shown why his English composition received an "F" and how easy it would be to make it an "A" paper by being specific in his attempt to verbalize the potential armed strength of the United States. The need to select the right word to project the image of which the person is thinking--a carnival ride becomes a roller coaster--is also stressed in the film. Running for twelve minutes, the film makes its point.

In relating the need to give specific details to the journalism student, the instructor should note on the student's news copy each instance in which the student generalizes or makes a blanket statement. Reminding the student of the film, when calling attention to the generalization in his copy, also reinforces the concept of being specific in news writing.

Another device to draw attention of the student to being specific in news writing is to ask for detail in the student's writing. When the student writes that the college president has an open-door policy for all who want to talk to him, ask the student if that policy means students may drop in to see the president at any time and for any reason. Is an appointment needed? Does this policy weaken the instructor, department chairmen, college dean's chain-of-command in decision making and policy rulings? Can a student with a complaint by-pass all college personnel and go straight to the president? Make the student spell out details in all his stories.

Communication researchers have developed another tool which proves effective in the training of reporters. As an experiment on feedback, the journalism instructor constructs--in advance--a series of geometric patterns on either a blackboard or a piece of paper hidden from the student's view. Then a student volunteer is asked to view and describe the geometric patterns in detail--still hidden from the other student's view--to his classmates. From the description given, the students attempt to recreate the patterns on sheets of paper.<sup>23</sup>

The sample patterns, designed by this writer, (Figure 3) were used with students at Kellogg Community College. In using sample pattern A of Figure 3, students could ask no questions of the person describing the patterns. In one class with nine students participating, two were able to recreate the pattern and seven could not. Figures 4 and 5 show samples of the misses.

When a free give-and-take between students and the volunteer describing the patterns was allowed, the instances of faithful recreation increased. Of the nine participants five were able to recreate Figure 3B. Samples of the misses appear in Figure 6. In both sessions it took fifteen minutes for the volunteer to give all the pattern directions to

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<sup>23</sup>Harold J. Leavitt and Ronald A. H. Mueller, "Some Effects of Feedback on Communication," Human Relations (1951), pp. 401-410.

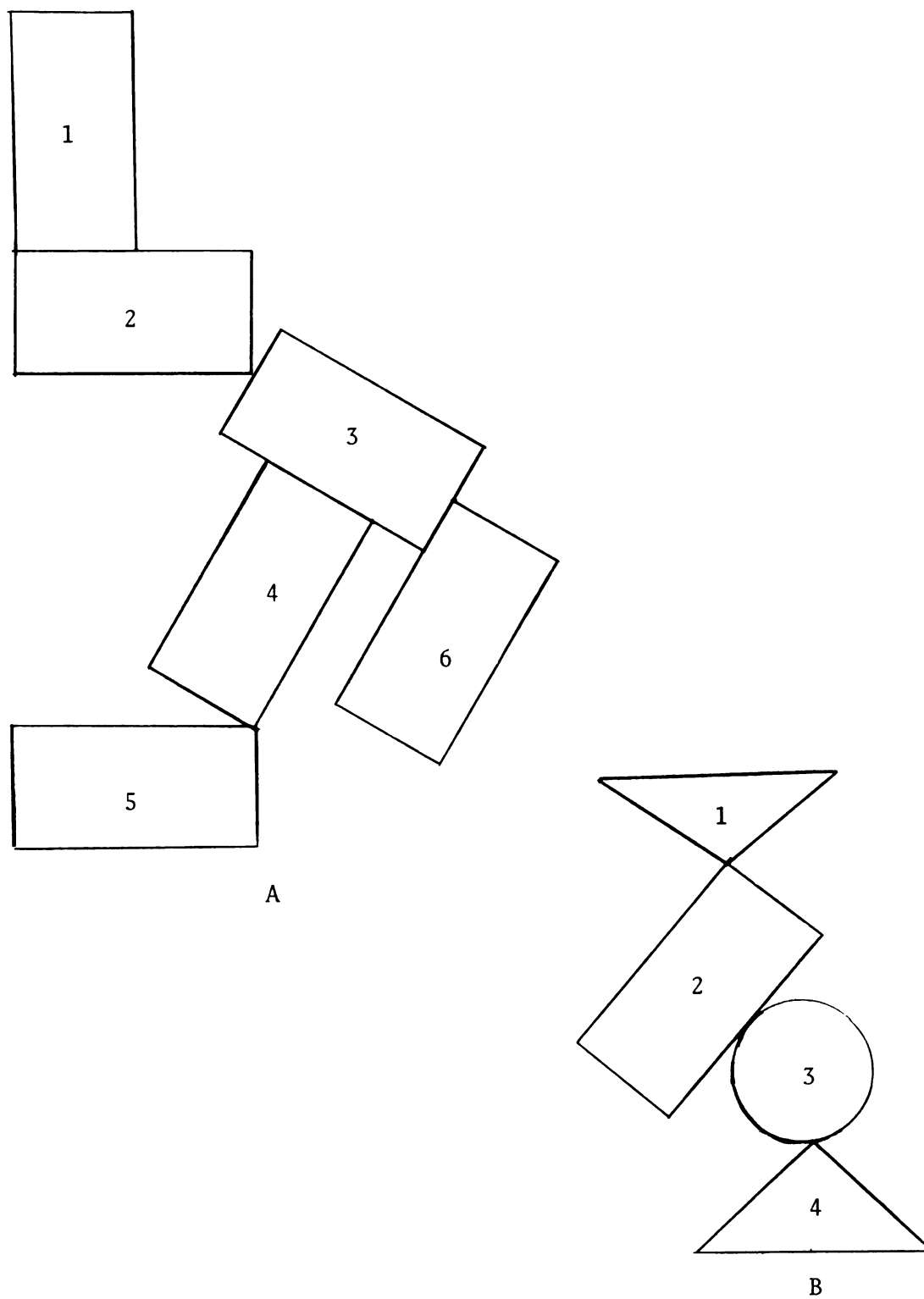


Figure 3. Correct geometric designs A and B.

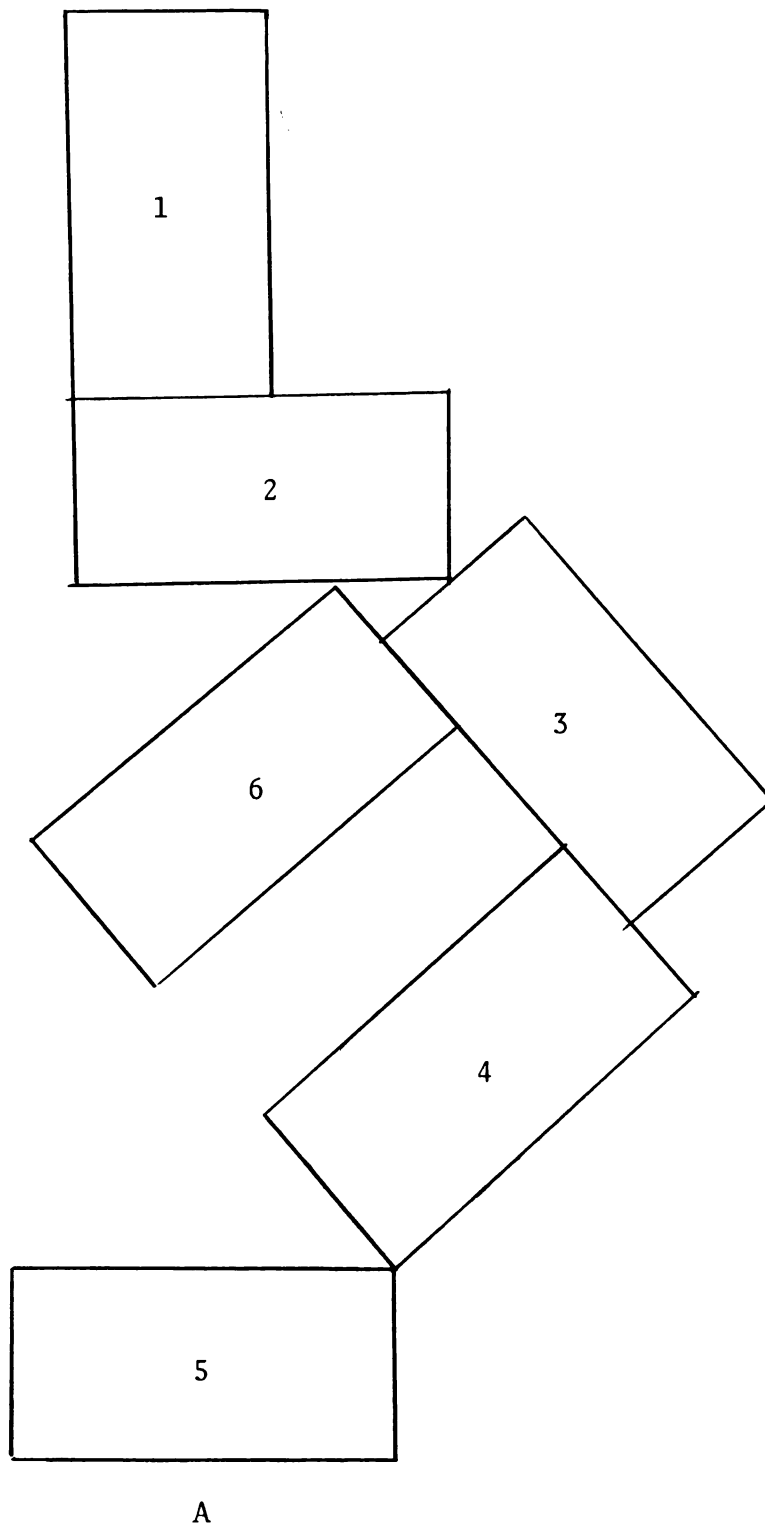


Figure 4. Incorrect geometric design A.

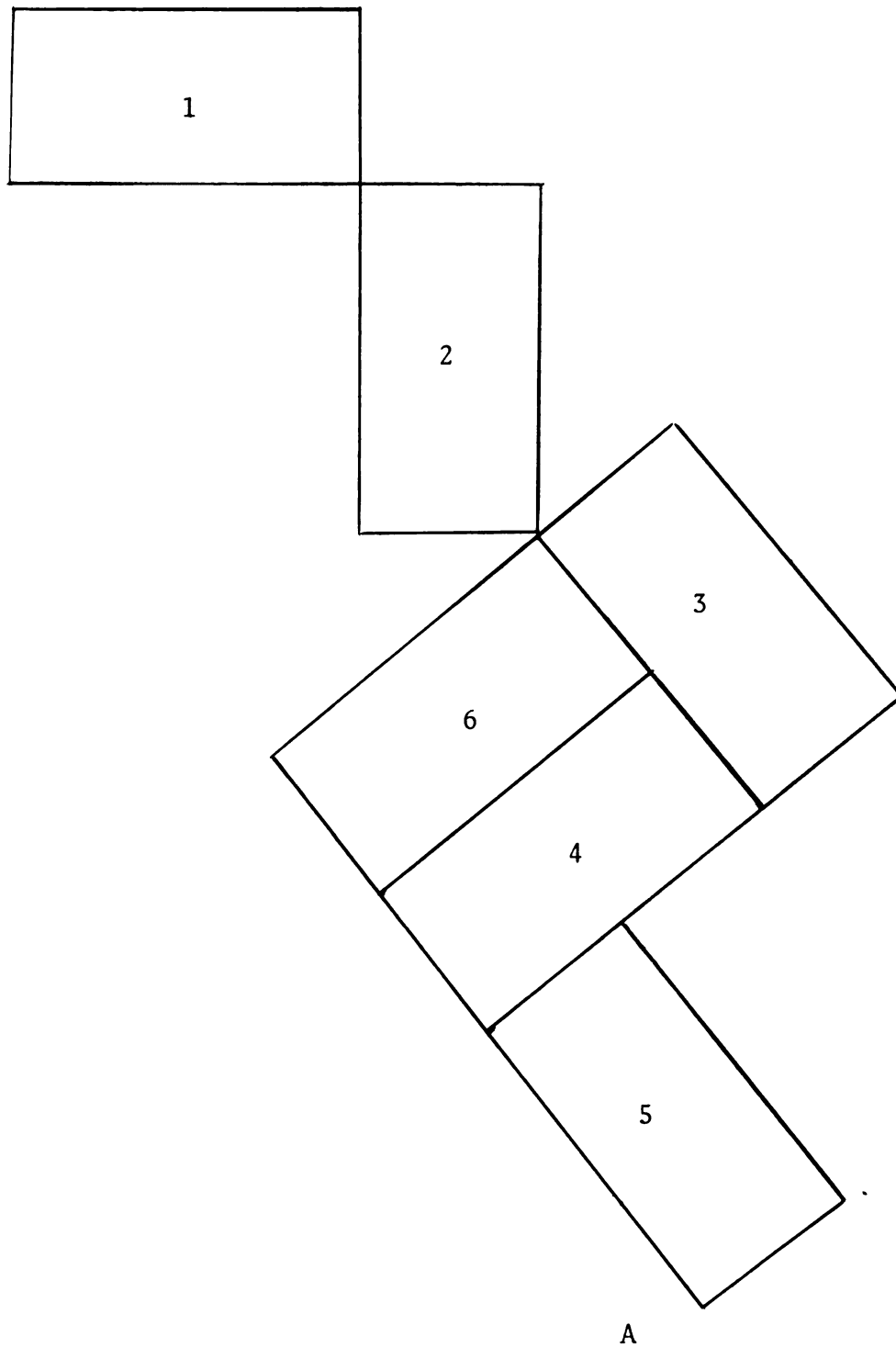


Figure 5. Incorrect geometric design A.



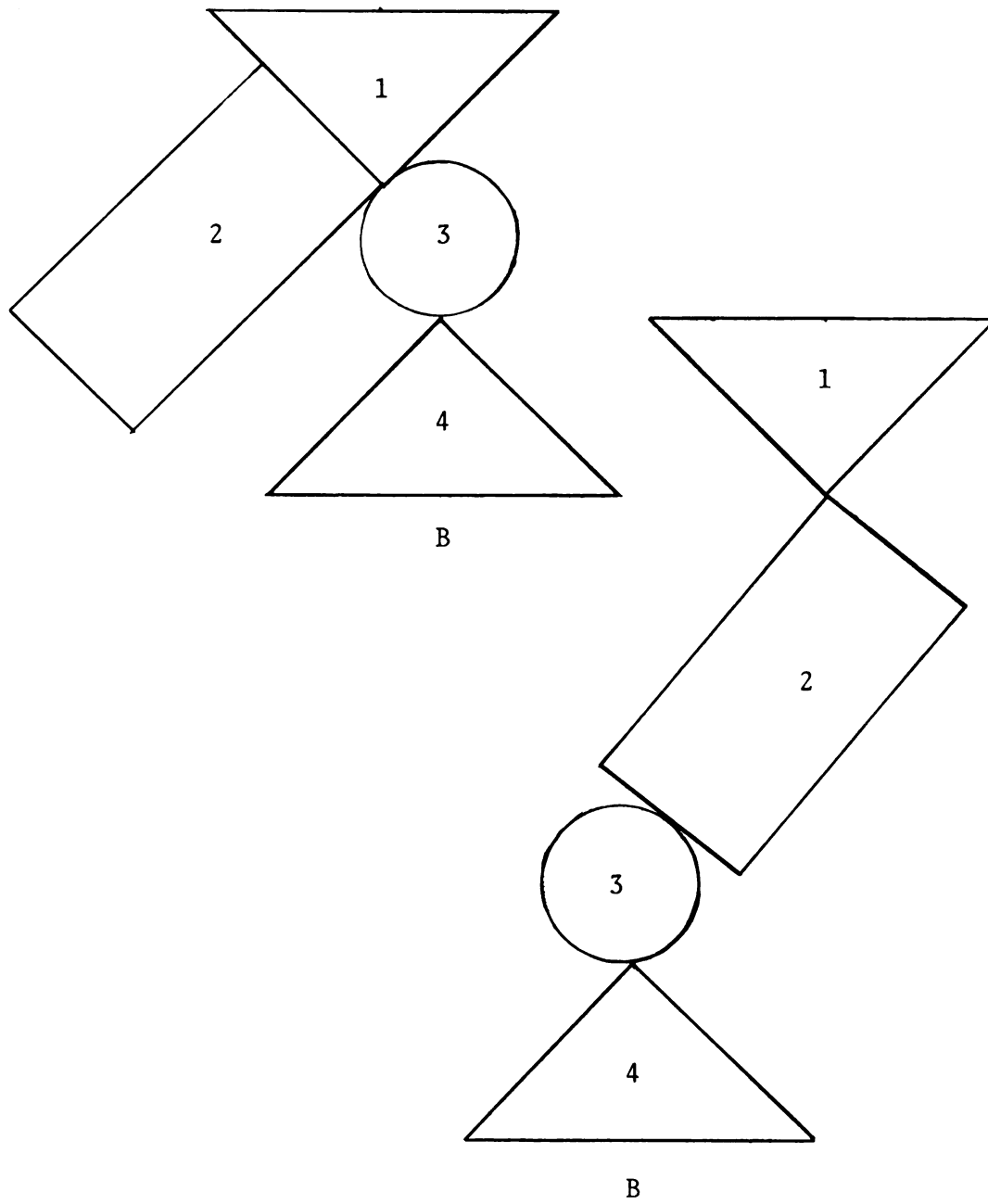


Figure 6. Incorrect geometric designs B.

the students. For the free give-and-take discussion, the students' questions filled the time. On the no-feedback session, the volunteer took more time to give his directions, often repeating himself. The use of gestures was forbidden in describing the patterns.

To relate this exercise to the training of the reporter, the student is put in the place of the interview subject or news source who tries to create verbally a picture of what he has witnessed. When the student reporter realizes from experience the difficulty in describing something as stable as geometric patterns, he will recognize this difficulty his news source is having in attempting to accurately describe what he has just seen, i.e., an accident, robbery or kidnapping. Unless the reporter looks around for corroboration he cannot be sure that he is drawing an accurate picture for his readers of what the witness saw.

A reporter learns quickly that in all people there is a number of variable factors that will affect perception of an event. In describing these variables a sociologist, who has done research in the mass communication, said:

The experimental study of human perception had revealed that the individual's values, needs, beliefs and attitudes played an influential role in determining how he selected stimuli from the environment and the way he attributed meaning to those stimuli within his acquired frames of reference once they came to his attention.<sup>24</sup>

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<sup>24</sup>Melvin L. DeFleur, Theories of Mass Communication (New York: David McKay Co., 1968), p. 121.

To the reporter this means that two witnesses standing next to each other and seeing at the same time the same incident, may give two very different versions of what happened.

To prove this point, the journalism instructor might show the film "Fidelity of a Report." This six-minute film depicts a robbery which takes place while a woman is waiting at a bus stop. A man, also at the bus stop, draws a gun and takes the woman's wallet. He, in turn, is held up by another man who escapes from the scene in a waiting car. There is one witness to the event, a man who ducks around a corner of a building as the second hold-up man enters the getaway car.

In using this film as a teaching tool, the instructor should ask a student to leave the classroom during the initial viewing of the film. When the film is completed, the student returns and members of the class are asked to tell him what they have just seen. The student, who did not see the film, asks questions of the students who did view the film and takes notes on what he is told.

After the filmed events are recalled to the satisfaction of the class, the student should read back his notes of what took place. Details of what the participants wore, their mannerisms, and number of people involved, especially with the eyewitness, who is never spotted by the viewers the first time the film is shown, should be noted. Many

students will miss the eyewitness in the second viewing. Even the sequence of the action and certain key details such as, was a man shot, are garbled in retelling.

The Kellogg Community College students who participated in the feedback sessions with the geometric patterns, viewed "Fidelity of a Report" during their next class session. Two students left the room during the initial viewing of the film. Upon their return, the students divided into two groups with each group relating its version of the film's action to one of the students who had not seen the film. Both students had difficulty because they were given contradictory versions of what was seen. However, more detail, such as the headline of the newspaper the woman was carrying, was included in the retelling of the filmed events by this class. In previous film showings, where the students did not work with the feedback exercises prior to the viewing of the film, much detail was omitted from the explanation of what occurred in the film.

Use of the feedback exercise with the geometric patterns makes the student aware of the importance of giving specific details when he wants to put an idea across to another person. By following up this exercise with the film "Fidelity of a Report," the student, remembering his own experience of trying to describe or reconstruct from another's description the geometric pattern will now be more aware of the details of what he has seen and will try to include

every detail in the retelling of the film's action. This will also carry over into his story coverage. Keeping in mind the importance of details in constructing the geometric designs, the student will seek specific details from his news sources in order to write a complete news story.

Communication researchers have discovered some revealing facts about how people handle the retelling of a story they have heard. Results of these experiments are listed under three headings: levelling, sharpening and assimilation.<sup>25</sup> All have appeared in classroom discussion of the film "Fidelity of a Report."

Levelling is defined as the dropping of certain details from the story.

As rumor travels, it tends to grow shorter, more concise, more easily grasped and told. In successive versions, fewer words are used and fewer details are mentioned.<sup>26</sup>

In retelling the film version, most students omitted many details of dress of the robbery participants. (Exceptions were the students who participated in the feedback exercises prior to the viewing of the film.)

Sharpening or highlighting of certain original story details by students is described by researchers as:

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<sup>25</sup>T. M. Higham, "The Experimental Study of the Transmission of Rumour," British Journal of Psychology, XLII (1951), pp. 42-55.

<sup>26</sup>Ibid., p. 47.

The selective perception, retention and reporting of a limited number of details from a larger group.<sup>27</sup>

All students viewing the film saw two men and a woman involved in a holdup and the use of one gun and a getaway car.

In explaining the causes of levelling and sharpening, the researchers cited the process of assimilation.

By assimilation is meant the way in which items are sharpened and levelled in accordance with the attitudes, interests, habits, and so on of the individual subjects. Some forms of assimilation are fairly simple, but others suggest deeper needs and prejudices.<sup>28</sup>

How many people are in the film "Fidelity of a Report?" It's a question no student has answered correctly in the eight showings of the film at which about a hundred students and this writer have been participants. When asked by this writer for a description of what they have witnessed, students quickly report seeing a woman and man at a bus stop, and a second man with a gun. Most catch a glimpse of the driver of the getaway car--at least at his hand--but to date not one student has seen the eyewitness standing at the corner, in front of the robber's car. Why? Because the student is conditioned to follow the line of immediate action--the gunman fleeing toward the car. When the man reaches the car, the student looks no further along the street down which

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<sup>27</sup>Higham, "Transmission of Rumour," p. 50.

<sup>28</sup>Ibid., p. 51.

the gunman has been running. Instead, when the man stops at the car, so do the eyes of the students. As the car takes off, the students follow the car's path and again miss the eyewitness stepping around the corner of the building.

The findings of the communication researchers apply to any eyewitness situations. People see what they are conditioned to see. Ordinarily the action of an event moves and stops with the participants of the event. Thus the human eye is trained to follow the participants. It is unnatural to look ahead of the fleeing gunman, ahead of his car, to the end of the block and spot the eyewitness at the corner of the building.

Two other findings of the communication researchers are of interest to the reporting student. They are:

1. The amount of personal involvement in a given story is likely to have some effect on the amount of the story retained, in that more of it will be retained, more accurately.
2. It is suggested that the names in the various stories serve as useful anchorage points' around which the story is constructed.<sup>29</sup>

For the reporter, the first point tells him to seek out participants in an event first for story details. Secondly, the reporter should note all names involved in a story as a checklist for comparing several versions of the same incident.

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<sup>29</sup>Ibid., p. 52.

To prove the theory behind these statements, the film, "Eye of the Beholder," should be shown. In this film, a twelve-hour period in a man's life is discussed by five persons with whom he interacted during the time. Each person saw only one segment of the man's day and each person gives his impression of the man based only on that one meeting. The result is five entirely different pictures of the man. Divided into two parts, the second portion of the film tells of the man's day through his own eyes and according to how he lived it.

Between the first and second segments of the film, there is a break during which the students are invited by the instructor to give their own opinions of the man. Their conclusions are drawn on the testimony of the five persons who viewed the man individually. A listing of the students' traits as attributed to the man are written on the blackboard.

Some typical comments this writer has received from Kellogg Community College students viewing the film include: "mysterious," "artist," "unbalanced," "inconsiderate," "moody," "involved," "psychopath," "rude," "tempermental," "ladies' man," "hood," and "murderer."

With the checklist completed, the second half of the film is viewed. After the man has told his own story, the class is asked to review the list of characteristics on the



blackboard to see how many still hold true. In the listing of characteristics given by the Kellogg students, only "artist" and "involved" remained.

With completion of the second half of the film, the students quickly see that the five persons judged the man and his actions in light of their own personal experiences. As a result, a true picture of the man was denied the viewer until the subject himself recreated the events of the day in his life.

In putting this all together for the students, the question must follow, "how do you know whether the student is getting the point of all the films and exercises?" There are no tests as such, unless a quiz is given following each film and exercise. A quiz might ask the student for the principles of communication in which he has participated or has seen demonstrated. But the real test of the student's comprehension is in his application of the communication principles in his writing. The student should be encouraged to question all his news sources, even those fact sheets provided him in class. A student who lists at the bottom of his story several unanswered questions he found in the fact sheet, will be likely to ask those questions when he participates in a live interviewing situation.

## CHAPTER IV

### SOME WRITING PROBLEMS

For the non-professional journalism instructor one of the most difficult tasks to face is organizing and teaching the news writing class. Even the instructor with an education for journalism and professional experience background, preparing to teach the news writing class, can present the problem of "where do I begin?"

Writing the lead would seem the most logical starting point. But as this writer and many of the students found out, this is an advanced point at which to begin the news writing course.

In class evaluations submitted by Kellogg Community College students at the end of each semester, many beginning reporting students noted that they felt the need for more work on spelling and grammar.

The college reporting students are not alone in seeing the need for a review of English grammar before getting into the business of news writing. In a June, 1972 seminar on, "Education for Newspaper Work," held at the University of South Carolina, journalism educators and newspaper editors

got together to talk about journalism education. John Emmerich of the Houston Chronicle asked the educators, "Whatever happened to freshman English?"<sup>30</sup>

Most of the educators admitted that the college English course has become almost exclusively literature-oriented and no longer emphasizes grammar or composition.<sup>31</sup>

Before a word of copy is typed, the student must learn the rules of copy preparation. Does the reporting student put his name in the left or right corner of the copy paper? What is the slug line and where does it go? Why does "30" or # or -end- follow the last sentence in the reporter's story? These are a few of the copy questions that the student must be able to answer and understand before ever writing the first lead. Samples of the copy preparation sheets given students at Michigan State University are on pages 46-47. Instructions are found in the body copy of these pages. The "slug line" is defined in the glossary in Appendix C.

Next come the style procedures. When does the student write out a numeral and when does he use numbers? Whether to use last night, yesterday or tomorrow instead of the day of the week is a problem for the student writer. Is

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<sup>30</sup>Lloyd W. Brown, Jr., "Editors Critize J-schools' Curricula at Symposium," Editor & Publisher, (June 24, 1972), p. 10.

<sup>31</sup>Ibid.

John Doe  
Journalism 112  
11/10/72

Slug

Begin story approximately 10 lines below the slug line. Indent five spaces for paragraphs. Triple space between lines. At the end of the first page if the story needs to be continued on another page, write the word -more- and then continue on to the second page.

-more-

Figure 7. Sample copy preparation sheet.

add 1/Doe/Slug

At the close of the story indicate the end by typing -30- If you make mistakes in the story DO NOT ERASE. Just xxxxxx out the word you want to eliminate. Then with your pencil go over the xxxxxx's and cover them. Read the COPY READING handout for instructions in marking your copy.

On the second page of your copy you write at the top, left section of the paper....add 1. This indicates that this page is the first addition to your story. A second page would be marked....add 2 and so on. Next write your last name. This is protection against your copy being separated and the editor or typesetters not knowing where to find the rest of your story.

Finally the slug line appears to further aid the editor or typesetter in correctly matching the first, second, third pages of your story.

Remember always xxxx out your mistakes....DO NOT STRIKE OVER THE LETTERS WITH OTHER LETTERS.

-30-

Figure 7. Continued.

it Rev. Jackson, the Rev. Jackson or the Rev. Mr. Jessie Jackson? These questions must often be answered by the reporting student as he writes the lead to a story.

When the student can make these judgments correctly he is ready to learn about writing the news story.

### Selecting a Text

The selection of text and materials to teach news writing is a most important part of the teaching process. A number of reporting texts are available. Selection of the right one for the class depends upon how much the instructor wants to cover in the course and personal preferences for an author.

This writer has found two texts that work well in the news writing course. Reporting Today: The Newswriter's Handbook is by M. L. Stein, chairman of the Department of Journalism at New York University. (A detailed annotated listing of some journalism texts dealing with beginning news writing is in Appendix B.) The Handbook has twelve chapters that cover news gathering and writing, accuracy and ethics, libel, feature writing, and covering speeches and other special events. The Handbook also includes a bibliography of newswriting and editing texts, and reproduced in its Appendix is material reprinted from the Associated Press Stylebook.

The other text is Mitchell V. Charnley's Reporting. Reporting has nineteen chapters, a glossary,<sup>32</sup> copy preparation section and a newsman's style sheet. Its chapter on leads is particularly well written and if the text is not to be used in the classroom, assignment of the chapter as outside reading is worth consideration when teaching lead writing. The chapter covers the writing of various lead playing each element available. It discusses weak leads and gives examples of all.<sup>33</sup> Reporting, published by Holt, Rhinehart, and Winston, is being used by the School of Journalism at Michigan State University in its basic news writing course.

A stylebook should also be a part of the course texts. A popular style guide--also used by MSU--is the Associated Press Stylebook. (For a copy of the Associated Press Stylebook write: Associated Press, 50 Rockefeller Plaza, New York, N.Y. 10020.) The main sections of the book are reprinted in Stein's Handbook.

Next, a grammar book should be in the student's book bag. Many are available, but two have served this writer well. Grammar For Journalists, by E. L. Callihan is published by Chilton in hard cover and in paper. Written

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<sup>32</sup>If a text without a glossary is selected that can be given to students, a sample glossary, adapted from Mitchell V. Charnley's text, Reporting, is contained in Appendix C.

<sup>33</sup>A suggested test to be used as a follow-up on this Chapter is contained in Appendix D.

by a journalist, the grammar cites examples from news copy. Each chapter contains exercises for the student to complete as well as their answers. Also available is an additional exercise and test workbook and an accompanying instructor's manual.

The second grammar book to be considered is the Harbrace College Handbook. An instructor's manual is available upon request. Indexed for fast and easy use, the Harbrace College Handbook is concisely written and grammatical rules are shown in red for easy reference.

Compiling practical assignments for the students in the news writing class can prove a tedious job for even the most dedicated journalism instructor. Finding the exact news story to illustrate a point or making up a news story that will incorporate the right information to challenge the student to write a good lead is easier to suggest than to do. Several beginning news writing workbooks are available. Three are: Nicholas N. Plasterer, Assignment Jonesville, A News Reporting Workbook, (Second Edition), published by Louisiana State University Press; Edward F. Mason, Covering Yourtown, published by Journalistic Services of Stillwater, Oklahoma; and James L. Julian, Practical News Assignments for Student Reporters, published by William C. Brown, Co., Dubuque, Iowa.

Plasterer and Mason jump right into the writing of stories from fact sheets. All three provide mock city



directories for students to check story facts and find missing information. Plasterer's book also provides a street listing, city and county maps, and clippings from the newspaper morgue.

Julian opens with four chapters offering a review of grammar and editing. It also offers exercises on news evaluation, lead polishing, and filling news voids. Next the student is given fact sheets from which stories about campus events, obituaries, illnesses, spot news, meetings, speeches, interviews, fires, and accident coverage are to be written. This writer has chosen the Julian text for class use because of its preliminary exercises and its programmed format.

The drawback of all the workbooks is the absence of an instructor's manual.

### Writing the Story

Beginning in Chapter V of Julian, fact sheets are provided for the student to write his first story. Prior to the introduction of this section to the student, the instructor should attempt to present the student with the most realistic news writing situation as possible. The instructor should set standards much the same as the real newsroom and make the student meet these standards. Some of these include meeting writing deadlines--either do not accept late assignments or penalize the student by taking off

one grade from the work--following copy preparation rules and observing news style rules. All student work should be carefully read by the student before submitting it to the instructor. Unclear sentences and misspelled words should be penalized in grading the paper.

While the Associated Press Stylebook covers the general style rules of news writing, there will always be local situations not covered. The journalism instructor should compile a localized style sheet for distribution to the students. A sample of this style sheet is found in Appendix E. Originally prepared by George A. Hough, III, Associate Professor of Journalism, for use in his Michigan State University journalism classes, the sample was modified for use at Kellogg Community College. Used as a basic guide, the style sheet could be modified for any college. The topic division and the numbering system of the supplement style sheet corresponds with the Associated Press book. The students can be directed to mark in the Associated Press book the appropriate numbers in the sequential order they appear on the supplement sheet. When the students are looking up a style question, the supplement numbering system will quickly tell them that they should check the supplement sheet for additional style information on that particular subject. See Figures 8 and 9.

If there is an objection to the Julian workbook, it is that the fact sheets are many times overly dramatic

## NUMERALS IV

In general, spell below 10, use numerals for 10 and above.

4.1 Numerals are used exclusively in tabular and statistical matter, records, election returns, times, speeds, latitude and longitude, temperatures, highways, distances, dimensions, heights, ages, ratios, proportions, military units, political divisions, orchestra instruments, court districts or divisions, handicaps, betting odds and dates (Fourth of July and July Fourth acceptable).

Use figures in all man or animal ages. Spell under 10 for inanimates: four-mile-trip, four miles from the center, etc.

Exceptions Fifth Avenue, Fifth Republic of France (See 1.25, 2.4), Big Ten, Dartmouth eleven.

The forms: 3-year-old girl, the girl is 3, 5 feet 2, f-foot-2 trench, Washington 2on, 6-3; \$10 shirt, seven-cent stamp, eight-hour day, five-day week, 60 cents (See 4.6), .38-caliber pistol.

6:30 p.m. or 6:30 o'clock Monday night (never 6:30 p.m. Monday night, or 6:30 p.m. o'clock). (See 6.15)

The vote was 1,345 for and 1,300 against.

The ratio was 6 to 4, but the 6-4 ratio.

It is 20th century but Twentieth Century Limited (train).

In series, keep the simplest related forms:

There are 3 ten-room houses, 1 fourteen-room house, 25 five-room houses and 40 four-room houses in the development.

\$4 million but four million persons--the \$ is equivalent of second numeral.

4.1 A, B, C, D, E, F.

4.2 Numerals: 6th Fleet, 1st Army, 2nd Division, 10th Ward, 22nd District, 8th U.S. Circuit Court of Appeals.

Arabic numerals for spacecraft, missiles, etc.

4.3 Casual numbers are spelled:

A thousand times no! Gay Nineties (See 3.14).

Wouldn't touch it with a ten-foot pole (but: The flag hung from a 10-foot pole--an exact measure).

4.3 A

4.4 Roman numerals are used for personal sequence, Pope, war, royalty, act, yacht and horse: John Jones III (some may prefer and use 3rd), Pope John XXIII, World War I, King George V, Act II, Shamrock IX, Hanover II (Sec 3.11)

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Figure 8. Sample from Associated Press Stylebook with notation referring to supplement sheet.

## NUMERALS IV

4.1A When three or more numbers appear in a series, either use all Arabic figures or spell out all numbers, but follow the rule for the largest number in the series:

204 bags, 57 dresses and 3 boxes  
nine dogs, seven squirrels and four cats

4.1B Figures are used for street addresses:

1492 Columbus Ave.  
1145 E. Irving Park Drive

Arabic figures are used in ages:

Mary Brown, 4, who. . .  
Smith, 60, was. . .

4.1C When a number is used at the beginning of a sentence write it out. If this is awkward, rephrase the sentence:

Seventy-six trombones led the big parade.

4.1D In news writing avoid the use of symbols for cents, degrees, inches, feet, number, per cent and so on. Always write out in words. The only exception is the dollar sign:

5 feet 2 inches  
11 per cent  
\$1.50  
1.6 inches

4.1E Dates are expressed in Arabic figures:

May 19	Jan. 12
April 11, 1965	Feb. 28, 1964

4.1F Plural dates are indicated by figures and a lower case s.

Note use of the apostrophe:

the 1960s	the '90s
the 1850s	the '20s

4.3A References to decades which have acquired names are spelled out:

the Gay Nineties  
the depression-ridden Thirties

in presentation of material. Also the fact sheets tend to dwell on campus situations. Both of these problems can be easily remedied with the selection of news stories from the local and area newspapers. Jumbling the facts of a local story presents the student with an actual news account to rewrite. The student's completed story can then be checked against the original as it appeared in the newspaper. An example of this follows. This jumbled fact sheet is given to the student from which to write a story. For example:

August 5 is set as the date for the All Breed Dog Show and Obedience Trail. The show is sponsored by the Battle Creek Kennel Club, Inc. Entries for the show must be received by noon on Tuesday, July 25. Mail entries to Roy J. Jones, Superintendent, P. O. Box 307, Garrett, Ind. 46738. There were 1,035 dogs entered in last summer's show, and local club spokesmen say at least that many entries are expected this year. Ninety-eight breeds of the 116 recognized by the AKC breeds were represented. The dog show will be held from 8 a.m. to 9 p.m. at Springfield High School, 765 Upton Ave. Local exhibitors may obtain entries from Mrs. W. D. Lepley, corresponding secretary of the Battle Creek Kennel Club. For out-of-towners attending this year's show, parking space will be available the preceding night for campers and trailers.

The article as it actually appeared in the Battle Creek newspaper on July 22, 1972, appears in Figure 10. The student's version of the dog show story can be compared with the original copy which appeared in print. Besides any instructor's comments on the student's story, the student has the opportunity to size up his story with the one edited for publication.

DOG SHOW SCHEDULED  
AUG. 5 AT SPRINGFIELD

The Battle Creek Kennel Club, Inc., will host its 26th All Breed Dog Show and Obedience Trial on Saturday, Aug. 5, from 8 a.m. to 9 p.m. at Springfield High School, 765 Upton Ave.

The show will be held under the auspices of the American Kennel Club and will be held on school grounds. Tents will provide shade for spectators and exhibitors, and refreshments will be available all day. There will be an "early bird" breakfast of free coffee and rolls until 9 a.m.

Local exhibitors may obtain entries from Mrs. W. D. Lepley, corresponding secretary of the Battle Creek Kennel Club.

Entries must be received by noon on Tuesday. They must be mailed to Roy J. Jones, Superintendent, P. O. Box 307, Garrett, Inc. 46738.

There were 1,035 dogs entered in last summer's show, and local club spokesmen say at least that many entries are expected this year. Ninety-eight breeds of the 116 recognized by the AKC breeds were represented.

For out-of-towners attending this year's show, parking space will be available the preceding night for campers and trailers.

---

Figure 10. Sample story edited for publication.

In news writing the lead is most important. It is the lead's job to pull readers into the story. Two hand-outs, Figures 11 and 12, composed by this writer, are designed to aid students in writing leads. They follow on pages 58-59.

The newspaper is a ready made guide for practice in writing leads. Just take a story from the paper, scramble the facts and give the fact sheet to the student. After making your own comments about the lead, give the student a copy of the story as it appeared in the paper for his own comparison. The paper can also be used to show examples of poor leads. The following lead came from an Associated Press story:

OMAHA, Neb. (AP)--Omaha Police were searching Friday for a woman who was seen carrying a baby out of the east entrance of Clarkson Hospital in Omaha Thursday night in connection with the kidnapping of a two-day-old baby girl from the hospital nursery.

The infant, the daughter of Mr. and Mrs. Michael Goetz of Omaha, was reported missing from the nursery about 8:40 p.m.<sup>34</sup>

A word count of the lead sentence shows the writer used forty-two words. Long even by an English teacher's count. The class problem--shorten the lead.

The teacher's guideline for the corrected lead might be:

---

<sup>34</sup>"2-Day-Old Baby Girl Kidnapped at Hospital," Clinton (Iowa) Herald, June 24, 1970, p. 1.

Every newspaper story has two main parts:

1. Lead
2. Body

The lead is a summary of the whole story. It gives the reader a quick glance at the most important facts in the story.

The body of the story gives the less important facts of the story in descending order of their importance.

In determining the important facts of a story for the lead, most or all of the following questions (called the five W's and H) should be answered.

1. Who. . .is the subject of the story?
2. What. . .has happened?
3. When. . .did it happen?
4. Where. . .did it happen?
5. Why. . .did it happen?
6. How. . .did it happen?

Another important "W" is the "WHAMMY." The WHAMMY tells what makes this story different from all other stories.

Let's look at a story. . .

Two men, Joseph E. Hastings, 24, 1119 Woodhue Blvd., Centerdale, and Dominic Tucci, age unknown, of Elmira, New York, were killed at 4:30 a.m. today at Fourth Street and Skystone Avenue, when a tire on Hastings' car blew out and caused the car to overturn on the occupants.

WHO: Hastings and Tucci  
(named and identified)  
WHAT: two men killed in an  
accident  
WHEN: 4:30 a.m. today  
WHERE: Fourth Street and Skystone  
Avenue  
WHY: tire blowout  
HOW: car overturned on occupants

Figure 11. The lead in a news story.



In writing straight news leads ask yourself:

- Does my lead contain the main facts of the story presented in a concise, accurate, and unbiased manner?
- Have I selected the lead facts that will be of the most interest to the majority of my readers?
- Does my lead answer some, if not all, of the w's and h questions of who, what, when, where, why and whammy and how?
- Is my lead cluttered with details that belong in the body of the story?
- Does my lead present any facts or figures that I do not or cannot support or explain in the body of the story?
- After finishing my story, have I reread the lead to see if it is the best lead? Is my lead an accurate summary of the story?

Figure 12. Checklist for writing leads.

Omaha Police are searching for a woman who was seen carrying a baby out of the east entrance of Clarkson Hospital in Omaha Thursday night.

Hospital officials reported that a two-day-old girl was missed from the nursery about 8:40 p.m. The kidnapped child is the daughter of Mr. and Mrs. Michael Goetz of Omaha.

In the guideline model the first sentence is cut from forty-two words to twenty-five. The two sentence, two paragraph original story opening becomes a three sentence, two paragraph opening using all the facts contained in the first version. And the original sixty-three words in the two sentences become fifty-seven words in the revised three sentences.

Use of the local newspaper is valuable in teaching the student how to write a summary lead. Summary leads can usually be found in police stories, meeting coverage and feature stories.

The police story appeared in the Clinton (Iowa) Herald for May 29, 1972 (Figure 13). In thirty-three words the reader has a clear, concise picture of what occurred when a robbery attempt failed and the police chased the would-be thieves into a road block where they were captured. If the reader put the paper down at that point, he would still have an excellent idea of what happened.

A feature story in the Lansing State Journal for February 28, 1971, opened with the following summary lead:

CHICAGO (AP)--A tale of finding a wartime treasure in Nazi Germany--set against a backdrop of underground

WILD CHASE ENDS IN CRASH INTO BLOCK

A 50-minute police chase amid gunshots and speeds up to 115 miles an hour after an attempted robbery Saturday at Paul's Discount, ended when the car crashed into a road block at Lowden.

Arrested for attempted armed robbery were James Coy, 28, Gary, Inc., and Joseph Dewey, 59, Chicago. Dewey was also charged with reckless driving and failure to stop for an emergency vehicle.

Police said Jack Ellenbrook, manager of Paul's had locked up and was going to his car shortly after 10 p.m. when he was approached by a man wielding a gun who forced Ellenbrook to re-enter the store. When they entered the silent alarm was set off.

A nearby detective car responding to the call saw a male running from the store and hop into a car parked at Clinton Electric Motors, next to Paul's.

The vehicle headed west on Highway 30 at speeds up to 115 miles an hour and when it refused to stop shots were fired into

the trunk area of the car in an attempt to puncture the gas line by detectives Robert Wilke and Duane Nielsen.

DeWitt police and a sheriff car set up a road block at DeWitt but the fleeing vehicle rammed through it. Iowa Highway Patrolmen Glen Hedrick and Richard Bittle of DeWitt. Deputy Sheriffs Arlo Drury and Peter Vulich and volunteer patrolmen Bob Jones and Richard Powell all joined pursuit.

The suspects sped through Wheatland before a road block could be set up but state trooper Donald McLaughlin was ready at Lowden. He placed his week-old patrol car across U.S. 30 at the first bridge west of Lowden.

The fugitives crashed into the patrol car and were apprehended. Both cars were extensively damaged but there were no injuries. The suspects were returned to the law center, and bond was set at \$10,000 each.

Figure 13. Police story.

fighting against the Germans in Poland, concentration camps and a bungled execution--has unfolded in U.S. Tax Court here.

The story told about a Polish physician who brought almost \$700,000 into the U.S. in 1951 when he migrated here from Germany and how the Internal Revenue is now trying to collect back taxes on the money.

The use of the summary lead in this story whets the reader's appetite for more details and probably led many readers through the twenty-three paragraphs of the story.

Another example of a summary lead in a news story is one found in the Chicago Tribune for April 4, 1968:

Four building department employees--two of them administrators--were suspended yesterday as a result of a TRIBUNE investigation which found them loafing in a North Clark Street bar during working hours.

In thirty-one words the reader has learned about an incident involving city employees, and the rules they violated, what led to the discovery of the infractions, and the penalties meted out to them.

A good source for summary lead examples is found in city council stories. An example is found in a story covering the Clinton, Iowa, City Council. The story appeared in the Clinton (Iowa) Herald for May 26, 1972.

In something like 10 minutes the Clinton City Council reversed itself Thursday, suspended the rules and approved unanimously a new ward and precinct redistricting plan.

In twenty-five words the writer has given the reader a detailed account of the council's action on a redistricting problem.

On any of these stories a journalism instructor could cut off the lead, jumble the rest of the story facts and provide the students with the fact sheets and have them write a lead. The students' leads could be compared with the printed version and discussion could follow.

From lead writing the writing of the whole story follows easily. The same stories used in the lead writing can be reassigned with the student now instructed to add to the lead the body of the story and the conclusion.

A simple story fact sheet may be introduced to get the students started on story writing. The following fact sheet was made-up by this writer and used in several journalism reporting classes.

A fire destroyed a house at 417 16th Avenue, South, shortly after 1 a.m. today. John Doe, 60, and his wife, Mary, 58, died in the fire at their home.

Doe was retired from the Kellogg Co.

Doe's charred body was found under a pile of lumber and papers.

Mrs. Doe died of smoke inhalation, according to the medical examiner.

City Hall records indicate that the house and the one next door at 415 16th Ave., S., were built about 1867.

David L. Jamieson, of the arson squad, said he was told by neighbors that Mrs. Doe was in the habit of throwing extra fuel into the oil heater. Under such circumstances, he said, sudden ignition of the extra oil would blow open the heater door and flames and smoke would puff out.

Enough information is given for the student to write a superficial story of what happened. But only one student did list as unanswered questions: "Who found the bodies? Who turned in the fire alarm? Was anyone else at home at the time of the fire? Are there any other survivors? And does Jamieson really feel that the fire was started by the oil heater?"

A new story model for comparison with student efforts appears in Figure 14, page 65. Most of the students' stories paralleled the model story closely. Any errors in style resulted from the student not using his stylebook. Most common were failure to abbreviate the words "avenue" and "south." One student opened with the following lead:

An elderly couple was killed early this morning when their home was destroyed by a fire.

The second paragraph identified the couple and gave the address of the home. This lead, it should be pointed out to the student, is commonplace in large metropolitan newspapers. In smaller towns where the couple may be well known, it is better to lead off with the names as the most important identification factor.

### Writing Obituaries

Obituaries are the weakest area of the journalism workbooks. To teach the fundamentals of obituary writing, this writer presents the student with several "how-to-do-it"

Burken  
11/10/72

## House Fire

A house fire at 417 16th Ave. S., shortly after 1 a.m. today killed John Doe, 60, and his wife, Mary, 56. Doe's charred body was found under a pile of lumber and papers in the house. Mrs. Doe died of smoke inhalation, according to the medical examiner.

Cause of the fire, that gutted the 105-year-old structure, has not been determined, but David L. Jamieson of the arson squad, said he was told by neighbors that Mrs. Doe was in the habit of throwing extra fuel into the oil heater. Under such circumstances, he said, sudden ignition of the extra oil would blow open the heater door and flame and smoke would puff out.

Doe was a retired employee of the Kellogg Co.

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Unanswered questions: Is the origin of the fire still under investigation?  
Is arson suspected?  
Where was Mrs. Doe's body found?  
What was the cause of Doe's death?  
Name of the medical examiner?  
Which funeral home was the couple taken to?  
Is obituary information for the couple available?  
Is the house occupied by anyone else?  
Who turned in the fire alarm?

Figure 14. A news story model.

handouts. Included is a completed data sheet, a blank data sheet and an obituary written from the completed data sheet. Samples of these sheets are found on pages 67, 68, and 69.

Following the principle that it is better to teach the student how to write the most complete obituary and then look at the local newspaper to see how it handles obituaries--because editing a story is easier than building it up--simple obituaries are tackled first. A blank data sheet and a fact sheet are given the student. The student is told to transfer as many facts from the fact sheet to the data sheet as possible and then, following the completed obituary sample, write the obituary. The best introduction for students to obituary writing may well be the taking of an obituary from the local paper. Scramble the facts and give the blank data sheet to the student and let him fill in the data and then write the obituary.

It might be necessary to add facts to complete all the information asked by the data sheet if the local newspaper edits its obituaries down to the bare details. A sample of this technique follows with the scrambled fact sheet, the model story and a student's story. The scrambled obituary for this story is a mixture of fact and fiction, devised by this writer to give the student a simple obituary to write. It was localized for the Kellogg students.



SAMPLE OBIT FORM

NAME: \_\_\_\_\_ AGE: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

CITY: \_\_\_\_\_ STATE: \_\_\_\_\_

DIED WHEN: \_\_\_\_\_ WHERE: \_\_\_\_\_

FUNERAL SERVICES: \_\_\_\_\_

CLERGYMAN OFFICIATING: \_\_\_\_\_

BIRTH DATE: \_\_\_\_\_ WHERE: \_\_\_\_\_

PARENTS: \_\_\_\_\_

MARRIAGE DATA: SPOUSE'S NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

WHERE: \_\_\_\_\_

SCHOOLS ATTENDED: \_\_\_\_\_

CHURCH AND CIVIC AFFILIATIONS: \_\_\_\_\_

OCCUPATION: \_\_\_\_\_

SURVIVORS: \_\_\_\_\_

PRECEDED IN DEATH: \_\_\_\_\_

Figure 15. Blank data sheet.

NAME: Elizabeth B. Faith AGE 59  
ADDRESS: 2731 Jolley Road  
CITY: East Lansing STATE: Michigan  
DIED WHEN: Wednesday WHERE: Sparrow Hospital  
FUNERAL SERVICES: Friday, 11 a.m. at Baker Funeral Home,  
where friends may call after 7 p.m. today. Burial will be in Oaklawn  
CLERGYMAN OFFICIATING The Rev. John Michaels, pastor  
BIRTH DATE Aug. 6, 1913 WHERE Eddyville, Wis.  
PARENTS Henry and Sarah Wilson Dunn  
MARRIAGE DATA: SPOUSE'S NAME William J. Faith  
DATE: April 21, 1933  
WHERE: Eddyville, Wis.  
SCHOOLS ATTENDED \_\_\_\_\_  
CHURCH AND CIVIC AFFILIATIONS Zion Lutheran Church; PEO;  
East Lansing Civic Women's Club; Martha Church Circle  
OCCUPATION \_\_\_\_\_  
SURVIVORS: Husband, two daughters, Mrs. Frank (Joan)  
Brown of Seattle, Wash., and Mary of Lansing; two sons,  
James of Miami, Fla., and Richard of East Lansing; six  
grandchildren; one brother, Alex Dunn of West Covina,  
Calif.; several nieces and nephews.  
PRECEDED IN DEATH: parents, one son, in infancy; four  
brothers and one sister.

Figure 16. Completed data sheet.

Burken  
10/12/72

Faith

Mrs. William J. Faith, 59, of 2731 Jolley Road, died Wednesday in Sparrow Hospital. Funeral services will be held at 11 a.m. Friday at the Baker Funeral Home, where friends may call after 7 p.m. today. The Rev. John Michaels will officiate. Burial will be in Oaklawn Cemetery.

Elizabeth B. Dunn was born Aug. 6, 1913 in Eddyville, Wis., the daughter of Henry and Sarah Wilson Dunn. She married William J. Faith on April 21, 1933 in Eddyville. She was a member of Zion Lutheran Church, Martha Church Circle, the PEO and the East Lansing Civic Woman's Club.

She is survived by her husband, two daughters, Mrs. Frank (Joan) Brown of Seattle, Wash., and Mary of Lansing; two sons, James of Miami, Fla., and Richard of East Lansing; six grandchildren; one brother, Alex Dunn of West Covina, Calif.; several nieces and nephews.

She was preceded in death by her parents, four brothers, one sister, and an infant son.

Figure 17. Obituary written from completed data sheet.

The fact sheet:

Kathleen R. Lester, born August 6, 1950, died in General Community Hospital. She died Thursday. She was the daughter of Frank Lester and Helen Wilson Lester. Kathy was a junior at Michigan State University. She was a member of St. Mark's Lutheran Church in Battle Creek. She lived at 1034 Chester Road in Battle Creek. Funeral services will be held at 10 a.m. Monday in Estes-Leady Colonial Chapel. Rev. Mr. William Brown will officiate. She is survived by her parents. Burial will be in Evergreen Cemetery.

The data sheet follows on page 71. The guideline story is on page 72. The student's story is on page 73.

What has been presented in this paper are the successfully tested techniques and devices used by this writer in teaching a first semester news writing course. While this paper does not constitute a complete course in "how-to-do-it," it is offered as a starting point for journalism instructors who have little or no background in the field and seeking some guidance.

The testing process in the examples given appears each time the student writes a story from the fact sheets. If the student writes a readable story which obeys the rules of spelling, style, punctuation, and good judgment, he has passed the test of that story. Tests on reading assignments, such as the chapter on leads in the Mitchell V. Charnley text, Reporting, may be composed from the material presented. A sample of the test used by this writer on the Charnley chapter on leads is found in Appendix D. Also included in the appendix is a test given early in the semester covering

SAMPLE OBIT FORM

NAME: Kathleen R. Lester AGE: 22  
ADDRESS: 1034 Chester Road  
CITY: Battle Creek STATE: Michigan  
DIED WHEN: Thursday WHERE: General Community Hospital  
FUNERAL SERVICES: Monday, 10 a.m. at Estes-Leady Colonial Chapel.  
Burial in Evergreen Cemetery in Battle Creek  
CLERGYMAN OFFICIATING: The Rev. William Brown  
BIRTH DATE: August 6, 1950 WHERE: Battle Creek  
PARENTS: Frank and Helen Wilson Lester  
MARRIAGE DATA: SPOUSE'S NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_  
WHERE: \_\_\_\_\_  
SCHOOLS ATTENDED: Michigan State University  
CHURCH AND CIVIC AFFILIATIONS: Member of St. Mark's Lutheran Church  
in Battle Creek  
OCCUPATION: Student--junior at MSU  
SURVIVORS: Parents  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
PRECEDED IN DEATH: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Figure 18. Completed data sheet.

Burken  
10/12/72

Lester

Kathleen R. Lester, 22, of 1034 Chester Road, died Thursday in General Community Hospital. Funeral services will be held at 10 a.m. Monday in Estes-Leady Colonial Chapel. The Rev. William Brown will officiate. Burial will be in Evergreen Cemetery.

Miss Lester was born Aug. 6, 1950 in Battle Creek, the daughter of Frank and Helen Wilson Lester. She was a junior at Michigan State University and a member of St. Mark's Lutheran Church in Battle Creek.

She is survived by her parents.

-30-

Figure 19. Guideline story.

Lester

*Style error*

Kathleen R. Lester, 22, of 1034 Chester Road, died Thursday in General Community Hospital. Funeral services will be held in the Estes-Leady Colonial Chapel. The Reverend William Brown will officiate. Burial will be in Evergreen Cemetery.

Kathleen was born Aug. 6, 1950 in Battle Creek, the daughter of Frank and Helen Wilson Lester. She was of St. Mark's Lutheran Church in Battle Creek.

*She is survived*  
~~Kathleen's only survivors are her parents.~~

- 30 -

Figure 20. Student's story.

the first five chapters of the text by Stein, The News-writer's Handbook. On this test the numbers p. 13, p. 40, etc., designate the pages in the text that contain the answers. The final examination for the course is also included. Answers to all the questions are on the tests.



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## BIBLIOGRAPHY

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## APPENDICES

## APPENDIX A

### TEACHING MATERIALS

Materials that might prove useful in the teaching of a beginning news writing course are listed below with the addresses where they might be obtained.

A series of audio tapes prepared by the New York Times on how Times reporters cover news are free for the asking. Write: A. Alexander Morisey, Public Relations Manager, The New York Times, 229 West 43rd Street, New York, N.Y. 10036.

Included in the series are the following titles:

- Covering Women's News
- Minority News Coverage
- The N.Y. Times Editorial and OP-ED Page
- The Job of the Copy Desk
- Covering Crime and the Police
- Business and Financial News
- Covering Sports News
- Covering Environmental News
- Chasing Down Stories
- The Job of the N.Y. Times Washington Bureau
- Covering the White House
- Covering the Congress
- Writing About People

Film strips on the operation of a newspaper, including some tips on news writing, and recording of a speech complete with mimeograph master of the speech for duplication

to be handed out to students are available from Educational Audio Visual Inc. of Pleasantville, N.Y., at a cost of \$32.32. This includes shipping, insurance and handling charges. The prepared handout follows the recorded speech save for one spot where the speaker deviates and announces a special award to be given. The challenge is for the student to catch the new element and write a news story from the handout and the notes he has taken from the recorded speech.

Radio tapes, including the speeches of Franklin Delano Roosevelt, MacArthur's farewell address; Kennedy and the Cuba Missile Crisis, a Kennedy press conference; LBJ's withdrawal from the 1968 presidential campaign are available from Golden Age Radio, P.O. Box 8404, St. Louis, Missouri 63132. A free catalog is available on request.

Films mentioned in this paper included:

Specific Is Terrific--purchase price \$165, twelve minutes in color. Order from: Centron Educational Films, 1621 West 9th Street, Lawrence, Kansas 66044.

Fidelity of a Report--rental price \$2; six minutes, black and white, silent. Order it from Instructional Media Center, Michigan State University, East Lansing, Michigan 48823.

Eye of the Beholder--rental price \$5.75; twenty-seven minutes, black and white. Order it from Audio-Visual

Education Center, University of Michigan, 416 Fourth Street, Ann Arbor, Michigan 48013. It is also available for rental through the Michigan State University Instructional Media Center.

## APPENDIX B

### ANNOTATED BIBLIOGRAPHY\*

Agee, Warren K.; Ault, Philip H.; and Emery, Edwin. Introduction to Mass Communication. 3rd. ed. New York: Dodd, Mead and Company, 1970. 444 pp.

An introductory analysis, usable as a textbook but at a more mature level a view of the mass communications industries and of all professional areas of journalism. Emphasis is placed on "communicator," on history and technology, and on specific industries.

Ault, Philip H., and Emery, Edwin. Reporting the News. New York: Dodd, Mead and Company, 1959. 331 pp.

A collaboration between a newspaper executive editor and a professor of journalism, this book stresses the reporter's function and the techniques of gathering news. The content is aimed toward the city room as well as the classroom. Treatment of newswriting style is subordinated, yet adequate.

Bush, Chilton R. Newswriting and Reporting of Public Affairs. Philadelphia: Chilton, 1965. 576 pp.

A single-volume text on reporting, which goes beyond the author's venerable Newspaper Reporting of Public Affairs. The emphasis on the courts is considerable.

Campbell, Laurence R., and Roland E. Wolseley. How to Report and Write the News. Englewood Cliffs, N.J.: Prentice-Hall, 1961. 592 pp.

Textbook for news gatherers in all the media, with attention to both differences and similarities among the media.

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\*Annotation for these books was obtained from material furnished this writer by George A. Hough, 3rd., Associate Professor of Journalism, Michigan State University, and from Warren C. Price., and Calder M. Pickett, An Annotated Journalism Bibliography-1958-1968: Minneapolis, Minn., University of Minnesota, 1970.



Charnley, Mitchell V. Reporting. 2nd ed. Englewood Cliffs, N.J.: Prentice Hall, 1964.

An effective presentation of reporting as art and craft. The book is directed to those who wish to become reporters in any field of communications. Attention is given to rights and responsibilities, and there is a discussion of communication theory.

Hohenberg, John. The Professional Journalist: A guide to Modern Reporting Practice. New York: Holt, 1960. 423 pp.

A broad-based book that is useful as a general guide and as a textbook in reporting. There are separate sections dealing with basic journalistic practice, the writer as journalist, principles of reporting, and interpretative journalism.

Hyde, Grant M. Newspaper Reporting. New York: Prentice-Hall, 1952.

Hyde's books are the result of years of journalism teaching. His texts have been standard fare in writing and reporting for generations.

MacDougall, Curtis D. Interpretative Reporting. 8th ed. New York: Macmillan, 1972. 553 pp.

\_\_\_\_\_. The Press and Its Problems. Rev. ed. Dubuque, Ia.: W. C. Brown, 1964. 532 pp.

The problems considered range from the professional identity of the newsman to press treatment of crime, rights of the individual, human interest etc.

Stein, M. L. Reporting Today: The Newswriter's Handbook. New York: Cornerstone Library, 1971. 224 pp.

As the title indicates this is a handbook which touches news gathering and writing, news ethics, the coverage of meetings and speeches, and offers a good introduction on what journalism is all about. Best used in classes where emphasis is on laboratory work and lectures. Fills the need for the first text in the beginning news writing class.

Warren, Carl. Modern News Reporting. 3rd ed. New York: Harper, 1959. 480 pp.

Somewhat elementary text, but one that is still valuable for basic classes.

## APPENDIX C

### GLOSSARY

#### LANGUAGE OF NEWSMEN

<u>add</u>	Addition to a story already written, or in process of being written.
<u>angle</u>	The approach or perspective from which a news fact or event is viewed, or the emphasis chosen for a story. See "slant."
<u>banner</u>	A headline across, and near the top of, all or most of a newspaper page. Same as "line," "ribbon," "streamer."
<u>beat</u>	(1) A group of news sources assigned to a reporter for regular coverage. Same as "run." (2) A story published by one medium ahead of others. Same as "exclusive," "scoop."
<u>break</u>	(1) The point in time at which a news development becomes known and available. (2) The point of interruption in a story continued from one page to another (noun and verb usage in both meanings).
<u>by-line</u>	The writer's name at the head of a news story.
<u>cap</u>	Capital letter. Same as "upper case."
<u>caption</u>	Title or legend above a printed picture (sometimes used loosely to refer to any descriptive text with a picture).
<u>clip</u>	A news story clipped from a newspaper, usually for future reference.
<u>copy</u>	The written (usually typewritten) form in which a news story or other material is presented to the printer or newscaster.

<u>cutline</u>	Descriptive text accompanying a picture.
<u>dateline</u>	Words opening the first paragraph of a news story to identify its place and date of origin.
<u>deadline</u>	Stated hour by which all copy for an edition or newscast must be ready.
<u>delete</u>	Take out (primarily a proofreading term).
<u>feature</u>	(1) A news story or other material differentiated from straight news. (2) To emphasize or play up.
<u>filler</u>	Material used to fill space or time.
<u>graf</u>	Paragraph
<u>guide or guideline</u>	Identifying word or words written at the top of pages of copy to facilitate handling and editing. Same as "slugline."
<u>handout</u>	Prepared material given to newsmen in the hope that it will be printed or broadcasted without change, or that it will be helpful in preparing news stories. Applied commonly to "free publicity" material.
<u>head or headline</u>	The display type over a printed news story; also the concise summary of a news story sometimes used in radio and TV news.
<u>hold</u>	Do not release without permission.
<u>jump</u>	To continue a story from one page to another; or, as a noun, the continued material. See "break" (2).
<u>kicker</u>	(1) A short story, usually humorous, used to close a newscast.
<u>kill</u>	To throw away type matter or to eliminate portions or all of a story.
<u>lc</u>	Lower case (small letters as contrasted to capitals).
<u>lead</u>	(pronounced and sometimes spelled lede) Opening section of a news story.

<u>logo</u>	Short for "logotype." The printed title design of a periodical.
<u>make over</u>	To change the design of and re-form a newspaper page already set in type.
<u>makeup</u>	The arrangement of body matter, headlines, and illustrations on a page.
<u>masthead</u>	The formal statement of a paper's name, officers, point of publication, and other descriptive information. Usually on the editorial page.
<u>morgue</u>	The newspaper or broadcasting station library.
<u>must</u>	A story whose publication or broadcast is imperative.
<u>obit</u>	Short for "obituary."
<u>overset</u>	Stories set in type but unpublished because of lack of space.
<u>pad</u>	To fill out, extend, "stretch" a story.
<u>pix</u>	Short for "pictures" or "picture."
<u>play</u>	The emphasis given a piece of news. A story may be "played down" or "played up." The most-emphasized story in a paper or a newscast is the "play story."
<u>proof</u>	A print-off of newly-set type on which corrections are to be marked.
<u>punch</u>	To emphasize a word, a story, or an idea in a newscast.
<u>put to bed</u>	To take the final steps necessary to get the press rolling.
<u>release</u>	A story provided to news media for use at a stated time.
<u>revise</u>	A revised or rewritten version of a story.
<u>rewrite</u>	(1) Same as "revise" (2) The newsroom operation in which writers take stories by telephone from leg men and write them.

<u>round-up</u>	A newscast that summarizes the principal up-to-the-minute news.
<u>running story</u>	A continuing news development whose stories encompass a period of two or more days.
<u>sidebar</u>	A secondary news story, supporting or amplifying a major story.
<u>slant</u>	(1) Same as "angle." (2) To write a story so as to lead the consumer's thinking; to editorialize in news, to color or misrepresent.
<u>slug or slugline</u>	See "guide."
<u>spot news</u>	News printed or broadcasted as soon as possible after it becomes available.
<u>stet</u>	Copyreader's or proofreader's term meaning "let it stand"--ignore editing changes or corrections.
<u>straight news</u>	News presented in straightforward manner for informative purpose, as distinguished from human interest or feature news.
<u>stringer</u>	A correspondent paid by the piece--according to the number of stories he provides, or their length.
<u>take</u>	A section of a story taken from the typewriter before the story is completed (usually one or two paragraphs), to hasten its movement to the copy desk.
<u>text</u>	The verbatim report of a speech or public statement.
<u>30</u>	Symbol widely used in news copy to indicate "the end."
<u>trim</u>	To cut or condense copy. Also "cut" and "boil."
<u>upper case</u>	Capital letters.

## APPENDIX D

### SAMPLE TESTS

NAME Burken

DATE \_\_\_\_\_

#### CHAPTER 12 LEADS

1. Charnley gives two elementary guides for writing leads. List them. (p. 166)
  - 5 pts. a. Effective lead opens with a brief, sharp statement of the story's essential fact, the theme around which the story is unified.
  - 5 pts. b. Lead should limit itself to one central idea or concept, a concept that emphasizes the theme and content of the story.
2. Charnley several times refers to a "clothesline lead." What does he mean by this phrase? (p. 167)
  - 10 pts. Attempt to hang all W's and H's in the lead and overhead lead
3. In discussion of the "strongest element" in lead writing, Charnley advises reporters to "get the 'best' facts of the story into the lead's first group of words." What are the "best" facts? (p. 175)
  - 3 1/3 pts. a. Facts that most sharply express the theme of the story.
  - 3 1/3 pts. b. Facts to which everything in the story will relate.
  - 3 1/3 pts. c. Facts that can be briefly summarized to state the significant meaning of the story.

Charnley leads/add 1

NAME Burken

DATE \_\_\_\_\_

4. Charnley lists five qualities of a "strong lead opening." Two are a long lead and a short lead. List the other three. (pp. 178, 179)

- 3 1/3 pts. a. Names  
3 1/3 pts. b. Quotations  
3 1/3 pts. c. Questions

5. Under what circumstances would a short lead be best used? Give an example. (p. 180)

4 pts. Such a lead must be used only for a news event requiring little background or explanation.

1 pt. i.e., The President is dead.

Under what circumstances would a long lead be best used? Give an example. (p. 180)

4 pts. When the reporter has so much meaningful material that a brief, quick summarizing lead would be inadequate.

1 pt.

6. Charnley states that a prepositional phrase used to open a lead almost always falters. Why? (p. 182)

10 pts. Wastes words.

7. Define a "folo" story. (p. 184)

2 pts. Second edition or second day story.

In a "folo" story what is the criteria for an effective lead? (p. 184)

6 pts. Lead is effective only if it throws emphasis on a factor not available for the preliminary story.

2 pts. Give an example.

30 pts. WRITE A LEAD (ONLY) FROM THE FOLLOWING INFORMATION.

A barn on the Ted Schneider farm southwest of Warsaw, Mo., caught fire early Sunday morning. Five teenage boys were spending the night in the barn. They were Randy Gunn, 16; Larry Simpson, 17; William Roney Smith, 16; and Ken Polly, 16 and Jim Polly.

Sheriff's deputy Darrell Fishback said sparks from a fire in a barrel being used for warmth by the boys started the blaze. The barn was destroyed. One boy was trapped inside. Three others died when they went back into the barn in the rescue attempt. The only survivor, Jim Polly, was treated for smoke inhalation.

-30-

#### LEAD KEY

An attempt to rescue their friend trapped in a burning barn ended in the death of four teenage boys and their friend early Sunday in Warsaw, Mo. A sixth youth escaped and was treated for smoke inhalation.



Test over first five chapters in Stein text

KEY

NAME Burken  
J111  
February 15, 1972

1. List five qualities of a journalist.

- a. Skeptical
- b. Curious
- c. Interested in community
- d. Likes working with people
- e. Wants to learn

2. Define beat.

Regular assignment a reporter covers

3. In reporting the METHOD of questioning a source is important. Give an example of a vague question.

Is there any news?

Now rewrite the question so it is specific.

Who is to appear in court today?

Explain why a specific question will get you a story over a vague question almost everytime

It's easy to answer no news. A specific question will most often draw a specific answer.

4. A reporter can't write a story he himself fails to understand the facts of. Why is this statement true?

You can't report what you do not know.

5. Define a formal interview.

The time and place of the interview are arranged for ahead of time.

## KEY

NAME Burken  
J111  
February 15, 1972

6. In a formal interview what is the best way to begin it and why?

Ask non-pressure questions to put the interviewee at ease.

7. In Chapter Four on Writing the New three elements for clear writing are given. Name two.

- a. Short sentences
- b. Action verbs
- c. Familiar words

8. Objectivity is listed as a "hallmark of journalism" in Chapter Four. Explain why being objective is important to a newswriter.

Reporter must get "both sides of a question" in order to give reader the whole story.

9. In Chapter Five on Accuracy and Ethics, there are five guidelines for avoiding errors and libel suits. Please list them.

- a. Be sure facts are true
- b. Double check names and addresses, especially those obtained from police and witnesses.
- c. Never guess about facts
- d. Read copy carefully before handing it in. Check for grammar, spelling, syntax, organization, numbers, names, addresses, and all other facts.
- e. Ask self if story makes sense.

10. Define attribution as used by a reporter.

Reporter identifies source of facts so story will have credibility.

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

FINAL EXAMINATION  
JOURNALISM

1. Define the following terms:

- CUTLINE: Descriptive text accompanying a picture
- LEAD: Opening section of a news story
- MAST HEAD: The formal statement of a paper's name, officers, point of publication, and other descriptive information. Usually on the editorial page.
- SIDEBAR: A secondary news story, supporting or amplifying a major story
- SLUG: Identifying word or words written at the top of pages of copy to facilitate handling and editing.
- STRAIGHT NEWS : News presented in straightforward manner for informative purpose, as distinguished from human interest or feature news.
- PUNCH: To emphasize a word, a story, or an idea in a newscast
- JUMP: To continue a story from one page to another; or, as a noun, the continued material
- BEAT: A group of news sources assigned to a reporter for regular coverage. Also a story published by one medium ahead of others. Same as scoop
- LIBEL: Printed defamation subjecting publisher to monetary damages

2. What are the defenses of libel?

- a. Truth
- b. Fair comment
- c. Privilege

3. What is the purpose of the sidebar story?

Enables event to be broken up into manageable size.  
Writer does not have to cram every detail into the main story.

4. In the chapter on accuracy and ethics, five guidelines to avert errors were listed. Please name three of these.

- a. Make sure facts are true
- b. Double check names and addresses
- c. Never guess about facts
- d. Double check copy before submitting it to editor
- e. Ask self if story makes sense

5. What is transition? Give examples along with the definition.

Transition is smooth flow of one thought to another in a news story.

Examples of words: meanwhile, also, however, nevertheless, on the other hand  
Use of repetition of words or phrases  
Pronoun regerence

6. What is wrong with the following lead?

- a. Two many facts in one sentence
  - b. Contains unanswered questions
- Rewrite the lead.

Robert Flavin, 34, of 1845 DeLacey St., a hotel clerk, and Agnes Lettle, 28, of 132 Evans Ave., a secretary, were injured yesterday when Flavin's car collided with an auto driven by Mrs. Ruby Manion, 42, a housewife, of 2390 Laurel Lane, at the intersection of Grand and Fremont Streets, and then smashed into a telephone pole.

SEE NEXT PAGE

## JOURNALISM FINAL EXAMINATION

## LEAD KEY

Robert Flavin, 34 of 1845 DeLacey St., and Agnes Lettles, 28 of 132 Evans Ave., were injured Monday in a two-car accident. The crash occurred at the intersection of Grand and Fremont Streets when Flavin's car collided with an auto driven by Mrs. Ruby Manion, 42 of 2390 Laurel Lane, and then smashed into a telephone pole.

-30-

Two Battle Creek residents were injured Monday in a two-car smash-up at the intersection of Grand and Fremont Streets. Robert Flavin, 34 of 1845 DeLacey St., and Agnes Lettles, 28 of 132 Evans Ave., sustained injuries in the collision when the Flavin auto collided with a car driven by Mrs. Ruby Manion, 42 of 2390 Laurel Lane, and then crashed into a telephone pole.

-30-

Questions: Who was driving Flavin's car?  
In which car was Agnes Lettles a passenger?  
Is it Miss or Mrs. Lettles?  
What is the nature of the injuries? Condition report?  
Was the couple taken to the hospital or treated and released at a clinic or doctor's office?  
Who was at fault in the accident? Or What was the accidents' cause?  
Any charges filed in the accident?  
Did phone service interruption occur when the telephone pole was hit?

## APPENDIX E

### SUPPLEMENT TO A.P. STYLEBOOK

#### CAPITALIZATION I

- 1.1 CAPITALIZE titles preceding a name: Secretary of state John Foster Dulles. LOWER CASE title standing alone or following a name: John Foster Dulles, secretary of state. EXCEPTION: Incumbent president of the United States is always capitalized. Do not capitalize candidate for president, no president may seize, etc.
- 1.2 CAPITALIZE government officials when used with name as title: Queen Elizabeth II, Premier Debre, etc. LOWER CASE when standing alone or following a name: Debre, premier of France.
- 1.3 CAPITALIZE Pope in all usage; pontiff is lower case.
- 1.4 CAPITALIZE foreign religious leader titles Iman, Patriarch, etc., but LOWER CASE standing alone or following a name. EXCEPTIONS: Pope and Daiai Lama, capitalized in all usage. (See Section VIII)
- 1.4A In a list of names and titles, place the name first and the title second.
- Harry C. West, president, etc.
- 1.4B Do not pile up titles before a name. Place long titles after the name in lower case:
- Dr. W. T. Door, Calhoun County coroner, said . . .
- 1.5 CAPITALIZE titles of authority before name but LOWER CASE standing alone or following a name: Ambassador John Jones; Jones, ambassador; the ambassador. (See 1.12, 3.31)

- 1.6 Long titles should follow a name: John Jones, executive director of the commercial department of Blank & Co. Richard Row, secretary-treasurer, Blank & Co. (See 6.5)
- 1.7 LOWER CASE occupational or "false" titles such as day laborer John Jones, rookie left-handed pitcher Bill Wills, defense attorney John Jones. (See 2.14)
- 1.8 CAPITALIZE Union, Republic, Colonies referring to the United States; Republic of Korea, French Fifth Republic. (See 2.12)
- 1.9 CAPITALIZE U.S. Congress, Senate, House, Cabinet; Legislature when preceded by name of state; City Council; Security Council. LOWER CASE when standing alone: The legislature passed 300 bills.  
The building is the Capitol, the city is capital.  
Do not capitalize "congress" when it is used as a synonym for convention. (See 1.20)
- 1.16A Seasons are not capitalized.
- 1.19A DO NOT CAPITALIZE points of compass.
- 1.20A DO NOT CAPITALIZE general references to subject matter, areas of interest, political philosophies:
- air navigation
  - civil engineering
  - French history
  - democratic system
  - communist philosophy
- 1.30A Names of newspapers and magazines are capitalized, but not enclosed in quotation marks:
- the Detroit Free Press
  - Time Magazine
  - Denver Post
- 1.36 CAPITALIZE the names of universities and colleges and the various academic and administrative units within universities and colleges:
- Princeton University
  - University of Maine
  - Alma College
  - Department of Romance Languages
  - School of Journalism

Science and Math Teaching Center  
Office of Institutional Research  
Continuing Education Service  
Computer Sciences Program

- 1.37 Names of buildings on campus and other public buildings are capitalized.

Henry R. Davidson Visual and Performing Arts Center  
Classroom Building  
Student Center  
Emory Morris Library  
Lane Thomas Tech. Bldg.  
Theatre Building  
Miller Building  
Science Building

the Capitol (state or national)  
the Pentagon  
the National Archives Building

#### ABBREVIATIONS II

- 2.1A DO NOT ABBREVIATE the names of organizations, firms, agencies, universities or colleges, groups, clubs or governmental bodies the first time the name is used in a news story. EXCEPTION: It is not necessary to spell out Kellogg Community College the first time it is used in a news story. Use KCC.
- 2.12A Names of countries are not abbreviated with some few exceptions. U.S., U.S.A. and U.N., when used attributively, are abbreviated.
- He came to the United States as a child.  
The United Nations meets in New York.
- He served briefly in the U.S. Senate.  
He helped write the U.N. Charter.
- 2.13A Degrees, academic, honorary, religious, are abbreviated and capitalized when they follow a name. They are spelled out and lower cased when standing alone.
- John C. Smith, B.A.  
He earned a bachelor's degree.  
He studied for a master of arts degree in art.



Standard abbreviations for academic degrees are:

bachelor of arts	B.A.	
bachelor of science	B.S.	NOTE: These abbreviations take
master of arts	M.A.	periods.
doctor of philosophy	Ph.D	
doctor of education	Ed.D	

- 2.13C Use only readily accepted abbreviations for university departments:

home ec  
ag econ  
com arts  
poli sci

Do not write engr., journ., eng. These are non-standard.

- 2.14A Some titles are not abbreviated, president, for example. Many long titles are best placed after the person's name, in lower case and set off by commas.

Never abbreviate president:

President Richard M. Nixon	President Nixon
President Richard F. Whitmore	President Whitmore

In referring to the President of the United States, the word President is always capitalized.

- 2.14B DO NOT ABBREVIATE titles that appear after a name:

Smith, Calhoun County prosecuting attorney,  
said. . . .

Johnson, mayor of Battle Creek, said. . . .

- 2.15A Avoid the use of the title Mr. Newspapers in general do not use Mr. for living persons, except the President of the United States, but do use it in obituaries. The New York Times uses Mr. consistently, but most of us are not writing for the New York Times.

- 2.16A DO NOT ABBREVIATE days of the week, Christian names, or these:

association, assistant, associate  
Christmas (Xmas is not permitted, Yule is okay)  
professor (except as a title before a name)

Father (as in Father Smith)  
 fraternity (frat is a barbarism)  
 points of the compass in city names (write it out,  
 East Lansing, East St. Louis)  
 parts of city names (Grand Rapids, never Gd.  
 Rapids)

2.21 Abbreviations for most universities and colleges:

KCC  
 MSU  
 WMU

NOTE: exception in U-M for University of  
 Michigan.

PUNCTUATION III

3.5A The period is omitted in acronyms, as CORE; CARE;  
WAVES; SNICK

3.6A In a series omit the final comma before and, or or  
nor:

red, white and blue  
 neither money, influence nor votes

3.14A The apostrophe is not used to form plurals:

the 1960s  
 two MIGs  
 two Bs and one C

Exception: write A's with the apostrophe.

3.21A Avoid the use of the parentheses except as noted  
 here to set off nicknames used with full names and  
 to set off state names in newspaper titles:

Clarence L. (Biggie) Munn  
 the Lansing (Mich.) State Journal

3.27A Avoid use of quotation marks with slang expressions  
 or single words where meaning is perfectly clear.

3.32A The hyphen is used in phrasal adjectives:

a 7-year-old boy  
 an off-the-cuff remark

- 3.33A In combinations of number plus a noun of measurement use a hyphen:

a 3-inch bug  
a 6-foot man  
a two-man satellite

#### NUMERALS IV

- 4.1A When three or more numbers appear in a series, either use all Arabic figures or spell out all numbers, but follow the rule for the largest number in the series.

204 bags, 57 dresses and 3 boxes  
nine dogs, seven squirrels and four cats

- 4.1B Figures are used for street addresses:

1492 Columbus Ave.  
1145 E. Irving Park Drive

Arabic figures are used in ages:

Mary Brown, 4, who. . .  
Smith, 60, was. . .

- 4.1C When a number is used at the beginning of a sentence write it out. If this is awkward, rephrase the sentence.

Seventy-six trombones led the big parade.

- 4.1D In news writing avoid the use of symbols for cents, degrees, inches, feet, number, per cent and so on. Always write out in words. The only exception is the dollar sign:

5 feet 2 inches  
11 per cent  
\$1.50  
1.6 inches

- 4.1E Dates are expressed in Arabic figures:

May 19	Jan. 12
April 11, 1965	Feb. 28, 1964

- 4.1F Plural dates are indicated by figures and a lower case s. Note use of the apostrophe:
- |           |          |
|-----------|----------|
| the 1960s | the '90s |
| the 1850s | the '20s |
- 4.3A References to decades which have acquired names are spelled out:
- the Gay Nineties      the depression-ridden Thirties
- 8.4A Later references to Protestant clergy may be the Rev. Mr. Smith or Mr. Smith.

#### NAMES AND TITLES IX

- 9.1 Newspaper usage calls for identifying people in the news by first name, middle initial and last name:
- John L. Lewis  
Robert A. Taft
- Where the person prefers some other usage, follow his preference:
- J.D. Salinger  
W. Cameron Meyers  
Pierre Salinger
- 9.2 Identify students by class and hometown, thus:
- John P. Wintergreen, Marshall freshman, was. . .  
Harold C. Uphoff, Battle Creek, sophomore, is. . .
- 9.3 Identify faculty members by faculty rank and department, thus:
- Russel B. Nye, Professor of English, spoke. . .  
Thomas A. McGuire, associate professor of romance languages, said. . .  
James R. Hooker, assistant professor of history, replied. . .  
John B. Bullfinch, instructor in economics, said. . .  
W. T. Door, graduate assistant in journalism, was. . .  
Edward H. Farmer, food science technician, said. . .  
Fred S. Siebert, deam emeritus of the College of Communication Arts, said. . .

Note that it is professors of, but instructors and graduate assistants in.

Note: Do not use title Dr. with those holding academic titles of doctor of philosophy or doctor of education. Faculty are identified by name, rank and department only on first mention. Dr. may be used before the last name on succeeding references.

- 9.4 Use full identification in first reference and in subsequent references use last name only.

first reference: John T. Smith  
second reference: Mr. Smith (for faculty)  
Smith (for student)

Note: With women, later references would be Miss Smith or Mrs. Smith. In some instances where people have official titles, the title and name are used in second reference:

John C. Smith, judge of probate, said. . .  
Judge Smith said also. . .

- 9.5 In referring to President Whitmore:

first reference: President Richard F. Whitmore  
later references: Dr. Whitmore

- 9.6 For use of Mr. in newspaper style see 2.15A.

- 9.7 Use Dr. in first reference where the person is a medical doctor, a veterinarian or a dentist, or in some cases, a doctor of divinity.

Legally in Michigan, doctors of osteopathy, chiropractors, podiatrists and others, should be identified by their specialty, but since this is cumbersome and generally not apropos, it is best to restrict the use of the title of doctor as much as possible.

## TIME X

- 10.1 Time in newspaper usage is always a.m. or p.m.

8 a.m.	8:15 a.m.
9 p.m.	9:20 p.m.

Note that it is 8 a.m. and not 8:00 a.m. or 8 o'clock. Keep it short and simple.

- 10.2 Midnight and noon are neither a.m. nor p.m. Write:

noon  
midnight

The Arabic figure 12 may be omitted:

The ship sailed at noon.

- 10.3 Use the day of the week and not the words tomorrow or yesterday.

Today is acceptable and tonight where this is clear.

- 10.4 Using tonight with p.m. or this morning with a.m. is unnecessarily repetitious.

- 10.5 Note that a.m. and p.m. are lower case and take periods.

- 10.6 In reference to events within seven days of the date of publication--before or after--use day of week only.

In reference to events more than a week ahead or previous to day of publication, use the date only and omit the day of the week.

- 10.7 In dates do not use a hyphen to indicate to or through:

They will meet June 11 to June 15.  
They will meet June 11 through 18.

Note that to and through mean different things and that a hyphen is ambiguous.

## USAGE XI

- 11.1 University students are men and women, coeds or students, never boys and girls.

- 11.3 Avoid the use of host, feature, theme as verbs. Many editors regard such usage as evidence of an insensitiveness to the niceties of language.

- 11.4 Do not say invited speaker or guest speaker. A speaker is both.
- 11.5 News stories are traditionally written in the third person. With rare exceptions, first person reporting is banned.
- 11.6 Although this nicety is generally forgotten, many editors prefer you to write was graduated rather than graduated.

Smith was graduated from Kellogg Community College.

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