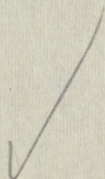


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JOURNALISM

This class will edit the school newspaper and the creative writing publication, "The Kaleidoscope." Student journalism is primarily a non-vocational training for citizenship. Emphasis is placed upon composition, intelligent newspaper selection and reading, and development of greater interest and knowledge of the community.

COURSE OF STUDY

JOURNALISM

1943-4

Louise Goodson

Goodson

PART ONE: READING THE NEWS

UNIT ONE: THE MODERN NEWSPAPER

1. Taking Inventory: Why We Read Newspapers
2. Inventory Test of Reading Interests
3. Taking Inventory: Newspaper Terminology
4. Taking Inventory: Your Knowledge of Government Officials
5. What Is News?
6. Securing News Value
7. Editing the News

UNIT TWO: HOW TO SELECT A NEWSPAPER

8. Using the Masthead Information
9. Standard Size vs. Tabloid
10. Evaluating a Newspaper's Policies
11. Comparative Study of Newspaper Policies
12. Serving the Community
13. The History of Journalism

UNIT THREE: HOW TO READ A NEWSPAPER

14. Discussing Your Daily Reading
15. Inventory Test on Familiar Names and Places
16. Functions, Duties, and Services of the Newspaper
17. News Sources
18. Inventory Test on Press Associations
19. Management and Ownership
20. Organization of the Staff
21. Types of Newspaper Writing
22. Inventory Test on Types of Newspaper Writing
23. Classification of the News
24. Layout
25. Analysis of Departments

UNIT FOUR: ETHICS OF JOURNALISM

26. Duties of the Press
27. Slanting the News
28. Libelous and Privileged Matter
29. Freedom of the Press and Muckraking

UNIT FIVE: PROPAGANDA

30. Meaning
31. Definitions of Propaganda

32. Molders of Public Opinion
33. The Human Factor in the News
34. Use of Words
35. Devices
36. Spotting Propaganda in the News
37. Suppression and Censorship of News
38. Distortion of News
39. Evaluating Propaganda

UNIT SIX: ADVERTISING

40. Introduction
41. The Advertiser's Purpose
42. Kinds of Advertising
43. Standards in Advertising
44. Slogans and Symbols
45. Evaluating the Advertisements

UNIT SEVEN: NEWS PHOTOGRAPHY

46. Introduction
47. Picture Sources
48. Picture Values and Types
49. Picture Value Exercises
50. Engraving
51. Placement of Pictures
52. Picture Captions
53. Summarizing the Week's Events
54. The Week's Events in Pictures
55. News Broadcasting
56. Radio Journalism: Exercises
57. Newsreel Coverage
58. Policies of the Newsreels

PART TWO: WRITING THE NEWS

UNIT NINE: THE NEWS STORY

59. Introduction
60. Taking Inventory: Characteristics of a Good Reporter
61. What Is News?
62. Judging News Interest
63. Sources of News
64. Gathering Material
65. Taking Inventory: Sources of Information
66. Selecting Material
67. General Procedure
68. The Lead
69. The Lead: Grammatical Openings

70. Rewriting the Lead
71. Writing the News Story
72. Rewriting the News Story
73. Follow-Ups

UNIT TEN: THE INTERVIEW

74. Introduction
75. Arranging the Interview
76. Preparing the Interview
77. Conducting the Interview
78. Writing the Interview

UNIT ELEVEN: THE FEATURE STORY

79. Definition
80. Clipping the Feature
81. Finding Material for the Feature
82. The Informative Feature
83. The Name Feature
84. Writing the Feature

UNIT TWELVE: SPEECH REPORTS

85. Introduction
86. Covering a Speech
87. Writing the Speech Report

UNIT THIRTEEN: THE EDITORIAL

88. Introduction
89. The Editorial Page
90. Sources and Style of the Editorial
91. Writing the Editorial

UNIT FOURTEEN: THE SPORTS STORY

92. Introduction
93. Sports Vocabulary
94. Score Sheets
95. The Straight Sports Story
96. The Straight Sports Story: The Lead
97. Writing the Straight Sports Story
98. Sports Features and Columns
99. The "Dope" or Forecast Story
100. The Follow-Up Story
101. Tabulations

UNIT FIFTEEN: REVIEWS

- 102. Introduction
- 103. Reviewing the New Books
- 104. Reviewing the Drama
- 105. Reviewing Musical Events
- 106. Reviewing the Films
- 107. Reviewing Radio Programs

UNIT SIXTEEN: TYPOGRAPHY

- 109. Introduction
- 110. The American Point System
- 111. Typographical Accessories
- 112. Methods of Typesetting
- 113. Estimating Space
- 114. Analysis of Your School Paper

UNIT SEVENTEEN: HEADLINES

- 115. Introduction
- 116. Counting the Headline
- 117. Headline Styles
- 118. Sources of the Headline
- 119. Examining the Headline
- 120. Examining the Headline (cont.)
- 121. Headline Exercises
- 122. The Headline Schedule
- 123. Captions and Outlines

UNIT EIGHTEEN: MAKEUP

- 124. Introduction
- 125. Styles of Makeup
- 126. Front Page Makeup Exercise
- 127. Making Up the Secondary News Pages
- 128. Making Up the Editorial and Sports Pages
- 129. Laying Out the Advertisements
- 130. The Placement of Cuts
- 131. Scaling Copy for the Engraver
- 132. Analysis of the Makeup of Your School Paper

UNIT NINETEEN: COPY EDITING AND PROOFREADING

- 133. Introduction
- 134. Copy Editing Exercise I: News Stories
- 135. Copy Editing Exercise II: News Stories
- 136. Copy Editing Exercise III: News Stories
- 137. Copy Editing Exercise IV: Editorial and Feature
- 138. Task of the Copy Editor
- 139. Proofreading
- 140. Proofreading the Page Proof

UNIT TWENTY: MAKING THE PAPER PAY

- 141. Introduction
- 142. The Advertising Staff
- 143. The Circulation Staff
- 144. Planning the Budget

For the last two weeks the class has been working on Page Make up. This unit included such ideas as: importance of make up; boxes; general principles of page make up; balance; determining correct headlines; high school use of dummy sheet; etc.

Each student worked on a dummy sheet, preparatory to actual work in editing the paper.

The "IT" was published on the regular publication date.

Journalism - Fourth Period

The journalism class continued to edit the school newspaper twice monthly, and in addition to put several specials out.

The staff worked particularly hard the last two weeks in trying to improve upon the writing of news. Attempts were made to make material more interesting, clear and accurate.

The class decided to sponsor a Christmas dance in order to raise funds to publish a quarterly magazine. EQUILL AND SCROLL, International Honorary Journalistic Society, was petitioned for a charter. Plans were made, to help take care of the expenses of the students joining, to sponsor food concessions at the basketball games.

Plans were made for setting up a "Press Box", with a sports' announcer, at each game. In conjunction with the physical education department, an assembly was held to select the sportscaster. Sports writers will occupy the booth at all games.

The Journalism class sponsored the Junior Red Cross Drive in senior high school, and turned in approximately thirty five dollars in donations.

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JOURNALISM 4th PERIOD

The Journalism Class edited the school paper and in addition put out a special edition of the Student Body Election.

Feature writing was emphasized during the last two weeks. Accent was placed upon column writing, short stories biographical sketches, etc.

The Press Club was organized and plans made for a membership drive.

The Group decided to affiliate with the International Quill and Scroll Society. Correspondence has been exchanged concerning the matter.

The class now exchanges papers with all the relocation centers and many outside schools.

Oct. 1, 1943
LOUISE GOODSON

Journalism - Period 4

The journalism class had as its major activity the editing of the school newspaper. Among the other activities which the class took part in were: organizing the staff, how to read a newspaper, how to interview as a reporter, etc.

The class is working on editorials at present, and each student will "make up" a page of editorials this next week.

Oct. 4TH TO 18TH
LOUISE GOODSON

Journalism-4th Period

The Journalism Class edited the school paper and in addition put out a special edition on the Student Body Election.

Feature writing was emphasized during the last two weeks. Accent was placed upon column writing, short ~~short~~ stories, biographical sketches, etc.

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REPORTS ON

QUILL and SCROLL SOCIETY

AMACHE HI "IT"

PRESS CLUB

THE QUILL AND SCROLL SOCIETY

The Amache High School Branch of the Quill and Scroll, International Honorary Society for High School Journalists was granted a charter January 27, 1944.

Upon the granting of a charter, names of candidates were submitted to the executive secretary. Candidates were chosen from the students enrolled in high school who at the time of their election met the following requirements:

1. They must be of at least junior standing.
2. They must be in the upper third of their class in general scholastic standing at the time of their election (for the current year).
3. They must have done superior work in some phase of journalistic or creative endeavor.
4. They must be recommended by the adviser or by the committee governing publications.
5. They must be approved by the executive secretary.

Fees were paid from the Press Club fund and each candidate received the gold badge of the society, a year's subscription to the magazine, Quill and Scroll, and an individual membership certificate.

Samples of the candidate's work were submitted to the executive secretary who approved and criticized their writing.

These students were charter members of the Amache Quill and Scroll and were initiated April 15, 1944:

Betty Kanameishi
Frances Sasano
John Ito
Gladys Nakagawa
Jack Hatanaka
Lily Nagatoishi
Kiyoshi Sanui
Ken Yonemura
George Uriyu (Honorary)
Hiroshi Ito (Honorary)
Masao Igasaki (Honorary)
Emiko Kuzahara (Honorary)

Sponsor

Louise Godson

AMACHE HIGH "IT"

A The Amache High School newspaper, the "It", was organized in October 1942 by a group of enthusiastic journalistic minded students. The class was entirely extra curricular and met after school, evenings and on Saturdays. The paper came out semi-monthly.

During the second semester of the school year, the class became accredited, met daily and the paper continued to be published twice monthly.

The nucleus of the "It" organization was Hiroshi Ito, Editor; Emiko Kuzahara, Feature Editor; Frances Sasano, Associate Editor; Masao Igasaki, Sports' Editor; George Uriyu and Akira Samashima, Art Editors; John Ito, Technician; Betty Kanameishi, Betty Seto and Mary Rikamaru, Reporters.

This small group worked every spare minute to publish a school paper for the student body. There was absolutely no equipment the first year, so the staff and sponsor financed the first editions of the "It". A typewriter was borrowed when and if possible and the students trudged dozens of times down the hill to borrow the project newspaper facilities: styli, mimeograph machine, etc.

B Handicapped as the staff was, it continued to grow and when the second year of school began at Amache, the "It" again appeared semi-monthly.

Equipment was always a problem, as was stencil cutting, because the class was composed of literary minded rather than commercial minded students. The staff for three semesters did every bit of work on the paper, writing, typing, dummy set up, stencil cutting and mimeographing. It was entirely the students' paper.

In addition to the regular edition of the "It", numerous specials were printed including three student body elections, specials on basketball games, school dances, etc.

Joining the "It" staff in enthusiasm were many high school students who could not take journalism as a course. These people organized a Press Club whose major activity was to be the publication of a literary magazine, the Kaleidoscope. The magazine did not go to press due to a change in sponsorship of the "It" in the summer of 1944. The material collected for the magazine was creative in nature, including literary work, musical contributions and original art work. The Press Club sponsored two major social activities: the Kaleidoscope "Stardust Dance", summer of 1943, and the "White Christmas Dance", 1943. Meetings were held twice monthly where arranged programs were given.

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Louise Gordon

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Sponsor

Louise Gordon

June 1943

JOURNALISM

Quarterly Report
Instructor, Louise Goodson

A. Sixth period enrollment, 16.

B. The Amache School Paper, "IT", was published every two weeks during the last quarter. The staff was responsible for the complete publication of the paper. This work included creative writing, news gathering, art work, stencil cutting, cutting of heads, and mimeographing.

The class, in addition to publishing the paper, worked on various other activities.

These included:

- (1) How to Read a Newspaper
- (2) Ethics of Journalism
- (3) Propaganda
- (4) Advertising
- (5) News Photography and Art Work

The class did excellent work with a limited amount of materials, and worked over time to accomplish their objective of publishing the paper.

C. A mimeograph machine made available to the newspaper class would be my strongest recommendation for the coming year.

June 1943

REPORT OF ACTIVITIES SPONSORED

Louise Goodson

A. Anache High Newspaper "IT".

The "IT" was published semi-monthly. In addition to regular school time put on the paper, after school periods, evenings and Saturdays were used.

The "IT" staff made two excursions into town to study the Lamar newspaper office and to enjoy an outing.

B. The "Press Club" included the "IT" staff plus those persons who were interested in Journalism, but were not taking the course for credit. Meetings were held after school and on Saturdays.

Interesting discussions, some social activities and individual creative writing were among the activities enjoyed by the group.

C. As sponsor of the Senior class, there were many activities this quarter to supervise.

These included:

- Senior Banquet
- Commencement Exercises
- Baccalaureate
- Supervision of Cap and Gown Selection
- Making of Programs
- Decoration for Activities
- Etc.

H.K.W.

August 5, 1944

Today Miss Walls' oral English class had a picnic which was planned by the students at the Arkansas River. Eighteen girls went on the picnic, and we all had a wonderful time.

Rosalind Walls

August 8, 1944

Today five members of the journalism class visited the Daily News office in Lamar, discovering many of the mysteries of a printing office. This knowledge will give these students an insight into how a paper is made up, and will help them be more broad-minded about the news. We enjoyed a picnic lunch at noon and a show at night.

Rosalind Walls

Rosalind Walls

JOURNALISM
September 5-15, 1944

Objectives:

1. Discover functions of a school paper.
2. Explore the processes of publishing a school paper.
3. Learn about news stories, features, editorials, and special stories, and get some experience writing all these.
4. Formulate editorial policy.
5. Start on first issue of the It.

Procedures:

1. Discussion of functions of a school paper.
2. Statement of purposes and policy by each student.
3. Survey several papers, noting news stories, feature stories, editorials, special stories, headlines, leads, and make-up.
4. Outline how the news gets from the place where it happens to the public.
5. Write features, editorials and news stories, and read chapters.
6. Test powers of observation by keeping a diary for one day.
7. Show how to use speed-o-scope and mimeograph.

Comments:

Almost all the work in journalism is individual. Some students type, some work on art or news or speed-o-scope, according to ability or need to develop ability. A constant turnover in class roll during these first two weeks has made any unified work impossible and has slowed up activity.

Bibliography:

Otto and Marye "Journalism for High Schools"

Personal qualifications of a journalist

Headlines

The editorial

The feature story

Dale "How to read a newspaper"

How the news gets from reporter to consumer

JOURNALISM REPORT
October 14, 1944
Rosalind Walls

- I. Two issues of the school paper were published this month besides a special extra edition announcing the student body officers. The former was published by the entire class in order that all might have a chance to find the field in which they could work best. After the publication of the first paper we discussed the functions of a staff, the requirements for various positions, and chose our staff in an open meeting where opinions were freely expressed both pro and con on every position. Instead of voting, we tried to ascertain the consensus of opinion, thereby endeavoring to satisfy and challenge all rather than the majority only.
- II. Mr. Walther was asked to talk with the class concerning policy for the paper, explaining our relation to the school, W.R.A., and the whole United States. He suggested the forming of an editorial code by the staff by which the paper could govern itself, saying that under such conditions censorship would be unnecessary.
- III. An attempt was made to cooperate with the junior high paper, the Wig-wam. However, limited time and facilities and trained people made it impossible for both papers to come out the same day.

JOURNALISM

10/15/44

On October 6, Mr. Walther talked with the journalism class concerning the frame of reference within which our school paper operates. This "fireside chat" improved relations between the class and the administration, clarified the position the school paper plays as a publicity function for the center, and presented the challenge for the class members to formulate a series of principles by which to guide themselves in publishing material. These principles should not conflict with those of the United States, W.R.A., or Amache High School, if the It is to be an official publication within these organizations.

Rosalind Walls

JOURNALISM REPORT
January 2--March 2, 1945

I. Purposes

- A. Improve journalistic techniques through work experience
- B. Develop dependability, accuracy and punctuality
- C. Improve journalistic writing ability through practice
- D. Increase knowledge of journalistic terms
- E. Develop facility in working with others, both teachers and students
- F. Serve the school and develop a spirit of pride through the school paper
- G. Serve other schools and our own through exchange papers
- H. Develop interest in news of school, local, state, national and world value
- I. Compare form and policy of various papers to determine their worth in news content, editorial policy, pictures, cartoons, features, etc.
- J. Encourage participation in national journalism contests
- K. Stimulate interest and increase practical journalistic knowledge through a field trip to the LAMAR DAILY NEWS
- L. Cooperate with the annual staff

II. Procedures

- A. Edit the school paper and publish it every two weeks
- B. New second semester students study chapters on features, editorials, news stories, and leads
- C. Cooperate with the senior class in publishing a senior edition of the IT
- D. Cooperate with the Hi-Y in publishing a Hi-Y edition of the IT
- E. Field trip to the Lamar Daily News
- F. Weekly report of all news reading by each student
- G. Comparison of such papers as the New York Times, the Christian Science Monitor, the Chicago Sun, the Chicago Tribune, the Denver Post, the Rocky Mountain News, the Pacific Citizen, the Pioneer, the American Observer, and the Scholastic Magazine, and the Lamar Daily News in a point by point comparison of lay-out, headline styles and content, news values, services offered, purposes, size, comics, editorials, and general policies

Rosalind Walls

A REPORT ON THE ONLOOKER

- I. A school annual is deeply valued by all high school students. This is especially true at Amache, for the school is of such short duration that friendships formed here may often be retained only through such a book. The entire school was enthusiastic about the book and interested in its appearance and contents.

The three Onlookers will serve as living history of relocation center life.

- II. Three editions of the Onlooker were published in June of 1943, '44, and '45.

- A. Miss Helen Wilcoxon sponsored the first edition begun May 11, 1943. It was published by J. J. Seright, Lincoln, Nebraska, and consisted of 18 picture pages, 5 division sheets, and 27 mimeographed pages. There were approximately 32 students on the staff. Four hundred seventy-five annuals were sold at \$1.25. The theme was "Building for Tomorrow."
- B. Miss Grace Good sponsored the second annual begun in March, 1944, and was published by Hirschfelds in Denver. It consisted of ____ pages.
- C. The third Onlooker was begun in September of 1944, sponsored by Miss Rosalind Walls. Smith-Brooks Printing Company in Denver printed the books and the American Cover Company, Dallas, Texas, made the covers and bound the books. The 45 staff members compiled 136 pages using a modern design make-up. The book was offset and all the art work was done by staff artists and completed by the Amache Silk Screen Shop. A section on community life was included in this annual to give a fuller picture of camp life than just the school.

III. Organization

- A. The first year the staff was selected in February by a group of four teachers and six students using application letters written by those interested.
- B. In March of 1944 an interest poll was circulated and a group of students and teachers selected the staff on the basis of interests and abilities.
- C. The 1944-45 staff was chosen in October in the following manner.
1. A questionnaire was circulated through junior and senior high school (sample attached) to discover interests and abilities. Then a group of four teachers ---junior and senior journalism sponsors, student council sponsor, and senior sponsor---and four students ---three chosen by the student council from seventh, ninth, and twelfth grades and one representative elected by the journalism class---reviewed application

letters and interest blanks and selected the major staff members. This staff added other members when the need arose and shifted responsibility when necessary. During the second semester the make-up editor was made editor since she had been taking the greater part of the responsibility.

2. The entire staff met each Tuesday after school until the dummy was sent to the printer. Staff members worked on the annual during free periods, journalism period, after school nights, and week-ends in an effort to publish an annual with high standards of workmanship and worth. Much of the work was done in the journalism room, but this caused mutual interference with the school paper. The last few weeks a separate room was secured.

IV. Evaluation

- A. The annual serves a historical purpose, not only for students and teachers of Amache High, but also for interested persons all over the world.
- B. The annual was a morale-builder for the former Amache High students now in the armed services.
- C. The annual provided an opportunity for a large group of students to gain technical journalistic training and experience, and gain a knowledge of journalistic vocations.
- D. The Onlooker served to coordinate all clubs and activities of the school into a unified whole through write-ups from each group concerning their activities. The effect of the community on the life of the school was also included in pictures of camp life.
- E. The publishing of the annual gave a large number of students an opportunity to apply their creative writing, artistic, and drafting ability, photographic genius, and financial management. It also developed the ability of staff members to think and make wise decisions both individually and as a group. It developed a cooperative sense of responsibility in many individuals.
- F. The Royal Ball sponsored by the annual staff gave an opportunity to develop administrative ability, artistic creativity, ability to work dependably with others on committees, and ability to budget and handle money. This also served as an outlet for the queen contest and provided a feature for the annual.
- G. Since insufficient records were available from the activities of previous annual staff activities, and both staff and sponsor were inexperienced, action on the annual was slow at first. But all were anxious to learn and many spent long hours working in order to publish an attractive and worth-while book.